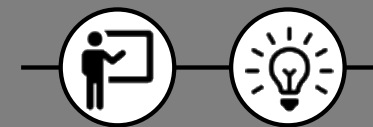


# History How To's



## Story, Source, Scholarship

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### What is 'Story, Source, Scholarship'?

The 'Story, Source, Scholarship' model enables students to develop their understanding of the discipline of being an historian through engaging with a clear narrative overview of events, relevant primary sources, and the views of eminent historians.

This model combines ideas shared by @SPBeale and @mrftzhist.

### What does the research say?

In TH99 Riley suggests that a single enquiry question driving pupil's work with a collection of sources models the unfolding process of evidential reasoning.

What's the wisdom on evidence and sources in TH176 explains the importance of giving students opportunities to examine carefully curated collections of sources, ensuring that they have a clear contextual narrative within which to place them.

### Further Reading

What's the wisdom on interpretations of the past (TH177) Reisman; Teaching students to think like historians. Foster (TH142) Passive receivers or constructive readers?

### Using the 'Story, Source, Scholarship' model.

#### Enquiry Question

- Begin with a clear enquiry question that will be answered through studying the three components.

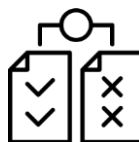
#### Story

- Start with an overview of the key events that you are studying. This should be a clear narrative account that will help students to build a clear understanding and serve as a reference point when engaging with the sources and scholarship.
- Students complete a guided reading of the text by creating a title and short bullet point summary for each paragraph.

How far did the 'Night of the Long Knives' give Hitler total power in Germany?		
Story	Source	Scholarship
<p>Create a title for each paragraph.</p> <p>The article below examines the causes, key events, and consequences of the Night of the Long Knives in 1934.</p> <p>The SA (also known as the Brownshirts) was a paramilitary group set up by Hitler in 1921 to attract political radicals. The SA had been extremely loyal to Hitler, helping him get into power in 1933, but by 1934 they had become too powerful.</p> <p>The SA, under the command of Ernst Röhm were an uncontrollable and mutinous rabble. By the summer of 1934, the SA's numbers had swollen to two million men and outnumbered the German Army.</p> <p>Tensions continued until June 1934 when Heinrich Himmler (in close advice to Hitler and leader of another group - the SS) convinced Hitler that Röhm was plotting a takeover. Himmler to help Hitler stop the plotting with the help of the SS.</p> <p>By the summer of 1934 Hitler had made a pact with the army. If Röhm and the other leaders of the SA were removed, the army would swear an oath of loyalty to Hitler.</p> <p>On the night of the 30th June 1934 Hitler ordered the SS to murder approximately 400 people including Röhm. They were mostly SA leaders but also including a number of other political opponents who had seen the ruthlessness and brutality of Hitler's followers.</p> <p>The Night of the Long Knives destroyed all opposition to the Nazi party, gave more power to the brutal SS who became very important in running the Nazi dictatorship, and discouraged potential opponents who had seen the ruthlessness and brutality of Hitler's followers.</p>	<p>Members of the SA are lined up in their 'brownshirt' uniforms.</p> <p>Hitler's 'Brown Promises' are on the floor.</p> <p>Goebbels, diary entry, 11th July 1934</p> <p>Discussions were furious. A few more are necessary. That is difficult but necessary. It is difficult but it is not heavier to be avoided. There must be peace for ten years. The future suffers, greatly. The death sentences are received with the greatest seriousness.</p> <p>No the stamping and when followed, scores of Storm Troop leaders, were shot by firing squads or were left alone in prison with a revolver which they used to commit suicide. The Chancellor tried his hardest to make Röhm shoot himself, but sent a pistol back with the reply 'If you shot, Hitler will have to do it himself'. Röhm was shot in the back the next day.</p>	<p>Historian Paul Marzani writing in his book 'The Night of the Long Knives' in 2007</p> <p>'Hitler became Chancellor on January 30th 1933, but it wasn't until the early morning hours of June 30th 1934 that he set into motion an operation that in a mere forty-eight hours made him absolute master of Germany. It was a scenario that involved anything conceived in Hollywood: intrigue, scheming, betrayal, reflexive (backed) characters - and murder. But it wasn't fiction. It really happened. And as a result, the stage was set for World War One'</p> <p>Historian Peter Padfield writing in his book 'Himmler' in 1991</p> <p>How many people were killed between 30 June and 400am on 2 July, when Hitler called off the killings, can never be precisely established. Hitler admitted to 76, but the real number is probably nearer 200 or 250. Bodies were found in fields and woods for weeks afterwards, and files of petitions from relatives of those missing remained active for months. What seems certain is that less than half of those killed were SA officers.</p>
<p>Task 1</p> <p>Read through the Story of the events of the Night of the Long Knives. For each paragraph, you need to create a 'title' on one side, and a short summary (two bullet points maximum) on the other.</p>	<p>Task 2</p> <p>Look at source A, B, and C. In your book, write a short description of the message of each source. Then answer the question 'What do these sources tell you about the Night of the Long Knives?'</p>	<p>Task 3</p> <p>Read through Marzani and Padfield's scholarship about the Night of the Long Knives. Highlight what you think are the three most important sentences. In your book, answer the question 'What do historians believe was important about the Night of the Long Knives?'</p>

### Do's and Don'ts

To really maximise the effectiveness of the Story, Sources, Scholarship model, follow this guidance below:



- Carefully consider your enquiry question so that the study of each component helps students to construct an answer.
- Model each stage of the process and stop for discussion of key points.
- Use challenging academic writing as part of the 'story' component.
- Don't rush through each component. Check understanding of key concepts before moving on.
- Don't use this model as a complete lesson. This is designed to accompany clear teacher explanation.
- Don't be afraid to change the activities to suit the skill you are teaching.

#### Source

- New contextual knowledge from the 'Story' is then used to inform an analysis of a range of relevant primary sources.
- Students start by interpreting the main message of each of the sources before moving on to consider how the sources help with their overall enquiry.

#### Scholarship

- Students finally engage with arguments made by historians regarding the events, highlighting the most important phrase or sentence in each.
- Finally students answer the final enquiry question utilising knowledge and evidence from all three components of the resource.

### In the History Classroom

Below are some examples of how you can use this model to develop your students' understanding of substantive concepts.

#### Interpretation

Students practice identifying the key message of sources and arguments in scholarship.

#### Source Utility

This model allow you to focus on the value of a source to a particular enquiry.

#### Discipline of History

Students engage in the discipline of constructing academic writing through each component.

#### Final Judgements

Students write a well evidenced conclusion to the enquiry.

