ELECTIVE GROUP: INTERWAR

**Lesson plan title: Culture in Weimar Republic**

Teachers: **Dragica Krajcir, Katarina Tesic, Magda Dimaki, Nikolina Marjanovic**

Course the lesson is taught in: **History, Art, English Language**

Grade level of students **(14-15 years old)**

Total required time to teach lesson (**2 school hours**)

Resources:

* **Maps, Central Europe and History** [**http://www.centropa.org/centropa-cinema/maps-central-europe-and-history-**](http://www.centropa.org/centropa-cinema/maps-central-europe-and-history-)
* **European History map script**
* **Teachers websites**

**What are the themes, context and goals**

The main topic of the lesson are cultural changes in the period of Waimar Republic and the impact of art, literature, science, theatre-cinema, architecture and music in that historical period. Students will research the main inventions and inventors, musicians, actors, novelists and their works in order to get wider and comprehensive picture of Weimar Republic before the Nazists took power.

The main goal is to make students able to track those changes and to enable them to analyze different historical resources and compare it. They will learn how culture was widely supported and embraced and it was served as a way to handle all economical and political challenges German society was facing in those times.

**Introduction**

Before showing the film (5 min) prepare students for the lesson by giving them short context of that historical period and challenging them to consider the unstainability of the borders and the idea of progress in people‘s lives.

Give them some basic question tasks based on script to ensure that they will understand the film context.

**Showing the Centropa movie Maps in Central Europe**

**Output discussion**

What happens to Europe after the end of the Big War?

How Weimar Republic was founded?

What Happens when borders move, culture move but resistence develop

Which empires are disappeared after the war?

Why would you say this was a period of change?

Did you recognize any changes in technology by time?

**Divide students in Groups (5x5 )**

* **Home work for every group**

**Ask them to search in the internet using QR (prepared before) for:**

* Music and entertainment : cabare, autorace
* Film : Fric Lang, Marlen Ditrich
* Architecture and painting: Bauhaus, Gropius, Kandinski, Paul Cle
* Literature: Tomas Man, Carl Chapek, Franc Kafka
* Science and philosophy: Einstain, Erih From, Teodor Adorno

**During the next class they will present their research.**

After the presentations, we will summarize their researches by asking them to share what they remembered from each presentation and group their points by the sections (music, film, architecture/painting, literature and science/philosophy).

**Objectives**

Students have to use media resources and realize the impact of new state creation on economy and simultaeoiusly on social life

Students will realize how important freedom of mind is

**Outcomes**

Students describe and explain the main political changes at the end of 19th and at the beginning of 20th century.

Students describe and explain the changed map of Europe

Student is possible to name main persons related to this period’s and is able to relate/correlate link persons with appearances, events and processes

Student is able to make a selection of necessary sources for research related to this various topics

Student will be able to analyze information and data collected from the resources and to make a conclusions

Student will be able to present in the written and oral form the research results.

Student will have argumentative discussions about the correlation between certain processes and the movements in art/literature and architecture and science

By using evidences students will be able to define the influence of changes implemented in that period on the contemporary world.