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# Teachers Notes

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Picture Projects are a very stimulating way to introduce new topics to students or to encourage students to increase their skills in:

describing, using imagination, memories and feelings, working with another person or in a group, researching, assimilating information, speculating and suggesting outcomes, expressing opinions in a logical and effective manner.

Each sheet contains one topic area and contains a picture and four sections:

- ⌘ Study The Picture
- ⌘ Use Your Imagination
- ⌘ Working With A Partner
- ⌘ Wider Issues

**The Picture.** The teacher can use the picture to ask students to describe what they can see. This can be done in two ways: by distributing a sheet to each student and asking for a general description or a description of certain aspects of the picture; by not immediately distributing the sheets but showing the picture to each student for a few seconds and then playing a memory game of what students can remember.

**Study The Picture.**

The teacher asks the students to study the picture and consider the points in that section. These points are simple and general in nature and are designed to encourage involvement by all students. The teacher can ask each student to elaborate on any points made if necessary.

**Use Your Imagination.**

This section allows the student to use his or her imagination and develop the topic in an open way.

**Working With A Partner.**

This section requires the student to listen and record or consider another person's viewpoint. Teachers can ask for either a spoken or a written report back. It also allows the student to understand other viewpoints and assess the merits of these.

**Wider Issues.**

This section asks students to discuss the wider implications of the topic. The teacher can ask students to undertake further consideration of the topic including research, reading or studying from other sources, and wider project work.

These projects packs can be used either as a verbal or a written exercise or both. The teacher can expand the topics into projects or simplify them for classroom or single homework assignments.

The teacher may choose to use only one section or a choice of sections from the whole sheet. The topics are designed so that each section is complete in itself. This allows for multi-ability, and varying classroom time allocation.

All sheets are similar in layout allowing for comparison between topics or cross-referencing.

# Mussolini Becomes Il Duce

1



In 1921 Benito Mussolini declared himself Il Duce, leader of the Italian National Fascist Party. Thirty five fascists were elected to Parliament in this year, and Mussolini's Black Shirts are known to be behind the violence against communists.

## Study The Picture.

When you see this picture of Benito Mussolini what does it make you feel like:

- ⌘ He is a brave person
- ⌘ Italy needed a strong leader after the 1914-18 war and Mussolini should be the person
- ⌘ Fascism is a dangerous belief
- ⌘ Italy has a proud heritage and Mussolini successfully used this to further his own career
- ⌘ In post war Italy there weren't any other real choices?

## Use Your Imagination.

In 1921 Mussolini was not the leader in Italian politics. If you were an ordinary person what would attract you to Mussolini? Why did so many people start to support him? If you were an Italian Fascist in 1921, what would you say to ordinary people to encourage them to join your party?

If you were opposed to Fascism, and remember that this is 1921, before any of the atrocities of the 1930s and later, what would you say to encourage people away from Fascism?

## Working With A Partner.

Write a short biography of Benito Mussolini. Concentrate on how he came to power, and what his main ideas were.

Make a list of the main action from 1921 to 1943, when Italy joined the allies, from the Italian point of view. Besides the direct build up to World War Two, what other activities did Mussolini involve himself in? One example is the Abyssinia invasion.

## Wider Issues.

Was it inevitable that an extremist leader would emerge in Italy after the First World War? What relationship did the allies have with Italy after 1918?

# Hitler Arrested After Beer Hall Putsch

2



A relatively unknown man was arrested in November 1923 for trying to stage a takeover of power in Munich. A small group of men wearing brown shirts entered a hall waving guns. Their leader, Adolf Hitler, jumped up onto a table and declared that the national revolution had begun. He was taken away by police.

## Study The Picture.

When you see this picture of Adolf Hitler what does it make you feel like:

- ⌘ He is a brave person
- ⌘ After the peace treaties of the First World War it was inevitable that Germany would be bitter, and throw up an extremist leader
- ⌘ Fascism is a dangerous belief
- ⌘ Europe should have been ready for extremism after World War One
- ⌘ In post war Germany there weren't any other real choices?

## Use Your Imagination.

Imagine you are a German living in 1923 Germany. How does it feel to be still feeling the shame of World War One disgrace? Should Germany still be paying reparations? Should the French still be occupying the Ruhr area? How do you feel when someone like Hitler stands up and says that Germany has been hard done by?

Imagine you are a French citizen. How do you feel when you see people like Hitler beginning to collect support for ideas that might take the continent back to war?

## Working With A Partner.

Write a short biography of Adolf Hitler. What were Hitler's main ideas in the early 1920s, and how did they change during the 1930s?

Trace Hitler's rise to power by concentrating on three main events in the 1920s and 1930s.

## Wider Issues.

What mistakes, if any, did the allies make in the peace treaties after World War One, when they decided to punish Germany for the war?

Using hindsight, would it have been possible to stop the rise of Hitler in the 1920s and 1930s? Explain your views.

# Stalin Announces First Five Year Plan

3



In 1928 Stalin announced his first five year plan. He wanted to catapult the USSR from being a backward second rate nation, into a first class industrialised country that could compete with the best of European nations.

## Study The Picture.

When you see this picture of Stalin and read the information what does it make you feel like:

- ⌘ He is a person of great foresight
- ⌘ Stalin wanted progress at any cost, including massive human suffering
- ⌘ His ideas were too big to realise so quickly
- ⌘ Five year plans are a very good idea
- ⌘ Stalin was just a dictator out for his own glory?

## Use Your Imagination.

Imagine you are a peasant living far away in Siberia. What difference does it make to you what Stalin has to say, or what he wants to achieve? Is the USSR too big, and are some of its regions too far away to make any difference?

You are a member of the Moscow Communist Party. How do you feel about having a strong leader like Stalin? Are his ideas for the USSR possible without great hardship for the population? Does the USSR have to suffer if it wants to be a great power?

## Working With A Partner.

Write a biography of Joseph Stalin.

Trace how he came to power. What happened to his opponents?

Summarise the Five Year Plans. How successful were they? Were they a price worth paying in terms of human suffering and hardship?

## Wider Issues.

What was the relationship between Stalin and other European nations during the 1920s and 1930s? What did other nations in Europe think about the USSR and its plans for rapid development?

# Wall Street Crashes

4



The Wall Street crash of 1929 was an economic disaster for the USA and Europe. Overnight, people lost confidence in the economy of the USA leading to collapse, massive unemployment, and poverty.

## Study The Picture.

When you see this picture of The Wall Street Crash and read the information what does it make you feel like:

- ⌘ I would like to buy the car for \$100
- ⌘ The crash destroyed the life savings of millions of people
- ⌘ Stocks and shares are paper trading and people should not be so stupid to lose confidence because it only leads to their own poverty
- ⌘ No-one understands how something like this can really happen
- ⌘ It was inevitable?

## Use Your Imagination.

Imagine you are a US citizen in 1929 America. The Wall Street Crash has happened and all your savings are lost. How do you feel? What can you do? Is your job safe?

Imagine you work in a bank. How can you explain to your customers that their possessions are now worthless?

Imagine you are a citizen of Britain. What is being done by the British Government to help people in the great depression that follows the economic collapse?

## Working With A Partner.

Work out between you, what exactly the Wall Street Crash was, and how it happened?

What did the economic collapse in the USA and Europe mean for the following nations:

USA, Britain, Germany.

Summarise the events from 1929 until the mid 1930s which led to a regeneration in the economies of these nations.

## Wider Issues.

How were the economies of the USA and Europe linked in the inter war years compared to today?

# Roosevelt Promises A New Deal

5



In 1932 Franklin Delano Roosevelt was elected to be the new president of the USA. He promised a new deal in which the economic fortunes of the USA would be reversed and where prosperity would return.

## Study The Picture.

When you see this picture and read the information what does it make you feel like:

- ⌘ At last someone who can help the needy and poor people of America
- ⌘ All new Presidents make promises
- ⌘ Relieved because the three years up to this time were very bad
- ⌘ How will this help Britain
- ⌘ It will probably make no difference?

## Use Your Imagination.

Imagine that you have been living in poverty for the last two years. What does this news make you feel like? Write a letter to your friend in Britain telling him or her about your hopes for the future. What the President has promised to do, how it will be done, how long it might take, and what effect it should have on your future.

## Working With A Partner.

Write a biography of Franklin Delano Roosevelt.

Summarise the New Deal which he introduced and say how successful it was.

Besides the new Deal, what role did Roosevelt play in the Second World War?

## Wider Issues.

How did the New Deal in the USA affect the depression in Britain during the 1930s?

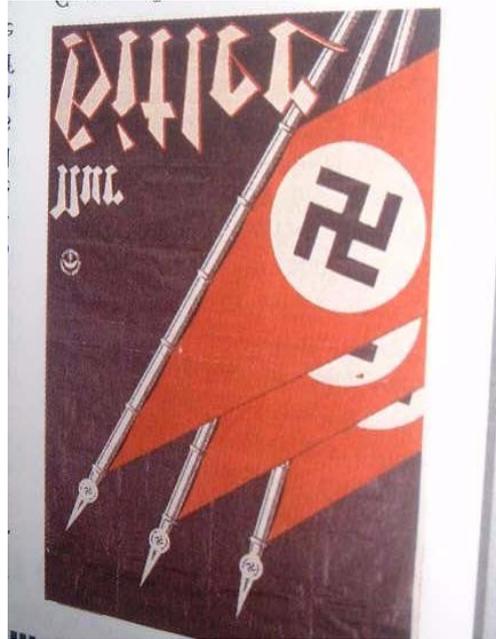
What did Britain do to alleviate the depression during this time?

What did Germany do to help its people during the depression in that country?

# The Age Of Dictators

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6



Study The Picture.

When you see this picture what does it make you feel like:

- ⌘ I hate Fascism
- ⌘ This poster represents the 1930s well
- ⌘ Britain and its allies were short-sighted not to see what was happening in Germany and some other European nations
- ⌘ The Nazi propaganda machine was very good at its job?

Use Your Imagination.

Imagine you are a citizen of Germany. How does the rise of Hitler impress you, and which aspects of his politics make you worry for the future?

Imagine you are a British citizen. Explain why Britain can do nothing to prevent the rise of Hitler, Mussolini, Franco, and Stalin? How do you feel about living on a continent where dictators are springing up all over the place?

Working With A Partner.

Write a biography of one of the following:

Hitler, Stalin, Mussolini, Franco.

Explain why the 1930s was the decade of the dictators.

Wider Issues.

What view did Britain have about the rise of Germany in the 1930s?

What did the USA think about what was happening in Europe during the 1930s?

# General Franco Sparks Civil War

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7



Study The Picture.

When you see this picture what does it make you feel like:

- ⌘ Franco was another dictator
- ⌘ I don't understand why the Spanish Civil War is important in the study of European history of the time
- ⌘ The Spanish Civil War involved people from many different countries
- ⌘ Spain was not at all important in causing the Second World War to happen
- ⌘ Franco was a good leader?

Use Your Imagination.

Imagine you are a communist living in Britain who decides to travel to Spain to fight in the civil war. Why do you want to go? What inspired so many people to go to Spain or to see the civil war in a romanticised way? What are conditions in Spain like during this time? Who are your enemies? Which other nations are involved in this war?

Working With A Partner.

Find out about, and write a biography of Franco.

Trace the main events of the civil war.

Wider Issues.

Why was this civil war important in terms of the study of European history of the time?

What did the Spanish civil war indicate about the intentions of Hitler and Mussolini later on?

# Jesse Owens Wins



At the Berlin Olympic Games of 1936 Jesse Owens won four gold medals. After the first win, Hitler refused to shake hands with Owens because he was black. After his second win, Hitler left the stadium. For Hitler, some of the results were too much to take and they went against his ideas of the Aryan super race.

## Study The Picture.

When you see this picture what does it make you feel like:

- ⌘ Jesse Owens was more than just a sprinter
- ⌘ This win meant that all Hitler was saying about race was wrong
- ⌘ Hitler was insulted by Jesse Owens
- ⌘ The Berlin Olympics were not just about sport
- ⌘ The political results were more important than the sporting ones?

## Use Your Imagination.

Imagine you are Jesse Owens. How does it feel to win in Berlin and yet not be recognised by Hitler? Are you glad that he will not shake your hand or insulted? How do you feel that your second win has driven Hitler to leave the stadium altogether?

Imagine that you are a supporter of Hitler. How do the victories by Jesse Owens make you feel about Hitler's ideas that the Aryans are a super race?

## Working With A Partner.

Find out about Hitler's ideas about the Aryans being a super race. Who are the Aryans? What distinguishes Aryans from other types of people?

What effect did the Olympic wins of Jesse Owens have on Hitler's plans?

## Wider Issues.

How effective was Hitler's strategy in arguing about superior races and lesser ones?

# Peace For Our Time

9



On September 30th 1938 Chamberlain returned to London, from Munich, to a huge welcome. He waved the Anglo-German accord paper in the air and announced;

"I believe it is peace for our time."

## Study The Picture.

When you see this picture what does it make you feel like:

- ⌘ Chamberlain was a hero
- ⌘ He made a critical mistake in trusting Hitler's assurances
- ⌘ Hitler used Chamberlain for his own purposes
- ⌘ People in Britain were relieved by the news
- ⌘ War was always inevitable after the 1919 peace treaties?

## Use Your Imagination.

Imagine you are a person living in 1938 Britain. How does the news which Chamberlain brings make you feel?

Imagine you are Hitler. How do you feel when you hear the news from London, that Chamberlain is waving the accord and declaring 'peace for our time'?

## Working With A Partner.

Make a list of the events leading up to the Second World War, starting with this accord in 1938.

## Wider Issues.

Was Hitler an opportunist, or did he have a carefully worked out plan in which the Anglo-German accord was one of the steps?

Why did Chamberlain and other European leaders believe Hitler; was it because of their trust or their fear of another war?

# Conscription Introduced Again

10



Conscription was introduced in Britain on 27th April 1939

## Study The Picture.

When you see this picture what does it make you feel like:

- ⌘ A feeling that everything is being repeated from the First World War
- ⌘ Sorry for the whole of Europe
- ⌘ People should be happy to fight for freedom
- ⌘ It was only a matter of time before the war broke out
- ⌘ Conscription might send a message to Hitler that Britain was serious and would defend it's allies if Hitler decided on war?

## Use Your Imagination.

Imagine you are over 20 years old, the age for conscription. How do you feel about becoming a soldier? Do you want to fight? How do you think your family and friends feel about it?

In 1914 people did not know what to expect and often went cheering into the front line. How do you think people react to the news this time?

## Working With A Partner.

Find personal accounts of the way people felt about conscription. Use your local library and consult diaries, letters and books.

Some people were against the idea of conscription. Find out about these including; the Labour minority in the House of Commons and conscientious objectors.

## Wider Issues.

"A very little weight one way or the other might decide whether war is going to come or not."

When Chamberlain said this in April 1939, during the conscription speech in the House of Commons, what do you think he meant?

# Describing People

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To describe a person or people well, you will need to use your powers of observation to record these details.

- ⌘ Physical features - height, looks, body shape, stature,
- ⌘ Clothing,
- ⌘ Posture,
- ⌘ Speech,
- ⌘ Mannerisms,
- ⌘ Their job,
- ⌘ How they affect other people.

Each of these headings could be the basis for a paragraph, but remember that you are not simply producing a 'Wanted' poster. You will need to make your description come to life and probably the best way to do this is to select those aspects of appearance and personality which are unusual and interesting and develop these more fully in your writing.

Attempt these exercises, using a variety of starting points; i.e. paragraph 1 could be a physical or facial description or an aspect of the person's behaviour.

Describe one of the following people:

- ⌘ Neville Chamberlain
- ⌘ General Franco
- ⌘ President F.D. Roosevelt
- ⌘ Choose your own person

# Giving A Talk

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Speak clearly, taking care that everyone can hear you. However, bear in mind your audience; if it's a one-to-one talk, don't start off as if you are giving a lecture in a hall!

Be enthusiastic, show that you are interested - especially at the beginning of your talk. You need to gain the attention of your audience and maintain their interest in what you have to say.

Be positive and friendly; look at your audience - eye contact is important.

Be ready to pause after making an important point - allow what you have said to sink in! Be prepared to respond to any questions as you go along, especially if your talk is on a complicated topic. By all means refer to your notes, but don't try to learn your talk off by heart. This is the road to disaster! There is also a real danger of your losing the track of your delivery if you are interrupted by a question from the audience.

If you are using pictures or other materials to show the audience, decide how you are going to use them. If you choose to pass them round, be sure that you do not rush ahead with the rest of your talk while the audience is still examining one of your visual aids.

Be ready to respond to questions at the end of your talk. Adopt a positive approach here and invite questions from the audience. You will find two general areas of interest.

- ⌘ Questions asking for a personal response - such as 'Why have you chosen this topic?'
- ⌘ Questions which ask you to go into more explanatory detail on something you have said, e.g. a particular event or incident you mentioned.'

Dealing with such questions is an important part of your talk. Remember that if you have prepared thoroughly you will have the knowledge and information to hand, so listen and think carefully before you answer, then speak up clearly and confidently. Above all, value the question and be seen to take it seriously.

Finally, keep a sense of humour, be positive and friendly; try not to be too intense and withdrawn - be approachable!

Prepare and give a short talk on one of the following:

- ⌘ The treaties that ended the First World War
- ⌘ Five Year Plans in the USSR
- ⌘ The Wall Street Crash
- ⌘ The rise of fascism
- ⌘ Choose your own topic.

# Types Of Written Work

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Types of written work include:

- ⌘ Essays - of various lengths and different types
- ⌘ Reports - as if you were writing for a newspaper or magazine
- ⌘ Letters - of different types
- ⌘ Interviews and conversations
- ⌘ Dialogue and plays
- ⌘ Diaries
- ⌘ Summaries
- ⌘ Diagrams and charts - e.g. plots, family tree, journey.
- ⌘ Responses to books or articles you have read
- ⌘ Projects
- ⌘ Other personal research work.

Choose one major event in the inter-war years and write about it in two different styles, using the guides above to help you.

# Considering Events

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Remember what it is you are being asked to describe and do not be sidetracked into writing a vague and rambling piece founded on only one part of the topic.

Remember to follow your plan carefully.

Develop each part of your plan as fully as possible.

For each feature, list a number of adjectives to develop your description more fully. The use of adjectives is most important for descriptive essays.

Involve all your senses, not just sight - remember sounds, smells and movements. Describe each in as much detail as possible.

Make use of contrasts. For example, compare a scene before and after the event.

Use comparisons to enrich your writing.

Taking one major event from the inter-war years write about it in detail. Remember to follow the guidelines set out above to help you.