



**FACING
HISTORY &
OURSELVES**

CLASSROOM VIDEO • 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.

Questions to Consider

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?



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2. At **5:13**, 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 might you 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 **8:26**, 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?
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Featured

Jacob Montwieler

Teacher

8th Grade

Wayland Middle School

Wayland, MA

Video Goals

- **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 about Weimar and how to use them effectively.

Lesson Resources

- [Holocaust and Human Behavior, Chapter 4](#)