

# Weimar and Nazi Germany 1918-1939

30% of your overall mark

Paper 3 - 1 hour 30 mins

You will be tested on your knowledge and source skills



Name:

Teacher:

What does the specification require me to know?

### Key topic 1: The Weimar Republic 1918–29

<b>1 The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"><li>• The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li><li>• The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li></ul>
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"><li>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li><li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li><li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li></ul>
<b>3 The recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"><li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li><li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li></ul>
<b>4 Changes in society, 1924–29</b>	<ul style="list-style-type: none"><li>• Changes in the standard of living, including wages, housing, unemployment insurance.</li><li>• Changes in the position of women in work, politics and leisure.</li><li>• Cultural changes: developments in architecture, art and the cinema.</li></ul>

### Key topic 2: Hitler's rise to power, 1919–33

<b>1 Early development of the Nazi Party, 1920–22</b>	<ul style="list-style-type: none"><li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li><li>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li></ul>
<b>2 The Munich Putsch and the lean years, 1923–29</b>	<ul style="list-style-type: none"><li>• The reasons for, events and consequences of the Munich Putsch.</li><li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li></ul>
<b>3 The growth in support for the Nazis, 1929–32</b>	<ul style="list-style-type: none"><li>• The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li><li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li></ul>
<b>4 How Hitler became Chancellor, 1932–33</b>	<ul style="list-style-type: none"><li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li><li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li></ul>

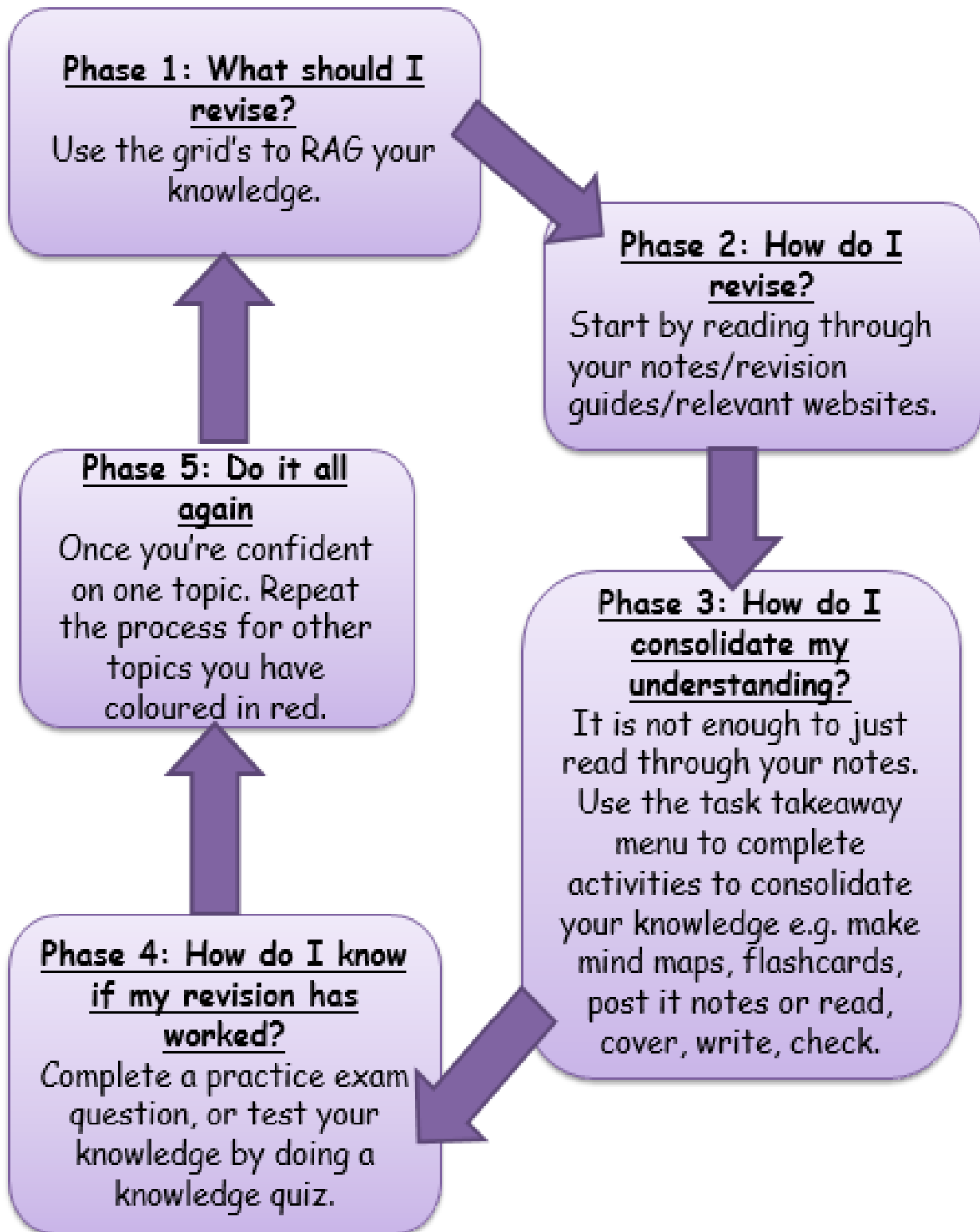
### Key topic 3: Nazi control and dictatorship, 1933–39

<b>1 The creation of a dictatorship, 1933–34</b>	<ul style="list-style-type: none"><li>• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li><li>• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li></ul>
<b>2 The police state</b>	<ul style="list-style-type: none"><li>• The role of the Gestapo, the SS, the SD and concentration camps.</li><li>• Nazi control of the legal system, judges and law courts.</li><li>• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li></ul>
<b>3 Controlling and influencing attitudes</b>	<ul style="list-style-type: none"><li>• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li><li>• Nazi control of culture and the arts, including art, architecture, literature and film.</li></ul>
<b>4 Opposition, resistance and conformity</b>	<ul style="list-style-type: none"><li>• The extent of support for the Nazi regime.</li><li>• Opposition from the Churches, including the role of Pastor Niemöller.</li><li>• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li></ul>

### Key topic 4: Life in Nazi Germany, 1933–39

<b>1 Nazi policies towards women</b>	<ul style="list-style-type: none"><li>• Nazi views on women and the family.</li><li>• Nazi policies towards women, including marriage and family, employment and appearance.</li></ul>
<b>2 Nazi policies towards the young</b>	<ul style="list-style-type: none"><li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li><li>• Nazi control of the young through education, including the curriculum and teachers.</li></ul>
<b>3 Employment and living standards</b>	<ul style="list-style-type: none"><li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li><li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li></ul>
<b>4 The persecution of minorities</b>	<ul style="list-style-type: none"><li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</li><li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li></ul>

# The revision cycle



## How could I revise?

### 'Brain dumps'

Take a big piece of paper or a whiteboard, and write down everything you can remember about the topic you are revising e.g. Hungarian Uprising 1956

You could write down:

- Dates
- Names of individuals
- Key events
- Important place names
- Consequences
- Any other important information

Once you are happy that you cannot remember any more, use different colours to highlight or underline the words in groups. E.G. If revising Cuban Missile Crisis you may choose to underline all the mentions that relates to the causes in red, and to the effects in blue

### Learning walks

Make use of your space! Write down key facts and place them around your home, where you will see the every day. Make an effort to read the facts whenever you walk past them.

### Distilling

Memory studies show that we retain information better if we visit it regularly. This means that revising the information once is not necessarily going to help it stay in your brain. Going back over the facts at intervals of less than a week leads to the highest retention of facts.

To make this process streamlined, try distilling your notes. Start by reading over the notes you've completed in class, two days later read over them again, and then write down anything you did not remember. If you repeat this process enough you will end up with hardly any facts left to write down, because they will be stored in your brain

### Using your own downtime

There are always little pockets of time through the day which are not good for anything – bus journeys, queues, ad breaks in TV programmes, waiting for the shower to heat up etc. If you add all of these minutes up it would amount to quite a lot of time, which could be put to good use for revision. You could photograph your revision notes, or record yourself saying your notes out loud.

### Cue cards

Summarise key events onto cue cards/A3 paper, and keep practicing. Practice past exam questions and quick quizzes

## Key topic 1: The Weimar Republic, 1918-1929

## 1.1 The origins of the Republic, 1918-1919

The First World War ended in 1918 and left Germany scarred and crumbling, having been defeated by the combined forces of Britain, France, Russia, Italy and the USA. It had been a long and expensive war:

- 11 million Germans had fought in the war. 2 million German troops had died, over 4 million were wounded = .55% of German troops became casualties
- Germany's debts trebled between 1914 and 1918 from 50 billion marks to 150 billion marks
- 750,000 Germans died because of food shortages during the First World War

The German leader (emperor), Kaiser Wilhelm and his ministers had lost control of Germany and so he abdicated in November 1918. In many German towns, workers and soldiers had set up their own, unofficial councils to replace the Kaiser's officials.

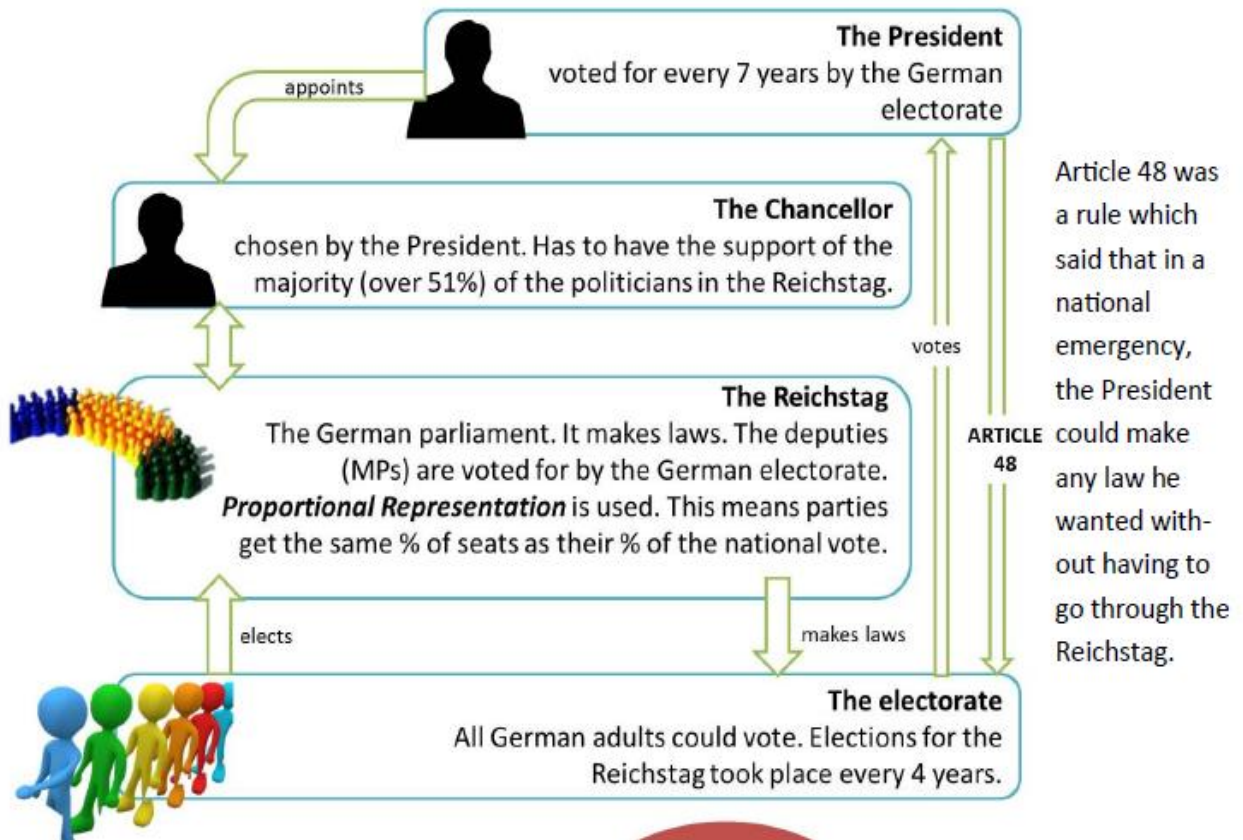
On the 10<sup>th</sup> November 1918, Frederick Ebert set up a new German Republic. The next day (11<sup>th</sup> November) Ebert signed the armistice – the war was over.

In January 1919, a new democratic constitution for Germany was drawn up. It became known as the Weimar Constitution, and this period of German History became known as 'The Weimar Republic.' The Weimar Constitution outlined some key points:

- A Bill of Rights guaranteed every German citizen freedom of speech and religion, and equality under the law.
- All men and women over the age of 20 were given the vote. This was even better than Britain where only women over 30 could vote.
- There was an elected president and an elected Reichstag (parliament).
- The Reichstag made the laws and appointed the government, which had to do what the Reichstag wanted.

A **constitution** is a list of rules setting out how a government should work. The new Weimar Constitution was completed in August 1919. At the time, it made Germany the most democratic country in Europe (yes, even more so than Britain!) However, the German people were not used to **democracy**. For many years beforehand, Germany had been ruled as a **autocracy**. Now, all of a sudden, the people were to be given a say in the running of the country. Would they be able to handle this power responsibly? The Weimar Constitution contained many flaws. When things didn't go well for the Weimar Republic, its politicians were blamed for creating a weak system of government. The diagram below shows the constitution and its key weaknesses.





Strengths of the Weimar Constitution	Weaknesses of the Weimar Constitution
<ul style="list-style-type: none"> <li>Established the most advanced democracy in Europe – men and women had the vote at the age of 20 at a time when in Britain the age was 21 for men and 30 for women</li> <li>The President was elected every 7 years and had the power to appoint the Chancellor (head of the government)</li> <li>The Reichstag (parliament) had the power to pass or reject changes in the law. Members of the Reichstag were elected by proportional representation every four years (a good correlation between votes cast and seats won)</li> <li>Established the right of free speech and freedom of religious belief</li> <li>Clear system of checks and balances – not one person or one group could have too much power. The President had the power to choose the chancellor and the president could also dismiss the Reichstag. The electorate (people) could change the president</li> </ul>	<ul style="list-style-type: none"> <li>Article 48 said that in an emergency the President could make laws without going to the Reichstag. This gave the President too much power. By 1930, the chancellor regularly relied upon the president to pass laws</li> <li>Proportional representation often led to many small parties gaining seats, including extremist groups like the Nazis. No one party was big enough to form a majority and therefore there were lots of coalition governments that were often weak and short lived</li> <li>The army generals and judges were the same men who had served the Kaiser, and many of them did not like the Weimar Republic.</li> <li>The Weimar Republic was not really the choice of the people – the Republic was created out of violence without real public enthusiasm.</li> </ul>

## 1.2 Early challenges to the Republic, 1919-1923

### The Treaty of Versailles

The politicians who set up and ran the Weimar Republic were the same ones who surrendered at the end of the First World War and accepted an unpopular peace treaty. The Weimar Republic was therefore always linked to surrender and harsh peace treaty terms.

On 11<sup>th</sup> November 1918, Matthias Erzberger, representing the government of the new republic, signed the armistice – an agreement to stop fighting. Once the armistice was signed, the Allied leaders decided the terms of the peace. The peace treaty was eventually signed on 28<sup>th</sup> June 1919 – the hated Treaty of Versailles. The Treaty of Versailles was extremely unpopular.

#### *The terms of the Treaty*

Reparations	Germany had to pay 6.6 billion pounds (136,000 million marks) in compensation
Colonies	11 German colonies in Africa and the Far East were given to victorious countries
Military	Army limited to 100,000 men Navy limited to 6 battleships, 6 cruisers, 12 destroyers and 12 torpedo boats 0 submarines were allowed No air force was allowed Rhineland (German land which bordered with France) was demilitarised
Land	Alsace and Lorraine were lost to France Eupen and Malmedy were lost to Belgium Posen and West Prussia were lost to Poland Lost 10% of its population, 13% of its European territory, all overseas property and investments and 50% of its iron and 15% of its coal reserves
War Guilt	Article 231 meant that Germany had to accept the blame for the outbreak of the war

Many Germany saw the Treaty of Versailles as a diktat – enforced peace. The Germans were not invited to the peace negotiations and therefore they felt they had been treated unfairly.

They also saw it as a dolchstoß – the stab in the back. Many German people did not believe their army had been defeated in the war. The army felt they could have carried on fighting.

The Treaty of Versailles damaged Germany's economy and imposed heavy reparations, so that it could not start another war. This made the economy weak from the outset. The Weimar Republic was also politically weak – the treaty was so harsh that people resented the leaders of the new German republic. They became known as the November criminals because they surrendered in November 1918. From the outset, the Weimar Republic was linked to defeat, humiliation and weakness.

#### Challenges to the Weimar Republic from the Left and Right (inside)

The new Weimar Republic government faced opposition from groups inside and outside the Reichstag, from both the left and right wings.



Study Interpretation 1 and Interpretation 2 both describe the political situation around 1919. What do they agree on, and what information is found in only one of the extracts?

The main parties of the Weimar Republic

Extremist		Moderate Parties				Extremist	
KPD	SPD	DDP	ZP	DVP	DNVP	NSDAP	
Communist party	Social Democrats	Democrats	Centre Party	People's party	National Party	Nazi Party	
Extreme left wing	Moderate left wing	Moderate left wing	Moderate	Moderate right wing	Right wing	Extreme right wing	
Opposed the Weimar Republic	Supported Weimar Republic	Supported Weimar Republic	Supported Weimar Republic	Sometimes supported Republic	Grudgingly accepted Republic	Opposed Weimar Republic	
Supported by workers and some middle classes	Supported by workers and middle classes	Backed by intellectual middle classes	Conservatives. Originally the party of the Catholic Church	Backed by upper middle classes	Landowners, the wealthy and big business	Founded in 1920, eventual main party of Germany in the 1930s	

Figure 1.4 The main parties of the Weimar Republic.

Conservative

20

RIGHT

Extreme right-wing groups wanted a return of a strong government with a strong army, headed by a powerful leader like the Kaiser. They supported capitalism – private ownership of land and business – and championed families, law and order and traditional values. They tended to place the interests of the nation over the individual. The National Party (DNVP) was the main right-wing party in 1919.

Extreme left-wing groups wanted Germany to be controlled by the people. They opposed capitalism and wanted to abolish private ownership of land and businesses, and put them into the hands of the workers. The German Communist Party (KPD) was the main left-wing party in 1919.

For most of the 1920s, the moderate centre parties struggled to form majority coalitions, whilst being constantly attacked in the Reichstag by extremist politicians from the left and right wings.

**The Spartacists (Communists):**  
The revolution of 1918, which set up the WR, was not enough. They wanted a serious revolution, like the Communist revolution that'd taken place in Russia (1917). If they had their way, the (factory) workers would run the country. All private property and wealth would be confiscated by the government and shared out amongst the people.

**The Social Democrats (SDs):** Being the largest party in the Reichstag, they took power once the Kaiser had gone. After the revolution they wanted to restore law and order and get on with the serious task of running the country. They wanted some social change to make Germany a better place, but wanted to keep the support of the rich – especially industrialists. They were scared of communists, and wanted to keep them in check. The SDs were led by **Ebert**.

**The Freikorps:** Not a political party, but a group of ex-soldiers organised by Ebert (leader of SDs) to help keep control in Berlin. They looked back to Germany's 'glory days' before the war. They were proud of Germany's achievements, and angry that it lost the war. They wanted Germany to be strong and powerful, and to have a strong leader. They hated democracy, communists and the Allies (Britain, USA, France, Russia).



#### **The Spartacist Rising, Jan 1919:**

- They managed to capture the government's newspaper and telegraph buildings, but that's as far as they got....
- The whole uprising was badly planned.
- They didn't get the support of other left wing groups.
- The Spartacists' leaders disagreed about the timing of the uprising, and only supported it once it'd started.
- The rising was easily crushed by the Freikorps and the army, who killed 100 Spartacists. Leaders Rosa Luxemburg and Karl Liebknecht were murdered. Over the next 4 months, thousands more were killed by the Freikorps in other Communist uprisings.
- Therefore, the Spartacist Uprising of Jan 1919 was not a big threat to the Weimar Republic.

#### **The Kapp Putsch, March 1920:**

- The Freikorps were concerned by the Communist threat, and angry about the TOV/SITB myth.
- By early 1920, the Allies were getting worried about the size of the Freikorps. They put pressure on Germany to disband the Freikorps to bring the number of soldiers down below the 100,000 limit stated in the TOV.
- This triggered an attempted takeover by the Freikorps. Led by Wolfgang Kapp, they marched into Berlin and declared that they were setting up a new government! The army didn't stop them.
- Ebert called on the workers to launch a general strike. Public services ground to a halt. Without transport or communications, the new right wing government collapsed.

Even after the defeat of the Spartacist and Kapp uprising, political challenges to the Weimar Republic continued from the left and right wings. One of the other challenges involved a series of political assassinations.

- Hugo Hasse: one of Ebert's Council of People's Representatives, murdered in 1919
- Matthias Erzberger: politician who signed the surrender to the Allies in 1918, was shot and killed in August 1921
- Walther Rathenau: Weimar foreign minister was machine-gunned to death in Berlin in June 1922

Between 1919-1922 there were 376 political murders, mostly of left-wing or moderate politicians. Not a single right-wing murderer was convicted and executed, whilst ten left-wing assassins were. Judges were sympathetic to the right wing even undermined the Weimar Republic in the courts.

#### The crisis year - 1923

1923 turned out to be a crisis year for the Weimar Republic. A number of key events took place that rocked the stability of the Weimar Republic.

- 1) *Reparations:* Germany to pay reparations to the Allies. The reparations bill was announced in April 1921. It was set at £6600 million, to be paid in annual instalments. This was 2% of Germany's output. The Germans protested that this was an intolerable strain on the economy which they were struggling to rebuild after the war, but their protests were ignored.
- 2) *Invasion of the Ruhr:* The first instalment of £50 million was paid in 1921, but in 1922 nothing was made. Ebert did his best to play for time and to negotiate concessions from the Allies, but the French in particular ran out of patience. They too had war debts to pay to the USA; In January 1923 French and Belgian troops entered the Ruhr (legally) and began to take what was owed to them in the form of raw materials and goods. Results of the occupation were disastrous for Germany. The government ordered the workers to carry out passive resistance (go on strike). That way, there would be nothing for the French to take away. French reacted harshly, killing over 100 workers, and expelling over 100,000 protesters from the region. It led to a halt in industrial production in Germany's most important region causing the collapse of the German currency. France and Belgium invaded Germany, because they could not pay the reparations, despite owing a lot. Due to Germany being unable to pay, France and Belgium entered the Ruhr Industrial area (legally) and took what was owed to them in the form of raw materials. Germany were completely outnumbered by the French as the Germans only had 100,000 men whilst the French had 750,000. The occupation of the Ruhr crippled Germany, as it contained many factories and around 80% of German coal, iron and steel reserves. The disruption increased Germany's debts, increased unemployment and worsened the shortage of food.
- 3) *Hyper-inflation:* because it had no goods to trade, the government simply printed more money. For the government this seemed an attractive solution. It paid off its debts in worthless marks, including war loans of over £2200 million. The great industrialists were able to pay off all of their debts as well. This set off a chain-reaction. With so much money in circulation, prices and wages rocketed, but people soon realised that this money was worthless. It was a viscous circle – the more prices rose, the more money was printed, the more the prices rose. Workers needed wheelbarrows to carry home their wages. Poor people suffered, but the greatest casualties were the richer Germans with savings. This great economic instability created political instability.

Positive effects of hyperinflation	Negative effects of hyperinflation
<ul style="list-style-type: none"> <li>Farmers benefitted as they were paid more for food</li> <li>Some people and businesses could pay off loans and mortgages</li> <li>Fixed rents for rooms or shops became very cheap</li> <li>Foreign visitors could buy more for their money</li> </ul>	<ul style="list-style-type: none"> <li>Some people could not afford essentials like bread</li> <li>Wages rose, but not as quickly as prices</li> <li>Some businesses went bankrupt</li> <li>People with fixed or monthly incomes such as pensioners suffered the most</li> <li>Savings became worthless – middle class most affected</li> <li>People blamed the Weimar government = unpopular</li> </ul>

After August 1923, a new chancellor, Gustav Stresemann found solutions to some of the problems of 1923. By this point, however, the political and economic turmoil from 1918 to 1923 had done its damage.

- The Weimar Republic was shown to be weak. It had to be rescued by the Freikorps in 1919 and workers' strikes in 1920. Government forces had killed thousands of Germans in order to stay in power
- All Germans had suffered. Most blamed the Weimar Republic for their suffering. The middle classes, which would normally be the bedrock of the republic, suffered the most
- Extremist parties, with private armies hostile to the republic, had gained in strength

### 1.3The recovery of the Republic, 1924-1929

In August 1923, President Ebert appointed Gustav Stresemann as his new chancellor and foreign secretary. Stresemann resigned the chancellorship in November 1923, but remained as foreign secretary until 1929.

#### Economic recovery

Reform/description	Strengths	Weaknesses
Rentenmark: Stresemann set up a new state-owned bank and introduced a new currency. The supply of the new notes was strictly limited and their value was tied to the price of gold = the currency had real value	Back by Germany's gold reserves German money trusted at home and abroad Hyperinflation ended Stronger basis for the recovery of German businesses and improvements to employment	People still had lost a lot of money during the era of hyperinflation = confidence in the Republic knocked
The Dawes Plan, 1924: Reparations were temporarily reduced to £50 million per year and US banks agreed to give loans to German industry. Between 1924 and 1930 the US loaned Germany \$25 billion.	Reassured Allies they would get their reparation payments French left the Ruhr because Stresemann had called off passive resistance Industrial output doubled between 1923-1928 passing pre-war levels Employment, trade and income from taxation increased	Extreme political parties furious that Germany had agreed to pay reparations Fragile German economy relied on American loans – could be recalled at any point
The Young Plan, 1929: reduced the total reparations debt from £6.6 billion to £2 billion. It also gave Germany an extra 59 years to pay	Lower reparation payments allowed the government to lower taxes on ordinary German people Lower taxes released public spending power – boosted German industry and created more jobs French agreed to leave the Rhineland in 1930 Increased the confidence of Germans in the Weimar Republic	Extremist parties resented the additional length of time given Annual payments were still £50 million per year Stretched out payments until 1988

#### Recovery in foreign relations

Reform/description	Strengths	Weaknesses
The Locarno Pact, 1925: a treaty between Germany, Britain, France, Italy and Belgium. It was agreed on equal terms with other main powers – it was not imposed upon Germany. Germany accepted its new 1919 border with France, and France	Made war in Europe less likely. Stresemann was given the Nobel Peace Prize in 1926 Germany was treated as an equal – a boost to the prestige of the Weimar Republic.	Some extremist parties resented the hated Versailles borders had been confirmed.

promised peace with Germany. Germany and the Allies agreed that the Rhineland would be permanently demilitarised. The five powers agreed to open talks about German membership to the League of Nations		
The League of Nations, 1926: the LON had been set up at the end of WW1, and Germany were not allowed to join in this. Stresemann persuaded a number of the great powers in September 1926 to give Germany membership.	Germany given a place on the League of Nations Council – took the most important decisions of the League Boost to the moderate parties who supported Stresemann Boosted the confidence of most Germans in the Weimar Republic	The League was a symbol of the hated Treaty of Versailles and they wanted nothing to do with it
The Kellogg-Briand Pact, 1928: Germany and 61 other countries signed this pact. It promised that states would not use war to achieve foreign policy aims.	Germany was included amongst the main powers, not dictated to by them Another sign that the Weimar Republic was now a respected, stable state Another boost to the prestige of the Weimar Republic in the eyes of the German public. It increased confidence that the moderate political parties could be trusted to make Germany strong	Did nothing to remove the hated terms of the Treaty of Versailles, which still restricted German strength with reparations, lost land and military restrictions

By 1929, the Weimar Republic was a more secure and stable state. In May 1924, moderate parties received 50% of the public support, whereas by 1928 they received 58%. Germany's growing confidence in the Weimar Republic was strengthened in 1925 when Ebert, president of the republic, died. He was replaced by Paul von Hindenburg, a former field marshal of the Kaiser's army. Hindenburg reassured the middle class and gave the Weimar Republic a strong figurehead.

BUT... on 3<sup>rd</sup> October 1929, after six years as foreign minister, Stresemann had a heart attack and died. The loss of his moderate policies was a severe blow to the Weimar Republic. Worse still, a world economic crisis followed soon after. This unleashed a new wave of extreme economic and political pressures on the Weimar Republic.

## 1.4 Changes in society, 1924-1929

Living standards suffered as a result of the economic problems between 1918 and 1923. BUT... there were gradual social improvements after 1924. Many of these were funded by the Weimar government.

Unemployment and unemployment insurance	In 1924, over 4% of the total possible workforce was unemployed. Gradual improvements – 1926 = 2 million u/e and by 1928 = 1.3 million u/e The Unemployment Insurance Act (1927) charged 16.4 million workers 3% of their wages, and in return provided around 60 marks
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	per week in unemployment and sickness benefits if they fell out of work
Work and wages	Length of the working week shortened from 50 hours in 1925 to 46 hours in 1927, real wages (the value of goods that wages brought) rose by 25% from 1925 to 1928
Housing	In 1925 there was a 15% rent tax introduced to fund building associations. Between 1925-1929, private building companies built 37,000 new homes whilst the building associations built 64,000 new homes. There was still a shortage of houses, but it had eased by 1928.
Other improvements	1920 Reich Pension Law helped war veterans – pensions paid throughout the 1920 to 750,000 war veterans, 400,000 war widows and 200,000 parents of dead servicemen. Education improved and by 1928, there were 110,000 people in higher education, compared to 70,000 in 1914.

### Women

Work	Politics	Leisure
<ul style="list-style-type: none"> <li>• Most women gave up work after they got married. There was a drop in women working from 75% in 1918 to 36% in 1925</li> <li>• Few women secured high status jobs</li> <li>• Increase in part-time work <ul style="list-style-type: none"> <li>• Teaching and medicine offered new opportunities for women</li> </ul> </li> <li>• Women encouraged to go to university</li> </ul>	<ul style="list-style-type: none"> <li>• Women earned the vote in 1918 and could stand for elections</li> <li>• 90% turned out in elections</li> <li>• Article 109 of the constitution stated that women had equal rights with men and could enter professions on an equal basis</li> <li>• Marriage was an equal partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Greater earning power led to more independence for younger, single women</li> <li>• Women were less interested in family and more interested in having a good time</li> <li>• Behaviour of new women was not liked by some men and women who felt traditional values were eroding</li> </ul>

These limited improvements for women were a source of worry to many people in Weimar Germany- though some people welcomed them.

- Some women felt liberated by new opportunities and freedoms; BUT... other women found the expectation that they should change a scary or daunting challenge
- Some men accepted changing roles for women, while others thought that the changes were inappropriate; there were some men who even thought that these 'new women' threatened the role of men in society
- Conservatives and traditionalists in society complained loudly that women should concentrate on being mothers and wives, and not challenge the male-dominated society
- Some people blamed the economic instability in Germany in the 1920s on women upsetting the labour market

### Cultural changes in the Weimar Republic

In the 1920s, several factors caused a surge of artistic and cultural energy



The restrictions of the old imperial regime of the Kaiser had been thrown off	The new Weimar constitution enshrined freedoms – such as the freedom of speech – in law	Economic recovery after 1924 created wealth to finance the Arts
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This energy caused the growth of a number of new ways of looking at the Arts

<b>New objectivism</b> The idea that the Arts should not show a romantic view of the world, but should show life as it really is, including poverty and squalor	<b>Modernism</b> The idea that the Arts should not always hark back to the past, but should, instead, embrace the future and see beauty in cities, industry and technology	<b>Expressionism</b> The idea that the Arts should reflect the thoughts and feelings of the artists rather than being limited to showing things exactly as they really look
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There were two factors helping to spread these ideas

<b>The Bauhaus movement</b> Walter Gropius was the head of The Bauhaus, a design college in Berlin. Under Gropius, the college developed a style of design which influenced all areas of the Arts. The Bauhaus style stressed the beauty in technology, simple lines and careful craftsmanship.	<b>Government support</b> The Weimar government gave grants to support art galleries, theatres, orchestras, museums and libraries
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All these factors combined to cause a blossoming of culture in Weimar Germany

*Art:* painters like Otto Dix often painted expressionist versions of scenes from German life which were critical of German society, for example, the harsh life of war veterans and falling standards of behaviour in Germany's night life during the Weimar Republic.

*Architecture:* Erich Mendelsohn was influenced by the Bauhaus school of design. When Mendelsohn was asked to design the Einstein Tower, an observatory in Potsdam, he designed a futuristic towers which looked like a rocket

*Cinema:* Films became popular all over the world in the 1920s. Expressionism flourished in film-making, particularly in Weimar Germany due to fewer restrictions. Some German films were very new and exciting in how they challenged traditional cinema.

Check your understanding: Answer these quick fire questions

1. What happened to the Kaiser after WW1?
2. Who was the first president of the Weimar Republic?
3. Which political party did he belong to?

4. Who replaced him as President in 1925?
5. How much in reparations did Germany owe after the Treaty of Versailles?
6. What were the people who signed the Treaty of Versailles nicknamed?
7. Who was the minister who dominated Weimar economic and foreign policy from 1923?
8. In what year did he die?
9. What was the minimum age for voting under the Weimar Constitution?
10. What was Article 48 of the Weimar Constitution?
11. What was proportional representation?
12. Why was proportional representation a problem?
13. Why did the French invade the Ruhr?
14. What does hyperinflation mean?
  - a. Money becomes more valuable.
  - b. B. Prices rise to an extent where money is worthless.
  - c. C. Wages and interest rates rise.
15. Who was the leader of the Spartacist Uprising?
16. In what year did it take place?
17. Who was the leader of the Kapp Putsch?
18. In what year did it take place?
19. Why was 1923 known as a crisis year?

- 20.** What was the Dawes Plan?
- 21.** What was the Locarno Pact?
- 22.** What was the Young Plan?
- 23.** How did the standard of living improve in Germany after 1924?
- 24.** How did women's role change?

## Key topic 2: Hitler's rise to power, 1919-1933

### 2.1 Early development of the Nazi Party, 1920-1922

In 1919-1920, the Nazi Party was set up, and, in the Munich Putsch of 1923, Hitler unsuccessfully tried to seize power by force. There was limited backing for the Nazis during 1924-1928 but the Depression in 1929 brought increased support. Political developments in 1932 led to Hitler becoming Chancellor in 1933.

The Nazi Party, led by Adolf Hitler, emerged in the 1920s, and was able to take advantage of the problems experienced by the Weimar Republic.

The Nazis openly expressed their hatred for Communism. They saw the Social Democratic government as a Communist government and they made no secret of their plans to overthrow it when the time was right. They were based in Bavaria- it was a good base for such a right-wing party. It has a right-wing government and many ordinary people in southern Germany were opposed to the Social Democrats. Even the Bavarian state government had plans to topple the Weimar government.

1. The German Worker's Party (DAP) was set up by Anton Drexler in February 1919, in Munich. Hitler joined in September 1919.
2. The DAP set up permanent headquarters, Hitler became second in command in 1920
3. Hitler suggested a new name for the party – the National Socialist German Workers' Party (NSDAP) or Nazi Party for short
4. In July 1921, Hitler became leader of the Nazi Party
5. Hess, Goering, Streicher and Rohm were selected as some of his party supporters

#### Key Nazi ideas (outlined in 25 Points):

- Abolish the Treaty of Versailles
- Destroy the Weimar Republic
- Destroy Marxism
- Challenge terror or violence with your own terror or violence
- Remove Jews from all positions of leadership in Germany
- No non-Germans to be newspaper editors
- Educate gifted children at the state's expenses
- Increase old-age pensions
- Strong central government
- Nationalise important industries
- Conquer Lebensraum (living space)
- Rearm Germany

Hitler also had a group called the SA (The Sturmabteilung). They were a paramilitary force, made up of unemployed ex-soldiers. They were formed in August 1921 by Hitler and put under the command of Ernst Rohm. They wore brown uniforms and were nicknamed 'Brownshirts'. They were used to disrupt opposition meetings and to control crowds and any opposition to Hitler- often violently. By November 1923, the Nazis had 50,000 members.

## 2.2 Munich Putsch and lean years 1923-1929

### Why did Hitler attempt the Munich Putsch?

- To topple the Weimar Republic
- To gain support and raise the profile of the Nazi party
- To put pressure on the government
- He believed he had the support from the army and Bavarian government
- He believed it was the correct time (1923- year of crisis)
- Hitler wanted to bring about a Nationalist government
- Wanted to lead a march similar to Mussolini's
- Weimar Republic was seen as weak, and Hitler was ready to exploit the peoples grievances.

### What was the purpose of his timing?

- The government would be preoccupied with the economic crisis

- Stresemann had just called off the passive resistance in the Ruhr, therefore they seemed to have given into the French = outrage
- Hyper-inflation crisis had weakened Weimar support
- It was a state of emergency; Hitler was going to take advantage of the chaos.

#### What happened (the events):

On 8<sup>th</sup> November 1923, Hitler and the SA burst into a beer hall in Munich disrupting a political meeting attended by Kahr, Seisser and Lossow.

The three political leaders were held at gunpoint until they offered their support for the uprising. They were then released.

The following day, Hitler and Luddendorf, along with 3000 supporters, marched through Munich hoping to win mass public support. Seisser and Lossow had changed their mind and organised troops and police to resist them. 16 marchers were killed and Hitler fled.

On 11<sup>th</sup> November, Hitler was arrested and the Nazi Party was banned.

#### Consequences of the Putsch

Hitler and several other leaders were put on trial. Luddendorf was found not guilty, and Hitler and three others were found guilty of treason and sentenced to five years in Landsberg Prison. The NSDAP were banned.

In the short term, the Munich Putsch was a defeat and a humiliation for Hitler. But Hitler was released after only 9 months.

In the longer term, Hitler realised he needed to rethink the strategy for winning control of Germany. A violent uprising had failed, so what he needed to do was build a party with nationwide support and use democratic measures to win power. The ban on the Nazis was also lifted in February 1925. Hitler also used his trial to get national publicity for his views, and whilst in prison he wrote *Mein Kampf* – contained his political ideas.

In 1925, Hitler enlarged the SA. About 55% of the SA came from the ranks of the unemployed. Many were ex-servicemen from the war. He also set up a new group called the SS. SS were similar to the SA but were fanatically loyal to Hitler personally. Membership of the party rose to over 100,000 by 1928.

Hitler also appointed Joseph Goebbels to take charge of Nazi propaganda. Highly efficient at spreading the Nazi message. He and Hitler believed the best way to reach what this was by appealing to their feelings rather than by rational argument. Goebbels produced posters, leaflets, films and radio broadcasts; he organised rallies; and he set up 'photo opportunities'.

Despite these shifting policies and priorities, there was no electoral breakthrough for the Nazis. Even after all their hard work, in 1928 they were still a fringe minority party who had the support of less than 3% of the population. They were the smallest party with fewer seats than the Communists. Prosperity of the Stresemann years and Stresemann's success in foreign policy made Germans uninterested in extreme politics.

#### The lean years of the Nazi Party, 1924-1928

Whilst in prison, Hitler wrote *Mein Kampf* which is a key source of information about the political beliefs of Hitler's Nazi Party after 1924. Hitler made his extreme racist views very clear.

- Hitler believed that the German race (Aryan) was destined to rule the world
- Jewish conspiracy to undermine Aryan rule

- Jews planned to weaken the Aryan race by intermarriage and by taking over German industry

The period 1924-1929 was a time of mixed fortunes for the Nazi Party

The party did not do well	The party made progress
<ul style="list-style-type: none"> <li>• There were quarrels and disagreements during Hitler's period in prison</li> <li>• Economic recovery meant there was little support for extremist parties</li> <li>• It only won 12 seats in the 1928 election</li> </ul>	<ul style="list-style-type: none"> <li>• Won 32 seats in the 1924 elections</li> <li>• Mein Kampf provided key ideas for the development of the Nazi Party with its focus on the importance of propaganda and anti-Semitism</li> <li>• Hitler reorganized the party to make it more efficient</li> <li>• 1926 Bamberg party conference, Hitler continued to strengthen his position. Possible rivals to Hitler's leadership were won over or removed from the party</li> <li>• Membership increased to 100,000 member by 1928</li> <li>• Hitler set up the SS – acted as Hitler's personal bodyguards. Under the control of Himmler who expanded the SS to 3000 members by 1930.</li> </ul>

#### Why did the Nazis have limited support between 1923-1929?

1. Stresemann's new currency and the Dawes and Young Plans restored economic stability. Inflation eased; employment increased; the public were better off. This cut support for extremist parties like the NSDAP. The moderate SPD won 30% of the general election vote in May 1928
2. Under Stresemann the Locarno Pact, membership of the League of Nations and the Kellogg-Briand Pact all gave Germany more status in the world. This cut support for nationalist parties like the NSDAP.
3. In 1925, Hindenburg became president of the Republic. This increased support for the Weimar Republic and cut support for parties who wanted to get rid of it, like the NSDAP
4. The NSDAP won practically no support from the German working classes in the big cities. In the 1928 general elections, the Nazi Party only won 1% of the votes in Berlin and in the Ruhr industrial district. The message was clear- while the economy was strong, few people voted for the Nazis.

### 2.3 Growth in support for the Nazis, 1929-1932

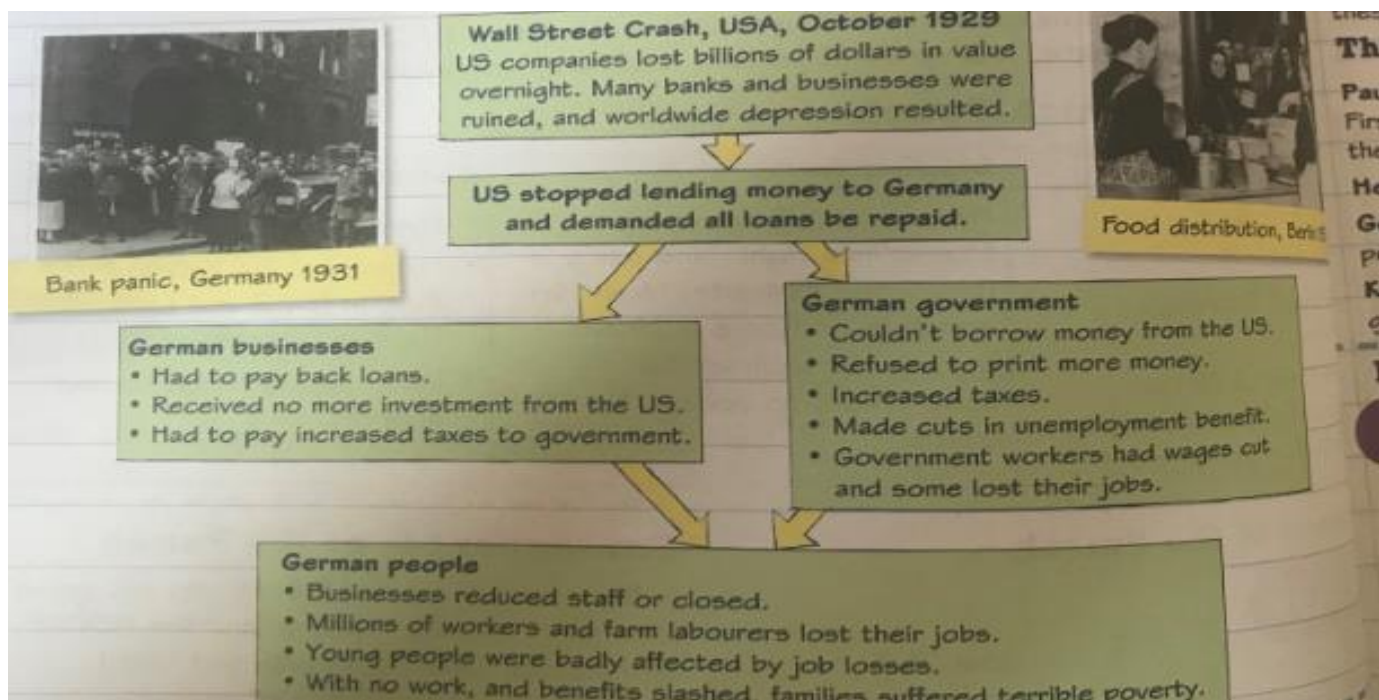
Confidence started to ebb away on 3<sup>rd</sup> October 1929 when Stresemann had a heart attack and died. The loss of his expertise was a massive blow to the Weimar Republic. Later on in October 1929, there was a world economic crisis which led to the Great Depression. In Germany, it caused economic collapse, widespread unemployment and a political crisis.

#### The Wall Street Crash

In 1929 the American stock market crashed and sent the USA into a disastrous economic depression. In a very short time, countries around the world began to feel the effects of this depression. Germany was particularly affected. American bankers and businessmen lost huge amounts of money in the crash. To pay off their debts they asked German banks to repay the money they had borrowed. The result was economic collapse in Germany. Businesses went bankrupt, workers were laid off and unemployment rocketed.



In Germany, the WSC caused a banking crisis – people lost their savings, and then was a general economic collapse in Germany. This was because, to pay out the money demanded by their account holders, German and American banks urgently needed cash. These banks began to demand the return of money they had lent to businesses in industry and agriculture. German industries and farms had to cut back production or even close down completely. The economy collapsed.



German workers who were already unemployed became poorer. They could not afford to buy as much. This meant that sales went down even further and companies had to make more workers unemployed. It was a downward and vicious spiral for Germany.

Date	Fall in industrial output	Date	Unemployment
1929-1930	10% fall	September 1929	1.3 million
1929-1931	30% fall	September 1931	4.3 million
1929-1932	40% fall	September 1932	5.1 million
		January 1933	6.1 million

Many people suffered

- Unemployed: As the number of people out of work grew, the government became unable to pay unemployment benefits. Taxes were raised and unemployment benefits were cut, causing even bigger problems for the unemployed

- Savers: some people had their savings invested in shares. When share prices crashed, the value of their savings crashed too
- Workers: taxes went up BUT... worse still, with people desperate for work, employers cut wages. Real wages were 70% of 1928 levels by 1932
- Homeless: many people could no longer afford rent, and so shanty towns were set up. These were makeshift houses. The unemployed began to wander the streets looking for work or food. Boredom turned to violence. Increase of 24% in arrests for thefts in Berlin.

The German government just did not deal with these issues. From 1930-1932 the Chancellor was Heinrich Brüning – he firstly proposed higher taxes to pay for unemployment benefits, to make payments more affordable. This policy proposal pleased nobody and in July 1930, the policy was rejected by 256 votes to 193. The failure by the moderate parties to work together made the Reichstag look weak and powerless. It had met 94 times in 1930, it only met 41 times in 1931 and 13 times in 1932. Brüning ended up relying on article 48 to pass any laws, and he resigned in May 1932.

As life became harder, and moderate parties failed to solve Germany's economic problems, people abandoned the moderates and switched to the extremist parties – like the KPD and the Nazis.

General elections, 1928-1932: seats in the Reichstag

	May 1928	Sept 1930	July 1932
Social Democrats (SPD)	152	143	133
Nazi Party (NSDAP)	12	107	230
Communists (KPD)	54	77	89

Support for the Nazi Party grew quicker than support for the Communists. The thought of a Communist government scared the German middle and upper classes, and therefore many middle and upper classes voted for the Nazis. Hitler was the best defence against the Communists.

### Why did people support the Nazis?

Appeal of Hitler	Hitler was a strong leader who promised to restore law and order and to force other countries to scrap the Treaty of Versailles. Hitler was very popular, he featured prominently in Nazi posters and spoke in as many parts of the country as he could. He used aeroplanes in the campaign for the 1930/1932 elections, and he also had support of wealthy businessmen who funded the costs of an election campaign.
The SA	The uniformed SA made the Nazis seem organised and disciplined. During economic and social turmoil, the SA made the Nazis look strong enough to control unrest and stand up to foreign powers. The SA disrupted opposition meetings and had a stronger private army than the communists. Armed and uniformed SA tore down the opposition's posters, intimidated their candidates, and broke into their offices, disrupting their rallies. In one clash with the communists near Hamburg, 18 people were killed
Propaganda	Joseph Goebbels was a master of propaganda and used every possible method to get across the Nazi message. Posters targeted different audiences and were timed to have maximum impact. Their message was generally simple but clear.

Big businesses	Wealthy industrialists supported the Nazi Party. Hitler persuaded businessmen that the Nazis were the best hope of protection from the Communists. Nazi finances benefitted as wealthy businessmen like Benz and Krupp's poured money into the NSDAP.
Working-class support	The Nazi traditional policies appealed to workers especially with the promise of 'Work and Bread' on posters.
Middle-class support	Hitler could help the middle classes recover from their extreme loss of savings. The communists wanted to abolish private ownership of land and businesses, and the middle classes saw the Nazis as a strong party that could protect them from this. Many middle-classes did not like the drinking and sexual openness of the Weimar Republic – the Nazis had traditional German values on these policies
Farmers	In 1928 the Nazi policy of confiscating all private land was changed to just saying that private land would be confiscated if it was owned by Jews. This reassured farmers.
Young people	The Nazi Party was exciting – there were rallies and the speeches were always stirring and promising more than traditional parties.
Women	Nazis had a traditional view of women, they should play a special role as mothers and wives. More women liked this idea.

## 2.4 How Hitler became Chancellor, 1932-1933

As 1932 began, the Weimar Republic was crippled by economic problems. The chancellor and leader of the Centre Party, Heinrich Brüning, was struggling to make the constitution of the Republic work. The Reichstag met infrequently and Brüning relied increasingly on presidential decrees to pass laws. BUT... Hitler was far from coming to power.

In the general election of 1930, the Nazis won 107/577 seats (18% of vote) but by January 1933, Hitler had become Chancellor.

# Hitler's road to power

## Timeline

### May 1932

Election with Hindenburg being re-elected as President. Hitler increases his share of the vote. Chancellor Brüning bans the SA and announces a plan to buy up land from landowners and use this to house the unemployed. Both plans are very unpopular and Brüning resigns. Brüning is replaced by von Papen – he is put forward by von Schleicher. Von Schleicher had been planning a coalition between right-wing supporters and the Nazis. Hitler agrees to the coalition if the ban on the SA is removed. The coalition takes power.

### November 1932

Further election. Von Schleicher warns Hindenburg that if von Papen stays as Chancellor there will be civil war. Von Papen goes.

### January 1933

Von Schleicher does not have the support of the public or the Nazis. He persuades Hindenburg that he could be the head of a military dictatorship. Hindenburg refuses. Von Papen persuades Hindenburg to appoint Hitler as Chancellor to avoid von Schleicher's military dictatorship. He also suggests that he should become Vice-Chancellor so that he can keep a check on Hitler. Hitler becomes Chancellor.

### April 1932

Hindenburg stands for re-election as President. No one party has 50% of the vote.

### July 1932

Further elections take place – there is widespread fighting between the communists and the Nazis. The Nazi share of the vote increases from 18% in 1930 to 38%. Hitler demands that he be made Chancellor – Hindenburg refuses.

### December 1932

Von Schleicher becomes Chancellor.

- 1) *The fall of Chancellor Brüning:* In April 1932, the moderate socialist chancellor, Brüning, used a presidential decree to ban the SA and SS. He wanted to calm unrest and control the Nazis. Right-wing parties became angered. An ambitious general, Kurt von Schleicher, decided to remove Brüning. He organised a coalition of right-wing groups, consisting of landowners, industrialists and army officers. He persuaded Hindenburg that they had a majority and Brüning was sacked.
- 2) *Von Papen becomes Chancellor:* Von Schleicher controlled the new government from behind the scenes. He chose a wealthy gentlemen politician, ex- General Franz von Papen, as the figurehead of the new coalition. Hindenburg made von Papen chancellor in May 1932. Von Schleicher offered the NSDAP a place in the coalition. He thought he could

control the Nazis. Hitler agreed to the offer. From May 1932, Hitler and the Nazi Party were, for the first time, part of the Open

Coalition was weak. In the elections of July 1932 the NSDAP won 230 seats. It was now the largest party. Hitler demanded that Hindenburg sack von Papen and appoint him. Hindenburg, who hated Hitler, refused. Instead, von Papen hung on to office and called a new election for November 1932. He was gambling that Nazi support would fall, which they did, to 196, but they were still the largest party. Without Hitler's support, von Papen could no longer command a majority in the Reichstag, nor the confidence of Hindenburg. Von Papen resigned.

- 3) *Von Schleicher becomes Chancellor:* 39 business tycoons like Krupp, Siemens, Thyssen and Bosch signed a letter asking Hindenburg to appoint Hitler as chancellor. They thought that they would be able to control him by donating to the party. Hindenburg was opposed. On 2<sup>nd</sup> December he appointed von Schleicher as chancellor. He consistently failed to get a majority in the Reichstag. He informed Hindenburg that von Papen and Hitler were conspiring against him – they were – and that he needed Hindenburg to suspend the constitution and declare von Schleicher head of military dictatorship. Hindenburg refused, but news of his plan leaked out and he lost any remaining support in the Reichstag.
- 4) *Enter Hitler:* Throughout all of this intrigue, von Papen had continued to plot against von Schleicher with Hindenburg and right-wing parties in the Reichstag. He told them that, if they supported Hitler as chancellor, with von Papen as vice-chancellor, they could make all the decisions themselves and use Hitler as a figurehead. He said he had Hitler in his pocket. Hindenburg reluctantly agreed as there was no alternative – on 30<sup>th</sup> January 1933, Hitler was legally and democratically appointed chancellor of Germany.

Hindenburg	Open to governing by decree, using Article 48, which weakened the Republic
Von Schleicher and von Papen	Right-wing conservatives who wanted to move away from government by the parties elected to the Reichstag to a stronger government controlled by wealthy industrialists and landowners. Undermined the Weimar Republic
All 3	Underestimated Hitler, all believed they could bring Hitler and the Nazis into power and control them.

Check your understanding: answer these quick fire questions

- 1) Who was the DAP (German Worker's Party) founded by in 1919?
- 2) What were the three main points of the 25 Point Programme?
- 3) Give three ways in which Hitler's personal appeal made the DAP more popular
- 4) How many members did the DAP have by the end of 1920?
- 5) What year and month did Hitler become leader of the DAP?

- 6) Name 2 people that Hitler appointed to help him run the party
- 7) Describe 4 ways in which Hitler put his own stamp on the DAP
- 8) Who was Hitler's paramilitary force?
- 9) How did they strengthen the NSDAP?
- 10) When did Hitler take complete control of the NSDAP?
- 11) What did Hitler attempt in November 1923?
- 12) Give 2 long term causes of this event
- 13) How had Hitler been influenced by Mussolini?
- 14) Outline 3 short-term causes of the Munich Putsch
- 15) Briefly describe the events of the Munich Putsch
- 16) How many people were killed in Munich Putsch?
- 17) How long was Hitler sentenced to prison for and how long did he serve?
- 18) Give 2 successes of the Putsch
- 19) Give 2 failures of the Putsch
- 20) Give 3 ways in which the Nazis reorganised themselves after the Putsch
- 21) Why was the Bamberg conference significant?
- 22) Give 3 reasons why the Nazis achieved limited support between 1923-1929
- 23) What happened on 3<sup>rd</sup> October 1929?
- 24) When did the Wall Street Crash happen?



- 25) How many people became unemployed by 1933?
- 26) Give 2 ways in which the WSC had a bad effect on Germany's economy
- 27) Give 3 ways in which the WSC affected the people
- 28) What did Brüning do to deal with the effects of the WSC?
- 29) Did the members of the Reichstag support his policies?
- 30) How did Brüning have to rule?
- 31) When did Brüning reign as Chancellor?
- 32) Why did the NSDAP and KPD become more popular?
- 33) How many people supported the Nazis by 1932?
- 34) Why did Hitler appeal to the people?
- 35) Give 2 reasons why the SA led to the Nazis getting more support
- 36) What did Hitler persuade big businesses to do?
- 37) Who did the working-class people support and why?
- 38) Why did the Nazis appeal to the middle-classes?
- 39) Why did the Nazis appeal to the farmers?
- 40) Why did the Nazis appeal to the young people?
- 41) How many votes did Hitler get in the March 1932 presidential election?
- 42) When did Hitler receive 13 million votes for the role of the President?
- 43) Who was Chancellor in May 1932?

- 44) How many seats did the Nazis win in July 1932?
- 45) When did Schleicher become Chancellor?
- 46) What month and year did Hitler become Chancellor?
- 47) How did von Papen think that they could control Hitler by making him vice-Chancellor?

## Key topic 3: Nazi control and dictatorship, 1933-1939

### 3.1 The creation of a dictatorship, 1933-1934

- January 30<sup>th</sup> 1933: Hitler was in a precarious position and few believed that he would be able to maintain control.
- 17<sup>th</sup> February 1933: Police forces ordered to cooperate with the SS and the SA.
- 27<sup>th</sup> February 1933: Reichstag Fire- a fire sparking much controversy as to who actually started it. Hitler blamed the Communists, although he could have started the fire himself so that he could blame them. 4000 Communists and other Nazi opponents were arrested on this night.
- 28<sup>th</sup> February 1933: Emergency Decree issued by Hindenburg at Hitler's request. It allowed the police to arrest suspects and hold them without trial and Hitler to take over regional governments.
- 5<sup>th</sup> March 1933: Reichstag elections- the government used control of radio and police to intimidate opponents. Slogan attracting voters 'the battle against Marxism'. The Nazis won 52% of the vote.
- 13<sup>th</sup> March 1933: Entire media control
- 24<sup>th</sup> March 1933: Enabling Act which allowed Hitler to pass decrees without the President's involvement. Made Hitler a legal dictator.
- 7<sup>th</sup> April 1933: Civil Service and education purged: all alien elements are removed i.e. Jewish and Nazi opponents
- 2<sup>nd</sup> May 1933: trade unions banned
- 14<sup>th</sup> July 1933: Law against the formation of new parties which meant Germany became a one party state
- January 1934: All state governments taken over
- 30<sup>th</sup> June 1934: Night of the Long Knives. The leading officers in the army were not impressed with either him or his SA and its leader Ernst Rohm. They were a badly disciplined force and furthermore, Rohm talked about making it a second German army. Hitler was also suspicious of Rohm, and

believed that his control over the 4 million men made him a dangerous rival. Hitler had to choose between the army and the SA. Hitler made his choice and acted ruthlessly.

- August 1934: Hindenburg dies. Hitler = Fuhrer

When Hitler became Chancellor in January 1933, his power was limited.

- The Weimar Constitution controlled what the Chancellor could do
- Hindenburg retained all the powers of the President
- Hitler's cabinet had 12 members – only two were Nazis
- NSDAP members numbered 1/3 of the Reichstag

Hitler set about consolidating his power.

1. **Reichstag Fire, 27<sup>th</sup> February 1933:** a young Dutchman, Marinus van der Lubbe (Communist), was caught on the site with matches and firelighters. He was put on trial and executed. Hitler and Goering (the chief of police) claimed van der Lubbe had been part of a communist conspiracy against the government, so they used the opportunity to attack the communists.

4000 Communists were arrested and Hitler used the fire to pressurize Hindenburg to declaring a state of emergency. As long as Hindenburg supported him, Hitler could use decrees to govern Germany. Persuaded Hindenburg to call an election – 5<sup>th</sup> March; he hoped the Nazis would gain more seats in the Reichstag

2. The day after the fire, Hitler issued the Decree for the Protection of the People and the State. This gave him powers to imprison political opponents and ban communist newspapers.

3. **5<sup>th</sup> March 1933, elections:** the election campaign was a bloody and violent one. There were violent clashes, which led to 70 deaths. The Nazis had increased their Reichstag members to 288, Hitler used his emergency powers to ban the Communist Party from taking its 81 seats. Hitler, with the support of other nationalist parties, had a 2/3 majority, which meant he was now in a position to change the constitution of the Republic

4. **The Enabling Act, March 1933 (Law for the Removal of the Distress of the People and Reich):** What Hitler now wanted was an 'Enabling Law' which would place all power in his hands, allow him to pass laws without consulting the Reichstag, and effectively allow him to establish a dictatorship. The Nationalists were prepared to support him, but even then Hitler would still be short of the two-thirds of Reichstag seats that he needed to pass the change to the constitution.

- Ban the Communists: Hitler banned the Communists from serving in the Reichstag. This was relatively simple under his emergency powers.
- Intimidate the Social Democrats: on 23<sup>rd</sup> March, the newly elected Reichstag met for the first time in the Kroll Opera House in Berlin. Despite this pressure, many SDs still voted against the Enabling Act, but to no effect. All the other parties had given in to Nazi pressure.

The Enabling Act was passed on 23<sup>rd</sup> March 1933 by 444 votes to 94. It gave Hitler the power to make laws without the approval of either the Reichstag or the President. The Reichstag had in effect voted itself out of existence. It had voted to introduce the Nazi dictatorship. Through the next 11 years of Nazi rule, the Reichstag met 12 times- but simply to listen to Hitler speaking. They had no say in policies, no debates, the Weimar Republic was over. The Enabling Act triggered a 6 month period of rapid change, known as the Nazi revolution

#### **5. Removing the opposition (May 1933-1934):**

- a. Trade Unions: potential source of opposition to Hitler. Nazis broke into trade union offices all over Germany and arrested trade union officials. Hitler used his new powers to ban trade unions and made strikes illegal

- b. Political parties: in May 1933 Hitler removed his two main political rivals – SDP/Communists. He destroyed their newspapers, and confiscated their funds. In July 1933, all political parties in Germany were declared illegal except the NSDAP = one-party state
- c. Local government: Hitler needed to strengthen the central government in Berlin and weaken the local government. Under the Weimar constitution, each region (Land) of Germany had its own parliament, which ran the local government in the area. In January 1934, he abolished the Lander parliaments and declared that governors appointed by him would run each region in Germany.

6. **The Night of the Long Knives, 29<sup>th</sup>/30<sup>th</sup> June 1934:** The Night of the Long Knives, in June 1934, saw the wiping out of the SA's leadership and others who had angered Hitler in the recent past in Nazi Germany. After this date, the SS lead by Heinrich Himmler was to become far more powerful in Nazi Germany. For all the power the Enabling Act gave Hitler, he still felt threatened by some in the Nazi Party. He was also worried that the regular army had not given an oath of allegiance. The Night of the Long Knives not only removed the SA leaders but also got Hitler the army's oath that he so needed. By the summer of 1934, the SA's numbers had grown to 2 million men. They were under the control of Ernst Rohm, a loyal follower of Hitler since the early days of the Nazi Party. The SA was used to enforce law after Hitler became Chancellor in January 1933. They were the enforcers of the Nazi Party and there is no evidence that Röhm was ever planning anything against Hitler. However, Röhm had made enemies within the Nazi Party - Himmler, Goering and Goebbels was angered by the power he had gained and convinced Hitler that this was a threat to his position. By June 1934, the regular army hierarchy also saw the SA as a threat to their authority. The SA outnumbered the army by 1934 and Röhm had openly spoken about taking over the regular army by absorbing it into the SA. Such talk alarmed the army's leaders.

By the summer of 1934, Hitler had decided that Röhm was a 'threat' and he made a pact with the army. If Röhm and the other SA leaders were removed, the rank and file SA men would come under the control of the army but the army would have to swear an oath of loyalty to Hitler. The army agreed and Rohm's fate was sealed.

On the night of June 29th - June 30th 1934, units of the SS arrested the leaders of the SA and other political opponents. Men such as Gregor Strasser, von Schleicher and von Bredow were arrested and none of them had any connection with Röhm. The arrests carried on for 2 more nights.

Seventy seven men were executed on charges of treason. The SA was brought to heel and placed under the command of the army. Hitler received an oath of allegiance from all those who served in the army. Röhm was shot. Others were bludgeoned to death.

The first the public officially knew about the event was on July 13th 1934, when Hitler told the Reichstag that met in the Kroll Opera House, Berlin, that for the duration of the arrests that he and he alone was the judge in Germany and that the SS carried out his orders. From that time on the SS became a feared force in Nazi Germany lead by Heinrich Himmler. The efficiency with which the SS had carried out its orders greatly impressed Hitler and Himmler was to get huge power within Nazi Germany.

7. **Death of Hindenburg, 2<sup>nd</sup> August 1934:** Hindenburg died aged 87. Hitler now took over supreme power. He declared himself Germany's Fuhrer and decreed that, as Fuhrer, he would add all of the President's powers to those he already held as Chancellor. He forced an oath of loyalty to him from every soldier in the army. A public vote was held on 19<sup>th</sup>

August to confirm Hitler as the Fuhrer. 90% of voters voted in favour. The Weimar Republic had ended, and the Third Reich had begun.

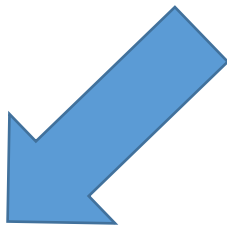
### 3.2 The Nazi police state

A police state is when a government uses the police to control everyone's lives. The Nazis used the SS, SD and the Gestapo to do this. Anyone the Nazis were suspicious of could disappear, at any time. They could be killed or taken to concentration camps.

Hitler set up his own security forces as he realized not all the existing German police supported him. These forces were run by the Nazi Party, their main weapon was fear.

#### The SS (Protection Squad):

- Set up and led by Heinrich Himmler in 1925
  - Black uniforms
- Controlled all Germany's police and security forces
  - Acted outside the law
- Members had to marry racially pure wives
  - Ran the concentration camps
  - 240,000 men



#### The SD (Security Force)

- Set up by Himmler in 1931, appointed Reynhard Heydrich as leader
  - Wore uniforms
- Spied on all opponents of the Nazi Party at home and abroad

#### Gestapo (secret police)

- Set up by Goering in 1933, led by Heydrich
- Wore plain clothes and spied on people
- Prosecuted people for speaking out against the Nazis
- Sent people to camps and used torture

#### Concentration camps:

- First camp built at Dachau in 1933 to house growing number of arrested people
- Camps built in isolation so nobody could see what was going on
  - Inmates were made up of political prisoners, undesirables, prostitutes and homosexuals
- Inmates were treated badly and forced to do hard labour

Another way that Hitler controlled the police state was by controlling what happened in the legal system. Hitler realised that his opponents stood little chance of success if trumped-up charges could be brought against them, and then when they were tried in courts, which were biased in favour of the Nazis.

- All judges had to belong to the National Socialist League for the Maintenance of the Law
- All judges had to favour the Nazi Party in any decision
- He abolished trial by jury – only judges could decide if somebody was innocent
- He set up the People's Court to hear all treason cases. Trials were held in secret and judges were hand-picked

### Policies towards the Churches

Hitler and therefore Hitler needed to control the churches' influence.

## Nazi vs Christian beliefs

Nazi beliefs	Christian beliefs
Hitler as all-powerful leader.	God as the ultimate authority.
Aryan racial superiority.	Everyone equal in the eyes of God.
War, military discipline and violence important.	Peace is what everyone should strive for.
Dominance of the strong over the weak.	The strong should look after the weak.

### The Catholic Church

Hitler worried that the Catholic Church would oppose him because Catholics:

- were loyal to the pope
- usually supported the Catholic Centre Party
- sent their children to Catholic schools and the Catholic youth organisation.

### The Concordat

In July 1933, Hitler agreed with the pope in a Concordat that Catholics were free to worship and run their own schools in return for staying out of politics. However, Hitler broke his promise and:

- priests opposing the Nazis were harassed and/or sent to concentration camps
- Catholic schools had to remove Christian symbols and were later closed
- Catholic youth organisations were banned.

By 1937, the pope spoke out against Hitler in his statement known as 'With Burning Anxiety', which criticised Nazi policies.

Hitler's strategy was to try and consolidate his power before openly attacking the influence and power of the churches in Germany. His ultimate goal was to replace the churches with a Nazi-based religion.


For more information on churches in the Nazi period, see page 19.

### The Protestant churches

Two Protestant churches were formed during the 1930s.

#### 1 The Reich Church:

- was founded in 1933
- was made up of about 2000 Protestant churches
- supported the Nazis
- was led by Ludwig Müller
- had some members that wore Nazi uniforms and called themselves German Christians



SA troops defend a pro-Nazi church service, July 1933.

#### 2 The Confessional Church:

- was founded in 1934
- was made up of about 6000 Protestant churches
- opposed the Nazis
- was led by Martin Niemöller
- was repressed by the Nazis.

For more on Martin Niemöller see page 18.

Hitler tried, at first, to work with the Christian Churches. However, he ended up in conflict with them and tried to make them conform to Nazi ideals. Just like the police and the law courts, they became 'Nazified'. In all areas in which Hitler tried to control Germans, there were some people who opposed him.



As a result of all this, Germany was gradually becoming a totalitarian state – a country where the government controlled all sections of the state, including the Reichstag, the NSDAP, the army, the police and the legal system.

### 3.3 Controlling and influencing attitudes

In Hitler's totalitarian state, the Nazi Party sought to control and influence the attitudes of the German public. They did this through censorship, propaganda and controlling culture and the Arts.

Joseph Goebbels was the key person in the Nazi efforts to control and influence attitudes. In 1933, Hitler made Goebbels the Minister of People's Enlightenment and Propaganda. In this role, Goebbels co-ordinated Nazi policy towards the media, sport, culture and the Arts so that attitudes which Nazis opposed were censored, and attitudes which Nazis supported were promoted.

#### Radio

- Goebbels loved this new technology. He made radios cheap so the message could reach more people. By 1939, 70% of Germans had a radio
- Listening to the radio was punishable by death
- 6000 loudspeakers also placed in bars and streets for those without radio
- Hitler's speeches (and other important Nazis) repeated over and over
- People started to believe what they heard- inferiority of Jews and German expansion to the east
- The Reich Radio Company was established
- People would be regularly exposed to Hitler's speeches, and as it was Hitler, 'the Messiah,' they would listen intently.

#### Music

- Jazz was banned because it was seen as 'black' music
- Musicians had to be members of the Reich Chamber of Culture
- Goebbels could take membership away
- Folk songs and classical music was ok to listen to

#### Art/ Architecture/ Sculpture

- Only approved paintings were allowed – heroic Nazis, military figures or the ideal Aryan families
- Albert Speer was employed to create immense public buildings (large and built out of stone for public buildings, and they went for a country style family home)

#### Books

- Needed permission of Goebbels to publish
- Best seller was Mein Kampf

- In 1933, book burning of anything deemed to be unacceptable to Nazi ideology
- This began to eliminate unacceptable ideas to the Nazis.

### Olympics

- 1936 – Berlin- Germans were full-time athletes who had trained, unlike other countries
- Goebbels convinced it would be good propaganda nationally and internationally
- Aryan superior race- pressure for countries to boycott so the Nazis put one Jew in the team
- Stadium for 100,000 with modern lighting and timing devices- showing to the world that Germany was advanced.
- A chance to show the Aryan race as superior.

### Rallies

- Goebbels organised these huge rallies, marches, torch-lit processions and meetings.
- Nuremberg every summer for one week
- Bands, marches, speeches and flying displays, listening to speeches and watching the parade
- Gave a sense of belonging, show of power and they the sense that every German supported the Nazis.
- The Nazi's main attraction was that they created order out of chaos and so the whole rally was constructed to demonstrate order.

### Newspapers

- Controlled by Goebbels, no anti-Nazi ideas
- Jewish editors and journalists out of work, as anti-Nazi newspapers were shut down
- By 1944 there were only 1000 daily newspapers and most of these were controlled by the Nazi party
- Some Nazi newspapers threatened people who cancelled their subscriptions

### Cinema

- Nazis made films promoting ideas e.g. The Eternal Jew.
- All European and exterior films were censored in order to get rid of bits containing anti-Nazi messages.
- They would also have a short film at the beginning about how brilliant Nazi Germany is.

## 3.4. Opposition, resistance and conformity

There were high levels of support amongst German people for Hitler and the Nazis. Hitler won 36% of the vote in April 1932 presidential election, and 38% of the vote in the July 1932 general election. Throughout the rest of the 1930s, amongst most German people, there was a high level of acceptance of Hitler, the Nazis and their policies. One reason for this was because of

censorship and propaganda. Goebbels banned criticism of the Nazis and used the media to spread positive messages about them, ensuring that Hitler and the Nazis remained popular. Also, during the 1930s, Hitler reduced unemployment and achieved several successes in foreign policy.

BUT... there were some groups who opposed Hitler and his policies.

Resistance = refusing to support something or speaking out against it

Opposition = actively working against something in order to remove it

It is hard to know how much opposition there was to Hitler and the Nazis because organised opposition was banned, and unofficial opposition was risky. Criticism of Hitler was reported to the Gestapo and those reported would be punished.

Opponent	Reason for opposition	Action taken by opposition	Nazi action against opposition	How effective where Nazi actions
Church leaders	<p>The Protestant Church, led by Pastor Martin Niemoller, opposed Hitler's Reich Church.</p> <p>The Catholic Church, e.g. von Galen were against the Euthanasia campaign</p>	<p>Formed an alternate 'Confessional Church.'</p> <p>Campaigned against the Euthanasia programme.</p> <p>Pope wrote a letter with 'burning concern.'</p>	<p>Niemoller was put into a Concentration Camp. Hitler ordered his death shortly before the end of the war but he survived.</p> <p>Campaign was successful as the Nazis did not want to make Galen a martyr, although they did execute 3 Catholic Priests who distributed Galen's leaflets.</p>	<p>Goebbels stated that "if anything were done against the Bishop, the population of Munster could be regarded as lost to the war effort. Niemoller was arrested in 1937 and sent to Dachau concentration camp, due to be executed; however, he was freed by the Allies shortly before the end of WW2.</p> <p>Bonhoffer was executed in April 1945 after being held at Buchenwald concentration camp.</p> <p>Not very effective as churches remained.</p>
Youth groups	Edelweiss Pirates-working class boys and girls who opposed the Nazi regime.	EP- sang songs like the Hitler Youth but changed the words to mock Germany. They would taunt and attack HY members. They had boys and girls, with freer attitudes to sex. They also daubed anti-Nazi slogans, sheltered deserters and beat up Nazi officials. In 1944, the Cologne	Nazis publicly hung 12 of them.	Quite effective in the 1930s, but more opposition grows in 1940s although these were dealt with harshly.

	<p>The Swing Youth (Hitler hated it- it was 'negro' music). These were middle class youths who rejected Nazi values, drank alcohol and danced to jazz.</p> <p>The White Rose movement: against the slaughter of Jews and Poles. Munich university students led by Hans and Sophie Scholl, distributed anti-Nazi leaflets. Calling for an end to the war, and an end to the atrocities against the Jews and a United Europe.</p>	<p>Pirates (Edelweiss Pirates based in Cologne) killed the Gestapo chief.</p> <p>They wore English style clothes, girls wore make-up and they would use the common greeting of 'Heil Benny.'</p> <p>Published anti-Nazi leaflets urging the Germans not to help the war effort.</p>	<p>Nazis tried to stamp out such behaviour, and they were often harshly punished. Hasso Schutzendorff was put in a concentration camp, his hair cut off, and he was thrashed with an iron bar.</p> <p>Many arrested and the six leading members were executed by decapitation in 1953. Three of those killed were: Christoph Probst; Hans Scholl; Sophie Scholl.</p>	
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Check your understanding: answer these quick fire questions

1. When was the Reichstag Fire?
2. When was the Enabling Act?
3. When was the Night of the Long Knives?
4. Who was Hitler's head of the SS?
5. Name the Nazi leader who was put in charge of the SD and the Gestapo
6. Who was Hitler's Minister of Propaganda?

7. Who was the U-Boat commander, and later a Protestant pastor, who became a key opponent of the Nazi religious policies?
8. What was the name of the Youth group which set was set up in opposition to the Hitler Youth and which used a white flower as its emblem?
9. What was the name given to the youth movement of young Germans who met to listen and dance to American big band music?

## Key topic 4: Life in Nazi Germany, 1933-1939

### 4.1 Nazi policies towards women

The Nazis had strong views about the role and position of women in society. Once they had control in Germany, they introduced policies that affected women's lives in lots of ways.

- In 1934, the Nazis appointed a Reich Women's Leader, Gertrud Scholtz-Klink to oversee all policies relating to women
- Make German women servants of the German state and Hitler
- All women's organisations forced to merge with the German Women's Enterprise (DFW)
- 6 million members
- Allowed them to spread their about women
- 1939, 1.7 million women had attended Nazi courses on subjects such as childcare, cooking and sewing.

#### Women, marriage and the family

The birth rate was falling in Germany. In 1900, there had been two million births per year in Germany. By 1933, this had fallen to one million. The Nazis were concerned – fewer children meant fewer German workers and soldiers later on. Therefore, Nazis wanted to reverse the fall in the birth rate. As a result, **the Nazis made several changes to the law to encourage marriage, motherhood and childhood.**

**The Law for the Encouragement of Marriage, 1933: Loans, worth up to 1000 marks (8 months wages) were provided to encourage young couples to marry.** This law encouraged wives to stay at home and bring up children, as the loans were only available if the wife stopped work. It encouraged childbirth. For each child born into a family, a quarter of the loan was written off. If a family had four children, the loan was written off.

**Divorce laws: In 1938, the Nazis changed the divorce laws to encourage childbirth. If a wife would not (or could not) have children, or had an abortion, this could be used as grounds for divorce by the husband.**

**The Mother's Cross: This encouraged childbirth as it was an award given to women for the number of children they had: bronze for four to five children, silver for six or seven and gold for eight. These**

**were given as medals.** The Hitler Youth were ordered to salute wearers of gold medals. Mothers as ten children were expected to name Hitler as the godfather of the tenth child, and, if it was a boy, name him Adolf.

*Lebensborn*: The *Lebensborn* (Fountain of Life) programme was another policy to encourage childbirth. This was started in 1935 by the SS leader Heinrich Himmler.

At first, the policy only provided nurseries and financial aid for women who had children with SS men. Later, it encouraged single women to breed with SS men. This was to create 'genetically pure' children for worthy German families. Between 1938 and 1941, one *Lebensborn* home alone helped over 540 mothers give birth.

### Women and employment

One in power, the Nazis worked to reduce the number of women in work, as they believed a woman's place was in the home, raising a family. One way the Nazis reduced the number of women in work was by propaganda- they tried to persuade women to act and behave differently. Nazi posters showed women as wives and mothers and Nazi speeches encouraged women to leave work and become housewives. They told women to concentrate on the 'three Ks' – Kinder, Kuche, Kirche (children, kitchen and the church).

- From 1933, women were banned from professional posts as teachers, doctors and civil servants. By the end of 1934, about 360,000 women had given up work
- From 1936, no women could become a judge or lawyer or even do jury service
- Schoolgirls were trained for motherhood, not work. They were taught housework, such as ironing and other domestic tasks.
- In 1937, grammar schools for girls, which prepared girls for university were banned. The number of female students starting higher education fell from just over 17,000 in 1932 to 6,000 in 1939.

### The appearance of women in Nazi Germany

The Nazis never forced women to look a certain way through legislation. Nazi propaganda did. Women were encouraged to wear modest clothes, with their hair tied back, in plaits or in a bun, they were discouraged from dyeing their hair or wearing make-up.

Nazi policies had mixed successes.

Some women were persuaded by Nazi views Content to accept the policies Fewer women went to university Birth rate increased Unemployment amongst German men fell	Many women did not support Nazi ideas about womanhood Some women believed the ideas degraded women and harmed the family Some women did not like the Reich Women's Leader Gertrud Scholtz-Klink Domestic status of women was demeaning
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The impact of some Nazi policies towards women was either minor or temporary. For example, by the end of 1930s, German industry was expanding so fast that the Nazis needed women to return to work. Some Nazi policies were reversed. In 1937, women with marriage loans were allowed the work. Compared with the 5 million women in work in 1933, there were actually 7 million in work by 1939.

## 4.2 Nazi policies towards the young

### The aims of Nazi policies concerning the youth

- All parts of society should benefit the German state
- Hitler wanted the 'Thousand Year Reich' – a Nazi state that would last a very long time
- Policies aimed to strengthen Germany and the Nazi party
- Boys and girls were equal, but different
- Policies for boys and girls were different
- If young people supported the Nazi Party, it would help secure the future of his 'Thousand Year Reich'
- Encouraged young to see Hitler as a father figure

The Nazis had four key aims for the young:

- 1) The youth should be brought up to be proud Germans, supporting a strong, independent Germany
- 2) All should be supporters of the Nazi Party, believing in Nazi policies
- 3) Boys should be strong and healthy, to do productive work for the German economy and fight in the German armed forces
- 4) Girls should be healthy, and strong in order to be strong wives, and healthy, fertile mothers.

Hitler takes over the youth groups

- Before Hitler became Chancellor in January 1933, there were many German groups for boys and girls
- Some were youth sections of political parties (e.g. Social Democrats) and some were church groups
- Nazis had set up youth sections for boys and girls in the 1920s but these were not very popular
- 1933, Hitler banned almost all youth groups apart from Nazi groups
- Mid 1930s, more and more pressure was put on young people to join Nazi youth groups
- 1936, all sport facilities for young people were taken over by the Hitler Youth
- March 1939, made compulsory for all young Germans to join Nazi youth groups from the age of 10
- Only unwanted minority groups, like Jews were omitted.

How were youth groups organised?

<p><b><u>Boys</u></b></p> <p><b><u>10 – 14 Years Old</u></b></p> <p><u>Deutsches Jungvolk – DJ</u></p> <p><b>German Young People (Cubs)</b></p>	<p><b><u>Girls</u></b></p> <p><b><u>10 – 14 Years Old</u></b></p> <p><u>Jungmadelbund – JM</u></p> <p><b>League of Young Girls</b></p>
<p><b><u>Boys</u></b></p> <p><b><u>14 – 18 Years Old</u></b></p> <p>Hitler <u>Jugend</u> – <b>HJ</b></p> <p><b>Hitler Youth</b></p>	<p><b><u>Girls</u></b></p> <p><b><u>14 – 18 Years Old</u></b></p> <p>Bund <u>Deutscher Madel</u> – <b>BDM</b></p> <p><b>League of German Girls</b></p>

**The Hitler Youth (HJ) was formed in 1926 and by 1932 108,000 youths between the ages of 10 and 18 had joined.**

It was Hitler's aim to control every aspect of life in Germany, including the daily life of ordinary people. If you had been a 16-year-old Aryan living in Nazi Germany you would probably have been a strong supporter of Hitler. The Nazis had reorganised every aspect of the school curriculum to make children loyal to them.

Hitler's dream was a Thousand Year Reich, which would only be possible through the loyalty and full support of young people in order to carry on the Thousand Year Reich.

Young people were important to the Nazi regime because:

- 1) Children were easier to indoctrinate. They would not have formed their own political view or they would only have experienced the misery of the Weimar Republic. They would have indoctrinated to believe Hitler was the saviour and that Nazi ideas were the best. This would help to establish a 1000 year Reich.
- 2) Hitler wanted to ensure the next generation were loyal to himself and the Nazis. He widely announced that the young boys were to learn nothing else but to think as Germans and to act as Germans. The generation they were raising would grow up to unquestionably obey the Nazis as they knew nothing else. The Hitler Youth was one way to confirm this as here boys were trained to be ready for war, girls were prepared for their lives as mothers but both were taught how everything Hitler was doing was for the best.
- 3) The children became the eyes and ears for the Nazis. The adults were not as easily influenced but as their children could easily tell the Nazis what the parents were saying the parents would never say anything bad about Hitler for fear of being told upon.

### Hitler Youth

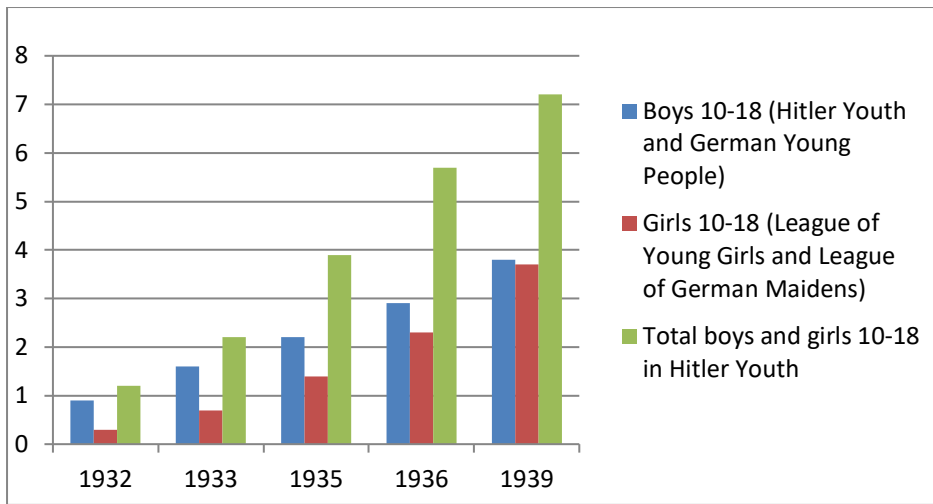
After 1933, young people were encouraged to join the Hitler Youth and most other political youth organisations were closed down. By 1936 it was almost impossible not to join the Hitler Youth. There were separate organisations within the Hitler Youth for boys and girls, all under the command of Reich Youth Leader, Baldur von Schirach. Boys started at 6 years old in the Pimpf (Little Fellows), at 10 years old they moved onto the Jungvolk (Young Germans) and 10 - 14 years old moved onto the Hitler Jugend (Hitler Youth). Girls aged 10-14 joined the Jung Madel (Young Maidens) and aged 14-18 they moved onto the Bund Deutscher Madel (League of German Maidens).

Political training	Physical training	Military training	Character training
<ul style="list-style-type: none"> <li>Swore an oath of loyalty to Hitler</li> <li>Attended residential courses where they were told about Nazi ideas</li> <li>Leant about German heroes and the evil of the Jew</li> <li>Encouraged to report anyone who was disloyal to the Nazis</li> </ul>	<ul style="list-style-type: none"> <li>Regular camping and hiking expeditions</li> <li>Regional/national sport competitions</li> </ul>	<ul style="list-style-type: none"> <li>Map-reading and signaling</li> <li>1.2 million boys by 1938 had been trained in small-arm shooting</li> </ul>	<ul style="list-style-type: none"> <li>Mould young people's characters</li> <li>Activities stressed the need for loyalty, competition, comradeship and ruthlessness</li> <li>Might be drilled by SA instructors, plunged into ice-cold water to toughen them up</li> </ul>

The League of German Maidens was the female equivalent. There were political activities like rallies and oaths of allegiances, as well as physical and character-building activities. BUT... the girls were trained to cook, iron, make beds, sew and were generally prepared to be a good housewife. Girls were taught the importance of racial hygiene – the idea that they should keep the German race 'pure' by only marrying Aryan men. Nazis believed that the Aryan race was superior to all other races.

Date	% of all 10-18
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	year olds
1933	30
1935	48
1936	63
1939	82

*How did the Nazi regime cause a divide between parents and their children?*

As a child in Nazi Germany, you might feel slightly alienated from your parents because they are not as keen on the Nazis as you are. They expect your first loyalty to be your family, whereas your Hitler Youth leader makes it clear that your first loyalty is to Hitler. You find it hard to understand why your father grumbles about Nazi regulation of his working practice- surely the Fuhrer is protecting him? Your parents find the idea of Nazi inspectors checking up on the teachers rather strange. For you it is normal.

Nazi education: What would you have learnt at school?

- PE: given 15% of school time and some sports such as boxing became compulsory for boys. Pupils had to pass an examination, and unsatisfactory performance could lead to being expelled.
- History: this concentrated on the rise of the Nazi Party, the injustices of the Treaty of Versailles and the evils of Communism and the Jews.
- Biology: explained Nazi ideas on race and population control. Pupils were taught how to measure their skulls and to classify racial types; also that Aryans were superior and should not marry inferior races. Taught you that you were special as a member of the Aryan race.
- German: this taught pupils to be conscious of their national identity by reading about German heroes of the Hitler Youth and the First World War.
- Geography: taught about the lands which were once part of Germany and the need for more living space (Lebensraum) for Germans.
- All subjects, including German language, Geography, Chemistry, Maths and History would focus on military subjects, the glorification of military service and of German heroes and leaders and the strength of a rebuilt Germany.
- At school you would have been told how the hardships of the 1920s were caused by Jews squeezing profits out of honest Germans.
- Religious Studies: became less important and by 1937 students could drop the subject.

In schools, you learnt the history of Germany. You would have been outraged at how the German army was 'stabbed in the back' by the weak politicians who had made the peace (TOV). You were taught how the hardships of the 1920s were caused by Jews squeezing profits out of honest Germans. By the time that you were a senior student, you were certain that loyalty to the Fuhrer was right and good = manipulation.

Girls usually had a different curriculum from boys. They also studied domestic science and eugenics (how to produce perfect offspring by selecting ideal qualities in the parents).

8:00 German (every day); 8:50 Geography, History or Singing (alternate days); 9:40 Race Studies and Ideology (every day); 10:25 Recess, Sports and Special Announcements (every day); 11:00 Domestic Science or Maths (alternate days); 12:10 Eugenics or Health Biology (alternate days); 13:00-18:00 Sport; Evening: Sex education, Ideology or Domestic Science (one evening each)

It was compulsory for teachers to be Nazi Party members, those who did not teach Nazi ideas were dismissed. Teachers' camps taught them how to use Nazi ideas in their teaching.

### 4.3 Employment and living standards

- In January 1933, 5 million Germans were unemployed (around 25% of the labour force)
- Reducing unemployment was a priority for Hitler
- Politically dangerous to Hitler. Unemployed workers suffered poor living conditions and demanded help. If Hitler could not help, supporters may turn to the Communist Party
- Nazis believed that unemployed workers were a waste of resources and a burden on society. To remove the burden, they wanted as many people in useful work, in service of the country.

By 1939, unemployment had fallen to about half a million people. How did the Nazis achieve this?

Year	Total unemployed (million)
1933	4.8
1934	2.7
1935	2.1
1936	1.5
1937	0.9
1938	0.5
1939	0.3

Labour Service (RAD): In 1933, the Nazis set up the *Reichs Arbeits Dienst* (RAD) – the National Labour Service, which provided paid work for the unemployed.

The RAD provided workers for public works, such as repairing roads, planting trees and draining marshes. Apart from giving men work, these projects were also good for Germany as a whole.

The RAD, at first, was voluntary. However, from 1935, it was made compulsory for all young men to service for 6 months. The number of people in the RAD reached 422,000 in 1935.

However, the RAD was not popular. It was organised like an army – workers wore uniforms, lived in camps and did military drills and parades as well as work. Rates of pay were low and some complained of poor food and working conditions. Some men saw the RAD as service for the Nazi Party or military service rather than normal employment.

Autobahns: Another scheme which the Nazis used to reduce unemployment was the autobahn (motorway) project. The Nazis planned a 7,000 mile network of dual-carriageway roads to improve transport around Germany.

- In September 1933, Hitler personally started construction of the very first autobahn, and the first stretch of motorway was opened in 1935
- By 1935, 125,000 men were employed building motorways and by 1938, 3500km had been finished

The autobahn project was just one example of a huge number of public works schemes financed by the Nazis. They created public buildings, bridges, coastal walls and sport facilities. Spending on public works grew from 18 billion marks in 1933 to 38 billion marks in 1938.

Public works such as these created many jobs in the construction industry. Better roads and bridges also meant quicker and cheaper transport for German industry and agriculture. This helped to boost the sale of German goods at home and abroad, creating even more jobs in the rest of the German economy.

Rearmament: One of Hitler's main aims in government was boosting Germany's armed forces.

Rearmament helped to reduce unemployment in two ways:

- 1) The TOV had limited the size of Germany's armed forces. Hitler defied these limited. In 1935, he announced military conscription. All young German men would have to serve a period in the German armed forces. By 1939, there were 1,360,000 men in the armed forces. This helped reduced the number of unemployed
- 2) Hitler's bigger armed forces needed more arms and equipment. Government spending on arms in 1933 was 3.5 billion marks. By 1939, this had grown to 26 billion marks. This caused a big jump in employment in the arms industry. For example, there were only 4000 people employed in the aircraft construction industry, but by 1935, this had grown to 72,000.

Invisible unemployment: Some historians say that the Nazis did not really reduce unemployment. Some historians say that the real number of unemployed people was higher than the official figures by almost one and a half million people. The Nazis found ways to reduce the number of people recorded as unemployed. In other words, they made some unemployment 'invisible'.

- Women and Jews who may have wanted jobs were forced to give up work; invisible unemployed
- Men who would have been unemployed were found jobs in the Labour Service of public works
- People who could only find part-time work were counted as fully employed

#### 'Reducing' unemployment figures

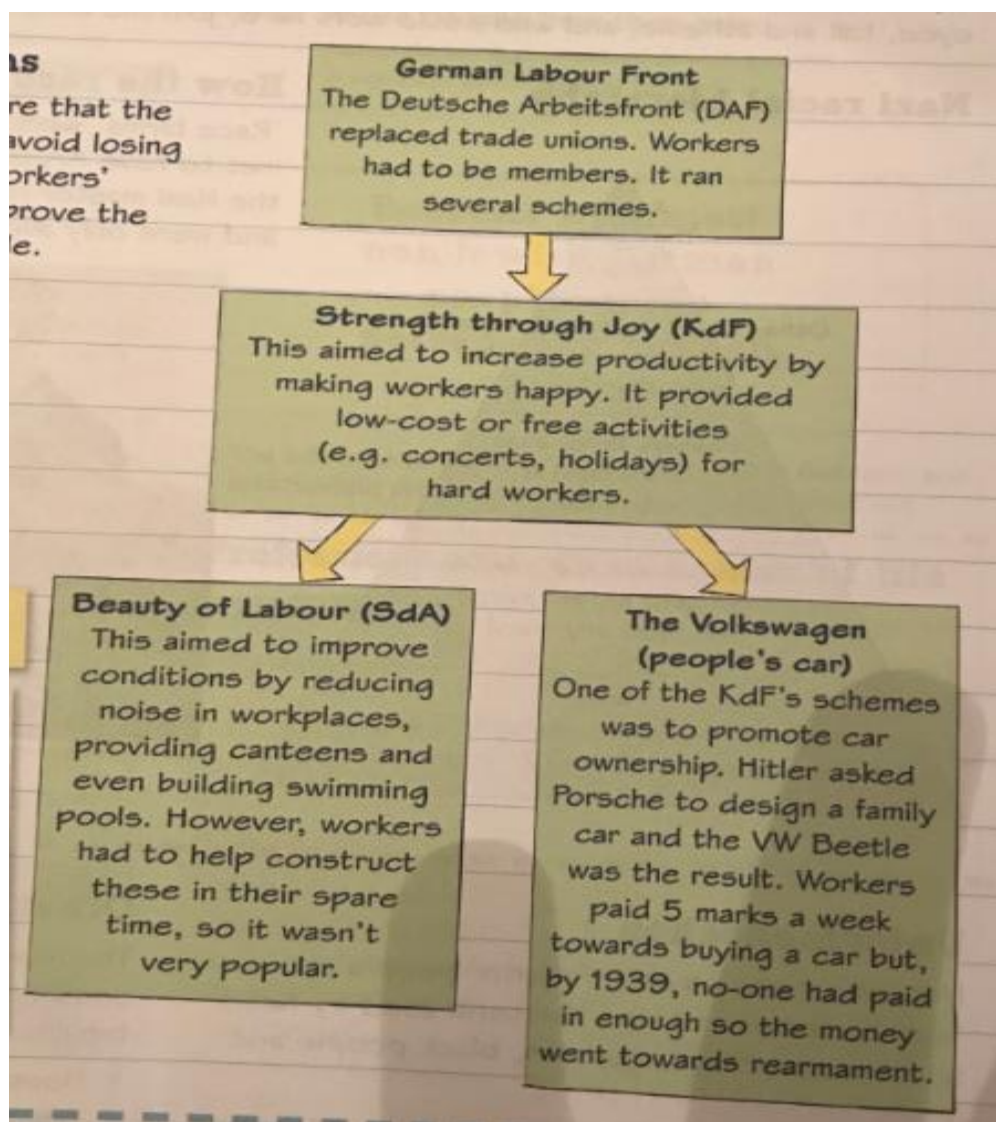
- 1) The Labour Service: by the middle of the 1930s, there were about half a million 'unemployed' people in the Labour Service. These did not show up in unemployment figures
- 2) Rearmament: by 1939, many jobs depended upon massive armaments orders. In normal peace-time, these jobs did not exist.
- 3) Women and Jews: forced to give up work, these unemployed did not show up on the unemployment figures
- 4) Changing statistics: from 1935, people in part-time jobs counted amongst the full-time employed.
- 5) Public works: the Nazis had a huge programme of public works in the 1930s, which was too expensive to afford for long, so the jobs created were not 'real' jobs
- 6) Prisons: the Nazis put hundreds of thousands into prisons or concentration camps, which made unemployment look lower than it would in normal times
- 7) Armed forces: by 1939, there were over 1.3 million men in the armed forces, in peace-time these men would need jobs
- 8) The SA, SS and Gestapo: the Nazis used public money to employ hundreds of thousands of men in their own security force. These were not 'real' jobs.

Overall verdict on unemployment in Nazi Germany: The achievement of the Nazis in reducing the official unemployment figures in Germany by over four million was remarkable. In Britain, in comparison, unemployment fell by only about one million in the 1930s. Reducing unemployment helped to prevent any build-up of public resentment towards the Nazis. It must be remembered:

- Unemployment was falling everywhere as countries recovered from the Great Depressions
- Some unemployed people were not counted in official figures
- Some jobs created by the Nazis were not real jobs

Some jobs in Nazi Germany were supported by very high levels of government spending which could not be maintained in the long run

Changes in the standard of living: the standard of living which tells us whether people's lives are getting better or worse. Hitler realised that he must make sure that the German workers were satisfied and avoid losing their support. He set up different workers' organisations that were meant to improve the lives and conditions of German people.



People were better off under the Nazis	People were worse off under the Nazis
<ul style="list-style-type: none"> <li>• More or less full employment</li> <li>• Strength through Joy (KdF) tried to improve the leisure time of German workers through cultural trips. These included concerts, theatre trips, sporting events and weekend trips</li> <li>• Beauty of Labour tried to improve working conditions. It organized the building of canteens, swimming pools and sports facilities. It installed better</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of freedom. German workers lost their rights under the Nazis. In 1933, trade unions were banned and replaced by the German Labour Front. The Labour Front did not permit workers to negotiate for better pay or reduced hours of work. Strikes were banned</li> <li>• Volkswagen swindle – this idea to encourage people to put aside money every week to buy a VW was a con</li> </ul>

workplace and improved noise levels <ul style="list-style-type: none"> <li>• Average wages rose by 20% compared to 1933</li> <li>• Car ownership increased three-fold</li> </ul>	trick. By 1939, not a single customer had taken delivery of a car. None of the money was refunded <ul style="list-style-type: none"> <li>• Invisible unemployment</li> <li>• Cost of food rose by an equivalent amount so this cancelled out the wage rises</li> </ul>
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## 4.4 The persecution of minorities

*Volksgemeinschaft* = national community

Under Nazi rule, workers, farmers, and so on would no longer see themselves primarily as workers or farmers; they would see themselves as Germans. Their first loyalty would not be to their own social group but to Germany and the Fuhrer. They would be so proud to belong to a great nation that was racially and culturally superior to other nations that they would put the interests of Germany before their own. Hitler's policies towards each group were designed to win this kind of loyalty to the Nazi state.

People who were welcomed as part of the Volksgemeinschaft had to be...

- Pure Aryans
- Physically and mentally healthy
- Socially useful- they had a job and they contributed to the Volk or national community
- Welcome Nazism

These people were encouraged to contribute towards the Volk by...

- Having racially pure children
- All Aryan men were to have lots of healthy children
- Contributed to the national community

People who were considered to be a threat to the Volk included...

- Alcoholics
- Prostitutes
- Homosexuals
- Juvenile delinquents
- Gypsies; non-Aryan, work-shy and homeless
- Jews

*1938 Decree for the Struggles against the Gypsy Plague*: aim was to register all Gypsies and so be able to ensure the racial separation of Gypsies from Aryans

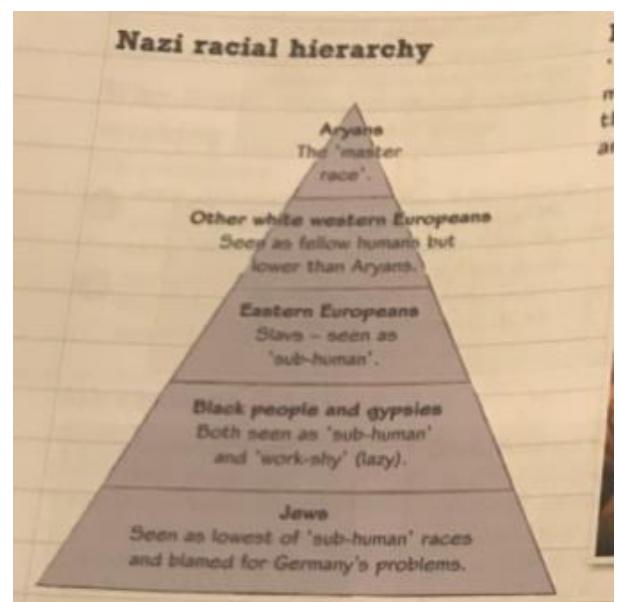
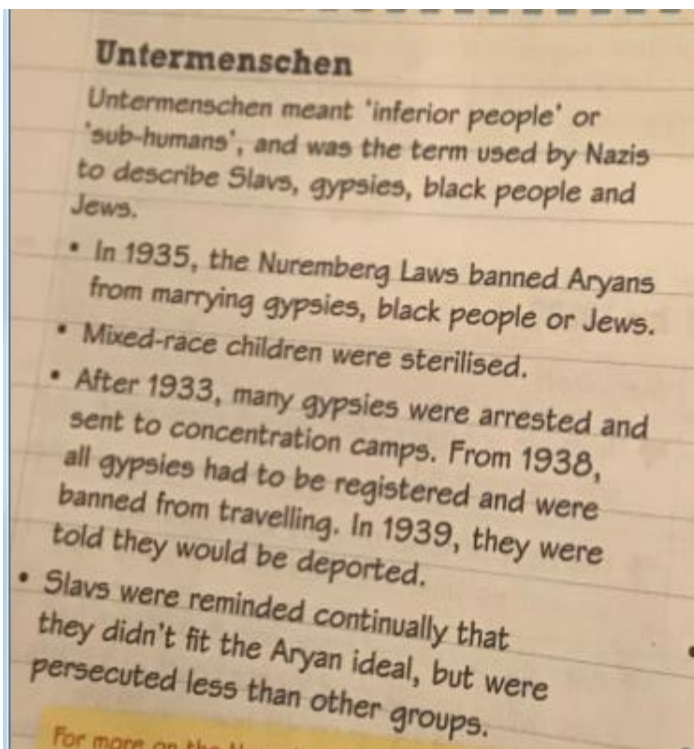
*Propaganda*: a propaganda campaign started which tried to stir up resentment against people who were burdens on the community

*The Sterilisation Law July 1933*: this allowed Nazis to sterilise people with certain illnesses such as 'simple-mindedness's' and 'chronic alcoholism'. In September 1933 a massive round-up of tramps and beggars began and many were sterilised. Between 1934-1945 between 320,000 and 350,000 men and women were compulsorily sterilised.

*The concentration camps*: by 1936, the work-shy, tramps and beggars, alcoholics, prostitutes, homosexuals and juvenile delinquents were being sent to concentration camps. A special youth

concentration camp was set up in 1937. In 1938 another round-up netted about 11,000 beggars, tramps and Gypsies, most of who were sent to Buchenwald concentration camp.

*The euthanasia campaign 1939:* in 1939 the Nazis secretly began to exterminate the mentally ill in a euthanasia programme. 6000 handicapped babies, children and teenagers were murdered by starvation or lethal injections. The Nazis also devised a new method of killing by using carbon gas. Gas chambers were built in asylums. German officials busied themselves calculating how much money and food had been saved by these killings and how to make better use of the hospital beds and buildings. Some 72,000 people had been murdered before public protests made Hitler stop the programme in 1941. Some Germans did approve- some sent Hitler letters asking for mercy killings, including a woman dying of cancer, and parents with handicapped children.



Hitler and the Jews: Anti-Semitism means hatred of Jews. Throughout Europe, Jews had experienced discrimination for hundreds of years. They were often treated unjustly in courts or forced to live in ghettos. One reason for this persecution was religious, in that Jews were blamed for the death of Jesus Christ. Another reason was that they tended to be well educated and therefore held well-paid professional jobs or ran successful stores or businesses.

Hitler hated Jews insanely. In his years of poverty in Vienna, he became obsessed by the fact that Jews ran many of the most successful businesses, particularly the large department stores. This offended his idea of the superiority of Aryans. Hitler also blamed Jewish businessmen and bankers for Germany's defeat in the First World War. He thought that they had forced the surrender of the German army.

As soon as Hitler took power in 1933 he began to mobilise the full powers of the state against the Jews. They were immediately banned from the Civil Service and a variety of public services such as broadcasting and teaching. At the same time, SA and later SS troopers organised boycotts of Jewish shops and businesses, which were marked with a Star of David.

March 1933	Jewish lawyers were forbidden to work as lawyers in Berlin Jewish judges suspended from office
April 1933	Jewish teachers were banned from teaching in state schools Aryan and non-Aryan children were forbidden from playing with each other Jewish civil servants were dismissed from public office Jews were excluded from sports and gymnastic clubs
March 1935	Jewish writers were not allowed to carry out any form of literacy work in Germany Jewish musicians were not allowed to work in state orchestras
April 1935	Jews were only allowed to sit on benches marked 'for Jews' Jewish art and antique dealers were not allowed to carry out their trade
September 1935	The Nuremberg Laws: <ul style="list-style-type: none"> <li>- All Jews had their German citizenship removed</li> <li>- Marriage ceremonies, and extramarital sex, between Germans and Jews was punishable by imprisonment</li> <li>- Marriages that had already taken place were declared invalid</li> </ul>
January 1936	Jews had to hand over electrical and optical equipment, bicycles, typewriters and records
April 1936	Jewish vets were banned from working
August 1936	Anti-Jewish posters were temporarily removed during the Olympic games in Berlin
October 1936	Even if Jews converted to Christianity and were baptised, they were still to be classed as members of the Jewish race
January 1938	Jews were forbidden to become members of the German Red Cross
March 1938	Only Aryan Germans could hold allotments
April 1938	Jews had to declare their finances so that their assets could be taken by the government
July 1938	Non-Jews were forbidden to leave anything in their wills to Jews Jewish doctors were no longer allowed to work as doctors Jewish street names were changed
August 1938	Male Jews were forced to add the name 'Israel' and female Jews 'Sara' to their first name
October 1938	Jewish passports had to be stamped with the letter 'J' Passports of those Jews whose emigration did not suit the Nazis were seized
November 1938	Jews were no longer allowed to run independent business as craftspeople Jews were banned from running a retail or wholesale business Jews were banned from visiting cinemas, theatres, operas and concerts Jews were no longer allowed to buy newspapers and magazines Jewish children were no longer allowed to attend state schools
December 1938	Jews were not allowed to use open-air and indoor swimming pools Jews had to hand in their driving licenses and vehicle permits to the police Jewish women were no longer able to work as midwives



	Jewish publishing houses and bookshops were shut down
January 1939	Emigrants were not allowed to take jewellery and valuables with them Jewish dentists, chemists and nurses were forbidden to work
February 1939	Jews had to hand in jewellery, gold, silver, platinum and pearls to the police
March 1939	Jews had to collect up the ruins of their synagogues which had been attacked and were not allowed to rebuild them
April 1939	Jews could be evicted from their homes without a reason given and without notice being served
September 1939	Jews were not allowed to leave their homes after 8pm in the winter, or 9pm in the summer Jews had to hand over their radio sets

In 1935 the Nuremberg Laws took away German citizenship from Jews. Jews were also forbidden to marry or have sex with pure-blooded Germans. Goebbels' propaganda experts bombarded German children and families with anti-Jewish messages. Jews were often refused jobs, and people in shops refused to serve them. In schools, Jewish children were humiliated and then segregated.

*Kristallnacht*: In November 1938 a young German killed a German diplomat in Paris. The Nazis used this as an excuse to launch a violent revenge on Jews. Plain-clothed SS troopers were issued with pickaxes and hammers and the address of Jewish businesses. They ran riot, smashing up Jewish shops and workplaces. 91 Jews were murdered. Hundreds of synagogues were burned. 20,000 Jews were taken to concentration camps. Thousands more left the country. This event became known as 'Kristallnacht' or 'Night of Broken Glass'. Many Germans watched the events with alarm and concern. The Nazi-controlled press presented Kristallnacht as a spontaneous reaction of ordinary Germans against the Jews. Most Germans did not believe this, however, hardly anyone protested. Those that did were brutally murdered.

*Why did Kristallnacht take place?* One reason was the power struggle between leading Nazis. Goebbels was out of favour with Hitler because of Goebbels' affair with Czech actress and he decided to win his way back onto Hitler's favour. He suggested to Hitler that Kristallnacht should take place to satisfy the hatred many Nazi hardliners had for the Jews. Hitler agreed and decided to use it to speed up the removal of the Jews from German economic life. Other Nazi leaders, especially Goering and Himmler disapproved and were irritated by the events of Kristallnacht. This is an example of the chaotic way in which the Nazis made up policies.

*The climax of peacetime persecution*: In January 1939, the Nazis decided to evict all Jews from Germany. The Reich Office for Jewish Emigration was set up under Heydrich, head of the Gestapo. His task was to deport all of Germany's Jews. In April 1939, orders went out that all Jews should be evicted from their homes and collected together for deportation. This was when war broke out in September 1939

The role of the German people: the Nazi government kept some atrocities against Jews secret. BUT... most of what happened to Jews between 1933 and 1939 was known, both within Germany and in other countries. Indeed, many Germany took part in the persecution and many others – and most other countries – did little to stop it.

Check your understanding: answer these quick fire questions

1. Give two changes the Nazis made to education.



2. What group were young boys encouraged to join?
3. What would race studies and ideology lessons teach?
4. Which youth groups opposed the Nazis? Give two examples.
5. What were the three K's?
6. The most effective way the Nazis controlled women was through physical constraints. Give another three ways they controlled the lives of women.
7. What was the *Lebensborn* programme?
8. What law gave newlyweds a loan so that wives could leave work to have children?
9. What was the KDF?
10. What was Hitler's *Volksgemeinschaft*?
11. The most effective way Hitler dealt with employment and the standard of living in Nazi Germany was by introducing conscription. Give another three ways that he dealt with these problems.
12. Give two examples why people were NOT better off under Nazi rule.
13. Give two examples of 'a-socials' or 'undesirables' who the Nazis persecuted?
14. What were the Nuremberg Laws that were introduced in 1935?
15. What month and year did *Kristallnacht* occur?
16. What happened during *Kristallnacht*?

17. What did the Nazis decide to set up to implement 'The Final Solution'?

How do I answer the Paper 3 questions?

<b>Q1. Give two things you can infer from Source A about .....[4 marks]</b>
<p><b><u>Inference one:</u></b> Define the first inference in the first sentence. (The first thing I can infer from Source A is...) Support the inference using details from the source. Write two sentences that support the inference Remember to use connectives such as <i>Source A suggests that....</i></p>
<p><b><u>Inference two:</u></b> Define the second inference in the first sentence. (Another thing I can infer from source A is...) Support the inference using details from the source. Write two sentences that support the inference Remember to use connectives such as <i>This inference can be supported by ....</i></p>

<b>Q2. Explain why ..... [12 marks] 3 x PEE (you are given 2 bullet points, you DO NOT have to use them. If you do, make sure you include a 3<sup>rd</sup> point from your own knowledge)</b>
<p><b><u>Reason 1:</u></b> Identify the first reason in the first sentence. This is typically the first bullet point in the question. Make a judgement on how significant the reason is to the question. Use supporting information and specific examples to develop your explanation (PEE) Remember to use connectives such as <i>This meant that ....</i></p>
<p><b><u>Reason two:</u></b> Identify the second reason in the first sentence. This is typically the second bullet point in the question. Make a judgement on how significant the reason is to the question. Use supporting information and specific examples to develop your explanations (PEE) Remember to use connectives such as <i>This meant that ....</i></p>
<p><b><u>Reason three:</u></b> Identify the third reason in the first sentence. This is typically from your own knowledge showing the examiner you are going beyond the question. Make a judgement on how significant the reason is to the question. Use supporting information and specific examples to develop your explanations Remember to use connectives such as <i>This meant that ....</i></p>
<p><b><u>Conclusion:</u></b> Answer the question directly by giving a judgement on which factor was the most important. Support your judgement with the key reason why you have come to this conclusion Remember to use connectives such as <i>This is because ....</i></p>

<b>Q3a. How useful are sources B and C for an enquiry into ... (8 marks)</b>
<p><b><u>Source B:</u></b> Explain the usefulness of the content and views of Source B for your enquiry (what does it tell you about your enquiry). Support the information in the source with contextual knowledge. Write a sentence on what the source does not mention about your enquiry. Remember to use connectives such as <i>Source B is useful because it highlights that....</i> Explain the value (usefulness) of the NOP of Source B – Nature, Origin and Purpose. Use your own knowledge to assess and question the NOP. Use the key evaluation words – nature, origin and purpose – in your analysis. Think about who has written that source and why they may have written it</p>

Remember to use connectives such as <i>The origin of Source B reveals that ....</i>
<p><b>Source C:</b> Explain the usefulness of the content and views of Source C for your enquiry (what does it tell you about your enquiry). Support the information in the source with contextual knowledge.</p> <p>Write a sentence on what the source does not mention about your enquiry.</p> <p>Remember to use connectives such as <i>Source C is useful because it highlights that....</i></p> <p>Explain the value (usefulness) of the NOP of Source C – Nature, Origin and Purpose.</p> <p>Use your own knowledge to assess and question the NOP.</p> <p>Use the key evaluation words – nature, origin and purpose – in your analysis. Think about who has written that source and why they may have written it</p> <p>Remember to use connectives such as <i>The origin of Source C reveals that ....</i></p>
<p><b>Conclusion:</b> give a final judgement on the relative value of each source.</p> <p>For example, one source might provide one view of an event, the other may provide a different view</p>

<b>Q3b. How do the interpretations differ... (4 marks)</b>
<p><b>What does interpretation 1 say?</b> Use a quote to support the view of interpretation 1</p> <p>Remember to use sentences like... Interpretation 1 reveals that ..... Details in the interpretation that tell me this are...</p>
<p><b>How does interpretation 2 differ?</b> Use a quote to support the view of interpretation 2</p> <p>Remember to use sentences like... Interpretation 1 reveals that ..... Details in the interpretation that tell me this are...</p>

<b>Q3c. Why do the interpretations differ... (4 marks)</b>
<b>CHOOSE ONE REASON WHY THEY DIFFER AND USE THE STEMS TO HELP</b>
<p><b>Reason 1:</b> The interpretations may differ because they have given weight to different sources.</p> <p>You must identify the views given in the sources.</p> <p>Match the views in the Interpretations with the views in the sources.</p> <p>Remember to use connectives such as <i>Source B supports Interpretation A because.....</i></p>
<p><b>Reason 2:</b> The interpretations may differ because they are partial extracts and therefore do not contradict each other.</p> <p>You must identify the views given in the sources.</p> <p>Remember to use connectives such as <i>Both Interpretations suggest that .....</i></p>
<p><b>Reason 3:</b> The interpretations may differ because they have a different emphasis on the same issue.</p> <p>Support the Inferences with details from the source.</p> <p>Remember to use connectives such as <i>Interpretation 1 focuses more on the political recovery while Interpretation 2 looks more at the economic recovery ....</i></p>

<b>Q3d. How far do you agree with Interpretation 2 ...[16 marks +4 SPAG]</b>
<b>Introduction:</b> State the view in the Interpretation the questions asks about
<p><b>Agree with the Interpretation:</b> Outline at least one point in the Interpretation that you agree with.</p> <p>Support the point with contextual knowledge.</p> <p>Give at least one detailed example expanding upon the point.</p> <p>Remember to use connectives such as <i>Evidence that supports Interpretation 2 is ....</i></p>
<p><b>Disagree with the Interpretation 2 using Interpretation 1:</b> Outline at least one point in the Interpretation that you disagree with.</p> <p>Support the point with information from Interpretation 1. Use at least one detailed example of evidence to support your point.</p> <p>Remember to use connectives such as <i>Evidence from Interpretation 1 that counters Interpretation 2 is ....</i></p>
<b>Disagree with the Interpretation using own knowledge:</b> Outline at least one point in the

Interpretation that you disagree with.

Aim to give a different example from the previous paragraph.

Support the point with information from your own knowledge. Use at least one detailed example of evidence to support your point.

Remember to use connectives such as *Evidence that counters Interpretation 2 is ....*

**Conclusion:** Answer the question directly.

Make a final judgement on whether you agree or disagree with the Interpretation giving one reasons why to explain.

### Practice exam questions

Q1) Give two things you can infer from source A about support for Hitler in the 1930s... (4 marks)

SOURCE A: An anti-Hitler poster from October 1932 by a communist, John Heartfield. Heartfield was born Helmut Herzfeld and changed his name as a protest against the Nazis.

He fled Germany in 1933.

The caption reads: *"The meaning of the Hitler salute. Motto: millions stand behind me! Little man asks for big gifts."*



Give two things you can infer from Source A about Hitler's views on politics after the Munich Putsch.

Source A – Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate.

"When I resume active work it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament."

Q2) Explain why... (12 marks)

Germany was difficult to govern in the years 1919-22. You may use the following information in your answers:

- The Spartacist Revolt
- The Kapp Putsch

1924-29 was considered a 'golden age' in the Weimar Republic. You may use the following information in your answers:

- Women
- Culture

The Weimar Republic recovered in the years 1924-9. You may use the following information in your answers:

- The Dawes Plan
- Achievements Abroad

There were challenges to the Weimar Republic in the years 1919-23. You may use the following information in your answers:

- The Weimar Constitution
- Hyperinflation

Hitler carried out the Munich Putsch. You may use the following information in your answers:

- Ludendorff
- French occupation of the Ruhr

There was increased support for the Nazis in the years 1929-32. You may use the following information in your answers:

- Unemployment
- Goebbels

Hitler was able to increase his power between January 1933 and August 1934. You may use the following information in your answers:

- The Reichstag Fire
- Night of the Long Knives

The police state was a success in removing opposition to the Nazi regime. You may use the following information in your answers:

- Concentration camps
- The Gestapo

There were changes to the lives of Jewish people in Nazi Germany in the years 1933-9. You may use the following information in your answers:

- The Nuremberg Laws, 1935
- Kristallnacht, 1938

Q3) How useful are sources B and C for an enquiry into.... (8 marks)

**How useful are Sources B and C for an enquiry into the problems faced by the Weimar Republic between 1919 and 1923?**

*Source B – Konrad Heiden, Der Fuhrer: Hitler's Rise to Power, published in 1944. Heiden was a German journalist who supported democracy and opposed the Nazis. He had fled to America when he produced this book.*

On Friday afternoons in 1923, very long lines of workers waited outside the pay windows of the big German factories, department stores, banks and offices, watching the clocks until at last they reached the pay window and received a bag full of paper bank notes. According to the figures on the notes, they were worth anything from 700,000 marks up to 380 billion or even 18 trillion marks; the figures rose month by month, then week to week, then day to day. The government printing presses could not keep up. People carried their money around in sacks or prams. Life was madness, nightmare, desperation, chaos.

*Source C – Hugo Preuss, the lawyer chiefly responsible for writing the Weimar constitution in 1919, commenting on the effects of the Versailles treaty in 1923.*

Everyone still expected a settlement in accordance with Wilson's Fourteen Points, which all the fighting countries had bindingly accepted as the basis for the peace. The criminal madness of the Versailles Diktat was a shameless blow in the face. The Reich constitution was born with this curse upon it. That it did not collapse immediately under the strain is striking proof of the genuine vitality of its basic principles; but its implementation and evolution were inevitably fatefully restricted and lamed thereby.

### **How useful are sources B and C for an enquiry into Hitler's appointment as Chancellor in January 1933?**

*Source B – An account by Otto Meissner, State Secretary in Hindenburg's office, made to the Nuremberg War Crimes Trial after the Second World War*

"Despite Papen's persuasions, Hindenburg was extremely hesitant, until the end of January, to make Hitler Chancellor. He wanted to have Papen again as Chancellor. Papen finally won him over to Hitler with the argument that the representatives of the other right-wing parties which would belong to the government would restrict Hitler's freedom of action. In addition Papen expressed his misgivings that, if the present opportunity were missed, a revolt of the national socialists and civil war were likely."

*Source C – A letter from leading industrialists and businessmen to President Hindenburg in November 1932.*

"Your Excellency! We believe it is necessary to create a government independent of the parliamentary parties...We recognise in the nationalist movement, which is sweeping through our people, the beginning of an era of rebirth for the German economy, which can only be achieved by overcoming class conflict. The transfer of responsibility for leading a Presidential cabinet to the leader of the largest nationalist group would sweep millions of people, who at present still stand on the sidelines, into active participation."

### **How useful are Sources B and C for an enquiry into Nazi economic policies between 1933 and 1939?**

*Source B – Extract from the Strength through Joy magazine, 1936*

"KdF is now running weekly theatre trips to Munich from the countryside. Special theatre trains are coming to Munich on weekdays from as far away as 120 kilometres. So a lot of our comrades who used to be in the Outdoor Club, for example, are availing themselves of the opportunity of going on trips with KdF. There is simply no other choice. Walking trips have also become very popular."

*Source C – Report from the Social Democratic Party in exile (SOPADE) on labour service, 1938*

"The young people are deadened by physical exertion. They have to get up very early and have very little time to themselves. The whole aim of the service seems to be to pass on Nazi ideas and prepare them for military service. The pay is pitiful. Barely enough to buy a beer."

## How useful are sources B and C for an enquiry into the attitudes of Germans towards Nazi policies towards women?

Source B - From an interview with Gertrud Draber in 2001, in which she is remembering what it is like to be a young woman in Nazi Germany.

"Young girls from the age of ten onward were taught... to take care of their bodies, so they could bear as many children as the state needed... Birth control information is frowned on and practically forbidden.

My main aim as a woman was above all to become a mother. I wanted to be a perfect housewife. I wanted to do something different with my life, not just be a working girl in an office."

Source C - A poster showing women as servants of the Nazi state. It was circulated by the Social Democratic Party- until the party was banned in 1933.



### Q3 (b, c and d)

The next three questions will ask you three different questions about the same two interpretations. Ensure you read the interpretations thoroughly before attempting the questions.

Q3b – Study Interpretations 1 and 2. They give different views about the importance of the police state in helping the Nazis control Germany.

What is the main difference between these views? Explain your answer, using details from both interpretations.

Q3c - Suggest **one** reason why Interpretations 1 and 2 give different views about the importance of the police state in helping the Nazis control Germany.

Q3d - How far do you agree with Interpretation 2 about the importance of the police state in helping the Nazis control Germany? Explain your answer, using both interpretations and your knowledge of the historical context

### **Interpretation 1: Robert Gellately, *Backing Hitler* (2001)**

"There were at most only 3,000 prisoners in the camps by the end of 1934 and that was the lowest point they ever reached in the Third Reich. The decline was accelerated by a Hitler amnesty of 7 August 1934. Shortly thereafter there were less than 500 prisoners in all Prussian camps and by the end of the year only around 1,600 in Bavaria. It made perfect sense to close the camps, because by 1934–35 the country was positively inclined towards Hitler's dictatorship. Organized opposition was silent or as good as dead. The surprise was, that for all Hitler's popularity and the social consensus that supported the new regime, the camps did not disappear."

### **Interpretation 2: Richard Evans, *The Third Reich in Power* (2005)**

"The Gestapo was only one part of a much wider net of surveillance, terror and persecution cast by the Nazi regime over German society in the 1930s; others included the SA and SS, the Criminal Police, the prison service, the social services and employment offices, the medical profession, health centres and hospitals, the Hitler Youth, the Block Wardens and even apparently politically neutral organisations like tax offices, the railway and the post office. All of these furnished information about deviants and dissidents to the Gestapo, the courts and the prosecution service, forming a pervasive system of control in which the Gestapo was merely one institution among many. Everything that happened in the Third Reich took place in this pervasive atmosphere of fear and terror, which never slackened and indeed became far more intense towards the end."

Q3b - Study Interpretations 1 and 2. They give different views about the extent of German recovery in the years 1924-29. What is the main difference between these views? Explain your answer, using details from both interpretations.

Q3c - Suggest one reason why Interpretations 1 and 2 give different views about the extent of German recovery in the years 1924-29. You may use Sources A and B to help explain your answer.

Q3d - How far do you agree with Interpretation 1 about the extent of German recovery in the years 1924-29? Explain your answer, using both interpretations and your knowledge of the historical context.

### **Interpretation 1: From *Weimar and Nazi Germany*, F. Richardson (1996)**

From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties, such as the Nazis, gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

### **Interpretation 2: From *Weimar and Nazi Germany*, E. Wilmott (1997)**



German prosperity was built on quicksand foundations. The Weimar economy was dependent upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

Q3b – Study Interpretations 1 and 2. They give different views about the German public's support for the Nazis. What is the main difference between the views? Explain your answer, using details from both interpretations

Q3c – Suggest one reason why Interpretations 1 and 2 give different views about German public support for the Nazis

Q3d – How far do you agree with Interpretation 2 about German public support for the Nazis? Explain your answer, using both interpretations and your knowledge of the historical context

### **Interpretation 1: From the History of the Gestapo, by Jacques Delarue, published in 1964**

“Never before, in no other land and at no time had an organisation attained such a comprehensive penetration of society, possessed such power and reached such a degree of... terror and horror, as well as... effectiveness. The Gestapo stopped or overheard every German;s slightest movement

### **Interpretation 2: From *The Nazis: A Warning from History* by Laurence Rees, published in 2001**

“Like all modern policing systems, the Gestapo was only as good or as bad as the cooperation it received – and the files reveal that it received a high level of cooperation. Only around 10% of political crimes committed... were actually discovered by the Gestapo; another 10% were passed onto the Gestapo by the regular police or the Nazi Party. Around 80% was discovered by ordinary citizens who turned the information over... Most of this unpaid cooperation came from people who were not members of the Nazi Party – they were ‘ordinary’ citizens