

GCSE History Edexcel 9-1

Revision & application guide for Paper 3 –

Modern Depth Study

Option 31 – Weimar & Nazi Germany

27

Write your name here

Surname Other names

Pearson Edexcel Centre Number Candidate Number

GCSE (9–1)

History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Specimen assessment materials for first teaching
September 2016
Time: 1 hour 20 minutes

Paper Reference
1HI0/31

You must have:
Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

0A



Turn over ►

PEARSON

	Content	Revised (y/n)
1	Germany 1918 – page 2	
2	What was the Kaiser like – page 3	
3	Impact of WW1 – p4	
4	What did the Treaty do to Germany – p5	
5	Why did the Germans hate the Treaty – p6	
6	German reaction to Treaty of Versailles – p8	
7	Weimar Republic introduction – p9	
8	Setting up the Weimar Republic – constitution etc – p10	
9	Left vs Right – p11	
10	Did the T of V ruin the chance for Ebert / Weimar to succeed?	
11	Crisis for Weimar – occupation of Ruhr – p13	
12	Hyperinflation – p14	
13	Life during the Great Inflation – p15	
14	Munich Putsch 1923 – p16	
15	Early development of the Nazi Party – p22	
16	How far did the Weimar Republic recover 1924-29 – p25	
17	The Great Depression 1929-32 – p30	
18	How did Hitler rise to power by 1933 – p31	
19	How did Hitler become Chancellor – p33	
20	How did Hitler become Fuhrer – p37	
21	Night of the Long Knives – p38	
22	How did the Nazis control people – p40	
23	How did the Nazis control people part 2 – propaganda – p43	
24	Opposition to the Nazis 1933-39 – p44	
25	Nazi policy towards women – p46	
26	How important were young people to the Nazis a933-39 – p50	
27	What were Hitler's economic policies? P57	
28	Persecution of minorities – p59	1

Revision content 1 – Germany 1918 – what was Germany like during WW1?

Information to revise...

- Germany was created in 1871.
- It was a new united country which became known as The Reich (Empire).
- It was strongly based on the military (army) and wanted to be the best and most powerful country. The people were proud and determined to be stronger.
- Germany wanted a new Empire – after all other European countries had huge Empires which made them rich.
- The new Germany was ruled by The Kaiser (King/Emperor).
- It also had a Parliament called The Reichstag which advised him and could make laws.
- From 1888 Germany was ruled by Kaiser Wilhelm II who was an ambitious and aggressive ruler – he admired and wanted to copy GB.
- Germany started out as friends with GB but became rivals because they wanted to copy them.

Memory & Recall Questions to have a go at...

1. Why might being ruled by someone like the Kaiser cause problems for Germany when it became the Weimar Republic?
2. How might the new national pride of Germans cause resentment to the Treaty of Versailles when it was signed in 1919?



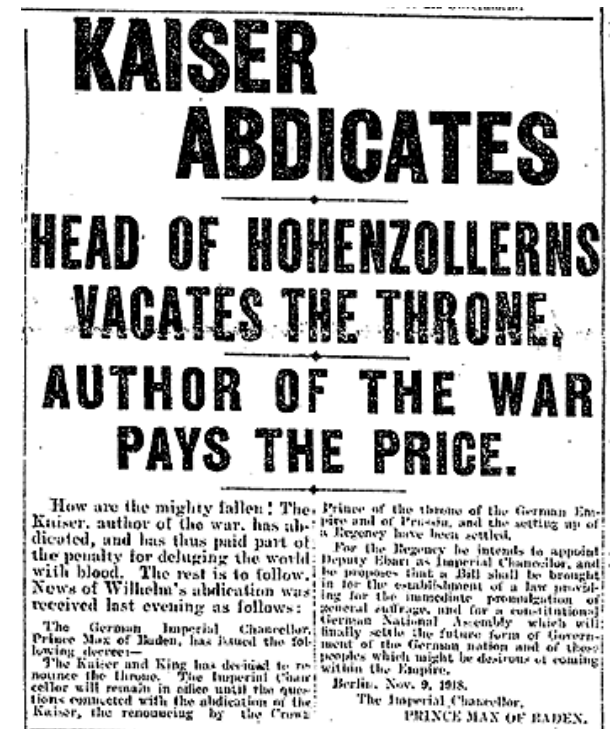
Revision content 2 – What was The Kaiser like? - Germany 1918-1939...

Information to revise...

- He became leader unexpectedly – lots of pressure on him.
- He was ambitious and intelligent.
- He was obsessed with the military.
- He was especially obsessed with making Germany as powerful as GB.
- He did not like people who disagreed with him & he ruled in a very strict authoritarian way.
- He expected everyone to be loyal and to obey him.
- Leaders of other countries were genuinely worried about his obsession with the navy, army and even with war!!!

Questions to have a go at...

1. Why might the allies want to blame the Kaiser at the end of WW1?
2. If the Kaiser left Germany would it be easy to replace him?
3. Why would getting the new Weimar Republic to sign the Treaty of Versailles be a problem for them? Who should have signed it?



Revision content 3 – What impact did WW1 have on Germany? - Germany 1918-1939...

Information to revise...

- In Spring 1918 the Germans must have felt they were winning the war – they had beaten Russia and were attacking in the West..
- The German army made one last big push to win and were persuading their people that they were winning!!!
- By June 1918 the German military were exhausted as their attack organised by Ludendorff slowed and stopped.
- August 1918 – the Allies counter attacked.
- Sept 1918 – it looked like Germany was losing BUT most Germans refused to accept this at home.
- When Germany surrendered it was very weak
- Politically weak – the Kaiser abdicated (ran away) and left a weak Reichstag (Parliament) to pick up the pieces.
- Economically – farming was disrupted and G was not producing as much food as she needed e.g. 50% of the milk. 750,000 Germans died of hunger and disease in the war due to the naval blockade of Germany.
- Socially – Germany was weakened – a proud and confident people looked for someone to blame for the defeat.
- Socially, Politically & Economically – ex-soldiers went home and joined protests against the government or against the end to the war!!!

Questions to have a go at...

1. Why do you think the Germans found it difficult to accept defeat at the end of WW1?
2. What were the effects of losing the war on Germany?
3. How “unstable” was Germany after WW1?
4. Why might an unstable Germany be a problem for the future?
5. What was dolchstoß – how would belief in this be a problem for the new Weimar Republic?



Revision content 4 – What did the Treaty of Versailles do to Germany? - Germany 1918-1939...

Information to revise...

B = Blame – Article 231 of The T of V blamed G for the war and all of the damage – G felt this was unfair – GB & Fr wanted revenge on G for the suffering in the war & it was popular at home to want to punish the Germans.

R = Reparations – 1921 a commission said £6600million to be paid – the T of V also took 10% of industry and 15% of farmland – it would be difficult for G to pay it back – especially as they had lost the war!!!

A = Army / Armed Forces – no air force – army limited to 100,000, Navy limited to 6 battleships and 15,000 sailors. The Rhineland would also be occupied by GB & Fr for 15 years. This was humiliating.

T = Territory – Germany lost 13% of its land and approx 6m of its people.

Alsace – Lorraine given back to F.

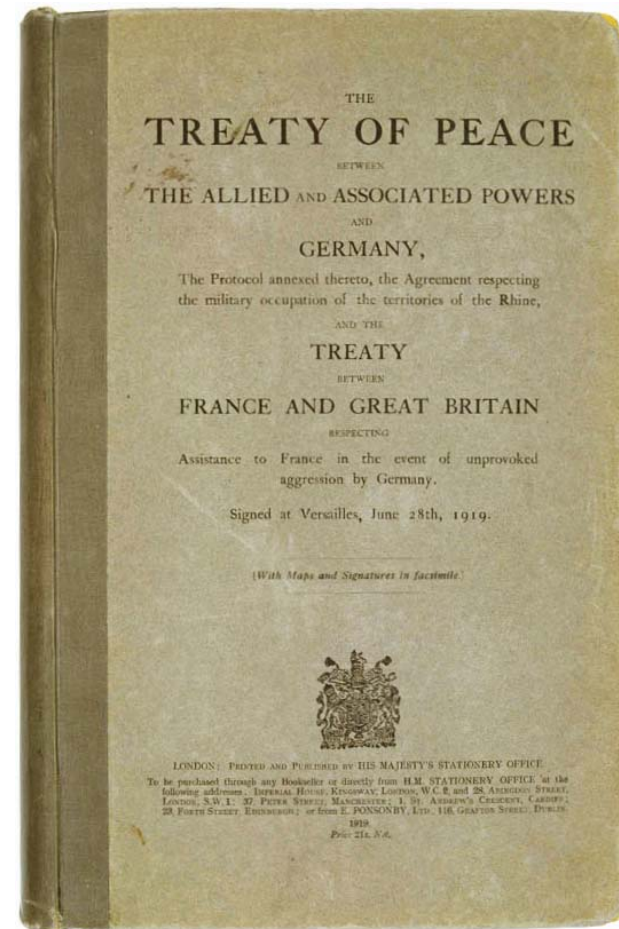
West Prussia & Posen given to Poland.

Eupen/Malmedy given to Belgium.

Saarland given to League of Nations for 15 years.

Questions to have a go at...

1. How do you think different people such as widows, businessmen and farmers reacted or felt about the T of V?
2. What would German people feel or believe about the Weimar politicians who signed the Treaty?



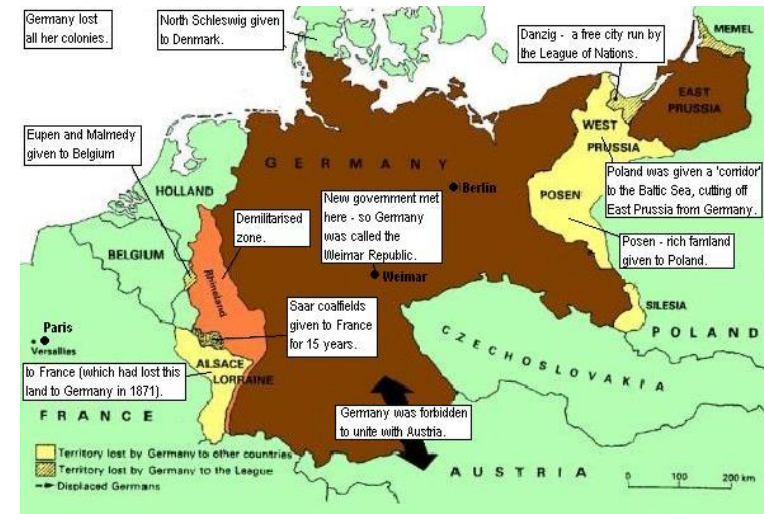
Revision content 5 – Why did the Germans hate The Treaty of Versailles so much? – Germany 1918-1939...

Information to revise...

- They were a new nation and were blamed for a war they did not believe was their fault – Article 231.
- They were a proud nation and the T of V humiliated them - Dolchstoss.
- The Kaiser had gone after the war so lots of Gs thought it was unfair to punish people for his crimes.
- Many Gs believed that new politicians had stabbed them in the back and surrendered and agreed to the TofV without really being defeated. Dolchstoss!!!
- Old traditionalists like Ludendorff encouraged the view that G should have fought on to defend its honour.
- The T of V made G very poor – huge reparations.
- People were still starving in G.
- G had not really been consulted at Versailles – G was just forced to sign it or war would be re-started.

Questions to have a go at...

1. What are the 2 cartoons trying to tell us about the T of V?



Revision application – How did Germans react to The Treaty of Versailles?...



You're the examiner

- 1 Below are an exam-style question, a mark scheme and a paragraph written in answer to the question. Read the paragraph and the mark scheme and decide what mark you would give the answer.

Give **two** things you can infer from Source A about German reactions to the Versailles peace treaty. (4 marks)

SOURCE A

From a speech by Count Brockdorff-Rantzau, head of the German Versailles delegation to the Allied powers, 7 May 1919.

We shall be made to pay and, as the guilty, we shall be punished. We are required to admit that we alone are to blame for the war. Such an admission on my lips would be a lie. We emphatically deny that Germany, whose people were convinced that they were waging a war of defence, should be burdened with the sole responsibility for the war.

Mark scheme

2 marks	1 mark for each valid inference up to a maximum of two inferences
2 marks	The second mark for each inference is for supporting detail selected from the source

STUDENT ANSWER

The source suggests that many Germans strongly opposed the War Guilt clause. The source also suggests that the War Guilt clause was unfair.

Mark

Reason

- 2 Now write an answer which could gain 4 marks.

Revision content 6 – How did Germans react to The Treaty of V?

The Kapp Putsch – Germany 1918-1939...

Information to revise...

- Most Gs resented the T of V. (BRAT – what was it?)
- The army resented it the most.
- Men who could not be in the army joined a group called the Freikorps. They were armed ex-soldiers who were angry and bitter about the defeat and the Treaty...
- The Allies (esp France) were worried about the growth of groups like the Freikorps and put pressure on the new Weimar Government to shut them down.
- March 1920 Ebert's Weimar Government tried to disband the Freikorps.
- Wolfgang Kapp led a group of Freikorps to take over Berlin and form a new government against Ebert & the T of V.
- Ebert's government ran away to Dresden.
- The army did not stop Kapp & Ebert was unsure who it would support.
- Ebert also could not rely on the army as there were only 100,000 of them.
- Ebert appealed to the workers to go on strike to stop the army taking over.
- The strike stopped Kapp's Putsch as they could not run anything or do anything.

Questions to have a go at...

1. **Why did the Kapp Putsch happen?**
2. **How did Ebert's government stop them?**
3. **What does the Kapp Putsch show us about how stable Germany was just after WW1?**



Revision content –7 - The Weimar Republic – Introduction - Germany 1919-39...

Information to revise...

- The Weimar Government = new government created at the end of WW1 in G.
- It was supposed to be democratic and allow free speech – this was one of the Allies conditions of peace in Nov. 1918 after the abdication of the Kaiser. It was very democratic – Proportional Representation.
- Friedrich Ebert was the first leader of the Weimar Government.
- Ebert faced opposition from the left & right – see card 4a.
- People in G were not used to democracy – it would be difficult to adjust/change but working people did support it against the Kapp Putsch.
- Left wingers such as The Spartacists thought it did not go far enough and they wanted a revolution – but the Weimar government used the Freikorps to put down the Spartacist rising.
- Ebert was seen as the main politician to have stabbed G in the back and dishonouring G.
- Despite strong opposition from Left & Right the first free elections were held in Jan 1919.
- Ebert's socialist party won & he became President.
- The new government met in Weimar because Berlin was seen as too dangerous & unstable – see Kapp Putsch & Spartacist rising.
- The new Weimar constitution was based on Proportional Representation which can be seen as a fairer system of voting, but does give smaller and new Parties a strong chance of gaining power – this in turn could weaken the bigger democratic parties!!!
- The Weimar Republic was seen as being weak because of the coalition governments which kept happening.
- Article 48 of the Weimar Constitution was often criticised as a back door way for dictatorship to happen.

Questions to have a go at...

1. Why didn't a lot of Germans feel good about their new system of government?
2. Why did Ebert have a difficult job to do?
3. Why didn't the new government meet in Berlin?
4. How might the new constitution eventually help new politicians like Hitler to come to power?



Weimar = a town in Germany.
Weimar Republic = the new democratic government set up in G after WW1.
Democratic = people voting and choosing leaders to make laws – instead of the Kaiser!!!

Revision content 8 - The setting up of the Weimar Republic -- Germany 1919...

In January 1919, a new democratic **constitution** for Germany was drawn up. It was finalised in August 1919 and had both strengths and weaknesses.

Strengths of the new constitution

- It 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.
- The President was elected every seven years and had the power to appoint the Chancellor (head of the government).
- 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.
- It established the right of free speech and freedom of religious belief.

Weaknesses of the new constitution

- Article 48 said that in an emergency the President could make laws without going to the Reichstag. This gave the President too much power.
- Proportional representation often led to many small parties gaining seats, including extremist groups such as the Nazis. No one party was large enough to secure a majority. **Coalition governments** were often weak and short lived.
- The army generals and judges were the same men who had served the Kaiser. Many of them opposed the Weimar Republic.

Key terms

Armistice The agreement to end hostilities in war

Coalition government

Two or more political parties joining to form a government when no single political party gets a majority of the seats, in order to have sufficient support to pass laws

Constitution The basic principles according to which a country is governed

Proportional representation

The number of votes won by a party determines the number of seats they get in parliament

Weimar Republic

The republic that existed in Germany, 1919–33

Revision content 9 – Left vs Right? What does this mean? – Germany 1919-39...



- **Left wing = socialist, communist.**
- Believed the state should own everything.
- Shared ownership.
- No rich – no poor?
- Spartacists – a left wing group who tried to rise up and take over the Weimar government Jan 1919.
- Rosa Luxemburg & Karl Liebknecht were the leaders – they were murdered after the Spartacist rising.
- Communism was spreading after Russia became a Communist state in 1917.
- Other countries were very scared of Communism in the 1920s as it seemed to threaten the traditional values, leaders and ideas.

- **Right wing = traditionalist – supported the Kaiser & authoritarian rule.**
- Scared of Communism & prepared to fight it to the death.
- V anti-Versailles.
- Kapp Putsch = attempt by the right wing Freikorps to take over Berlin in March 1920.
- The German army and a lot of ex-officers supported right wing groups such as The Freikorps.
- General Ludendorff = right wing.
- Hitler = extreme right wing.



The Weimar governments from 1919 to 1933 had to deal with threats from Left and Right. This was a sign/example of how divided and unstable G was after WW1 & how difficult G would be to rule.

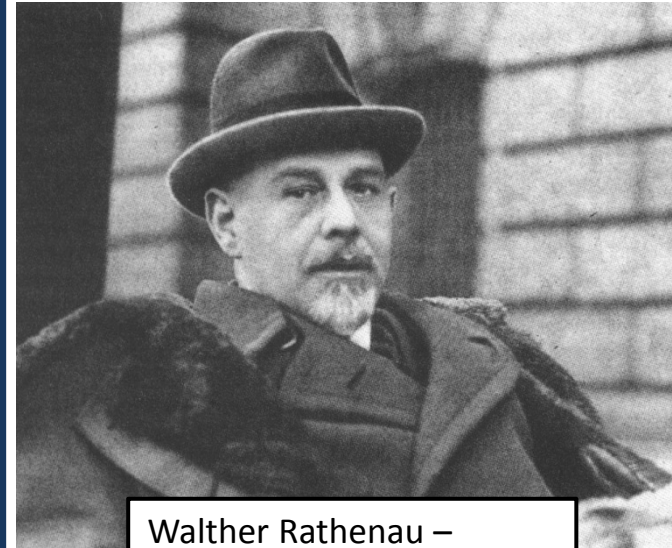
Revision content 10 – did the T of V ruin the chance for Ebert / Weimar Republic to succeed? – Germany 1918-1945...

Information to revise...

- The Left hated Ebert as he was not Left enough!
- The Right hated Ebert because they believed he and other politicians stabbed the army in the back by surrendering in 1918. Dolchstoss.
- Ebert was elected to power in Jan 1919 – the terms of the T of V were announced in May. The extremely harsh terms made Ebert seem guilty of betraying G as he had to sign the T.
- Many Gs saw Ebert as a product of the T of V and linked the Weimar Republic to the T of V.
- The T of V was a constant source of bitterness even until 1933.
- The early 1920s were v unstable – rebellions & putsches & assassinations of politicians.

Questions to have a go at...

1. **How did the T of V weaken Ebert?**
2. **Who opposed Ebert & Weimar?**
3. **How stable was G in the early 1920s?**



Walther Rathenau –
Ebert's Foreign Minister
was assassinated in 1922
by extremists.

Why were there so many challenges to the Weimar Republic in its early years?

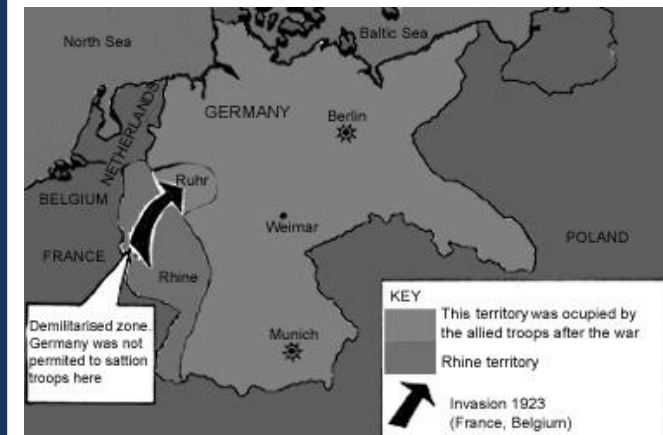
Revision content 11 – CRISIS for Weimar – the occupation of The Ruhr – Germany 1919-39...

Information to revise...

- It was very difficult for the new government to stabilise G.
- The new government was faced with several crises.
- 1923 was a particularly bad year for the Weimar Republic.
- G found it v difficult to keep up payments of reparations.
- In Jan 1923 the French & Belgians decided to occupy (send troops in) The Ruhr which was Germany's main industrial area. The French would take products from the Germans by force.
- The German government ordered people to go on strike to prevent the French taking things.
- The French reacted harshly – killed 100 strikers and expelled over 100,000 from the area.
- The strike seemed like a good way for G to protect itself, but it was losing valuable income from the region.
- The German currency collapsed as a result of the huge impact of the occupation and strike on G.
- As a way of paying the workers for the strike the G government printed more and more money – whoops – see card 10 – caused HYPERINFLATION!!!

Questions to have a go at...

1. Why did the French occupy the Ruhr?
2. How did the occupation cause even more problems for The Weimar Government?
3. Why did the G govt print more money?



What challenges were faced by Weimar in its early years?

Revision content 12 – CRISIS for Weimar – hyperINFLATION – Germany 1919-39...

Information to revise...

- Inflation = the value of money goes down!
- The G government printed vast amounts of money to pay off its debts and to pay workers who were on strike in the Ruhr because of the French occupation.
- This worked for a short while but soon money became worthless.
- The people did not blame the Kaiser for borrowing so much for the war before he abdicated, but instead blamed the Weimar government because they had signed the T of V.
- In 1922 \$1 = 400 DM (Deutsch marks)
- July 1923 \$1 = 160,000DM
- Nov 1923 \$1 = 130,000 million DM.
- As the DM was devalued the cost of goods rocketed. The value of savings and pensions fell drastically.
- As G money became worthless people played with blocks of it, or used it as fuel.
- People in G went back to bartering trades/goods as the economy and banks collapsed – could have been the end for Weimar.

Questions to have a go at...

1. **Why did the Weimar government print more money?**
2. **What effect does printing huge amounts of money have on its value?**



Revision content 13 – Life during the Great Inflation – Germany 1918-1945...

Information to revise...

As money became worthless because too much was printed...

- Old people's pensions became worthless.
- Savings became worthless – a middle class family who had saved money for a house in 1922 found that the same amount of money couldn't buy them a loaf of bread in 1923!
- People who had taken out loans were a bit better off.
- The rich who had assets like gold and land were OK.
- Trade and normal business became difficult because money was so unstable – this caused unemployment.
- The hyper-inflation or Great Inflation made G look weak and the government look like they were losing control.

Questions to have a go at...

1. **Why did the Great Inflation (hyperinflation) make a lot more people become negative about the Weimar government?**



Revision content 14 – The Munich Putsch – Hitler's first attempt at taking power – Germany 1919-1939...

Information to revise...

- August 1923 – **Stresemann** became Chancellor of the Weimar Republic.
- He realised that the strike in the Ruhr was bankrupting Germany – but to end it would be seen as giving in to France.
- In Sept 1923 Stresemann ended the strike.
- In Oct 1923 he scrapped the old worthless money and brought in a new currency called the **Rentenmark**.
- The **Rentenmark** was more stable and could then be replaced by a permanent currency = the Reichsmark.
- Stresemann also made sure he kept the army on side by using it to get rid of very left wing state governments in Saxony and Thuringia.
- 8-9th November 1923 Adolf Hitler led a Putsch in Munich as a direct response to the “betrayal” of ending the Ruhr strike.
- Stresemann was able to use the army to crush Hitler's Putsch and Hitler was arrested – but the Judge was lenient on Hitler & he was sent to prison where he wrote his book “Mein Kampf” (My Struggle) Ludendorff who was also involved was let off altogether!!!
- Stresemann had also helped get a huge loan for G – over 800million marks – from the USA = **The Dawes Plan**. G was also allowed to pay off reparations more slowly – perhaps things were getting steadier for the Weimar Republic?! Stresemann stabilised the economy but did he really solve Germany's deep rooted problems? Also Young Plan of 1929 – modified reparations & 1926 G was allowed to join the League of Nations.

Questions to have a go at...

1. Why did Hitler try to seize power in 1923?
2. How did Stresemann solve the big problems of 1923?
3. What was The Dawes Plan?



Gustav Stresemann – remained very influential in G politics from 1923-29. He is often seen as a stabilising force at a difficult time for Germany.

How did Stresemann stabilise the economy? Was it a sustainable plan? Who disagreed with his plan in 1923-4?

SOURCE A

A painting of the Munich Putsch of 1923 made later by one of its participants, showing the police opening fire on the Nazis. Hitler is standing with his arm raised and Erich von Ludendorff is on his right.



SOURCE B

From Hitler's recollections of the Munich Putsch, given in 1933.

It was the greatest good fortune for us Nazis that the Putsch collapsed because:

- 1 Co-operation with General Ludendorff would have been absolutely impossible.
- 2 The sudden takeover of power in the whole of Germany would have led to the greatest difficulties in 1923 because the essential preparations had not been made by the National Socialist Party.
- 3 The events of 9 November 1923, with their bloody sacrifice, have proven the most effective propaganda for National Socialism.

Revision & application – Was the Munich Putsch a success or failure for Hitler?...

Questions 3b, 3c & 3d of the Germany paper will give you sources and interpretations...
Read them first.

INTERPRETATION 1

From *Germany 1858–1990: Hope, Terror and Revival* by A. Kitson, published in 2001.

Kahr was forced to promise Hitler his support, but this support was short-lived. The next day it became clear to Hitler that neither Kahr nor the army were going to support his march. The Bavarian police were sent to stop the few thousand supporters that had gathered and opened fire, killing 16 Nazis. Hitler was driven away. Two days later he and other Nazi leaders were arrested and accused of high treason. The Nazi Party was banned and Hitler was given the minimum sentence of five years' imprisonment.

INTERPRETATION 2

From *Encyclopedia of the Third Reich* by Louis L. Snyder, published in 1998.

On the surface the Beer-Hall Putsch seemed to be a failure, but actually it was a brilliant achievement for a political nobody. In a few hours Hitler catapulted his scarcely known, unimportant movement into headlines throughout Germany and the world. Moreover, he learned an important lesson: direct action was not the way to political power. It was necessary that he seek political victory by winning the masses to his side and also by attracting the support of wealthy industrialists. Then he could ease his way to political supremacy by legal means.



Develop the detail

Below are an exam-style question and a paragraph which is part of an answer to the question. The paragraph contains a limited amount of detail. Annotate the paragraph to add additional detail to the answer.

Study Interpretations 1 and 2. They give different views on the consequences of the Munich Putsch of 1923. What is the main difference between the views? Explain your answer, using details from both interpretations.

A main difference is that Interpretation 1 emphasises failures of the Munich Putsch. Interpretation 2 does not.



Complete the paragraph

Below are an exam-style question and a paragraph which is part of an answer to this question. The paragraph gives a reason why the interpretations differ but does not give details from one of the sources to support this difference. Complete the paragraph adding the support from Sources A and B.

Suggest **one** reason Interpretations 1 and 2 give different views about the consequences of the Munich Putsch of 1923. You may use Sources A and B to help explain your answer.

The interpretations may differ because they give different weight to different sources. For example, Source A provides some support for Interpretation 1, which stresses the defeat of Hitler's attempt to seize power and the failure of the Munich Putsch.

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

Revision & application – Was the Munich Putsch a success or failure for Hitler?...

Have a go at these tasks for questions 3b c & d...

3b = 4 marks

3c = 4 marks

3d = 20 marks



Support or challenge?

Below is an exam-style question and below that are a series of general statements which are relevant to the question. Using your own knowledge and the information on page 42, write a C next to the statements that challenge the view given in Interpretation 2 about the Munich Putsch and write an S next to the statements that support the view in the interpretation.

How far do you agree with Interpretation 2 about the consequences of the 1923 Munich Putsch? Explain your answer, using both interpretations and your knowledge of the historical context.

Statement

Interpretation 2 suggests that the Munich Putsch was a brilliant success for Hitler

Hitler was a laughing stock because he had fled the gunfight in the street

Interpretation 1 stresses the failures of the Munich Putsch, especially when the Nazis were stopped by the Bavarian police

Hitler turned his trial into a propaganda success, using it to attack the Weimar Republic whom he accused of treason because of the armistice and signing the Treaty of Versailles

Interpretation 2 suggests that the Munich Putsch encouraged Hitler to change his tactics for achieving power

Statement

The Nazi Party was weak after the Putsch because Hitler was in prison and there were arguments and differences between the leading members

Interpretation 1 suggests that the aftermath of the Putsch was a failure, with the Nazi Party banned and Hitler arrested

The court was sympathetic to Hitler. Instead of sentencing him to death as it might have done, it gave him the minimum sentence for the offence – five years

Hitler and the Nazis had failed to get the support of the leaders of Bavaria

Hitler spent most of his time in prison writing *Mein Kampf* (My Struggle)



You're the examiner

Below is an exam-style question.

Explain why the Nazi Party lost support in the years 1923–29.

You may use the following in your answer:

- The Munich Putsch
- Stresemann

You **must** also use information of your own.

- 1 Opposite is a mark scheme and below is a paragraph which is part of an answer to the question. Read the paragraph and the mark scheme. Decide which level you would award the paragraph. Write the level below, along with a justification for your choice.

Remember that for the higher levels, students must:

- explain at least three reasons
- focus explicitly on the question
- support their reasons with precise details.

Mark scheme

Level	Mark	
1	1–3	A simple or generalised answer is given, lacking development and organisation
2	4–6	An explanation is given, showing limited analysis and with implicit links to the question
3	7–9	An explanation is given, showing some analysis, which is mainly directed at the focus of the question
4	10–12	An analytical explanation is given which is directed consistently at the focus of the question

STUDENT ANSWER

On the *second* day of the Munich Putsch, Hitler and Ludendorff, with about 3000 supporters, some of whom were members of the SA, decided to march through Munich hoping to win mass public support. Armed police blocked their way and sixteen of the marchers were killed when the police opened fire. Hitler stayed in the background and then fled the battle. On 11 November Hitler was arrested for his part in the uprising.

Hitler was in prison for nine months.

Level

Reason

- 2 Now suggest what the student has to do to achieve a higher level.


- 3 Try and rewrite this paragraph at a higher level.

- 4 Now try and write the rest of the answer to the question.

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

Revision & application – The Munich Putsch – Hitler's first attempt at taking power – Germany 1923...

Revision & application – Challenges to the Weimar Republic 1919-23...


RAG: Rate the timeline

Below are an exam-style question and a timeline. Read the question, study the timeline and, using three coloured pens, put a **red**, **amber** or **green** star next to the events to show:

Red: events and policies that have **no** relevance to the question

Amber: events and policies that have **some** relevance to the question

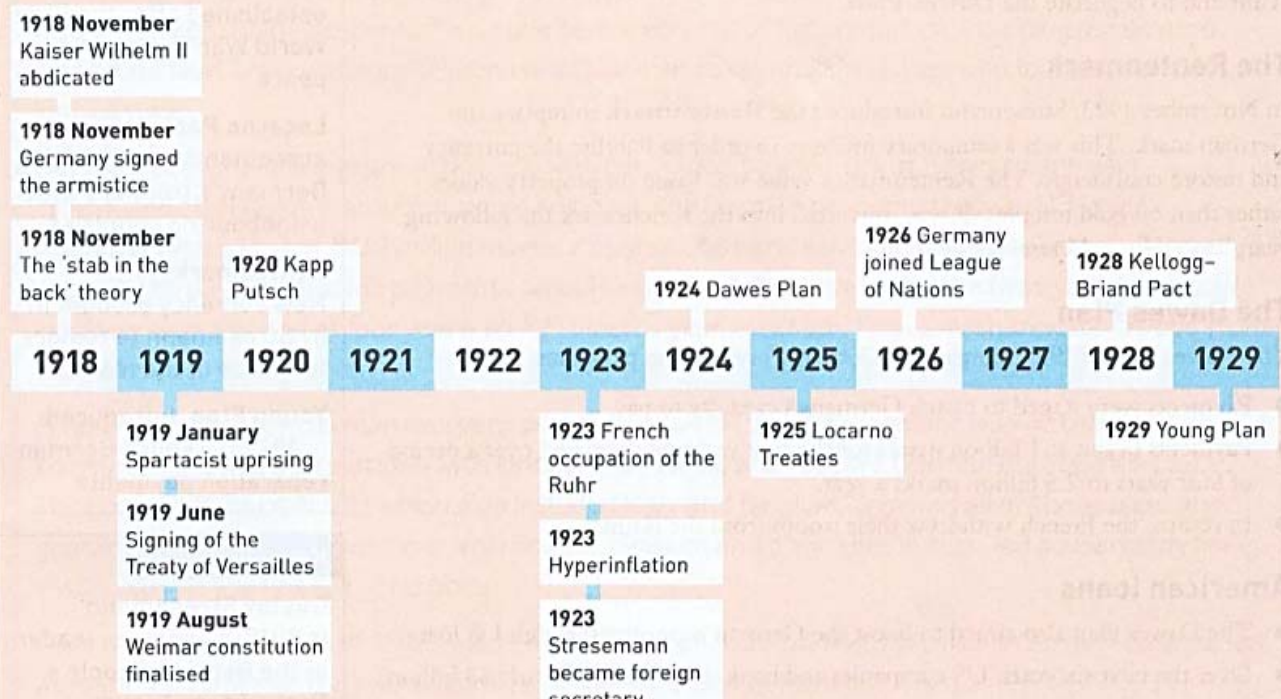
Green: events and policies that have **direct** relevance to the question.

Explain why there were challenges to the Weimar Republic in the years 1919–23.

You may use the following in your answer:

- The Spartacists
- Hyperinflation

You **must** also use information of your own.



Year	Event
1918 November	Kaiser Wilhelm II abdicated
1918 November	Germany signed the armistice
1918 November	The 'stab in the back' theory
1919 January	Spartacist uprising
1919 June	Signing of the Treaty of Versailles
1919 August	Weimar constitution finalised
1920 Kapp Putsch	
1923	French occupation of the Ruhr
1923	Hyperinflation
1923	Stresemann became foreign secretary
1924 Dawes Plan	
1925 Locarno Treaties	
1926	Germany joined League of Nations
1928 Kellogg-Briand Pact	
1929 Young Plan	

Key topic 1 The Weimar Republic, 1918–29

Revision & application – Challenges to the Weimar Republic 1919-23...



Spot the mistakes

Below is a paragraph which is part of an answer to the question in the timeline activity above. However, it has factual mistakes. Identify the mistakes and on a separate piece of paper rewrite the paragraph.

One reason why there were challenges to the Weimar Republic in the years 1919–23 was the presence of groups who wanted to form a Communist state. One of these groups was the Spartacist League, which was led by Karl Liebknecht and Gustav Stresemann. In December 1920, there were Spartacists' demonstrations against the government which led to clashes with the army and resulted in the deaths of sixteen Spartacists. At the end of the month, the Spartacists formed the Nazi Party. In January 1921, the Spartacists began their attempt to overthrow the Weimar government in order to create a Communist state. Ebert used the SS to put down the uprising.

Revision content 15 – The Early development of the Nazi Party 1920-22...

1 Early development of the Nazi Party, 1920–22

REVISED

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

1.1 Hitler's early career

Hitler was born in Austria in 1889. When he was sixteen, he went to Vienna to become an artist. This did not work out. From 1908 to 1913 he was virtually a 'down-and-out' on the streets of Vienna. It was during these years that Hitler developed his hatred of Jews:

- **Anti-Semitism** was widespread in Vienna.
- He was envious of the wealthy Jews and blamed them for his own problems.

In 1914, Hitler joined the German army and served with distinction, winning the Iron Cross. He found it hard to accept the armistice, believing that Germany was on the verge of winning the war when it was betrayed by the politicians.

Hitler stayed in the army after the war, working for the intelligence services. He came across the **German Workers' Party (DAP)**, led by Anton Drexler, and joined it in 1919.

In 1920, the party was renamed the National Socialist German Workers' Party (NSDAP or Nazi Party).

1.2 The early growth and features of the Nazi Party

Hitler was good at public speaking and in February 1920 he was put in charge of recruitment and propaganda, attracting new members to the party. By 1921, he was strong enough to challenge Drexler and take over the leadership of the party himself.

Key terms

Anti-Semitism Hatred of Jews

German Workers' Party (DAP) An anti-Weimar government party set up by Anton Drexler

Nationalise To change from private ownership to state ownership

Nazi Party The National Socialist German Workers' Party set up by Hitler in 1920

SA Hitler's private army set up to protect Nazi meetings and disrupt those of his opponents

Twenty-Five Point Programme The main aims and principles of the Nazi Party

Revision content 15 continued – The Early development of the Nazi Party 1920-22...

- By 1922, the Nazi Party had 6000 members, rising to 50,000 two years later.
- The Nazi Party drew up a **Twenty-Five Point Programme** (see box below). This was their political manifesto. It was vague and deliberately designed to appeal to as many groups as possible.

Key features of the Twenty-Five Point Programme

- | | |
|--|--|
| ● The union of all Germans to form a Greater Germany. | ● The government to nationalise all businesses that had been formed into corporations. |
| ● Getting rid of the Treaty of Versailles. | ● All newspaper editors and contributors to be German, and non-German papers to appear only with the permission of the government. |
| ● Citizenship of the state to be granted only to people of German blood. Therefore no Jew was to be a citizen of the nation. | |

Revision & application – The Early development of the Nazi Party 1920-22...



Inference

An inference is a message that you can get from a source by reading between the lines. Below are an exam-style inference question and a series of statements. Decide which of the statements:

- make(s) inferences from the source (I)
- paraphrase(s) the source (P)
- summarise(s) the source (S)
- cannot be justified from the source (X).

Give **two** things you can infer from Source A about Hitler's speeches.

SOURCE A

A member of the Nazi Party describing one of Hitler's speeches in 1922.

My critical faculty was swept away. Leaning forward as if he were trying to force his inner self into the consciousness of all these thousands, he was holding the masses, and me with them, under a hypnotic spell by the sheer force of his belief ... I forgot everything but the man; then glancing around, I saw that his magnetism was holding these thousands as one.

Statements	I	P	S	X
Hitler was holding the masses under a hypnotic spell				
Hitler attacked the Jews and the Weimar Republic in his speeches				
Hitler was a very effective speaker				
Hitler's speeches attracted many supporters to the Nazi Party				
Hitler's critical faculty was swept away and there were thousands of supporters				
Hitler made promises in his speeches				
He forgot everything but Hitler				
Hitler was able to impress people with the sheer force of his belief				

Key topic 2 Hitler's rise to power, 1919-33

Revision content 16 – How far did the Weimar Republic recover from 1924-29?...

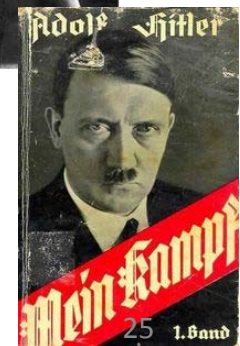
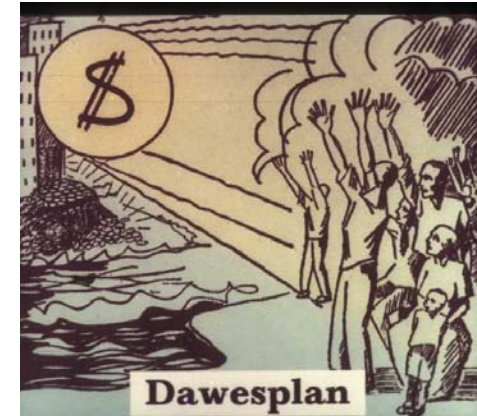
Information to revise...

- From 1924 to 1929 the Weimar Republic seemed to be flourishing. Berlin became a city of nightclubs, cabarets and freedom. Hitler & the Nazis seemed nothing more than a bit of a joke (described by journalist William Shirer)
- **Foreign policy successes** – G stabilised by Treaties such as The Locarno Treaty which guaranteed G borders. G could then join the League of Nations. 1929 the Young Plan even led to withdrawal of Fr troops from Rhineland. T of V almost forgotten? Or maybe parts of it were patched up even though it and reparations were still really there.
- **Politically** – lots of coalitions of parties – seemed weak & Hindenburg became President in 1925. He was v right wing & part of the old Kaiser leadership. People still voted for the old ways. However things were much more stable and extreme groups seemed less prominent/obvious. Parties committed to the scrapping of the Weimar Republic still existed but in 1928 the Nazis only had 12 seats.
- **Economics** – Dawes plan helped a recovery – 1928 G production back to pre WW1 levels for first time. However it was all too dependent on the USA for loans and unemployment and poverty were huge problems in G. 1924 – 28 was known as the Golden Recovery – do you agree that it was?

There were still areas and groups which did not benefit from the Golden Recovery. Farmers especially – they were going through a recession and period of low income due to low prices. The economy was not growing fast enough for Germany's rising population, and the growth in industry did begin to slow down after 1927.

Questions to have a go at...

1. How was G more stable from 1924-29?
2. Why was G dependence on the USA potentially dangerous?
3. Was it really a Golden Recovery for everyone?



Revision content 16 continued – How far did the Weimar Republic recover culturally from 1924-29?...

The period 1924–29 is often described as the 'golden age' of the Weimar Republic.

4.1 Changes in the standard of living

For many Germans, these years saw an improvement in their standard of living.

Wages

- The real value of wages increased each year after 1924 – benefiting German workers. By 1928, Germany had some of the best paid workers in Europe.
- While unemployment fell generally, it remained high in the professions such as lawyers, civil servants and teachers.

Housing

Weimar governments also attempted to deal with a shortage of housing. Between 1924 and 1931 more than 2 million new homes were built and by 1928, homelessness had been reduced by more than 60 per cent.

Architecture

A new group of architects and designers emerged, called the *Bauhaus* who used bold designs and unusual materials, and basic shapes and colours.

Unemployment insurance

The Unemployment Insurance Law (1927) required workers and employees to make contributions to a national scheme for **unemployment welfare**.

Key terms

Bauhaus An architectural and design movement – means 'School of Building'

Unemployment welfare Payments made to the unemployed by the state

4.2 Changes in the position of women

Debate about the status of women was an important feature of Weimar Germany.

Politics

- In 1919, women over 20 were given the vote.
- The Weimar constitution introduced equality in education, equal opportunity in civil service appointments and equal pay in the professions.
- By 1926, there were 32 women deputies in the Reichstag.

Leisure

Women enjoyed much more freedom, socially. They:

- went out unescorted and drank and smoked in public
- were fashion conscious, often wearing shorter skirts
- had their hair cut short and wore makeup.

Employment

- There was a growing number of women in new areas of employment, most noticeably in public employment such as the civil service and teaching, but also in shops and on the assembly line.
- Those women who worked in the civil service earned the same as men.
- By 1933, there were 100,000 women teachers and 3000 women doctors.



Inference

Below are an exam-style question and part of an answer.

Give **two** things you can infer from Source A about women in Weimar Germany.

Women had greater freedom socially. The details from the source which support this are the women who are shown in a bar drinking alcohol with men.

Now make a second inference and use details from the source to support it.



Utility

Use the questions and statements in the white boxes around the photo to make notes in answer to the following question:

How useful is Source A for an enquiry into the position of women in the Weimar Republic in the 1920s? Explain your answer, using Source A and your knowledge of the historical context.

SOURCE A

A photograph showing women in a famous Berlin bar in the 1920s.

What is useful about the contents of the source?



What is useful about the nature, origins or purpose of the source?

Contextual knowledge to support your answer

Revision & application –
How far did
the Weimar
Republic
recover
culturally
from 1924-
29?...

Revision & application – How far did the Weimar Republic recover from 1924-29?...



Eliminate irrelevance

Below is an exam-style question:

Explain why the Weimar Republic recovered in the years 1924–29.

You may use the following in your answer:

- The Dawes Plan
- The Locarno Pact

You **must** also use information of your own.

Below is part of an answer to the question above. Some parts of the answer are not relevant to the question. Identify these and draw a line through the information that is irrelevant, justifying your deletions in the margin.

The Weimar government experienced hyperinflation in 1923. By November 1923 the German mark was worthless. Many people suffered due to the effects of hyperinflation, including pensioners who found that their pensions became worthless and people with savings who found that they lost all value.

German recovery in the years 1924–29 was partly due to the work of Stresemann who introduced the Dawes Plan which aimed to boost the German economy through US loans, beginning with a loan of 800 million marks. Reparations were sensibly staged to match Germany's capacity to pay. Reparation payments would begin at 1 billion marks for the first year and would increase over a period of four years to 2.5 billion a year. In return, France withdrew its troops from the Ruhr.

A further reason for German recovery was the Locarno Pact. Stresemann was determined to improve Germany's relations with Britain and France and restore German prestige abroad. The Locarno Pact of 1925, which also included Italy and Belgium, achieved all of these aims and guaranteed Germany's frontiers with France, Belgium and Italy. This, in turn, led to Germany being invited to join the League of Nations.

German recovery ended in 1929 with the Wall Street Crash in the USA. Many German businesses were forced to close. They were heavily dependent on loans from the USA.

German farmers also suffered as prices fell even more in the years after 1929.

Revision & application – How far did the Weimar Republic recover from 1924-29?...

Below is an exam-style question:

Explain why the Weimar Republic recovered in the years 1924–29.

You may use the following in your answer:

- The Dawes Plan
- The Locarno Pact

You **must** also use information of your own.



Choosing a third cause

To answer the exam-style question in the eliminate irrelevance activity above, you need to explain three causes. It is sensible to make use of the two given points. However, you will need to add one of your own. In the spaces below, write down your choice for a third point and the reasons behind it.

Reason: _____

Why I have chosen this reason: _____

Details to support this reason: _____

Revision content 17 – The Great Depression 1929-33 ...

Information to revise...

- October 1929 – Wall Street Crash – caused the USA to collapse.
- G depended on USA's money (Dawes & Young plans) – USA had no more money & wanted loans paid back.
- G had to pay back & still pay reparations and debts!!! G at bottom of debt cycle.
- German exports and businesses collapsed without US money.
- Unemployment soared!!! 6 million by 1932.
- People became homeless.
- Soup kitchens were used.
- 40% of all factory workers were unemployed by 1932.
- 1930s – farmers and businessmen in huge debt.
- Weimar politicians had no answers to these problems & often argued amongst themselves.
- This made G people look to other alternatives or extreme parties to solve the problems – they wanted simpler messages and hope.
- Communism & Fascism became stronger and could exploit the problems of the Depression in propaganda (Bread & Work = Nazis)
- Hitler gained more votes as he used the GT Depression to great advantage – he seemed to be the only one to promise a recovery.

Questions to have a go at...

1. Why did the Great Depression have such a huge impact on G?
2. Why did the Great Depression lead to a rise in votes for Hitler?
3. How did Weimar politicians deal with the Great Depression?

The International Financial System
Under the Dawes Plan and Young Plan
1924-30



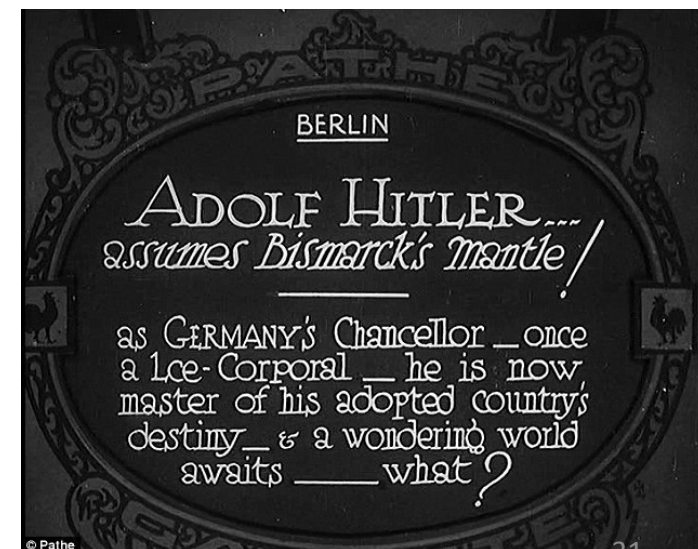
Revision content 18 – How did Hitler rise to power in Germany by 1933?

Information to revise...

- **The Great Depression** – 1933 ½ of Germans between 16 & 30 were unemployed. Farmers in terrible debt by 1930. Businesses failing because of Great Depression.
- **The T of V.** People still felt bitter about this. Germany depended on US money because of the T of V – this was great ammunition for Hitler.
- **Hitler's leadership & manipulation.** He was seen as a joke in the 20s but when G was in terrible economic depression he was able to manipulate people & politicians to gain power & influence.
- **Violence** – Putsch & thugs. The SA and SS beat up and threatened opponents.
- **Mein Kampf.** His book gave the Nazis a clear ideology which was not Communist and was anti- T of V.
- **Gaining the support of the middle classes** with business plans and talk of pride in a new Germany – some working class people were attracted to anti-Jewish propaganda.
- **Propaganda** – the Nazis used it very effectively – radio – posters etc made them look modern and electable.
- **Weaknesses of the Weimar Republic & its constitution.** PR allowed the Nazis to gain weight in the Reichstag.
- **Hindenburg** – he hated Hitler but was getting too old to be strong enough to build up opposition to Hitler.
- **The Reichstag fire & The Enabling Act.** These gave Hitler an excuse to take full emergency powers even though he only really had about 44% of the vote!!!

Questions to have a go at...

1. Explain how Hitler rose to power by 1933? (PEEL)



3 The growth in support for the Nazis, 1929–32

REVISED

3.1 The growth of unemployment – causes and impact

In October 1929, the **Wall Street Crash** led to US loans being recalled and, as a result, many German businesses sacked workers and were forced to close. German farmers also suffered as prices fell further. By 1932, over 6 million people were unemployed. The Weimar Republic failed to deal with unemployment and lost support. There was a growth in support for right- and left-wing parties, such as the Nazi Party and Communist Party.

- The Weimar Republic was blamed for allowing the economy to become too dependent on US loans.
- There was disagreement in government about the level of unemployment contributions. Chancellor Müller resigned in March 1930.
- Brüning became Chancellor after Müller. Brüning's reduction of government spending, pay cuts, cuts to unemployment benefit and increase in taxes lost him support. In May 1932, he resigned.
- Elections were called in July and November 1932. The Communist Party gained 100 seats (16.9%) in the November 1932 elections.

Key term

Wall Street Crash

Collapse of the US stock market on 29 October 1929 leading to the Depression and world economic crisis

3.2 Reasons for growth in support for the Nazi Party

In the September 1930 elections, the Nazi Party won 107 seats and, by July 1932, it was the largest party, with 230 seats. This increased support was due to several reasons. Three of the main ones are outlined below.

Hitler

- Posters and rallies built Hitler up as a superman. The campaigns focused around his personality and his skills, especially as a speaker.
- Unemployment had hit everyone; thus Hitler tried to appeal to all sections of society. The Nazi message was that the Weimar Republic had caused the economic crisis and that weak coalition governments had no real solutions to offer. The Nazis alone could unite Germany in a time of economic crisis.
- Hitler provided the German people with a scapegoat – blaming the Jews for Germany's problems.
- Hitler won support from business and industrialists who donated funds to the Nazi Party. They were especially concerned at increased support for the Communist Party.

Key individual

Josef Goebbels Joined the Nazi Party in 1922 and, in 1928, was elected to the Reichstag. Appointed head of propaganda of the Nazi Party in 1929. In 1933 he was appointed Minister of Public Propaganda and Enlightenment

Revision content 18 continued.

How did Hitler rise to power in Germany by 1933?

Revision content 19 – How did Hitler become Chancellor?...

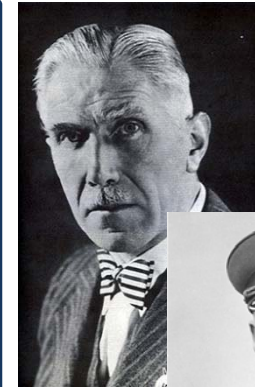
Information to revise...

Hitler became Chancellor of Germany on 30th January 1933.

- The Nazis had gained 43.9% of the vote in the 1933 elections because of the terrible effects of the Great Depression with 6 million unemployed.
- Hitler used effective propaganda and clear promises of jobs and strength when people felt at their weakest. This combined with constitutional and leadership weaknesses of the Weimar Republic enabled Hitler to exploit the events and situation of 1932/3 to become Chancellor.
- 1928 Nazis had 12 seats in Reichstag - July 1932 Nazis had 230 seats – largest Party in Reichstag – gave them influence but not enough to make Hitler Chancellor yet.
- Hitler demanded to be Chancellor but Hindenburg did not trust him and refused.
- Hindenburg allowed Von Papen to stay as Chancellor but he had to use emergency powers to pass his laws – made the Weimar government seem undemocratic.
- Von Papen had further probs in Reichstag and therefore called elections in Nov 1932. The Nazis did NOT do well and lost 38 seats – Hitler saw it as a terrible failure & needed the actions of others to get him into power.
- Dec 1932 Hindenburg appointed Von Schleicher as Chancellor. Von Schleicher soon resigned.
- Jan 1933 Hindenburg, Schleicher and von Papen met with businessmen, industrialists and army leaders and decided to appoint Hitler as Chancellor. They were convinced they could control Hitler but were very wrong. They were fearful of the increase in support for Communism and thought Hitler to be a more controllable lesser evil.

Questions to have a go at...

Do you think Hitler's policies and propaganda were the only reason why he became Chancellor? Did Hitler accidentally become Chancellor?



4 How Hitler became Chancellor, 1932–33

REVISED

Political instability and the eventual, reluctant, support of President **Hindenburg** brought Hitler to power as Chancellor in January 1933.

4.1 Political developments in 1932

A series of changes of government in 1932 further weakened the Weimar Republic:

- After Brüning stepped down in May 1932, **Franz von Papen**, a friend of President Hindenburg, was appointed Chancellor. He was leader of the Centre Party but only had 68 supporters in the Reichstag and was dependent on government by decree.
- In July 1932, von Papen held elections, hoping to gain more support. The elections, however, were a great success for the Nazis, who won 230 seats and became the largest party in the Reichstag. Hitler demanded the post of Chancellor. Hindenburg, who disliked Hitler, refused to appoint him.
- In November, von Papen arranged another election for the Reichstag, hoping to win more support. This time he won even fewer seats. The Nazi Party's seats fell to 196.
- Von Papen suggested abolishing the Weimar constitution. Von Schleicher, an army leader, persuaded Hindenburg that this would result in civil war. Hindenburg lost confidence in von Papen, who resigned.
- In the following month, Hindenburg appointed von Schleicher as Chancellor, who lasted less than two months.

4.2 The part played by Hindenburg and von Papen

- Von Papen was determined to regain power. To this end he met Hitler in early January 1933 when they agreed that Hitler should lead a government with von Papen as the Vice-Chancellor.
- They had the support of the army, major landowners and leaders of industry who disliked von Schleicher's plans to bring together different strands from the left and right parties and were worried about a Communist takeover.
- Von Papen convinced President Hindenburg that a coalition government with Hitler as Chancellor would save Germany and bring stability. Von Papen said that he would be able to control Hitler – he would 'make Hitler squeak'.
- On 31 January 1933, Hindenburg invited Hitler to become Chancellor.

Key individuals

Paul von Hindenburg

A leading general in the First World War, becoming chief of the general staff in 1916. He retired from the army in 1918 and supported the 'stab in the back' theory. President of Germany 1925–34.

Franz von Papen Entered politics in 1918 as a member of the Catholic Centre Party and four years later was elected to the Reichstag. He eventually became a favourite of Hindenburg. When Hitler became Chancellor, in January 1933, von Papen was his Vice-Chancellor.

Revision task

Summarise the part played by the following in Hitler's rise to power:

- Hindenburg
- von Schleicher
- von Papen.

Exam tip

The events of 1932 are very complex. However, you will need a thorough knowledge of what took place, especially the role of Hindenburg and von Papen.

Revision content 19 continued

How did Hitler become Chancellor...

Understand the chronology

Place the events between March 1932 and January 1933 listed below in the correct chronological sequence in the timeline.

Date	Event
March 1932	
April	
May	
June	
July	
August	
September	
October	
November	
December	
January 1933	

EVENTS

- A** Hitler demanded the post of Chancellor. Hindenburg refused to appoint him
- B** Von Papen arranged for another election for the Reichstag, hoping to win more support
- C** Hindenburg appointed von Schleicher, an army leader, as Chancellor
- D** Von Papen became Chancellor
- E** The Nazis' seats fell to 196
- F** The Nazis won 230 seats, becoming the largest party in the Reichstag
- G** Hitler became Chancellor of Germany
- H** Chancellor Brüning was forced to resign
- I** Hindenburg invited Hitler to become Chancellor
- J** Von Papen and Hitler agreed that Hitler should become Chancellor and von Papen Vice-Chancellor

Utility

Below are a utility question and an answer focusing on the utility of the contents of the source. On a separate piece of paper complete the answer by explaining the utility of the nature, origins and purpose of the source. You could look at page 42 for guidance on how to answer the utility question to help you.

How useful is Source A for an enquiry into the political developments in Germany, 1932–33, which led to Hitler being appointed Chancellor? Explain your answer, using Source A and your knowledge of the historical context.

SOURCE A

A cartoon from the British magazine Punch, January 1933.

*"The Temporary Triangle.
Von Hindenburg and Von
Papen (together):
"For He's a Jolly Good Fellow,
For He's a Jolly Good Fellow,
For He's a Jolly Good Fellow,"
[aside: "Confound him!"]
"And So Say Both of Us".*



Key topic 2 Hitler's rise to power, 1919-33

Revision & application

How did Hitler become Chancellor...

Did Hitler come to power because he had the popular support of the German people? Explain....

Who or what was most responsible for bringing Hitler into power as Chancellor?

Key words, events and dates about how Hitler became Chancellor (pp48-9)



Revision content 20 – how did Hitler become Fuhrer by August 1934? – Germany 1918-1945...

Information to revise...

- Hindenburg blocked Hitler's way to total power.
- It wasn't until Hindenburg died that Hitler could call himself Fuhrer. (August 1934)
- There were several steps which led Hitler to gaining TOTAL POWER...
- Hitler called new elections.
- Reichstag Fire – 27th Feb 1933. Hitler could blame and arrest Communists – over 4000.
- 28th Feb Hindenburg issued an emergency decree on Hitler's request. This allowed police to arrest suspects and hold them without trial.
- 5th March 1933 – with Communists out of the way and effective Nazi propaganda H was able to win a majority – he could then apply pressure to the Social democrats.
- 13th March – Goebbels took control of all media.
- 24th March – The Enabling Act – allowed Hitler to make decrees (laws) without Presidential approval. Hitler by now was a dictator but did not or would not have the title until Hindenburg died.
- 2nd May Trade Unions were banned and workers had to join German Labour Front instead.
- 30th June – Night of the Long Knives – H removed opposition to his leadership in his own party Rohm.
- August 1934 Hindenburg died & H appointed himself Fuhrer almost instantly. He also got the army to swear an oath of allegiance to him.

Questions to have a go at...

1. Describe the events which led to Hitler becoming Fuhrer?
2. What was the most significant reason why H became Fuhrer?
3. How important was The Reichstag Fire in Hitler's aim to gain total power?



Revision content 21 – The Night of The Long Knives...

The Night of the Long Knives

In June 1934, Hitler ordered the SA to go on leave for the entire month.

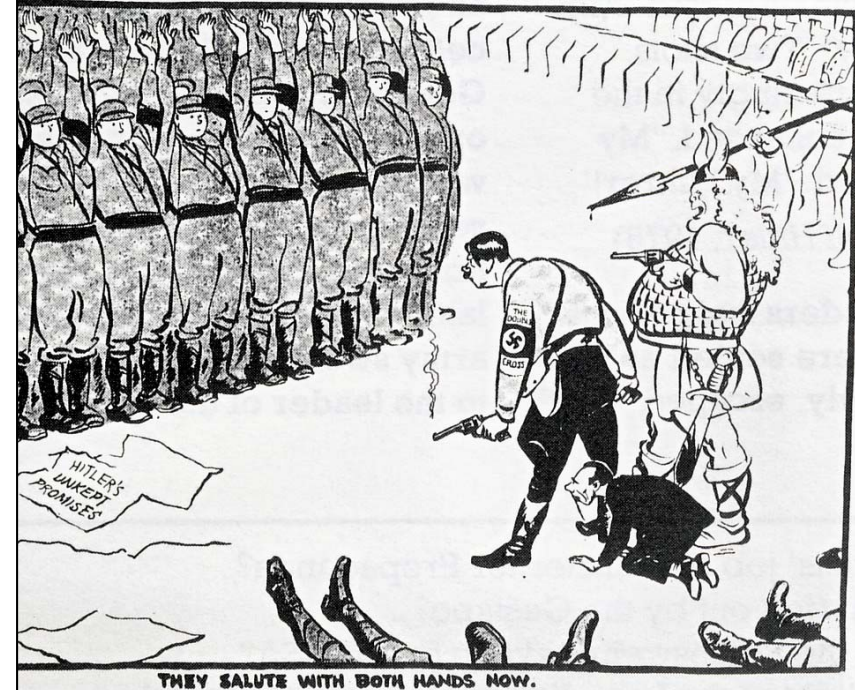
Hitler then ordered Himmler and Goering to eliminate the threat posed by the leaders of the SA.

On 30 June, Himmler's SS and Goering's special police arrested and executed the leaders of the SA and other people against whom Hitler had a score to settle.

Ernst Röhm was shot after refusing to commit suicide.

Kurt von Schleicher, who had preceded Hitler as chancellor, was also shot.

Altogether, it's thought that as many as 400 people were killed in the **Night of the Long Knives**.



Questions to have a go at...

Explain why Hitler persecuted Rohm and the SA?

Explain what the cartoonist is trying to say about Hitler in the source above?

Why was The Enabling Act so important for Hitler to gain total power?

How did each event give Hitler more power?

What were the main events which helped Hitler turn from Chancellor into Fuhrer by August 1934?



Revision content 22 – How did The Nazis control people?

Information to revise...

The Nazis had a wide range of methods to try to control people's thoughts, behaviour and actions. They tried to control or influence every aspect of German life because they wanted to establish a ONE PARTY STATE or a Dictatorship. In this dictatorship they wanted everyone to be "good" Nazis and almost worship or revere the Fuhrer.

Methods =

FORCE / FEAR...

- A police state – give the police wide ranging powers. For example the Gestapo or secret police was established – phone tapping & informants.
- Law Courts – No trial by jury and all judges were Nazis.
- The Churches – a Nazi Reich Church was set up to replace Protestant Churches (not v successful getting into people's hearts). Concordat agreement with the Catholic Church.

INDOCTRINATION...

- Censorship and control of the media – all art and culture were screened – one radio station = Reichsrundfunk.
- Propaganda – a whole range of methods and styles v effectively led by Josef Goebbels – used to promote Nazi organisations e. g. Hitler Youth – and to build the Hitler myth "superman"

Questions to have a go at...

Explain how effective Hitler's methods of control were from 1933 to 45?

(You will need to understand how opposition against the Nazis worked and became stronger as the war dragged on)



PIF =

Propaganda
Indoctrination
Fear

3 Controlling and influencing attitudes

REVISED

3.1 Goebbels and the Ministry of Propaganda

Censorship and propaganda were used to ensure that people accepted and conformed to Nazi thinking. In 1933, Goebbels was appointed as Minister of Public Propaganda and Enlightenment.

Censorship

- No book could be published without Goebbels' permission.
- Newspapers that opposed Nazi views were closed down. Editors were told what could be printed.
- The radio was controlled.

Propaganda

- Posters were used to put across the Nazi message.
- Goebbels ordered the mass production of cheap radios. By 1939, 70 per cent of German homes had a radio. It was important that the Nazi message was heard.
- Mass rallies and marches projected the image of power and terror. Every year a party rally was held at Nuremberg.
- Success in sport was important to promote the Nazi regime.

The Berlin Olympics of 1936

- A major sporting showcase, the Olympics was designed to impress the outside world and was a public relations success.
- Hitler's plans to highlight the superiority of the **Aryan** race were sabotaged by the success of the black athletes in the US Olympic team, especially Jesse Owens, who won the 100 metres, 200 metres, long jump and 4 × 100 metres relay.

Key terms

Aryan Nazi term for someone of supposedly 'pure' German stock

Censorship Controlling what is produced and suppressing anything considered against the state

Third Reich Nazi name for Germany. Means 'Third Empire'

Revision task

How were the following used by the Nazis to maintain their dictatorship?

- the radio
- cinema
- sport.

Revision content 22 continued – How did The Nazis control people?

3.2 Nazi control of culture and the arts

The Nazis used culture and arts to promote their ideals. Artists were encouraged to use 'Aryan themes' such as the family, national community and heroism.

Music

Hitler hated modern music. Jazz, which was 'black' music, was seen as racially inferior and was banned. Instead, the Nazis promoted traditional German folk music and the classical music of Brahms, Beethoven and especially Richard Wagner.

Films

The Nazis also controlled the cinema. All films were accompanied by a 45-minute official newsreel which glorified Hitler and Germany.

Art

Hitler hated modern art, which he believed was backward, unpatriotic and Jewish. Such art was called 'degenerate', and banned. Art highlighting Germany's past greatness and the strength and power of the **Third Reich** was encouraged.

Theatre

Theatre concentrated on German history and political drama. Cheap theatre tickets were available to encourage people to see plays which often had a Nazi political or racial theme.

Exam tips

- 1 Do not confuse Goebbels' propaganda methods before and after Hitler came to power.
- 2 Remember that Nazi control was based on fear, through the police state, and persuasion, through censorship and propaganda.

Revision content 23 – How did the Nazis control people part 2 = propaganda (remember PIF)...

Information to revise...

Propaganda – to influence people's minds using the media. (Make you look good and opposition look bad) (Make people believe things by indoctrinating them)

- To encourage people to vote Nazi – “Our Last Hope” Hitler
- To make people believe things – e.g. racism
- To indoctrinate young people – new textbooks for the new Nazi curriculum
- To make people scared of Communists – Reichstag Fire
- Create and sustain the myth of Hitler as Fuhrer or superman.
- Propaganda was very advanced. Nazis took advantage of new technology such as Radio, but also took control of all forms of media e.g. newspapers. Nazi newspaper = Volkischer Beobachter.
- Josef Goebbels – Hitler's propaganda genius – cunning and understood how to indoctrinate minds.

Questions to have a go at...

Describe the work of Josef Goebbels as propaganda minister?

Explain how important propaganda was to Hitler and the Nazis?

“Fear was the main method used by the Nazis from 1933 to 45 to make people follow Hitler” How far do you agree with this statement? Explain your answer **(you will need to mention their fear tactics but balance your answer by good coverage of how they also used propaganda)**



Revision content 24 – Opposition to the Nazis 1933-39...

Information to revise...

Edelweiss Pirates – young people did not always want to be in Hitler Youth. Hitler controlled art & music so many young people wanted to rebel against this. They were not a unified group but rather a loose band across many cities – different names in different places – Cologne = The Navajos & Essen had the roving dudes!

- Listened to forbidden swing music
- Anti Nazi Graffiti
- Wore badges
- Wore clothes not approved by the Nazis
- 2000 members by 1939
- Went around beating up Hitler Youth members!

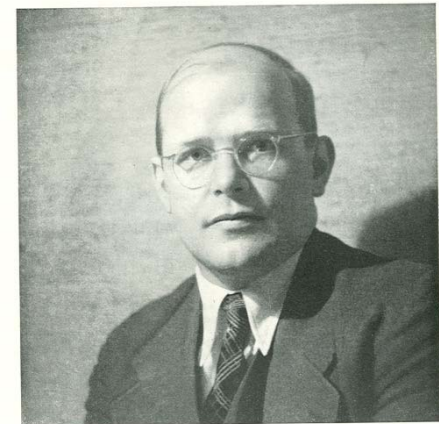
Pastor Niemoller – 1933 he supported the Nazis against Communism. He opposed Nazi attempts to set up the Reich Church. He was arrested and sent to concentration camp. He survived the war.

Dietrich Bonhoeffer – He helped Niemoller set up the Confessional Church. Openly spoke out against the Nuremberg Laws. 1939 he joined the Abwehr – secret counter-intelligence service – helped Jews escape and plotted against Hitler. Executed by the SS in April 1945.

Catholic opposition – at least 400 Catholics were sent to Dachau concentration camp because of their opposition to Nazi policies on the Church. Many Catholics refused to have anything to do with the Reich Church.

Questions to have a go at...

Why was there so little opposition to the Nazis from 1933-39?





Eliminate irrelevance

Below is an exam-style question and part of an answer. Some parts of the answer are not relevant to the question. Identify these and draw a line through the information that is irrelevant, justifying your deletions in the margin.

Explain why there was opposition to the Nazi regime in the years 1933–39.

You may use the following in your answer:

- The Catholic Church
- The Edelweiss Pirates

You **must** also use information of your own.

One reason for opposition to the Nazi policies was the Catholic Church. Hitler decided to cooperate with the Catholic Church. In 1933, Hitler signed an agreement known as a Concordat. Hitler promised not to interfere with the Catholic Church. In return, the Catholic Church agreed to stay out of politics. Many Catholic priests criticised Nazi policies and were arrested and sent to Dachau concentration camp. In many respects this had the opposite effect to what the Nazis wanted. Priests who were sent to concentration camps were seen as martyrs and encouraged even more opposition to the Nazis.

There was also opposition to the Nazi regime from young people. The Nazis set up the Hitler Youth. There were four separate organisations that were developed which recruited girls and boys from the ages of 10–18 under the control of Baldur von Shirach, Youth Leader of the Reich. One group that opposed the Nazis was the Edelweiss Pirates. Its members rebelled against Nazi ideas by listening to forbidden swing music and daubed walls with anti-Nazi graffiti. They could be recognised by their badges, for example the *edelweiss* or skull and crossbones. They wore clothes which were considered outlandish by the Nazis – check shirts, dark short trousers and white socks.

Key topic 3 Nazi control and dictatorship, 1933–39

**Revision &
application –
opposition to
the Nazis**

What would your 3rd paragraph be about? Have a go at the question to prac a 12 marker...

Revision content 25 – Nazi policy towards women...

1 Nazi policies towards women

REVISED

The Nazis had a traditional view of the role of women. Their policies reflected this.

1.1 Nazi views on women and the family

The Nazis wanted to reverse the developments of the 1920s (see page 10). They thought women should be homemakers and childbearers, and not go out to work. Their slogan '*Kinder, Kirche, Küche*' summed up their view:

- They wanted to increase the birth rate and strengthen the Third Reich.
- Women had a central role in producing the genetically pure Aryan race, ensuring the future of a strong Nazi state.

1.2 Nazi policies towards women

Nazi policies brought about changes in women's employment, domestic roles and appearance.

- *Employment*: women were encouraged to give up their jobs, get married and have large families. Women doctors, civil servants and teachers were forced to leave their professions. Girls were discouraged from higher education and gaining the qualifications needed for professional careers.
- *Marriage and family*: in 1933, the Law for the Encouragement of Marriage provided loans to help young couples marry, as long as the wife left her job. Couples kept one-quarter of the loan for each child born, up to four children. Maternity benefits were also increased. On Hitler's mother's birthday (12 August) medals were awarded to women with large families.
- *Appearance*: the ideal Nazi woman was blonde, blue-eyed and sturdily built with broad hips for childbearing. She wore traditional clothes and did not smoke or drink. Women were discouraged from wearing trousers, high heels and makeup. Dyeing or styling hair was frowned on, as was slimming, which was seen as bad for childbearing.

Key term

Kinder, Kirche, Küche
Nazi slogan meaning
Children, Church and
Cooking

Revision task

How do you explain the following? The Nazis believed that a woman's place was in the home and yet more women were in employment by 1939.



Revision content 25 continued – Nazi policy towards women...

1.3 Successes and failures of Nazi policies

There were successes:

- In the first few years the number of married women in employment fell.
- The number of marriages and the birth rate increased.
- The German Women's Enterprise organised Mothers' Schools to train women in household skills, as well as courses, lectures and radio programmes on household topics. It had 6 million members.

However, there were limitations and even failures:

- The number of women in employment increased from 4.85 million in 1933 to 7.14 million in 1939. From 1936 there was a labour shortage and more workers were needed in heavy industry due to rearmament.
- Many employers preferred women workers because they were cheaper. Women's wages remained only two-thirds of men's.
- Some women resented the loss of more professional jobs such as doctors, lawyers and schoolteachers.

Exam tip

Remember that women had an important family and childbearing role in Nazi Germany.

What were Hitler's aims with family?

How is this the ideal Nazi family?

Key words focused on family, race, gender and children...



• **Family in Nazi Germany**

- **Role of women**
- **Role of children**



You're the examiner

Below is an exam-style question.

Explain why the position of women changed in Nazi Germany in the years 1933–39.

- 1 Below are a mark scheme and a paragraph which is part of an answer to the question. Read the paragraph and the mark scheme. Decide which level you would award the paragraph. Write the level below, along with a justification for your choice.

You may use the following in your answer:

- Employment
- Appearance

You must also use information of your own.

Mark scheme

Level	Mark	
1	1–3	A simple or generalised answer is given, lacking development and organisation
2	4–6	An explanation is given, showing limited analysis and with only an implicit link to the question
3	7–9	An explanation is given, showing some analysis, which is mainly directed at the focus of the question
4	10–12	An analytical explanation is given which is directed consistently at the focus of the question

Remember that for the higher levels, students must

- explain at least three reasons
- focus explicitly on the question
- support their reasons with precise details.

STUDENT ANSWER

The ideal Nazi woman was blonde, blue-eyed and sturdily built. She was expected to have broad hips for childbearing and to wear traditional, not fashionable clothes. She did not wear makeup nor did she smoke or drink. Losing weight was frowned on because it could be bad for childbearing.

The Nazis believed that a woman's place was in the home and were determined to get women to give up their jobs. Instead, they wanted them to get married and have large families. Women in the professions such as doctors and civil servants had to give up their jobs. Labour exchanges and employers were encouraged to give first choice of jobs to men. Women had a much more domestic role.

Level

Reason

- 2 Now suggest what the student has to do to achieve a higher level.

Revision & application – Nazi policy towards women...

Revision content 26 – How important were young people to the Nazis? – 1933-39...

Information to revise...

VERY!!! Hitler saw youth as the best way to create his dream of the 1000 year Reich. They would be easier to indoctrinate to create the next generation of Nazis.

Hitler Youth – aim = bring all youth organisations together to prepare boys for military service. Lots of physical training and tests, camping, climbing, patrols, informing, parades to honour MP and H. Educated in the Nazi way. H was to be more important than family.

League of German Maidens – girls – to create good Nazi mothers – lots of physical training.

All youth groups were “co-ordinated” into these therefore had millions of members so looked successful. However, some young people set up their own groups secretly to undermine the Nazis. Many HY members were difficult to re-educate after the war and became loyal soldiers for H during the war – especially on the Eastern Front.

Recall questions to have a go at...

Describe the activities of the Hitler Youth?

Explain how youth were important to the Nazis



2 Nazi policies towards the young

The Nazis tried to make young people into loyal Nazis through controlling education and youth movements.

2.1 Nazi control of the young through education

Teachers had to accept and put across Nazi ideals or be sacked. Nearly all joined the Nazi Teachers' Association.

The curriculum changed to put across key Nazi ideals and prepare students for their future roles. Textbooks were rewritten to fit the Nazi view of history and racial purity and had to be approved by the Ministry of Education. *Mein Kampf* became a standard text.

With boys, the emphasis was on preparation for the military. Girls learned needlework and cookery to become good homemakers and mothers.

- History: this was rewritten to glorify Germany's past and the Nazi Party.
- Physical education: took fifteen per cent of curriculum time to ensure that girls were fit to be mothers and boys were prepared for military service.
- Eugenics: a new subject about selective breeding, more especially the creation of a master race. Children were taught that they should not marry so-called inferior races, such as Jews.
- Race studies: a new subject to put forward Nazi ideas on race, in particular the superiority of the Aryan race.
- Geography: pupils were taught about lands which were once part of Germany and the need for more living space (*lebensraum*) for Germans.

Revision
content 26
continued

How important
were young
people to the
Nazis? –
Education in
Nazi Germany...

Question 3a in the
Germany exam...
The source question...

How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Explain your answer, using Sources B and C and your knowledge of the historical context.

Target: Analysis and evaluation of source utility.

AO3: 8 marks.

Sources/interpretations for use with Section B.

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: 'Jungvolk are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

**Jungvolk* – this was a section of the Hitler Youth for boys between the ages of 10 and 14.

Revision & application –
young people in Nazi
Germany...



Question		
3 (a)		
How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Explain your answer, using Sources B and C and your knowledge of the historical context.		
Target: Analysis and evaluation of source utility. AO3: 8 marks.		
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.
Notes 1. Provenance = nature, origin, purpose.		

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful because it suggests that some young people disliked the youth movement because it was only preparing them for military service.
- The source is also useful because it provides evidence of resentment towards the hard physical activities that were carried out at the Hitler Youth camp.
- The source is useful because it suggests there was little variety in the activities carried out by the Hitler Youth.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The author is a member of the Hitler Youth and is writing about his own experiences of a Hitler Youth camp in 1936.
- It seems likely to represent his genuine views because he is prepared to criticise the Hitler Youth in a letter, despite the possibility of censorship and even intimidation in a police state.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Hitler Youth was eventually made compulsory in 1939 but even then some of the young defied this and refused to join.
- There was increasing evidence by the mid-1930s of falling membership of the Hitler Youth.

Source C

The usefulness could be identified in terms of the following points of information and/or inferences which could be drawn from the source:

- The source is useful because it suggests some of the young were very enthusiastic about joining the Hitler Youth.
- The source is also useful because it provides evidence of some of the attractions of the Hitler Youth, especially the camping trips.
- The source is useful because it suggests that the Hitler Youth encouraged friendship and team work through its activities and the use of slogans.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- It is from the memories of someone given in 1954 when he did not have to worry about toeing the 'party line' and had nothing to fear from being honest.
- He was a Hitler Youth leader and may have a different outlook and or experience to the 'ordinary' members.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Hitler Youth remained popular and kept going right through until the end of the Second World War.
- Some were very keen because it offered an escape from the often narrow opportunities that were offered at home.

Question 3b in the
Germany exam...
The what is the
difference question...

(b) **Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). A04: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 emphasises the enthusiasm for and attractions of the Hitler Youth by mentioning the hiking, sports and camping trips. Interpretation 2 emphasises the unpopularity of the Hitler Youth and its less attractive activities such as those designed to prepare the youngsters for war. 		

Question 3c in the
Germany exam...
The why are they
different question...

Suggest **one** reason why Interpretations 1 and 2 give different views about attitudes of young people towards the Hitler Youth. You may use Sources B and C to help explain your answer.

Target: Analysis of interpretations (why they differ).

AO4: 4 marks.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example Source C provides some support for Interpretation 1 which stresses the attractions of the Hitler Youth while Source B provides some support for Interpretation 2 which emphasises the less popular activities of the Hitler Youth.
- The interpretations may differ because they are partial extracts, with Interpretation 1 mentioning only what attracted those who joined the Hitler Youth Movement and Interpretation 2 focusing only on the later 1930s and the reasons why it became less popular.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with a range of features of the Hitler Youth and mainly leisure activities; Interpretation 2 focuses on discipline and how it prepared youngsters for the war.

Revision content 27 – What were Hitler's economic policies? – Germany 1933-39...

Information to revise...

The key principle of H's economic policies were to prepare Germany for war. Germany needed to be autarkic (self sufficient) and H would abandon T of V and loans.

- Unemployment = 6 million 1932 – almost gone by 1938 – does that mean his economic policies were a success?
- 1933- H invested 18.4 bn marks on job creation – 1938 = 37.1 bn marks
- Scheme to build autobahns was massive – soaked up unemployed and provided better network for German goods – by 1935 this project employed 125,000 men
- Reich Labour Service – RAD – provided paid work for the unemployed – at first it was voluntary but by 1935 it was compulsory – 422,000 members by 1935
- RAD was not popular – organised like an army & moved around & low pay!!!
- Rearmament – Hitler was determined to break the T of V – therefore he expanded the armed forces to 1.3 million men by 1939. He also built up the arms industry to make planes, tanks and ships – therefore employed thousands more.

Invisible unemployment

Some unemployed people were 'invisible' and not counted in official unemployment figures:

- Jews dismissed from their jobs. From 1933, many Jews were forced out of their jobs, especially in the professions such as lawyers and doctors.
- Women doctors, civil servants and teachers dismissed from their jobs.
- Women who had given up work to get married.
- Unmarried men under 25 who were pushed into RAD schemes.
- Opponents of the regime held in concentration camps.



3.2 Changes in the standard of living

There is a debate about whether Germans were better or worse off during the period 1933–39.

You need to revise whether the Nazis economic policies were a success or not...

Better off	Worse off
<ul style="list-style-type: none">• There was more or less full employment.• The 'Strength Through Joy' (KdF) tried to improve the leisure time of German workers through leisure and cultural trips. These included concerts, theatre visits, sporting events, weekend trips, holidays and cruises.• 'Beauty of Labour' tried to improve working conditions. It organised the building of canteens, swimming pools and sports facilities. It installed better workplace lighting and improved noise levels.	<ul style="list-style-type: none">• Lack of freedom. German workers lost their rights under the Nazis. In 1933, trade unions were banned (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.• Volkswagen swindle. This idea to encourage people to put aside money every week to buy a Volkswagen was a con trick. By 1939 not a single customer had taken delivery of a car. None of the money was refunded.• Invisible unemployment.

Possible exam question...

Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39?

You may use the following in your answer...

- The National Labour Front
- Job creation schemes

You must also use information of your own.

What would your 3rd bullet point be?

Revision content 28 –The persecution of minorities 1933-39...

Information to revise...

- Hitler's policies were racist & racial = he believed in a master race (Aryans) who should be in power & dominate all inferior races such as Jews, Slavs & Gypsies. He used race as a scapegoat for Germany's problems – blaming Jews for Germany's extreme poverty in the Great Depression & for defeat in WW1.
- To create the Aryan master race he believed marriage should be selective and therefore laws to forbid certain subhuman or untermenschen were needed.
- Hitler also saw people with disabilities as a burden & a product of inferior marriage.
- Homosexuality was also seen as inferior and undermining true German or Aryan culture – therefore banned.
- Gypsies were banned from marrying Germans in 1935.

4.3 The persecution of the Jews

The persecution of the Jews gradually increased in the years 1933–39.

Early policies, 1933–34

- In 1933, the SA organised a boycott of Jewish shops and businesses.
- Jews were excluded from government jobs.
- In 1934, local councils banned Jews from public spaces such as parks.

The Nuremberg Laws, 1935

The Nuremberg Laws were a series of measures aimed against the Jews, including:

- The Reich Citizenship Law stated that only those of German blood could be German citizens. Jews lost their citizenship, and the right to vote and hold government office.
- The Law for the Protection of German Blood and Honour forbade marriage or sexual relations between Jews and German citizens.

Kristallnacht and after

On 8 November 1938, Goebbels organised anti-Jewish demonstrations which involved attacks on Jewish property, shops, homes and synagogues. So many windows were smashed that the events of 9 November 1938 became known as the 'Night of the Broken Glass' or **Kristallnacht**. Worse persecution of the Jews followed.

In January 1939, the SS was given the responsibility for eliminating Jews from Germany. This would be achieved by forced **emigration**:

- On 30 April, Jews were forced into **ghettos**.
- By the summer of 1939, about 250,000 Jews had left Germany.

Revision – application –The persecution of minorities 1933-39...

Revision task

What were the following?

- The master race
- The Sterilisation Law of 1933
- The Nuremberg Laws
- Kristallnacht.

Exam tip

Remember that other minority groups apart from the Jews were persecuted by the Nazis.

You could get a question about how life for Jews changed in Nazi Germany 1933–39. It was a gradual build-up of Nazi policies against the Jews.



Making an inference from a visual source

An inference is a message that you can get from a source. Below are an exam-style inference question, the source and a series of statements. Decide which of the statements:

- make(s) inferences from the source (I)
- describes what can be seen in the source (D)
- cannot be justified from the source (X).

Give **two** things you can infer from Source A about the treatment of the Jews in Nazi Germany in the years 1936–39.

SOURCE A

A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.



Statements	I	D	X
The photograph shows a Jewish man walking barefoot down a street			
Jewish shops were boycotted by the SA			
The Jews were treated unfairly			
The Jews were denied German citizenship			
The Jews were publicly humiliated			
Jewish shops and synagogues were destroyed by the Nazis			
The SA played a leading role in persecuting the Jews			
Members of the SA are forcing the Jewish man to walk down the street			