

Sankt-Antonius-Gymnasium Lüdinghausen

Schulcurriculum

Geschichte bilingual

Sekundarstufe I

Jahrgangsstufen 7-10

Stand Januar 2024

Hauscurriculum des St.-Antonius-Gymnasiums im Fach Geschichte (bilingual) für die Sekundarstufe 1 (60-Minuten-Modell)

Grundlage: KLP (G8)2007

Sachkompetenzen (S): Die Kompetenzen 1,2,5 und 6 werden in jedem Inhaltsfeld und bei jedem Schwerpunkt abgedeckt.

Methodenkompetenzen (M): Die Kompetenzen werden in jedem Inhaltsfeld und bei jedem Schwerpunkt abgedeckt, in die Tabelle aufgenommen sind Vorschläge für eine vertiefte Anwendung.

Urteilskompetenzen (U): Die Kompetenzen 3 und 5 werden in jedem Inhaltsfeld und bei jedem Schwerpunkt abgedeckt.

Handlungskompetenzen (H)

Erläuterung

- Bezüge zum Medienkompetenzrahmen sind **gelb** markiert.
- Bezüge zu den Inhalten der Verbraucherbildung sind **grün** markiert.
- Bezüge zum Europacurriculum sind **blau** markiert.

Jahrgangsstufe 7

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
I 4 (6): Europe in the Middle Ages: Church- and City Life	1. Medieval European Cities and Citizens	<p><u>Key terms:</u> merchant, craftspeople, apprentice, journeyman, guilds, market, civil servant, mayor, alderman, to elect, town council, jurisdiction, execution, torture</p> <ul style="list-style-type: none"> • Where and why were medieval towns founded? • How were towns structured and organized? • Social order in a European medieval town • Who governed a town? • The guilds: a craftsmen organization • Medieval jurisdiction in Europe • Epidemics: the plague throughout the Continent • Jews – a minority in Europe • The Hanseatic League – an international merchant organization from Europe <p>Mögl. Mat.: MA Seite 20 – 31, Raabits</p>	<ul style="list-style-type: none"> • Role-play: jurisdiction • short presentation of research on the plague • interpretation of historical maps 	S 7 M 4, 11 U 1 H2	ca. 9 Ustd.
	2. European Monasteries and Convents	<p><u>Key terms:</u> vow, poverty, chastity, obedience,</p> <ul style="list-style-type: none"> • Why did people become monks and nuns? • The prayers – speaking to God • Daily life in a monastery throughout Europe • Responsibilities of a medieval monastery • The rules of St. Benedict – the vows that shaped European Christendom • Famous monks and nuns in Europe <p>Mögl. Mat.: MA 52 – 63</p>	<ul style="list-style-type: none"> • Turning a cartoon into a report: a nun's day • internet research with short presentation 	S 4	ca. 6 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
I 5: What people knew of each other in the Middle Ages	3. The Crusades – confrontation and coexistence of different religions (Christians, Muslims, Jews)	<p>Key terms: pilgrimage, political speech, bias, perception, to perceive, Judaism, Jew, Jewish, synagogue, Christianity, Christian, Islam, Muslim, mosque, Quran</p> <ul style="list-style-type: none"> • The rise of Islam in Europe • The First Crusade – A “clash of civilisations?” (confrontation) • The attacks on Jews during the First Crusade • Crusaders and Muslims (Francs) in the crusader states in Europe and Asia (coexistence) 	<ul style="list-style-type: none"> • Internet and library research • Analysis of primary sources (travelogues) • Map Analysis 	S 4, 7 M 2, 4, 5, 6 U 1, 2, 6 H 1	ca. 4 Ustd.
I 6: New worlds and new horizons	4. Humanism and Renaissance in Europe	<p>Key terms: invention, discovery, printing press, humanist, universal man, geocentric/heliocentric world view, observation</p> <ul style="list-style-type: none"> • The invention of printing • A new kind of art • A new way of thinking • The earth is not the centre of the universe • Galileo – the father of modern science • Leonardo – a universal man <p>Mögl. Mat.: NH Seite 6 – 17, Raabits</p>	<ul style="list-style-type: none"> • Picture analysis • wallpaper: Leonardo’s fields of interest 	S 7 M 8, 11 U 2	ca. 8 Ustd.
	5. Martin Luther and the Reformation	<p>Key terms: letters of indulgence, reform, convictions, purgatory, devil, soul, hell, pilgrimage, 95 theses, to split up, papal bull</p> <ul style="list-style-type: none"> • People’s fears in 1500 • How did people try to save their souls? • Luther’s criticism of the Catholic Church • Luther’s supporters and enemies • The spreading of Luther’s ideas in Europe • Other reformers <p>Mögl. Mat.: NH Seite 28 – 37, Raabits</p>	<ul style="list-style-type: none"> • time line of Luther’s life • fishbowl discussion: his supporters and enemies 	S 7 M 8 U 1	ca. 8 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
	6. Witch Hunts in Europe	<p><u>Key terms:</u> to make a pact with the devil, to practise witchcraft, to summon demons, familiar spirits, to mix a potion, to cast a spell, persecution, midwife, healer, testimony, evidence</p> <ul style="list-style-type: none"> • Overview: Witch hunts in Europe • Reasons for witch hunts • Typical ideas about witches: their supernatural powers • Typical victims of witch hunts • Trials: the finding of evidence through interrogation, torture and ordeals • Friedrich von Spee: a critic <p>Mögl. Mat.: NH Seite 38 – 47</p>	<ul style="list-style-type: none"> • Roleplay: a witch trial • picture analysis 	S 7 M 8 U 1 H 2	ca. 2 Ustd.
	7. Discoveries and Conquests Christopher Columbus and the European Age of Exploration	<p><u>Key terms:</u> voyages of discovery, , to navigate, logbook, Native Americans, conquest</p> <ul style="list-style-type: none"> • Why did Columbus want to sail to India? • Why did the Catholic monarchs finance this expedition? • Life on board a European Explorer's ship • "Columbus landing on the island of Hispaniola" • Looking for a sea route to India / How America got its name : presenting different discoverers (e.g. Columbus, da Gama, Magellan, Amerigo Vespucci, Pizarro) • The life of the Inca before and after the Spanish conquest • Columbus's attitude towards the native Americans • Columbus Day – a day for celebration? <p>Mögl. Mat.: NH Seite 18 – 27/ www.arbeitssprache-englisch.com/ Filme</p>	<ul style="list-style-type: none"> • comparison of sources • Picture analysis • Short presentations • debate: Columbus: man of the century or villain? • Umgang mit Verfassertexten und Urteilsbildung über Eroberer in ihrer Zeit und ihren Um-gang mit der vorgefundenen Welt 	S 4, 7, 8 M 3, 4, 6 U 3 H 2	ca. 7 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
		Bildstelle), / <i>History – New Horizons – The Early Modern Age</i> , Kap. 2)			
I 6 The Dawn of the Modern Age, part II	8. The Settlement and Colonization of North America →The colonies – a chance of a better life for everybody? →Natives and new settlers – a relationship based on equality and respect?	<p><u>Key terms:</u> Puritans, slavery, Triangular Trade, indentured servants, settlers, Mayflower Compact</p> <ul style="list-style-type: none"> the European settlers and their motives trade and slavery British colonial rule Distinguishing primary and secondary sources <p>Mögl. Mat.: ItH, 6-12 / Raabits, E1 / <i>Wealth through Trade</i>, PG. 1,2002, film excerpts <i>Roots</i></p>	<ul style="list-style-type: none"> Role-play: different views of the British among the settlers 	S 4, 7 M 5, 9 U 1 H 2	Ca. 3 Ustd.
	9. The American Revolution: from Colony to independence	<p><u>Key terms:</u> Boston Tea Party, War of Independence Declaration of Independence, constitution</p> <ul style="list-style-type: none"> A timeline of revolutionary events evaluation of different forms of resistance understanding excerpts from the Declaration of Independence <p>Mögl. Mat.: ItH, 13-23 / Raabits E1, E4 (role play)</p>	<ul style="list-style-type: none"> Mediation 	S 4, 8 M 5, 6 U 1, 3, 5	Ca. 4 Ustd.
I 7 Revolutionary changes in Europe	10. French Absolutism – French Revolution → Liberty and Equality for all?	<p><u>Key terms:</u> Ancien Régime, absolute monarch, ideas of enlightenment, 3 estates, revolution, reform, National Assembly, human and civil rights, Jacobin, Sans-culottes, republic, terror</p> <ul style="list-style-type: none"> Principles of European Absolutism (the portrait of Louis XIV., pictures of Versailles) French society before the revolution, the financial crisis 	<ul style="list-style-type: none"> Picture analysis Staging a debate Short presentations 	S 3, 4, 7 M 5, 6 U 1, 6 H 1, 2	Ca. 8 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
		<ul style="list-style-type: none"> a timeline of the revolution – different phases Declarations of Human and Civil Rights 1789 and 1948 in comparison, the Constitution of 1791 Was the terror necessary? – creating an event map, cartoon analysis Women in the French Revolution <p>Mögl. Mat.: ItH, 32-43, e.g. cartoon analysis, excerpts from <i>Cahiers de doléances</i>, <i>What is the Third Estate?</i> / Raabits E2, a role play /</p>			
	11. Napoleon – blessing or curse for Europe?	<p>Key terms: consulate, coup d'état, emperor, Code Napoleon/Civil Code, Wars of Liberation, the Battle of the Nations</p> <ul style="list-style-type: none"> Napoleon's rise and fall (a formal portrait) Napoleon and the Reorganisation of Germany (the end of the Holy Roman Empire, the Confederation of the Rhine,) <p>Mögl. Mat.: ItH, 44-47 / Raabits E6</p>	<ul style="list-style-type: none"> Picture analysis Creating a biography organizer 	S 8 M 6, 11 U 6	Ca. 3 Ustdt.
	12. Germany's way to unification by liberalism or by blood and iron? 13. a) the rise of new political movements in Germany	<p>terms: nationalism, liberalism, Congress of Vienna, Holy Alliance, monarchy, restauration, balance of power, the German Confederation, the Festival on the Wartburg, Carlsbad Decrees, pauperism, the <i>Vormärz</i> epoch, nation state</p> <ul style="list-style-type: none"> Liberalism and nationalism "imported from France and reflected in paintings The beginnings of German nationalism, Germany and the Congress of Vienna The German Confederation – a police state? The reasons for pauperism (analysing population statistics) 	<ul style="list-style-type: none"> Picture analysis Analyzing political songs Analyzing statistics 	S 3, 4, 7 M 3, 5, 6 U 2 H 1	Ca. 4 Usdt.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>History: Cities, Castles, Churches – The Middle Ages (MA)</i> , <i>History: New Horizons – The Early Modern Age</i> , <i>Invitation to History 1 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
		Mögl. Mat.: ItH, 48-57, Raabits F2			
	b) Why did the revolution of 1848/49 fail	<p>Key terms: March Demands, National Assembly, St Paul's Church, constitutional monarchy, federation, Greater Germany, Little Germany</p> <ul style="list-style-type: none"> • The March Demands and revolutionary events in Austria and Prussia • The National Assembly and the failed revolution <p>Mögl. Mat.: ItH, 58-67, DVD "Hambach, Vormärz und die Revolution von 1848/49"</p>	<ul style="list-style-type: none"> • Picture Analysis 	<p>S 7, 8 M, 5, 9, 10 U 3, 6</p>	Ca. 2 Usdt.

Jahrgangsstufe 8

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History 1</i> (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenze	Zeitplan
I 5: The “long 19 th century” – political and economic change in Europe, Part 2	1. The Industrial Revolution in England: Why Britain?	<p><u>Key terms:</u> Industrial Revolution, steam engine, industrialization, workshop, factory, urbanization, productivity growth, working class, trade unions, Parliamentary Reform Acts, democracy, suffrage</p> <ul style="list-style-type: none"> Factors of the Industrial Revolution – a group puzzle Social problems of the working class reflected in a TV series (BBC production of <i>North and South</i>, 2005) Child labour then and today Political effects of the Industrial Revolution – the fight for political rights <p><u>Mögl. Mat.:</u> ItH, 24-31, Raabits, E3, Industrial Britain (Cambridge History Programme), DVD <i>North and South</i></p>	<ul style="list-style-type: none"> Analyzing the representation of history in a feature film 	S 3 M 3, 6 U 2, 4, 6 H 1	Ca. 4 Ustd.
	2. Germany on its way to an industrial society: reasons for the delay?	<p><u>Key terms:</u> The Customs Union, economic sectors, the First and the Second Industrial Revolution in Germany, the social question, Communist Manifesto, Socialist Workers’ Party, social security system, capitalism, mass production, bourgeoisie</p> <ul style="list-style-type: none"> Economic unification of Germany The railway as the motor of the industrialization of Germany Who solves the Social Question? <p><u>Mögl. Mat.:</u> ItH, 68-79, Filme “Die stählerne Zeit” (Planet Schule)</p>	<ul style="list-style-type: none"> Analyzing and presenting statistics 	S 3, 4 M 1, 4, 6, 9 U 4, 6 H 1	Ca. 4 Ustd.
I 6: Imperialism and the First World War	3. The Germany Empire in the Era of Bismarck: a) Bismarck and the unification of Germany	<p><u>Key terms:</u> Junker, the wars of unification, the Ems telegram, the proclamation of the German Empire</p> <ul style="list-style-type: none"> <i>The Proclamation of the German Empire in the Hall of Mirrors</i> (1871) (a historical painting) 	<ul style="list-style-type: none"> Picture analysis 	S 7, 8	

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History 1</i> (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenze	Zeitplan
		<ul style="list-style-type: none"> Comparing German, British and American views on the unification of Germany 		M, 5, 9, 10 U 3, 6	Ca. 3 Ustd.
	<p>b) The German Empire - a democratic state?</p> <p>c) Treaties and tensions 1871-1890 – basic principles of Bismarck's foreign policy</p>	<p>Mögl. Mat.: ItH, 80-85, Raabits F4,</p> <p>Key terms: Bundestag, Reichstag, anti-Semitism, Social Security Laws, Ant-Socialist Law, alliance system, the Congress of Berlin, "nightmare of coalitions" the constitution of the German Empire</p> <ul style="list-style-type: none"> Who were the "enemies of the state" – according to Bismarck? Antisemitism in the German Empire (and in other European states) Europe after German unification – "hot spots" Bismarck and the Congress of Berlin – the interests of the European powers Bismarck's alliance system – avoiding the "nightmare of coalitions" <p>Mögl. Mat.: ItH, 86-95, Raabits F4</p>	<ul style="list-style-type: none"> Creating diagrams, graphic organizers 	S 7, 8 M 1 U 1, 6	Ca. 5 Ustd.
	4. Colonial rivalry in Africa and elsewhere	<p>Key terms: the "Scramble for Africa", imperialism, colony, colonization, racism, the Herero Uprising</p> <ul style="list-style-type: none"> "The scramble for Africa" – colonial rivalry and the motives for European imperialism impressions from German colonies in Africa (photos), the relationship between the colonists and the indigenous population German rule in South West Africa – crushing the Herero Uprising and the controversy about Herero reparation demands today Does Germany really need colonies? – the economic importance of colonies an assessment of long-term positive and negative effects of imperialism for the people in the colonies mögliche Aktualisierung: the ideas behind fair trade, e.g. chocolate 	<ul style="list-style-type: none"> Photo analysis Internet research for recent statements on the controversy 	S 7 M 6, 11 U 4, 6 H 1	Ca. 8 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History 1</i> (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenze	Zeitplan
		<ul style="list-style-type: none"> Debatte Gedenkkultur: Beispiel: Das Trains-Denkmal in Münster – bewahren – umwidmen – entfernen? <p>Mögl. Mat.: ItH, 96-104, Exploring History, vol. 1, 120f, 124f, 126f</p>	<ul style="list-style-type: none"> Staging a debate 		
	5. Emperor Wilhelm II and the “New Course” → German <i>Weltpolitik</i> 1890-1914 on the road to war	<p>Key terms: New Course, Moroccan crisis, Balkan Wars, International Peace Conferences, naval arms race</p> <ul style="list-style-type: none"> Wilhelm II.’s <i>Weltpolitik</i> and the coalition of nightmares The naval arms race between Britain and Germany Two pre-war crises: the Balkan Wars and French-German rivalry in Morocco <p>Mögl. Mat.: ItH, 105-109</p>	<ul style="list-style-type: none"> Short presentations 	S 3 M 3, 4, 9, 11 U 3, 6 H 1	Ca. 3 Ustd.
	6. The Great War – an example of modern warfare	<p>Key terms: assassination, ultimatum, blank cheque, propaganda, Schlieffen Plan, mobilization, neutrality, trench warfare, poison gas, weapons of mass destruction, the October Revolution, Brest-Litowsk Treaty, ceasefire,</p> <ul style="list-style-type: none"> The outbreak of war 1914 – an event chain Historians explain the outbreak of WW1 “Let’s go to war!” – people’s reactions to the outbreak of WW1, working with a scene from the film “All Quiet on the Western Front” The course of war: the Western Front – a new kind of war The course of war – the Eastern front – Year 1917 – the turning point of WW1 and the beginning of a new era The end of WW1 	<ul style="list-style-type: none"> Analysis representations of history in a feature film Short presentations Picture analysis 	S 3, 7, 8 M 6, 11 U 3, 6 H 1	Ca. 8 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History 1</i> (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenze	Zeitplan
		<ul style="list-style-type: none"> <li data-bbox="763 196 1361 296">• The consequences of war for the soldiers and the civilian population, analysing the painting "War Cripples" by Otto Dix <p data-bbox="763 304 1368 365"><u>Mögl. Mat.:</u> ItH, 110-123, Raabits F1, DVD <i>All Quiet on the Western Front</i></p>			

Jahrgangsstufe 9

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge <i>Invitation to History 2 (=ItH)</i>	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeitplan
IF 9: New constellations in world politics	1. The Russian Revolution – following the European/Western Model?	<p><u>Key terms:</u> February Revolution, October Revolution, April Theses, Soviet, Bolsheviks, Mensheviks, Red Army, collectivization, planned economy, cult of personality, Stalinism</p> <ul style="list-style-type: none"> • Tsarist Russia – a textbook setting for a Western style revolution? • The birth of the Soviet Union • Stalinism and the cult of personality <p><u>Mögl. Mat.:</u> ItH, 10-15 / Oxford Content and Language Support. History, chapter: Stalin's dictatorship</p>	<ul style="list-style-type: none"> • photo analysis • making a timeline • analyzing a political speech 	<p>S 1,3, 7 M 5, 6, 8, 10 U 2,, 5, 6 H 3</p>	Ca. 3 Ustd.
	2. The USA – a new world power	<p><u>Key terms:</u> Roaring Twenties, Wall Street Crash, Black Friday, the New Deal,</p> <ul style="list-style-type: none"> • From the Roaring Twenties to the Wall Street Crash • The New Deal: How can the economy recover? <p><u>Mögl. Mat.:</u> ItH, 16-19</p>	<ul style="list-style-type: none"> • Cartoon analysis 	<p>S 1, 2 M 6 U 1 H 1</p>	Ca. 2 Ustd.

<p>IF 10: Nazi Germany and Second World War</p>	<p>3. The Weimar Republic – doomed to fail?</p>	<p><u>Key terms:</u> Big Three, reparations, war-guilt clause, parliamentary democracy, council democracy, (hyper)inflation, stab-in-the-back legend, 25-point programme, Munich Putsch, National Socialism, Article 48 (emergency law), Presidential Cabinet</p> <ul style="list-style-type: none"> • From the November Revolution to the Weimar Constitution - a choice between two paths: parliamentary democracy or a council democracy • The Treaty of Versailles and its long-term consequences for the young republic • Crises in Weimar Germany – an unbearable burden for the struggling democracy • The rise of the NSDAP: The Great Depression, NS-propaganda and their effects on the Reichstag elections results • The deficits of the Weimar Constitution and the road to 30 January 1933 <p><u>Mögl. Mat.:</u> ItH, 20-43, Modern World History, 26-28 (A Harsh Treaty), Raabits, April 2012: The Weimar Republic, Film “Absturz aus der Moderne” (Planet Schule)</p>	<ul style="list-style-type: none"> • Analyzing a constitution diagram • Analyzing maps • Comparing historians’ assessments • Group puzzle and short presentations • Analysis of election posters • Reflecting on history terms: seizure or transfer of power 	<p>S: 6, 8 M: 5, 9, 11 U: 2, 3, 6</p>	<p>Ca. 3 Ustd.</p>
--	--	---	--	---	--------------------

	<p>4. National Socialism: seduction and violence in pre-war Germany (1933 – 1939)</p>	<p><u>Key terms:</u> bringing into line, people's community, concentration camps, Third Reich, swastika, Nazi salute, propaganda, Hitler Youth, League of German Girls, leader principle, Aryan, master race, living space, anti-Semitism, pogrom, euthanasia, national debt, rearmament, appeasement</p> <ul style="list-style-type: none"> • From democracy to dictatorship – Bringing Germany into line (<i>Gleichschaltung</i>) • Aspects of NS ideology • Examples of NS propaganda in people's lives • Young people between school and the Hitler Youth • The Nazi victims: Antisemitism and the persecution of Jews (1933-41), the "Euthanasia Programme" • Exile and emigration: persecuted at home – unwelcome abroad? • The other Germans: examples of resistance to National Socialism • Economic policy – preparing for war • Can another war be avoided? British Appeasement policy versus German aggression and provocation 1935-1939 <p>Mögliche Exkursionen: Wewelsbug (ehemalige NS-Ordensburg bei Paderborn), Gedenkstätte Villa ten Hompel (Münster), Mahn- und Gedenkstätte Steinwache (Dortmund)</p> <p><u>Mögl. Mat.:</u> ItH, 44-71, Raabits Januar 2013, Hitlers Gleichschaltung, Film „Hitlerjunge Salomon“</p>	<ul style="list-style-type: none"> • group puzzle and short presentations • Internet research • Cartoon analysis 		
--	--	--	---	--	--

Jahrgangsstufe 10

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History</i> , Bd. 2 (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeit- empfehlung
IF 8: Nazi Germany and the Second World War, Part 2	1. The Second World War – a war of annihilation (1939-1945)	<p><u>Key terms:</u> national debt, rearmament Blitzkrieg, war of annihilation, total war, war crimes, unconditional surrender, Holocaust, genocide, deportation, ghetto, "Einsatzgruppen", forced labour, concentration camp, extermination camp, Auschwitz, selection</p> <ul style="list-style-type: none"> • Economic policy – preparing for war • Stages of the Second World War: the invasion of Poland – "Blitzkrieg" – the invasion of the Soviet Union – the turning point of the Battle of Stalingrad – German war crimes behind the front • The Holocaust: deportation and ghettos, the Wannsee decision, extermination camps – How do young Germans today relate to the atrocities committed in the name of the German nation? • The end of WW2 – the allies' common effort <p><u>Mögl. Materialien:</u> ItH 72-87 /Filme „Hitlerjunge Salomon“ , "The Boy in the Striped Pyjamas" u.a.</p>	<ul style="list-style-type: none"> • Analyzing a political speech • Analyzing letters from the front • Assessing the representation of historical events in a feature film • Assessing the Website of a historical museum, e.g. Haus der Wannsee-Konferenz, Gedenkstätte Ravensbrück u.a. 	<p>S: 4, 7 M: 3, 8, 10 U:1, 4, 6 H: 1</p>	<p>Ca. 8 Ustd.</p>
IF 9: International conflicts and	2. The Cold War	<p><u>Key terms:</u> Cold War, Iron Curtain, Marshall Plan Truman doctrine, containment, NATO, Warsaw Pact, United Nations (UN)</p>			

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History</i> , Bd. 2 (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeit- empfehlung
IF 10: Social, political and economic developments	a) The division of the world or how former comrades became enemies	<ul style="list-style-type: none"> East vs West: Comparing American capitalism and Soviet socialism Stalin's reactions to Churchill's Iron Curtain speech The Marshall Plan / The Truman doctrine and the US policy of containment <p>Mögl. Material: ItH, 88-91, 95 / Der Fremdsprachliche Unterricht Englisch, Heft 106, 32ff.</p>	<ul style="list-style-type: none"> Analyzing political speeches Writing practice: historical judgements 	S: 2, 5, 7 M: 1,5, 6, 8, 10 U: 2, 4, 6	Ca. 5 Ustd.
	b) Cold War hot spots in Asia – proxy wars?	<p><u>Key terms:</u> Cultural Revolution, Korean War, Nuclear Age, nuclear arms race, domino theory, Vietnam War, Agent Orange, atomic bomb, hydrogen bomb, Cuban Missile Crisis</p> <ul style="list-style-type: none"> Examining and comparing four Cold War hot spots The nuclear arms race and the "logic" of mutually assured destruction <p>Mögl. Material: ItH, 92-102 / Modern World History, chapter: Containing the spread of communism / Film: International Crises- The Cuban Missile Crisis (Planet Schule)</p>	<ul style="list-style-type: none"> Internet research Short presentations 	S: 1, 2, 4 M: 2, 11 U: 2 H: 3	Ca. 5 Ustd.
	c) The fall of communism and the end of the Cold War	<p><u>Key terms:</u> Perestroika, glasnost,</p> <ul style="list-style-type: none"> The failure of Soviet planned economy and reforms in the Soviet Union US President Reagan's "peace through strength" strategy The collapse of communism in the Soviet Union and Eastern Europe <p>Mögl. Material: ItH, 103-107, film clips Reagan's speech at Brandenburg Gate</p>	<ul style="list-style-type: none"> speech analysis 	S: 3, 4 M: 5, 6 U: 1, 6	Ca. 2 Ustd.
	3. Germany – two states in Europe	<p><u>Key Terms:</u> occupation zones, Oder Neisse line, reugees, displaced persons, denazification, land reform, currency reform, Berlin Airlift, Allied Occupation Statute</p> <ul style="list-style-type: none"> Germany Year Zero: defeat or liberation? 	<ul style="list-style-type: none"> Reflecting on history terms: 		

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History</i> , Bd. 2 (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeit- empfehlung
in Germany since 1945	a) Confrontation among the Four Powers and the division of Germany	<ul style="list-style-type: none"> The Potsdam Conference and the “5 D”: Allied occupation policy 1945-1948 The division of Germany: the effects of political reforms in the occupation zones and the Berlin Blockade <p>Mögl. Material: ItH, 108-115 / Film “The Berlin Airlift” / Oxford Content and Language Support. History, chapter: Berlin and the Cold War</p>	<p>translations for “Stunde Null”</p> <ul style="list-style-type: none"> Map analysis Cause-and-effect diagram Analyzing a British propaganda film about the Airlift: 	S: 2, 4, 5 M: 5, 6, U: 2, 4 H: 1	Ca. 4 Ustd.
	b) The founding of two German states and their integration into the two blocs	<p><u>Key terms:</u> Basic Law, centrally planned economy ↔ free market economy, European Coal and Steel Community, European Economic Community, economic miracle, Berlin Wall, the order to shoot, 17 June 1953, Socialist Unity Party, the Stasi, student protest movement, coming of age ceremony, New Eastern Policy, Eastern Treaties, The Basic Treaty</p> <ul style="list-style-type: none"> The founding of the FRG and the Basic Law: learning from history? Steps towards Western Integration; the beginnings of the EU The founding of the GDR and integration into the Warsaw pact Comparing living standards in East and West: the social market economy vs. the centrally planned economy, the life of young people and education in both Germanys The GDR: the better Germany? – Stasi activities Repression and revolt: From the 17 June 1953 to the construction of the Berlin Wall 1961 The Eastern Treaties: solution or sell-out? 	<ul style="list-style-type: none"> Analyzing a constitution diagram Analyzing statistics Short presentations Analyzing bias in newsreel clips comment writing practice Classroom discussion 	S: 2, 5, 7,8 M: 1, 2, 4, 6, 9 U: 1,2,4,6 H: 1	Ca. 7 Ustd.

Inhaltsfeld	Schwerpunkte	Themenbeispiele / mögliches Material Bezüge zu <i>Invitation to History</i> , Bd. 2 (=ItH)	Mögliche Handlungs- u. Präsentations- formen (Auswahl)	Kompetenzen	Zeit- empfehlung
		<p>Mögl. Material: ItH, 116- 139 / Film "Walled in" (Planet Schule) / news reel clips 17 June 1953 (YouTube) / Exploring History, Workbook: Case study Chris Gueffroy /</p>			
	<p>4. The peaceful revolution 1989 and German reunification</p>	<p><u>Key terms:</u> The German Question / Round Table / Ten Point Plan / The 2 plus 4 Treaty / German Unity</p> <ul style="list-style-type: none"> • Impressions of a peaceful revolution • German unity: The Allies' concerns and worries <p>Mögl. Material: ItH, 140-147 / film clips 9 November 1989 in Berlin (You Tube)</p>	<ul style="list-style-type: none"> • Event chain • Analyzing political cartoons 	<p>S: 1, 3, 4, M: 6, U: 4</p>	<p>Ca. 4 Ustd.</p>