

Europeana Learning Scenario

Title

German Empires: War, Leadership, and Propaganda

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Abstract

In this lesson, students are asked to study side by side two images: one is of the top German military leadership during World War I, while the other shows members of the Nazi hierarchy. Using what they have learned in class discussions and from assigned readings, students are challenged to compare the pictures in terms of aspects of the two German regimes and their war aims, strategies, and efforts.

Keywords

Hitler, Nazi, Propaganda, German Empire, World Wars

Table of summary

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Subject	History
Topic	World War I, World War II, Total War, Propaganda
Age of students	16-17
Preparation time	180'
Teaching time	90'
Online teaching material	<ul style="list-style-type: none"> • Photo of the Nazi Hierarchy . "Nazi Hierarchy: Hitler, Goering, Goebbels, Hess'; The Desperate Years p143." Record creator: Roosevelt, Franklin D. 1933?/1934?. Credits: National Archives and Records Administration/Franklin D. Roosevelt Library. License: PD. • Teams: a Microsoft application that allows the easy distribution of class resources and online posting of assignments, as well as submission of student work. • The teacher can make use of the following resources in her/his lesson preparation. The same resources can also be shared with students. <p>BBC: Origins of World War 1</p>

	<ul style="list-style-type: none"> • firstworldwar.com: World War I resources • Vox.com: World War I Maps • History.com: Kaiser Wilhelm II • livescience.com: How Hitler Rose to Power • History.com: The Nazi Party • warhistoryonline.com: Hitler's Inner Circle
Offline teaching material	Pen and paper for those who wish to take notes by hand.
Europeana resources used	Photo of Wilhelm II, Hindenburg, and Ludendorff “Copy of a photograph taken from a German Officer showing Kaiser, Hindenburg and Ludendorff at G.H.Q., Spa, Belgium”. n.a. 1916-1918. Credits: National Library of Scotland; partner: The European Library. License: CC-BY-NC-SA.

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Integration into the curriculum

This lesson can be implemented in History classes in upper secondary education, and in particular, after class sessions on the First and Second World Wars.

Aim of the lesson

- Students will be able to see some of the connections between the two great wars.
- Students will be able to clearly identify points of comparison between the two global conflicts and the regimes in Germany involved in them.
- Students will practice synthesizing secondhand historical knowledge and the experience of studying sources.
- They can develop a critical appreciation of historical sources.

Trends

- Collaborative Learning: a strong focus on group work
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli
- BYOD: Students bring their own mobile devices to the classroom
- Open Source Learning: teachers copy, share, adapt, and reuse free educational materials

21st century skills

- Collaboration and communication – by working in pairs or groups, choosing, and analysing images together

- Digital literacy – by using their devices and digital tools
- Critical thinking – by evaluating the content of sources and formulating likely interpretations

Activities		
Name of activity	Procedure	Time
PART I Review	The teacher initiates an interactive recapitulation of specific topics relating to the Nazi regime and the Second World War: Nazi leadership, their effective use of propaganda, and policies and actions implemented, which led to war. Students are encouraged to share what they remember from past lessons verbally.	10'
Introduction to the larger task and the task at hand	A quick explanation of the mechanics and aims of the task. All materials and links should already be available online (as part of an Assignment on Teams or another learning platform). The teacher will direct the students to the relevant photo. It should be made clear to them that the ultimate aim is to make a comparison between this and another one relating to the Second World War.	5'
Group work	Students form small groups of 3 to 4 people. Using their devices, they view the Photo of Wilhelm II, Hindenburg, and Ludendorff and read the accompanying text. Students can also use the time allotted to review their notes, past readings, or do online searches. They are asked to bear in mind the following questions: (a) Who are the people shown in the image? (b) What other information in or about the image do we have? (c) What does the picture suggest about German leadership, propaganda, and war effort in World War I?	15'
Discussion	Using the image as an anchor and springboard, the teacher will then begin a discussion with the entire class, addressing one by one the questions above. The teacher will also encourage the students to make comparisons between the First and the Second World Wars in terms of leadership, propaganda, and executed actions. The students are advised to take notes during this discussion.	15'
PART II Presentation of comparison task	The teacher will refer the students to another image, namely, Photo of the Nazi Hierarchy (a link to this image should already be available on the learning platform).	5'

Name of activity	Procedure	Time
	The teacher will explain that the students are expected to compose a written comparison between this image and the one they worked on in the previous class session.	
Discussion	Through a short class discussion of both photos, the teacher will encourage communal brainstorming. He or she will ask the students to consider in terms of what aspects the two images can be compared. The students are advised to take notes during this discussion.	5'
Writing task	The students will then be given the time to formulate (in the form of a Word document) their comparison of the two photos They are advised to analyze the images in terms of leadership, propaganda, and war efforts. However, if they can identify any other relevant point of comparison, they can be given the freedom to use that in their written task.	35'

Assessment

The document submitted by each group of students will be assessed in terms of

- Brief descriptions of the content of the sources 2 points
- Comparison of the sources in terms of three aspects 3 points
- Integration of knowledge from class (including readings) and source evaluation 3 points
- Clarity 1 point
- Completion of feedback section 1 point

***** AFTER IMPLEMENTATION *****

Student feedback

Students will be asked to include their feedback on the task in the Word document that they are expected to submit. Feedback will take the form of answers to the following questions:

- (a) What difficulties did you encounter in completing the research and analysis task?
- (b) Is this exercise helpful in deepening your understanding of the First and the Second World Wars? Explain your answer in at least one sentence.

About the Europeana DSI-4 project

Europeana is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and

use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.