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| **Class:** Year 12 | **Date:** Thursday, 20th October 2011 | **Time: Duration:** 1 hr and 30mins |
| **Key Learning Area:** HSIE: Stage 6 Modern History | **Lesson Topic:** Personality Study: Albert Speer and the Nuremberg Trials |
| **Recent Prior Experience:** Prior to this lesson, students have been exposed to key events and developments that provide a historical context and background knowledge to support students’ knowledge and understanding of Albert Speer. These events and developments include the rise of the Nazi party combined with how the personality and charisma of Adolf Hitler aided this campaign, as well as the political and social development of the Nazi Party gaining support from Germany, which provides the students with a social viewpoint of past political, cultural and social issues. These topics assist students’ comprehension of the Nazi War effort to 1945 that led to the Nuremberg War Crime Trials held at the end of World War Two in 1945. Prior historical context allows students to draw inferences and links to factors that led to the Nuremberg Trials and what crimes the defendants committed that led them to be held on trial, assisting in a deeper understanding of the Nuremberg Trials. This lesson is the first lesson on the Nuremberg trials, providing students which a fundamental explanation of what the Nuremberg War Crime Trials and the role and purpose of this event at the end of World War 2. This assists in future study and analysis of Albert Speer, this lesson provides students with an opportunity to inquire and investigate how Albert Speer is related to the Nuremberg Trials. From previous lessons students have been exposed to analysing and evaluating primary and secondary written and visual sources, giving them fundamental skills of analysis and deconstruction of sources. (Needs editing)  |
| **Syllabus Outcomes:**Students are to:* H1.1 – describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
* H3.3 – analyse and evaluate sources for their usefulness and reliability
* H4.1 – use of historical terms and concepts appropriately
* H4.2 – communicate a knowledge and understanding of historical features and issues using appropriate and well-structured oral and written forms
 | **Indicators for this lesson:**Students are to:* Investigates and explores the role and purpose of the Nuremberg War Crime Trials in 1945
* Analyses and evaluates primary and secondary written and visual sources on the Nuremberg Trial and Albert Speer
* Uses key historical terms and concepts relevant to the Nuremberg Trials, Albert Speer and the Nazi War effort in written, oral and visual format.
* Communicate their knowledge and understanding of the Nuremberg trials and Albert Speer clearly and concisely, in the form of class discussion and debate.
 | **Assessment:*** Observation of students response in class discussion on YouTube clips and Photo Essay
* Observing students’ collaborative completion of source analysis and brief explanation of the source to the class
* The completion of students’ PowerPoint presentation/ newspaper article or essay saved onto students USB and submitting a hard copy
* Progression and development of argument for role play
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| **Any safety issues to be considered:*** Risks when students are constantly moving around. E.g. Tripping over or colliding with the furniture
* Precautions: have students push chairs in when leaving desk.
* Moving students to the computer room or around the class to obtain laptops from laptop trolley or school bag
* Precaution: give clear and concise instructions for moving to the classroom. Maintain control and supervise the class in the moving process.
 | **Resources:**Resources used to prepare lesson:* Laptop
* Computer Resources: Microsoft Word, Movie Maker, YouTube
* Images of the Nuremberg trial and Albert Speer
* Creating Activities and tasks
* Laminator
* Laminate
* Numbers from 1-3

Resources used in the lesson implementation:* Mac/ PC laptops
* Internet Resources
* Students’ USB
* Whiteboard
* Whiteboard Markers
* Pen
* Post-It Notes
* Data Projector
* PowerPoint Presentation Program
* Laminated numbers from 1-3
* Nuremberg Trial Photo Essay
* YouTube Clip: Nuremberg – Albert Speer 01/06 <http://www.youtube.com/watch?v=oSPolgiR0kA>
* YouTube Question sheet
* Photo Essay: <http://www.youtube.com/watch?v=HpZPN5auhxk>
* Photo Essay sheet
* Source Analysis Sheet (Disengaged, Competent and Extension)
* PowerPoint Presentation/newspaper article/extended response criteria (choice dependant on academic ability and engagement)
* Role Play/Debate criteria
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| **Lesson Contents/Indicators of Learning (What is taught)** | **Timing** | **Teaching Strategies/ Learning Experiences (How it is taught)** | **Resources and Organisation** |
| **Introduction** |  |  |  |
| **Outline the outcomes of the lesson*** Students consider the overall aim and goals for the lesson.
* The questioning and prompting is to engage them with the subject and inquiry skills
* The questions are also gives the students a gate into the historical context

**Students Anticipated Response:**1. End of WW2, 1940s, 1950s
2. Germans, America
3. Nuremberg Trials were to accuse all the Nazi’s of WW2, anti-Semitism and the war efforts
4. The Germans were on trial because of the war efforts and the Anti-Semitism towards the Jews
5. He was a Nazi and German

**Introduces Nuremberg Trials: YouTube and Photo Essay*** Engage students using visual resources to support students understanding of the Nuremberg Trial in relation to Albert Speer
* Students develop their listening skills
* Supports and engages the learning of disengaged students

**Set up computers****Watch YouTube Clip and answer questions*** Can promote ICT skills and knowledge
* Engage students using ICT and visual resources to support and develop students understanding o the role of the Nuremberg Trial and Albert Speer
* Students develop questioning and analyse skills

**View Photo Essay and Class Discussion*** Can promote ICT skills and knowledge
* Engage students using ICT and visual resources to support and develop students understanding of primary and secondary sources in an innovative and creative way.
* Promotes engagement from all academic levels, particularly lower, disengaged students
* Students engage in inquiry based tasks, developing higher order thinking skills to ask historically relevant questions
* Challenges students to develop collaborative historical response, catering to all learners, providing visual and audio stimulation to engage students in in-depth historical questioning and ability to communicate students understanding.
 | 5mins2mins2min3mins10mins | **Outline the outcomes of the lesson*** **Teacher –** prior to lesson writes questions below on the whiteboard, in cater for visual and disengaged students to see the questions as well as hear them.
* **Teacher –** at the beginning of the lesson gains order in the classroom
* **Teacher –** ask students who knows anything about the Nuremberg Trials? Prompting response by asking questions such as:
1. At what time period was the Nuremberg Trials Held?
2. Who was involved?
3. What do you think the purpose of Nuremberg Trials was?
4. What does the Nazi War effort have to do with the Nuremberg trials?
5. How do you think Albert Speer was involved in the Nuremberg Trials?
* **Teacher –** explains to the class that today the class is learning about the Nuremberg trials and in a minute the class will be watching a YouTube clip and photo essay that explains what the Nuremberg Trials are and stimulates questioning.

**Introduces Nuremberg Trials: YouTube and Photo Essay*** **Teacher –** instructs students that while watching the YouTube Clip are to answer questions (which can be found on the website). Also while watching the Photo Essay, students are to write at least 2 questions about the role of the Nuremberg Trials.
* The YouTube clip and Photo Essay can either be viewed on data projector as a class or individually on Laptop or computer. The question sheet can be found on the lesson website.

**Organising Computer access*** **Teacher –** instructs students to come into the classroom with their bags and to sit down.
* **Teacher –** asks student who have a laptop with them today by putting their hand up if they have one.
* **Student –** raise their hand if they have a laptop or the equivalent with them.
* **Teacher** - explains that in a minute the class will get laptops out of their bag or if they don’t have one to take one from the laptop trolley provided. Students also need their USB their work onto at the end of the lesson. Teacher indicates that students should complete this task quickly and quietly
* **Students** – Get appropriate equipment out of their bag and retrieve a laptop from their bag or laptop trolley.

**Set up computers*** **Teacher –** instructs students where to find the website and sheets to begin the task
* **Student –** follow instructions and find website and question sheet to be completed on computers.

**Watch YouTube Clip and answer questions*** **Students -** As a class watch YouTube clip: Nuremberg – Albert Speer 01/06 <http://www.youtube.com/watch?v=oSPolgiR0kA>

and answer questions sheet* **Teacher –** instructs that as a class they’ll go through the different responses to questions and ask any further questions.
* **Students –** Discuss responses to questions as a class and ask any further questions.

**View Photo Essay and Class discussion*** **Teacher –** instructs students to watch Photo essay and write at least 2 questions about the role of Nuremberg trials that they don’t know the answer to.
* **Students –** view Photo essay and write at least 2 questions on the role of the Nuremberg Trials on the sheet provided on the website.
* **Teacher –** prompts students to tell the class one of the questions they wrote from the Photo Essay. Teacher prompts students into class discussion on What are the Nuremberg Trials
* **Students –** ask question and discuss answers as a class, asking any further questions, in order to assist students’ knowledge and understanding of the Nuremberg trials.

. | * Whiteboard and whiteboard markers
* Students laptops/computers, laptop trolley for classroom or computer room access
* Laptops/computers, internet access
* Students laptops/computers, internet access and YouTube clip: Nuremberg – Albert Speer 01/06 <http://www.youtube.com/watch?v=oSPolgiR0kA>, YouTube question sheet
* Students laptops/computers, moviemaker and Nuremberg Trials Photo Essay, Photo Essay sheet
* Photo Essay on <http://www.youtube.com/watch?v=HpZPN5auhxk>
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| **Development** |  |  |  |
| **Explaining Source Analysis Task*** Promotes group work and exploring different perspectives within the group

**Analysis Visual and Written Sources** * Explore and promote questioning specifically to analysing and evaluating primary and secondary sources.
* Accounting and assessing reliability and usefulness of sources
* Explores written and visual sources, each sheet catered to the different academic levels and levels of engagement to provide maximum success for all learners
* Focus on oral and written literacy skills, to interpret the historical context to develop ideas and judgements about the Nuremberg Trials and Albert Speer.
* Develop written and visual literacy skills.

**Discussion on Sources and students responses*** Inclusive of all learners and develop knowledge and understanding of the role of the Nuremberg trials, focusing of oral skills and, interpreting and questioning peer responses.
* Gives students an opportunity to present work that leads to development of their knowledge, understanding, and writing and visual analysing skills.

**Explanation of PowerPoint Presentation*** Engage students using ICT and internet resources to support and develop students understanding of Albert Speer in relation to the Nuremberg Trials.
* Inclusive of all academic levels, visual and linguistic learners, particularly lower, disengaged students, as this task allows students to select the way they complete the task.

**Completion of PowerPoint Presentation, Newspaper or Essay Task*** Explores and investigates historical sources and perspectives.
* Forms a sustained and informed historical response
* Students learn to present their historical findings from different sources in clear and concise ways
* Challenges students to be creative and innovative in their responses and presentation.

**Collation of Students Argument*** Focus on oral and written literacy skills, to develop ideas and judgements about Albert Speer.
* Develop written and visual literacy skills.
* Focuses on a specific perspective relevant to the historical event.
* Learn to analyse, collate and construct a well-informed, in-depth argument, supported by historical evidence
* Challenged to locate, select and organise information, using ICT skills and knowledge
* Use historical terminology and concepts to support students argument
* Students learn to communicate through verbal and written modes and to develop their listening skills.
 | 3mins10mins8mins3mins20mins5mins5mins2mins | **Explaining Source Analysis Task*** **Teacher –** Give students laminated numbers from 1-3, students are instructed to form into groups of 3 according to the number they’ve been given. All number 1’s group together, all number 2s form a group and all number 3s form a group.
* These 3 groups are selected according to their academic ability (disengaged, average, extension).
* Appearing to be a random selection, however groups forming to ability
* **Students –** quickly and quietly form into groups
* **Teacher –** explains students using one computer per group, are to analyse and evaluate written and visual sources by answering the questions on the sheet on the computer. Students have 10mins to complete the task.

**Analysis Visual and Written Sources** * **Students –** Listen and complete source analysis task

**Discussion on Sources and students responses*** **Teacher** – indicates each group has to give a brief explanation on:
1. What is the source?
2. What is its purpose?
3. Is it a Primary or secondary source? Why?
4. Is it reliable?
5. Is the source useful to historians?

NOTE: Teacher also writes these questions on the board to support visual and disengaged learners.* **Students –** provide a brief explanation of sources to the class, breaking it down in order to maximise retention and engagement of all students.

**Explanation of PowerPoint Presentation, Newspaper article or extended response task*** **Teacher –** explains that students are to individually create a PowerPoint presentation, Newspaper article or extended response arguing whether Albert Speer was innocent or guilty. Providing historical evidence that supports their argument, either visual or written sources, at least 2 primary sources.
* Students need to include:
1. Who Albert Speer is?
2. Explain Speer’s role in the Nazi War Effort and his relation to Hitler
3. What are the crimes Speer committed?
4. Evidence of his crimes or innocence, using primary sources
5. Form an argument for or against his crimes
* **Students –** Listen, read and download criteria. (can print a copy if student wishes to have a hard copy)

**Completion of PowerPoint Presentation, Newspaper or Extended response Task*** **Students –** Using the computer, students individually research and complete chosen task. Once students have finished task, they are to save in on their own USB and print a hard copy.

**Instructions of Role Play*** **Teacher -** selects students forming them into 2 groups of mixed abilities. Teacher appoints groups with view of defending Albert Speer or arguing his guiltiness.

**Teacher -** instructs students that in their groups to collaboratively collate previous knowledge, as well as their PowerPoint/Newspaper article/ essay and written/visual sources are to take on the role of Albert Speer’s lawyer or prosecutor to create an argument to either defend or accuse Albert Speer in the Nuremberg Trials. The group must have:* 3 people arguing the case. Each person arguing 1 main point each
* 2 people as the scribes
* 1 person designing PowerPoint Presentation
* 1 organiser
* 1 leader, mediator

**Separation of Class*** **Teacher –** explains that students are to begin forming an argument for the debate (Trial) in the next history lesson. Teacher informs students that they must write each group members name on a piece of paper with their role in the group next to it and hand it to the teacher
* **Students –** form into their selected groups and allocate role to different members of the group and write them on a piece of paper and hand it to the teacher, in order for teacher to know that all members of the good are participating.

**Collation of Students Argument*** Students – begin to research and collate information to form a clear and persuasive argument, using primary sources to support each point of their argument. Students’ types argument and saves work to each students USB, in order for each student to further work on this task at home or outside class time.
* **Teacher –** circulates around to provide assistance and guidance when required by each group, also to keep students focused and on task.

**Homework for Next Lesson: Role Play of Trial/ Debate*** **Teacher –** informs students that they must complete forming and writing a clear, concise and persuasive argument and have figured out who is doing what, before next lesson. Students are to collaboratively form an argument using a PowerPoint Presentations to display evidence, such as images, excerpt or quotes. Teacher reminds students to write this in students school diary
 | * Laminated numbers 1, 2 & 3
* Source sheets and source analysis questions
* Whiteboard and whiteboard markers
* Criteria sheet for PowerPoint Presentation, Newspaper article or extended response task, computer/laptop, internet access, Microsoft word and Microsoft Office PowerPoint Presentation
* Criteria sheet for PowerPoint Presentation, Newspaper article or essay task, computer/laptop, internet access, printer and paper
* Criteria sheet for PowerPoint Presentation, Newspaper article or extended response task, computer/laptop, internet access, Microsoft word and Microsoft Office PowerPoint Presentation, printer, paper, students USB
* Criteria for debate/role play of trial, Nuremberg trial information and sources from internet, computer/laptop, Microsoft Office PowerPoint presentation
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| **Conclusion** |  |  |  |
| **Summarising Key Points of the Lesson**:* Supports students understanding and recaps the historical context of Nuremberg Trials, making particular references to Albert Speer.

**Pack up Computers and equipment** * Students learn that part of the learning process involves methodical and systematic tidying of work area and equipment, such as computers/laptops to maximum computers life span, as well as the benefit of the next time the equipment is used.

**Students write Post-It Notes on something they’ve learnt*** Demonstrates students’ knowledge and understanding on a key point, or skill they’ve learnt about the Nuremberg Trials and/or Albert Speer.
 | 5mins5mins2min | **Summarising Key Points of the Lesson**:* Teacher - Concludes the lesson by re-stating main points of the lesson, such as:
1. What is the Nuremberg Trials
2. What was the Nuremberg Trials role and aim
3. Who was involved in the Nuremberg Trials
4. How Albert Speer and the Nuremberg Trials are related

**Pack up Computers and equipment** * **Teacher –** instructs students to save all their work to USB and pack up the computers, remembering (if the computer they were using was the school) to correctly connect computers back into the trolley and to take care when packing up. Teacher asks students to leave a pen out, but otherwise pack all working equipment into school bags.
* **Students –** save work onto USB and pack up computers, as well as putting working equipment back into students’ school bags.

**Students write Post-It Notes on something they’ve learnt*** **Teacher –** asks students to write one thing they’ve learnt from today’s lesson on the Post-It notes provided and hand it to the teacher before leaving the classroom
* **Students –** write key thing they’ve learnt in the lesson and hand it into the teacher before leaving the classroom.
 | * Students USB, student diary, pen, computer/laptop, laptop trolley
* Pen and Post-It Notes
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