Viewing Guide: Introducing the Weimar Republic

Overview
History teacher Jacob Montwieler is teaching a unit on Weimar Germany. He begins the class with a whole-group discussion of information students have read in Chapter 4 of *Holocaust and Human Behavior*, and then he has students consider several primary source documents from the *Weimar Republic Primary Sources* collection.

As you watch, consider the following:
1. At 1:02, Mr. Montwieler says, “Weimar is an important time because it pushes students to think critically about the opportunity citizens have to support their government, or not—to take an antagonistic approach toward their government—and then how those choices impact their fellow citizens.” Why would this be an important concept for students to grapple with today?
2. At 5:23, Mr. Montwieler shares the first of three images. What work has he done ahead of time to prepare students to analyze these images? What strategies do you think you would use when analyzing primary source images in your classroom?
3. As the lesson opens, Mr. Montwieler draws students’ attention to a timeline he’s made on the board. Later, at 8:33, Mr. Montwieler says, “We are talking about a specific moment in time. This is Germany in the 1920s. It’s not 1950, it’s not 1900.” Why is this significant, and how are timelines essential when teaching about this historical period?

In this video:
Jacob Montwieler, teacher
8th grade, Wayland Middle School
Wayland, MA

Video Goals:
The purpose of watching this video is to:
- Observe a teacher lay the groundwork for a unit on Weimar Germany
- Understand why a unit on Weimar is essential in building student understanding about Hitler’s rise to power
- Learn about the various Facing History resources available on Weimar and how to use them effectively

Lesson Resources:
- *Holocaust and Human Behavior*, Chapter 4
- *Weimar Republic Primary Sources: Weimar Economics*
- *Weimar Republic Primary Sources: Weimar Society*