

Germany 1890-1945:  
Democracy and Dictatorship



Name: \_\_\_\_\_  
Form: \_\_\_\_\_  
History Class: \_\_\_\_\_  
History Teacher: \_\_\_\_\_

Paper 1  
Section  
A

Section	Date Due	Completed	Signed by Teacher
Kaiser Wilhelm's Germany			
Impact of WWI			
Weimar Germany			
Rise of the Nazis			
Life in Nazi Germany			
Impact of WWII			
The Final Solution			

# Exam Paper



This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism.

**Key questions in this study are:-**

- How did the lives of the people change and why
- Why key events in German history happened why

**There will be 6 compulsory questions.**

**1. How does Interpretation A differ from interpretation B about.... Explain your answer using Interpretations A and B. (4 marks)**

### TOP TIPS!

- Address difference based on content of the two sources
- Look for key areas of context

### WRITING FRAME

There are differences between the two interpretations. For example... Interpretation A suggests that... However, interpretation B suggests that...

**2. Why might the authors of Interpretations A and B have a different interpretation about.... Explain your answers using interpretations A and B. (4 marks)**

### TOP TIPS

- Use your contextual understanding to explain differences
- Address the provenance of interpretation (Time/place/author)

### WRITING FRAME

Interpretation A suggests that... The reason interpretation A displays this opinion is because... (date/author/purpose) Whereas interpretation B suggests that... An alternative opinion can be seen because... (date/author/purpose)

**3. Which interpretation do you find more convincing about.... Explain your answer using interpretations A and B. (8 marks)**

### TOP TIPS

- Reach a sustained judgement
- Use your own knowledge to explain the views of the interpretations
- Use details from the interpretations

### WRITING FRAME

Interpretation A is convincing because it tells me that... this can be supported with... Interpretation B could also be considered convincing because.... This can be supported with.... The most convincing interpretation is... because....

**4. Describe two... (4 marks)**

### TOP TIPS

- Remember this is only a 4 mark question
- Use specific factor detail
- Use P.E.E. style paragraphs

### WRITING FRAME

One reason/factors/change was... this was significant because Another reason/factor/change was... this was significant...

**5. In what way were.... affected by....**

### TOP TIPS

- Address issues of change e.g. time, group, social and/or economic impact
- Address multiple reason for change
- Evaluate extent of change
- Use specific factual detail

### WRITING FRAME

.....were affected by.... This led to change because... The extent of change .... However, they were/ it was affected by....

**6. Which of the following was the more important reason why... (2 bullet points). Explain your answer with reference to both reasons. (12)**

### TOP TIPS

- Make sure you address both bullet points
- Reach a sustained judgement about which is the most important reasons
- Explain the impact of the bullet point using specific factual detail

### WRITING FRAME

The first point is significant because... However, the second point is also significant in that... Overall, the theme that had the greatest impact on.... was... because...

# Kaiser Wilhelm



- Key Words:**
- Kaiser:** Emperor
  - Militarism:** The belief that a country should have a strong army
  - Trade union:** a group of workers who campaign for better working conditions and rights
  - Chancellor:** Prime Minister running government on behalf of the Kaiser
  - Reichstag:** Parliament (made up of elected members)
  - Industrialisation:** Building up the countries industry (factories etc)
  - Socialism:** The idea that power and wealth should be shared equally among the people
  - Bundesrat:** The representatives if each state in the Reichstag

- Prior to the unification of Germany in 1871, Prussia was the most powerful Germanic state where militarism was important. They had a mighty army that was well equipped with the most advanced weaponry. When the new Germany was formed, Prussian ideals were used to form the new state.
- The Kaiser ruled over all states in Germany and made all decisions relating to the army, navy and foreign affairs.
- Kaiser Wilhelm II became Kaiser in 1888 at 29 years old.

**What was Kaiser Wilhelm like?**  
**Read through the interpretations and write three summary points to describe his character:**

There is only one person who is the Master in this empire and I am not going to tolerate any other. I am the balance of power in Europe since the German constitution leaves decisions about foreign policy to me.

*By Kaiser Wilhelm in a speech in 1891*

He [Wilhelm] was born with a withered left arm and some historians believe that it was this physical handicap that helped to shape his personality as an adult. Wilhelm constantly saw himself as having to prove himself - whether it was mastering the art of horse riding or by his constant habit of wearing a military uniform when in public as a statement of his manliness... Nevertheless he played the part of the courageous, disciplined strongman - he was always an early riser, he had a passion for outdoor activities and he did master horse riding. It is generally accepted that as a young man Wilhelm was physically robust.

*A German Historian of Wilhelm*

The Kaiser is like a balloon...if you don't keep hold of the strong, you'll never know where he will be off to next.

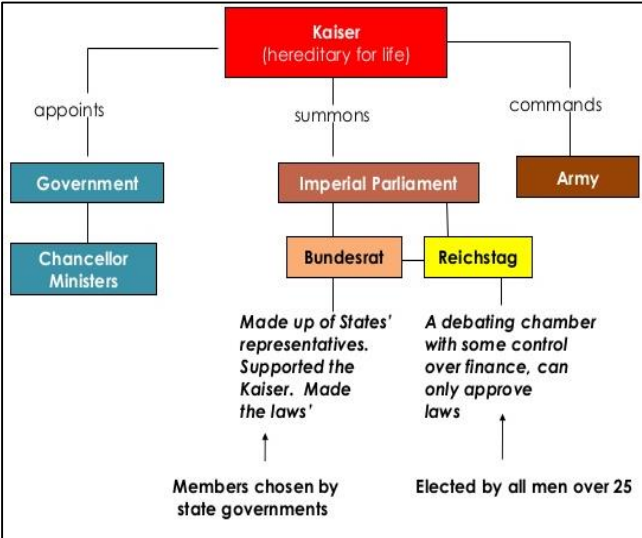
*Bismarck (Chancellor who resigned in 1890)*

Despite his deformity, difficult relations with his parents and his isolation, Wilhelm was not unintelligent. He had a very good memory and the political power to direct things. Yet, his moods were so violent and changed so rapidly that they disturbed the balance of effective government policy. He lacked the real skills and charisma to co-ordinate the leadership and government of a major power. He opposed the development of Parliamentary rule and supported increasingly dangerous foreign policies.

*A modern historian*

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- Germany's pre-war government**
- The Kaiser ruled over all of the states in Germany. Each state sent unelected representatives (The Bundesrat) to consult the Kaiser.
  - The Bundesrat shared legislative powers with the Reichstag which was a parliament elected by all German males over the age of 25.
  - The Kaiser appointed and was supported by his advisors, the chief minister was called the chancellor and had similar powers to the British PM.
  - The Kaiser had complete command of the army.
  - However, despite these different bodies, the Kaiser could chose to ignore their advice and make his own decisions.





# Germany Before WWI

## The Growth of Socialism:

- The success of German industry led German business, factory owners and farmers to become very rich. Along with army officers, these people have a lot of influence on the Kaiser and were keen to keep their positions of power.
- There were those who were not happy in German society. Many workers in new factories, mines and workshops were unhappy because their wages were low and, working conditions were poor and food was expensive. More and more people joined a trade union and organised strikes to force the Kaiser to improve workers' rights and conditions.
- Many ordinary workers voted for the SPD as they believed that socialism (power and wealth should be shared equally) would help improve their quality of life.
- The SPD (Social Democrats) hoped that the Kaiser might share some of his power with the elected parties and allow the Reichstag to introduce measures to improve life for working people.
- One in three Germans voted for the SPD. This could cause the Kaiser a lot of problems, and threaten his autocratic power.
- There were some members of the SPD who had more extreme ideas and wanted to rebel against the Kaiser and take over the country themselves.

## Germany's 'Place in the Sun':

- In the late 19<sup>th</sup> Century and early 20<sup>th</sup> Century, many European nations had large overseas empires.
- The Kaiser decided that Germany should also have their own empire as he wanted to transform Germany into a global power. This idea was known as 'Weltpolitik' or world policy.
- In the late 1800s, Germany began to create an empire.
- The Kaiser knew that he must also protect his new empire. He therefore needed a large navy. He also wanted a navy to rival Britain's Royal Navy.
- He introduced a series of Naval Laws in 1898 and 1912 to dramatically increase the size of the navy. The Kaiser increased the size of the army too.
- This was very expensive. Taxes were raised and money was borrowed meaning Germany would be in debt for a very long time.



Read the information above and fill in the gaps below with the following words:

*Weltpolitik, socialism, SPD, taxes, empire, working, rival, overthrow, naval laws, power, borrowed*

The Kaiser was concerned about the growth of \_\_\_\_\_. As the German workers were experiencing poor living and \_\_\_\_\_ conditions, they looked to political parties and trade unions to solve their problems. This led to a growth in the \_\_\_\_\_ (Social Democrats); at one point one in three people in Germany voted for them. The Kaiser was worried about this as the growth of popularity for the SPD in the Reichstag threatened the Kaiser's \_\_\_\_\_. The Kaiser was particularly concerned about more radical members of the SPD as they wished to \_\_\_\_\_ the Kaiser.

The Kaiser also experienced problems as he wanted to improve Germany's international power. He wanted Germany to have an \_\_\_\_\_ to rival other European countries. This was known as \_\_\_\_\_ or world policy. The Kaiser began to collect nations as part of this empire. He then needed a way to protect the empire with a navy. He also wanted to create a fleet that would \_\_\_\_\_ the Royal Navy. To improve the German navy, he introduced a series of \_\_\_\_\_ which dramatically increased the size of the navy. However, building a navy was expensive, and so \_\_\_\_\_ were raised and money was \_\_\_\_\_, leaving Germany in debt.

# Germany During WWI

In August 1914, the First World War began when Germans and Austrians went to war against the French, British, Russians, Belgians and Serbs. Initially, the war was popular with people in Germany and many thought the war would be over quickly. German soldiers were soon worn down, as were ordinary German people.

## Naval Blockade

- Ordinary people were suffering as the British used their navy to prevent supplies reaching Germany.
- There were terrible shortages of food medical supplies and clothing. Only 642 merchant ships reached Germany in the whole war.
- Harvests suffered due to lack of men preventing Germany from being self sufficient.
- The average adult only received half of the necessary daily calories. The winter of 1917 was known as the Turnip Winter as potato stocks had run out.

## German Defeat

- By 1918, Germany was close to collapse. The German people were so short of food that they were surviving on turnips and bread, and a deadly flu epidemic sweeping the country, killing thousands already weak from a poor diet.
- On the battlefields, too, Germany was close to defeat. In October, General Ludendorff, a leading army general and war hero, told German politicians that they could never win the war. He advised the Kaiser that the French, British and Americans might treat Germany more fairly if the country became more democratic - meaning the Kaiser would have to share his power with the German parliament. The Kaiser did this and he allowed the main political parties to form a government and transferred some of his powers to the Reichstag. But they change came too late to satisfy the German people. There were call for the Kaiser to give up his throne.

Colour code the cards into the following categories: Economic, Social, Political

Germany had borrowed money from other countries (including the USA) to pay for the war. The debt needed to be repaid.	Many ex-soldiers and civilians felt that Germany could, and should, have won the war. They felt that they had been betrayed by the politicians (the 'November Criminals') who had ended it, and refused to support them.	Women worked in the factories during the war. Some Germans thought this damaged traditional German values about family,
Some factory owners made a fortune during the war while there had been restrictions placed on wages.	Germany had lent some of its own money to its allies. There were concerns that they would not have this money returned.	There was continued violence in Berlin between different political groups within Germany, causing the new government serious problems
Germany had lost 2 million men in the war. These were the core of Germany's work force and Germany's industrial base could not recover without them	Industrial production was 2/3 of what it had been in 1913.	There was a huge gap between the living standards of the rich and the poor.
Their had been no formal disarming of soldiers. Many returned with their weapons in there possession,. Germany was littered with weapons.	The war left 600,000 war widows and two million children without fathers. War pensions were growing to cost the government a fortune.	German factories were exhausted by the war. They had been producing guns, bullets and shells. They could no longer sell these to other countries for profit.

What do you think is the most significant impact of WWI on Germany? Explain the answer below:

## Germany in WWI Exam Question

**In what ways were the lives of people in Germany affected by the First World War (8 marks)**

5. In what way were.... affected by....

## TOP TIPS

- Address issues of change e.g. time, group, social and/or economic impact
- Address multiple reason for change
- Evaluate extent of change
- Use specific factual detail

## WRITING FRAME

.....were affected by.....

This led to change because...

The extent of change ....

However, they were/ it was affected by....

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# The Treaty of Versailles

- After WWI ended, the winning countries met at the Place of Versailles to decide on what to do with Germany after the war.
- In March 1919 the Big Three (Britain, USA and France) announced the terms of the Treaty of Versailles.
- The treaty was a list of punishments (see below) but Germany were not allowed to attend the discussions and were told that had to accept them.
- This was known as a 'Diktat'. Germany had to sign the terms or they would be invaded by the allies.
- The treaty was signed on 28 June 1919.

## Terms of the Treaty of Versailles:

1. Germany was to accept the blame for starting the war.
2. Germany was to reduce its army to 100,000 men.
3. Germany could only have six battleships in its navy
4. Germany could not build any tanks, submarines or aeroplanes.
5. Germany had to pay £6,600 million in reparations to the countries that had won the war.
6. All Germany's colonies were to be given to Britain, France and other countries.
7. Germany was forbidden to unite with Austria.
8. Germany was to demilitarise the Rhineland.
9. Alsace Lorraine went back to France.
10. Germany lost a strip of land called the Polish Corridor, this went to Poland and cut East Prussia off from the rest of Germany.

## German reactions to the Treaty:

- They felt that the Treaty was too harsh. The treaty took away large areas of land which meant losing people, factories, farms and mines/ they had to pay a large amount to the winners too. This humiliated Germany.
- The Germans hated the fact that the Treaty had been forced upon them. They had not been part of the discussion and they had been forced to sign - this is known as a diktat.
- Finally, the Germans hadn't actually lost the war - instead German people felt that they had been betrayed by the new leaders of Germany known as the 'November criminals'. They had agreed to a ceasefire as soon as the Kaiser left the country. Many thought that Germany could have continued fighting.

**Annotate the cartoon to explain German attitudes towards the Treaty:**



Source A:  
A German cartoon from 1919  
called 'Clemenceau the Vampire'

# Treaty of Versailles: Activities

Statement	True or False?	Detail
Germany was forced to accept all of the blame for starting WWI.	True	Germany were forced to accept article 231 or 'The Blame Clause.'
Germany were no long allowed to have an army		
The Big three were France, Britain and the USA		
The Treaty was singed in 1919		
Germany were forced to signed the treaty		
German people felt like they had not lost the war		
The German people felt that the Treaty was too harsh		
Large areas of German land was taken from them		
The Big three benefitted from the terms of the Treaty		
The German people suffered because of the terms of the Treaty		
Germany had to give up their entire navy		
Germany were forced to pay £5 billion in reparations		

## Answer the following questions about the Treaty:

- What terms of the Treaty were designed to reward the allies?
- Which of the treaty's terms were designed to punish Germany?
- Which of the terms were designed to weaken Germany?
- Do you think the Treaty was fair to punish Germany?



# Treaty of Versailles Exam Questions

## Interpretation B

From Adolf Hitler's book, *Mein Kampf*, published 1925-26, where he recorded his thoughts on the Treaty

*Each point of that Treaty could have been engraved on the minds and hearts of the German people and burned into them until sixty million men and women would find their souls aflame with a feeling of rage and shame.*

## Interpretation C

Adapted from a book by historian Sally Marks called  
The illustration of peace: international relations in  
Europe 1918-1939, written in 1976

*The Treaty of Versailles is severe, but it is amazing it is not more so. Thanks to Wilson's insistence, Germany lost remarkably little territory, considering how thoroughly it had lost the war. True, the colonies were gone, but the European losses were relatively few. The real difficulty was not that the treaty was exceptionally severe, but that the Germans thought it was, and in time persuaded others it was.*

**How does Interpretation B differ from Interpretation C about the Treaty?**

**Explain your answer using Interpretations A and B (4 marks)**

1. How does Interpretation A differ from interpretation B about.... Explain your answer using Interpretations A and B. (4 marks)

## TOP TIPS!

- Address difference based on content of the two sources
- Look for key areas of context

## WRITING FRAME

There are differences between the two interpretations. For example...

Interpretation A suggests that...

However, interpretation B suggests that...

[illegible]

# Treaty of Versailles Exam Questions

Why might the authors of Interpretations B and C have a different interpretation about the treaty?  
Explain your answer using Interpretations B and C and your contextual knowledge (4 marks)

Why might the authors of Interpretations B and C have a different interpretation about the treaty?  
Explain your answer using Interpretations B and C and your contextual knowledge (4 marks)

2. Why might the authors of Interpretations A and B have a different interpretation about.... Explain your answers using interpretations A and B. (4 marks)

**TOP TIPS**

- Use your contextual understanding to explain differences
- Address the provenance of interpretation (Time/place/author)

**WRITING FRAME**

Interpretation A suggests that...

The reason interpretation A displays this opinion is because... (date/author/purpose)

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An alternative opinion can be seen because... (date/author/purpose)

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# Treaty of Versailles Exam Questions

**Which interpretation do you find more convincing about the Treaty?  
Explain your answer using Interpretations B and C and your contextual  
knowledge (8 marks)**

**3. Which interpretation do you find more convincing about....  
Explain your answer using interpretations A and B. (8 marks)**

## TOP TIPS

- Reach a sustained judgement
- Use your own knowledge to explain the views of the interpretations
- Use details from the interpretations

## WRITING FRAME

Interpretation A is convincing because it tells me that... this can be supported with...  
Interpretation B could also be considered convincing because.... This can be supported with....

The most convincing interpretation is... because....

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# Weimar Germany

## The Weimar Constitution:

- Following the abdication of the Kaiser, Germany become a democratic country.
- In 1919, Germany's politicians drew up a new constitution for Germany. This led Germany to becoming one of the most democratic countries in the world.
- The new constitution was very fair as all Germans had the right to vote, including all women over the age of 20.
- Fredrich Ebert become the President of Germany.

## What were the problems faced by the Weimar Republic?

- **Proportional representation** meant lots of different political parties were able to win some seats in the Reichstag, but it was difficult for one party to receive a majority. The leading party had to deal with smaller groups in order to get anything done, this made law making a slow process
- Many groups did not like the new **democratic system** of governing at all, some older generals, judges, upper-class families and factory owners longed for the good old days of the monarchy.
- The new system of government and the politicians who created it were linked to Germany's defeat at the end of WWI and were known as the 'November Criminals.'
- The constitution also contained article 48, which meant that laws could be passed without the Reichstag by order of the president.

### The President (Head of State)

- Controlled army and navy
- Emergency decree - Article 48



### The Chancellor (Prime Minister)

- Chosen by President
- Must have support of at least half the MPs
- Responsible for the day-to-day running of the country



### The Reichstag

- Discussed and introduced laws
- Proportional representation



### The German people (electorate)

- Men and women over 20 could vote

*The main political parties within the Reichstag*



PARTY	Communists (KPD)	Social Democrats (SPD)	German Democratic Party (DDP)	Centre (Zentrum)	German People's Party (DVP)	German National People's Party (DNVP)	National Socialist German Workers Party (NSDAP or Nazi Party)
SUPPORT	Working Class.	Largely working class.	Largely middle class.	Roman Catholics from all classes.	Middle class. Largely businessmen.	Middle and upper classes. Mainly officials and ex-soldiers.	The unemployed (mainly ex-soldiers). Some members of middle upper classes.
POLICIES	Anti-Republic.  Wanted workers' revolution.	Pro-Republic.  Wanted reforms to help the working class.	Pro-Republic.  Believed in individual freedom.	Pro-Republic.  Supported the interests of the Catholic Church.	Pro-Republic.  Preferred monarchy, but accepted the Republic. Promoted trade and industry.	Anti-Republic.  Wanted strong government. Pro-monarchy. Extreme nationalists.	Anti-Republic.  Wanted strong government. Anti-democrat and anti-Communist. Wanted Germany to be a great nation again.
THE POLITICAL SPECTRUM	LEFT WING				RIGHT WING		

Using the text and table above, complete the strengths and weaknesses table for the new constitution:

Strengths	Weaknesses

# Weimar Germany: Problems

## The cause of Weimar's Problems: Reparations:

- Germany had been ordered to pay reparations by the Treaty of Versailles. In 1921, German politicians managed to successfully raise the 2 billion German marks. Most of the payment was given in goods like coal, iron and wood.
- However, in 1922 the Germans announced that they could not afford to pay. The French and Belgians decided to take they payment by force. In January 1923, 60,000 French and Belgian soldiers marched into the Ruhr. They took control of the factories, mines and railways.

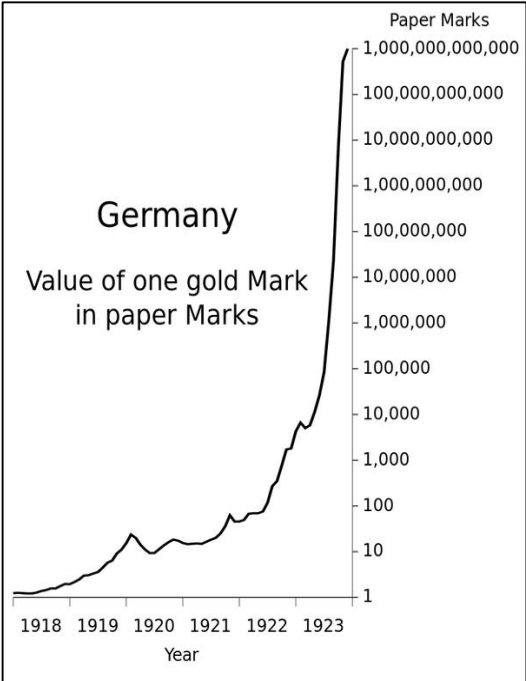
## The Ruhr Crisis, 1923

Number the following events in chronological order:

Germany announced that they could not afford to pay the reparations to France and Belgium (1)	The German government ordered its workers in the Ruhr to not fight back against the attackers. Instead they are told to strike and not help the French and Belgian soldiers leave with the goods.
The striking workers were being paid for not working, and began to spend their money quickly. In response, shopkeepers began to put up their prices. (7)	French and German soldiers march into the Ruhr and begin taking control of industry there. The German army are too weak to stop them
The French and Belgian soldiers were tough on the strikers. Over 100 were killed and 15,000 people were forced to leave their homes as a punishment. (4)	Prices continued to go up and people continued to spend their wages. Some were being paid twice daily. People carried their wages around in wheelbarrows because goods cost so much.
In order to pay the striking workers, the government printed large amounts of money.	The German government promised to pay the striking workers as they were doing what the government had told them to do. The government weren't producing money because there was nothing being produced in the Ruhr.
As shops raised their prices all over Germany, the government responded by printing more money to help people buy things. But the more they printed, the faster prices went up.	As prices rose, savings became worthless. The German people were losing faith in the new government. (10)

## The impact of hyperinflation:

- By 1923, German money was worthless. The government had printed so much that it lost its value. People started to use money to light fires or make paper planes.
- Many German people blamed the new government for their financial problems.
- People with savings in the bank were the biggest losers. Some people had saved all their lives to get 1000 marks. By 1923, this would not even buy them a loaf of bread.
- Elderly people who lived on fixed pensions found their income wouldn't buy them basic necessities
- Many small businesses collapsed as normal trade become impossible with the daily price changes
- People who borrowed money found it very easy to pay back their loans.





# Weimar Germany: Problems

## Political Problems:

- There were many different political beliefs in Germany in the 1920s.
- There were many groups in Germany that disagreed with the government due to their failure to deal with the economic problems and they were blamed for dinging the Treaty of Versailles ('November Criminals').
- Those who tried to overthrow the government tended to come from either the 'left' or the 'right' of the political spectrum (see below):



## Left:

- Workers should have the power and rule the country as a collection of worker's councils
- There should be equality
- Change is welcome

## Right:

- Strong leaders should rule over people
- There should be differences between people based on class and race
- Germany should be strong and powerful with an empire
- Change is not welcome

## Spartacist Uprising, 1919:

- The Spartacists were left-wing communist group who wanted Germany to be run by small groups of workers, not a large parliament.
- 6 January 1919, the Spartacists tried to take over Berlin.
- Ebert responded by sending in 2000 ex-soldiers known as the freikorps to take down the communists. After three days of brutal fighting, the leaders of the uprising (Karl Liebknecht and Rosa Luxembourg) were captured and murdered. The revolt had been crushed.

## The Kapp Putsch, 1920:

- This was a right-wing uprising led by Wolfgang Kapp. In March 1920, he gathered 5000 members of the Freikorps and together they took over the city of Berlin.
- Kapp hoped to take the whole of Germany, make the army strong and recover German land.
- President Ebert and the government fled from Berlin.
- However, the workers did not support the uprising - this meant there was no water, electricity or transport.
- After 100 hours in power, Kapp fled and Ebert's government was restored.

## Murders and Uprisings

### The Red Rising, 1920:

- Following the failed Kapp Putsch, workers in the Ruhr remained on strike. They rose up and took several towns.
- Once Ebert's government had been reinstated, they send soldiers and the Freikorps to deal with the rebellion.
- The revolt was crushed and 1000 workers were killed.

### Assassinations:

- Some tried to overthrow the government via acts of terror.
- Between 1919 and 1922, there were over 350 political murders in Germany. These were mostly carried out by right-wing extremists.
- Many of these murdered were given sort sentences for their crimes. There were many within the justice system that agreed with the right-wing groups involved.

# Weimar Germany: The Munich Putsch

## Adolf Hitler and the Growth of the Nazi Party

1. Colour code the cards into two categories: Hitler's life and The Nazi Party
2. Number the events in chronological order.

Hitler discovered the German workers party in May 1919 when he was sent by the army to discover new political groups.	He was injured in 1918 and was still in military hospital when it was announced the war was over. He returned to Munich after leaving hospital.	Hitler joined the party and became involved in helping the party attract new members using advertisements in newspapers and holding public meetings.	The members of the party met regularly in beer halls and Hitler went often. He liked what was being said about the Treaty of Versailles and how it had made Germany weak. This appealed to Hitler.
Hitler was a brilliant public speaker which proved to be a valuable skill.	Hitler was born in a small town in Austria-Hungary. His parents were both dead by 1907.	He was awarded several awards, including Germany's highest award for bravery.	Hitler had tried to study to be an artist, but failed to secure a place at the Vienna Art Academy.
When discovered by Hitler, the Nazi party was new and small. Hitler was soon put in charge of the party.	He joined the Germany army in 1914 when the war broke out, where he worked mostly as a messenger.	Hitler persuaded the party to buy a newspaper - the 'Munich Observer' to put forward their views.	Under Hitler's leadership the Nazi party grew - they had 3000 members in 1920, and 5000 in 1921.

### Background to the Munich Putsch:

- In late 1923, the Weimar Republic was in serious trouble. Millions were frustrated with the government. The French had invaded the Ruhr and hyperinflation was crippling the economy.
- It was at this point that a 34-year-old Adolf Hitler would try to get rid of the new government. The Nazi's plan was to first seize control of Munich (a large city in southern Germany) and then march to the capital, Berlin, to take over the whole country.

### Events of the Munich Putsch

1. 8<sup>th</sup> November 1923 - Hitler interrupted a meeting in a beer hall in Munich. Kahr (head of the Bavarian government) was speaking.
2. Hitler fired a bullet and announced he was taking over Bavaria and then all of Germany. They locked Kahr in a room. Ludendorff (great German war hero) said he supported Hitler.
3. In Munich - Stormtroopers took control of the city.
4. Kahr promised to help, got released then went to the police.
5. Hitler and 2000 people began to march, met by police. 16 Nazis died. Hitler and Ludendorff arrested and put in to prison. Went on trial for treason.

### Outcome of the Munich Putsch

- Hitler's trial lasted 24 days and was printed in newspapers all over Germany. He used the trial as an opportunity to criticise the government and get his opinions heard.
- His tactics seemed to work. Ludendorff was set free and Hitler was given just 5 years in prison.
- Hitler spent his time in prison writing his book, *Mein Kampf* (My Struggle). It soon become a bestseller. He was released after serving just 9 months of his sentence.

# Weimar Germany's Problems: Activities

Match up the uprising with the description of events:

Kapp Putsch		A socialist uprising in the Ruhr area of Germany. Workers went on strike. 1000 were killed when the rebellion was crushed by the Freikorps.
Red Rising		A communist revolt led by Karl Liebknecht and Rosa Luxembourg. They tried to overthrow the government, but were captured and murdered.
Munich Putsch		A right-wing rebellion in Berlin in 1920. 5000 Freikorps took over the city and forced Ebert and his government to flee.
Spartacist Rebellion		There were many right-wing groups who turned to terror to bring down the government. Those involved were only given short sentence as many within the justice system shared their views.
Assassinations		Hitler and the Nazi party tried to take over the city of Munich. The rebellion was crushed and Hitler was arrested.

Complete the activities below:

Find 2 reasons why there were so many rebellions in the 1920s:

- 
- 

Find 2 reasons why the rebellions of the 1920s failed:

- 
- 

After the Munich Putsch failed, Hitler chose to change the tactics of the Nazi Party. Why do you think Hitler chose to follow a more political path?

# Weimar Germany's Problems: Solutions

## Germany's Problems:

- In 1923, Germany was in crisis; the German government were suffering from a number of problems such as hyperinflation and different political groups trying to cause trouble.
- However, between 1924 and 1919, Germany began to recover from some of its problems, and most historians put Germany's recovery down to the influence and hard work on one man - Gustav Stresemann.

## Who was Gustav Stresemann?

- He had been a member of Germany's parliament since 1907.
- After Germany's defeat in the war he felt that the only way for Germany to be accepted by other European countries was by agreeing to the terms of the Treaty of Versailles.
- He was briefly Chancellor in 1923, but is best known for his work as Germany's foreign minister from 1924 until his death in 1929.

1. Match up the problem with the solution introduced by Stresemann
2. Using two colours, highlight the successes and failures of Stresemann's solutions

Hyperinflation Crisis: German money was worthless		Stresemann worked hard to improve Germany's relations with other nations. In 1925, he signed the Locarno Pact with Britain, France, Belgium and Italy where they promised never to invade each other. In 1926, Germany joined the League of Nations. Germany regained its international status and became an important part of the League of Nations. Stresemann was criticised for not asking for the land they lost following the Treaty of Versailles.
French and Belgian troops invaded the Ruhr when Germany stopped paying reparations.		Stresemann stopped the printing of the old currency and introduced a new temporary one called the Rentenmark. In 1924, this was replaced with the Reichsmark, a stable currency. This was accepted by the German people and hyperinflation was ended. But some people lost their savings and they blamed the government.
Germany was no longer a world power.		Stresemann used some of the money borrowed from the USA (Dawes Plan) to build new factories, schools and roads. This led to more jobs for the German people. Some American companies built factories in Germany too. Eventually American industry improved and many Germans were better off. There were concerns - both Stresemann and the German people were worried that Germany relied too heavily on American loans.
German industries were in trouble after WWI. Infrastructure was poor		The Dawes Plan: Stresemann met with Charles Dawes, the US Vice President. The USA lent 800 million gold marks to the Germans. They could now arrange a repayment schedule to pay back the reparations. This meant that the French and Belgian troops left the Ruhr, but many felt that Stresemann had given into the bullying tactics of French and Belgian troops.

## How far were Stresemann's solutions a success?

- He had many successes, and he saw Germany enter a period of prosperity. There were no attempts made to overthrow the government between 1924 and 1929.
- However, problems still existed...**
- There were still many political parties in Germany which meant that parties had to join up to form coalitions. The parties often fell out over differing views.
  - Extremist parties continued to hate the government.
  - There were still large groups in society that were struggling. Farmer's incomes were low and the middle classes had lost their savings in the hyperinflation crisis of 1923.
  - Much of the prosperity was created by American loans.

# Weimar Germany Exam Questions

**'Describe two ways *Germany* recovered in the period 1924-1929'. (4 marks)**

**4. Describe two... (4 marks)**

**TOP TIPS**

- Remember this is only a 4 mark question
- Use specific factor detail
- Use P.E.E. style paragraphs

**WRITING FRAME**

One reason/factors/change was... this was significant because

Another reason/factor/change was... this was significant...

## TOP TIPS

- Remember this is only a 4 mark question
- Use specific factor detail
- Use P.E.E. style paragraphs

## WRITING FRAME

One reason/factors/change was... this was significant because

Another reason/factor/change was... this was significant...

[illegible]



# Weimar Germany: Culture

## Visual arts

- Bauhaus: The most influential visual arts movement in Weimar was the Bauhaus School, founded by Walter Gropius in the town of Weimar in 1919.
- Dada: The Dada movement started in Zurich during World War One. It was a protest against the traditional conventions of art and western culture, in which the war had begun. Its output included photography, sculpture, poetry, painting and collage. Artists included Marcel Duchamp and Hans Arp.
- New Objectivity: It challenged its predecessor, Expressionism, which was a more idealistic and romantic movement. Artists returned to a more realistic way of painting, reflecting the harsh reality of war. Artists included Otto Dix and George Grosz.

## Music

- Modern classical: Composers like Arnold Schoenberg, Kurt Weill and Alan Berg composed classical pieces and operas.
- Jazz: The increasing influence of American culture brought jazz music to Berlin and Munich, with classical composers often crossing over into what was known as 'atonal' music, or jazz.
- Cabaret: This became popular in Berlin, where young people could sit around in clubs, drinking and watching musical performances.

## Cinema

- The German film and cinema industry boomed during the 1920s. The main features of the industry were as follows:
- The economic disruption of the Weimar period produced an expressionist style in German film-making, with films often having unrealistic sets and featuring exaggerated acting techniques.
- Expressionist film-makers favoured darker storylines and themes, including horror and crime.
- The most prominent film directors of the time were Fritz Lang and F.W. Murnau.
- The most famous films of the period were *The Cabinet of Doctor Caligari* (1920), *Nosferatu* (1922 - based on the Dracula story), *Phantom* (1922), *The Last Laugh* (1924) and *Metropolis* (1927).

## Aspects of Weimar Culture

### Reputation for decadence

- Cabarets became known as places where transvestites and openly gay men and women could visit, despite homosexuality being illegal at the time
- Prostitution, which had grown during World War One, flourished
- Berlin acquired a reputation for drug dealing, organised crime, and gangs.

## Did everyone experience this type of Germany?

- Some Germans embraced the changes, while others hated them. Many wanted Germany celebrate older more traditional styles of art, music, theatre, film and literature. They thought that the new nightclubs, shows and paintings were leading Germany into moral decline. Berlin was viewed by many as corrupt and lacking in morality. The Nazis were openly critical of the nightlife and art that appeared at this time and when Hitler came to power in 1933, many Weimar artists were forced to flee Germany.
- There were still large groups in society that did not experience the wealth and culture of the new Germany - farmers' incomes were incredibly low as they were competing with cheaper imported food stuffs. Many middle class Germans had lost their savings as a result of hyperinflation and there was a shortage of white collar jobs so many faced unemployment.

### Answer the question below:

1. Why do you think the German people were able to experience all of this new culture?
2. How do you think the Nazi Party felt about these changes?
3. How far did all of Germany experience this new Germany? Explain your answer.

# Weimar Germany: The Great Depression

**The Wall Street Crash and the Great Depression:**

- When the Wall Street stock market crashed in October 1929, the world economy was plunged into the Great Depression.
- By the winter of 1932, America was in the depths of the greatest economic depression in its history.

**What was the impact on Germany?**

- When Wall Street collapsed, it was not just the Americans that felt the impact.
- American people had lost huge amounts of money, and they could no longer afford to buy goods imported from Europe. Many foreign factories were forced to shut down without their American markets.
- Germany was hit particularly hard by the Depression and German goods such as cars, electrical goods and clothing were not selling. Many factories closed and jobs were lost.
- America also demanded back the loans given to European countries.

**Colour code the cards into the following categories: social, economic and political impacts.**

The Weimar government had to cut unemployment benefit to save money.	Extremist parties like the Nazis and the Communists grew in popularity as they promised jobs.	America recalled all of it's loans from Germany (lent under the Dawes Plan in 1924)
German banks tried to get their money back from businesses to pay America back. The businesses could not pay and went bankrupt. This led to increased unemployment.	Unemployment badly affected the young. By the end of 1932, half of 16 to 30 year olds were out of work. 60% of these were university graduates.	The Nazis promised to solve Germany's economic problems They promised to get rid of the Treaty of Versailles and ignore the reparations altogether.
President Hindenburg had to use Article 48 as the Chancellor at the time (Bruning) did not have a majority in the Reichstag. Bruning was blamed for the crisis and was nicknamed the "hunger Chancellor" as he refused to spend money to help.	The Great Depression made people angry. Many blamed the political parties that had been running the country. Many thought that things were better before democracy was introduced.	The Weimar Republic began to collapse - the government couldn't agree a plan to get Germany out of debt so temporarily stopped paying back America.
People were filled with hopelessness and despair as many lost their homes	The Middle classes feared the Communists who were gaining in popularity and voted for the Nazis who said they would crush them	Many workers and farm labourers lost their jobs.
Germany could not sell as many exports as other countries were in depression and did not want to buy and more businesses closed	Unemployment rose from 2 million in 1929 to 6 million in 1932 and 4/10 Germans were unemployed.	The Weimar Government failed to deal with the crisis effectively and lost the public's support

**Why did the Depression lead to more support for extremist parties?**

# The Rise of the Nazi Party

<p>In 1917, there had been communist revolution in Russia, and the Communist Party took over all businesses and farms. There has been attempts by German communists to take over Germany and many middle class German were frightened. They did not want to lose their wealth or their position in society. Communists didn't believe in religious institutions and this worried churchgoers.</p>	<p>Speer, a leading Nazi, describes what it was like to hear Hitler speak: <i>Here it seemed to me was hope. Here were new ideals, a new understanding, new tasks. The perils of communism could be checked, Hitler persuaded us, and instead of hopeless unemployment, Germany could move towards economic recovery. It had been during these months that my mother saw a Stormtrooper parade in the streets of Heidelberg. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of universal hopelessness, seemed to have won her over.</i></p>	<p>A student in Germany in the early 1930s states in an interview in 1973: <i>What did he promise? Work and bread for the masses, for the millions of workers that were unemployed and hungry at the time. Nowadays, work and bread doesn't mean much, but at the time it was an absolute necessity – a basic need, and the promise that wouldn't make any sense today – then it sounded like the promise of paradise.</i></p>
<p>The Weimar politicians couldn't seem to agree on how to help get Germany out of the depression. They argued constantly and achieved very little.</p>	<p>For many Germans the democratic system of the Weimar Republic didn't seem to be working. Some people who had always tried to support key principles of democracy were drawn to more extremist parties.</p>	<p>Hitler himself had a lot to do with the increasing popularity of the party. He was charismatic and could make people believe that he could be the one to make Germany a great nation again.</p>
<p>Two chancellors, first Muller, and then Brüning, did very little to solve Germany's problems. Brüning passed many laws to seize rich people's land and give it to the poor peasants the new president Hindenburg soon withdrew his support.</p>	<p>The Nazi party made use of propaganda through new media like radio broadcasts and news reports, they bought newspapers and printed millions of leaflets and posters to persuade and influence Germans to their way of thinking. Hitler made one of his most loyal followers, Joseph Goebbels chief of propaganda.</p>	<p>The Nazis repeated their core beliefs: that the Treaty of Versailles was a crime to Germany, that the Jews should be blamed for the economic problems, and that Germany should be reborn as a powerful country. Their message was still the same as in the early 1920s, except that now desperate Germans were willing to listen.</p>
<p>After the depression of the 1930s the Nazis appeared to be the most organised and disciplined group in the country – a party that might restore the nation's greatness. Hitler used technology in new ways – in 1932, he used an aeroplane to take him to 20 cities in seven days to make election speeches. He used the radio regularly and showed people how he was in touch with the average German.</p>	<p>The Depression hit Germany hard. Businesses collapsed, unemployment soared and the banks closed, but this helped Hitler. Those who had paid him little attention in the 1920s now started listening to him.</p>	<p>The Hitler Youth organisation was set up to encourage younger followers. Special clubs were organised for young Nazis where they could learn to fire guns, wrestle, read maps and build campfires.</p>
<p>After the Munich Putsch, Hitler decided he would gain support using elections. The Nazi party set about trying to build support for the party. Party offices were set up all over the country to recruit supporters. There were 100,000 men in the SA by 1931, growing to 400,000 by 1932.</p>	<p>Hitler promised to fight communism. He sent his private army (Stormtroopers, SA) to fight with communist gangs. Hitler gained support from the German middle and upper classes because he promised to deal with the communist threat.</p>	<p>Hitler was an inspiring and powerful public speaker, and many listened to what he had to say. Hitler himself took part in Nazi parades to show off Nazi power. He made impressive speeches at rallies.</p>

Colour code the cards to identify the category: The depression, the failures of the Weimar government, the appeal of Adolf Hitler, fear of communism, Nazi party structure and tactics.

## Rise of the Nazis Exam Question

Which of the following was the more important reason why the Nazis became more popular:

- The Great Depression
- The appeal of Hitler and the Nazi Party

Explain your answer with reference to both reasons. (12 marks)

- The Great Depression
- The appeal of Hitler and the Nazi Party

**Explain your answer with reference to both reasons. (12 marks)**

**6. Which of the following was the more important reason why... (2 bullet points). Explain your answer with reference to both reasons. (12)**

**TOP TIPS**

- Make sure you address both bullet points
- Reach a sustained judgement about which is the most important reasons
- Explain the impact of the bullet point using specific factual detail

**WRITING FRAME**

The first point is significant because...

However, the second point is also significant in that...

Overall, the theme that had the greatest impact on.... was... because...

## TOP TIPS

- Make sure you address both bullet points
- Reach a sustained judgement about which is the most important reasons
- Explain the impact of the bullet point using specific factual detail

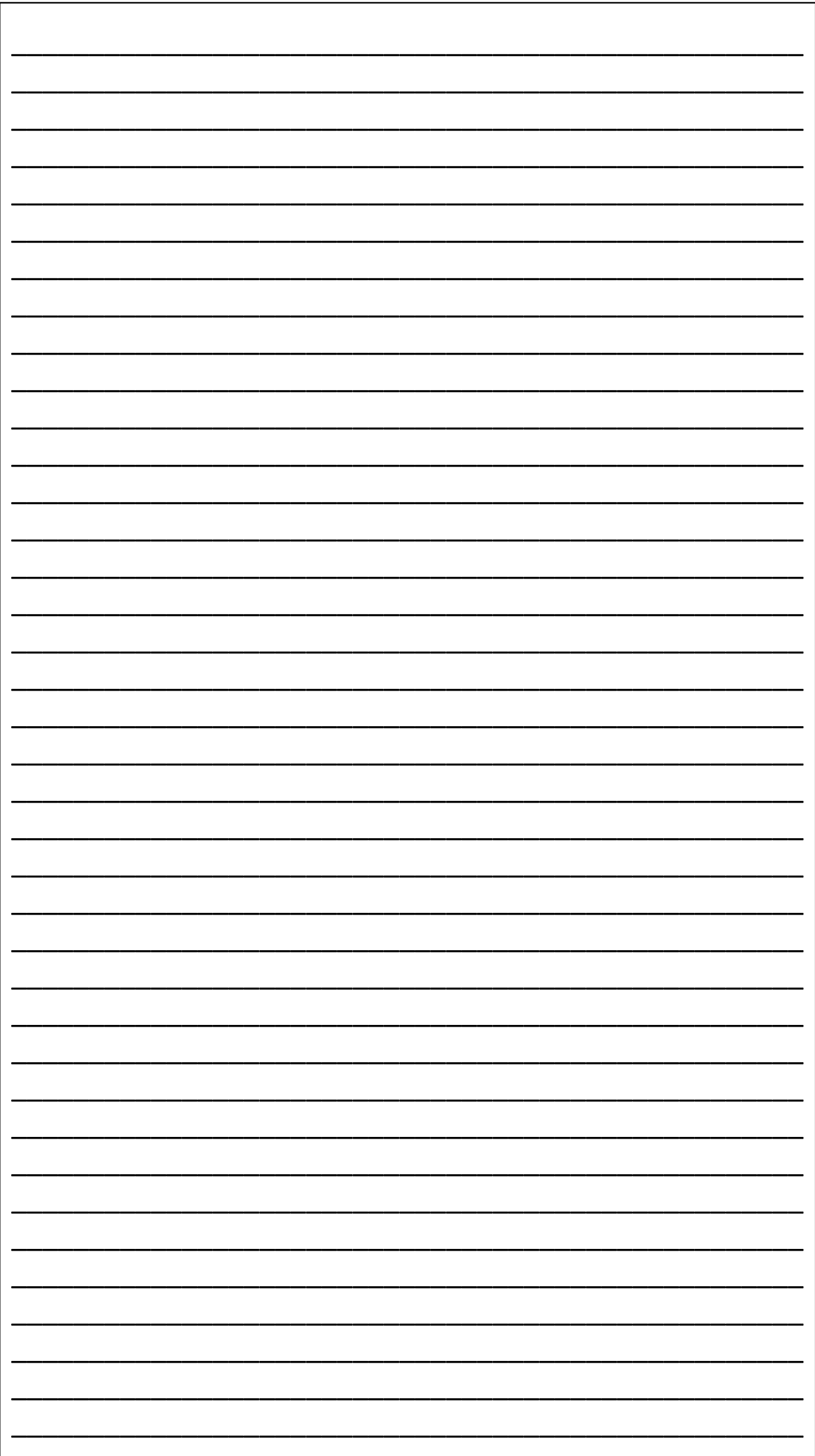
## WRITING FRAME

The first point is significant because...

However, the second point is also significant in that...

Overall, the theme that had the greatest impact on.... was... because...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# The Rise of the Nazis: Who Voted for them?

- Germans who voted for the Nazis came from all different sections of German society, this was rather uncommon: most supporters of the communist party, for examples, were from the working class areas. After all, the communist party wanted all classes to be equal, and this appealed to the poor. In fact, in some industrial areas of Germany such as the Ruhr, the communist party attracted as much as 70% of the vote.
- The Nazis, however, appealed to all sorts of people - rich, upper-class Germans, farmers and factory workers, middle-class families, women, the unemployed and businessmen.

Group in Society	Why did they vote for the Nazis?
Farmers	Farmers had been hit hard by the depression - people were not buying as much food and they had had to lower prices The Nazis promised higher prices for their crops, a better quality of life and a higher status in German society. The communists would seize land that farmers owned and the Nazis hate communists
Women	The Nazis say that family life, good morals and self-discipline are important. Many women agree with the Nazis when they say that Weimar was a period of immorality.
Middle-Class	Some middle-class peoples wages have been cut by the government during the depression. The middle class fear that law and order might break down or that the communists might take over and destroy their way of life. They want a strong government and the Stormtroopers have proven that they can stand up against the communists. The Nazis display order and discipline.
Young People	Many young people want to be part of Germany's strong future and the Nazis are promising to tear up the treaty of Versailles. They like the infrastructure Hitler is willing to build such as hospitals, roads and railways.
Upper-Class	The Nazis promised strong leadership and a more powerful nation that will be respected in Europe. Hitler promised that factory owners could run business how they chose and his plans to rearm Germany would bring them more trade. The upper-classes fear communists as they would take away their factories. The Nazis had promised to keep the communists at bay,

Annotate the cartoon to explain why different groups voted for the Nazis:



Notice the sword through the Jewish star of David. The red words coming from the snake are: usury, Versailles, unemployment, war guilt lie, communism, lies and betrayal, inflation, Locarno, Dawes Pact, Young Plan, corruption and corruption.

# The Rise of the Nazis:

## How did Hitler become Chancellor?

- In Weimar Germany there were many different political parties. These would form coalition governments and no single party held a majority.
- The president could use article 48 to appoint new chancellors. Between 1919 and 1933 there were over ten different chancellors. On average the chancellor changed every year.

Read through the stages of Hitler becoming chancellor. Colour code the cards into the following categories: Elections held, Laws introduced, Hitler becoming a dictator, Opposition removed.

September 1930 Reichstag Election: unemployment had more than doubled in Germany to around 3 million. A coalition government was formed. Heinrich Brüning, a Centre Party politician become chancellor. He was unpopular as he increased taxes and reduced unemployment pay. At this election, the Nazi party become the second largest in the Reichstag.

After the September 1930 election success, the Nazi party worked hard to increase their popularity. They put up millions of posters and flags and Hitler gave speeches at mass rallies all over the country. Hitler's popularity continued to grow.

Hitler's private army, the SA, were also helping to increase support in late 1930. They beat up communists and disrupted their meetings. There were other political fighters too and they often clashed. For many, this proved that the Weimar government and democracy had failed. Hindenburg, the president, was forced to use emergency decrees without the say of the Reichstag to keep the peace.

In July 1932, the increasingly unpopular Brüning resigned as chancellor and Hindenburg appointed Franz von Papen as chancellor as another Centre Party politician. As he also lacked support an election was called. The election was a huge success for the Nazis. They were now the largest political party with 230 seats.

As a result of the 1932 election success, Hitler demanded the job of chancellor. Hindenburg refused, claiming that the Nazis were disruptive and dangerous. Instead he gave the job to von Papen once more. Another election was called in November 1932, the Nazi Party's votes fell slightly but they were still the largest. Von Papen again got less seats and resigned for a second time.

After von Papen's resignation in 1932, Hindenburg gave the chancellor job to Kurt von Schleicher. He had no support either and resigned, Hindenburg then has no choice but to appoint Hitler as chancellor of Germany on 20 January 1933. Hindenburg tried to restrict Hitler's power by appointing von Papen as vice chancellor and restricting the number of Nazis in the cabinet to two.

In February 1933 Hitler arranged an election for the following month. As chancellor he had control over the police, newspapers and radio stations so could intimidate voters and beat up opponents.

A week before voting day, 27<sup>th</sup> February 1933, the Reichstag burned down. Although it was unclear what started it, a young communist was arrested. Hitler claimed this was a communist plot to take over Germany.

28<sup>th</sup> February 1933 Hitler asked Hindenburg to create an emergency 'protection law' giving Hitler the power to deal with Germany's problems. Because of the recent Reichstag fire and the apparent communist threat, Hindenburg agreed.

4<sup>th</sup> March 1933, the 'Protection of the People and the State' banned leading communists from taking part in the election campaign. Thousands of communists were thrown into prison and all of their newspapers were shut down. In the election held on the 5<sup>th</sup> March, the Nazis got more votes than ever, people were pleased about how they had dealt with the problems.

23<sup>rd</sup> March 1933 Hitler had stirred up enough fear of communism to try and persuade another party, the Centre Party to join with the Nazis. He forced them to pass the Enabling Act. This gave him the power to pass laws without the rest of the Reichstag. He could now pass laws without the Reichstag or Hindenburg.

On the 7<sup>th</sup> April 1933, Hitler immediately began to use his new powers. Nazi politicians were put in charge of local government, councils and the police. The Gestapo (secret police) were formed. The first concentration camp for political prisoners was formed in Dachau.

2<sup>nd</sup> May 1933, Hitler banned all trade unions, he took away their power and threw their leaders in jail. He had taken away the ability to complain about workers rights and conditions.

14<sup>th</sup> July 1933, Hitler banned all political parties in Germany, except the Nazis. The 'Law Against the Formation of New Parties' stated that anyone trying to set up or run another party would go to prison for three years. Germany was now a one party state.

2<sup>nd</sup> August 1934 Hitler carried out what would be known as the 'Night of the Long Knives' where he murdered his opponents in the SA and brought them back under control. When Hindenburg died, Hitler immediately took over the job of president and well as remaining chancellor. In addition, he made the army swear an oath of loyalty to him, and not the country. He decided to give himself a new simple title of Der Führer or the leader.

The Rise of the Nazis:  
How did Hitler become Chancellor?  
Activities

Statement	True or False?	Detail
The Enabling Act gave Hitler the power to create laws without consulting the Reichstag		
Between 1930 and 1933, Germany had 4 different chancellors		
Unemployment in Germany had doubled to around 3 million in 1930.		
The first concentration camp for political prisoners was formed in Dachau.		
Hindenburg exhausted all options before appointing Hitler as chancellor.		
As soon as Hitler become chancellor he made sure Nazis were in charge of local councils.		
The Reichstag was burned down in 1932.		
Members of the SS were killed by members of the SA during the 'Night of the Long Knives'.		
In the election held on the 5th March, the Nazis got more votes than ever.		
Hitler used propaganda and speeches to increase his vote further.		
The Nazis joined with the Centre Party.		
The first concentration camp for political opponents was formed in Dachau.		

Complete the activities below:

Find 2 ways Hitler was able to remove opposition to the Nazis:

- 
- 

Find 2 ways tactics used by the Nazis to gain power:

- 
- 

What do you think is the main reason for Hitler becoming chancellor? Explain. (Use the factors within the colour code to help you)

# Life in Nazi Germany: Fear

## Why did the Nazis use fear to control people?

- Some people loved Hitler. He was like a celebrity and was mobbed wherever he went, some Germans even went so far as to eat the gravel where he'd stood. It was clear that there were many who supported what Hitler had been doing in Germany.
- However, there were those who did not support what Hitler was doing. This is because no one in Nazi Germany was allowed to criticise the Nazis - they would kill or imprison any who stood in their way. Most people were too scared to stand up against the Nazis.
- Himmler was in charge of keeping the people under control using fear and violence

## Methods of Nazi Control

### The Gestapo

- The Gestapo were the Nazis secret police who gathered intelligence on people living in Germany.
- They had over 150,000 informants throughout the country who would report any anti-Nazi sentiment to the Gestapo.
- The Gestapo and their informants did not wear uniforms and, therefore, Germans did not know when they were being spied on. This created tension and fear throughout the country.
- They had powers to arrest and detain those people who were considered enemies of the state/Nazi Party. These people were often violently questioned before being released or imprisoned.
- People's courts were used to guarantee that those who the Nazis considered to be enemies were charged with treason and interred in concentration camps.

### The SS

- The SS were established in 1925, and by 1934, the SS had been put in charge of protecting Germany from internal and external enemies. The SS also controlled the concentration camps where 'undesirable people' were imprisoned. The first concentration camp was established in Dachau in 1933.
- The arrest and disappearance of thousands of people, then their subsequent reappearance with tales of the concentration camps, terrified the population. This meant that there was little opposition to the Nazis in the 1930s.

### Concentration Camps:

- These camps were set up as soon as Hitler took power.
- Anybody who was believed to be an 'enemy of the state' could be held for any amount of time.
- They were set up to 'correct' those who were behaving in a way the Nazis didn't like.
- Anyone else the Nazis didn't like were also sent there.
- Inmates were forced to do hard work and some were even tortured or put to death.

### The Police and Law Courts:

- The ordinary police continued to do their regular work, but they would ignore crimes committed by the Nazis.
- The law courts and judges were under the control of the Nazis.
- New laws were introduced to help the Nazis keep control. The death penalty was introduced for things such as telling an anti-Nazi joke or listening to a foreign radio station.

Which method of control do you think is the most effective? Explain your reasoning.

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# Life in Nazi Germany: Propaganda

## The use of Propaganda

- Joseph Goebbels was out in charge of distributing propaganda
- Goebbels understood that for propaganda to be effective, people needed to be repeatedly given the same ideas with short messages and powerful images.
- The key messages sent by propaganda included:
  - Blaming the Jews for all of Germany's problems
  - Criticising the Treaty of Versailles
  - Making Germany Great Again
- Propaganda is not just posters, the Nazis used a number of different formats including radio, newspapers, speeches and film.
- As well as new information, the Nazis needed to restrict the ideas and beliefs seen by the German people. They introduced tightly controlled censorship to ensure there was nothing in society that the Nazis viewed as harmful.

## Examples of Propaganda and Censorship

### Newspapers

- The only news stories the German people heard were positive about the Nazis.
- The Nazis also ensured there were negative stories about the Jews and their other 'enemies'.
- Any newspaper that hadn't been approved by the Nazis were shut down

### Mass Rallies

- Parades and rallies were common in Nazi Germany. They were designed to celebrate Hitler's greatness.
- Special arenas were built to house 500,000 people.
- There would be choirs, bands and air shows to show how organised the Nazis were.
- Speeches were given to highlight the power and influence of the Nazi Party.

### Books, Theatre and Music

- The Nazis influenced every aspect of culture. Everything people saw was approved by the Nazi Party and showed on the positive aspects of the Party.
- Writers were forced to write books, plays and songs that praised Hitler
- The best selling book was Hitler's 'Mein Kampf'

### Film

- All film plots were shown to Goebbels before the film was made to ensure they fitted with Nazi ideals.
- All films showed the Nazis as the heroes, and their 'enemies' as the villains.

### Radio

- All radio stations were controlled by the Nazis. The stations were then used to indoctrinate people with Nazi ideas.
- Cheap radios were produced so that everyone in Germany could tune into the positive information transmitted about the Nazis.
- In the 1930s, more people in Germany owned a radio, than in America!
- Loudspeakers were placed in the streets, in factories and in cafes so broadcasts could be heard all over Germany.

Which method of propaganda do you think is the most effective? Explain your reasoning.

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# Life in Nazi Germany: Exam Question

Which of the following was the more significant in helping the Nazi party to keep control Of Germany:

- Fear
- Propaganda

Explain your answer with reference to both reasons. (12 marks)

- **Fear**
- **Propaganda**

**Explain your answer with reference to both reasons. (12 marks)**

6. Which of the following was the more important reason why...  
(2 bullet points). Explain your answer with reference to both reasons. (12)

**TOP TIPS**

- Make sure you address both bullet points
- Reach a sustained judgement about which is the most important reasons
- Explain the impact of the bullet point using specific factual detail

**WRITING FRAME**

The first point is significant because...

However, the second point is also significant in that...

Overall, the theme that had the greatest impact on.... was... because...

## TOP TIPS

- Make sure you address both bullet points
- Reach a sustained judgement about which is the most important reasons
- Explain the impact of the bullet point using specific factual detail

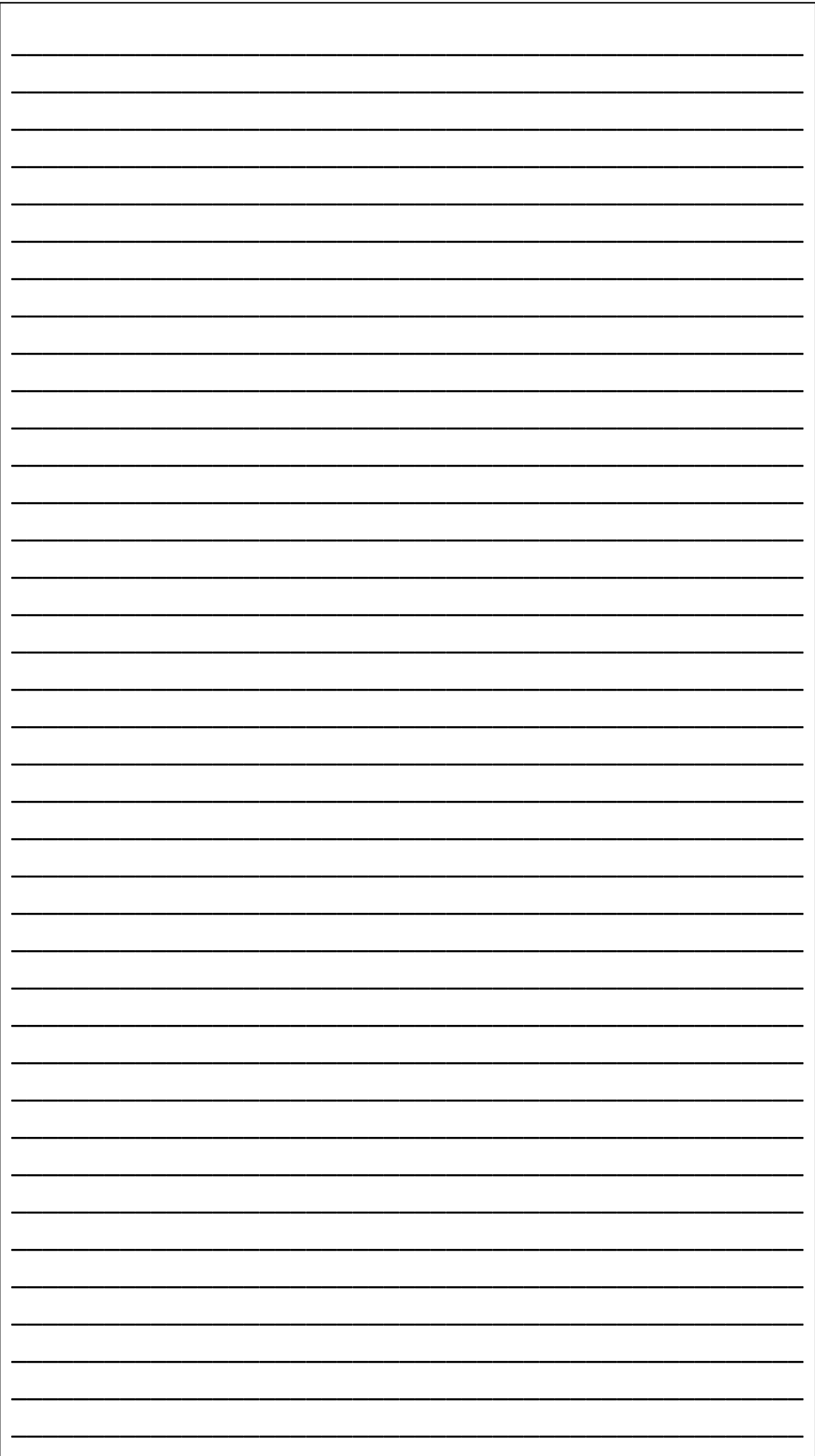
## WRITING FRAME

The first point is significant because...

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Overall, the theme that had the greatest impact on.... was... because...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



# Life in Nazi Germany: Culture

## The Chamber of Culture led by Goebbels:

- All musicians, writers, artists and actors had to be members and if people refused, they could not work. Many fled Germany so that they could continue working without restrictions.
- Jews were banned from joining
- The purpose of this chamber was to make all art and culture have the same message. Nazi ideology was correct and everything Hitler did was in the best interests of the country.

## Cinema

- Goebbels read and approved each film. Each had to have a pro-Nazi message. Nazi supporters such as Alfred Hugenburg owned film studios so the Nazis could influence all films made
- German soldiers were always shown as heroes while Jews were portrayed as mean and dangerous.
- Before the main showing of a film, the cinema would play a reel of Hitler's achievements.

## Sports and Leisure

- Health and physical fitness were important to Nazi culture, so success in sport was used to promote the Nazi regime.
- Germany held the summer Olympics in 1936 in Berlin. The Olympics gave Hitler an opportunity to show off to the rest of the world that Germans were strong and talented. The Germans came top of the medal table.
- Anti-Semitic posters and newspapers stopped while the Olympics was on. Germany did very well, Hitler claimed it was his German race was superior.
- The Germans used it as an opportunity to show off German technology - the most advanced 'photo-finish' technology was used and the world renowned German filmmaker Leni Refenstahl filmed the entire games and pioneered new methods of filming the athletes.

## Aspects of Nazi Culture

## Art and Design

- Hitler hated modern art. He called it 'degenerate' and would close exhibitions down. He publicly burnt 5000 paintings in 1937.
- Instead art represented more traditional German values like family and the military. Nazi approved art showed healthy, heroic German figures and scenes of 'pure' Germans.

Using the text above and the page on Weimar culture, complete the table on the similarities and differences between Nazi and Weimar Culture

Similarities	Differences

# Life in Nazi Germany: Christianity

Why did the Nazis and the Church clash?

Nazism	Christianity
Nazis thought strength and violence were glorious	Christians believe in love and forgiveness
Hated the weak and the vulnerable	Help the weak and vulnerable
Believed some races were superior to others	Believe all are equal in God's eyes
Hitler was a God-like figure	Believe in God and the teachings of Jesus Christ

Identify which questions correspond with the answers below. Write the question in the box:

- Why did some Christians support the Nazis?
- How did Hitler deal with the protestant church?
- Why did some Christians disagree with the German Christians?
- How did Hitler initially cooperate with the catholic church?
- Why was Hitler's relationship with the catholic church strained?
- How did the Nazis react to other religious groups?

<div></div> <div></div> <p>The Nazis said they believed in the importance of marriage, the family and moral values. Most Christians also believe in the importance of this.</p> <ul style="list-style-type: none"><li>Christians feared communism because it was anti-religious, and Hitler promised to destroy communism</li><li>Hitler promised to respect the catholic church</li></ul>	<div></div> <div></div> <p>Some Protestants admired Hitler and his values. They were known as the 'German Christians' and their leader, Ludwig Muller, became the first Reich Bishop. German Christians often wore Nazi uniforms. Their slogan was 'the swastika on our chest and the cross in our hearts'.</p>
<div></div> <div></div> <p>Some protestants felt that the Nazi policies were totally opposed to Christian ideals. A new protestant group called the Confessional Church was then formed. Led by Pastor Niemoller, they were openly critical of the Nazis. However, the Nazis struck back and arrested 800 pastors. Niemoller was sent to a concentration camp.</p>	<div></div> <div></div> <p>In 1933 Hitler signed an agreement with the Pope so that they would not interfere with one another. Hitler soon broke this agreement.</p>
<div></div> <div></div> <p>Hitler was worried that German Catholics listened too much to the Pope and not the Nazis. He harassed Catholics by closing down youth groups and schools. Relations become so bad that the Pope issued a statement to say that Hitler was hostile to Jesus and his teachings. However, the Nazis continued to arrest priests. One of Germany's best known Catholic leaders was Archbishop Galen. He openly criticised the use of terror tactics by the Nazis, euthanasia and concentration camps. Galen was put under house arrest until the end of WWII.</p>	<div></div> <div></div> <p>About 1/3 of German Jehovah's witnesses were sent to concentration camps because they were pacifists and refused to serve in the army. Also, the Salvation Army, Christian Scientists. And the Seventh Day Adventist Church all disappeared from Germany The Jewish community in Germany were heavily persecuted.</p>

- Why did some Christians support the Nazis, despite the differences in beliefs and values?
- How successful do you think Hitler was at controlling the church?

# Life in Nazi Germany: The Economy



I am Schacht and I became Germany's Minister for Economics in 1934. As economics minister, I realised that Germany needs more raw materials, such as iron and steel, to build more weapons. To achieve this, I signed deals with South American and South-East European countries whereby they gave us raw materials, and they received German manufactured goods. This helped to start with and unemployment fell. However, Hitler felt that this was all happening too slowly and I was fired!

I am Hermann Goering, and I took charge of Germany's economy after Schacht. I created the four year plan to prepare Germany for war which involved increased production of military goods and equipment. However, even by 1939 production was still not high enough and there were not enough raw materials!

To combat this, I decided to make Germany self-sufficient. This meant that Germany had to stop trading with other countries, and use resources within Germany to make substitutes. Some of these substitutes included petrol made from coal, artificial wool made from pulped wood and coffee created from ground acorns!



**Schacht or Goering?: Identify if which Nazi minister the statement is referring to:**

- He created a 4 year plan to prepare Germany for war
- He became minister for economics in 1934
- He was fired because his measures didn't work quickly enough
- He tried to make Germany self-sufficient
- He made deals with other nations to provide Germany with more raw materials

## Farmers in Nazi Germany:

Farmers had been important supporters of the Nazis. Around 30 per cent of the population were involved in agriculture and forestry. In the late 20s farmers were unhappy that they were not doing well, when so many other were. Farmers turned to Hitler because he had promised to improve things for the farmers. He also needed farmers in order for Germany to become self-sufficient.

These are some of the measures put in place by the Nazis:

- Hitler cut the taxes farmers had to pay
- He guaranteed that they could not be thrown off their land if they were in debt
- Laws were introduced to stop farmers dividing up their land and giving a part of it to each of their children in an attempt to keep farms large and under the control of the same family for generations. Farmers resented this as they were no longer allowed to inherit farms and had to move to the cities to find work.
- Some farmers welcomed the law to keep farms together as it meant that their land would remain within the family for generations
- Hitler was keen to encourage traditional occupations and drew a link between Aryans and agriculture

Highlight the statements on your worksheet to identify if farmers in Nazi Germany would be pleased or annoyed:

# Life in Nazi Germany: Work and Bread

## Unemployment in Germany:

- The German people had suffered terribly during both the First World War, 1914-1918, and the **Great Depression**.
- A huge part of the Nazis' appeal in the elections in 1933 was that they promised "Bread and work" and to make Germany's economy strong again. Hitler aimed for full employment.
- He used a variety of methods to try to create jobs for the six million Germans unemployed in 1933.

## Public works and the National Labour Service (RAD)

- The Nazis expanded the public works schemes of the Weimar Republic and set up the National Labour Service (RAD).
- RAD used unemployed men between the ages of 18 and 25 to build government-funded motorways, hospitals, schools and other public buildings such as the 1936 Olympic Stadium, and to work as groundskeepers.
- The men spent six months in camps, wore uniforms and received a small amount of pay to send back to their families.
- RAD became compulsory for men in 1935. It was extended to women in 1939.
- RAD was beneficial to the Nazis because it provided them with cheap labour, reduced the numbers on the unemployment register, led to a network of motorways which could be used for the mobilisation of the army during the war and kept young people occupied.

## Methods used by the Nazis to increase employment

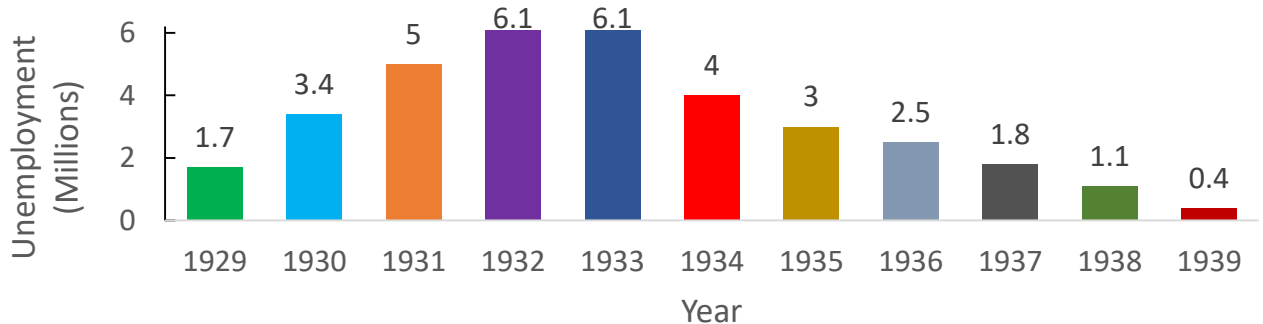
### Invisible Unemployment

- The Nazis used a variety of methods to reduce unemployment figures. Women who gave up work were not counted in unemployment statistics.
- The Nazis also classed part-time employees as full-time
- Additionally, many Jews have lost their jobs and had been replaced by others. Jews were not included within the statistics.

### Rearmament and Conscription

- From 1935 onwards, young men between the ages of 18 and 25 were conscripted into the army for two years. The army increased from 0.4 million in 1935 to 1.4 million in 1939.
- Rearmament was responsible for the bulk of economic growth between 1933 and 1938.
- Millions of jobs were created in factories producing new weapons. It started almost as soon as Hitler came to power, but was only announced publicly in 1935. 46 billion marks were spent on it.

Look at the graph carefully. Write a description about the impact of Nazi policy on unemployment:





# Life in Nazi Germany: Were they better off under the Nazis?

## Working People in Nazi Germany:

- The working class were the biggest social group in 1930s Germany. Many of them had not supported Hitler before 1933. They were part of trade unions and had voted for parties like the social democrats and the communists and other parties who devoted their policies to improving the lives and working conditions of the working people.
- The Nazis had banned trade unions and other political parties. He wanted to keep them under control, but he also wanted them to support what he was doing.

1. Colour code the above cards into two categories:
- Life had improved for ordinary Germans
  - Life had not improved/got worse for ordinary Germans.

Through the National Labour Service, and the public works schemes, the Nazis provided people with work.	The army grew in size and weapons production increased too, providing more work for ordinary Germans.	There was an increased building of infrastructure e.g. schools, hospitals, stadiums and roads. This increased employment.
The DAF created the strength through joy campaign. This organised leisure activities to encourage and reward hard work. It offered cheap holidays, theatre trips and football tickets if workers met their targets.	Because trade unions had been banned, workers lost many of their rights. Workers could not quit without the government's permission and were banned from striking.	Wages remained quite low as they did not increase for a few years.
Hitler helped design a 'People's Car', a Volkswagen, that ordinary people could afford.	Because ordinary Germans were not protected by a trade union, the Nazis could force people to work as many hours as The Nazis required.	The DAF created the Beauty for Labour Scheme which tried to improve the working environment by installing better lighting, safety equipment and new wash rooms, low-cost canteens and sports facilities.
An organisation called the German Labour Front (DAF) replaced trade unions. It promised to protect the rights of workers and improve conditions.	Food cost more than it used to. Germany was trying to be self-sufficient and not rely on imports from other countries. As a result, there was less food in the shops, so shopkeepers charged more because of high demand.	Even though the 'Strength Through Joy' campaign offered cheaper holidays, most of them were too expensive for ordinary Germans.

2. Did life improve for ordinary Germans during the Nazi years? Make a judgement and explain your response. Consider how different groups may have been affected.
- 
- 
- 
-

# Life in Nazi Germany: Exam Question

**In what ways were the lives of people in Germany affected by the Nazi economic policy (8 marks)**

5. In what way were.... affected by....

## TOP TIPS

- Address issues of change e.g. time, group, social and/or economic impact
- Address multiple reason for change
- Evaluate extent of change
- Use specific factual detail

## WRITING FRAME

.....were affected by.....

This led to change because...

The extent of change ....

However, they were/ it was affected by....

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

# Life in Nazi Germany: Young People

## Lessons

- Lessons were designed to indoctrinate young people into thinking in a certain way and believe a certain set of ideals.
- History concentrated on the rise of the Nazi party, the failure of the Treaty of Versailles, the weaknesses of the Germany before the Nazis and the evils of Communism and the Jews. They were taught of the great German war victories of the past
- Biology taught that Germans were members of the Aryan Race, which was better than other races due to its greater intelligence and hard work. Pupils were taught about eugenics (biology), e.g. the supposed 'dangers' of mating with other, 'weaker' races, and how to measure facial features in order to identify racial types. They were taught that the German race was a superior one, which may explain why so many were unwilling to speak out when the Nazis persecuted the Jewish population.
- Geography taught about the land Germany lost under the Treaty of Versailles, and the need for more living space or Lebensraum for the expansion of the race of German people.
- Girls had to follow a different timetable to boys in German schools. Young girls had to take subjects that were seen as 'feminine'. Hitler wanted to prepare young women to be wives and mothers. If women were good wives and mothers they would show their loyalty to Hitler.

## Books

- In schools, children were given books explaining how Jewish people were evil and how they were causing all of Germany's problems. The cartoons you see are **indoctrinating** children (putting ideas in their heads) about Jewish people.
- Some children did not believe the stories, but many did. German children were taught that only white Christian people were pure German.

## Teachers

- All teachers were made to put across Nazi ideas in their teaching. All teachers had to join an organisation called the German Teachers League, and any who refused to teach in the Nazi way were sacked.
- Students who were identified as potential future Nazi leaders were sent to academies called National Political Educational Institutions or Napolas.

## Universities

- University lecturers suffered in the same way as schoolteachers. Between 1933 and 1934, 15% of university lecturers and professors were replaced - one third for racial reasons and half for political reasons. By 1939, 3000 had been dismissed.
- Many leading academics left the country too, including Einstein. University courses now had to reflect Nazi ideals, and ignored any theories that were published by Jews for example, Einstein's theory of Relativity was removed from the Physics course.
- All university students had to train as a soldier each year for a month.
- However, fewer Germans attended university during the Nazi years as it was seen as less important.

## The Hitler Youth

- The Nazis had formed their own organisation, the **Hitler Youth (HJ)**, in 1926. Its aims were to indoctrinate children with Nazi ideology, to make them feel part of society and to prepare them for a military future
- In 1936 The Hitler Youth Law was introduced to encourage youths who had not already joined the HJ to do so. There was also a large Nazi **propaganda** campaign to encourage enlistment. The Nazis banned all other youth groups. As a result, lots more young people joined the Hitler Youth.
- The task of the boys section was to prepare the boys for military service. For girls, the organisation prepared them for being a mother.
- Boys at 10, joined the German Young People until the age of 13 when they moved to the Hitler Youth until the age of 18. The activities of the Hitler Youth included "military athletics" such as marching, bayonet drill, grenade throwing, trench digging, map reading, gas defence, use of dugouts, how to get under barbed wire and pistol shooting.
- Girls, at the age of 10, joined the League of Young Girls and at the age of 14 transferred to the League of German Girls. Girls had to be able to run 60 metres in 14 seconds, throw a ball 12 metres, complete a 2 hour march, swim 100 metres and know how to make a bed.
- Both boys and girls were encouraged to report their family members to teacher if they criticised Hitler or told jokes about the Nazis.

# Life in Nazi Germany: Young People

Using the information about young people in Nazi Germany. Complete the gaps:

*Jews, political, dependents, 15%, motherhood, military, eugenics, children, superior, feminine, banned, sport, Maidens, declined, indoctrination*

Education changed significantly for young people in Nazi Germany. Students saw books change to display a negative portrayal of \_\_\_\_\_ in Germany. Through this, children were indoctrinated to believe Jews were greedy and vicious untrustworthy. Another example of how books changed was with the maths problems. Students were asked problems relating to the removal of \_\_\_\_\_ in society and the amount of money Germany could save. The lessons children received also changed. They began a subject called \_\_\_\_\_, which taught children about different races and how the Nazis believed some races were \_\_\_\_\_ to others. Girls received a different education to boys as they mostly completed subjects that were seen as \_\_\_\_\_ to prepare them for \_\_\_\_\_.

Universities also saw changes under Nazi rule. \_\_\_\_\_ of professors and lecturers were replaced because of their religion or their \_\_\_\_\_ beliefs. The amount of students attending university actually \_\_\_\_\_ in Nazi Germany, and those who did attend had to carry out military training.

Extra-curricular activities changed significantly for young people in Nazi Germany. The Nazis introduced the Hitler youth, and all other youth groups were \_\_\_\_\_. The Hitler Youth gave boys the chance to play \_\_\_\_\_ and learn new skills. However, all of these skills were designed to prepare boys for a career in the \_\_\_\_\_. Girls also went to a youth group called the League of German \_\_\_\_\_. There they would do sport too, but they would also be taught about the role the Nazis wanted women to have. They wanted women to stay at home and look after the \_\_\_\_\_. For both girls and boys, the youth groups meant \_\_\_\_\_ as they were told only positive things about the Nazi Party. Some children even told the Party about things their parents had said about the Nazis!

Annotate the cartoon to explain the purpose of the Hitler Youth:



A Hitler Youth Propaganda Poster.  
The Caption reads 'The Officer of Tomorrow'.

# Life in Nazi Germany: Women

Before the Nazis, women in Germany had many freedoms women in other countries did not, they had the right to vote, and had attended university.

The Nazis were worried about the declining number of births that was a result of more women seeking careers. In 1900, there were over 2 million births per year. This had dropped to one million in 1933. The Nazis felt that a low birth rate didn't fit with their ideals for an expansion of Germany.



The Nazis felt that it was a women's patriotic duty to stay at home, have lots of children and support their husbands.

Women were not seen as equal to men in Nazi Germany. Within months of the Nazis coming to power, many female lawyers, doctors, teachers and judges were sacked. Getting a job was discouraged. Women were even banned from jury duty because they were seen as being too emotional to make rational decisions.

## How were women treated in Nazi Germany?

### The Honour Cross of the German Mother

- The Honour Cross of the German Mother was awarded each year 12<sup>th</sup> August. Women were awarded a bronze medal awarded for 4 children, a silver medal awarded for 6 children and a gold medal for 8 children.
- The cross was given to those who were thought to "genetically fit" and a Nazi supporter. Women were recommended for the award by members of the Nazi party or government officials (the mayor, for example).
- However if the woman was seen as unworthy, the medal could be taken off her. A woman could lose her medal for a number of reasons such as neglecting her children, cheating on her husband, or going against the Nazis.

### Education

- The Nazis thought women should be restricted to three things: the 3 K's - Kinder, Küche, Kirche. (Children, church and kitchen). Women were encouraged from a young age to grow into mothers who bore children and then looked after them until they left home. Women could no longer determine their fate with the availability of contraception and abortion being limited.
- Education played a very important part in Nazi Germany in trying to create a loyal following for Hitler and the Nazis. Girls had different lessons as they studied domestic science and eugenics - both of which were to prepare young girls to be the perfect mother and wife. In Eugenics, girls were taught about the characteristics to look out for in a perfect husband and father.

### Nazi Breeding Programme (Lebensborn)

- Translates as Spring of Life. Special homes where single women could go with the aim of becoming pregnant by a racially pure SS Officer.
- Some of the Nazis in Germany were less concerned about marriages, and more about mating the right examples of Aryan blood. In 1935 Lebensborn was created. Women who were suitably Aryan, but who couldn't find a suitable husband, could be paired up with SS soldiers to produce an Aryan child.

### Restriction placed on women

- The lives were controlled by the Nazis:
- The Nazis did not want women to go to work, this changed in 1937.
- Women were not allowed to wear make-up, trousers, dye or perm their hair, only wear flat shoes, not allowed to diet, not allowed to smoke.
- The 1933 Law for the Encouragement of Marriage gave newly wed couples a loan of 1,000 marks, and allowed them to keep 250 marks for each child they had. Mothers who had more than eight children were given a gold medal.



# Life in Nazi Germany: Women

## Did Nazi Policies toward women work?

- The birth-rate in Germany did increase. There were around 970,000 babies born in 1933.
- This had risen to 1,413,000 in 1939.
- Despite what the Nazis said about women in the workplace, the reality was different. The Nazis actually needed women back at work because more men were joining the army workers were needed in industry. As more men were killed in WWII it was vital for women to take on the role men had done before the war. Unlike Britain though, women were not called up to work.

## Was life the same for all women in Nazi Germany?

- Not all German women were encouraged to have children. The Nazis thought that some women were unfit to be mothers.
- The 'law for the prevention of diseased offspring' meant that women with a history of mental illness, hereditary disease, or anti-social behaviour (like alcoholism) could be forcibly sterilised.

Look at the table carefully. Colour code the cards to decide if they suggest women were valued by the Nazis, or whether they were victims.

Lebensborn. Translates as Spring of Life. Special homes where single women could go with the aim of becoming pregnant by a racially pure SS Officer.	Honour cross of the German Mother. Every year on 12th August women who had given birth to the most children were awarded medals. Women who wore these medals were saluted in the street.
German schools restrict the education girls receive. Girls must do movement, music, sewing, cooking and childcare.	Women were not allowed to perm or dye their hair, wear trousers or make up.
Women were encouraged not to work. They were supposed to stay at home and look after children.	Women were not allowed to smoke or go on diets.
Youth organisations. Hitler taught girls and women to live their lives by Kinder, Kirche und Kuche, Children, Church and Kitchen.	1933 Law for Encouragement of Marriage. Loans of 1000RM given to newly married couples. Amount repaid is dependent upon how many children the couple have.

Make a judgement. Do you think that women in Nazi Germany were valued or victims? Explain your response:





# Life in Nazi Germany: Activities

Using the information from the previous pages, find evidence to suggest that life for people in Nazi Germany had improved, and evidence to suggest it hadn't

Life improved	Life did not improve
<i>Women were valued by the Nazis and seen as an important part of German society.</i>	

Make judgement. How far did life improve for people in Germany?

# Life in Nazi Germany Exam Question

**In what ways were the lives of women in Germany affected by Nazi social policy (8 marks)**

5. In what ways were.... affected by....

## TOP TIPS

- Address issues of change e.g. time, group, social and/or economic impact
- Address multiple reason for change
- Evaluate extent of change
- Use specific factual detail

## WRITING FRAME

.....were affected by.....

This led to change because...

The extent of change ....

However, they were/ it was affected by....

[illegible]

# Life in Nazi Germany: Opposition to the Nazis

## Why was there little opposition to the Nazis?

- The 'Night of the Long Knives' had eliminated almost all opposition to Hitler within the Nazi Party.
- All other political parties had been banned in July 1933.
- Through censorship and propaganda, the Nazis eliminated opposition in the media.
- Economic opposition was eliminated as trade unions had been banned in May 1933.
- Germans lived in fear of being denounced by spies, interrogated by the Gestapo and sent to concentration camps.
- Many Germans genuinely believed that the Nazis were improving Germany. They saw the negative side as a 'necessary evil' if Germany was to be great again.
- There were those who were brave enough to stand up to the Nazis and their beliefs.

## Moaning or Grumbling:

- This was the lowest type of opposition and it usually took place inside people's homes.
- This might involve telling an anti-Nazi joke or complaining about how their friends had been treated.

## Passive Resistance:

- This was where the German people would publicly show that they didn't support the Nazis but not doing exactly what they were told.
- This might involve refusing to give money to members of the Hitler youth who collected from families door-to-door.

## The White Rose Group:

- This was formed by students at Munich University.
- They published anti-Nazi leaflets and painted anti-Nazi graffiti on walls.
- They were discovered and executed in 1943.

## Opposition form Young People:

- The Swing Kids: A youth movement that started in Hamburg in 1939 and spread to Berlin and other German cities. The movement was a challenge to Hitler announcing that all German adolescents had to join a Nazi youth movement.
- They challenged the Nazi image of youth by growing their hair and wearing fashionable clothes. They also listened to swing music and met at secret dance halls. This often led to clashes with the Hitler Youth and the security forces.
- The Edelweiss Pirates: They painted anti-Nazi slogans, sheltered deserters and beat up Nazi officials. In 1944, the Cologne Pirates killed the Gestapo chief.

## Opposition Groups

## Assassination Attempts:

- There were around 50 attempts made to kill Hitler.
- The Kreisau Circle, made up of army officers and establishment figures, was shocked by the actions of the Nazis. They discussed assassination plans, but never carried them out.
- The Beck-Goerdeler Group made attempts on Hitler's life, including the July Bomb Plot.
- In 1944, the July bomb plot was the closet anyone came to assassinating Hitler. The bomb failed to kill Hitler, but killed four other men.

## Using the information, answer the question below:

1. Why was there little opposition to the Nazi Party?

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1. Why was opposition to the Nazi Party ineffective?

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# The Impact of WWII

**Key Words**

- Total War:** A phrase introduced by Goebbels; meaning all Germans, both civilians at home and soldiers fighting on the frontline must take an active part in war.
- Refugee:** A person who has moved from their home and is travelling to, or has arrived at another place.
- Morale:** The confidence, enthusiasm, and discipline of a person or group.

**Read the timeline of events in Germany during WWII**

There were shortages in Germany, even by 1939 food and clothing were rationed. People were limited to 1 egg per week. Goods like soap and toilet paper were in short supply. Hot water was rationed to only two days per week.
In the first few years of WWII, the German army were causing devastation across Europe. In 1940, Hitler had attacked and defeated 6 European countries. There were shortages at home, but the news of German military successes meant that many felt Hitler was doing the right thing. Luxury goods from conquered countries such as fur coats and perfume began to make their way to Germany.
In 1941, Hitler's armies attacked the USSR. Initially this went well for the Germans, but the freezing Russian winter forced them to stop. Their guns were unable to fire and they were unsuitably clothed. They were soon pushed back towards Germany.
America had joined the fight against the Germans in 1941 and many feared defeat.
In 1942, Albert Speer was appointed Armaments Minister and was told to organise the country for 'Total War'. All was to be focused on war e.g. making weapons and growing food for soldiers. Anything that wasn't focused on the war effort was stopped e.g. beer houses, dance halls and even sweet shops were closed. Letterboxes were boarded up.
August 1942-February 1943 Battle of Stalingrad, over 80,000 German soldiers dead and 90,000 surrendered
From 1942 onwards, Britain and the USA bombed German cities with bombs. Due to the impact of the bombs there was no electricity, water or transport. Panicked people fled their homes as refugees in safer places. There were thousands killed and injured. The bombing caused flooding and gas explosions and there was the constant danger of unexploded bombs. Support for the Nazis was becoming weaker.
Factories were forced to stay open longer, but because male workers were now soldiers fighting in the war, great numbers of women were drafted in to work. By 1944, around seven million foreign workers had been brought in from other countries Germany had conquered to work as slave labour for the factories.

**Answer the questions using the timeline:**

- In what ways were the people of Germany affected by war?
- Hitler's invasion of the USSR was seen as a turning point for Germany during the war. Do you agree? Explain your response.

## Impact of WWII Exam Questions

Adapted from *Frauen*, by Alison Owing (1993),  
Frau Margarete Fischer, interviewed in 1982,  
recalls the bombing in 1942.

*You can't imagine the blackout; I longer for a full moon so I didn't fall into the holes in the streets. I was buried in a cellar four times during bombing attacks. I had to leap from a train several times when they were bomber. We didn't blame people; Hitler said the war was necessary, we only had to survive it.*

From *World at War* by Richard Holmes (2007), in which Albert Speer, Hitler's armaments Minister is interviewed.

*In the Ruhr valley, almost every night there were bombing alarms for weeks and weeks and only when it was pouring rain they maybe had one nights sleep. But work went on there in spite of that, morale was still there.*

**How does Interpretation B differ from Interpretation A about the impact of WWII on Germany?**

**Explain your answer using Interpretations A and B (4 marks)**

1. How does Interpretation A differ from interpretation B about.... Explain your answer using Interpretations A and B. (4 marks)

## TOP TIPS!

- Address difference based on content of the two sources
- Look for key areas of context

## WRITING FRAME

There are differences between the two interpretations. For example...

Interpretation A suggests that...

However, interpretation B suggests that...

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## Impact of WWII Exam Questions

**Why might the authors of Interpretations A and B have a different interpretation about the impact of WWII on Germany?  
Explain your answer using Interpretations A and B and your contextual knowledge (4 marks)**

**Why might the authors of Interpretations A and B have a different interpretation about the impact of WWII on Germany?  
Explain your answer using Interpretations A and B and your contextual knowledge (4 marks)**

2. Why might the authors of Interpretations A and B have a different interpretation about.... Explain your answers using interpretations A and B. (4 marks)

**TOP TIPS**

- Use your contextual understanding to explain differences
- Address the provenance of interpretation (Time/place/author)

2. Why might the authors of Interpretations A and B have a different interpretation about.... Explain your answers using interpretations A and B. (4 marks)

**TOP TIPS**

- Use your contextual understanding to explain differences
- Address the provenance of interpretation (Time/place/author)

2. Why might the authors of Interpretations A and B have a different interpretation about.... Explain your answers using interpretations A and B. (4 marks)
- TOP TIPS**
- Use your contextual understanding to explain differences
  - Address the provenance of interpretation (Time/place/author)

**WRITING FRAME**

Interpretation A suggests that...

The reason interpretation A displays this opinion is because... (date/author/purpose)

Whereas interpretation B suggests that...

An alternative opinion can be seen because... (date/author/purpose)

**WRITING FRAME**

Interpretation A suggests that...

The reason interpretation A displays this opinion is because... (date/author/purpose)

Whereas interpretation B suggests that...

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**WRITING FRAME**  
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**WRITING FRAME**  
 Interpretation A suggests that...  
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 Whereas interpretation B suggests that...  
 An alternative opinion can be seen because... (date/author/purpose)

This image shows a single page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Impact of WWII Exam Questions

**Q.3. Which interpretation do you find more convincing about the impact of WWII on Germany? Explain your answer using Interpretations A and B and your contextual knowledge (8 marks)**

3. Which interpretation do you find more convincing about....  
Explain your answer using interpretations A and B. (8 marks)

**TOP TIPS**

- Reach a sustained judgement
- Use your own knowledge to explain the views of the interpretations
- Use details from the interpretations

**WRITING FRAME**

Interpretation A is convincing because it tells me that... this can be supported with...

Interpretation B could also be considered convincing because.... This can be supported with....

The most convincing interpretation is... because....

- Reach a sustained judgement
- Use your own knowledge to explain the views of the interpretations
- Use details from the interpretations

Interpretation A is convincing because it tells me that... this can be supported with...  
 Interpretation B could also be considered convincing because.... This can be supported with....  
 The most convincing interpretation is... because....

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# The Final Solution

## Hitler's Hate List

- Hitler believed that Germans were the master race and had the right to rule and dominate over others such as Jews, gypsies, Slavs, black and Indian people.
- According to Hitler the master race of Aryans should not mix with inferior groups.
- Hitler began to persecute and later murder the Jews. Hitler had an obsessive hatred of Jews, and as soon as he came to power he began to discriminate against them. When war broke out in 1939, persecution became much worse.

## The 'Undesirables'

- Hitler felt that all in Germany should work towards a greater nation, but there were those he considered to be too weak to help in Germany's recovery. Hitler called them the 'undesirables'.
- Around half a million tramps, beggars and alcoholics were sent to concentration camps
- Thousands of prostitutes, homosexuals and problem families were sent to camps.
- Many with strong religious beliefs were also sent to camps. Some were pacifists who refused to fight, others simply refused to accept Hitler as a god-like figure.
- 350,000 physically and mentally disabled men and women were forcibly sterilised by the Nazis. He wanted to prevent them from passing on their conditions to the next generation. From 1939 onwards they were also killed. About 200,000 were killed in specially designed nursing homes.

Colour code the cards into three categories: Economic Persecution, Legal Persecution and Personal Persecution.

In <b>October 1938</b> Hitler passed a <b>law</b> that stated all Jews had to have a red letter 'J' stamped on their passport so that <b>everybody would know they were Jewish</b> .	On the <b>9<sup>th</sup> November 1938</b> , Kristallnacht ('The Night of the Broken Glass') occurred. Jewish <b>shops and homes were attacked</b> across Germany. 100 Jews were <b>killed</b> and 20,000 <b>arrested</b> . <b>Jews then had to pay for the damage</b> .	In <b>1934</b> Hitler introduced a <b>ban on going into Jewish shops</b> . His army stood outside and stopped people going in. All Jewish shops were marked with the star of David - a symbol of the Jewish religion.
In <b>1934</b> the German government officially increased the amount of Anti-Jewish <b>propaganda</b> produced. Posters, films and children's books showed <b>Jews as the enemy who were trying to destroy Germany</b> .	In <b>early 1939</b> the Nazis government officially encouraged German Jews to <b>leave the country</b> forever. Jews had to ask to leave, this was <b>expensive</b> . They couldn't take all their things or their families.	In <b>September 1935</b> Hitler introduced the <b>Nuremburg Laws</b> . This officially stated that Jews lives should be <b>restricted</b> in Germany. They couldn't marry pure Germans. They weren't seen as Germans. They weren't allowed to complain about this. Jews were not allowed to vote.
<b>August 1938</b> , Male Jews must add the name 'Israel' and female Jews must add the name 'Sara' to their first names.	In <b>April 1933</b> , all Jews were banned from any sports clubs.	<b>1939</b> - Jews can be <b>evicted from their homes</b> with no warning or reason.
After <b>January 1939</b> the Nazis government said that Jewish children were could only go to Jewish schools and Jewish adults had to do the worst jobs. Many were <b>spat at</b> in the street and <b>violently threatened</b> .	In <b>March 1939</b> the first <b>mass arrest</b> of Jewish men and boys took place. Nearly 30,000 Jews were <b>arrested</b> and taken to labour camps where they worked for the Nazis Party in bad conditions.	<b>June-July 1938</b> Hitler banned Jewish doctors, dentists and lawyers. They were <b>not allowed to treat white Germans</b> .
From <b>December 1938</b> all remaining Jewish <b>businesses</b> were taken by the Nazis. All <b>money was taken</b> by the Nazi party.	<b>January 1936</b> - Jews are <b>banned from owning</b> electrical equipment, bicycles, typewriters or music records	<b>September 1939</b> sees a <b>curfew introduced</b> . Jews are no longer allowed to leave their homes between 8pm and 6 am.

# The Final Solution

The Nazi didn't begin to murder Jews straight away, instead there was a build up of hatred and actions against them:

## Persecution of the Jews before 1939

- Before WWII, the Jews were persecuted legally and economically.
- The Nazis introduced a series of measures to restrict every life for Jews in Germany. For example, the Nazis introduced the Nuremberg Laws. This officially stated that Jews lives should be restricted in Germany. They couldn't marry pure Germans. They weren't seen as Germans. They weren't allowed to complain about this. Jews were not allowed to vote.

## Kristallnacht

- In November 1938, an organised nationwide attack (pogrom) was carried out on Jews
- 10,000 Jewish shops had windows broken
- Around 100 Jews were killed, 20,000 were sent to camps and 200 synagogues were burnt down
- This was the first time Jews has been physically persecuted and arrested on a mass scale.

## The Ghettos

- Ghettos were created within cities across Europe to segregate the Jews from the rest of society
- The largest of the ghettos was in Warsaw, where 500,000 people died
- Walls were built-in to separate the ghetto district from the rest of the city
- The people inside were given 300 calories a day to live on, and disease was rife

## The Impact of WWII

- When given the opportunity, many Jews had fled Germany. However, a large number of those who had fled soon found themselves in European countries now occupied by the Nazis.
- As the war moved on, more and more Jews found themselves trapped. 3 million were trapped in Poland, 2.7 million in Western Russia, one million in France, Norway and the Balkans.

## Extermination Squads

- Execution squads (Einsatzgruppen) went into the countryside and shot or gassed as many Jews as they could find.
- Operations were carried out ranging from the murder of a few people to operations which lasted over two or more days, such as the massacre at Babi Yar, Kiev, with 33,771 Jews killed in two days.
- It is estimated that between 1941 and 1945 the Einsatzgruppen and related troops killed more than two million people.

## Concentration Camps

- After 1938 many Jews and other victims were sent to Labour camps where they were forced to work. If they did not work they were beaten or killed.
- Extermination through Labour was a policy where inmates were quite literally worked to the death.
- Because of constant breakouts of disease, a lack of food and basic hygiene the average life expectancy for the average inmate as 3 months.

## Fighting Back:

- There were some Jews who fought back.
- When Einsatzgruppen soldiers arrived some Jews escaped to the forests and formed resistance groups. They would then attack SS soldiers and blew up railway lines.
- There was also some resistance in the Ghettos. The Warsaw Ghetto Uprising in 1943 that lasted 43 days. The SS did eventually gain control and executed all of those involved.
- There was an uprising in a concentration camp called Treblinka in 1943. One of the prisoners was able to break into the weapons store. 150 prisoners managed to escape. However, when the Nazis gained control, 550 prisoners were killed in an act of revenge.

## Death Camps

- At the Wannsee conference in 1942, Nazi leaders met to discuss the Final Solution for the mass destruction of every Jew in German Territory, either by working them to death or by killing them in poison gas chambers.
- Six major death camps were built solely for this purpose. Soon Jews from all over Europe were being transported to these camps.
- They were joined by thousands of gypsies, homosexuals, political opponents, and disabled and any other groups whom the Nazis considered unfit to live.

# Summary Activities: Timeline of Key Events

- |  |   |
|--|---|
| <p><b>1888</b>  Kaiser Wilhelm II becomes Emperor of Germany</p> <p><b>1898</b>  Naval race: Germany begins to expand its navy to compete with Britain's navy</p> <p><b>1914</b>  First World War begins</p> <p><b>1918</b>  <b>November</b> – Kaiser Wilhelm II abdicates</p> <p> <b>November</b> – First World War ends</p> <p><b>1919</b>  <b>January</b> – Spartacus League revolt</p> <p> <b>June</b> – Treaty of Versailles is signed</p> <p> <b>August</b> – Weimar Constitution is established</p> <p><b>1920</b>  <b>January</b> – American jazz music comes to Germany</p> <p> <b>February</b> – Founding of the Nazi Party</p> <p> <b>March</b> – Kapp Putsch</p> <p><b>1922</b>  <b>March</b> – Foundation of Hitler Youth</p> <p><b>1923</b>  <b>January</b> – French and Belgian troops invade German industrial area of the Ruhr</p> <p> Hyperinflation makes money worthless</p> <p> <b>November</b> – Munich Putsch</p> <p><b>1924</b>  Gustav Stresemann becomes Foreign Minister</p> <p> <b>August</b> – Dawes Plan: US loans money to Germany</p> <p><b>1925</b>  <b>February</b> – Hindenburg becomes President</p> | <p><b>1926</b>  <b>January</b> – Germany joins League of Nations</p> <p><b>1929</b>  <b>February</b> – Young Plan is proposed</p> <p> <b>October</b> – Wall Street Crash, leading to the Great Depression</p> <p><b>1930</b>  The Depression takes hold in Germany</p> <p><b>1933</b>  Hitler is named Chancellor; after Hindenburg's death in 1934, Hitler becomes Germany's dictator</p> <p><b>1934</b>  <b>June</b> – Night of the Long Knives; Rohm is arrested and later shot</p> <p><b>1936</b>  <b>August</b> – Summer Olympics held in Berlin</p> <p> Membership of the League of German Girls becomes compulsory</p> <p><b>1937</b>  Volkswagen car company is formed</p> <p><b>1938</b>  <b>November</b> – Kristallnacht: Jewish homes, businesses and synagogues attacked</p> <p><b>1939</b>  <b>September</b> – Germany invades Poland: the Second World War begins</p> <p><b>1942</b>  <b>January</b> – Wannsee Conference: plan created for extermination of Europe's Jews</p> <p> Death camps are set up in German-occupied areas</p> <p><b>1945</b>  <b>April</b> – Hitler commits suicide</p> <p> <b>May</b> – Surrender of Germany to Allies in the Second World War</p> |
|--|---|

# Summary Activities: Key Events

Key Event	Description (date/significance)	Impact on Germany
Reichstag Fire		
WWI		
Ruhr Crisis		
July Bomb Plot		
Great Depression		
Night of the Long Knives		
Treaty of Versailles		
WWII		
Creation of the Weimar Republic		

# Summary Activities: Key Terms

Key Term	Definition
Putsch	
Reichstag	
Self-sufficient	
Great Depression	
Socialism	
Censorship	
Propaganda	
Communism	
Freikorps	
Gestapo	
Kinder, Kuche, Kirche	
Euthanasia	
League of Nations	
Abdicate	
Great Depression	
Ghetto	
Militarism	
Proportional Representation	



# Summary Activities: Retrieval Questions

Question	Answer
When and where was the first concentration camp set up?	
Give a way workers were controlled.	
Name an individual with the Protestant church that opposed the Nazi party	
When did Von Papen become Chancellor?	
Name another group persecuted by the Nazis, other than the Jews.	
What date was Hitler made Chancellor?	
Name an organisation used by Hitler to control his police state?	
Why did the Nazis attempt their putsch in November 1923?	
What event was held in Germany in 1936?	
What programme encouraged single women to breed with SS officers?	
What power did the Enabling Law give Hitler?	
Give a reason why people voted for the Nazis during the Depression:	
What powers did the Decree for the Protection of the People and State give Hitler	
Who was in charge of propaganda?	
How many children did a women have to have to be awarded a mother's cross	
Name the 3 things women were expected to do under Nazi rule	
Name a way the Nazis reduced unemployment:	
Name a consequence of Stresemann's work	