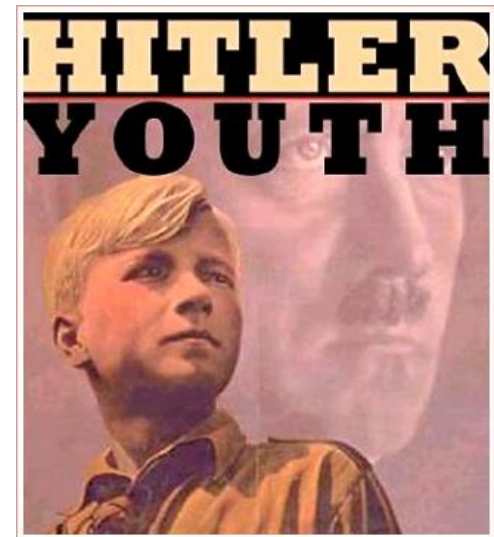
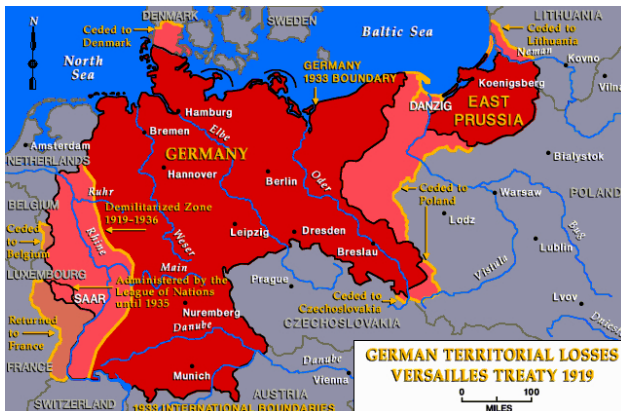


Edexcel Paper 3 Germany 1918-1939

Revision Guide

1 hour and 20 minutes
52 marks (including 4 for SPaG).



Knowledge Organiser: Weimar and Nazi Germany 1918-39

KT1: The Weimar Republic, 1918-29

The Weimar Republic	
1	This was the name given to Germany after the Kaiser had abdicated in November 1918. This was a time of despair and hope for Germany. At first, the country faced lots of chaos but under Gustav Stresemann, there was some stability.
Key events	
2	1918 World War One ended. The Kaiser abdicated and Germany became a country without a monarch (a Republic).
3	1919 January Spartacist Uprising
4	1919 June Signing of the Treaty of Versailles
5	1919 August Weimar Constitution finalised
6	1920 Kapp Putsch
7	1923 French occupation of the Ruhr and hyperinflation
8	1924 Dawes Plan
9	1925 Locarno Pact
10	1926 Germany joins League of Nations
11	1928 Kellogg Briand Pact
12	1929 Young Plan
Key Concepts	
13	The Weimar Republic faced much opposition, It was disliked by the left wing who wanted Germany to be like Communist Russia and it was disliked by the right wing who wanted the monarchy back.
14	The Treaty of Versailles caused many problems for Germany. The German people disliked the politicians for signing it and it caused political problems and economic problems.
15	Gustav Stresemann helped to bring about recovery in Germany after 1924. He solved economic problems by making friends with other countries. However, historians have very different views about the extent of this recovery.
16	The Golden Age was the period from 1924-29 and it saw significant changes in culture, the standard of living and the position of women.

Key Words		
17	Abdication	When a monarch leaves the throne
18	Republic	A country without a King or a Queen
19	Ebert	The first President of the Republic
20	Stresemann	The Chancellor of Germany from the Summer of 1923
21	Article 48	The President could use this to ignore the Reichstag and rule as he saw fit
22	Kaiser	King
23	Armistice	An agreement to end war
24	Weimar	The new government could not meet in Berlin as it was so dangerous, so they met here instead
25	Constitution	This is an agreement about how the country would be ruled
26	Reichstag	German parliament
27	Gewaltfrieden	An enforced peace
28	Freikorps	Ex military soldiers who wanted to overthrow the Republic
29	Rentenmark	The currency of Germany after November 1923
30	Hyperinflation	When money loses its value
31	Dawes Plan	An agreement where the USA would lend Germany money
32	Young Plan	This lowered the reparations payment and gave Germany longer to pay
33	Treaty of Versailles	This decided how Germany was going to be treated after WW1
34	Locarno Pact	An agreement on borders signed by Britain, France, Italy and Belgium
35	Kellogg Briand Pact	65 countries including Germany agreed to resolve conflict peacefully
36	Coalition	A government of two or more political parties

Key topic 1: The Weimar Republic 1918-1929: The origins of the Republic

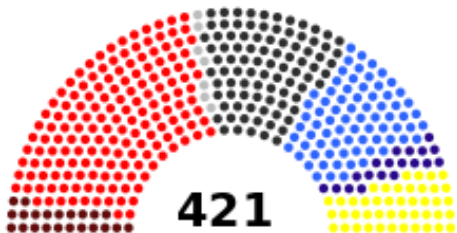
End of WWI and new constitution.

At the end of the war an Allied blockade meant many at home were starving and the army was forced to surrender. The **Kaiser** was forced to **abdicate** (step down) and fled Germany. The **Armistice** (surrender) was signed in 1918 and shocked many German citizens who had been told they could win the war. Many people blamed the politicians who signed the peace treaty and said they had '**stabbed Germany in the back**' and called them the '**November Criminals**'. (The Nazis blamed the Jews for giving up and not fighting hard enough and Hitler successfully used this phrase during his trial after the 1923 Nazi Munich Putsch. A lot of people agreed with him and agreed with his other idea that Germany was much stronger with one strong leader/party in charge).



A new constitution (government) was set up which was led by a President (elected for 7 years) - he had the power to sack the Chancellor (who worked under him). He also controlled the army and could use a law called **Article 48** which said that the President could pass laws without the Reichstag in a state of national emergency. This gave him a 'backdoor to dictatorship' and was put into use by Hitler after the Reichstag Fire in 1933. (He was able to persuade the President to pass an Emergency Law after the fire and arrest all the communists).

A new voting system called **Proportional Representation** was set up. This was bad because it meant 1% vote = 1 seat in the Reichstag. It was difficult for any one party to achieve the 51% of more of the votes needed to form a majority government, so they often had mixed **Coalition** governments who disagreed. (This was really bad in 1929-32 when Germany was in economic depression and the governments kept collapsing because they fell out).



Constitution	A set of laws which determines how a country is run.
Coalition	When one or more political parties work together to form a government.
Reichstag	The German parliament.

Treaty of Versailles

The Paris Peace Conference at the Palace of Versailles in January 1919 to negotiate peace after WW1.

Who was there?

David Lloyd George

In public: Germans should be punished (British people very anti-German)

In private: Britain needs Germany to recover for trading purposes. Thought a strong Germany would help fight communism from Russia.

Clemenceau

Wanted revenge – reparations & security for France. Make sure Germany could not invade France in the future. Germany to pay for damage caused to France.

Wilson

Fair settlement. Wanted to set up The League of Nations to discuss & settle international disputes. Not supported by US public – fed up of involvement in European affairs.

Terms:

- Germany to pay reparations (132 billion gold marks or 6.6 billion pounds)
- German army restricted to 100,000 men. Navy restricted to 6 battleships and not allowed an airforce.
- Germany to accept guilt for ALL loss and damage caused by the war.
- Germans had been told by army and Kaiser they were winning the war. Accused Weimar govt of 'stabbing Germany in the back' (Dolchstoß)
- League of Nations set up – Germany NOT allowed to join.
- Germany and Austria not allowed to unite.
- Lost 13% land e.g. Polish Corridor and all overseas colonies, Alsace-Lorraine returned to France. Rhineland demilitarised

Why Germany hated the Treaty of Versailles.

Disarmament: Germany was very proud of her armed forces. An army of 100,000 was not even big enough to defend Germany from outside attack, let alone Communist rebellion from within.

The wrong government: The German govt. that stopped the fighting in 1918 was different to the govt. that started the fighting in 1914. (the Kaiser). The new govt. was not responsible – why should they be blamed and treated so harshly?

Loss of territory: This was a blow to her pride and economy. It meant that some Germans were no longer part of Germany. (e.g. West Prussia was now in Poland – Polish Corridor.)

War guilt clause: Seemed unfair as Germany did not start war alone

Reparations: Germany felt they were too high. She was already bankrupt after the war. How could she possibly when her people were already starving?

Diktat: Germany was not consulted over the treaty – the terms just dictated.

Key topic 1: The Weimar Republic 1918-1929: The early challenges to the Weimar Republic

Attempted revolts: German society was divided and many people disagreed about how the country should be run.

Spartacist Revolt 1919

A communist group (from the political Left) who took over the government's newspaper and telegraph bureau. It failed because:

- **POOR PLANNING & LEADERSHIP** - The revolt started before the leaders were involved – they joined in afterwards! The leaders Rosa Luxemburg and Karl Leibknecht were executed.
- **SUPPORT** - It did not involve any other communist groups so was ineffective.
- **FREIKORPS** - The Freikorps (ex-soldiers) were used to stop the revolt – their military training was no match for the untrained communists.

The Kapp Putsch 1920

A right wing group of **Freikorps** (ex-soldiers) led by Dr Kapp took control of Berlin, in reaction to the signing of the Treaty of Versailles and the military restrictions that it imposed on Germany. The army was asked to stop the revolt but refused – this worried the Weimar Government because they did not have the support of their country's Army. Without the Army's support, the government asked the Trade Unions to persuade their workers to go on strike and Berlin came to a standstill. The Freikorps had to admit defeat.

Munich Putsch 1923

In 1923 Hitler attempted to seize power in Munich but it collapsed when he faced opposition from the police. Hitler had the support of General Ludendorff – an important Army General who disliked the Weimar Republic. Hitler believed Ludendorff would be able to persuade the army to help him take power. Hitler also thought the people would support his Nazi takeover because Germany was experiencing hyperinflation and many people were unhappy with the Weimar Government in 1923.

Hitler marched into a meeting in a beer hall and forced a **Bavarian government minister**, Kahr to give his support. Hitler later left Kahr with Ludendorff, who let him go home. He informed the authorities of Hitler's plan and the police and army stopped Hitler's march on Munich the following morning.

Short Term Failure : Sixteen Nazis were killed, the plot failed so Hitler did not achieve his plan to set up a new government. Hitler was arrested and sentenced to jail which left the party without a leader. At this time, the party argued about how it should move forward and lost support from the public. Hitler was shocked that neither the army nor the Bavarian Government supported him.

BUT Long Term success:

The Trial gave Hitler an national platform, creating an opportunity to spread Nazi Ideas. He demonstrated great leadership and public speaking skills showing he was a strong leader. He was sentenced to only 5 years with parole in 9 months showing the judges supported him. Whilst in prison Hitler wrote Mein Kampf which was published across Germany. It provided a permanent record of Nazi beliefs. While in prison, Hitler realised that he had to change his tactics he must find ways to achieve power legally. The Nazis sought to win votes and were very successful in increasing the number of seats they held in the Reichstag. This unlimitedly led him to become invited to be Chancellor.





INVASION OF THE RUHR:

In 1923, Germany fell behind on her **reparation** payments (linked to the Treaty of Versailles) so France and Belgium invaded the **Ruhr** and took goods from the factories and raw materials as payment. Without a strong army to stop them, the government again asked its workers to go on strike and stop making goods. (This was successful in stopping the Freikorps in the 1920 Kapp Putsch) This type of resistance is called **passive resistance** because the workers did not attack the French, they just refused to give them what they wanted. The foreign occupation of the Ruhr was embarrassing for Germany and made the Weimar Government look weak and Germans resented the government for signing the Treaty of Versailles (which included the reparations clause).

HYPERINFLATION:

The Weimar Government had to print more money to pay the striking German workers. This meant that the value of the mark reduced. With less goods being made and sold, the value of the mark dropped further. By 1923 the German mark was worthless.

Hyperinflation means an extreme increase in prices in a short time.

Which groups were badly affected?

1. Some people could not afford to buy basic essentials like bread. People burnt notes because they could not afford to buy coal/wood.
2. Some businesses went bankrupt – unemployment increased.
3. People with fixed monthly incomes like pensioners suffered most.
4. Savings became worthless – **MIDDLE CLASS PEOPLE WERE THE WORST AFFECTED AND BLAMED THE WEIMAR GOVERNMENT.**

Which groups benefitted?

1. Farmers were paid more money for food.
2. Some people and businesses could pay off loans and mortgages.
3. Fixed rents for rooms became very cheap.

The government looked weak and again seemed to make bad decisions that damaged Germany. As a result, people who had lost a lot of money were willing to look to extremist parties like the Communists (who promised equality) and the Nazis (who promised an end to the Treaty of Versailles and to build up Germany's strength).



At a time when Germany was in hyperinflation, the new chancellor, Stresemann, made a number of successful changes which resulted in a strong German economy. This is sometimes referred to as the 'Golden Age' for the Weimar republic as people's lives improved.



Dawes Plan, 1924: In 1924 he agreed the Dawes Plan with the USA - a loan to help Germany pay reparations and have extra money to reinvest in Germany and rebuild her industry. New roads, railways and homes were built and unemployment fell.

Inflation controlled, November 1923: He scrapped the old currency and introduced a new one called the Rentenmark - this ended hyperinflation and gave people confidence in the new money system.

French leave the Ruhr, April 1924: The first thing he did was to end passive resistance of the workers and sent them back to work in the factories. He also agreed to pay France reparations - this impressed the French and led to them leaving from the Ruhr.

Foreign Affairs: Better relations with France led to the 1925 - Locarno Treaty which agreed Germany's borders with France - this reassured the German people that France could not seize their land in the future. 1926 - Germany was invited to join the League of Nations - a peace keeping group which shows that she had been forgiven for WWI and was recognised as an equal power. 1928 - Kellogg-Briand Pact was signed. This was an agreement that countries would not use force to settle international disputes.

Economic Growth: By 1928 German Industry was back to pre-war levels and by 1930 Germany was one of the leading exporters of manufactured goods. The 1929 Young Plan reduced reparations by 67% - this benefited the German economy. However, nationalist groups like the Nazis bitterly opposed the Treaty of Versailles and said Germany should ignore the terms and rebuild the army, gain back land and stop paying reparations altogether.

Reforms: Introduction of labour exchanges in 1927 made it easier to find work. 3 million new houses built.

Strength at the Centre: Stresemann created a coalition of pro-democratic parties in the Reichstag which meant the government looked more decisive.

DIFFERS!

Key topic 1: The Weimar Republic 1918-1929: Changes in society

During the Stresemann years, there was a huge cultural change within Germany. People had more freedom, and more money to spend on luxury items.

Wages: By 1928 there had been an increase in real wages of over 10% which mostly benefited the working class. The middle class didn't benefit as much because they lost all their savings during the hyperinflation crisis.

Housing: The Weimar Government built more than 2 million homes between 1924 and 31.

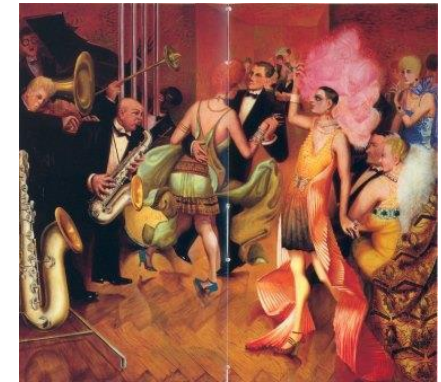
Unemployment Insurance: The Chancellor introduced unemployment insurance to help workers when they were out of work, the ill and the elderly. Workers and employees contributed to the scheme which became law in 1927.

The Position of Women: Women gained more independence during the Golden Years – in 1919 they receive the vote which gave them political strength. Economic independence was gained through laws passing equal pay and women found themselves entering professional roles. E.g. By 1933, one tenth of Reichstag MPs was female, there were 3000 female doctors and 100,000 female teachers. Socially, women were more free to dress as they liked and many chose to follow fashions, wearing make up and high heels. It was socially acceptable to drink and smoke in public and women went out unescorted by a chaperone.



Cultural changes:

- Painters such as Otto Dix began to show the problems of German society showing injured WWI soldiers begging in the streets as party-goers leave night clubs and ignore them.
- Architecture saw the Bauhaus movement, which included basic (usually square) shapes.
- New films portrayed strong female characters and actresses such as Marlene Dietrich became famous for her beauty.
- New books were written, with authors clearly identifying themselves with left (communist) ideas and right ideas (which longed for the style of government Germany enjoyed under the Kaiser).
- The arts began to criticise the Weimar Republic and the democracy that it represented. Lots of people embraced these new freedoms.



HOWEVER! Many traditional Germans found these new approaches offensive and did not approve of the cultural changes. Many of these people went on to support the Nazis after the Wall Street Crash because Hitler promoted traditional roles in society and values Germany's history.



Knowledge Organiser: Weimar and Nazi Germany 1918-39

KT2: Hitler's Rise to Power, 1919-33

Hitler's Rise to Power	
1	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.
Key events	
2	1919 Hitler joins the German Worker's Party
3	1920 Hitler sets up the Nazi Party
4	1921 Hitler introduces the SA
5	1923 The Munich Putsch
6	1925 Mein Kampf published
7	1926 Bamberg Conference
8	1928 Nazis win 12 seats in Reichstag
9	1929 Death of Stresemann and Wall Street Crash
10	1930 Nazis win 107 seats in Reichstag
11	1932 July Nazis win 230 seats in Reichstag
12	1932 November Nazis win 196 seats in Reichstag
13	1933 January Hitler becomes Chancellor
Key Concepts	
14	The Munich Putsch is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
15	Stable Stresemann caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
16	The Wall Street Crash was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
17	The Backstairs Intrigue - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

Key Words		
18	NSDAP	The Nazis
19	Iron Cross Award	Given for bravery in war
20	Volk	The notion of pure German people
21	25 Point Programme	The political manifesto of the Nazi Party
22	Volkischer Beobachter	People's Observer, a Nazi newspaper
23	Fuhrerprinzip	Belief that one person should run a Party
24	Swastika	Emblem of the Nazi Party
25	SA or Sturmabteilung	Private army of the Nazi Party headed by Himmler
26	Aryan	Pure German people
27	Anti-Semitism	Hatred of the Jewish people
28	Mein Kampf	Hitler's autobiography
29	Putsch	An attempt to get power illegally
30	Blood Martyrs	16 Nazis who died at the Munich Putsch
31	Gaue	Local party branches
32	SS or Schutzstaffel	Hitler's bodyguards
33	KPD	German Communist Party
34	Propaganda	Goebbels attempted to make people think in a certain way
35	Hindenburg	The President of the Republic from 1925 to 1934
36	Roter Frontkampferbund	The Communist's own private army

Key topic 2: Hitler's rise to power, 1919-33: Early development of the Nazi Party 1920-22

Origins

The German Workers' Party, led by Anton Drexler, was formed in 1919. Hitler joined and soon became leader. His speeches gave people scapegoats to blame for Germany's problems:

- The Allies • The Versailles Treaty and the 'November Criminals' (the politicians who signed it).
- The Communists • The Jews.

- Hitler joined the Party in 1920 and put together the **25 point programme** with the Drexler. This set out the main aims for the party.

- The Party was renamed the **National Socialist German Workers Party** (Nazi for short).

- By 1921 Hitler's skills had led him to be made leader.

- The party became more aggressive with an emphasis on **discipline and loyalty to the Leader**.

- Hitler wanted to be in full control and had no time for people who opposed him in any way.

- Hitler founded the **Sturmabteilung (SA)** - a brown-shirted paramilitary organisation

- The SA attracted ex-soldiers and members of the Frierkorps who hated communists and wanted to intimidate them

- The swastika became the symbol of the Party

▼ Table 5.1 Key points of the Twenty-Five Point Programme

Point	Content
1	The union of all Germans to form a Greater Germany.
2	The scrapping of the Treaty of Versailles.
4	Citizenship of the state to be granted only to people of German blood. Therefore, no Jew was to be a citizen of the nation.
6	The right to vote in elections to be allowed only to German citizens.
7	Foreign nationals to be deported if it became impossible to feed the entire population.
8	All non-Germans who entered the country after 1914 to leave.
13	The government to nationalise all businesses that had been formed into corporations.
14	The government to profit-share in major industries.
17	An end to all speculation in land and any land needed for communal purposes to be seized. There would be no compensation.
23	All newspaper editors and contributors to be German, and non-German papers to appear only with the permission of the government.
24	Religious freedom for all – providing the views expressed did not threaten or offend the German people.
25	The creation of a strong central government for the Reich to put the new programme into effect.



A strong Germany
the Treaty of Versailles should be abolished and all German-speaking people united in one country.



Führer the idea that there should be a single leader with complete power rather than a democracy.



Social Darwinism
the idea that the Aryan race was superior and Jews were 'subhuman'.



Autarky the idea that Germany should be economically self-sufficient.

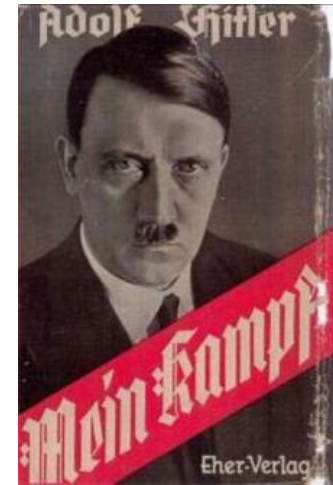


Germany was in danger from Communists and Jews, who had to be destroyed

The Nazis change their tactics between 1924 and 1929

After the failure of the Munich Putsch, Hitler was banned from speaking until 1928. He set about reorganising the Party. Deciding to try to gain power through legal methods:

- Reduced the number of Stormtroopers (SA) and set up the SS, a personal bodyguard fanatically loyal to himself.
- He was a dictatorial leader who's main aim was gaining control. During this period the Nazis would drop a policy if it became unpopular, or highlight a 'common enemy'(ie, Jews or Communists).
- Set up a network of local parties, making the Nazi party a national party with offices all over Germany. He merged with other right-wing parties, then took them over.
- Set up the Hitler Youth, which attracted young people to the party.
- Put Josef Goebbels in charge of propaganda. They believed that the best way to get the support of the masses was by appealing to their feelings. They used posters, leaflets, radio and film, and organised rallies.
- Persuaded wealthy businessmen to donate money to fund campaigns.



MEIN KAMPF: Whilst in jail, Hitler wrote **Mein Kampf** (My Struggle) and this was published in 1925. It became a best seller and spread the Nazi message across Germany as well as portraying Hitler as a strong leader who had clear ideas on how to restore pride and strength in Germany.

THE BAMBERG CONFERENCE: Between 1924-26, Hitler had to survive a threat to his leadership. Some leading Nazis wanted the party to become more socialist in order to gain working class votes and wanted to take power through an illegal uprising. This split the party in two. Hitler disagreed and called a meeting called the **Bamberg Conference in 1926** where it was agreed that the Party would appeal to all classes and take power legally. Hitler made it clear that he was in charge and left the conference in firm control of the party and its ideas. He set up a national headquarters in Munich and set up Nazi branches all over Germany placed under the control of a Party Official called a Gauleiter.

The Wall Street Crash in 1929 sparked a great depression in Germany. Hitler used this to his advantage, and it was undoubtedly one of the biggest reasons for his becoming Chancellor in 1933.

Economic impact The American stock market collapsed and the US was unable to continue paying loans to Germany (as agreed by the Dawes Plan - 1924) and even asked for some of its money back. The depression was felt in Germany as businesses and banks became bankrupt. The German government could not borrow any money and refused to print more. **Millions lost their jobs; unemployment was high.**

Social impact Unemployment led to **hunger and homelessness**. Young people were hit hard and left school with little hope of getting a job.

Political impact At a time when people were suffering from hunger and homelessness, the government **increased its taxes and reduced unemployment benefits**. This led to the government collapsing and another general election being called. Many people **supported extremist groups** like the Nazis who gained 107 seats in the 1930 election and 230 seats in the 1932 election (compared with only 12 in 1928)!

There were **many coalition governments** that **failed** to get on in these years. President Hindenburg was forced to use **Article 48** and run Germany without the Reichstag. Eventually, he had to consider allowing Hitler to become Chancellor. He had a string of unsuccessful Chancellors, e.g. Chancellor Brüning (who had increased taxes and reduced unemployment benefits) and could not keep a coalition government together.



EXAM TIP: Make sure you do not confuse the Great Depression and WSC with Hyperinflation. At this time, the government didn't print extra money, Stresemann was not Chancellor and the coalition governments in the Reichstag kept changing because there were frequent general elections.

The increase in support for the Nazis was not only due to the Wall Street Crash, there were also other reasons why Hitler became Chancellor in 1933.

- a) **Popular policies:** To deal with the social problems of hunger and homelessness, they set up **soup kitchens** and **shelters**. The Nazis appeared to put the people's needs first, unlike the Weimar politicians who cut benefits and raised taxes.
- b) **Effective Propaganda: posters** – Goebbels was in charge of Propaganda and made sure that the Nazi message was clear and appealed to the majority of German people. 'Hitler, our last hope', 'Work, Freedom and Bread', were slogans on posters that gained the support of the working classes. Nazi propaganda against the Jews, Gypsies and Communists was becoming increasingly popular. Anti Jewish posters were increasingly popular with the workers. Support from farmers, working classes, middle classes, upper classes and big businesses, women and young people grew.
- c) **Effective Propaganda: Nazi newspapers, radios, rallies, parades and marches** – the Nazis regularly held military style marches and powerful speeches by Hitler. These were very popular with young supporters. Radios were used for the first time to get across the Nazis message and Hitler also made use of technology, flying in an aeroplane to three cities in one day to attend rallies.
- d) **The SA** (Led by Rohm) was important because they displayed a disciplined organisation. By 1932 they had 600,000 members and many young men were attracted to join. They also had an important job of disrupting the meetings of political rivals and beating up rival groups (communist supporters were heavily targeted). This again made more people look to the Nazis as an organised party which could lead the country well.
- e) **Hitler's image as a strong leader** Hitler was the focus of many posters where he was portrayed as a 'superman' who could end the German crisis. In his speeches and Nazi newspapers, he blamed all the problems on the Jews, Communists and Weimar politicians. People liked a scapegoat and anti-Semitism (anti Jewish ideas) was growing at this time. Hitler promised the people a better future and slogans such as 'work, freedom and bread' gained him many votes from the working class. The middle class hoped he would protect them from communism (the communists would take all their savings away from them) and the upper classes even admired Hitler's promise to build up industry and business and regain Germany's strength.



All of the above increased Hitler's popularity, the Nazis were growing in size in the Reichstag and Chancellors Von Papen and Von Schleicher were unpopular. Hitler kept demanding the position of Chancellor, claiming that the Nazi party had the largest amount of seats in the Reichstag and would walk out if they didn't get what they wanted. This meant that no decisions could be made in the Reichstag, jeopardising the democracy that had been instated after WW1. Eventually president Hindenburg gave in and made Hitler Chancellor and created a new role for Von-Papen (who would be vice-Chancellor). They mistakenly hoped they could control Hitler.

Knowledge Organiser: Weimar and Nazi Germany 1918-39

KT3: Nazi Control and Dictatorship

Nazi Control and Dictatorship	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals.
Key events	
2	1933 January Hitler becomes Chancellor
3	1933 February Reichstag Fire
4	1933 March Nazis win 288 seats
5	1933 March Enabling Act passed
6	1933 July Nazis become the only legal party in Germany
7	1934 June Night of the Long Knives
8	1934 August President Hindenburg dies
9	1934 August Hitler combines the post of Chancellor and President and becomes Fuhrer
10	1934 August German army swears allegiance to Hitler
11	1938 Over the course of the year, Hitler removes 16 army generals from their positions
Key Concepts	
12	Removal – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13	Control – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14	Opposition – The youth and the churches opposed the regime.

Key Words		
15	Marinus van der Lubbe	The Reichstag Fire was blamed on this Communist
16	Enabling Act	Gave the Nazis full power for the next 4 years
17	Gleichschaltung	Hitler's attempt to bring German society into line with Nazi philosophy
18	German Labour Front (DAF)	Set up to replace Trade Unions
19	Dachau	First concentration camp
20	Centralisation	Germany had been divided into districts called Lander. Now Germany was run from Berlin alone
21	Purge	To get rid of opposition
22	Gestapo	Secret police headed by Goering.
23	Night of the Long Knives	Removal on internal and external opposition
24	Sicherheitsdienst (SD)	The intelligence body of the Nazi Party
25	Concordat	In July 1933 the Pope agreed to stay out of political matters if the Nazis did not interfere with Catholic affairs
26	Eidelweiss Pirates and Swing Youth	Groups who opposed the Hitler Youth
27	Confessional Church	Followed traditional German Protestantism and refused to allow the Nazification of religion. Led by Pastor Martin Niemoller
28	Mit Brennender Sorge (With Burning Concern)	The Pope wrote to priests in Germany about his concerns over the Nazi attempts to control religion

Key topic 3: Nazi control and dictatorship, 1933-39: The creation of a dictatorship 1933-34

When Hitler had become Chancellor, he set about consolidating his power and creating a dictatorship. The stages that Hitler consolidated power can be remembered with 'REMENDA'. Always explain how each event benefited Hitler and link them together.

Reichstag Fire – Feb 1933 a communist, van der Lubbe, was caught at the scene and blamed for starting the fire. This helped the Nazis because it allowed Hitler to blame the fire on the Communists and make them unpopular, increasing support for the Nazis.

March Election – As a result of the Reichstag Fire and the Emergency Decree, the Nazis gained more seats but still not enough to form a majority so they could not change the constitution.

Emergency Decree – Hitler persuaded the President to pass laws which meant the government could now: Arrest and detain people without trial, search and confiscate property propaganda, read post and listen to telephone, censor the press, stop other parties organising meetings.

As a result of the Reichstag Fire and the Emergency decree, the Nazis gained more seats but still not enough to form a majority so they could not change the constitution.

Enabling Act – This gave Hitler the power for four years to make any law he wanted without the Reichstag. The Reichstag effectively voted itself out of power. The Act meant Germany was no longer a democracy. However, Hitler was still answerable to President Hindenburg, who could remove him from power. Hitler used his SA men to threaten the Reichstag members into passing the law. The Enabling Act did three important things: Removed state parliaments, banned Trade Unions and all other political parties were banned and their funds were taken. Only the Nazi Party remained.

Night of the Long Knives 1934 – The SA were no longer needed and had become an embarrassment. In order to gain the support of the Army (which Hitler needed in the long term if he was to go to war to regain land), Hitler ordered the SS to kill Rohm and 200 SA leaders. In return, the Army agreed an oath of loyalty to Hitler personally. This also removed the threat of Rohm who was increasingly criticising Hitler's leadership and calling him to be put in charge of the army. Since becoming Chancellor Hitler did not want to be associated with the SA who had a bad reputation for being violent thugs.

Death of Hindenburg – Hitler combined the positions of Chancellor and President into a new role of Fuhrer.

Army oath of loyalty – The Army agreed an oath of loyalty to Hitler personally which means he could rely on their support.



The Police state worked on the basis of control through fear. People were scared to oppose the Nazis.



The SS

- 'Schutz Staffel' under the control of Heinrich Himmler
- Hitler's personal bodyguards
- Only physically strong Aryans recruited
- Fiercely loyal to the Fuhrer
- Had power to search and arrest without trial



Informers

- 'Block Wardens' in charge of Nazi loyalty in local areas
- Collected donations and dues
- Checked whether people saluted, hung Nazi flags etc.
- Wrote reports on party members

Concentration camps

- First used in Germany in 1933.
- Prisons for 'enemies of the state' e.g. political opponents, communists, Jews, gypsies, those who refused to conform
- Used for torture, questioning and hard labour
- Run by 'Death's Head' arm of the SS by late 1930s, inmates used for slave labour in Nazi run businesses



The Terror State

The SD

- Set up in 1931 as the intelligence body of the Nazi Party.
- Main aim was to discover actual and potential enemies and make sure they were removed.
- Attracted many professional and highly educated people such as lawyers.



Police and courts

- The police was Nazi-run
- Became part of the network – collected information on opponents etc
- Judges swore oath of loyalty to Hitler
- Crimes punishable by death included sexual relationships with Jews, listening to anti-Nazi radio, habitual criminality

The Gestapo

- State Secret Police first run by Rudolf Diels, and then the SS
- Telephone taps, mail interception
- Recruited 160,000 'informers' to report any one who was 'anti-Nazi'
- Powers to arrest without trial, torture, send to concentration camps



Hitler thought that the Church was a threat to his power at this time because 2/3 of the German population were Protestant and 1/3 of the German population were Catholic.

People were loyal to religion and God above Hitler. Hitler dealt with the Catholic and Protestant church in 2 different ways.

Hitler and the Catholic Church

Hitler saw the Catholic church as a threat to his Nazi state:

1. Catholics were loyal to the Pope firstly not to Hitler
2. Catholic schools and youth organisations gave out a message that was the opposite of the Nazi Party and they were competition to the Nazi Youth
3. Catholics had always previously tended to support the political party, "the Centre Party" not the Nazis

When Hitler first came to power he signed a "concordat" with the Pope (an agreement) which said that if the Catholic Church stayed out of politics Hitler would not interfere with the Catholic Church. However, within months Hitler had broken this agreement:

- Priests were harassed and arrested. Many criticized the Nazis and ended up in concentration camps
- Catholic schools and youth organisations were shut down
- Monasteries were shut down

In 1937 Pope Pius XI made a famous statement "With Burning Anxiety". In it he attacked the Nazis and as a result 400 Catholic priests were arrested and sent to Dachau Concentration Camp.

Hitler and the Protestant Church

Many Protestants opposed the Nazis which they believed went against Christianity. They were led by Martin Niemöller. In 1933 led by Niemöller they set the Pastor's Emergency League for pastors who objected to the Nazis and in 1934 they set up their own church "the Confessional Church" which opposed Nazi policies. In 1937 Niemöller was arrested and sent to a concentration camp and the Confessional church was banned.

Other Protestant churches (there were 28 in 1933) agreed to unite (under pressure) to form the National Reich Church in September 1933. The leader of the National Reich Church was Ludwig Müller who became the Reich Bishop. This church was a "Nazi church". All religious items such as the cross and Bible were removed from the altar and were replaced with a sword and a copy of Hitler's book "Mein Kampf".

In 1935 a Ministry of Churches was set up to regulate religion in Germany led by Hans Kerrl.

Why was Opposition to the Nazis limited?

Many people were scared of the SS, Gestapo and concentration camps, opposition groups were banned so anti-Nazi ideas could not be spread easily. The Nazis had many popular policies and improved the lives of many – they did create work and gave Germany freedom from the Treaty of Versailles as Hitler had promised in his election speeches. The Nazis were the legitimate government and gained power legally – many people respected their authority. Many genuinely liked Hitler.

However, there were a range of opposition groups in Germany

Opposition from the Church

The Catholic Church

Some Catholic priests spoke out against Nazi ideas and policies. Around 400 Catholic priests were eventually imprisoned in the priests block at Dachau concentration camp.

Despite the Concordat with the Catholic Church there was tension after 1933 because the Nazis censored the Catholic press and harassed priests. In 1937, Pope Pius XI issued a letter titled 'With burning anxiety', that criticised the Nazi system. Priests read the letter to their congregations, clearly showing they were trying to resist Nazi attempts to control the church. However, the Nazi reaction was to take an even firmer line and close Catholic groups and prevent Catholics from joining the Nazi Party.

In 1933 a group of Protestant pastors (including Martin Niemöller) set up the Pastors' Emergency League (PEL). They opposed 2 aspects of Nazi control:

1. The joining of regional churches into one national German Christian Church.
2. Nazi attempts to stop Jews becoming Christians.

By 1934, the PEL had 7000 members. However, many pastors left when they were persecuted by the Nazis.

The Protestant Church

In 1934 the PEL set up the Confessing Church. This meant there were 2 Protestant churches in Germany. The Reich Church, which accepted Nazi interference and the Confessing Church, which opposed Nazi interference.

Martin Niemöller

A Protestant minister who began to openly oppose the Nazis from the 1930s. Niemöller helped set up an alternative – the Confessional Church and began to speak out against the Nazis.

In his sermons he spoke out against the arrest of Christian ministers, and the Nazi changes to the Christian church. He did not however, speak out against Hitler's political ideas or policies, in fact he admitted that Hitler's anti-Semitism was a more extreme version of his own prejudices. He was arrested in 1937 and sent to Dachau concentration camp.

Opposition from young people

The Swing Youth

Who? 14-18 year old boys and girls in high school, most of them middle or upper class students.

Why did they oppose the Nazis? They admired the British and American way of life, defining themselves in swing music and opposing Nazi ideology.

What did they do? They engaged in various activities to oppose the Nazis - wearing make up, listening to banned music (eg Jazz) and going to dance bars (banned for people under the age of 21).

Response by the Nazis: The measures against them ranged from cutting their hair and sending them back to school under close monitoring, to the deportation of the leaders to concentration camps



The Edelweiss Pirates

Who? A mostly working class youth group.
Why did they oppose the Nazis? They objected to the strict rules of the Hitler Youth.
What did they do? They made up rude alternatives to the pro-Nazi songs sung by the Hitler Youth, drinking, listening to banned music ('degenerate jazz and blues', having sex and going to dances. Some even beat up Nazi Youth members.

Response by the Nazis: The Gestapo did investigate the groups. Many members of the Edelweiss Pirates were beaten up but punishments were not as severe as for adult opponents. Many had their heads shaved. After a Hitler youth leader in Cologne was killed, some were even hanged in revenge.

Were opposition groups a threat to the Nazis?

The Church

The opposition of church leaders was limited. Some Germans attending church services in defiance of the Nazis and some publicly applauded Church leaders who opposed the Nazis. These are examples of a refusal to conform - a kind of resistance to the Nazis. But there were few Christians who were brave, or foolish, enough to oppose the Nazis openly.

Youth Groups

Their motives were limited. Their opposition was mainly cultural - concerned with music and behaviour, rather than political opposition.

Their numbers were limited. By 1939, membership of the Edelweiss Pirates was about 2000, at the same time Hitler Youth membership was at about 8 million.

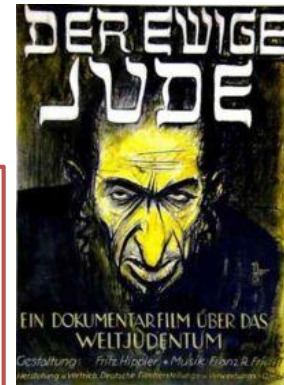
Their actions were limited. Resisted Nazi expectations but up until 1939, they did little else but occasionally daubing anti-Nazi graffiti on walls, telling anti-Nazi jokes and attacking Hitler Youth members.

The existence of these alternative youth groups shows that a minority of German youths were unconvinced by Nazi control and expectations. However, it cannot be said that these groups were typical of German youth. They were not the kind of opposition to the Nazis that posed a threat to Hitler's Germany.

Key topic 3: Nazi control and dictatorship, 1933-39: Controlling and influencing attitudes

Propaganda and Censorship The Nazis made sure that people only heard their ideas and beliefs. They used propaganda to spread their ideas and censorship to silence opposition. Hitler again featured heavily in propaganda. **Josef Goebbels was Minister of Enlightenment and Propaganda** and vetted everything the people read and saw. He cleverly used a number of methods to indoctrinate Germany people:

Cinema - films showed the benefits of Nazi life (American films were banned). Films like the 'Eternal Jew' helped to spread their **anti-Semitic** message. The Germans were forced to watch Nazi News films before they were allowed to watch the film of their choice. These films often promoted Nazi achievements. These films appealed to workers and the young (although many found them a boring inconvenience).



Posters - showing Nazi beliefs were displayed everywhere - Hitler was shown as a strong leader. Posters were cleverly used to put across the Nazi message, with the young particularly targeted. They were everywhere and their message was simple and direct.



Huge rallies and military parades showed Hitler's power, strength and support. Every year a huge rally was held at Nuremberg when Hitler would speak to the people. Many Germans became proud of their country again (or were filled with terror).

Literature - books by Jewish writers or people who disagreed with Nazi ideas were publicly burned. No book could be published without Goebbels' permission.

Art - the Nazis locked away art they did not approve of and occasionally held exhibitions of 'degenerative art' with pictures that the Nazis had graffitied over. Many middle and upper class Germans approved of Hitler's traditional artwork.

Radio played through loud speakers in factories, and in public squares. The Nazis also made cheap radios, which only picked up Nazi frequencies (no foreign channels) and 70% of Germans owned a radio.



Newspaper journalists were told what to write and opposing newspapers were shut down. The Nazis took control of publishers and forced them to write about their ideas.

The Berlin Olympics of 1936 gave Hitler an opportunity to show how strong Germany and its Master Race had become. A huge stadium was built and the filming of the event was given to a well known German film director (Leni Riefenstahl). It was embarrassing that a US black athlete, Jessie Owens, won 4 gold medals!



Knowledge Organiser: Weimar and Nazi Germany 1918-39

KT4: Life in Nazi Germany, 1933-39

Life in Nazi Germany	
1	The lives of German citizens were changed after Hitler's appointment as Chancellor. For some, life was better under the Nazis but for others, it was much worse.
Key events	
2	1933 Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage. Sterilisation Law passed.
3	1935 The Nuremberg Laws were passed.
4	1935 Conscription introduced.
5	1936 Membership of the Hitler Youth made compulsory.
6	1938 Jewish children were not allowed to attend German schools. Lebensborn programme introduced. Kristallnacht.
7	1939 The euthanasia campaign began. Designated Jewish ghettos established.
Key Concepts	
9	Anti-Semitism – Persecution of the Jews grew continuously after 1933.
10	Young – The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'. Youth organisations and education indoctrinated the German youth.
11	Women – The Nazis had traditional family values but even these were tested by the needs of war and the desire to ensure a growing Aryan population.
12	Living Standards – The Nazis did reduce unemployment but they did this by banning Jews and women from the workplace and by putting Germany on a war footing. Workers had limited rights.

Key Words		
13	Kinder, Kuche, Kirche	Children, Kitchen, Church. This summed up the Nazi ideal of womanhood
14	The Motherhood Cross Award	Given to women for large families
15	Lebensborn	Where unmarried women were impregnated by SS men.
16	Napola	Schools intended to train the future leaders of Germany
17	Nazi Teachers League	All teachers had to swear an oath of loyalty to the Nazis
18	Reich Labour Service	A scheme to provide young men with manual labour jobs
19	Invisible unemployment	The Nazi unemployment figures did not include women, Jews, opponent and unmarried men under 25
20	Autobahn	Motorway
21	Rearmament	Building up the armed forces readiness for war
22	Volksgemeinschaft	The Nazi community
23	Strength Through Joy	An attempt to improve the leisure time of German workers
24	Beauty of Labour	Tried to improve working conditions of German workers.
25	Volkswagon	People's car
26	Eintopf	A one pot dish
27	Herrenvolk	The master race or the Aryans
28	Nuremberg Laws	Jews were stripped of their citizenship rights and marriage between Jews and no Jews was forbidden
29	Kristallnacht (Night of the Broken Glass)	A Nazi sponsored event against the Jewish community

Key topic 4: Life in Nazi Germany, 1933-39: Nazi policies towards women

A woman's job was to keep the home nice for their husband and family - their life should revolve round the three 'Ks': 'Kinder, Kirche, Kuche' - children, church and cooking. Goebbels said: "The mission of women is to be beautiful and to bring children into the world."

Women were to wear traditional German peasant fashions - plain peasant costumes, hair in plaits or buns and flat shoes. They were not allowed to wear make-up or trousers, dye their hair or smoke in public. Raising a family was far more important than wasting money on following fashion trends.

Women as housewives not at work:

Women were the centre of family life, a housewife and mother. Women were expected to stay at home and look after the family. He achieved this by:

1. **Sacking women from government jobs:** including female doctors, teachers and civil servants.
2. The **Law for the Encouragement of Marriage** gave newly-wed couples a loan of 1,000 marks. Offering women a marriage loan of DM1000 (approx. 9 months wages) if they left their jobs to get married, was appealing for many. *Single people were taxed more to pay for the marriage loans.*



Women as mothers:

Hitler wanted a **high birth rate**, so the Aryan population would grow. Marriage loans were reduced by DM250 for every child. Divorce between childless couples was made easier and contraception was banned.

Hitler even introduced **an honour medal for women** who had four or more children! (4 = bronze, 6 = silver, 8 = gold).

Unmarried women could volunteer to have a baby for an Aryan member of the SS. (**Lebensborn Programme**)

Girls did keep fit in the BMD (Girls Hitler Youth) to make themselves healthy for childbirth, but they were discouraged from staying slim, because it was thought that thin women had trouble giving birth.

Were Nazi policies towards women successful?

Yes!

Reduced 'visible unemployment' as women who left their jobs opened up spaces for men.

Women were encouraged to have many babies – the birth rate initially increased

Women were encouraged to get married = the numbers of marriages did increase from 516, 000 in 1932 to 740, 000 in 1934.

No!

Women were forced to return to work in 1938 to support the war effort. The Duty year of compulsory work was very unpopular. Many women had to juggle family life at the same time. The number of women in employment increased between 1933-39

However, few women had more than two children and the birth rate slowly declined from 1939.

It is not clear that this was due to the Nazi policy, living conditions were improving and the divorce rate also began to increase after 1938.

Key topic 4: Life in Nazi Germany, 1933-39: Nazi policies towards the young

Youth were vital to Hitler's long-term plan of a foreign war, a Nazi dictatorship, a Thousand Year Reich and a Master Race. He needed a generation of loyal Nazis who would be prepared to die for him as soldiers in the army (boys) and increase the master race by having Aryan babies and adopt traditional roles at home (girls). Young people were the future, they were more easily brainwashed and would have feared the Nazis more than adults. The Nazis indoctrinated the youth in two main ways – through education and Youth groups.

How did education help promote Nazi ideas?

'The whole purpose of education is to create Nazis' – Minister of Education.

All teachers had to belong to the Nazi party and join the Nazi Teacher's Association. They were regularly watched by the Gestapo and had to agree an 'oath of loyalty to Hitler'. The Nazis set up separate schools for boys and girls with a different curriculum. After 14 yrs of age, children could attend **National Political Educational Institutes (NAPELI)** or **Adolf Hitler Schools**. Castle schools were reserved for the boys who showed the most potential for military service.

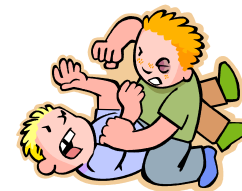
School was used to spread ideas about the Master Race: New subjects like **Eugenics** and **Race Studies** taught students anti-Semitic (anti-Jewish) ideas. Jewish teachers were sacked and eventually all Jewish students were removed from schools. This helped Hitler create a pure blood master race in Germany and brainwash the youth to view Jews as sub-humans.

School was used to prepare girls for motherhood: Girls had 15% of time for PE to ensure they were healthy and strong enough to produce babies. They were taught domestic skills like cooking, sewing and child care.

School was used to create loyal Nazis : New subjects like **party beliefs** taught students about **Mein Kampf**. All teachers Those who didn't teach Nazi ideas were sacked. Lessons began with a Hitler salute and anti-Nazi books were censored. This made sure that the youth understood Nazi ideas and would be loyal to Hitler.

School was used to prepare boys for military service - boys timetables had more PE - than girls. They were taught science and military skills. Maths questions also encouraged them to calculate the success of bombs exploding, History taught about the injustice of the Treaty of Versailles and Geography taught about the need for Lebensraum (extra living space). All this prepared them for life in the army.

*'When an opponent declares, 'I will not come over to your side', I calmly say, 'Your child belongs to us already'.
Adolf Hitler*



Key topic 4: Life in Nazi Germany, 1933-39: Nazi policies towards the young

The Hitler Youth aimed to indoctrinate children outside of school. The aims of the Hitler Youth were:

Be obedient Idolise the fuhrer Be physically fit Sacrifice self for the national good Girls - Be housewives and mothers

Do everything possible to strengthen the health and racial purity of the German nation (including informing on friends/relatives!)

Boys - Be a good fighter (preparation for military service & leadership)

There were different groups for different ages of boys and girls in Nazi Germany.

Girls

- 10-14 Jung Madel (JM) (Young Girls)
- 14-18 Bund Deutscher Madel (BDM) (League of German Girls)
- 18-21 Glaube und Schonheit - Faith and Beauty

Boys

- 6-10 Pimpfen (Cubs)
- 10-14 Deutsches Jungvolk (Young German Boys)
- 14-18 Hitlerjugend (HJ) (Hitler Youth)

Youth Groups were used to promote Nazi Ideas:

- Ensured control over children when they were not in school.
- All other youth groups were closed down.
- Concentrated on creating loyal Nazis and preparing children for their future roles.
- In 1936 membership was compulsory.

Examples of activities:

Boys: shooting, military drills, signalling, military style camps.

Girls: cookery, housework, needlecraft, learning what to look for in a good husband, learning about babies and child-care.

Both: Hiking and camping, learning about Hitler, learning about racial superiority, singing patriotic songs, sport and competitions, taking part in Nazi marches, reporting people who made anti-Nazi comments.

Reasons for support

Many young people enjoyed the excitement of the HJ - camping, hiking, weapons training...

Many young people liked the feeling of importance - the uniform, the respect, the adoration...

Lots of young people liked the chance to contribute to their country.

They enjoyed making new friends and spending a lot of time with them.

They were able to take part in cultural activities - music, parades etc.

Reasons for opposition

Many youths disliked the strict regimentation - being told what to do and when to do it

Some parents didn't like them because they taught children that their first allegiance should be to Hitler rather than their family. They were encouraging them to spy on family members and report conversations.

Lots of youths wanted to listen to Jazz, try out new fashions and hair styles, smoke and drink alcohol. All of these activities were banned in The Hitler Youth

Some girls resented the fact that they were 'trained' to be housewives and mothers at such a young age.

Lots of youths resented the fact that their old clubs and youth groups were banned

Key topic 4: Life in Nazi Germany, 1933-39: Employment and living standards

When Hitler came to power in 1933, Germany had been in economic depression for 4 years. In 1933 there were 6 million unemployed and many of these were young people. The Nazis promised 'Work, Freedom and Bread' and to build up the economy so that Germany was self sufficient and could regain its land, which was taken away by the Treaty of Versailles.

The 'New Plan' 1933-37 and the 'Four Year Plan' 1936 onwards aims were:

Create Full employment - Achieved through **work creation projects** like building autobahns, **rearmament** and **conscription**. By 1939, there was virtually no unemployment in Germany - a huge success!

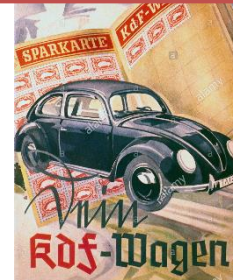
.... However, **invisible unemployment remained** – women were forced to give up their jobs for men, Jews were forced out of jobs, unmarried men under 25 were forced to do **National Labour Service** (very unpopular because the work was hard, the hours long and the pay was poor) and opponents of the regime were sent to concentration camps.

Autarky - this was an unsuccessful attempt at making Germany self-sufficient. The New Plan saw trade agreements with other countries for vital supplies in return for German goods. The Four Year Plan tried to build on this and although imports were reduced Germany still relied on imports from other countries.

Re-armament begun in 1935 in order to build up Germany so it was ready for war. The Nazi phrase 'guns before butter' was widely used at this time - (people went without some luxuries so that money and time was spent on weapons) but this led to shortages of food and lower living standards..

Did life improve for the workers?

Yes!	No!
More jobs were created	Workers lost their rights as Trade Unions were banned.
Average weekly wages rose from 86 marks (1932) to 109 marks (1939)	The cost of living rose which cancelled out the rise in wages.
Beauty of Labour – better working conditions such as hot meals, sports facilities, more ventilation and light	The average working hours increased from 43hrs per week in 1933 to 47hrs in 1939
Strength Through Joy – rewarded the best workers with leisure activities such as cinema trips, camping holidays and even cruises. Workers were encouraged to take some of their wages in the form of a savings stamp that could be put towards a Volkswagen car.	Few workers benefited from the leisure opportunities offered by Strength Through Joy. No cars were ever made for the public, all vehicles were used by the military.



Were people better off under the Nazis?

- Women** – some resented losing their jobs and then be forced to work with large families.
- Farmers** – benefited from rising food prices (which were protected by the Nazis) and from the help of cheap work through the Labour Service. The Nazis refused to import food into Germany and Farmers were able to sell their food products easily.
- Businesses** – some benefitted from the closure of Jewish businesses and there were no trade union problems with unhappy workers. Also the policy of Autarky meant that people were encouraged to buy German goods only. The government invested in heavy industry (armaments and war products) which helped provide jobs for workers.

Key topic 4: Life in Nazi Germany, 1933-39: The persecution of minorities

Nazis believed that only Germans could be citizens. The Nazis racial philosophy taught that some races were **untermenschen** (sub-human). Many scientists at this time believed that people with **disabilities** or **social problems** needed to be removed from the bloodline. Nazis saw the Jews as a threat (many were wealthy and successful professionals and Nazis were jealous of their success, they were suspicious of the Jewish religion, they were blamed for the loss of WWI) so made life difficult for them. The Nazis liked the Aryan (blue eyed, blond hair) characteristic because they believed Scandinavian people were naturally strong, athletic and attractive. The Nazis only wanted people who would contribute to German society. Anyone who had a disability or weakness was a burden.

What measures were taken by the Nazis?

- Tried to eliminate the **Jews because they were seen as un-German and a threat to the 1000 Year Reich.**
- They Killed 85 per cent of Germany's **Gypsies** because their refusal to work was seen as lazy and a drain on the economy.
- They **sterilised black people because they believed they were inferior.**
- Killed **mentally ill** patients because they cost money to care for and they were not able to contribute to the economy.
- Sterilised **physically disabled** people and people with **hereditary diseases.**
- Put **homosexuals, prostitutes, Jehovah's Witnesses, alcoholics, pacifists, beggars, hooligans and criminals** - who they regarded as anti-social, into concentration camps.

How the Nazis persecuted the Jews: key dates

STAGE 1: Examples of **Prejudice & Discrimination** – these actions affected them socially, economically and politically.

1933 Boycott of Jewish businesses.

1935 'Jews not wanted here' signs put up at swimming pools etc, **Nuremberg laws** (15 September) **Jews could not be citizens. They were not allowed to vote, join the army or marry a German.**

1938 Jews could not be doctors. Jews had to add the name Israel (men) or Sarah (women) to their name, Jewish children were forbidden to go to school. Many Jewish businesses had been taken away from Jews and given to Aryans.

STAGE 2: movements to more **violent physical attacks** :

1938 Kristallnacht (9 November). A **turning point** in the treatment of Jews - attacks on Jewish homes, businesses and synagogues. The SS and SA were involved and also arrested Jewish males, taking them to concentration camps. This was supposedly in reaction to the assassination of a German diplomat in Paris, by a Jew. Goebbels used this as an excuse to encourage Hitler to attack the Jews physically. Furthermore, the Jews were fined one billion Reichsmarks as compensation for the damage caused, Jews were no longer allowed to own or manage businesses or shops and Jewish children were no longer allowed to go to Aryan schools.



General advice/information

1. Give two things you can infer from source A about... (4 Marks)

- An inference is an educated guess - they are asking you what you can tell from the source about a particular topic
- You need to go beyond the information that is written in the source copying a quotation is NOT an inference.
- Give information that is not stated in the source - try to pick out emotions or attitudes to the situation THEN support them with evidence from the source.
- 1 mark for each inference and 1 mark for supporting detail.

2. Explain why... (12)

- This is testing your contextual knowledge.
- This is where those key words/dates/figures come in useful.
- You will be given 2 stimulus points to help you, BUT if you don't talk about other points, you will not be able to get any higher than 8 marks.
- Think about PEEJ paragraphs to make sure you get all of the information in!



Paper 3	Question stem	Suggested time
Section A	1. Give 2 inferences... (4 marks) 2. Explain why... (12 marks)	1. 5 mins 2. 15 mins
Section B	3a. How useful... (8 marks) 3b. What is the main difference between these views? (4 marks) 3c. Suggest 1 reason why interpretation 1 and 2 give different views about... (4 marks) 3d. How far do you agree with Interpretation [1 or 2] about...? (16 marks + 4 marks SPaG)	3a. 15 mins 3b. 10 mins 3c. 5 mins 3d. 30 mins

P

• POINT – state your reason/factor

E

• EVIDENCE – support your reason/factor using evidence

E

• EXPLAIN how this helps answer the question

J

• Judgement - ANALYSE how important this reason/factor was

3a. How useful are sources B and C for an enquiry into...? (8 marks)

- You need to look at each source and take into account the provenance (nature, origin, purpose) AND content.
- The caption will give you relevant information about the nature and origin of the source - USE this in your answer to give you a better understanding of the content.
- Use your contextual knowledge to confirm ideas presented in the source OR to challenge ideas of the source (i.e. Is it giving the full picture?).
- Focus on the question - make sure what you write is relevant to the enquiry given!

N

- **Nature** - What type of source is it? E.g diary, letter, propaganda poster, website, building, object, dvd, newspaper, report etc.

O

- **Origin** - Who produced it? (Are they an eye witness? An expert? An historian?) When did they produce it? (Is it a primary/secondary source?) Where did they produce it?

P

- **Purpose** - What was the author setting out to do? Are they biased (one sided)? What questions have they asked? Do they have an agenda? Who was intended to see this?

E

- **Evidence** - Does it fit with any other source evidence you have? Does what it says fit in with your own knowledge of the historical context? (What was happening at the time this was written?)

- Source A is useful because it tells me...
- At this time, I know that This source is/is not accurate because ...
- However, a limitation of source A is that it doesn't tell me...
- The provenance (NOP) of the source affects the content of the source because ... (explain who wrote the source and what the author's purpose was at the time). Does this make the source reliable?
- Source B is useful because it tells me...
- At this time, I know that This source is/is not accurate because ...
- However, a limitation of source B is that it doesn't tell me...
- The provenance (NOP) of the source affects the content of the source because ... (explain who wrote the source and what the author's purpose was at the time). Does this make the source reliable?

In this paper you will be shown sources and interpretations.
A source is contemporary (from the time) and is a piece of evidence.
An interpretation is what an historian does with that evidence.

3b. Study interpretations 1 and 2. They give different views about...What is the main difference between the views? (4 Marks)

- You need to identify a main difference and then support it with evidence from the interpretations.
- Start by thinking about whether a view is positive or negative - looking at things like the language, information and emphasis of the interpretation (change or continuity/different causes/different viewpoints)

3b. Study interpretations 1 and 2. They give different views about...What is the main difference between the views? (4 Marks)

- Interpretation 1 says that...
- I know this because the interpretation says...
- Interpretation 2 says that...
- I know this because the source says...

3c. Suggest one reason why interpretations 1 and 2 give different views about... (4 marks)

- Use the sources and/or your own knowledge to explain why the two interpretations give different views.
- For top marks you need to analyse the interpretations. i.e. 'What do the sources or your own knowledge support?'
- There are 3 reasons you should try to look for:
 - The historians have used different sources or weighted the same sources differently
 - The interpretations are both extract and cover different aspects or periods
 - The historians have placed different emphasis on aspects of the issue.
 - **YOU ONLY NEED TO WRITE ABOUT ONE!**

3c. Suggest one reason why interpretations 1 and 2 give different views about... (4 marks)

- The interpretations differ because they are partial extracts. Interpretation 1 mentions...whereas interpretation 2 focusses on...
- The interpretations differ because the author has a difference emphasis. Interpretation 1 looks at...whereas interpretation 2 says that...
- The interpretations differ because they have given weight to two different sources. Source A suggests that.... Source B suggests that... Source__ supports interpretation 1, which suggests... Source ___ supports interpretation 2, which suggests...

3d. How far do you agree with Interpretation [1/2] about...? (16 marks +4 SPaG)

- Whenever you see 'how far' in a question it means you have to develop an argument.
- Your own knowledge is really important in these types of questions, you won't score very highly if you only refer to the interpretations.
- You should set out your answer like this:
 - An introduction which identifies the view offered (for example is it positive/negative about a particular subject/issue)
 - Paragraph 1 - Give detail from the interpretation and your own knowledge to support that view.
 - Paragraph 2 - Give the other side of the argument (ie. On the other hand I do not agree with this interpretation because...) You need to include the other interpretation AND your own knowledge.
 - A conclusion to give your overall opinion.

On one hand interpretation 2 could be seen as correct.

Interpretation 2 says that... (say what interpretation 2 says) I know this because the interpretation says that... (add evidence from the interpretation)

From my own knowledge I know that (Explain what you know about the focus of the question)

The impact of this was... (Explain the impact)

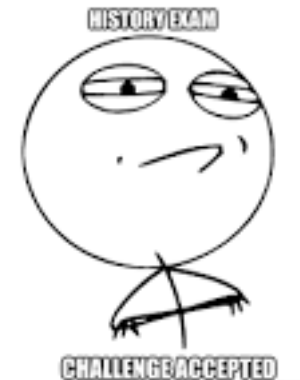
On the other hand, interpretation 1 could be seen as correct.

Interpretation 1 says that...(say what interpretation 1 says) I know this because the interpretation says that... (add evidence from the interpretation)

From my own knowledge I know that (Explain what you know about the focus of the question)

The impact of this was..... (Explain the impact)

Overall, I agree with interpretation....because...



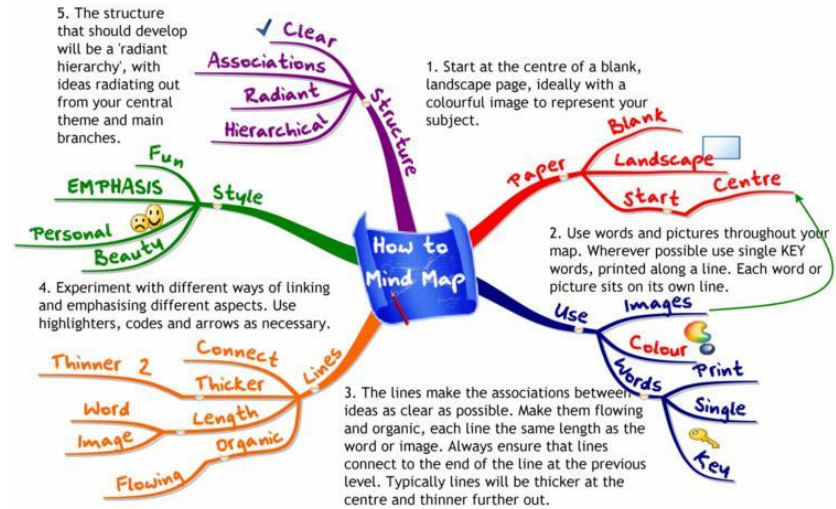
How to revise

Most questions require you to use your own knowledge so it is important to have a strong contextual understanding of each area. Detailed revision notes will help.

REVISION STRATEGIES: Work your way through the booklet and make revision notes. These can take the form of flash cards (Q on one side and answer on the back), mind maps for each topic (with your questions forming a stem coming off the centre) or bullet point notes.

TIMELINE: A timeline covering 1918-39 will be a helpful way of learning the events in chronological order. After completing the questions in each section, add key dates to your timeline.

KEY WORDS: The highest marks will be awarded to students who are able to confidently use specialist terminology. As you work your way through each section, try to keep a list of subject specific vocab and a simple explanation of what the word means. (Most GCSE textbooks contain a key words glossary at the back). Flashcards are a useful way of becoming familiar with specialist vocab.



REVISE ALL



THE THINGS!!!

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KEEP
CALM
AND
REVISE
HISTORY

PRACTICE WRITING TIMED ANSWERS TO EXAM QUESTIONS:

Knowing how much you can write in the exam is a useful skill. Practice writing answers to each of the exam questions at the back of this booklet and only allow yourself the time recommended for each question type.

Mrs Boyd and Mrs Millar will happily mark any practice questions you complete!

Question 1: Inference Questions

Q1 Give two things you can infer from the source about the German recovery

From a speech by Stresseman, 1929:

“The economic position is only flourishing on the surface. Germany, in fact, is dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.”

British cartoon by David Low, 1934



They salute with both hands, now!

Q3 Give two things you can infer from the source about the Night of the Long Knives.

Structure: (This will be in the exam paper)

What I can infer:

Details from the source:

What I can infer:

Details from the source:

Q2 Give two things you can infer from the source about Nazi control over religion in Germany

Stormtroopers holding German Christian propaganda during the Church Council elections on 23 July 1933 at St. Mary's Church, Berlin.



Practice Questions

Question 2: Causation Question – explain why

Example Question 1 :

Explain why there were changes to the lives of young people in Nazi Germany in the Years 1933-39.

You may use the following in your answer:

- Hitler Youth
- RAD

You must also use information of your own.

Example Question 2:

Explain why 1924-29 was a golden age in the Weimar Republic?

You may use the following in your answer:

- The Young Plan
- Germany entered the League of Nations

You must also use information of your own

Example Question 3:

Explain why the Nazis tried to control Education in Germany?

You may use the following in your answer:

- Race Policy
- Preparation for war

You must also use information of your own

Example Question 4:

Explain why Hitler was able to reduce unemployment significantly by 1939.

You may use the following in your answer:

- Invisible unemployment
- RAD

You must also use information of your own

Example Question 5:

Explain how Hitler managed to deal with the issue of religion in Germany

You may use the following in your answer:

- Concordat
- Reich Church

You must also use information of your own

Example Question 6:

Explain how Hitler discriminated against the Jews in Nazi Germany between 1933-39

You may use the following in your answer:

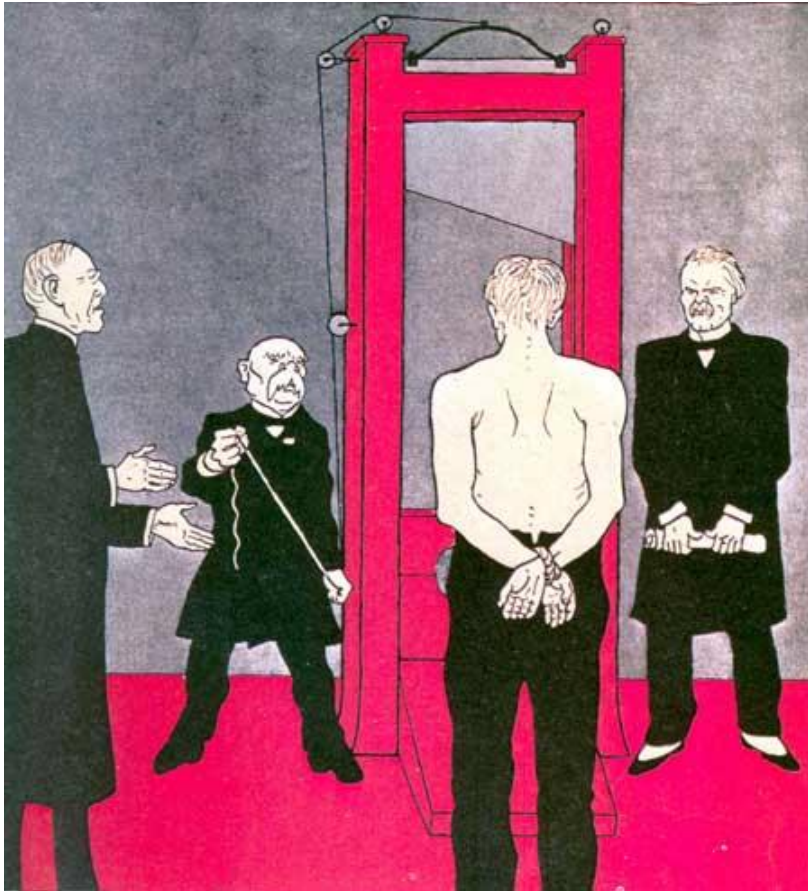
- Boycott of Jewish shops
- Kristallnacht, 1938

You must also use information of your own

Question 3a: Utility question

Q1 How useful are Sources A and B for an enquiry into attitudes in Germany towards the Treaty of Versailles? Explain your answer using Sources A and B and your own knowledge of the historical context.

Source A: This cartoon appeared in the German satirical magazine *Simplissimus*, 3 June 1919.



Source B :

From a German newspaper 1919

Vengeance! German Nation! Today in the Hall of Mirrors (Versailles) the disgraceful treaty is being signed. DO not forget it! The German people will, with unceasing work, press forward to reconquering the place among nations to which it is entitled. Then will come vengeance for the shame of 1919.

Practice Questions

Question 3b: Interpretation question

Study interpretations 1 and 2. They give different views about who caused the Reichstag Fire. What is the main difference between these views? Explain your answer, using details from both interpretations.

Interpretation 1 From Goering's testimony at van der Lubbe's trial.

"It never occurred to me that the Reichstag might have been set on fire; I thought the fire had been caused by carelessness or something of that sort." Only when my car drew up at the Reichstag and I heard someone use the word 'arson' did it occur to me that incendiaries had been at work. "In this moment I knew that the Communist Party was the culprit: I only wish that the rest of the world had seen this as clearly."

Interpretation 2 From a modern textbook 2001

'It could well have been the Nazis who set fire to the building and then framed van der Lubbe in order to provide an excuse to persecute the communists. The fire came at a very convenient time for Hitler, just before the March elections. Moreover, the Nazis hated the Reichstag which was seen as a symbol of the Weimar Republic.'

Question 3c: Interpretation question

Suggest one reason why Interpretations 1 and 2 give different views about who was responsible for the Reichstag Fire.

You may use sources B and C in your answer.

Source B: General Halder remembers a conversation with Hitler

'At a luncheon on the birthday of the Fuhrer in 1942 the conversation turned to the Reichstag Fire. I heard with my own ears when Goring interrupted the conversation and shouted: "the only one who really knows about the Reichstag building is I, because I set it on fire."'

Source C Van der Lubbe in a statement to the police

'As to the question whether I acted alone, I declare absolutely that this was the case. No one helped me at all.'

Question 3d: Interpretation essay

How far do you agree with Interpretation 1 about the causes of the Reichstag Fire? Explain your answer, using both interpretations and your knowledge of the historical context.