

Truman Library Lesson Plan-Ruhr Crisis (1923) and hyperinflation

Teacher John Frazier
History

Grade Level: 10th

Course: European

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

Individual, cooperative learning, technology based and primary sources all in one lesson plan

Rationale (why are you doing this?)

Students need to know that the Ruhr crisis was an important event that led to hyper inflation in Germany. This inflation, along with other domestic problems, in Germany led to the rise of Adolph Hitler.

Required time frame:

One 90 minute class or two 45 minute classes

From where in this conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

Speaker's discussion on the League of Nations—failure or success

Lesson objectives - the student will:

Analyze the events that caused the Ruhr crisis, and explain the German response and how the actions of the German government affected its own economy.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

SS 2. continuity and change in the history of Missouri, the United States and the world

SS 3. principles and processes of governance systems
SS 6. relationships of the individual and groups to institutions and cultural traditions
SS 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

District:

12-R b. Functions and styles of leadership

Secondary materials (book, article, video documentary, etc) needed - cite title and other detailed information:

<http://modernhistory08.edublogs.org/2009/02/19/the-ruhr-crisis-1923/>
Ostower, Gary B. The League of Nations from 1919 to 1929. 1996
pg. 43-45

Primary Sources

<http://modernhistory08.edublogs.org/2009/02/19/the-ruhr-crisis-1923/>
(images as primary sources only)

<http://moneytipcentral.com/wp-content/uploads/2009/03/wheelbarrow-of-worthless-money.jpg>

http://images.google.com/imgres?imgurl=http://moneytipcentral.com/wp-content/uploads/2009/03/wheelbarrow-of-worthless-money.jpg&imgrefurl=http://moneytipcentral.com/inflation-in-america-what-will-hyperinflation-look-like&usg=__nIyWVCblvlcTUHXbejJkuN6YcmU=&h=3

<http://www.uncp.edu/home/rwb/Inflation-1923.jpg>

http://www.uncp.edu/home/rwb/inflation_mark.jpg

Technology required:

Computer to play internet footage and to look at primary sources

Fully describe the activity or assignment in detail. What will both you and the students do?

Divide the class into two equal groups. Group 1 and 2 will work on their projects simultaneously until they get to the group presentations. Teacher should be roving around the room insuring that all students are participating and completing the assigned tasks.

GROUP 1: The first group of students will listen and watch the top video on this website link on the Ruhr crisis. The video is titled "hyperinflation". The website link is:

<http://modernhistory08.edublogs.org/2009/02/19/the-ruhr-crisis-1923/>.

Two students each from group one, will work at a single computer constructing a set of notes on this video while they are watching it. EACH STUDENT SHOULD TAKE NOTES AND NOT CONSULT EACH OTHER WHILE THEY ARE WATCHING THE VIDEO. Then the students, now working with their partner, will construct a ½ page summary of the video explaining the importance of the Ruhr crisis. Students should use their notes they just created to help them construct the paper. This summary will be typed. The teacher will then have each pair of students from group one present their summary of the Ruhr crisis to group two. Group two students will take notes on the presentations.

GROUP 2 The second group of students will listen and watch the bottom video on this website link on the Ruhr crisis. The video is titled "hyperinflation Germany 1923" The website link is:

<http://modernhistory08.edublogs.org/2009/02/19/the-ruhr-crisis-1923/>.

Two students each from group two will work at a single computer constructing a set of notes on this video while they are watching it. EACH STUDENT SHOULD TAKE NOTES AND NOT CONSULT EACH OTHER WHILE THEY ARE WATCHING THE VIDEO. Then the students, now working with their partner, will construct a ½ page summary of the video explaining the importance of the hyperinflation. Students should use their notes to help them construct the paper. This summary will be typed. The teacher will then have each pair of students from group two present their summary of hyperinflation to group one. Group one students will take notes on the presentations.

Group 1 and 2: Any remaining time can be spent looking at these two website links:

<http://moneytipcentral.com/wp-content/uploads/2009/03/wheelbarrow-of-worthless-money.jpg>

http://images.google.com/imgres?imgurl=http://moneytipcentral.com/wp-content/uploads/2009/03/wheelbarrow-of-worthless-money.jpg&imgrefurl=http://moneytipcentral.com/inflation-in-america-what-will-hyperinflation-look-like&usg=__nIyWVCblvlcTUHXbejJkuN6YcmU=&h=3

The teacher should create student directed questions about the images on these websites. These questions can either be presented orally by the teacher or written on paper and passed out to the students. An example question would be: what do these images tell us about the currency problems in Germany?

GO TO NEXT PAGE FOR ASSESSMENT

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

In the scoring guide, the teacher should use his or her knowledge about the level of students they teach, matching student achievement with an appropriate score.

Scoring Guide

Student name _____ Group 1 or 2

Notes on video 1 2 3 4 5 6 7 8 9 10

Written summary 1 2 3 4 5 6 7 8 9 10

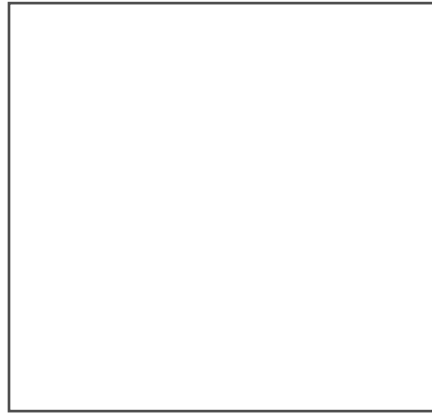
Presentation 1 2 3 4 5 6 7 8 9 10

Teacher roving the room monitoring student use of time and 1 2 3 4 5
6 7 8 9 10

Taking notes on opposite groups presentation 1 2 3 4 5 6 7 8 9 10

Total points ____/50

Truman Doctrine Study Guide



President Harry Truman

Vocabulary Terms

Doctrine

Containment

Subjugation

Foreign Policy

Questions Concerning the Truman Doctrine

What kind of document is the Truman Doctrine?

To whom did Truman deliver the speech?

When did Truman give the speech?

What major significant event in history had just occurred?

What was the purpose of the Truman Doctrine?

Why did Truman think that his speech was so important?

How much money was Truman asking Congress to give to Greece and Turkey?

What were some comparisons between that Truman gave between the democratic way of life and the communist way of life?

Democratic way of life

- 1.
- 2.
- 3.
- 4.

Communist way of life

- 1.
- 2.
- 3.

4.

If Truman had not asked for the money to contain the spread of Communism, how might world history have changed?