

# RADICAL PEDAGOGIES

## **Flooding: An overwhelming approach to teaching 'messy Histories'**



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# **This exercise should:**

- Provide you with a knowledge and understanding of sweeping events
  - Identify key stages in Nazi policy
  - Allow you to see the 'messiness' of history
- Help you to place individual events within their wider context
  - Encourage you to see different perspectives

# This exercise should:

- Provide you with a knowledge and understanding of sweeping events  
*Chronology (Curriculum!)*

- Identify key stages in Nazi policy  
*Historical processes*

*Eg: Persecution → Enforced emigration → Deportation → Mass murder → Genocide*

- Allow you to see the ‘messiness’ of history  
*it’s OK to be confused!*

- Help you to place individual events within their wider context  
*Micro & Macro Histories*

- Encourage you to see different perspectives  
*Historical interpretation*



**Mass murder in  
Bedzin**



**Janusz Korczak**



**Josef Tarantov**



**The town of Lidice**



**Edith Stein**



**Saint Teresa  
Benedicta**



**Settela Steinbach**



**The Wolstenholme  
family**



**Helene Lebel**



**Mordecai  
Anielewicz**



**Ernst Röhm**



**Father Piotr Sosnowski**



**Ossi Stojka**

# Perspectives

Functionalist historians believed that the complicated Nazi state, the impacts of war, striving to meet industrial demands all created the **'twisted road to Auschwitz'**... in other words, the holocaust was the result of interconnected features of society.



Intentionalist historians argued that there was a **'straight road to Auschwitz'** which was determined by Hitler's ambitious and anti-Semitic policies.



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## **Flooding:**

### **An overwhelming approach to teaching 'messy Histories'**

#### **What have we done?**

Personal stories  
Political opposition  
Non-Jewish persecution  
Jewish persecution  
Key phases of anti-Jewish policy  
Extension! Contexts of personal stories (if time permits)  
Extension! Actions from below

#### **What else could we do?**

**Extension!** World War II  
**Record it...** Build our own chronology  
**Recall it...** Quiz Quiz Trade  
**Use as a starting point...** Allocate personal stories as basis for assignments (essay / further research / presentation / creative writing / documentary making)  
Add to it... Use as continued context throughout a taught unit  
Review it... Use as summative overview for revision

#### **What would you add or do differently?**



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## Nazi Germany: Intolerance of Diversity

*Complete the chart using your classroom timeline. Try to think about WHY each type of diversity was controlled.*

Intolerance of...	Racial diversity	Cultural/social diversity	Political diversity	Religious diversity	Economic diversity
1930s					
1940s					
<b>WHY did persecution take place?</b>					

## Nazi Germany: Treatment of social groups

Complete the chart using your classroom timeline. Try to highlight the path that each type of intolerance followed. Was it **sudden**, with 'Turning Points', or was it **gradual** with increasing levels of hostility?

Intolerance of...	1933	1930s	1940s
Racial diversity			
Cultural / social diversity			
Political diversity			
WHY did persecution take place?			