



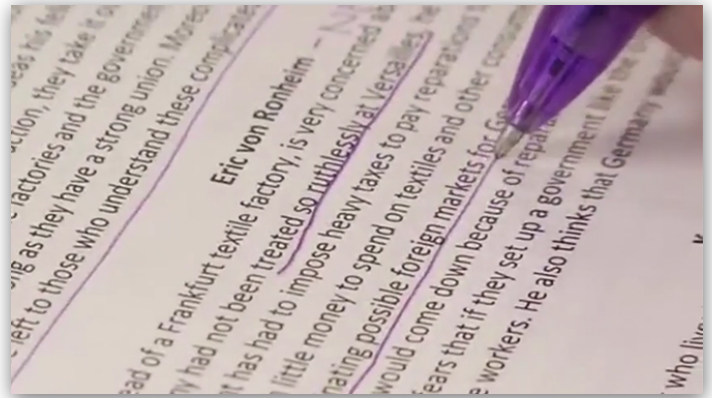
Viewing Guide: Teaching about the Weimar Republic

Overview

History teacher Brittany Burns has her students consider several first-person accounts of life in Weimar Germany. Initially, students are broken into small groups by topic so that they can recall prior information they learned about the time period. Then students are asked to create claims and support them using evidence gleaned from primary source documents. Finally, students reflect in their journals.

As you watch, consider the following:

1. Where do we see Ms. Burns use group work? Why do you think she does this? How does working in groups impact students' learning?
2. At 4:58, students are using text from their readings to support their claims. What kind of scaffolding would you need to do with your students in order to make such an activity successful in your classroom? How do you use primary sources in your teaching?
3. At 6:27, Ms. Burns reflects on students' use of their journals: "I get to see what they're thinking and how they are processing." How is she able to do that? How might you use journals with your students? What kinds of questions would reflect students' evolving thought processes?



In this video:

Brittany Burns, teacher
9th–12th grades, Algonquin Regional High School
Northborough, MA

Video Goals:

The purpose of watching this video is to:

- Consider how to activate students' prior knowledge as they encounter new material
- Witness how to use primary source documents as students craft their own claims
- Learn about different ways journals can be used in history/social studies classrooms



Lesson Resources:

- [The Weimar Republic: The Fragility of Democracy](#)
- [Teaching Strategy: Journals in a Facing History Classroom](#)