

Title: Ruhr Crisis (1923) and hyperinflation

Author: John Frazier

Course: European History

Time Frame: One 90 minute class or two 45 minute classes

Subjects:

Ruhr Crisis, Hyperinflation, Germany

Classroom/Homework Activity to be performed:

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

Rationale:

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.

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:

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

Kansas Standards

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).

3. (A) examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights, secret police, state supremacy over individual rights, role of private property, class structure).

4. (A) analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British-Soviet alliance;

Holocaust; Nanjing; introduction of nuclear weapons; war crime trials).

Benchmark 5: The student engages in historical thinking skills.

1. (A) analyzes a theme in world history to explain patterns of continuity and change over time.
3. (A) uses primary and secondary sources about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion).

Secondary materials (book, article, video documentary, etc.) needed:

[Modern History: The Ruhr Crisis](#)

Ostower, Gary B. The League of Nations from 1919 to 1929. 1996 pg. 43-45

Primary materials (book, article, video documentary, etc.) needed:

[Modern History: The Ruhr Crisis](#) (images as primary sources only)

[Wheelbarrow of Worthless Money](#)

[What hyperinflation will look like](#)

[Inflation image](#)

Technology Required:

Computer to play internet footage and to look at primary sources

Full description of activity or assignment:

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: [The Ruhr Crisis](#).

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 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: [The Ruhr Crisis](#).

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 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:

[Wheelbarrow of worthless money](#)

[What hyperinflation will look like](#)

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?

Full explanation of the assessment method and/or 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