



CLASSROOM VIDEO • VIEWING GUIDE

TEACHING ABOUT THE WEIMAR REPUBLIC

Overview

History teacher Brittany Burns has her students consider several first-person accounts of life in Weimar Germany. Initially, students are broken into small groups by topic so that they can recall prior information they learned about

the time period. Then students are asked to create claims and to support them using evidence gleaned from primary source documents. Finally, students reflect in their journals.

Questions to Consider

1. Where do we see Ms. Burns use group work? Why do you think she does this? How does working in groups impact students' learning?
 2. At **4:25**, students are using text from their readings to support their claims. What kind of scaffolding would you need to provide for your students to make such an activity successful in your classroom? How do you use primary sources in your teaching?
 3. At **6:22**, Ms. Burns reflects on students' use of their journals: "I get to see what they're thinking and how they are processing." How is she able to do that? How might you use journals with your students? What kinds of questions would reflect students' evolving thought processes?
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Featured

Brittany Burns

Teacher

9th–12th Grade

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School

Northborough, MA

Video Goals

- **Consider** how to activate students' prior knowledge as they encounter new material.
- **Witness** how to use primary source documents as students craft their own claims.
- **Learn** about different ways journals can be used in history/social studies classrooms.

Lesson Resources

- [The Weimar Republic and the Fragility of Democracy](#)
- [Teaching Strategy: Journals in a Facing History Classroom](#)