Germany 1890-1945

GCSE 9-1 Revision Guide
1. GCSE Requirements
   - The exam paper p.3
   - Exam practice p.4
   - Mnemonics p.5

2. Germany 1890-1918
   - The Kaiser and his difficulties p.6
   - Germany and WWI

3. The Weimar Republic
   - The new constitution p.8
   - Treaty of Versailles p.9
   - The Weimar in trouble p.10
   - The Munich Beer Hall Putsch p.12

4. Exam practice
   - How to tackle the Interpretation Question p.13

5. The Stresemann era
   - The Golden Age; economy and culture p.14

6. The rise of the Nazis
   - The Depression p.15
   - The origins of the Nazi Party p.16
   - Who supported the Nazis? p.17
   - How did Hitler become Chancellor? p.18
   - How did Hitler consolidate his power? p.19
   - The Night of the Long Knives p.20
   - How did the Nazis control Germany? p.21

7. Life in Nazi Germany
   - Women p.23
   - Young people and education p.24
   - Youth Groups p.25
   - Christianity and the Nazis p.26
   - Work and Bread p.27
   - 4 Year Plan p.28
   - Were the Germans better off? p.29
   - Who was on Hitler’s hate list? p.30
   - Journey for the Final Solution p.31
   - Impact of war p.32
   - Resistance and Opposition p.33

---

This product, or any part of it, is not to be distributed, or resold under any circumstances, including through any websites, groups or organisations, without written permission from the author. Group and whole school licenses are available at the publisher’s request. Thanks for choosing PilgrimHistory Resources.
1. **How does Interpretation B differ from Interpretation A about ……..? Explain you answer using Interpretations A and B. (4 marks)**
   - State your judgement in the first sentence
   - Say what the message of Interpretation A is and how you know this
   - Say what the message of Interpretation B is and how you know this
   - State what the difference is in the messages
   - Do not discuss the provenance or reliability of the sources

2. **Why might the authors of Interpretations A and B have a different interpretation about……? (4 marks)**
   - Use the 4Ws to help you evaluate the reliability and provenance of each Interpretation
     - **Who** wrote the source? What do you know about their background? Could they be prejudiced?
     - **When** was the source written? What was happening at the time? Was the author an eyewitness?
     - **Why** was the author writing? Are they trying to give a fair account of the past? Is it public or private?
     - **What** is in the source? Is there more fact or opinion?
   - Use these points to explain the difference you identified in Q1.

3. **Which interpretation do you find more convincing about…….? (8 marks)**
   - Jot down what you know about the topic discussed in the Interpretations.
   - Look at both sources again and see how much they disagree or agree with your own knowledge.
   - Use your own knowledge and the provenance of both sources to show how convincing they are.
   - Give a judgement in your conclusion

4. **Describe two problems/reasons/consequences facing/for/of ….. (4 marks)**
   - You need to discuss at least 2 other factors and make comparisons with the one in the question
   - Use your first sentence to show you are answering the question; state the two things you will include
   - Use the words from the question (problem, cause, consequence)
   - Use connectives to show explanation “This means that”, “This led to”
   - Select relevant and accurate knowledge to support your two examples.

5. **In what ways were…..affected by …? (8 marks)**
   - Jot down all the examples you can remember of how this group of people were affected by the factor in the question.
   - See if there are any links between these effects.
   - Make sure you have an example to back up each effect or consequence you mention
   - Say which was the biggest cause in your conclusion; what did this lead to?

6. **Which of the following was the more important reason why / consequence of ….. (12 marks)**
   - This needs to be the longest answer that you write
   - Make sure you discuss both of the bullet points
   - Explain what makes each significant
   - Write a conclusion and show if one is more important because it caused the other or made it worse
1. How does interpretation A differ from interpretation B? (4 marks)

(Focus on the how and not why!)

2. Why might the authors have different interpretations about the Treaty? (4 marks)

(Focus on the author, the place and the time it was written)

3. Which interpretation do you find more convincing about the impact of the Treaty? Explain using your own contextual knowledge (8 marks)

(Make sure you use your own contextual knowledge)

<table>
<thead>
<tr>
<th>Source A: Taken from Adolf Hitler’s Book, ‘Mein Kampf’ published in 1925-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each point of that Treaty could have been engraved on the hearts and minds of the German people and burned into them until 60 million men and women would find their souls aflame with a feeling of rage and shame.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source B: ‘The Illusion of Peace’, written by historian Sally Marks in 1976</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Treaty of Versailles is severe but it is amazing it is not more so. Thanks to Wilson’s insistence, Germany lost remarkably little territory, considering how thoroughly it lost the war. True, the colonies were gone, but the European losses were very few. The real difficulty was not that the treaty was exceptionally severe, but that the Germans thought it was and in time persuaded others it was.</td>
</tr>
</tbody>
</table>

4. Describe 2 problems faced by Hitler as Germany’s leader when he became Chancellor in January 1933 (4 marks)

(Make sure you write about 2!)

5. In what ways were the lives of the Germany people affected by the First World War? (8 marks)

(Think of factors here – health, work, family life and so on)

6. Which of the following had the greater impact on the German people?

   a. The Treaty of Versailles
   b. The hyperinflation crisis of 1923

Explain your answer with reference to both events (12 marks)

(Always think of impact rather than just the events)
# Easy ways to learn the content

1. **Treaty of Versailles = TRAWL**

<table>
<thead>
<tr>
<th>Territory</th>
<th>Reparations</th>
<th>Army</th>
<th>War Guilt Clause</th>
<th>League of Nations</th>
</tr>
</thead>
</table>

2. **Problems in the Weimar Republic at the beginning = Silly Idiot Friedrich Keeps Constantly Worrying Massively Today**

<table>
<thead>
<tr>
<th>Spartacists</th>
<th>Inflation</th>
<th>Freikorps</th>
<th>Kapp Putsch</th>
<th>Constitution</th>
<th>Workers in the Ruhr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Munich Beer Hall Putsch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treaty of Versailles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Stresemann and the Recovery = Charlie Do You Like Lorraine Kelly?**

<table>
<thead>
<tr>
<th>Currency (Rentenmark)</th>
<th>Dawes Plan (loans)</th>
<th>Young Plan (loans)</th>
<th>Locarno Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td>League of Nations (joining)</td>
<td></td>
<td>Kellogg-Briand Pact</td>
<td></td>
</tr>
</tbody>
</table>

4. **Why did people begin to support Hitler? = IPAD**

<table>
<thead>
<tr>
<th>Image of Hitler</th>
<th>Propaganda</th>
<th>Army (SS)</th>
<th>Depression (Wall Street Crash)</th>
</tr>
</thead>
</table>

5. **How did Hitler consolidate his power 1933-34? (hardest question) = PAROLE**

<table>
<thead>
<tr>
<th>Political Parties banned</th>
<th>Article 48</th>
<th>Reichstag Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oath of Loyalty by Army to Hitler</td>
<td>Long Knives (night)</td>
<td>Enabling Law</td>
</tr>
</tbody>
</table>

6. **How did Hitler control Germany? = TCP**

<table>
<thead>
<tr>
<th>Terror (SS)</th>
<th>Coordination (control of everything)</th>
<th>Propaganda</th>
</tr>
</thead>
</table>
Another problem for the Kaiser was the growth of German industry. The landowners, businessmen and factory owners had become rich and were determined to preserve their positions of influence in the government and with the Kaiser.

However, many workers in the factories, mines and workshops were unhappy because their wages were low, working conditions were poor, and food was expensive. More and more working class people were joining trade unions and organized strikes hoping this would force the Kaiser and his advisers to improve their conditions.

The workers also began to vote for the Social Democratic Party (SDP) – they believed in socialism the idea that wealth and power should be shared amongst the people. Therefore some socialists wanted the Kaiser to share his power and improve worker’s conditions; other wanted to rebel and overthrow the Kaiser.

Germany before 1918 was an Empire in the center of Europe. It was ruled by Kaiser Wilhelm II. It was created in 1871 and was already one of the world’s most powerful states.

- The Kaiser was in charge of the Government and the army.
- The Government decisions were made by the Chancellor – but the Kaiser chose who the Chancellor was, so he could always pick Chancellors that would do what he wanted. He ruled with a Reichstag (Parliament) and a Bundesrat (who represented German states) but often chose to ignore their advice.
- The people could vote, but didn’t really have any power.
- The Kaiser was obsessed with the military – he spent millions on building up a strong army for the war, and borrowed millions trying to win it.
- The German people liked this form of Government. They loved their military tradition, and felt that being told what to do was a sign that the Government was strong.
- The Kaiser ran away into exile 2 days before the war ended.

Many of the larger European countries at the time had extensive overseas Empires. The Kaiser was keen to have his place in the sun and compete with Britain and France – a policy called Weltpolitik, meaning ‘world policy.’ Germany began by taking countries in Africa.

1908 poster issued by SPD, who were against spending money on battleships. The people on the left ask if they are paid for. The women (representing the German Government replies ‘No, all on borrowed money.’
Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914?

**Political effects**

With the Kaiser running away, all that was left of a Government were the Reichstag parties that had previously had no real power or experience of running the Government.

**Physical and financial effects**

Farming had been disrupted during the war, so by 1918 Germany was producing only half the milk and 60% of the meat it needed. The British Navy was blockading German ports, meaning they could not get food from other countries. Around 750,000 Germans died from hunger and disease.

**Psychological effects**

Germany had been a proud, ambitious country and had worked extremely hard and made many sacrifices to win the war. Throughout the war they were assured by their leaders that Germany would win.

Losing was devastating to the pride of most Germans. They automatically looked for someone to blame, and felt that weak politicians in the New Weimar Republic had cost them the war.

“The Stab in the Back”

It was actually the army that signed the surrender – but people started saying it was the new Government, the Weimar Republic, that was to blame.

People couldn’t understand why they had lost the war when Germany had not been invaded – they assumed the politicians had “stabbed the army in the back” by surrendering when they could have won. The army was delighted to pretend this was true.

Losing was devastating to the pride of most Germans. They automatically looked for someone to blame, and felt that weak politicians in the New Weimar Republic had cost them the war. Also, Germany had borrowed money to pay for the war, and was now effectively bankrupt. The Kaiser had even put many of the best opposition leaders in prison during the war, meaning there were even fewer able men to take power.
All of these factors meant that the new German Government, called “The Weimar Republic” started off very weak. Germany was in a mess, and people were against the government from the beginning because they saw it as weak and (wrongly) blamed it for Germany losing the war.

**The new Constitution**

Exam Question: In what ways were the lives of people in Germany affected by the First World War? (8 marks)

Three votes went to three parties which supported Friedrich Ebert - the Social Democratic Party, the Centre Party and the Democrats. The Constitution was published in August 1919.

- It gave all men and women over 20 the right to vote.
- It used Proportional Representation to decide which parties got seats in the new Parliament (% of votes cast for each party, not the individual)
- Human and civil rights were granted to all e.g. free speech, religious tolerance and the right to hold public meetings
- Two Houses of Parliament were created: The Reichstag, elected directly by the people and the Reichsrat, made up of elected members of the eighteen German states
- The Head of State, the President, was elected by the people (1919-1925 Friedrich Ebert, 1925-1934 General Paul von Hindenburg)

**THE WEIMAR CONSTITUTION MADE SIMPLE**

In what ways was the new Government affected by the Constitution? (4 marks)

- **President**
  - Elected every seven years

- **The Reichstag**
  - Proportional Representation, parties got the same proportion of seats as their proportion of votes

- **The German people**
  - All adults can vote, all have equal rights

- Article 48 of the Constitution allowed the President to rule the country without consulting the Reichstag in an emergency.

- Article 48 allowed the President to act as a dictator.

**Weaknesses of the Constitution**

Representation gave rise to lots of smaller parties getting seats in the Reichstag. No one party ever had a majority of 50% to run the country effectively and the parties had to try to agree to make decisions.
The Constitution was too fair; it allowed freedom of speech, the press, political parties, women to vote and joining Trade Unions.

The new Republic had many enemies and gave rise to parties like the Nazis who were determined to take power whatever the cost.

The Treaty of Versailles

Terms of the Treaty

1) The Treaty took over 70,000 square kilometres of land from Germany and gave it to nearby countries. (eg. Alsace & Lorraine given to France, Eupen and Malmedy given to Belgium). It also took away all Germany’s colonies from overseas. The Saar coalfield (most of Germany’s coal production was given to France for 15 year

2) Germany’s army was slashed to 100,000 men. The navy was not allowed submarines. The air force was scrapped. Allied armies were to occupy all parts of Germany west of the Rhine. German forces were not allowed within 50 kilometres of the Rhine.

3) Germany was blamed for starting World War I. (war guilt clause)

4) Germany had to pay reparations to the Allies - that is the cost of repairing the war damage. (£6,600m)

5) Germany was never allowed to unite with Austria (Anschluss).

How did the Germans react to the Treaty?

Germans hated it for 3 main reasons:

1) Germans felt it was too harsh. It took away large area of land which meant losing people, farms, factories and mines. They had to pay a huge sum of money to the winners. They felt angry and humiliated with the way their country had been treated.

2) Germans hated the Treaty because it was forced upon them against their wishes. They were ordered to sign it without discussion. They called it a diktat – a dictated peace.

3) Many Germans did not feel they had lost the war. Instead Germany’s politicians had betrayed the country by asking for a ceasefire before the Kaiser had left the country. They called these politicians, especially Ebert, the November Criminals’. The army had been ‘stabbed in the back’ by them.
In what ways was Germany affected by The Treaty of Versailles? (8 marks)  
(Hint – TRAWL)

The Weimar Republic was unpopular from the start. Many different political groups tried to overthrow it.

**Communists (KPD)**
Extreme left – they believe that everyone should have equal pay and no one should individually own anything. Everything should be shared. They believe that all factories should be owned by the workers who should share the profits equally.

**Fascists (Nazis)**
Extreme right – they believe in the survival of the fittest. The best people, often the rich, deserve what they have because they are naturally better. Weak people should not be helped because the country only needs strong people.
Risings and murders and Putsches

Spartacist Rising (political)
A Communist group, called the Spartacists, led by Rosa Luxemburg and Carl Liebknecht attempted to begin a revolution and take control of the Government's newspaper headquarters and telegraph bureau in Berlin. The rising was crushed with the help of the army (Freikorps) and the leaders were arrested and murdered.

The Kapp Putsch (political)
Doctor Wolfgang Kapp led a right wing attempt to seize Berlin in March 1920. The army refused to act against Kapp's supporters who were often ex-soldiers and the Government fled from the city. Kapp set himself up as Head of a new Government. He wanted to recover land taken away from Germany by the Versailles Treaty. Kapp was defeated by the people of Berlin. Workers organised a General Strike. With no gas, water, electricity, trains or buses running, Kapp fled to Sweden.

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919–1923:

• economic problems
• political unrest?

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

See the answers below:
The Ruhr Crisis (political)
In 1921, The Germans paid the first installment of the reparations to the Allies (132 million gold marks). But in 1922, they announced they could not afford to pay for the next three years. The French refused to believe this and invaded the Ruhr, Germany’s industrial region, on 9 January 1923. 60,000 French & Belgium soldiers took control of every mine, factory, steelworks and railway in the region. The German army could not retaliate, so the people offered ‘passive resistance’ instead. The French responded by expelling 150,000 people from the region when they refused to take orders, and shooting 132 Germans. The French eventually withdrew after the intervention of Stresemann.

Inflation (economic)
The Weimar Government printed money to help the Ruhr workers carry on their strike. This meant that with more money around, the value of everyone’s money went down. The Government kept printing money, causing hyperinflation. Peoples’ money became more and more worthless. In February 1923 you needed 7000 marks to buy one dollar. By November 1923 you needed 130,000 million marks to buy one dollar. Billion mark notes started to be printed, and people stopped using money as it was all worthless. Prices went up so fast that workers had to rush into shops after being paid, as prices would go up by the hour. At one point a billion marks was barely enough for a loaf of bread.

What were the effects of hyperinflation?
- Pensions and savings became worthless (economic)
- Some people with debt gained as inflation wiped them out (economic)
- Workers kept their jobs and their wages rose in line with the inflation (economic)
- Many people blamed the Government and turned towards support extremist groups such as the Nazis (political)
- Businessmen suffered as they could not buy goods from abroad and lost their savings and investments (economic)
- Jewish businessmen kept their savings in foreign banks abroad and were unaffected. This gave rise to anti-Semitism (economic / political)

Which interpretation do you find more convincing about the occupation of the Ruhr in 1923?
Explain using your contextual knowledge

What happened?
- On 8 November 1923, a meeting being addressed by Ritter Von Kahr, the leader of Bavaria was interrupted by 600 Nazis who surrounded the building
- Hitler claimed a National Revolution had begun. The next stage would be a march on Berlin to take over the German Government.
- He tried to persuade Kahr to join him and General Ludendorff. Kahr said he would (a gun was being pointed at his head at the time).
- The next day, armed police on Kahr’s orders blocked Hitler’s progress. A gun battle started in which 16 Nazis were shot dead. Hitler was arrested.
Was the Munich Beer Hall Putsch a success or a failure?

<table>
<thead>
<tr>
<th>SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Hitler was put on trial he defended himself admirably. Hitler's trial received huge publicity. For 24 days, it was front-page news. As a result, Hitler's fame spread to parts of Germany where he was not well known.</td>
<td>No one had ever heard of Hitler before the Putsch. He failed and went to prison.</td>
</tr>
<tr>
<td>Many people sympathised with Hitler and were unhappy with the state of the country</td>
<td>By letting the Bavarian Leader go in the Beer Hall, he was able to alert the authorities</td>
</tr>
</tbody>
</table>
In prison, Hitler wrote *Mein Kampf* which became a best seller. In it he set out his vision for the future:

- **The Fuhrer Principle**: There should only be a single leader with complete power rather than a democracy where power is divided.
- **Lebensraum**: The need for 'living space' for the German nation to expand.
- **Anti-Semitism**: The superiority of the Aryan race over Jews and slavs who were subhuman.
- **Autarky**: The idea that a country should be ‘self-sufficient’ and not rely on imported goods.

It was snowing on the day of the march to Berlin and this put many people off attending.

The Stormtroopers had no firing pins in their weapons. When they met the Bavarian police there was no contest.

**How to tackle the interpretation question**

*Focus on content*

- How does the interpretation differ from the other……?
- Why might the authors have different interpretations?
- Which do you find the most convincing?

*Focus on provenance (time, author, place, purpose)*

Why might the authors have different interpretations about the Munich Putsch?

Hint – Provenance (TAP: Time, author, place)

Note the jester on the medallion!
Overview: Stresemann brought political and economic stability to Germany and a renewed support for the Social Democrats. It seemed that the Weimar Republic was safe. No longer suffering from inflation, foreign banks were willing to lend money to German businesses and to the Government. The result was a decline in support for the Nazi Party and the Communists.

**Interpretation A: Adapted from an official biography of Adolf Hitler published by the Nazis in 1934**

Hitler shouted ‘close ranks’ and link arms with his neighbours. The body of the man next to Hitler shot up in the air like a ball, tearing Hitler’s arm with him, so that it sprang from the joint and fell back limp and dead. Blood was pouring from his mouth. Hitler picked him up and carried him on his shoulders. ‘If only I can get him to the car’, Hitler thought, ‘then the boy is saved’.

1934 is important as Hitler has just come to power the year before.

This is the Munich Putsch of symbolic importance to the Nazis.

Author is Hitler. Clearly biased as will say only good things.

**Interpretation B: Written by Joachim Fest in 1973, who resisted the Nazi regime.**

During the gun battle, Hitler was pulled down, wrenching his arm out of its socket amidst the hail of bullets while all were dropping to the ground. Ludendorff stalked upright, trembling with rage, through the police cordon. The day might possibly have ended differently if a small band of determined men followed him, but none wanted. Hitler scrambled up from the pavement and took of leaving behind the dead and the wounded. In the general midst of the chaos, he managed to escape. A few years later he concocted a story he had carried out a child of the firing line to safety.

1973 is important as it is many years afterwards and reflective.

Suggestion Hitler is a coward by not supporting Ludendorff.

Hitler hardly a hero as he runs away from scene.

Author is not a supporter of Hitler. Therefore will say negative things.

Clear reference to Hitler lying about helping a boy to safety.

The Golden Age
Gustav Stresemann: (Mnemonic = Charlie Do You Like Lorraine Kelly?)

- In 1923, Gustav Stresemann became Chancellor for a few months and then Foreign Minister until 1929. During this period he initiated reforms which marked the start of a period of recovery.
- He called off the ‘passive resistance’ campaign in the Ruhr and agreed to resume reparations payments. The **Dawes Plan** of 1924 and the **Young Plan** of 1929 agreed with the USA, Britain and France spread the load of payments making them easier to pay.
- He established a new currency, the **Rentenmark**. Old banknotes were recalled to be destroyed.
- Stresemann reintegrated Germany into international politics. In 1925 Germany signed the **Locarno Pact** along with France, Belgium, Britain and Italy. These countries agreed not to attack each other or adjust each other’s boundaries. The **Kellogg Briand Pact** of 1928 was a treaty renouncing war and urging peaceful means for the settlement of international disputes. In 1926 Germany entered the **League of Nations**.

- The culture of Weimar was important because it was so different from the pre-war culture.
- Art was commenting on society in the ‘new objectivity’ of **Grosz and Dix**.
- Cinema boomed and new films like the ‘**Metropolis**’ by Fritz Lang were very advanced. Some people considered Berlin nightlife to be very **decadent**.
- The **Bauhaus** style was a simple approach to design that put art and craft together.

- When the Kaiser abdicated his strict **CENSORSHIP** of art and culture was removed as well. The greater **FREEDOM** that the Weimar Republic offered to artists and writers produced a **cultural revival**.
- German **artists**, **architects**, **writers** and **musicians** became world famous.
- Throughout the 1920’s **Berlin** challenged **Paris** as the cultural capital of Europe.
- This did not help the reputation of the Weimar Republic however; in the eyes of its **right wing** critics, its artists were undermining traditional German values, creating a new **decadent** and **immoral** Germany.

**Which of the following allowed Germany to recover more between 1924-9:**

- The Dawes and Young Plans
- The new currency (Rentenmark)?

**Explain your answer with reference to both (12 marks)**
In October 1929, the Wall Street Crash signaled the start of a worldwide economic depression. Many American banks closed down, while others demanded repayment of the loans they had given to Germany since 1924. Companies in Germany therefore closed down. Workers lost their jobs and by early 1932 there were 6 million German people unemployed.

Support began to grow for the Nazis. In 1928 the Nazi Party held only 12 seats in the Reichstag. By 1932 they held 230 seats.

Hitler blamed the policies of the Weimar Republic and the Jews for the depression. He

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

- The Wall Street Crash
- The appeal of Hitler and the Nazi Party?

Explain your answer with reference to both reasons (12 marks)
The Nazi Party was originally called the German Worker's Party. It was founded in Munich in 1919 by Anton Drexler. In 1921, Hitler took over the leadership of the Party and changed its name to the National Socialist German Worker's Party. The swastika became the party's emblem. Its membership rose from 50 in 1919 to 6,000 in 1921. It published its own newspaper calling for cancellation of the Versailles Treaty and demanded all immigrants leave Germany. Hitler created his own Stormtroopers (the SA or Brownshirts) to fight his opponents.

**Why did people begin to support the Nazis? (IPAD)**

**Hitler’s image:** Hitler had a lot to do with increasing his popularity. His image was all important. He had a charismatic personality and made people believe he could be trusted to make Germany a great nation once again. As a powerful and inspiring speaker, he was able to fill his audiences with hope. In 1932, he used an airplane to take him to 20 cities in seven days to make election speeches.

**Propaganda:** The Nazis made propaganda its top priority. In 1933, Dr Joseph Goebbels was appointed head of the ‘Ministry for People’s Enlightenment and Propaganda’. Nazi ideas were spread using the radio, posters, mass rallies, public meetings, newspapers and by printing millions of pamphlets. The Ministry after 1933 prevented the spread of ‘undesirable ideas’. Universities and schools were told what to teach. Libraries were ransacked and most of their contents burned. All academic freedoms were brought to an end.

**Army:** In 1921, Hitler set up his own private army called the SA (Sturm Abteilung) or Brownshirts. They were young men many were former members of the Freikorps. Supposedly they were set up to protect speakers at Nazi rallies, but in truth they often started the violence themselves and broke up meetings of other political parties, which often ended in drunken brawls.

**Depression:** Hitler and the Nazis claimed they were the only party to steer Germany out of the depression. Support began to grow for the Nazis. In 1928 the Nazi Party held only 12 seats in the Reichstag. By 1932 they held 230 seats.
Farmers

Farmers had been hit hard by the depression; people were not buying food so farmers had to lower their prices. The Weimar Government didn’t help them either. The Nazis promised them higher prices (of course) for their crops, and a higher status in German society. The Nazis spread fear of communism who would take land which families had owned for generations.

Women

The Nazis spread the idea that family life, good morals and self-discipline were important. Women agreed with Hitler when he said that the youth had been exposed to a flood of muck and filth, in word and in print, in the theatre and in the cinema. The Nazis promised to sort this out!

Middle Classes

People such as small business owners, bank workers, doctors, managers began to vote for the Nazis. They feared law and order might break down or a communist takeover could destroy their way of life. The Weimar governments seemed to be continually arguing whereas the Nazis seemed strong and disciplined with their Brownshirts. They were also not afraid to take on the communists.

Young people

Hitler promised to tear up the Treaty of Versailles and make the country strong. The youth wanted to be part of this new Germany and get jobs in the army or building new homes, motorways or hospitals. They are won over by the strength of his speeches and convictions.
Upper Classes

Rich factory owners might not agree with everything the Nazis stood for, but they supported strong leadership and a more powerful nation, like the good old days when Germany was feared and respected in Europe. The promise to use their factories to make weapons, battleships and fighter planes would bring them even more money. The Nazis would also fight the communists and make sure they didn’t take their factories.

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

• Fear of the communists
• The appeal of Hitler and the Nazi Party?

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

How did Hitler become Chancellor?

1930 Reichstag election

As usual a coalition government was formed under a new Chancellor Heinrich Bruning, a Centre Party politician. He soon became unpopular as he reduced unemployment pay and raised taxes. However in the election the Nazis became the second largest party in the Reichstag.

1932 July and November Reichstag election

When Bruning resigned, Hindenburg the President appointed another Centre Party politician, Franz Von Papen as Chancellor. Just as unpopular as Bruning, an election was called. Astonishingly the Nazis won 230 seats and became the largest political party in the Reichstag. Hitler demanded to become Chancellor. Hindenburg refused and called another election. Again the Nazis did well and Papen resigned.

Violence on the streets

During the election campaigns, Hitler’s Brownshirts beat up opponents disrupted communist meetings and were a general nuisance. In 1932 alone, there were bomb plots, street fights and murders as different groups fought each other.

To many people, democracy and the Weimar Republic were failing. Hindenburg was continually using Article 48 and his emergency powers to run the country; democracy to many was already dead.
Hitler becomes Chancellor in Jan 1933. Hindenburg next appointed his old friend, General Schleicher to be Chancellor. Yet again he had no support. Hindenburg had little choice but to appoint Hitler as Chancellor. He tried to limit Hitler’s power by appointing von Papen as vice Chancellor and restricted the Nazis in his cabinet to two.

Describe two problems Hitler faced as Germany’s leader when he became Chancellor in January 1933 (4 marks)

How did Hitler consolidate his power?

Key Mnemonic: PAROLE

Political parties banned, use of Article 48, Reichstag Fire, Oath of Loyalty by army, Long Knives (Night), Enabling Law

Reichstag Fire

Hitler hoped to win an overall majority in the Reichstag by calling another election. But on 27 February 1933 the Reichstag building was burnt down. A Communist called Marinus van der Lubbe was caught at the scene. Hitler claimed it was the start of a Communist plot against Germany.

Article 48

He asked President Hindenburg for more powers to deal with the plot. Hindenburg issued a ‘Law for the Protection of the People and the State.’ This emergency law (use of Article 48) allowed the Nazis to smash the Communist election campaign.

In the election on 5 March 1933, the Nazis won more Reichstag seats than ever before. But they still did not have a majority. Hitler joined forces with the National Party who held 52 seats. But Hitler still did not have his majority even after the Communists were banned from the elections.

Enabling Law

Hitler persuaded the Reichstag to pass an Enabling Law, which would give him the power for the next four years to make laws without having to ask it for approval. This effectively made Hitler a dictator. Over two-thirds voted in favour (they met in the nearby Opera House in Berlin); Germany ceased to be a democracy.
Oath of Loyalty

When President Hindenburg died in August 1934, Hitler made himself Fuhrer and Reich Chancellor. In addition he made the army wear an oath of loyalty to him.

Political Parties banned

The Enabling Act was immediately used to introduce the Law against New Formation of Parties. Germany had become a one-party state and all through the use of the Constitution.

Interpretation A: A cartoon from the USA in 1933 showing Hitler as the grim Reaper (who is often shown to represent death)

Interpretation B: interview with a former member of League of German Maidens, a Nazi youth group

People were enthusiastic and accepted events because they had got work and bread again. Even we children were able to meet and be friends in the Hitler youth when we previously had not been able to understand each other and had been against each other because our parents held different political views.

How does interpretation A differ from Interpretation B about who supported Hitler from 1933? (4 marks)

Why might the authors have different views? (4 marks)

The Night of the Long Knives, June 1934

Who were the SA?

The SA (or Brownshirts) had helped Hitler get to power. Many were unemployed, violent thugs who wanted well paid jobs as a reward for their loyalty.

Why were the SA a threat?

Rohm their leader also wanted to join the army, with both under his control. This alarmed Hitler as it would give him more power. Hitler needed to keep the army leaders happy as he would need their skills to fulfill his aims of regaining land. On top of this there were rumours Rohm was going to topple Hitler and seize power.
What happened?

Hitler decided to act ruthlessly. He arranged a meeting with the SA leaders including Rohm on 30 June 1934. They were arrested and shot. Over the next few days around 400 people were executed in this way. They were killed by Hitler’s new elite bodyguard, the SS under their leader Heinrich Himmler.

What were the consequences of the Night of the Long Knives?

- Many of the people close to Hitler who were regarded as a threat to him were now dead
- The SS, led by Himmler, emerged as the group now responsible for Hitler’s security. Along with the Gestapo, the SS formed the basis of the police state that Germany had become.
- Hitler was very open about what he had done. He now established murder as part of what the Nazi government did.
- President Hindenburg died soon afterwards. Hitler was quick to join the powers of President and Chancellor together to become a Fuhrer, or leader of Germany.

Describe two consequences of the Night of the Long Knives (4 marks)

How did the Nazis control Germany?

Don’t forget the Mnemonic; Terror, Coordination, Propaganda
The SS and the use of terror

Established by Heinrich Himmler, the SS began as a bodyguard for Hitler. It expanded massively after the Night of the Long Knives. They were feared for their cruelty. Another branch of the SS was the Gestapo (usually seen in war films). Their job was to protect public safety and order. In reality this meant interrogation, murder and imprisonment of any opposition, both physical and verbal.

Concentration camps

After 1933, these were built in Germany to hold political prisoners and anyone considered a threat. Some of these were later turned into death camps.

Block wardens

Local block wardens (as many homes in Germany were blocks of flats) were employed to make sure Germans were 'loyal' and did what they were told! Members of the public were encouraged to spy and report disloyalty.

Changes to the justice system

- The Enabling Act allowed the government to search mail, listen to phone calls and search homes without notice
- Laws to sack civil servants
- Law for Reconstruction of the Reich allowed control over local Government
- Judges were told to make decision in line with Nazi policy (not fairness)
- Special courts set up to arrest offenders and where their rights were suspended

Co-ordination (or Gleichschaltung)

The Nazis wanted to make sure they won the hearts and minds of the German public. To encourage this process, they made sure every sphere of life was controlled by them. For example they controlled the following and used them for their propaganda purposes:

- social groups such as youth, choirs,
Germany's birth-rate was sinking fast. In 1900, there were 2 million births per year but by 1933 this had shrunk to 1 million. The Nazis needed to reverse this in order to provide the army with more soldiers and create Lebensraum in the east.

The Nazis wanted women to revert back into their traditional roles as wives and mothers. The Weimar Republic allowed them some freedoms. Women had become doctors and lawyers and were allowed to vote. So they

Propaganda comes from the word ‘propagate’ meaning ‘spreading information and ideas.’ Hitler employed a man named Joseph Goebbels to spread information and make sure the German people believed what the Nazi were telling them.

Short sharp messages and images which were repeated would once said, “If you tell a lie big enough and keep repeating it, people will eventually come to believe it.” He also needed to control and limit other ideas and beliefs too. So he introduced censorship. Many things were banned which included books, films, news articles, and even jokes!

Exam Tip: When explaining propaganda, always give an example of its use and effectiveness

Festivals were celebrated as national holidays such as Hitler’s Birthday, Mother’s Day and the anniversary of the Munich Putsch

Hitler’s book Mein Kampf was freely given to German newlyweds and soldiers

Newspapers such as Der Sturmer or Der Angriff printed stories of anti-Semitism and Nazi approved stories

Nazi approved art showed the model German family or the superiority of the Aryan race

The Nazis also had degenerate art exhibitions. The idea was to deliberately encourage a negative reaction

Cheap radios. The peoples’ receiver, were introduced by Goebbels so Germans could hear Nazi messages

Films such as Triumph of the Will showed how strong and fearless Hitler was

Mass rallies were often held at Nuremburg to celebrate Hitler’s greatness

Films such as the Eternal Jew compared Jews to rats constantly breeding and being inferior. It was not a best seller!

A Nazi approved book called Michael was published about the inspired leadership of Hitler and the immoral ways of communists and Jews

Certain music was promoted such as the Horst Wessel song (famous Nazi) or the work of German composers such as Beethoven or Wagner (Hitler’s favourite).

In what ways were art and culture used by the Nazis? Explain your answer (8 marks)
Policies

- They offered 'marriage loans' of up to 1000 Reichsmarks for people of German nationality. If they had a baby, the repayment of the loan was cut by a quarter. On the birth of a second child, it was cut by half and after four children they owed nothing.
- The government offered family allowances and increased maternity benefits.
- Medals were given to the most fertile mothers; bronze for those with five children, silver for six or seven and gold for eight or more.
- The Nazis encouraged the 3 K’s. ‘Kinder, Kirche, Kuche’ which means ‘children, church and kitchen’.
- Women were banned from smoking in cities or banned from wearing trousers which were seen as ‘unladylike’
- Slimming was discouraged as it was thought to affect fertility
- A Lebensborn programme was set up for women to have babies (which were really like brothels). Over 8000 children were born as a result
- Not every woman was encouraged to have babies. ‘A Law for the Prevention of Hereditarily Diseased Offspring’ ordered that women ‘unfit’ to be mothers must be sterilised. By 1937 almost 100,000 women had been sterilised.
- The ‘Deusches Frauenwerk’ (German Women’s Enterprise) organised Mother’s Schools to train women in household and parenting skills. It organised courses, lectures and radio programmes on household topics.

Were the Nazi policies a success?

The birth rate did increase but not significantly and not what the Nazis wanted. Moreover they needed the women to work as the men left to join the army – in factories and in the field in particular.

Key woman: Gertrude Sholtz Klink was seen as the ideal German woman. She was appointed Reich's Women's Führer and head of the Nazi Women's League. A good speaker, her main task was to promote male superiority and the importance of child-bearing. In one speech, she pointed out that “the mission of woman is to minister in the home and in her profession to the needs of life from the first to last moment of man's existence.”

The Nazis approved of this painting. How do you know?

Young people
Lessons were to be taught in a particular Nazi way. Key word = indoctrination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course content</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Learning about the great German past and how badly Germany was treated at the end of WWI</td>
</tr>
<tr>
<td>Geography</td>
<td>Outlined previous German colonies and the ones Germany would win back</td>
</tr>
<tr>
<td>PE (trebled on timetable)</td>
<td>Create fit and healthy Germans and read to create a new German master race</td>
</tr>
<tr>
<td>Race Studies (Eugenics)</td>
<td>Taught how to improve the race and the inferiority of other races such as black people, Eastern Europeans and Jews</td>
</tr>
<tr>
<td>RE</td>
<td>Now banned</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>Removed as soon all of Europe will soon be speaking German!</td>
</tr>
<tr>
<td>Science</td>
<td>Weapon making and chemical warfare</td>
</tr>
<tr>
<td>Maths</td>
<td>Questions referred to inferior races and how much money Germany could save through euthanasia</td>
</tr>
</tbody>
</table>

Other changes in education:

- Textbooks rewritten to include Nazi beliefs
- All teachers had to join the German Teachers League or be fired
- Special academies called Napolas were set up for the able and talented – future leaders of Germany
- In Universities over 3000 lecturers were dismissed for racial or political reasons
- Leading academics left Germany such as Albert Einstein… ooops!
- All students at university had to train as a soldier for one month a year

Maths Question:

The Jews are aliens in Germany and shouldn’t be here. In 1933 there are 66 million people living in Germany. Of this total 499,862 are Jews. What is the percentage of aliens in Germany?

Maths Question:

The Jews are aliens in Germany and shouldn’t be here. In 1933 there are 66 million people living in Germany. Of this total 499,862 are Jews. What is the percentage of aliens in Germany?

A picture from a German text book. Jews were always shown as evil, or doing nasty or illegal things.

The education of children in Nazi Germany (4 marks)
Hitler wanted to control young people at school and in their spare time. He wanted to train a new type of disciplined and healthy human being who could suffer pain, both male and female. When the Nazis came to power, they banned all other youth groups except for their own. As a result, lots of young people joined the Hitler Youth. By 1939, it was made compulsory.

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys from 6-10 joined the ‘Pimpf’ (Little Fellows) and were involved in activities such as hiking and camping. At 10 they took a test to enable them to move into the ‘Deutsche Jungvolk’ (German Young People) where they learned more about Nazi ideology and military matters. Between 14-18 they joined the Hitler ‘Jugend’ (Hitler Youth), which had a stronger emphasis on military discipline and training.</td>
<td>Girls joined the ‘Jungmadel’ (Young Maidens) to the age of 14 and the League of German Girls from 14-17. They were taught how to care for their health and prepare for motherhood. Girls still went on tough marches and attended weekend camps, but they would mainly learn how to keep fit, cook good meals and look after babies. Both boys and girls were encouraged to report their parents or teachers of they criticized Hitler or told jokes about the Nazis.</td>
</tr>
</tbody>
</table>

Boys would go to the Hitler Youth meetings several times a week after school and to special weekend camps once a month. They learned how to march, fight with knives, fire a gun and keep themselves fit. Emphasis was on strength, competition, struggle, heroism and leadership.

Girls still went on tough marches and attended weekend camps, but they would mainly learn how to keep fit, cook good meals and look after babies.

Both boys and girls were encouraged to report their parents or teachers of they criticized Hitler or told jokes about the Nazis.

---

**B: An account by Arno Klonne, remembering his time from 1940.** His parents were teachers who had access to banned books.

When I was older, I became a Hitler Youth Leader. I found the need for absolute obedience unpleasant. The Nazis preferred people not to have a mind of their own. In our troop the activities consisted almost entirely of endless military drill. Even if sport or shooting practice was planned, we did drill first.

---

**Christianity and the Nazis**

Why might the authors of Interpretation A and B have a different interpretation about the Hitler Youth? Germany’s Christians were divided into two Christian groups. Around 1/3 of Germans were Catholic (20 million) and 2/3 were Protestant (40 million). Religion was important feature of German society and Hitler knew he had to tread carefully on how to deal with it.
Amazingly some German Christians supported the Nazis:

- The Nazis said they believed in the importance of marriage, the family and moral values
- Christians feared communism because it was anti-religious
- Hitler promised to respect the Catholic Church

Catholics:

Hitler signed a Concordat (agreement) with the Pope. The Nazis agreed not to interfere with the Catholic Church. In return the bishops had to take an oath of loyalty to Hitler. But Hitler did not keep to this agreement. Church schools were closed down and the league was broken up. When the Pope protested with his statement, 'With Burning Anxiety', the Nazis started to arrest those who opposed the regime and put them into camps. In 1941 one of Germany’s best known religious leaders, Cardinal Galen, openly criticized the Nazis for their use of terror, euthanasia and concentration camps. He was put under house arrest for the rest of the war.

Protestants:

The Protestant Church was really a collection of a number of churches and they were easier to deal with. The Protestants were split. The "German Christians" were led by Ludwig Muller, who believed that any member of the church who had Jewish ancestry should be sacked from the church. Muller supported Hitler and in 1933 he was given the title of "Reich Bishop". Christians wore Nazi uniforms and used the slogan, 'the swastika on our chests and the cross in our hearts'. This did not have the Christian cross as its symbol but the swastika. The Bible was replaced by "Mein Kampf" which was placed on the altar. By it was a sword. Only invited Nazis were allowed to give sermons in a Reich Church.

Protestants hated the Nazis as they felt the core Nazi beliefs were opposed to those of Christianity. A new Protestant Church was formed, led by Martin Niemoller. He was famous in Germany as he had been a World War 1 U-boat captain. Therefore, he was potentially an embarrassing foe to the Nazis. They openly criticised the Nazis, back by arresting 800 pastors. Neimoller himself was a concentration camp for 7 years and the Confessional Church was banned.

**Work and Bread**

Over 6 million Germans were out of work when Hitler came to power. He had promised them ‘work and bread’ in his election campaigns. The question historians still debate is did he produce an economic miracle?
Unemployment in Germany

| January 1933 | 6 million |
| January 1934 | 3.3 million |
| January 1935 | 2.9 million |
| January 1936 | 2.5 million |
| January 1937 | 1.8 million |
| January 1938 | 1.0 million |
| January 1939 | 302,000 |

The National Labour Service or RAD made it compulsory for all men aged between 18-25 to work for 6 months. The men had to build the autobahns (motorways) as well as other projects such as building coastal walls, draining marshes, tree planting, hospitals and schools.

Hitler was determined to rearm Germany again so he ordered the building of new tanks, battleships, fighter planes and guns. Thousands of jobs were created and huge government contracts made factory owners and bosses of large businesses a fortune.

Hitler introduced conscription into the armed forces (compulsory). From 1935, all males between 18-25 were forced to join the armed forces for at least 2 years. Within 5 years the army had grown from 100,000 to 1.4 million – even more jobs!

Describe two ways in which Hitler reduced unemployment in Germany (4 marks)

In 1933, Hitler wanted Germany to regain the land it had lost in 1919. To do this he needed a fighting force and armaments.

- Schacht had been Economics Minister since 1933; the economy was recovering and doing quite well.
- In 1935 Hitler wanted to prepare for war. Schacht told Hitler rearmament by 1939 was not possible. Schacht was demoted and resigned. Despite his service, Schacht ended up in a concentration camp.
- Goering became the new minister for the economy. He was a busy man. He was already President of the Reichstag (parliament) and head of the Luftwaffe (German air force). He had been a pilot in WW1, but had no background in economics.

The 4 Year Plan

But – the wages were very poor and men hated the fact they were sent to different parts of the country to work. They also had to wear uniforms and live in camps. On the plus side – the unemployment figures fell!

But..
The Four Year plan was launched in 1936. The aim of the four year plan was to prepare for war in four years! It needed Autarky (self-sufficiency) so that if any other nation were to introduce a blockade, Germany would not come to a standstill like they had done in World War One.

They needed to increase production of raw materials needed for rearmament; Coal, Iron ore, Oil, Metal, Explosives. They also pumped millions to persuade businesses to produce synthetic raw materials such as rubber, fuel and textiles. Textiles were made from pulped wood, rubber and fuel from coal and coffee from acorns.

Goering’s slogan was ‘Arms not Butter’. He earned a fortune as he personally invested in all the big companies. The Hermann Goring Works which was a huge mining and metal works and employed slave labour from the concentration camps.

But by 1939 Germany still received 1/3 of its raw materials from outside its borders. Items such as butter were still rationed. Arms production was prioritised over food. The solution; invade other countries!

This picture was produced by a German artist called John Heartfield. It appeared in Germany in a banned Communist magazine in 1935. The caption says, ‘Hurrah, the butter is all gone!’

Were ordinary Germans better off?

Agriculture pre-Nazis
Farmers and farm workers made up 30% of the population and had suffered in the economic depression. They turned to Hitler who promised to change their lives.

Agriculture post 1933
Hitler tried to reward farmers by cutting taxes and guaranteeing they could work and control.

Work and control
Workers now had jobs unlike many before 1933. The army grew in size and weapons production increased too. More school, hospitals and
An organization called the German Labour Front (Deutsche Arbeitsfront or DAF) replaced trade unions. It promised to protect the rights of workers. It ran two schemes to improve peoples’ lives:

- **Beauty of Labour** which aimed to improve the working environment by installing better lighting, safety equipment, new wash rooms, low cost canteens and sports facilities
- **Strength Through Joy (Kraft durch Freude or KDF)** aimed to reward workers by offering cheap holidays, trips to the theatre and tickets to football matches if workers met their targets. Two huge cruise ships were built to take the hardest workers on luxury cruises at bargain prices. They also had a scheme to save for Hitler’s Peoples car – the Volkswagen. Over 7 million people took part in sports matches organised by the KDF.

**Better off or not?**

- Although the Nazis fulfilled their promises to provide work, workers lost their rights because trade unions were banned.
- Workers could not quit without the Government’s permission and were banned from striking.
- People could be forced to work as many hours as the Nazis required
- Although holidays were offered, they were still too expensive for most working class families

August Landmesser refusing the Hitler salute at the launch of a ship at the naval dockyard in Hamburg, June 1936

**Who was on Hitler’s hate list?**

Hitler believed that some races were better or superior to others. He felt Germans were the master race, the most superior race of all and therefore had the right to dominate other races such as Jews, Gypsies, Slavs, black and Indian people. He used the word Aryan to describe the master race. Ideally the Aryan would be strong, tall, blond blue-eyed and white. Hitler said that the strong must dominate and not blend with the weak and was scared Aryans would mix with these so called inferior races. The Nazis therefore began to persecute and later murder them.
Persecution of undesirables:

Over half a million tramps, beggars, alcoholics, problem families and prostitutes were murdered as they according to the Nazis were workshy and contributed nothing to society.

Many people with strong religious beliefs such as pacifists (who refused to fight) and those who put god first were sent to the death camps.

Homosexuals did not reproduce for Germany and they too were sent to the death camps.

Gypsies were seen as undesirable and difficult to control and over half a million were murdered by the Nazis.

T4 Programme

- The physically and mentally ill did not fit into Hitler’s vision of a race of powerful and strong Aryans. He wanted to stop them passing on their ‘deformities’ to their children.
- About 350,000 physically and mentally disabled men and women were forcibly sterilized by the Nazis.
- On 1 September, 1939 Hitler signed an order giving Nazi doctors the power to administer a mercy death to the incurably sick. It was named T4 after the address of the building in Berlin where the programme was organised (Tiergartenstrasse).
- 20 hospitals were set up with special children’s wards to conduct these mercy killings. Over 5000 children were taken from their families and killed, many through lethal injection or starvation, their families were not consulted. 6 killing centres were established for adults, where the disabled were murdered by gas and their bodies burned.

Jews

Hitler had an obsessive hatred of Jews. As soon as he came to power, he began to persecute them. When war broke out in 1939, the persecution became worse, moving them into areas called ghettos, whilst some were hunted down and executed by death squads. Later in the war the decision was taken to finally kill all the Jews in Europe and to be murdered by poison gas.

Hitler blamed the Jews for many things and played on centuries old prejudice such as:
- Christ Killers
- Money grabbing
- Causes of Black Death
- Untrustworthy

Anti-Semitism:

As soon as Hitler came to power he began to introduce laws and rules that made Jewish lives very difficult. Germans were bombarded with speeches, newspaper articles, and even films showing how evil, selfish and damaging the Jews were to the German nation. Newspapers such as Der Sturmer wrote headlines such as ‘Jewish Murder Plan against non–Jewish mankind discovered.’
The following timeline shows how Jews were discriminated against and persecuted between 1933-39.

Adapted from a 1939 British Foreign Office report on the treatment of Germans

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1933</td>
<td>All Jewish lawyers and judges sacked</td>
</tr>
<tr>
<td>March 1933</td>
<td>One day boycott of Jewish shops</td>
</tr>
<tr>
<td>April 1933</td>
<td>All Jews banned from any sports clubs. All Jewish teachers sacked</td>
</tr>
<tr>
<td>Sept 1933</td>
<td>Race studies introduced in schools</td>
</tr>
<tr>
<td>Jan 1934</td>
<td>All Jewish shops marked with a star of David or the word Juden. Soldiers to stand outside to turn people away.</td>
</tr>
<tr>
<td>Jan 1936</td>
<td>No Jew allowed to own electrical equipment including cameras. Bikes, typewriters or music records</td>
</tr>
<tr>
<td>July 1938</td>
<td>Jewish doctors sacked</td>
</tr>
<tr>
<td>Aug 1938</td>
<td>Male Jews must add the name ‘Israel’ and female Jews ‘Sara’ to their first names</td>
</tr>
<tr>
<td>Nov 1938</td>
<td>Jewish children banned from German schools. Krystallnacht (Night of the Broken Glass) sees Jewish businesses, synagogues attacked all over Germany. 100 Jews are killed and 20,000 sent to concentration camps.</td>
</tr>
<tr>
<td>Dec 1938</td>
<td>Jewish and non-Jewish children forbidden to play together, Jews banned from using swimming pools as seen as ‘racially unclean.’</td>
</tr>
<tr>
<td>April 1939</td>
<td>Jews can be evicted from their homes for no reason</td>
</tr>
<tr>
<td>Sept 1939</td>
<td>Jews no longer allowed out of their homes between 8.00pm and 6.00am</td>
</tr>
</tbody>
</table>

Impact of the war on Jews

As WWII went on, more Jews came under Nazi occupation – 3 million in Poland, 2.7 million in Russia and over 1 million in France, Norway, Denmark and the Balkans.

Many of the Jews were rounded up and put into Ghettoes (poor areas which were walled and offered starvation and brutality). Einsatzgruppen or execution squads went into the countryside and shot or gassed the Jews (using mobile vans) In 1942, at the Wannsee Conference, leading Nazis decided
The impact of war

At first the war went well for Germany. Hitler had attacked and defeated 6 European country and many Germans felt that Hitler was right when he said that Germany would be rich and powerful once again. Luxury goods from conquered countries began to find their way back to Germany, although most went to high ranking Nazi officials. However the war soon turned for the worse.

**Hardship of the home Front**

**Rationing**

People soon felt the impact of war as supplies were prioritized for the soldiers. There were severe food shortages and by November 1939, food and clothing were rationed. People for example were limited to an egg a week. Goods like soap and toilet paper were in very short supply. Hot water was rationed to two days per week. The Nazis bombarded the people with propaganda telling them the war was still going in their favour but they must fully commit themselves to it.

**Severe Labour Shortages**

In 1942, Albert Speer was made Armaments Minister and was told to organize the country for Total War. Everything became focused on making weapons and growing food for the soldiers. Beer houses, dance halls and even sweet shops were closed. Letter boxes were boarded up.

Factories were forced to stay open longer; greater number of women had to be drafted into them. By 1944, about seven million foreign workers had been brought in from countries Germany had conquered to work as slave labourers in the factories.

**Bombing**

From 1942, Britain and America began pounding German cities with bombs. Due to the bombing there was no electricity, water or transport and panicked people left their homes to look for refuge in safer places. Thousands of death occurred in the cities and the medical services were overstretched. The bombing also cause flooding and gas explosions and there was a constant danger of unexploded bombs. Not surprisingly support for the Nazis began to weaken.
Many Germans were uncomfortable with the concentration camps and the dreaded Gestapo, whilst others were shocked at the treatments of Jews or the physically or mentally disabled. Many hated the restrictions placed upon their lives or being continually bombarded with Nazi propaganda. However, it was very difficult to show you didn’t support Hitler as there were no elections to voice your opinions.

**Option 1: Moaning and grumbling**

Often in the privacy of their own homes, people might tell anti-Nazi jokes or complain.

**Option 2: Passive resistance**

Germans publicly showed they did not support the Nazis, by refusing to do exactly what they were told. They refused to give the ‘Heil Hitler’ salute, or give money to the Hitler Youth members who went from house to house collecting funds.

**Option 3: Open opposition**

- Some Germans, like the Swing Youth, openly declared their dislike of Nazi ideas and policies by listening to jazz music and having Jewish friends.
- The White Rose Movement urged Germans to get rid of Hitler. They handed out anti-Nazi leaflets, put up posters and wrote graffiti on walls. Their leaders Hans and Sophie Scholl were executed for their ‘crimes.’
- Banned youth groups like the Edelweiss Pirates and Navajos beat up Nazi officials and helped army deserters.
- Others sabotaged railway lines and acted as spies, passing on military secrets to other countries.
- Church leaders like Cardinal Galen and Martin Niemoller openly spoke out against Nazi policies such as euthanasia.
- The most famous attempt on Hitler’s life came in the July Bomb Plot of 1944. A disillusioned army officer Colonel Claus Von Stauffenberg agreed to be part of a group who would plant a bomb where Hitler was meeting other army officials.
Which of the following was the more important reason why resistance and opposition to Hitler was not effective?

- The strength of the Nazi Police State
- The weaknesses of the protesters?

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