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| **HA Resource Hub Submission Form** |
| **Resource Title:** **What events transformed Hitler from a “nobody” to a “somebody”?** | **Age Range: Y9 KS3 or GCSE (KS4)** |
| **Author name and email contact:**Lawrence PeopleLsp514@york.ac.uk | **Resource Details: (e.g. how many documents does it consist of? In which order?)** 1x PPT: “What transformed Hitler from a ‘nobody’ to a ‘somebody’?” 1xWord explanation sheet for teachers (below)1xWord worksheet for pupils (below) |
| **Necessary prior learning to complete this:**See explanation sheet below | **What does it lead to next?** Hitler to power |
| **Explanation: How should this resource be used?** **This uses a historian’s perspective (Kershaw) to frame the learning of the early part of the Hitler story – as opposed to doing it in a simple timeline.**  |

**Explanation sheet for teachers**

**What events transformed Hitler from a “nobody” to a “somebody”?**

**Lesson context:** This lesson was place towards the beginning of a larger sequence on Germany in the 1920s and 1930s, ending with the outbreak of the Second World War (where a new sequence began). Before this lesson, we had covered the Treaty of Versailles, as well as the Democratic Revolution in Germany (and the chaos of the early 1920s period).

The students therefore had an awareness of Germany’s position after World War One, with a great focus on the economic and emotional impact that this loss had. They were also aware of the terms of the Treaty of Versailles, and popular German attitudes towards it. Further to this, they knew on a basic level what the Weimar Republic actually was (including its democratic and, at times, liberal character). They began to think about *who* may dislike this new system.

**Enquiry focus:** The lesson gives an insight into Hitler as an individual, but to try and move away from a simply biographical recital of his life’s main events up until the early 1920s. Instead, taking from Kershaw’s mammouth *Hitler,* the lesson seeks to work out what events in Hitler’s life (both personal to him, as well as going on around him) contribute to Hitler’s transformation from another disgruntled veteran (“nobody”) to someone with a sense of his own political purpose and destiny (“somebody”).

**Historical concepts:** The lesson focuses on interpretations as well as consequence. I designed the lesson so that students would pick apart Kershaw’s interpretation (the first quote on the 3rd PowerPoint slide), and for themselves, work out what Kershaw is talking about when he discusses the role of a “lost war”, “revolution” and “national humiliation”. By the end of the lesson, they are not only able to see for themselves what Kershaw actually means here, but they are able to decide which (they think) was the most potent event in this “transformation”. This final task leads into thinking about consequence, and which of these major events in Hitler’s (and Germany’s) life had the greatest impact on Hitler personally.

**Basic lesson overview:** After discussing the three historians that will be used for the rest of the sequence planned, we look at the quote as a class, and using our contextual and previous knowledge to work out what Kershaw might be speaking about here. We also need to define what he means by “nobody” and “somebody”.

The first half of the lesson is mostly biographical, and focuses on creating a mind map about Hitler as a child/failed artist, and then moves onto think about Hitler in WWI. For this I use *Hitler: The Rise of Evil*, with a disclaimer that Hitler doesn’t really kill a dog on the Western Front. They create mind maps for the pre-1918 content.

The second half places a lot more focus on the lesson question, and the Kershaw quote. Already, we should have a basic sense of what the quote means, however perhaps not how the events described in the quote (such as the Treaty of Versailles) personally affect Hitler. To fill in this gap, I included an extract from Shirer’s *The Rise and Fall of the Third Reich*, which discusses quite neatly the “lost war” and “revolution” (Weimar Republic) elements of the Kershaw quote. For the “national humiliation” part, we had a discussion on our lesson previously on the Treaty of Versailles.

By the end, all students know what Kershaw was speaking about, at least in basic terms (for example ‘lost war’ equals WWI). However, they can also be more specific, thinking about not only what the events being referred to were, but how they personally affected Hitler so much that he gained this sense of purpose and destiny (“somebody”). Students can also consider whether Shirer and Kershaw agreed in their respective extracts/quotes, and weigh up which of the three events Kershaw describes (they think) were most consequential in transforming Hitler from a “nobody” to a “somebody”.

**Worksheet**
***“Without the changed conditions, the product of a lost war, revolution, and a pervasive sense of national humiliation, Hitler would have remained a nobody.”* – Ian Kershaw, Hitler**

**Lost war =**

**Revolution =**

**National humiliation=**

***“Without the changed conditions, the product of a lost war, revolution, and a pervasive sense of national humiliation, Hitler would have remained a nobody.”* – Ian Kershaw, Hitler**

**Lost war =**

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