

GCSE History



Germany, 1890 – 1945: Democracy and Dictatorship

Knowledge and Assessment Organiser

Student name:

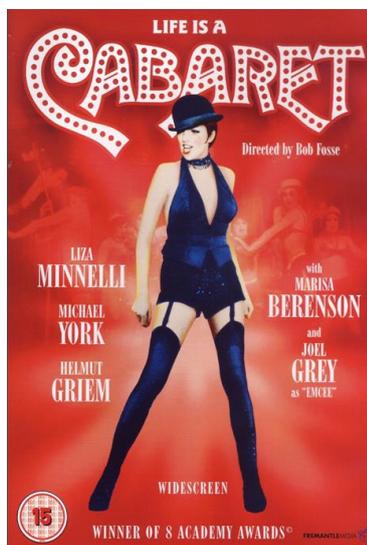


**How did Germany change
between 1890 and 1945?**

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Did you know...?



Bored with the New York nightlife, Sally travels to Berlin where she becomes a cabaret dancer at the Kit Kat Klub. Her partying and decadent lifestyle becomes entwined with the Nazi Party that is slowly growing in power.

Cabaret is just one of many great movies on this time period.

What's the Story?



My name is Eva Heyman, and I am thirteen years old. Like you, I have been going to school for many years, but I don't live in England. My home is a town called Augsburg, which is about an hour away from Munich. It's a pretty nice place, with nice people, and peaceful.

Also like you, I dream of the future and what my life might be like. I am starting to think about what jobs I would like to do in the future, and I think that most of all I would like to be a news photographer. I enjoy being creative and making things, but I think it's also important to let people know what is going on in the world around them.

I just celebrated my thirteenth birthday, and we had the loveliest party. I had my friends over to my house, and we had tea and sandwiches and huge slices of Sacher torte... that's a chocolate cake if you don't know, but I suppose some of you might speak some German! I had lots of presents, too, and a navy-blue dress that I can't wait to wear to a party.

Lately, though, things have started to change. The Nazis are everywhere. You see the grey uniforms of soldiers on every street corner, and people have started speaking to each other in quiet voices, as if they fear we are being listened to all the time. Maybe we are – I have heard terrible things about what the Nazis have done.

I'm really worried about my family, too. My parents split up when I was young, and I worry about them both. My dad is an architect, and he owned a hotel, but he just told me the Nazis have taken his business away. My mother works in a pharmacy, and I know that she is really worried about what might happen to me.

Why are we so worried? Well, it's because our family are Jews, and everywhere the Nazis have been, life has got worse for Jews. Now, we must only go into certain shops, we must wear yellow stars on our sleeves to show that we are Jewish, and there is talk that we might have to move out of our home and into another part of town.

My friends are scared, and I'm scared, too. How could the world get into this terrible mess?

Why does this matter?

- We are studying one of the most important periods in modern history.
- It is vital that we know why people like the Nazis can come to achieve total power.
 - We must be ready to guard against anything like this happening ever again.
 - It is crucial that the Holocaust is never forgotten and always commemorated.

Sounds familiar?

You might well have come across some of these ideas before in your school life, through assemblies or other lessons. You would have looked at World War One and Two in Year 9, and you may well have looked at other powerful leaders earlier in the History curriculum.

Glossary: Germany, 1890–1945: Democracy and dictatorship

- Abdicate** Give up a throne
- Allies** The countries that fought Germany and the other Central Powers during the First World War
- Armistice** A ceasefire – an agreement to end fighting
- Article 48** The part of the Weimar constitution that allowed the President to take emergency powers without consulting the Reichstag
- Aryan** In the Nazi sense, a master race of white northern Europeans
- Autobahn** German word for motorway
- Chancellor** Leader of the German government
- Concentration camp** A camp used by Nazis to hold political opponents in Germany
- Concordat** An agreement between the papacy and a state
- Conscription** A means of raising an army; eligible people are forced to join the armed forces of a country
- Constitution** Rules that regulate how a country is governed
- Death camp** A place for the mass murder of Jews and others by the Nazis
- Depression** Long period of financial problems, leading to lower living standards. The Great Depression of the 1930s affected many countries around the world
- Einsatzgruppen** A death squad consisting of SS, police and local people
- Enabling Act** Allowed Hitler power to pass laws for four years without consulting the Reichstag
- Freikorps** Ex-soldiers in Germany after the First World War who supported right-wing political parties
- Führer** The German word for leader; in this sense the absolute dictator of Germany
- German Labour Front** The Nazi-controlled trade union
- Gestapo** Secret police in Nazi Germany who had a network of informers
- Ghetto** Part of a city, especially a slum area, occupied by a minority or persecuted group, usually in crowded and insanitary conditions
- Hitler Youth** An organisation for boys where they were taught militaristic skills
- Hyperinflation** Where prices increase very rapidly and out of control
- July Bomb Plot** A failed attempt by German army officers to assassinate Hitler
- Kaiser** Title of ruler of Germany from 1871 to 1918. Equivalent of Emperor
- Kristallnacht** The Night of Broken Glass; the shattered glass fragments looked like crystals
- League of German Maidens** An organisation for girls where they were taught home-making skills
- Left wing** Socialist or progressive attitudes favouring state control of industry
- National Labour Service** Unemployed workers were forced to work for the Nazi state
- Night of the Long Knives** The night (actually a weekend) in June 1934 when Hitler used the SS to kill leaders of the SA and others who had recently angered him
- November Criminals** An abusive term for those German politicians who had signed the armistice to end the First World War
- Nuremberg Rally** The annual mass meeting of the Nazi Party, which was held in Nuremberg
- Parliamentary government** Elected representatives having responsibility for policies and law-making
- President** Elected head of state. In Germany, the President was elected for seven years
- Propaganda** Intensive use of mass media to spread political ideas
- Proportional representation [PR]** An electoral system where political parties get seats in proportion to how many votes they get
- Putsch** A revolt designed to overthrow an existing government and seize power
- Reich Church** A Nazi-controlled Protestant Church
- Reichstag** German Parliament
- Reparations** Compensation to be paid by Germany to France, Belgium, Britain and other states as a result of the First World War
- Republic** A country with no hereditary ruler; the head of state is elected
- Right wing** Conservative or traditional attitudes favouring authoritarian government
- Ruhr** An industrial region in western Germany
- SA** Brownshirts or stormtroopers; the private army of the Nazi Party
- Social Democratic Party** A left-wing political party; the popular party in Germany in the 1920s
- Socialist** Left-wing political party or views, defending the rights and welfare of ordinary people, particularly working-class people, and wanting controls on business
- Spartacists** Communists in Germany in 1919 who wanted a revolution in Germany similar to the 1917 revolution in Russia
- SS** Organisation within the Nazi Party which began as Hitler's bodyguard but expanded to become a state within a state



How did Germany change between 1890 and 1945?

Small Question

1. What was life like in the Kaiser's Germany?

Small Question

2. How was life in Germany affected by the First World War?

Small Question

3. What challenges were faced by the new Weimar government in 1918 and how effectively were they dealt with?

Small Question

4. What impact did Stresemann make to the lives of Germans between 1924 and 1929?

Small Question

5. Why did the Weimar Republic collapse?

Small Question

6. How was the Nazi created and what did it stand for in the 1920s?

Small Question

7. How did the Nazi Party get into power and turn Germany into a dictatorship?

Small Question

8. What was life like in Nazi Germany 1933-45?



How did Germany change between 1890 and 1945?



In this unit of work we will be using and developing...

ACPs



CONNECTION FINDING



ALTERNATIVE PERSPECTIVES

VAAAs



ENQUIRING



RESILIENCE

ACPs/VAAAs	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
 <p>CONNECTION FINDING</p>	Be aware that different facts may be connected.	Make simple and obvious connections, but do not grasp their significance.	Make a number of connections, although miss the meta connections and significance for the whole.	Actively seek out connections when learning. Transfer principles and ideas underlying one instance to another.	Make connections not only within the given subject area but also between and beyond subjects in inventive ways.
 <p>ALTERNATIVE PERSPECTIVES</p>	Recognise that different people have different perspectives.	Consider different interpretations or views and distinguish between facts, beliefs, and opinions.	Weigh up the viewpoints of others, explain the influences that have shaped them, challenge or adopt different ideas appropriately.	Critically evaluate the validity of viewpoints or arguments and objectively judge the evidence on which they are based, synthesising ideas where appropriate.	Recognise that alternative viewpoints can be equally valid and be open to ambiguity. Question assumptions.
 <p>RESILIENCE</p>	Complete tasks with support, recognising some frustrations.	Learn ways to manage their own time and work towards personal targets they have set.	Show greater independence in setting personal goals and targets.	Self-manage extended and complex tasks to completion. Employ appropriate strategies to complete tasks.	Select and self-manage extended and complex tasks consistently to completion.
 <p>ENQUIRING</p>	Begin to develop their natural curiosity. Identify, with guidance, questions and problems that interest them.	Identify questions and problems and justify their interest in them. Plan and carry out research unaided and collect relevant information.	Identify appropriate research steps and strategies and begin to refine and modify methods of enquiry. Distinguish useful information.	Explain their research techniques to others, describing and justifying the methods they have chosen. Teach others the skills of enquiry.	Independently identify questions and problems, justify their interest in them and critically consider whether they are worth asking.

Curricular Concepts

Have you ever noticed how some of the things you study in one subject appear in another subject too?

Students are able to understand their work more and remember more if there are clear links between subjects. Throughout your learning at Colton Hills, we will be asking you to think about some of the most important ideas in the world to enable you learning to be deeper than ever before. Look for these 'curricular concepts' in your learning.



**SOCIAL
JUSTICE**



**CULTURAL
DIVERSITY**



**CIVIC
RESPONSIBILITY**



**TECHNOLOGICAL
PROGRESS**



**PRECIOUS
PLANET**



**HEALTHY
LIVING**



**ETHICAL
ENTERPRISE**



**CREATIVE
ARTISTRY**

Germany before World War One

Germany was **unified** as a single country in 1871 when 25 previously independent states joined together to create the new German Empire. The Empire's **constitution** was a **federal** one. This meant that each state kept their own individual princes, constitutions and governments.

The constitution of the Empire's central government was a complicated one, made up of several different bodies:

- The Emperor (Kaiser) – Head of the armed forces, controlled foreign policy, and appointed the Chancellor.
- The Chancellor – In charge of the government and had authority over the Bundesrat.
- The Bundesrat – Federal Council made up of 58 representatives from the 25 states. Introduced laws to the Bundestag and power to approve them.
- The Bundestag – Federal parliament made up of 397 deputies. Voted on laws introduced by the Bundesrat.



Did you know...?

Intelligent but with a violent and unpredictable temper, The Kaiser was born with a deformed left arm. For the rest of his life, he would always try to hide his left arm from the public, wanting to appear as a physically powerful German ruler.

Weaknesses of the system

- The Chancellor had to stay in the Kaiser's good books, or he could be dismissed.
- The 25 individual states controlled **income tax**, which meant the central government, struggled to raise enough **tax** to cover its spending.
- Prussian** influence was dominant although Wilhelm II's first Chancellor, Caprivi (1890-1894) did give up the position of Prime Minister of Prussia that his predecessor had held.
- Industrialisation** led to a large rise in Germany's urban population. Poor working and living conditions were largely ignored by the unelected Chancellor and the Kaiser who held the greatest power in Germany.

11A

What was Germany like before the First World War?

This book focuses on Germany between 1890 and 1945, but to understand this period properly, you will need to go back a little further and examine what was happening in the years before this. Before 1870, there was no such country as Germany. Instead, there was a collection of small states that were loosely linked together by a similar culture and language. The King of the biggest state, Prussia, wanted to unite all the other German-speaking states together to become more powerful. Nearby, France, Austria and Denmark felt threatened by this, and Prussia had to fight a series of wars against them. By 1871, the new nation of Germany was formed. The King of Prussia became the new German Emperor (or Kaiser).

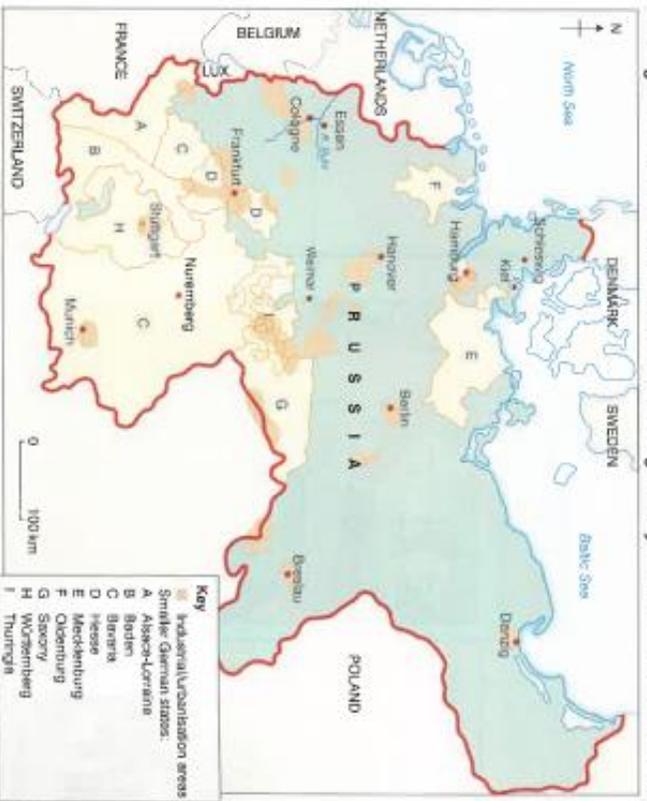
Objectives

- ▶ Examine the growth of parliamentary government and the influence of Prussian militarism during Kaiser Wilhelm II's rule.
- ▶ Explore how Germans felt in relation to the impact of industrialisation, socialism and the Naval Laws.

How was Germany ruled?

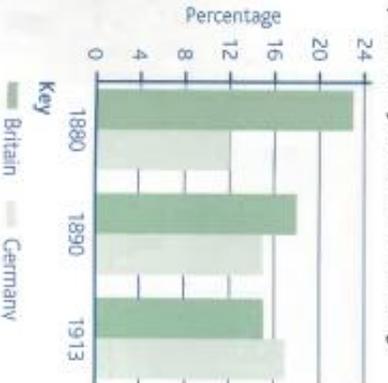
Prior to the unification of Germany in 1871, Prussia was the most powerful Germanic state. **Militarism** – the belief that a country should have strong armed forces – was important to Prussia, and it had a mighty army equipped with the most advanced weaponry. When Germany was unified, Prussian generals, army officers and tactics formed the basis of the new united German army – and the German Kaiser was its supreme commander. The Kaiser ruled over all the states in Germany. Each state sent representatives (known collectively as the **Bundesrat**) to consult with the Kaiser over new laws.

▶ **A** The new country of Germany, created in 1871, was known as the **Second Reich**. **Reich** is the German word for 'empire'. *Hundreds of years before, there had been a large German empire in the centre of Europe, called the Holy Roman Empire, which was regarded as the First Reich. Hitler's Germany was referred to as the 'Third Reich'.*



The Kaiser was supported by advisers or ministers, and the chief minister was called **Chancellor** – rather like a Prime Minister. Also, there was a parliament (**Reichstag**), which was elected by all men over age 25. The Reichstag discussed and voted on the laws that the Kaiser and his ministers drew up. The Bundesrat discussed these laws too. However, one of the problems faced by the Kaiser's governments was that he could choose to ignore their advice and make all the decisions he wanted to on his own. The Kaiser also made all decisions that related to the army, navy and other foreign countries.

▶ **B** The success of German industry. This bar chart shows the changing percentage share of world industrial production for Britain and Germany.



Kaiser Wilhelm II

In 1888, the 29-year-old **Wilhelm** became Kaiser. He was the grandson of Britain's Queen Victoria and the cousin of Britain's future king, George V. When he became Kaiser, Britain was the world's most powerful country; it had the largest empire, and dominated world trade. Britain also had a navy that was twice the size of its two closest rivals added together. Wilhelm dreamed of making Germany as powerful as Britain, and began by building up Germany's industry. This process is called **industrialisation**. Supported by rich, powerful German businessmen, Wilhelm's desires came true and, by 1913, Germany was producing more iron and steel and as much coal as Britain. In industries such as electrical goods and chemicals, German companies dominated Europe.

Parliamentary government and the growth of socialism

The success of German industry had made many landowners, business and factory owners very rich. These people, along with noble army officers, were a powerful force in Germany at this time and had much influence with the Kaiser. They were keen to preserve their positions of influence, but things were changing. Many workers in the new 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 joined **trade unions** and organised strikes in the hope that this might force the Kaiser, his advisers and the politicians in the Reichstag to try to improve their conditions.

Many German workers voted for a new political party called the Social Democratic Party (**SPD**). They believed in **socialism** – the idea that power and wealth should be shared equally among the people. The Social Democrats hoped that the Kaiser might share some of his power, and allow the Reichstag to make more social reforms or laws to improve workers' rights and conditions. Around one in three Germans voted for this political party at this time. There were some socialists who took a more extreme view: they wanted to rebel against the Kaiser's rule, start a revolution, take over the country, and allow cities and towns to be governed by councils of workers. The rise in popularity of socialism is one of the major events in Germany at this time – and was potentially a major problem for the government.

Key Words

Kaiser militarism Bundesrat Chancellor Reichstag industrialisation trade union SPD socialism

Key Biography

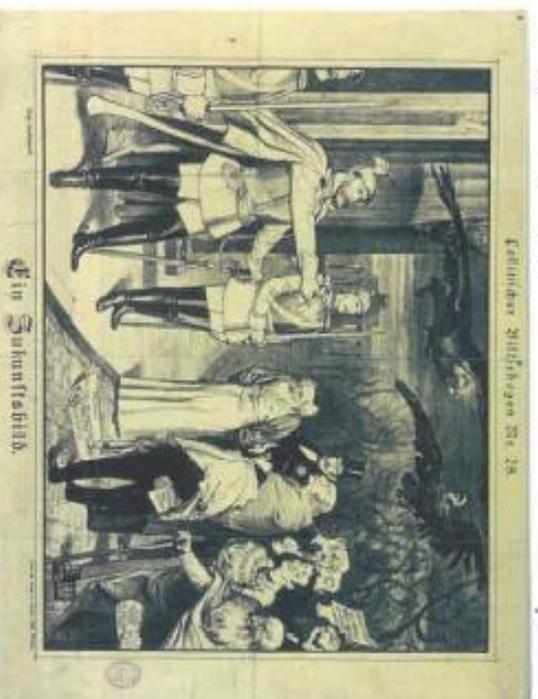
Kaiser Wilhelm II (reigned 1888–1918)

Character: very energetic with a strong, outgoing personality. Could be charming and kind – but also impatient and rude. As Kaiser, if ministers didn't do what he wanted, he would sack them.



Career: spent most of his youth in the army. Replaced his father when he unexpectedly died of cancer after just three months as the second Kaiser. He was keen to maintain a powerful army and build up a large navy. He also took great pride in leading the army and took a great interest in military tactics.

SOURCE C An anti-socialist poster from 1898, showing the Kaiser addressing a crowd of people: the poster caption reads, 'It is a matter of urgency that we displace any visions of a future social democracy from the imagination of the people.'



Work

- 1 Study bar chart **B**. What can we learn from this about the success of German industry before the First World War?
- 2 Look at **Source C**.
 - a What is a 'socialist'?
 - b Why do you think the Kaiser would be so keen to banish socialism from Germany?

11B What was Germany like before the First World War?

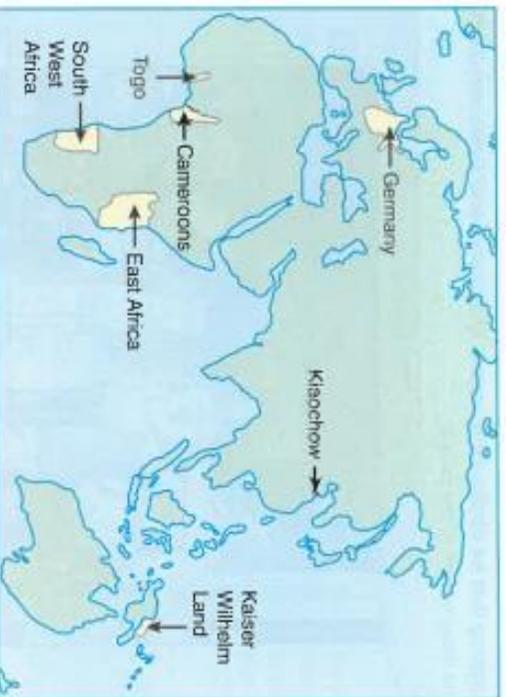
▶ A place in the sun

Around this time, many of the larger European countries (such as France, Britain and Portugal) had extensive overseas empires. The Kaiser decided that Germany should have an empire abroad too. He wanted to transform Germany into a global power with control over countries in different parts of the world. This idea was known as *Weltpolitik*, meaning 'world policy'. In the late 1800s, Germany began to do what many other European countries were doing – they took over other nations, most notably in Africa.

▶ **SOURCED** In a debate in the Reichstag in 1897, Prince Bernhard von Bulow, a German politician responsible for foreign affairs, said:

In one word: we wish to throw no-one into the shade, but we demand our place in the sun.

▶ E The German Empire in 1913



▶ **INTERPRETATION F** Adapted from Kaiser Wilhelm's autobiography, written in 1926. This extract helps to explain the reasons for Germany's culture of militarism:

I had a peculiar passion for the navy. It sprang to no small extent from my English blood. When I was a little boy I admired the proud British ships. There awoke in me the will to build ships of my own like those someday, and when I was grown up to possess as fine a navy as the English.

▶ **SOURCE G** This political cartoon from 1898 shows Britain (represented by Queen Victoria), Germany (represented by Kaiser Wilhelm II), Russia and France discussing how they might divide up China. Japan, also interested in China, is represented on the right. The racial representations of China and Japan are unacceptable today.



Protecting the new empire

The Kaiser wanted a large navy of powerful battleships for several reasons. He thought it would help Germany take over more countries and protect the countries already in the German Empire. He was a very militaristic man who wanted the German navy to rival Britain's vast navy. A series of Naval Laws, introduced between 1898 and 1912, saw the German navy rapidly increase in size, and huge sums of money were spent to achieve this. The Kaiser expanded the size of the German army too. Taxes were raised and money was borrowed to pay for this – and Germany would remain in debt for a very long time.

▼ **SOURCE H** This 1908 poster was issued by the SPD, who were against spending too much on battleships. The people on the left ask, 'Are these paid for?' and the woman [representing Germany's new military power] responds, 'No, all on borrowed money'.



Key Words

Weltpolitik

Work

- 1 Test your understanding of this chapter by explaining the following key words and terms: industrialisation; Second Reich; Kaiser; Chancellor; Reichstag; Buncesrat.
- 2 Summarise how Germany had become a more powerful nation before the First World War by writing a sentence or two under the following headings: A new nation; The rule of Kaiser Wilhelm II; Germany's industrial strength; Weltpolitik and 'a place in the sun'. List any other reasons why you think Germany had become powerful.
- 3 Historians often study texts or images, created at the time something was happening, to help them understand how people at the time felt about it. These texts or images are known as sources.
 - a Look at **Source D**. What do you think Bulow meant by 'a place in the sun'? You might want to use the map of the German Empire in 1913 to help you.
 - b Look at **Source H**.
 - What are the people on the cliff looking at?
 - Who were the Social Democrats?
 - What concerns do the Social Democrats have about the increase in size of Germany's navy?

Practice Question

Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.

4 marks

Study Tip

You will need to show that you can describe events or issues that German governments faced during this period, and explain why or in what ways these issues would be viewed differently by different groups of people.

Extension

Create a list of six different types of source (for example, a speech or a newspaper article) that might help you to learn about Germany before the First World War. How would each type of source be useful to historians? [There are three on this spread.]



The Kaiser's Germany: Industrial and economic changes

Increased industrialisation

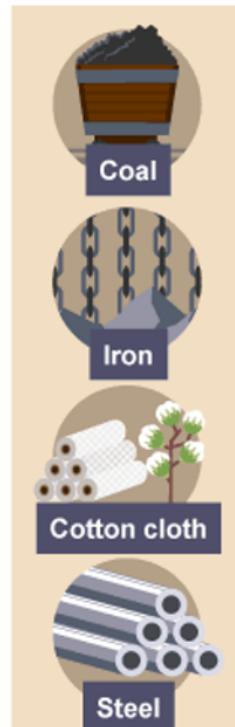
Germany experienced rapid **industrialisation** in the second half of the 19th century. **Agricultural** production and heavy industries were replaced by modern industries such as **manufacturing** (electrical products - Siemens and AEG), chemicals and motor construction as the most important sectors of the German economy. **Unification** in 1871 accelerated the process of industrialisation and by 1900 Germany had the largest industrial economy in Europe.

Demographic changes

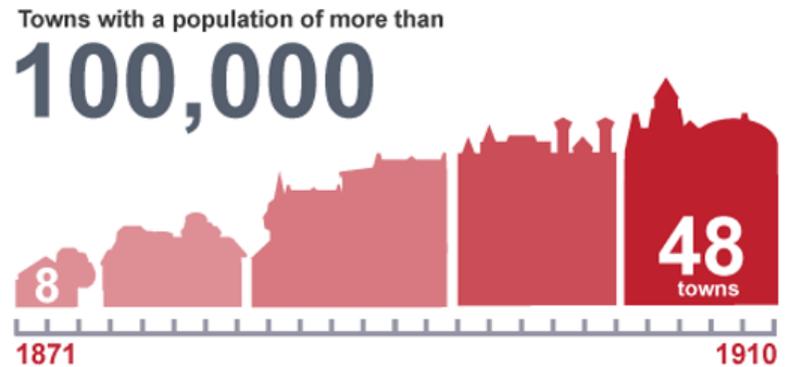
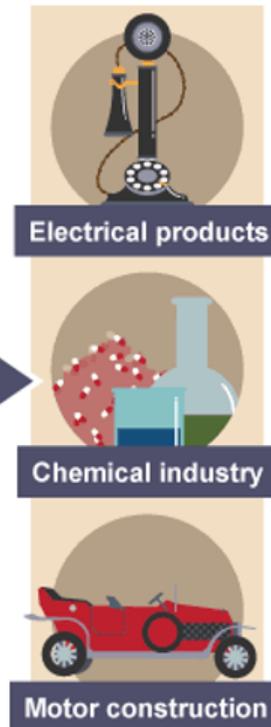
This huge expansion of industry led to significant **demographic** changes. By 1910 60% of Germans lived in towns and cities. The population of Berlin doubled between 1875 and 1910 and other cities like Munich, Essen and Kiel grew rapidly. By 1910 there were 48 German towns with populations over 100,000. In 1871 there had only been 8

The German economy in 1914

Main heavy industries



New industries



Social reform and increase in support for Socialism

Industrial and **demographic** changes led to huge social changes, especially in the growing towns and cities. However, the basic **hierarchy** of German society remained, even if the numbers in each group changed.

By 1910 there were 10.86 million industrial workers in Germany, making them the biggest single group in society. They generally faced poor living and working conditions. The fact that all adult males could vote meant that the workers were able to influence politics through their support for the German Social Democratic Party, or SPD. The party grew rapidly during this period to become the largest party in the **Reichstag** by 1912.

The Kaiser's Germany: Political and social changes

Support for the German Social Democratic Party (SPD)

The rise in support for the SPD troubled the Kaiser and other members of the government greatly. The German Chancellor in the 1880s, Otto von Bismarck, introduced several liberal reforms to reduce support for the SPD. Bismarck also pushed through laws to weaken the influence of **socialists**. Several attempts were made after 1890 to reintroduce anti-Socialist laws though none were approved by the Reichstag.



The Kaiser's Germany: Reforms

Social reform

Social insurance systems for health care, accidents, disability and old age had been introduced by Bismarck in the 1880s.

Despite its commitment to revolutionary change, the SPD worked to pass further social reforms that were designed to improve the working conditions of industrial workers, such as:

- 1.1891 - the Social Law banned Sunday working and the employment of children under 13.
- 2.1900 - the length of time accident insurance could be claimed for was increased.
- 3.1901 - industrial **arbitration** courts were introduced to settle disputes between workers and employers.
- 4.1903 - health insurance was extended and further restrictions were placed on child labour.

The Junkers and industrialists recognised the need to limit the influence of socialists and so supported the introduction of modest reforms in order to keep the workers happy and loyal to the German state.

Navy Laws and their domestic importance

From 1898 onwards Germany massively expanded its navy. This was a key part of the policy known as Weltpolitik, or 'world politics', which began in 1897. This policy was designed to turn Germany into a world power by building an overseas empire, growing its world trade and increasing its naval power.

The key figure in these plans to expand the navy was **Admiral von Tirpitz**. Domestic successes of Weltpolitik and naval expansion:

- it pleased the Kaiser, who was determined that Germany would become a world power
- it increased support for the Kaiser and his government by appealing to German people's sense of **patriotism**
- it won the government support from a majority of deputies in the **Reichstag**

Domestic problems caused by Weltpolitik and naval expansion:

- The government's majority in the Reichstag did not last and the government found it difficult to reform the **Tariff** Law in 1902.
- The German government's budget went into **deficit** as it spent more and more money on the army, the navy and its new colonies. The **national debt** grew to 490 billion marks by 1913. The government found it very difficult to raise extra taxes to reduce the deficit and the debt.

Essential Knowledge: The impact of the First World War

By autumn 1918 it was clear that Germany would lose World War One. Domestically, its population was suffering and its economy was under great strain:

- A British naval blockade had led to severe food shortages. In 1918 293,000 Germans died from starvation and hypothermia.
- The blockade, combined with a war on two fronts, restricted Germany's ability to trade, which was the basis of its pre-war economic growth. Its chemical industry virtually collapsed.
- German workers' wages were falling despite the extra work they were doing to support the war. By 1918 German miners were earning only 60 per cent of their pre-war salaries.
- Germany's currency, the Mark, was losing its value and inflation was rising rapidly. The government was running a huge budget deficit but was unable to raise taxes on the rich.

In October 1918, sailors at Kiel naval base mutinied. Soon workers and soldiers in Kiel and elsewhere began to form councils and soviets

As mutinies and uprisings spread across Germany, the Kaiser – who still refused to share power with the Reichstag – fled and abdicated

Ebert declared Germany a democratic republic, agreed to sign an armistice with the Allies and arranged for elections in January 1919

Once he had gone, a centre-left coalition provisional government was set up under the leadership of Ebert, a leading member of the Social Democratic Party (SPD)

Essential Knowledge: The impact of the First World War

End of World War One - Germany surrenders

On 11 November 1918 World War One ended when an armistice was agreed with the Allies (Britain, France and the USA) and Germany surrendered.

In January 1919 Ebert and a group of members elected to represent the German people, a National Assembly, met to draw up a new constitution (a set of rules and laws) for Germany. They met in the town of Weimar as Berlin was deemed too unsafe after the **Spartacist uprising** earlier in the month.

The new constitution was agreed in August 1919 and the first elections in what became known as the Weimar Republic took place in June 1920, electing Ebert as Germany's new President.



The new borders of Germany were significantly different to Germany before The First World War

The Weimar Republic was born

Essential Knowledge: The impact of the First World War

The Main terms of the Treaty of Versailles



Blame



Reparations



Armed forces



Territory

The economic impact of the war

In early 1919 the victorious **Allies** met to discuss how to punish Germany and on 28 June 1919 the new German government was forced to sign a peace settlement called the Treaty of Versailles. The treaty blamed Germany for the war and punished her militarily, territorially and financially. This impacted enormously on the German economy and led to an economic crisis in 1923.

Blame - Germany was forced to accept the blame for starting the war under article 231 of the treaty, known as the War Guilt Clause.

Reparations - Germany was to be made to pay for the damage suffered by Britain and France during the war. In 1922 the amount to be paid was set at £6.6 billion.

Armed Forces - Germany's army and navy were significantly reduced in size and its air force abolished:

- it was allowed a maximum of 100,000 troops in the army
- conscription was banned
- no tanks were allowed
- its navy was reduced to 15,000
- it was allowed only 6 battleships, and no submarines

Territory - Germany lost land on all sides of its borders as well as its overseas colonies (other countries under Germany's control).

2.1 Germany and the First World War

In August 1914, the First World War began when Germans and Austrians went to war against the French, British, Russians, Belgians and Serbs. Over the next four years, other countries joined in. When war first broke out, it had been very popular in Germany. Young, patriotic Germans thought the war would end quickly. Instead, soldiers were worn down by bombs, poisonous gas and machine gun fire; at home, German citizens suffered too. What were conditions like in Germany during the war, and how did these problems lead to revolution?

Objectives

- ▶ Outline the German economic and political events leading up to the end of the First World War.
- ▶ Assess the impact of war on Germany.

Germany at war

People in Germany soon started to suffer during the war, when the British used their large navy to stop supply ships getting to Germany. As a result, there were terrible shortages of food, medicines and clothing. As the war continued, people grew weary and tired of it. In 1915, 500 women gathered in front of the German parliament buildings and said that they wanted their men back from the trenches. A year later, 10,000 workers assembled in Berlin to shout, 'Down with war, down with the government!' The police quickly moved in to make arrests and calm the situation.

Impact of war

By 1918, Germany was close to collapse. The German people were so short of food that they were surviving on turnips and bread, and a deadly flu epidemic was sweeping the country, killing thousands already weak from a poor diet. On the battlefields, too, Germany was close to defeat. In October, General Ludendorff, a leading German army general and war hero, told German politicians that they could never win the war. He advised the Kaiser that the British, French and Americans might treat Germany more fairly if the country became more democratic – in other words, the Kaiser must share more of his power with the German parliament. The Kaiser reluctantly did exactly that. He allowed the main political parties to form a new government, and transferred some of his powers to the Reichstag. However, the changes came too late to satisfy the German people. More demonstrations were held against the war and some said the Kaiser should give up his throne. Others talked of overthrowing him in a revolution.

Mutiny and revolution

On 28 October 1918, the German navy was ordered out to sea from Kiel in northern Germany to attack British ships. Sailors on the ships refused to follow orders because they no longer wanted to fight. News of their **mutiny** began to spread. In ports nearby, other sailors refused to follow orders. Workers in the towns supported

▼ **INTERPRETATION A** *The words of a Berlin resident, adapted from Germany by Robert Gibson and Jon Nicol (1985):*

A general war weariness became apparent. The queues at the food shops grew longer every day. In the queues were thin faces, weak bodies and hungry eyes. What had once been a popular movement now seemed to be destroyed. Nobody read the posters and the reports from the front anymore. Grumbling spread. Demonstrations for food turned into ones for peace. Victory or defeat, heroism, battles, the Kaiser's speeches, it suddenly became unimportant. Hunger was a ghost, invisible but to be felt everywhere.

them. Soldiers, sent to deal with the protests, joined the sailors and workers. They took over towns there and set up special councils to run them. In just six days, workers' and soldiers' councils were governing cities all over Germany, such as Hamburg and Munich. The country was in chaos and there was little the Kaiser could do. He had lost control and his army generals refused to support him. On 9 November 1918, he **abdicated** and secretly left Germany, never to return.

The end of the war

Friedrich Ebert, the leader of Germany's largest political party (the SPD), took the Kaiser's place as leader of Germany, on a temporary basis.

He promised to hold elections soon. If the German people wanted him as their leader, they would get the chance to vote for him if they wished. Meanwhile, he gave the people what they really wanted – an end to the war. On 11 November 1918, Germany surrendered: the First World War was over.

Impact of the war on Germany by 1918

Germany had borrowed money from abroad (the USA, for example) to pay for the war. This would need paying back.



Germany had lent some of its own money to its allies. Would they ever get this back?



The war left 600,000 war widows and two million children without fathers. War pensions would cost the government a fortune in the future.



Germany was virtually bankrupt

German factories were exhausted by the war. They had been producing guns, bullets and shells, not goods to sell abroad and make money.



Work

- How did the First World War affect the German people?
- Explain what is meant by the word 'abdicate'.
 - In your own words, explain why Germany's emperor, Kaiser Wilhelm, decided to abdicate.
- Look at **Interpretation A**.
 - What is the author's opinion of the First World War?
 - Can you suggest reasons why the author might feel this way?

The war had divided German society further

Some factory owners made a fortune during the war, while German workers had restrictions placed on their wages.



Women worked in the factories during the war. Some Germans thought this damaged traditional family values.



Germany had become more politically unstable

Before the war, Germany had been a stable, rich nation. Now there was mutiny and revolution.



Many ex-soldiers and civilians felt Germany could have won the war. They felt they had been betrayed by the politicians (the 'November Criminals') who had ended it, and refused to support them.



Key Words

patriotic mutiny abdicate November Criminals

Practice Question

In what ways were the lives of people in Germany affected by the First World War?
Explain your answer.

8 marks

Study Tip

Before beginning a question like this, you could make a short list and brainstorm all the different ways in which the war made an impact on the German people. Can you put these effects into categories, such as effects on health, work, family life and so on? These rough notes could be used to create a plan to help you structure your answer properly.

Extension

An interpretation is a person's view of an event or an experience that has happened in the past. Remember that every person's view depends on their background and circumstances, so two different people, each witnessing the same thing, may have different opinions about it. Can you think of times when a person's interpretation of an event might be different from another person's – even though they may have witnessed the same event?



Essential Knowledge: Early Challenges for Weimar Germany

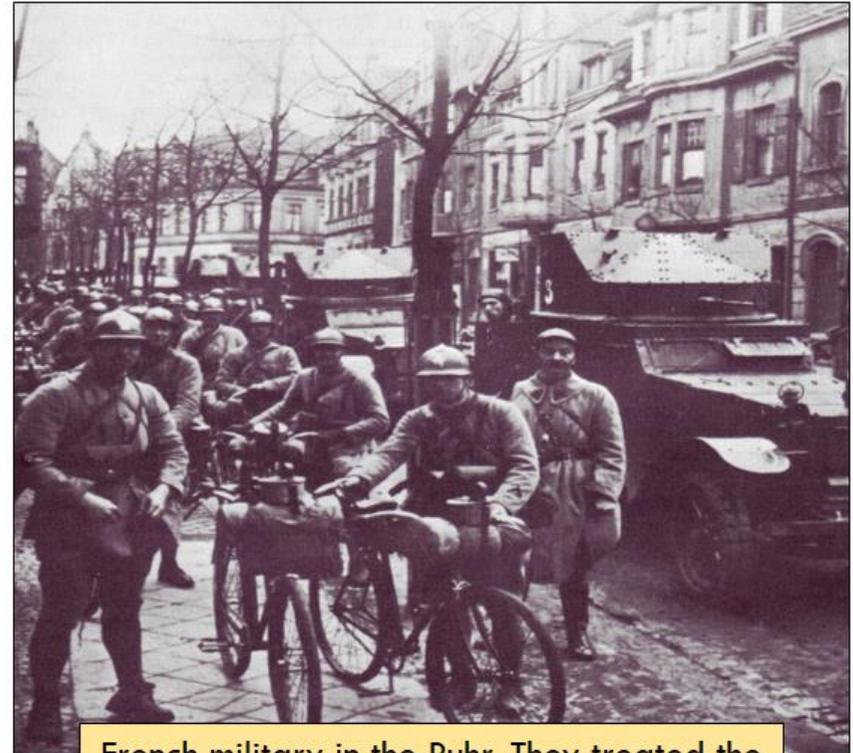
French and Belgian occupation of the Ruhr

Germany began to pay **reparations** in 1922, but after a payment was missed late in the year a chain of events was set off that led to French and Belgian occupation of the **Ruhr** Valley in Western Germany and **hyperinflation**.

- In November 1922 Germany defaulted on its reparations payment as scheduled. The first reparations payment had taken all she could afford to pay. The French believed Germany could make the repayment but were choosing not to, however the German government argued they could not afford to pay.

- In response, France and Belgium sent troops into Germany's main industrial area, the Ruhr Valley. Their aim was to confiscate industrial goods as reparations payments.

- The German government ordered workers to follow a policy of 'passive resistance' – refusing to work or co-operate with the foreign troops and in return the government continued to pay their wages.



French military in the Ruhr. They treated the German people with little respect and their presence in Germany was hated

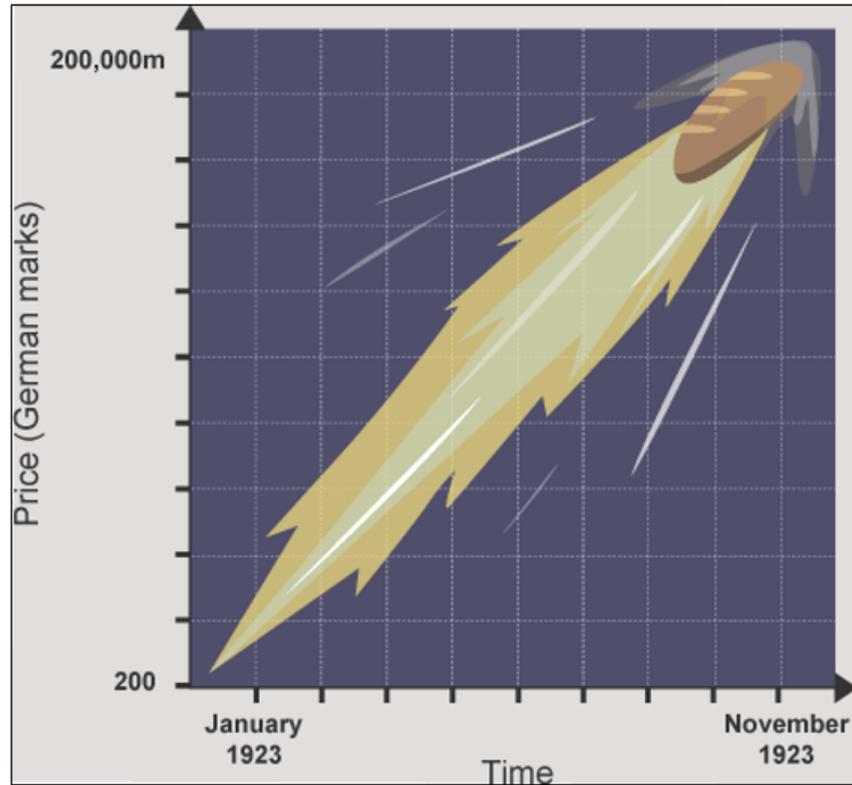
Essential Knowledge: Early Challenges for Weimar Germany

Hyperinflation

- Germany was already suffering from high levels of hyperinflation due to the effects of the war and growing government debt.
- The Ruhr was Germany's most productive industrial centre. Throughout the French and Belgian occupation production fell drastically as German workers were encouraged to passively resist (refuse to work) whilst the factories were under foreign occupation. This loss of productivity hurt the German economy hard as fewer goods were produced.
- The government had promised to pay the striking workers, despite not having any money. The government's solution was to pay the workers by printing more paper currency. Money was being printed without any matching productive economic activity. This led to people losing trust in the German paper currency; the Deutsche mark, which meant its value decreased even more and prices for goods began to increase.
- Prices spiralled out of control, for example a loaf of bread, which cost 250 marks in January 1923, had risen to 200,000 million marks in November 1923. At the height of the crisis the cost of a cup of coffee could double whilst somebody waited in the queue!
- By Autumn 1923 it cost more to print a note than the note itself was actually worth.
- During the crisis workers were often paid twice per day because prices rose so fast their wages were virtually worthless by lunchtime.



Essential Knowledge: Early Challenges for Weimar Germany



Hyperinflation winners:

- Borrowers, such as businessmen, landowners and those with mortgages, found they were able to pay back their loans easily with worthless money.
- People on wages were relatively safe, because they renegotiated their wages every day. However, even their wages eventually failed to keep up with prices.
- Farmers coped well, since their products remained in demand and they received more money for them as prices spiralled.

Hyperinflation losers:

- People on fixed incomes, like students, pensioners or the sick, found their incomes did not keep up with prices.
- People with savings and those who had lent money, for example to the government, were the most badly hit as their money became worthless.

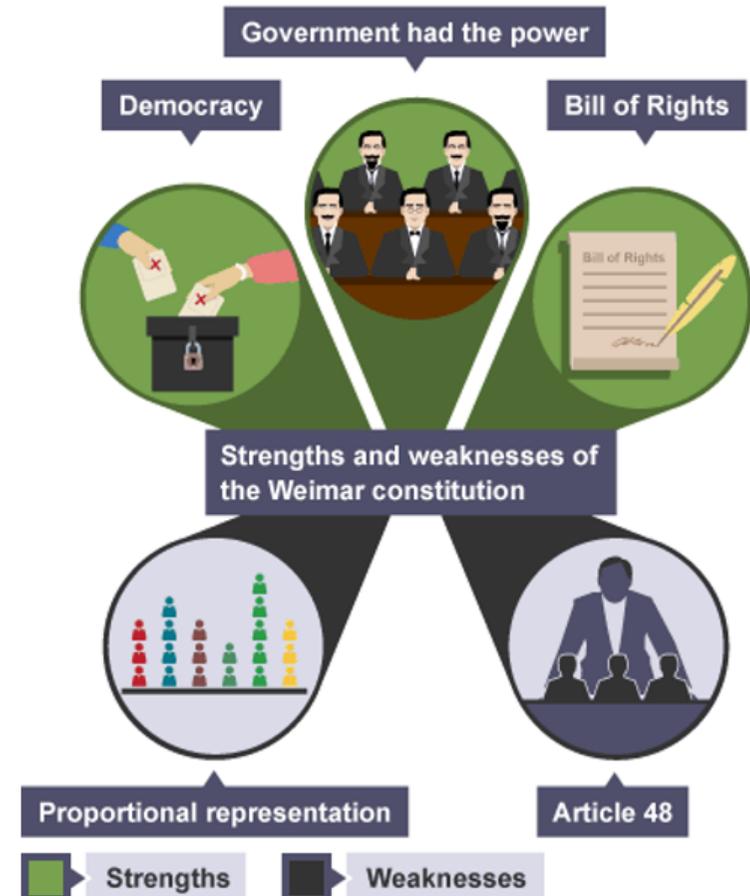
Early Challenges for Weimar Germany: The Constitution

Political Change: The Weimar constitution

The Weimar Republic was established as a representative democracy which aimed to give genuine power to all German adults. However, it had major flaws that contributed to its downfall in 1933-34.

Strengths and weaknesses of the new Weimar constitution

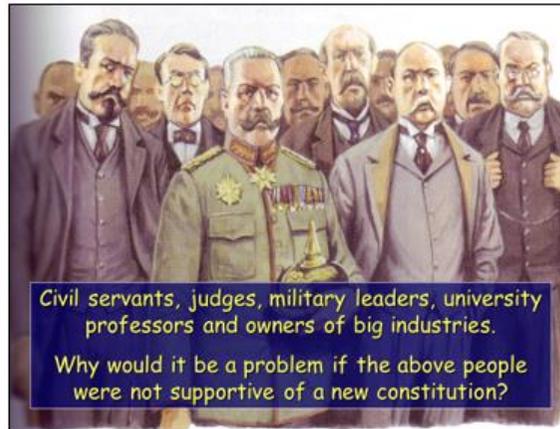
After decades of a weak **Reichstag** that was overruled by powerful unelected figures such as the **Kaiser** and the **Chancellor**, the new Weimar constitution promised to give Germany a government that truly represented the views of the whole country. The hope of a successful and representative democracy was undermined by two features of the constitution.



Early Challenges for Weimar Germany: The Constitution

Strengths of the constitution

- **A genuine democracy** - Elections for parliament and the president took place every four years and all Germans over 20 could vote.
- **The power of the Reichstag** - The Reichstag appointed the government and made all laws. Almost all political power was exercised by politicians in the Reichstag. Before 1918 the Kaiser and the military took most of the important decisions.
- **A Bill of Rights** - This guaranteed every German citizen freedom of speech and religion, and equality under the law.



Weaknesses of the constitution

- **Proportional representation** - Each party got the same percentage of seats in parliament as the percentage of votes it received in an election. This meant there were lots of small parties in parliament making it difficult to pass laws and led to weak and often short-lived governments.
- **Article 48** - This gave the president the power to act without parliament's approval in an emergency. However, it did not clearly define what an 'emergency' was, so the power was overused, which weakened Germans' confidence in democracy.

THE WEIMAR CONSTITUTION

THE PRESIDENT

- Elected every seven years
- Controlled the armed forces
- Stayed out of the day-to-day running of the country
- In an emergency he could make laws without going through the Reichstag (Parliament)



appointed

THE CHANCELLOR

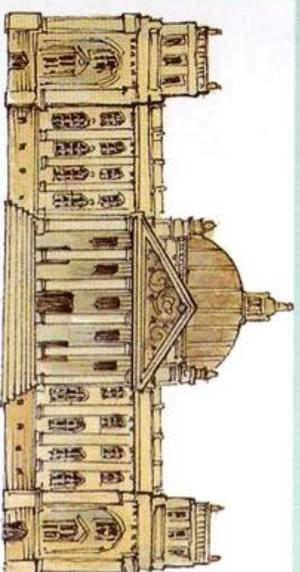
- Responsible for the day-to-day running of the country
- Chosen from the Reichstag by the President
- Like a Prime Minister



needed the support of more than half of

THE REICHSTAG (Parliament)

- Voted on new laws
- Members elected every four years, through a system called PR (PROPORTIONAL REPRESENTATION). This system gave small parties a chance to have a say in Parliament



was elected by

THE GERMAN PEOPLE

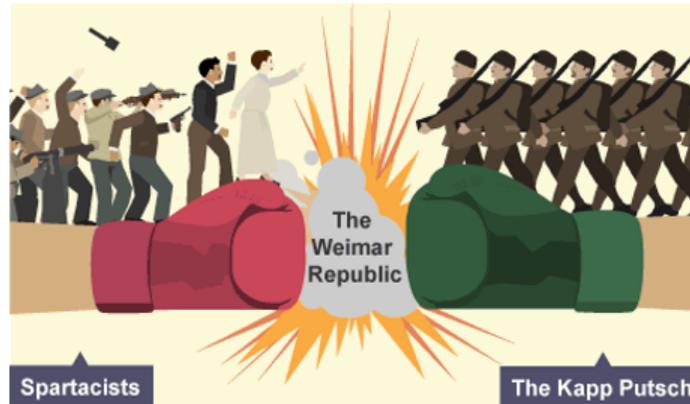
- Elected the President and the members of the Reichstag
- All men and women over the age of 20 could vote
- All adults had equal rights and the right of free speech



Early Challenges for Weimar Germany: Political Unrest 1919-1923

Threats from the Left: The Spartacist Uprising

- During 5 – 12 January 1919, 50,000 members of the post-World War One Communist Party, known as the **Spartacists**, rebelled in Berlin, led by Rosa Luxemburg and Karl Liebknecht.
- The government was saved when it armed bands of ex-soldiers, known as the Freikorps, who defeated the Spartacist rebels.
- In the aftermath, communist workers' councils seized power all over Germany, and a Communist People's Government took power in Bavaria.
- By May 1919 the Freikorps had crushed all of these **uprisings**.



Rebellions during the hyperinflation crisis

- Unsurprisingly, the hardships of 1923 led to many uprisings as groups struggled to take power from the government.
- A newly-formed **fascist** group called the **Nazis** attempted a **putsch** in Munich in November. This event brought Hitler to national prominence after he was jailed for nine months for his part.

Threats from the Right: The Kapp Putsch

- In crushing the communists the Freikorps had saved the government, but the terms of the Treaty of Versailles meant Germany's army had to be significantly reduced and the Freikorps had to be disbanded.
- During 13 - 17 March 1920, as a reaction to this, the right-wing **nationalist**, Dr Wolfgang Kapp led a Freikorps takeover in Berlin.
- The regular army refused to attack the Freikorps; Kapp was only defeated when the workers of Berlin went on strike and refused to cooperate with him

2.4A 1923: The Weimar Republic in trouble

In December 1921, a loaf of bread in Berlin cost about four marks. By September 1923, it cost about 1.5 million marks. Unbelievably, by November 1923, to buy a loaf would cost 201 billion marks! Why did such drastic price increases occur in Germany, and how did hyperinflation, as these price rises were known, affect different groups in German society? How did the German people feel about their government during this period?

Objectives

- ▶ Explain the link between the invasion of the Ruhr and hyperinflation.
- ▶ Assess the impact of hyperinflation on the German people.

Reparations

In the Treaty of Versailles, Germany was ordered to pay reparations to the winning countries. In 1921, it was specified that they had to pay 132 billion gold marks – or £6.6 billion – in yearly installments for the next 66 years. Later that year, the German government scraped together their first instalment of two billion gold marks and handed it over to France and Belgium. These were the two countries that had been most damaged by the fighting. Some of the payment was in gold, but most of it was in goods like coal, iron and wood.

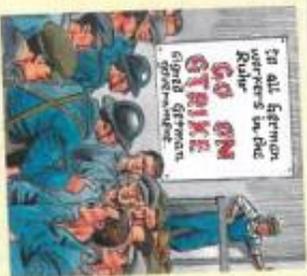
Germany fails to pay

In 1922, when the next payment was due, the Germans announced that they could not afford to pay. The French and Belgians didn't believe them and decided to take what they were owed by force. In January 1923, 60,000 French and Belgian soldiers marched into the Ruhr, a rich, industrial area of Germany. They took control of every factory, mine and railway in the region. They also took food and goods from shops and arrested any Germans who stood up to them. The consequences of this invasion were remarkable. They led to the hyperinflation of 1923 and the amazing 201 billion-mark loaf of bread! How did this happen?

1 French and Belgian soldiers began to take what was owed to them from Germany back to France.



2 The German government ordered its workers in the Ruhr to not fight back, but instead to go on strike and not help the soldiers remove goods from the country. This was known as passive resistance.



3 French and Belgian soldiers were tough with the strikers. Over 100 of them were killed and 15,000 people were thrown out of their homes as a punishment.



4 The German government met to discuss the crisis. They promised to continue paying the workers on strike, because they were only doing what the government told them to. To make matters worse, Germany was running short of money because the Ruhr wasn't producing coal, iron and steel to other nations.

We must help workers in the Ruhr.

Reichstag

They are on strike and earning no money because we asked them to.



5



To pay their striking workers, the government printed large amounts of money – but this caused lots of problems.

8



This isn't even enough to buy me a decent meal.

The faster prices went up, the faster people spent their wages. Soon workers were being paid twice a day. They carried their wages around in wheelbarrows, which wasn't even enough to buy a decent meal. The price of goods even rose between joining the back of a queue and reaching the front.

6



The striking workers were being paid for not working, and began to spend their money quickly. In response, shopkeepers began to put up their prices.

I'll spend it while there are still goods in the shops.

If they've got all this money to spend, I'll raise my prices.

9



I've worked hard all my life and saved money in the bank – now it won't buy me anything because prices are so high.

As expected, the German government and the Weimar politicians lost a lot of support in 1923, since people looked for someone to blame. Their savings had become worthless.

7



Prices are rising.

We must print more money to help people buy things.

As shops raised their prices all over Germany, the government responded by printing even more money to help people buy things. But the more money the government printed, the faster prices went up.

Work

- Rearrange the following statements into the correct chronological order to reveal a basic account of the hyperinflation crisis of 1923:
 - The German government printed even more money, so shops raised their prices again.
 - German workers were ordered to go on strike in the Ruhr, but continued to get paid.
 - French and Belgian troops invaded the Ruhr in response to the German government's failure to pay them reparations.
 - Soon prices were inflating so fast that it became known as hyperinflation.
 - The German government printed lots of money to pay striking workers and to pay the money they owed France and Belgium.
 - As workers spent money in the shops, shopkeepers began to put up their prices.
- In your own words, write a paragraph to describe how the French invasion of the Ruhr caused the hyperinflation crisis in Germany.

Key Words

hyperinflation passive resistance

The Stresemann Years: Weimar Recovery?

In 1923, the **Weimar Republic** was on the **verge of collapse socially and economically**. This was due to a chain of events that happened after the German government failed to make a **reparations payment** on time. But surprisingly, this crisis was followed by a period of relative stability and success. The period 1924-1929 was a time when the Weimar economy recovered and cultural life in Germany flourished.

This dramatic turnabout happened in large part because of the role played by Gustav Stresemann who became **Chancellor** in August 1923 during the **hyperinflation crisis**. This was a time when prices in Germany went up quicker than people could spend their money and the German currency lost its value. Stresemann was Chancellor for only three months but continued to serve as Foreign Minister, rebuilding and restoring Germany's international status until his death in October 1929, ironically just weeks before the **Wall Street Crash** that would end Weimar's period of greater prosperity and stability.



The Stresemann Years: Weimar Economic Recovery?

The end of hyperinflation

Stresemann's single greatest achievement as **Chancellor** was to end **hyperinflation**. He did this in **just three months** by:

- Calling off the '**passive resistance**' of German workers in the **Ruhr**. This helped Germany's economy because goods were back in production and the Government could stop printing money to pay striking workers.
- Promising to begin **reparations** payments again. This persuaded France and Belgium to end the occupation of the Ruhr by 1925.
- Introducing a new currency called the Rentenmark. This stabilised prices as only a limited number were printed meaning money rose in value. This helped to restore confidence in the German economy.
- Reducing the amount of money the government spent (700,000 government employees lost their jobs) so that its budget **deficit** reduced.

Renegotiating reparations

The payment of reparations, which had caused the hyperinflation crisis in the first place, had to resume, but Stresemann's decisive actions in the autumn of 1923 gained Germany the sympathy of the **Allies**. They agreed to renegotiate payments and this led to two new repayment plans in the next five years:

The Stresemann Years: Weimar Economic Recovery?

The Dawes Plan 1924	The Young Plan 1929
Reparations: Lowered payments 	Reparations: Reduced by 20% 
Loans: 800 Marks from USA 	Loans: Continued from USA 

	The Dawes Plan	The Young Plan
Date	Proposed April 1924, agreed September 1924	Proposed August 1929, agreed January 1930
Amount of reparations to be paid	Stayed the same overall (50 billion Marks) but Germany only had to pay one billion Marks per year for the first five years and 2.5 billion per year after that	Reduced the total amount by 20 per cent. Germany was to pay two billion Marks per year, two thirds of which could be postponed each year if necessary
Amount of time over which they would be paid	Indefinite	59 years, with payments to end in 1988
Loans made available to Germany	Germany was loaned 800 million Marks from the USA	US banks would continue to loan Germany money, coordinated by J P Morgan, one of the world's leading bankers

The Stresemann Years: Weimar Recovery?

Did the Weimar economy really recover?

The years 1924 to 1929 have been referred to as Weimar's 'Golden Years', but historians disagree as to just how much the German economy recovered from the effects of World War One and hyperinflation.

Signs of recovery	Signs of continued weakness
By 1928 industrial production levels were higher than those of 1913 (before World War One)	But... agricultural production did not recover to its pre-war levels
Between 1925 and 1929 exports (sending goods or services abroad) rose by 40 per cent	But... it spent more on imports than it earned from exports, so Germany was losing money every year
Hourly wages rose every year from 1924 to 1929 and by 10 per cent in 1928 alone	But... unemployment did not fall below 1.3 million and in 1929 increased to 1.9 million
IG Farben, a German chemical manufacturing company, became the largest industrial company in Europe	But... German industry became dependent upon loans from the USA
Generous pension, health and unemployment insurance schemes were introduced from 1927	But...The government ended up spending more than it received in taxes and so continued to run deficits from 1925 onwards

The Stresemann Years: Working well with other countries?



These developments meant that Germany was accepted into the emerging 'international community' that tried to work together during the 1920s to avoid another destructive war. This lasted, however, until the onset of the Great Depression following the **Wall Street Crash** of October 1929

International relations

Germans were still incredibly bitter about their treatment in the **Treaty of Versailles**, where they also lost territory on all sides. As Foreign Minister Stresemann oversaw a dramatic improvement in Germany's relationship with the rest of Europe between 1925 and 1928. This is best illustrated by three agreements:

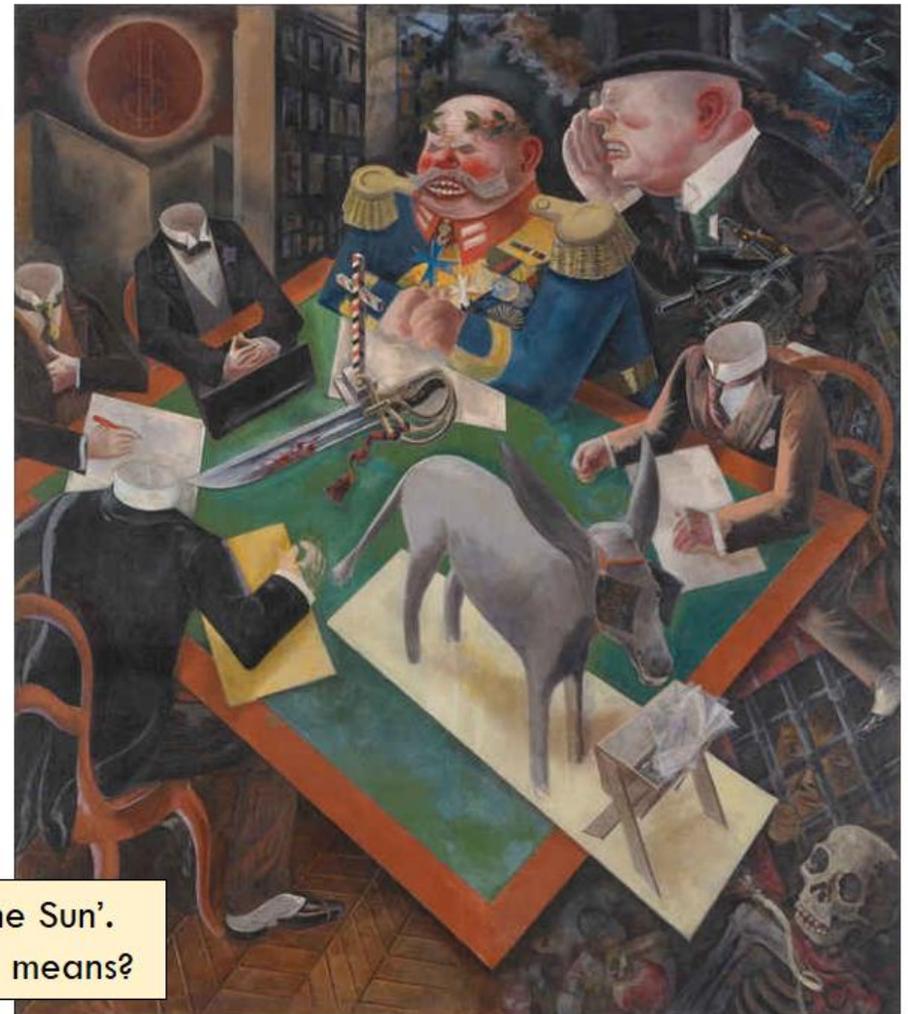
- **Locarno Treaties 1925.** In October 1925 Germany, France and Belgium agreed to respect their post-Versailles borders. However, the Locarno guarantee of frontiers only applied to Western Europe.
- **Germany's entry into the League of Nations 1926.** By signing the Locarno Treaties, Germany showed that it was accepting the Versailles settlement and so a year later was accepted as a permanent member of the Council of League, making it one of the most powerful countries in the League.
- **Kellogg-Briand Pact 1928.** Germany was one of 62 countries that signed up to this agreement, which committed its **countries** to settling disputes between them peacefully.

The Stresemann Years: Cultural life

Despite the trauma of its early years, during its so-called 'Golden Age' Weimar experienced a flourishing culture, in Berlin especially, that saw developments in architecture, art and the cinema. This expression of culture was greatly helped by the ending of **ensorship** in the new **republic**.

It was a time of great creativity and innovation in areas such as science, philosophy, cinema, music, art and architecture.

These new ideas were not popular with everyone. Some groups like the Nazis, wanted culture to be more 'traditional'.



George Grosz's 'Eclipse of the Sun'.
What do you think this picture means?

The Birth and Growth of the Nazi Party in the 1920s

1 In 1920, the NSDAP (Nazi Party) was formed and, in 1921, Adolf Hitler became its leader.

- Two years before, in 1919, Adolf Hitler (an Austrian who had fought in the German army) had been sent by the army to Munich to spy on the small **German Workers' Party (DAP)**, which they thought might be a left-wing party.
- In fact, it was an extreme nationalist party, and Hitler decided to join it. In 1920, he persuaded it to change its name to the NSDAP, and to adopt a **25-point programme** which contained nationalist and anti-semitic (anti-Jewish) policies, with some vague socialist elements.
- In 1921, Hitler became party leader, and the Nazi Party adopted the **swastika** as its emblem.
- Hitler set up the **Stormtroopers (SA)**. These '**Brownshirts**' (so-called because of their uniform) were mainly unemployed ex-soldiers who attacked left-wing political meetings and demonstrations.
- The Nazis soon had over 50 000 members in southern Germany, and received donations from various sources, including the army.

2 When the German government called off passive resistance against the French occupation of the Ruhr in September 1923, German nationalists were furious. Hitler decided to **march to Berlin** to overthrow the Weimar government.

- In November 1923, the Nazis took over a beer hall where important Bavarian officials were addressing a meeting. Hitler tried unsuccessfully to get their support for his **March on Berlin**.
- However, Hitler, supported by General Ludendorff (a First World War leader), went ahead with his plans. But his **Beer Hall Putsch** collapsed when the march was stopped by armed police. In the fighting, one policeman and 16 Nazis were killed. Hitler ran away but was later arrested.
- Hitler was accused of treason, but the Munich judges allowed him to make long speeches at his trial that were widely reported across Germany by sympathetic newspapers.
- Hitler was given the lightest possible sentence – five years in Landsberg Prison.



Thinking point

Look back at pages that talk about the successes of the Stresemann years. Considering those points, how many points can you think of why the Nazis were performing so badly in elections during the 1920s?

The Nazi's were not successful in the 1920s

1 During the period 1924–1929, Stresemann's policies achieved some of the changes demanded by the right.

- As a result, **support for extreme parties declined**.
- Although Hitler had been sentenced to five years for his part in the **Beer Hall Putsch**, he was released in December 1924 after serving only nine months.

2 When Hitler came out of prison, he found Germany much improved and, while he had been inside, the Nazi Party had been banned, had split into factions, and membership had dropped.

- As a result, the Nazis did badly in elections in the period 1924–1930 – this period is known as **the Nazis' 'Lean Years'**

- Hitler reorganised the party. It was relaunched in 1925, and power was concentrated in Hitler's hands. Special sections (for students, teachers, farmers, and the Hitler Youth for young people) were set up to recruit more members, and party branches were founded all over Germany.
- In 1926, **Goebbels took control of Nazi Party propaganda**. By 1928, the Nazis had just over 100 000 members.

3 Hitler also decided that to win power the Nazis would have to use elections.

- The experience of the Beer Hall Putsch convinced Hitler of the **need to win over the army and wealthy industrialists**.
- However, Hitler had no intentions of abandoning violence – in 1925, he set up the **black-shirted SS (Schutz Staffel)**.
- Officially, this was his personal bodyguard, but it soon increased in size and attacked opponents. In 1929, **Himmler became its head**.

Factor 1: The Depression

In 1929, Stresemann died; then the Wall Street Crash in the USA ended US loans.

- The German economy depended on US loans so its weaknesses were quickly revealed.
- Unemployment rose rapidly from under one million in 1928 to over six million by 1932. Those with jobs faced reduced hours and wage cuts – soon millions were hungry and homeless.
- Banks collapsed and middle-class Germans lost their savings
- The Weimar government made things worse by cutting welfare payments causing many people to have to beg for food.

Factor 3: Fear of Communism

Since the Russian Revolution, ordinary Germans had been frightened of a Communist revolution in their country. They knew what would happen:

- Communists wanted Nationalisation (state control) of all major industries. This alarmed businessmen.
- Communists believed in state control of the land. This alarmed farmers and landowners.
- Communists didn't believe in religion. This alarmed German churchgoers.

The Depression made Communists more popular and there was only one party who could stand up to them...The Nazis.

How did the Nazis get into power in 1933?

Factor 2: Failure of the Weimar democracy

As the depression ruined people's lives, the Weimar politicians seemed to spend more time arguing with each other than trying to help ordinary Germans. When an election was called in 1930, millions of people voted for parties like the Nazis. These parties planned to get rid of democracy altogether, but now people listened to them. The Nazis increased their vote from less than 3% to 18%. Endless elections, failed coalitions and a complete lack of reforms that could tackle the problems the country was facing meant that it was easy for Hitler to attack the Weimar democracy.

Factor 4: Nazi Election Plans

The Depression gave the Nazis their chance and they took it.

- Nazi messages were simple and talked about taking people back to the 'good old days'. This was popular
- The Nazis criticised the Weimar parties and the Communists – The Nazis always gave people someone to blame.
- The Nazis used the press and radio well. Hitler travelled around by plane. This showed Germans the Nazis were a modern party in touch with modern technology and ideas.
- Germans wanted a strong government. Nazi rallies were well organised and the SA and SS looked good in their smart uniforms.
- Most of all, the Nazis had Hitler. He was a wonderful speaker. People felt he truly understood them.



1 Although there were only three Nazi ministers in Hitler's government, he planned to take complete power.

- Hitler called a new election for March 1933, and SA and SS violence increased.
- In February, just before the elections, the **Reichstag Fire** took place – the Nazis blamed the Communists, whose leaders and candidates were quickly rounded up.
- In Prussia (the largest Land or state), the Minister of the Interior was **Goring**, a leading Nazi. He enrolled SA members into the police – over 4000 KPD and SPD members were arrested, their meetings broken up and their newspapers banned.
- The Nazis failed to get an overall majority in the Reichstag, despite banning those Communists who had managed to get elected. **The Nationalists then agreed to support the Nazis – this gave Hitler control**

2 By intimidating or excluding SPD deputies, Hitler got the Reichstag to pass the Enabling Act in March 1933.

- Hindenburg agreed to suspend the constitution and give Hitler the **power to rule by decree for four years**. Hitler then moved quickly to destroy Weimar democracy.
- In April, all 18 Lander were taken over by Nazi gauleiters (regional party officials). In May, **trade unions were banned**, and in July **all opposition parties were banned (or persuaded to disband)** and **Germany became a one-party dictatorship**. By then, most KPD and SPD leaders and activists were in **concentration camps run by the SA**

3 Hitler also faced opposition from the more militant wing of the SA, including its leader **Ernst Rohm**.

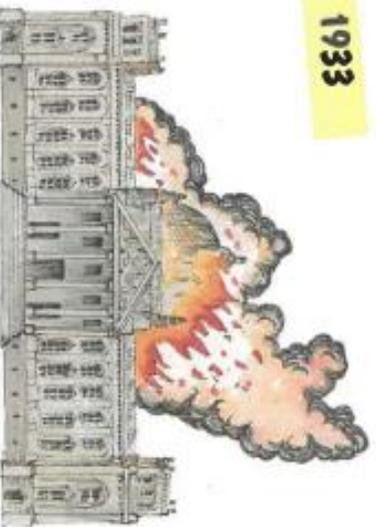
- Among other demands, the SA wanted to become the new German army. However, the army officers and the industrialists opposed this.
- **In June 1934, Hitler ordered the Night of the Long Knives**, in which the SS (with army help) murdered Rohm and other SA leaders.
- This reassured the generals and, when Hindenburg died in August, **they supported Hitler becoming Führer of Germany** – Hitler was now President, Chancellor and C-in-C of the armed forces.

Germany's path to dictatorship as Hitler consolidates his power



Hitler's path to dictatorship

1933



27 February – Reichstag fire

The Reichstag building in Berlin was destroyed by fire. Marinus van der Lubbe, a Dutch Communist, was found at the scene. He appeared to have been acting alone but the Nazis claimed that this was the start of a Communist plot to take over Germany. That night 4000 Communist leaders were arrested by the police. The next day Hitler persuaded Hindenburg to grant him emergency powers. This gave the police the power to arrest people and hold them for as long as they wanted, without trial. Thousands of people who opposed the Nazi Party were arrested. The Nazis also banned meetings held by their political opponents and closed down their newspapers.

5 March – New elections

The Nazis used the police and the SA to put pressure on their political opponents. More than 50 opponents of the Nazis were killed and many more were injured. The Nazis used radio to broadcast their anti-Communist message. This helped the Nazis achieve their best ever election result, with 44 per cent of the vote.



24 March – The Enabling Law

Hitler wanted still more. He wanted an **Emergency Law**. This law would give Hitler the power to pass laws without going through the Reichstag or the President. This law would place all the power in his hands.

In order to achieve this he needed to get two-thirds of the Reichstag to support it. They had to be persuaded to give up their power and hand it to Hitler! How did he achieve this?

The Communist Party were banned from voting. The Centre Party were persuaded to vote in favour of the law as Hitler promised to protect the Catholic Church. Only the Social Democrats voted against it. The Enabling Law was passed by 444 votes to 94.

The Weimar Republic and the democracy it brought to Germany had ended. The Reichstag had voted itself out of existence. Germany was now a dictatorship. All important decisions would be made by Hitler and his closest advisers.



2 May – Trade unions taken over

Trade union offices were taken over and union leaders arrested. All trade unions were merged into one organisation, the new **German Labour Front (DAF)**. The DAF was controlled by the Nazis.



July – All political parties banned

A law was introduced that banned people from forming new political parties. By this stage the Social Democratic Party and the Communist Party had already been banned. Other political parties had broken up. This new law meant that no new parties could be set up to challenge the Nazis. There was now only one party in Germany.



1934



29-30 June – Night of the Long Knives

By 1934 Hitler had become concerned at the increasing power of the SA. It had over 3 million members and wanted to take control of the army. The leader of the SA, Ernst Röhm, was a close friend of Hitler's. However, Hitler thought that Röhm was a potential rival.

Hitler had another reason for attacking the SA. He needed to reassure the army. The army was smaller than the SA but it was well-trained and disciplined. It was the only organisation that had the power to overthrow Hitler. Army leaders feared being taken over by the SA and resented the violence they used. The army was supported by powerful businessmen who wanted Hitler to expand the army and buy new weapons.

On the night of the Long Knives, SA leaders were dragged from their beds, taken to Nazi headquarters and shot dead. Röhm too was arrested. When he refused to commit suicide, he was shot in prison.

The Night of the Long Knives sent a warning to the rest of Germany about how ruthless Hitler was in his pursuit of power.

41

2 August – Death of Hindenburg

When Hindenburg died, Hitler made himself President as well as Chancellor.

Hitler was now the undisputed head of the government.



August – Army oath

The army took an oath of personal loyalty to Hitler. Hitler was now Supreme Commander of the armed forces. All German soldiers swore to obey Hitler and to risk their life for him at any time.

Life in Nazi Germany: Employment and living standards

A huge part of the Nazis' appeal was that they promised to make Germany's economy strong again. Hitler aimed for full employment and by 1939 there was virtually no official unemployment in Germany. He also wanted to make Germany self-sufficient (a concept known as **autarky**), but the attempt to do so was ultimately unsuccessful.

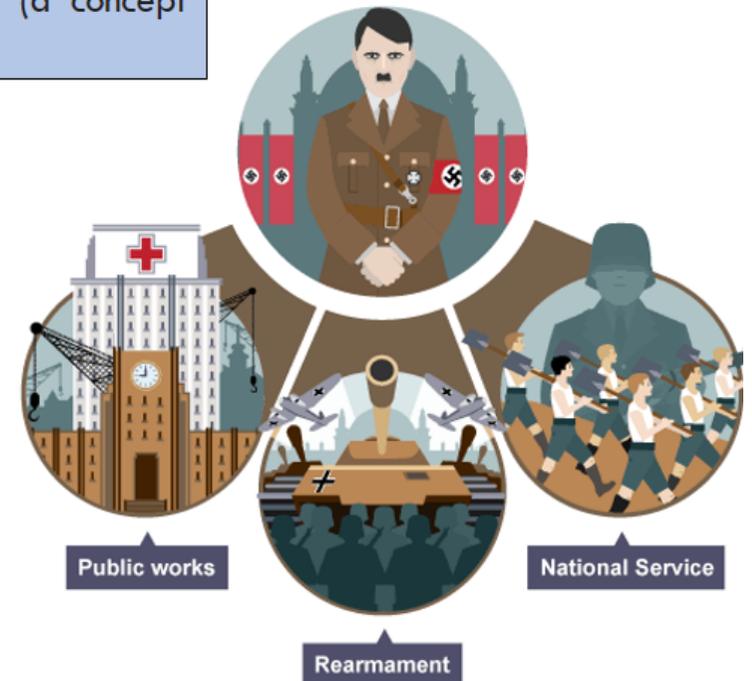
How Hitler reduced unemployment

- He began a huge programme of public works, which included building hospitals, schools, and public buildings such as the 1936 Olympic Stadium. The construction of the **autobahns** created work for 80,000 men.
- Rearmament** was responsible for the bulk of economic growth between 1933 and 1938. Rearmament started almost as soon as Hitler came to power but was announced publicly in 1935. This created millions of jobs for German workers.
- The introduction of the National Labour Service (NLS) meant all young men spent six months in the NLS and were then **conscripted** into the army.

Invisible employment

Although Germany claimed to have full employment by 1939, many groups of people were not included in the statistics, including:

- The 1.4 million men in the army at this time.
- Jews who were sacked and their jobs given to non-Jews.
- Women who were encouraged to give up their jobs to men.



Life in Nazi Germany: Employment and living standards

Impact of Nazi economic policies on German people

Despite the loss of freedom, life improved in Germany for many ordinary people who were prepared to conform in order to have a job and a wage. Nazi economic policies had different effects on different groups in society:



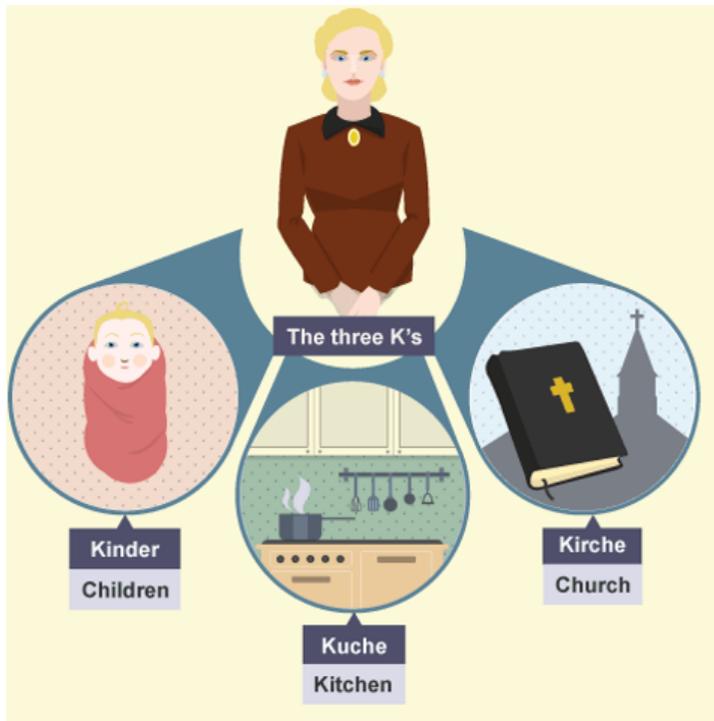
Big businesses - The Nazis had promised to curb the power of **monopolies**, but by 1937 they controlled over 70 per cent of production. Rearmament from 1935 onwards boosted profits of big weapons companies, and managers of the major industrial companies saw their incomes rise by 50 per cent between 1933 and 1939.

Small business - Rules on opening and running small businesses were tightened, which resulted in 20 per cent of them closing.

Farmers - Having been one of the main sources of their electoral support during their rise to power, farmers benefitted under the Nazis. By 1937, agricultural prices had increased by 20 per cent and agricultural wages rose more quickly than those in industry. The Hereditary Farm Law of 1933 prevented farms from being repossessed from their owners, which gave farming families greater security.

Life in Nazi Germany: Women and the family

The Nazis had clear ideas of what they wanted from women. They were expected to stay at home, look after the family and produce children in order to secure the future of the **Aryan** race. Hitler believed women's lives should revolve round the three 'Ks':



Marriage and family

Hitler wanted a high birth rate so that the Aryan population would grow. He tried to achieve this by:

- introducing the Law for the Encouragement of Marriage which gave newlywed couples a loan of 1,000 marks, and allowed them to keep 250 marks for each child they had
- giving an award called the Mother's Cross to women who had large numbers of children
- allowing women to volunteer to have a baby for an Aryan member of the SS

Employment

Measures were introduced which strongly discouraged women from working, including:

- the introduction of the Law for the Reduction of Unemployment, which gave women financial incentives to stay at home
 - not **conscripting** women to help in the war effort until 1943
- However, female labour was cheap and between 1933 and 1939 the number of women in employment actually rose by 2.4 million. As the German economy grew, women were needed in the workplace.

3.2 Women in Nazi Germany

In a 1934 speech, Hitler made his views on the role of women very clear. When comparing the lives of men and women, he said, 'The world of women is a smaller one. For her world is her husband, her family, her children and her house.' So why did Hitler think this, and what impact did Hitler's policies on women have on their lives?

Objectives

- ▶ Summarise the attitudes of the Nazis towards women.
- ▶ Examine the impact of Nazi policies on women's lives.
- ▶ Evaluate how successful the Nazis policies towards women and the family were.

The place of women

In the 1920s, before the Nazis took over Germany, women had many rights and freedoms that women in other countries did not have. For example, they had the right to vote and if they worked for the government, their pay was equal to men. Many women attended university and became lawyers and doctors. However, the Nazis had very different views about the role of women. They were worried about the declining number of births in Germany during the Weimar period, which was a result of career-driven women having fewer children. In 1900 there had been over two million births per year but this had dropped to under one million by 1933. The Nazis felt that a low birth rate and a lower population didn't fit with their plans to expand Germany's territory and settle Germans in other areas of Europe. They felt it was a woman's patriotic duty to stay at home, have lots of children and support their husbands. Hitler even said women should stick to the three Ks – **Kinder, Kirche and Küche** (children, church and cooking). Women were not seen as equal to men. Within months of Hitler coming to power, many female doctors, teachers, lawyers and judges were sacked. Getting a job was discouraged, as it might get in the way of producing children. Women were even banned from jury service because the Nazis said they were unable to think without emotion.

Controlling women

The Nazis tried to interfere in other aspects of women's lives. In many cities, women were banned from smoking because it was 'unladylike'. Wearing trousers or high heels was also discouraged for the same reason. The only thing that women were actively encouraged to do was to have children.

Loans were given out to newly married couples (the equivalent of a year's wages) to encourage them to have children. On the birth of a first child, they could

keep a quarter of the money. On the birth of another, they could keep the second quarter, and so on.

The Nazis banned contraception and abortion too. Even slimming was discouraged because it was not thought to be good for getting pregnant. Every year, on 12 August (the birthday of Hitler's mother) the Motherhood Medal was awarded to women who had the most children. Mothers with eight children received the 'Gold Cross'. The Nazis also set up the **Lebensborn** movement as an attempt increase the birth rate. An estimated 8000 children were born in Germany as a result of this.

The Nazis promoted their views on women through the organisations they set up. The German Women's League coordinated all adult women's groups in the country, and representatives travelled around giving advice on cooking, childcare and healthy eating. By March 1939, 1.7 million women had attended one of its motherhood training courses. Another group, The Nazi Women's Organisation, was set up to develop an elite female group dedicated to Nazi beliefs and ideas.

Were the policies a success?

The birth rate in Germany did increase. There were around 970,000 babies born in Germany in 1933 – and this had risen to 1,413,000 by 1939. Yet despite what the Nazis said about a woman's role and her place in the workplace, the reality was different. The Nazis needed women back at work because more men were joining the army, and workers were needed to run factories. As more men were killed after the Second World War began in 1939, it became vital for thousands of women to take on the role of main wage earner and mother. Unlike Britain though, women were still not called up to work.

Key Words

Kinder, Kirche and Küche Lebensborn

Fact



Not all women were encouraged to have children. The Nazis thought that some women were unfit to be mothers. The 'Law for the Prevention of Diseased Offspring' meant that women with a history of mental illness, hereditary diseases or anti-social behaviour (like alcoholism) could be forcibly sterilised.

▼ **SOURCE A** A portrait of the 'ideal' German family, painted by German artist Wolfgang Willrich in 1934



Work

- 1 Why did the amount of working women both decrease and then increase during the 1930s?
- 2 Suggest reasons why the Nazis were so keen to increase the birth rate.
- 3 Look at **Source A**. Why do you think the Nazis approved of this painting?

Practice Question

In what ways were the lives of women in Germany affected by Nazi social policies?
Explain your answer.

8 marks

▼ **INTERPRETATION B** Adapted from Frauen by Alison Owings (1993) in which Frau Mundt recalls the time in 1930s Germany when she was a young girl. Her parents were poor and unemployed during the Depression:

The things we learned at home were put into practice. When you sat on a bus or train, if there were old people you gave them your seat and showed respect. The children were obedient in the school and were obedient to their parents. Young people were brought up to be clean and honest. In the Hitler Youth we sang, did sports and danced. I do not regret that time. For as long as I went to school there was singing, but also prayer. We were happy then. Parents had work and money. Unemployment was ended.

▼ **SOURCE C** An advertisement in a German newspaper, 1936:

52-year-old doctor. Fought in First World War. Wishes to settle down. Wants a male child through marriage to a young, healthy, virgin, Aryan woman. She should be undemanding, used to heavy work, not a spender, broad-hipped and with flat heels, without earrings, if possible without money.

Extension



- 1 Read **Interpretation B**. What impact did the Nazis have on the life of this woman?
- 2 Read **Source C**.
 - a In your own words describe what sort of woman the doctor wanted.
 - b What does this advert tell us about the doctor's views on the role of women?
- 3 After considering **Interpretation B** and **Sources A** and **C**, discuss with a partner: how do you think women felt about the Nazi policies and laws that affected them?

Study Tip

Be careful to not just list all the Nazi policies that relate to women. You must also think about the effects they had on women.

3.3 The Nazis and religion

Hitler wanted to transform German society to reflect Nazi beliefs and ideals. There was no room for alternative views – and this affected all elements of German society, including religious beliefs. The Nazis tended to persecute anyone who didn't put Nazism and Hitler at the centre of their beliefs.

Objectives

- ▶ Describe the Nazi control of churches and religion.
- ▶ Outline why there was support for and opposition to the Nazis from Christians in Germany.
- ▶ Assess the impact of Nazi policies on Christians, and how they responded to Nazi rule.

Germany's main religion

Christianity was by far the biggest religion in Germany at this time. Around one third of Germans were Catholic (20 million people) and two thirds were Protestant (40 million). Religion was an important feature of people's lives, and Hitler realised that he had to be very careful in how he dealt with Christian groups.

Why did some Christians support the Nazis?

The Nazis had some very extreme views, so it might be difficult to understand why some Christians supported the Nazis in the early years. However:

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

The Nazis and the Catholic Church

At first, Hitler cooperated with Catholic leaders. In 1933 he signed a Concordat (agreement) with the Pope, the head of the Catholic Church, so that they would not interfere with each other. But Hitler soon broke this agreement. He felt that German Catholics listened to the Pope more than him, so he harassed

▶ A Comparison of core Nazi and Christian beliefs

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

and arrested Catholic priests and closed down Catholic youth clubs and schools. Relations became so bad that in 1937 the Pope issued a statement called 'With Burning Anxiety', saying that the Nazis were 'hostile to Christ and his Church'. This was read out in Catholic churches across Germany, but it had little effect. The Nazis continued to arrest priests. In August 1941, one of Germany's best-known religious leaders, Catholic Archbishop Galen, openly criticised the Nazis for their use of terror tactics, **euthanasia** and concentration camps. As a result of his protests, Galen was put under house arrest until the end of the war.

The Nazis and the Protestant Church

Some Protestants admired Hitler for his views on marriage and moral values, and wanted to see their Church under Nazi control. They were known as '**German Christians**' and their leader, Ludwig Müller, became the first Reich Bishop in September 1933. German Christians often wore Nazi uniforms and used the slogan 'the swastika on our chests and the Cross in our hearts'. However, some Protestants hated this because they felt that the core Nazi beliefs were totally opposed to those of Christianity. A new Protestant group called the **Confessional Church** was then formed, led by Pastor Martin Niemöller, and they openly criticised the Nazis. However, the Nazis struck back and arrested around 800 pastors. Niemöller himself was sent to a concentration camp and the Confessional Church was banned.

▼ **SOURCE B** A famous poem by Pastor Martin Niemöller, written in 1946:

First they came for the Socialists, and I did not speak out – because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out – because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out – because I was not a Jew.
Then they came for me – and there was no one left to speak for me.

Work

- 1 Look at the table of Nazi and Christian beliefs.
 - a In no more than 20 words, sum up the key differences between Nazism and Christianity.
 - b Why did some Christians support the Nazis, despite the differences in beliefs and values?
- 2 How did Christians react to Nazi rule? What did they do to either support or rebel against Nazi policies?

Extension



Study Source B.

- a Conduct further research to find out more about who Pastor Martin Niemöller was.
- b What is the message of Niemöller's poem? Does knowing more about his background give you a different view of the poem?

The Nazis and other Christian groups

About one third of Jehovah Witnesses were killed in concentration camps because they were **pacifists** and refused to serve in the army. Also, the Salvation Army, Christian Scientists, and the Seventh Day Adventist Church all disappeared from Germany.

▼ **SOURCE C** A German nun gives the Nazi salute during a Nazi rally in Dachau, 1935



The Nazis and Judaism

The Jewish community in Germany at this time was small (less than one per cent of the population). Jewish people had been living in German lands for around 1600 years and they were fully integrated into German society. They tended to be middle class (doctors, lawyers, etc.) and many were **secular** in practice. Jewish people suffered relentless persecution in Nazi Germany (see pages 68–73) and by the time Hitler stopped them from leaving the country (1941), nearly 80 per cent had already fled to other places as refugees.

Practice Question

Describe how the Nazis gained control over German Christians. **4 marks**

Study Tip

Make sure you don't just talk about Christians in general. Try to give details about the different groups of Christians that the Nazis tried to control.

Key Words

euthanasia German Christians
Confessional Church pacifist
secular

Young people were very important to the Nazis. Hitler spoke of his **Third Reich** lasting for a thousand years and to achieve this he would have to ensure German children were thoroughly **indoctrinated (brainwashed)** into Nazi ideology.

Life in Nazi Germany: The Young

The Hitler Youth	The League of German Maidens
Its aim was to prepare German boys to be future soldiers	Its aim was to prepare German girls for future motherhood
Boys wore military-style uniforms	Girls wore a uniform of blue skirt, white blouse and heavy marching shoes
Activities centred on physical exercise and rifle practice, as well as political indoctrination	Girls undertook physical exercise, but activities mainly centred on developing domestic skills such as sewing and cooking

Nazi control of the young through education
 Schools indoctrinated young people into the political and racial ideas of Nazism.
 All teachers had to join the Nazi Teachers' Association, which vetted them for political and racial suitability.
 The curriculum was altered to reflect Nazi ideology and priorities:

- History** - lessons included a course on the rise of the Nazi Party.
- Biology** - lessons were used to teach Nazi racial theories of evolution in **eugenics**.
- Race study and ideology** - this became a new subject, dealing with the **Aryan** ideas and anti-Semitism.
- Physical Education** - German school children had five one-hour sports lessons every week.
- Chemistry and Mathematics** - were downgraded in importance.

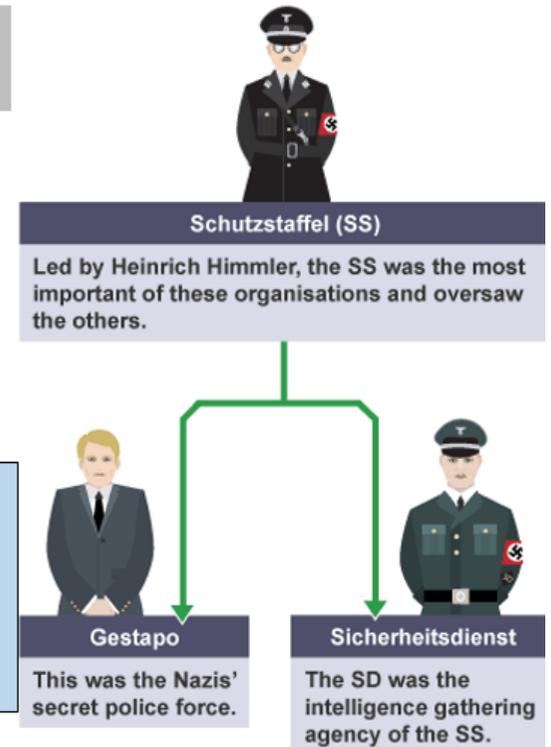
Again, the aim was to brainwash children so that they would grow up accepting Nazi ideas without question.

Life in Nazi Germany: Terror



The Police State

By August 1934 Hitler was a dictator with absolute power. To maintain this power he needed organisations that could control the population to ensure loyalty to the Führer. There were three main interlinked organisations (in addition to the regular German police force) involved in controlling the German people through spying, intimidation and if necessary imprisonment:



- **Schutzstaffel (SS)** - Led by Heinrich Himmler, the SS was the most important of these organisations and oversaw the others. Initially set up as Hitler's personal bodyguard service, the SS was fanatically loyal to the Führer. It later set up concentration camps where 'enemies of the state' were sent.
- **Gestapo** - This was the Nazis' secret police force. Its job was to monitor the German population for signs of opposition or resistance to Nazi rule. It was greatly helped by ordinary German people informing on their fellow citizens.
- **Sicherheitsdienst (SD)** - This was the intelligence gathering agency of the SS. It was responsible for the security of Hitler and other top Nazis and was led by Himmler's right hand man, Reinhard Heydrich.



Control by terror?

The Nazis tried to make the German people feel too afraid to express any kind of criticism or opposition. At the centre of this network of terror was Himmler.

ACTIVITY

Use the information on these two pages to fill out your table for Himmler.

The SS

SS stands for 'Schutz Staffel', which means protection squad. The black-uniformed SS was originally Hitler's personal bodyguard. Himmler built it up and by 1939 it had 240,000 members. All recruits had to be recognisably 'Aryan' – blond, blue-eyed and physically fit. Himmler imposed high physical standards: even having a filled tooth was enough to disqualify you. Himmler trained the SS to be ruthless and fiercely loyal to Hitler. They could arrest people without trial and could search houses.



Concentration camps

As soon as the Nazi Party came to power the SS arrested many Nazi opponents and put them in temporary prisons. Then special concentration camps were constructed, usually in remote rural areas.

At first, inmates were held in the camps for short periods of questioning, torture, hard labour and forced instruction in Nazi ideas. By the late 1930s concentration camps were being run by a section of the SS called Death's Head units, as forced labour camps. Some prisoners were used to work for Nazi-owned businesses. Himmler controlled over 150 companies who used slave labour to make all kinds of goods, including weapons.

The camps held Jews, Communists, Socialists, trade unionists, church leaders – anyone who criticised the Nazis.

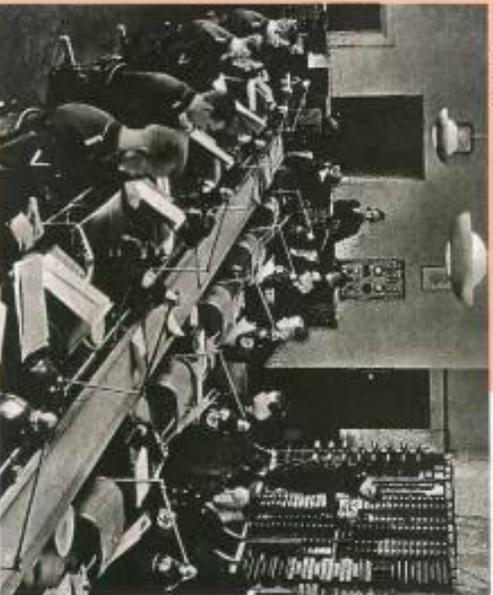
▼ SOURCE 1 Nazi opponents being questioned in a concentration camp, 1933



The Gestapo

This was the state secret police. They could tap telephones, open mail and collect information from a huge network of informers. Informers reported on local people who they believed were 'anti-Nazi'. The Gestapo arrested people without trial, tortured them and imprisoned them in concentration camps.

▼ **SOURCE 2** A teletype room in Gestapo headquarters, where information was received from informers



The police and courts

The ordinary **police** continued with their regular work, but their bosses were all Nazis. This meant that the police became part of the network of informers, collecting information on everyone, whilst ignoring crimes committed by Nazis.

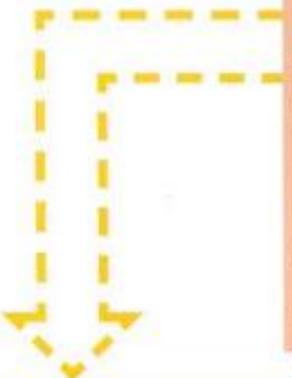
The **courts** were under Nazi control as well. Nazis were appointed as judges so a fair trial was impossible. The number of offences carrying the death penalty went up from three in 1933 to 46 by 1943. These included: listening to foreign radio stations; telling an anti-Nazi joke; having a sexual relationship with a Jew; and being a habitual criminal.

▼ **SOURCE 3** German judges give the Nazi salute as they swear loyalty to Hitler



Informers

The Nazi Party had a strong local structure. Every town was divided into small units, called blocks. The Block Warden, a local Nazi, visited every home in the block each week, collecting donations to the Nazi Party and checking up on everyone. As a Socialist opponent of Hitler said, 'Every staircase has an informer.' The Block Warden wrote a report on everyone in their block. This report could affect whether or not you got a job. The Warden noted any signs of independent thinking, for example, not flying the Nazi flag on celebration days, or not being enthusiastic enough about Hitler and his achievements.



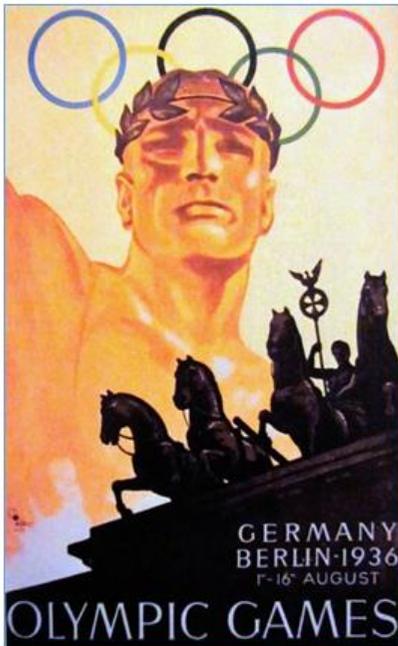
Goebbels and control by Propaganda

Hitler and the Nazi Party were a constant presence in the life of the German people, with:

- The infamous Swastika symbol appearing on every government uniform and public building.
- Pictures of Hitler displayed everywhere.
- Germans having to greet each other with a 'Heil Hitler' raised arm salute.

Life in Nazi Germany: Propaganda

The government department responsible for all of this was the Ministry of Enlightenment and Propaganda, headed by Dr Joseph Goebbels. It aimed to brainwash people into obeying the Nazis and idolising Hitler. Its methods included the points of the diagram below.



Thinking point

Why were the Nazis so pleased about getting the opportunity to stage the 1936 Olympics? Think about you including a national and international perspective.

Cheap radios were produced.

Newspapers were banned or censored.

The Nazis' massive **Nuremberg rallies** were filmed for the cinema, which also reflected Nazi ideology.

Nazi censorship and propaganda

Loudspeakers were placed in all workplaces and public areas to ensure everyone heard Nazi views.

Works of literature and art that conflicted with Nazi ideas were outlawed and destroyed.



Control by propaganda?

In 1924 Hitler laid out his beliefs and his plans for successful propaganda in his book, *Mein Kampf* (see Source 4). In 1928 he chose Josef Goebbels to run the Nazi Ministry of Propaganda.

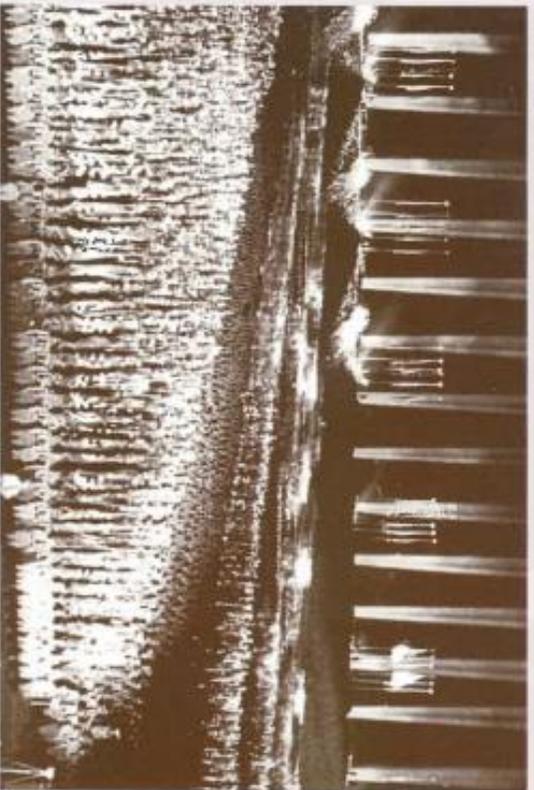
Goebbels put Hitler's approach to propaganda into practice brilliantly. He took control of all the mass media. He made sure newspapers and posters carried the strong, simple, repeated slogans of the Nazis. Through censorship he prevented the German people from hearing any conflicting messages.

Newspapers

Anti-Nazi newspapers were shut down. Jews were banned from owning or working for newspapers. Goebbels' Ministry of Propaganda sent out daily instructions to all remaining newspapers telling them what to print, what kind of pictures should be published and what angle they should take on the news. Display boards were set up in public places so that everyone could read these newspapers.

Rallies

► **SOURCE 5** Nuremberg rally, 1937. There are 100,000 Nazis here, with 32,000 flags. Around the edge of the stadium, 150 searchlights create a spectacular effect



► **SOURCE 4** From *Mein Kampf*, by Adolf Hitler

The powers of understanding of the masses are feeble. And they quickly forget. So effective propaganda has to be limited to a few bare essentials and these must be as simple as possible. These slogans should be repeated until the very last person has come to grasp the idea.



The Nazis always presented an image of order and control to the German people, with their uniforms, meetings, torchlight processions and rallies. Once they were in power, they made their rallies even more impressive. A huge stadium at Nuremberg was specially built for them (see Source 5). Goebbels stage-managed these rallies to give a dramatic impression of overwhelming power and unity.

ACTIVITY

Use the information on these two pages to fill out your table for Goebbels.

Books

As soon as they came to power, the Nazis organised official book-burnings – books were burned in public on massive bonfires. The Nazis burned:

- books by Communists and Socialists
- books by Jews
- books by anyone they disapproved of
- books containing ideas they disapproved of.

By burning books the Nazis were preventing German people from reading and thinking beyond the Nazi message. All new books published had to be censored by Goebbels' Ministry.

▶ SOURCE 6 Book-burning, 1933



Radio

Goebbels took over control of all radio broadcasting. Regular programmes included Hitler's speeches, German music and German history – foreign programmes could not be picked up. Cheap radios were made so that as many Germans as possible could listen to Nazi propaganda. By 1939 70 per cent of Germans owned a radio. Loudspeakers were set up in public squares all over Germany and people were encouraged to listen to important radio programmes and announcements.

▶ SOURCE 7 Newspaper advertisement, 1934

Attention! The FÜHRER is speaking on the radio! On Wednesday 21 March, the Führer is speaking on all German stations from 11.00 a.m. to 11.50 a.m. Nazi Party headquarters have ordered that all factory-owners, department stores, offices, shops, pubs and blocks of flats put up loudspeakers an hour before the broadcast so that the whole workforce can participate fully in the broadcast.

Films

The cinema was very popular in most countries in the 1930s. Goebbels controlled all of the films made in Germany. Most were adventure stories, comedies or love stories, but there was always a newsreel film, *News of the Week*. The newsreels were made by Goebbels' film-makers and shown before the main film.

Some openly pro-Nazi films were made on Goebbels' orders and with strict control of the scripts. Source 8 is a poster for *The Eternal Jew*, an anti-Semitic film made by the Nazis.



▶ SOURCE 8 A Dutch poster for

The Eternal Jew (Der ewige Jude), 1940

The extent of support for the Nazi regime

It is difficult to know exactly how popular the regime was as Hitler's police state made it very difficult to express opposition and Nazi **propaganda** portrayed the Führer as his people's saviour. However, it is clear that the Nazis were the most popular party when they came to power and many Germans welcomed the stability and economic growth an **authoritarian** regime brought.

In general, Germans were happy to trade the freedom and democracy of Weimar for the certainty and security Hitler brought. His regime restored Germany's international prestige through **rearmament** and the dismantling of the **Treaty of Versailles**. The sheer scale of propaganda - especially that directed towards German children - meant that many more Germans became active Nazi Party members and were convinced of Hitler's greatness.

Life in Nazi Germany: Opposition to the Nazis

However, there was fierce opposition to the Nazis from a number of different areas across Germany

Communists and Social Democrats set up underground organisations - these published anti-Nazi leaflets and organised industrial sabotage and strikes.

University students in Munich formed the **White Rose Group** - they distributed leaflets, wrote anti-Nazi slogans on walls and even organised demonstrations. Their leaders were guillotined in 1944.

Many **young people** refused to join the Hitler Youth movements and instead joined rebel groups - such as **the Swing, the Meuten or the Edelweiss Pirates**.

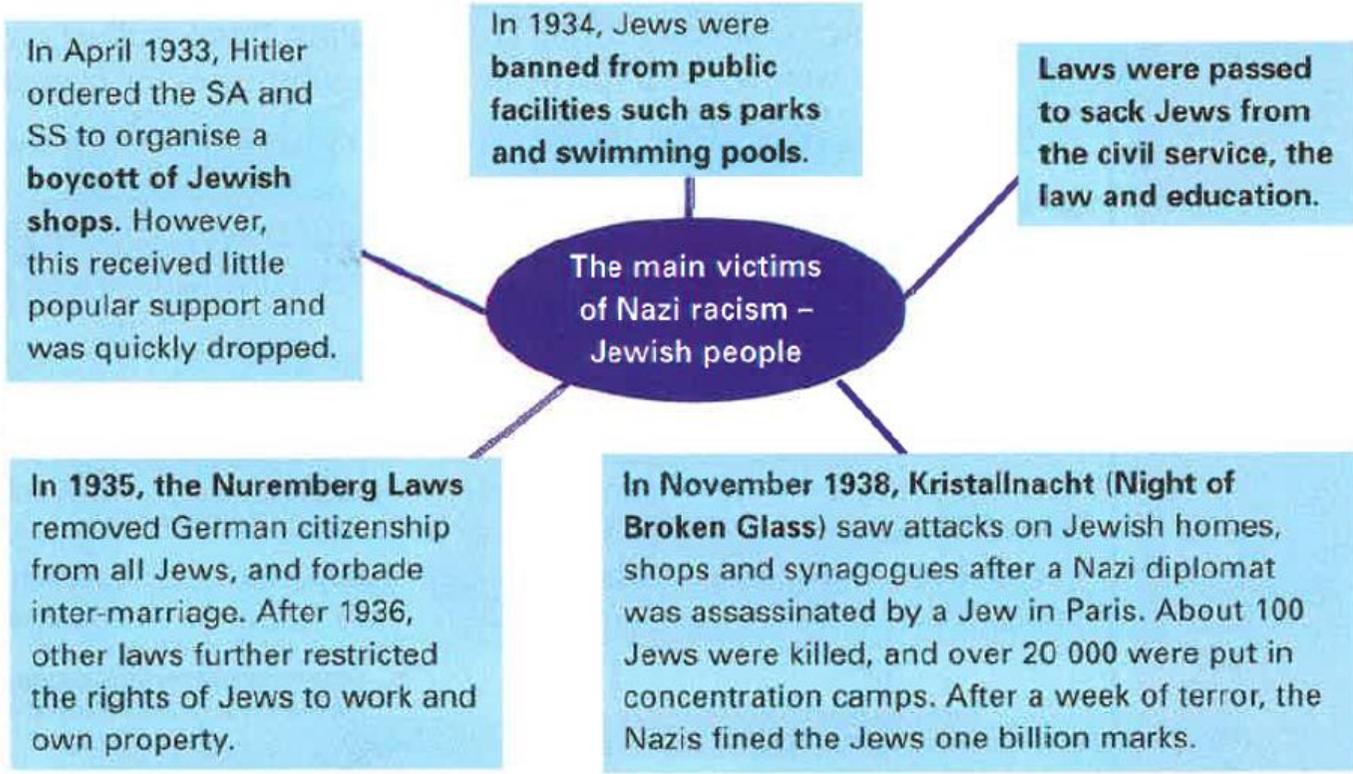
Opposition in **the army**, especially the Beck-Goerdeler group, increased as the war began to go badly. Colonel von Stauffenberg led the **July Bomb Plot** in 1944, which failed to assassinate Hitler.

Opposition to the Nazis



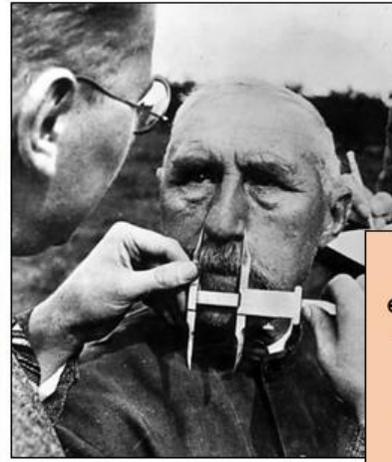
Life in Nazi Germany: Persecution of minorities

1 The Nazis were deeply racist and believed all non-Aryan groups were inferior – Jews, Blacks, Slavs and gypsies (Sinti and Roma). They wanted to create a pure 'Aryan master race'.



Did you know...?

Many Jews saw the events of Kristallnacht as a turning point. Up until then there had been a progressive erosion of their rights but Jews had not been physically threatened or attacked. When their businesses and homes were destroyed and their synagogues were burnt down, many concluded that their time in Germany was up. Those who were able to fled and a scheme to evacuate Jewish children to Britain, called the Kindertransport, began.



A person is examined to see if they meet the criteria for 'untermensch' (sub-human)

2

After the Second World War began in 1939, Nazi action became even more extreme. To start with, all Jews in areas invaded by the Nazis were forced to live in ghettos.

Life in Nazi Germany: Persecution of minorities

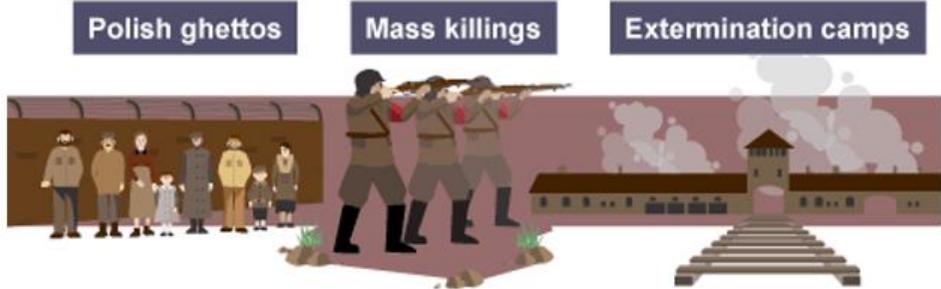
In the summer of 1941, Himmler ordered SS 'Special Action' groups to kill all Soviet Jews.

Then, at the Wannsee Conference, January 1942, leading Nazis decided to exterminate all Jews in Europe – the 'Final Solution' – with Adolf Eichmann in charge of overall planning.

Extermination camps (for example, Auschwitz) were built in Eastern Europe. About six million Jews died in this Holocaust.



1939 	1939 	1941 	1942 	1942
CURFEW FOR JEWS	WIRELESS SETS CONFISCATED	JEWS FORCED TO WEAR YELLOW STAR	JEWS NOT ALLOWED ON PUBLIC TRANSPORT	JEWISH RATIONS REDUCED



CIVIC RESPONSIBILITY



CULTURAL DIVERSITY

Rationing

- Rationing of food was introduced on 27 August 1939 and a points system for clothing was introduced in October 1939.
- Germans' diets became more limited, with lots of bread, potatoes and preserves..
- Food entitlements depended upon the importance of individuals to the war effort: 'normal consumers', 'heavy workers' 'very heavy workers' – there were also categories for children, pregnant women.
- The winter of 1939-40 was exceptionally cold and there were shortages of coal.

Area bombing

- In 1942 RAF Bomber Command switched to a policy of 'area bombing' – targeting large industrial cities with incendiary bombs (bombs designed to cause fires), and not distinguishing between military and civilian targets.
- Over the next 3 years: 61 German cities, with a combined population of 25 million, were attacked; 3.6 million homes were destroyed; 7.5 million people were made homeless; 300,000 – 400,000 Germans were killed in the raids; and 800,000 people were wounded. However, German industrial production continued to increase until mid-1944.
- The raids had a mixed impact on the morale of the German population as Nazi **propaganda** tended to downplay their impact and the number of deaths.



Germany during World War Two:

Employment

- 13.7 million German men served in the army during the war, and this created a huge labour shortage on the home front.
- As they did during World War One, women entered the workforce in large numbers, working in armaments factories and as medics.
- The Nazis also made extensive use of forced labour, transporting hundreds of thousands of civilians and prisoners of war from Eastern Europe and elsewhere to Germany to keep the war effort going.

Refugees

- The intensive British 'area' bombing campaign from May 1942 onwards, targeted at the industrial Ruhr region, created thousands of refugees as whole cities were flattened or burnt down.
- During the advance of the Soviet army through Poland and eastern Germany during 1944 and 45, much of the civilian population fled westwards to avoid the brutality of the Russian soldiers.

7.4

The impact of war

In the first few years of the Second World War, the German military forces won one battle after another. In 1940, Hitler had attacked and defeated six European countries within a few weeks of each other. Germans at home certainly felt the impact of the war, but the news from the war zones was always good and many Germans felt that Hitler was right when he said that war would make Germany very rich and powerful. Luxury goods, such as fur coats and perfume, from conquered countries began to find their way back into Germany, but most of these goods went to high-ranking Nazi officials. However, the war soon turned for the worse.

Objectives

- ▶ Describe how life changed in Germany as a result of the Second World War.
- ▶ Evaluate the impact of war (including bombing, rationing, labour shortages and refugees) on Germans at home.

In 1941, Hitler's armies attacked the USSR (Russia). At first, German forces did well, but a freezing Russian winter forced the Germans to stop. Their guns wouldn't fire and they were poorly clothed. Soon, the huge Russian army began to push them back towards Germany. In one battle at Stalingrad, over 80,000 Germans died and 90,000 surrendered. There were defeats elsewhere too, and then America joined in on Britain and Russia's side. By the beginning of 1944, it was clear that Germany was doomed to defeat.

Hardship on the home front

Rationing

The German people soon began to realise how difficult war was when they were not winning. Supplies were needed for the soldiers, so sacrifices had to be made at home. There were severe food shortages, and by November 1939, food and clothing were **rationed**. For example, people were limited to one egg per week. Goods like soap and toilet paper were in very short supply and this led to some interesting alternatives. For example, it was suggested that soggy, stewed pine needles could be used in a bath instead of soap. Hot water was also rationed to two days per week. The Nazis responded to these hardships by asking the German people to completely commit themselves to winning the war.

Severe labour shortages and refugees

In 1942, Albert Speer was made Armaments Minister and was told to organise the country for **Total War**. This meant that everything was entirely focused on making weapons and growing food for soldiers. Anything that didn't contribute to the war was stopped.

For example, beer houses, dance halls and even sweet shops were closed. Letterboxes were boarded up. Factories were forced to stay open longer, but because male workers were now soldiers fighting in the war, large numbers of women were drafted in to work in them. By 1944, around seven million foreign workers had been brought in from countries Germany had conquered to work as slave labour in the factories.

▶ **INTERPRETATION A** *Mathilde Wolff-Monckeberg, a well-educated translator, lived in Hamburg during the war. In her diary, she recorded not only the change in atmosphere in Germany, but also the shortage of workers in factories:*

How different the atmosphere is from that of the first war year when Nazi flags were flown, and drums were beaten on the radio announcing victory. Since the defeat at Stalingrad and the start of Total War, all is grey and still. Everyone has been called up, even women up to 50 years old, and boys have to do anti-aircraft duties.

Bombing

From 1942, Britain and America began pounding German cities with bombs. Due to the impact of the bombs, there was no electricity, water or transport, and panicked people left their homes to look for refuge (as **refugees**) in safer places. Indeed, there were thousands of deaths and injuries and people had to be retrieved from their homes by the medical services, which were at full stretch. The bombing caused flooding and gas explosions, and there was a constant danger of unexploded bombs. Not surprisingly, support for the Nazis began to weaken.

▼ **INTERPRETATION B** Adapted from Frauen, by Alison Owings (1993), in which Frau Margarete Fischer, interviewed in 1982, recalls the bombing in 1942:

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

▼ **INTERPRETATION C** From World at War by Richard Holmes (2007), in which Albert Speer, Hitler's Armaments Minister, is interviewed:

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

Key Words

rationed Total War refugee

▼ **SOURCE D** Two men scavenge meat from a dead horse in 1945



Work

- 1 Write your own definitions for: rationing; Total War; refugee.
- 2 Describe ways in which the German people experienced Total War.
- 3 Hitler's invasion of Russia has been described as a 'turning point' in the war. Why do you think this is so?
- 4 Look at **Interpretations B** and **C**.
 - a In what ways do they differ in their views of the impact of the war on the German people?
 - b Can you suggest reasons why these two interpretations might be different?

Extension

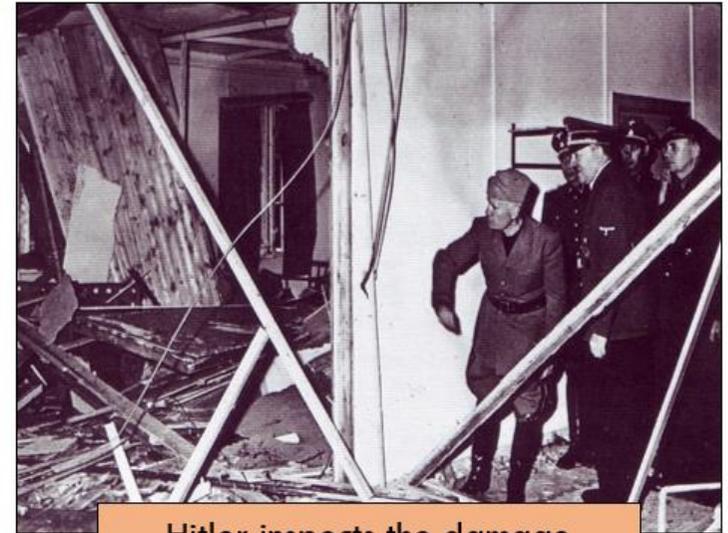
Remember that as events and policies change over time, so people's perceptions of these events and policies change also. To help you evaluate the impact of war on the German people, imagine you live in a large German city during the war. Write three diary entries: one in the early years of the war, another in the year after defeat at Stalingrad and the introduction of Total War, and the third from late in the war when conditions in Germany are very bad. Write about the mood of the nation, changes to daily life, and how people feel about the Nazis.



Opposition during World War Two

It is difficult to know the exact extent of opposition during the war as the Nazis controlled information tightly and continued to monitor the German population for signs of **dissent**. However, the war effort was generally supported, especially against the supposedly racially inferior Russians in the east. The allied bombing campaigns weakened enthusiasm for the war but it wasn't until the **Reich** itself was invaded in 1945 that German civilians' morale collapsed.

In July 1944, a group of army officers tried to assassinate Hitler. A bomb was planted by Colonel Stauffenberg at a meeting attended by the Fuhrer. It exploded, but Hitler survived. In retaliation, Stauffenberg was shot the same day and 5,000 people were executed in the crackdown on opposition that followed. The great German general Field Marshal Erwin van Romell was implicated in the plot and was forced to commit suicide as punishment for his involvement.



Hitler inspects the damage caused by Operation Valkyrie



White Rose student group who encouraged passive resistance against the Nazis

The main youth opposition group during the war was the **Edelweiss Pirates**, who were fond of singing anti-Nazi songs. In 1942 over 700 of them were arrested. In 1944, 12 members were publically hanged after the Pirates in Cologne killed the **Gestapo** chief.

The **White Rose group** was formed by students at Munich University in 1943, led by brother and sister Hans and Sophie Scholl. They published anti-Nazi leaflets and marched through the city in protest at Nazi policies. Its leaders were eventually arrested and sentenced to the guillotine.

GCSE History Question Breakdown: Paper One (2 hours)

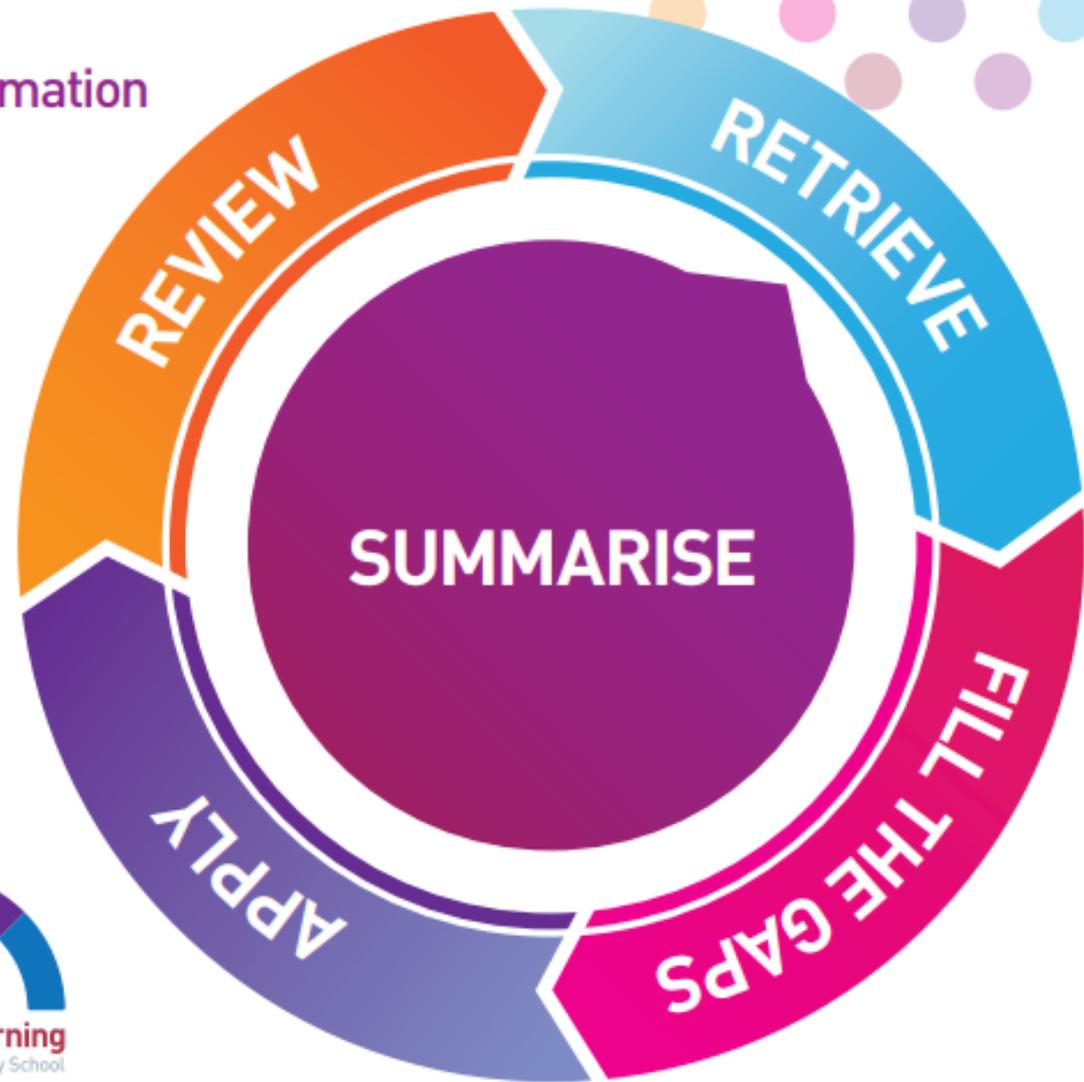
Germany 1890-1945

1 hour

<i>How does Interpretation B differ from Interpretation A?</i>	<i>Why might the authors of Interpretations A and B have a different interpretation</i>	<i>Which interpretation do you find more convincing?</i>	<i>Describe two...</i>	<i>In what ways...?</i>	<i>Which of the following was the more important reason why... (two bullet points)</i>
4	4	8	4	8	12
<p>Make sure you develop the analysis of interpretations to explain differences based on their content</p> <p><u>No provenance!</u></p>	<p>Analyse where the source came from in detail to explain why the sources are different.</p> <p>CK needed to help explain the importance of where the source came from</p> <p><u>Focus on provenance!</u></p>	<p>Evaluate the overall trustworthiness of the source using <u>lots</u> of you own CK.</p> <p>Discuss why each source is/is not convincing</p> <p>There is no right or wrong answer – the quality of the evaluation is the key.</p>	<p>You have to demonstrate understanding as well as knowledge – remember the point <u>and</u> then explain it</p> <p>Say what the issues are and then <u>explain</u> why they are so significant.</p> <p>How do I turn a description into an explanation?</p> <p>Remember ‘Because x2’</p>	<p>You need to include a range of accurate and detailed knowledge and understanding that is relevant to the question.</p> <p>Make a point and then include the consequences of the point – these would then be supported with extra CK that backs up the point.</p>	<p>Your answer needs demonstrate a range of accurate and detailed knowledge and understanding that is relevant to the question.</p> <p>Sustained argument required – intro and conclusion need to match.</p> <p>Explain why the first bullet point is important. Explain why the second bullet point is important. Make links between the two – do they overlap?</p> <p>Give and overall conclusion</p>

Revision Cycle

1. **SUMMARISE:** shorten information
2. **RETRIEVE:** find out what you know
3. **FILL THE GAPS:** look at what you don't remember
4. **APPLY:** practice using the information
5. **REVIEW:** reflect on how you have done and repeat



Model Answer for the Germany 1890-1945

Read the two interpretations below about the Reichstag Fire. Then answer the exam-style questions.

INTERPRETATION E *From an account written in 1950 by Rudolf Diels, a Nazi and head of police in Berlin in 1933.*

I think van der Lubbe started the Reichstag Fire on his own. When I arrived at the burning building, some police officers were already questioning him. His voluntary confession made me think that he was such an expert arsonist that he did not need any helpers. Why could not one person set fire to the old furnishings, the heavy curtains and the bone-dry wood panelling? He had lit several dozen fires using firelighters and his burning shirt, which he was holding in his right hand like a torch when he was overpowered by Reichstag officials.

INTERPRETATION F *From Hitler – A Study in Tyranny by the British historian Alan Bullock (1952).*

Goering had been looking for an excuse to smash the Communist Party. He at once declared that van der Lubbe was only part of a larger Communist plot to start a campaign of terror. The burning of the Reichstag was to be the signal for Communist revolt.

In fact, I believe that the burning of the Reichstag was planned and carried out by the Nazis themselves. Van der Lubbe was picked up by the SA and allowed to climb into the Reichstag and start a fire on his own in one part of the building while Nazis started the main fires.

Question 1: How do interpretations differ?

How does Interpretation E differ from Interpretation F about the Reichstag Fire?

(4 marks)

The two interpretations have different beliefs about how the fire started. Interpretation A says that the fire was started by van der Lubbe on his own without any help. He was caught red-handed at the scene. Interpretation B says that the fire was planned and started by the Nazis who wanted an opportunity to act against the rival Communist Party.

Opening sentence clearly addresses the question

Shows clear understanding of the interpretations and how they are different

Includes relevant detail from the interpretation. Note that this is only 4 marks so you have about 5 minutes to answer this question, including reading the interpretations. You won't have time to write much!

Question 2: Why do interpretations differ?

Why might the authors of Interpretations E and F have a different interpretation about the Reichstag Fire?

(4 marks)

The authors have different motives. Rudolf Diels is trying to protect his reputation from when he was in charge of the Berlin police force at the time. He is writing after the Nazis have been defeated and he is keen to justify his actions at the time. The British historian has no sympathy whatsoever with Hitler's actions – as seen in the title of the book. It was written soon after the war when anti-German feelings were running high in Britain and elsewhere. Bullock is aware of how strange a character van der Lubbe was, and argues that he was incapable of carrying out the fire on his own.

Clear summary of the purpose of the interpretation using information about the provenance

Develops the explanation of how this purpose might affect the author's interpretation

Clearly addresses the question in the first sentence. You could focus on other reasons (for example, nature or origin of the interpretation) but you only have a short time so it is best to focus on one reason only and explain it fully

Question 3: How convincing are these interpretations?

Which interpretation do you find more convincing about the Reichstag Fire?

(8 marks)

Interpretation E is less convincing. I know that van der Lubbe was a strange character, and was easily influenced. He was not even a strong Communist Party member, and could be made to confess with little difficulty. The fire started simultaneously in quite a few places, and so one person, however expert, would have had difficulty in achieving such a raging fire so quickly. Although the author of F is obviously biased, he has knowledge to support his argument. Goering and Hitler were very quick to condemn the fire as a Communist outrage – too quick to have had time for any investigations. The Nazi headquarters was next door to the Reichstag and there was a passage which led from one to the other. It would have been easy for Nazis to have started the fire and then escaped from the scene. Most historians now assume that van der Lubbe was the unfortunate victim in Hitler's desire to outwit the Communists.

Starts by directly addressing the question and giving an overall judgement

Specific own knowledge is used to evaluate the information in both interpretations

Question 4: Describe two ways

Describe two ways in which Germany suffered economically after the Wall Street Crash.

(4 marks)

Germany suffered economically from the USA withdrawing its loans. These had been needed for helping the growth of German industry and trade. Many industries could not survive; many Germans became unemployed; and this affected living standards. Six million were unemployed by early 1933.

Directly addresses the question and gives one relevant detail

Adds a little explanation or extra detail to show the relevance of the point given

Question 5: In what ways ... ?

In what ways did the style of German government under Wilhelm II affect how the country developed?

(8 marks)

Wilhelm II was powerful and made sure that the Reichstag leaders were kept under control. This meant that he could decide policies – such as the expansion of the navy, which the Reichstag agreed to by passing the Navy Laws.

Each paragraph opens with one clear point which addresses the question

The Reichstag had representatives from many political parties, but increasingly there were more socialist members – about 30 per cent by 1914. This meant that, with coalition governments, the left wing had influence to get policies implemented that they favoured. For example, Germany gained old-age pensions and sickness and unemployment insurance before the end of the nineteenth century.

Specific own knowledge is used to develop this point and clearly linked to it

Lastly, the ruling conservative elite retained much power, and this meant that traditional attitudes towards society remained strong.

Question Six

Which of the following was the more important reason why Hitler was appointed Chancellor of Germany in 1933?

- The effects of the Wall Street Crash
- The role of Nazi propaganda

Explain your answer with reference to both sources

One important reason why Hitler was able to gain the position of Chancellor in January 1933 was the effects of the Wall Street Crash. Germany had been very dependent on loans from the USA, and Germany still owed reparations to the Allies. Even though the amounts had been reduced in the Dawes and Young Plans of 1924 and 1929, the payments still represented a huge burden to the German economy that had only been buoyant because of American money.

Each section clearly addresses one of the reasons given in the question. It opens with a sentence showing which reason is being considered

Many businesses went bankrupt, leading to high unemployment, which reached 6 million in early 1933. The optimism of the 1920s quickly disappeared as many families suffered a drastic decline in their living standards and many relied on soup kitchens to provide basic food. Many Germans had come to accept their new system of government in the Weimar Republic but the Crash reopened criticisms about its structure and its underlying weaknesses again became paramount. Thus, the Wall Street Crash provided opportunities for Hitler and the Nazis to gain support at the expense of traditional political parties.

The answer uses specific own knowledge to show the role of this reason

The answer then links back to the question and explains the importance of this reason

On the other hand, the role of Nazi propaganda was important. The Nazis seized on the weaknesses of the Weimar government and promised a return to strong rule – as before the First World War under the Kaiser. The Nazis promised to restore Germany's position in the world and overturn the hated Treaty of Versailles. Lost territory would be regained and the restrictions on Germany's armed forces would be ended. Germans would be able to hold their heads high again among European nations. Nazi propaganda also promised jobs and employment.

Nazi propaganda was effective and therefore important because of its methods. It was often visual and colourful – with posters and banners. Parades along city streets by smartly dressed Nazi Stormtroopers conveyed to onlookers the spirit of determination to address Germany's problems that the leaders of the Weimar government appeared to lack. Nazi propaganda seized the opportunities that a weak government allowed.

However, I believe that the Wall Street Crash was more important as it created the circumstances that allowed the Nazis to build up support with their propaganda and promises. Before the Crash, in 1928, the Nazis only had twelve members in the Reichstag. The Nazis were the eighth largest party. This emphasises the importance of the sudden change in economic circumstances prompted by the Wall Street Crash.

The answer gives a judgement about which reason was more important. This judgement is supported. You can show how one reason had more of an impact than the other, or look at how the reasons might be linked

How to tackle the Source Questions

Interpretation A Albert Speer, writing in his memoirs, 'Inside the Third Reich' written in 1960.

He remembers as a student at Berlin University hearing Adolf Hitler speak in January 1931. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

All the students wanted to hear this man. Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. People were carried on a wave of enthusiasm. It swept away our doubts. Here was hope, ideals, a new understanding. He spoke of the dangers of Communism and of the Jewish problem. I joined the party the next day.

Interpretation B Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

If there is one point on which we all agree, it is that Hitler came to power because of the World Economic Depression. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices. The other parties did not have such appeal.

0 1

Read **Interpretations A** and **B** from the Interpretations Booklet.

How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

0 3

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[8 marks]

Examples of Student responses

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]

The following example has some good bits but is far from being great. Why?

- 1 *I think that political unrest was more of a problem for the Weimar*
- 2 *Republic than Economic problems. I think this because with good*
- 3 *politic the economic problems wouldn't of have been such a big*
- 4 *issue and may have been resolved. Also it would have made*
- 5 *Germany a more peaceful place as there wouldn't have been less*
- 6 *Putsch attempts. However, economic problems was also a huge*
- 7 *issue as well as it meant Germans had to take loans from the USA*
- 8 *which ultimately led to another collapse of German economies as*
- 9 *it became the base of Germanys economy at one point. The*
- 10 *political unrest is also a huge problem as it cause a huge outbreak*
- 11 *of different groups which were trying to rule the country like the*
- 12 *Freikorps and the spatacist making Germany an unstable place to*
- 13 *live in and a very unsafe place.*

Retrieval Quiz

When you can answer all the questions on this page without looking at any notes, you are ready for the exam!

The Kaiser's Germany 1890 – 1914

- 1) Why was the Kaiser envious of Britain? 2 factors
- 2) *Four reasons for Germans to feel proud of their country at this time are...*
- 3) *The Navy Laws were...*
- 4) *Two reasons for Germans to feel frustrated with their country are...*
- 5) Which groups of people wanted change in Germany? 2 groups
- 6) Which groups of people did not want change in Germany? 2 groups
- 7) What impact did the First World War have on life in Germany? 6 Factors

Weimar Germany 1918 – 1933

- 1) Who was put in charge of Weimar Germany in 1918?
- 2) What challenges faced the government at this time? 4 factors
- 3) What were the key features of the Weimar constitution? 2 factors
- 4) What were the potential weaknesses or dangers of the constitution? 2 factors
- 5) How effectively did the government deal with the challenges between 1918 and 1923?
- 6) Why was 1923 such a crucial year in Germany? 4 factors
- 7) How did life in Germany improve between 1924 and 1929? 4 factors
- 8) How was Germany affected by the Wall Street Crash? 3 factors
- 9) What mistakes did the Weimar government make between 1929 and 1933? 3 factors

Nazi Germany 1933 - 1945

- 1) What changes did Hitler make to the DAP? 3 factors
- 2) What happened during the Munich Putsch?
- 3) What were the consequences of the putsch? 2 factors
- 4) What were the main ideas of *Mein Kampf*? 3 factors
- 5) Why did the Nazis lack mass appeal before 1928? 5 factors
- 6) How did Hitler become Chancellor? 4 factors
- 7) How did Hitler consolidate his power? 6 factors
- 8) How did Himmler use control by Terror? 4 factors
- 9) How did Goebbels use control by Propaganda? 4 factors
- 10) How did economic conditions help the Nazis to keep control? 3 factors
- 11) What did the Nazis do for the young? 4 factors
- 12) How did Nazi policies affect women? 4 factors
- 13) How and why did the Nazis persecute Jews before the war? 5 factors
- 14) Why could it be said that things were going well GER in WW2 up to 1941? 4 factors
- 15) Why could it be said that things went badly after 1941? 4 factors
- 16) What was the Final Solution? 3
- 17) Was there any opposition to the Nazis in Germany during the war? 4

All answers on the next pages

Retrieval Quiz – Answers

The answers over the next two pages are basic knowledge points. You would need to be able to go into more detail for any exam answers

The Kaiser's Germany 1890 – 1914

- 1) Envious
 - a. Britain had the large empire
 - b. played an important role in world affairs
 - c. had a huge navy
- 2) Pride
 - a. High levels of industrial production
 - b. world leader in many industries
 - c. a basic welfare system providing old age pensions
 - d. growing influence across the world – *Weltpolitik*
- 3) Navy Laws
 - a. designed to significantly increase the size of the German navy to rival that of Britain. They were incredibly expensive at a time when some thought the money would be better spent elsewhere
- 4) Frustrated
 - a. No freedom of speech
 - b. not a full democracy
- 5) People who want change
 - a. The working class
 - b. socialists
 - c. democrats
- 6) No change
 - a. The aristocracy and industrialists
- 7) Impact of the First World War
 - a. Industrial production cut by two thirds
 - b. 600,000 war widows, 2 million children without fathers, by 1925 govt spending one third of budget on war pensions
 - c. huge gaps in living standards of rich and poor
 - d. many soldiers despised the new democratic leaders as they felt betrayed
 - e. women had been called into the workplace in large numbers – many saw this as being damaging to traditional family values.

Weimar Germany 1918 – 1933

- 1) Friederich Ebert
- 2) Problems
 - a. Germany lost the war, but people don't really believe this
 - b. Germany's economy is a disaster
 - c. People are starving
 - d. Germany is more divided than ever
 - e. Many Germans don't know how democracy works
 - f. Berlin in dangerous and many Germans don't want democracy e.g. The Freikorps and the Spartacists

- 3) Constitution
 - a. Freedom of speech
 - b. Full democracy – men and women over the age of 20 can vote
- 4) Dangers
 - a. Article 48 – Emergency power of the President
 - b. Proportional Representation – creates coalition governments and allows small, extremist parties into the Reichstag.
- 5) Success in the that the government survived.
 - a. Extremists dealt with – but Ebert needed help to do it
 - b. Had to sign the Treaty of Versailles – hugely unpopular in Germany
 - c. Introduced democracy – largely positive
 - d. French invasion of Ruhr – passive resistance popular at first but damaging, hyperinflation-people lost everything – and wouldn't forget.

- 6) 1923
 - a. Munich Putsch
 - b. French invasion of the Ruhr
 - c. Passive resistance
 - d. Hyperinflation
- 7) Improvement
 - a. Democracy is working – most people voting for pro-Weimar parties
 - b. The economy is improving – wages increasing, unemployment falling,
 - c. Germany is working well with other countries – welcomed into the League of Nations, Locarno Pact
 - d. Dawes Plan – huge loans from the USA helped investment and created jobs
 - e. Cultural creativity – Germany is full of new ideas in art, cinema, music, architecture etc
- 8) Wall Street Crash 1929
 - a. All American loans called back
 - b. German businesses collapse
 - c. Massive levels of unemployment
- 9) Weimar mistakes
 - a. Stop paying benefits
 - b. Continued arguing in the Reichstag
 - c. Met less often in the Reichstag and instead used the emergency powers to pass laws
 - d. People losing faith in democracy

Nazi Germany 1933 – 1945

- 1) Changes
 - a. Changed name to NSDAP
 - b. Bought a newspaper for the party
 - c. Put himself as leader
- 2) Munich Putsch
 - a. Tried to seize power of key locations across Munich
 - b. It failed due to poor planning
- 3) Consequences
 - a. Hitler was arrested but used his trial to promote his ideas on a national platform
 - b. He was sent to prison for 9 months where he used the time to write his book *Mein Kampf*

- 4) The main ideas of *Mein Kampf* were
 - a. Nationalism – to do with German strength and racial purity
 - b. Socialism – work and people’s role in society
- 5) Lacking mass appeal in 1928
 - a. Stresemann was doing a good job – Germany was doing well – no need for drastic change
 - b. The Nazis considered too extreme
 - c. People were put off by the anti-Semitism
 - d. Germany was working peacefully with other countries and Stresemann had worked to reduce the terms of the Treaty of Versailles
- 6) Hitler became chancellor
 - a. The depression
 - b. Failure of the Weimar parties
 - c. Fear of Communism
 - d. Nazi propaganda

- 7) Hitler’s consolidation of power
 - a. The Reichstag fire
 - b. Elections in March 1933
 - c. The Enabling Law
 - d. Trade unions were taken over
 - e. All political parties were banned July 1933
 - f. The Night of the Long Knives
 - g. The death of Hindenburg
 - h. The Army oath
- 8) Himmler and Terror
 - a. SS
 - b. Concentration camps
 - c. The Gestapo
 - d. The police and court system
 - e. Informers
- 9) Goebbels and Propaganda
 - a. Newspapers
 - b. Rallies
 - c. Books
 - d. Radio
 - e. Films
- 10) Economic conditions
 - a. Rising wages
 - b. Falling unemployment
 - c. Huge government projects to create jobs e.g., the construction of the autobahns
 - d. The Beauty of Labour
 - e. Strength through Joy
- 11) Appealing to the young
 - a. Youth groups e.g., Hitler Youth/League of German Maidens
 - b. More sport/less writing
 - c. Range of activities and sports equipment available
 - d. School lessons altered to push Nazi messages in every subject
- 12) Nazi policies for women
 - a. The Nazis believed the role of women was to look after husbands and children
 - b. Women strongly discouraged from working
 - c. Hitler wanted a high birth rate

- d. Measures were introduced to encourage marriage
- e. Childless married couples were encouraged to get a divorce
- f. The 'Mother's Cross' award was given to women who had large numbers of children

13) Persecution of Jews before WW2 (there are more points than listed here)

- a. Jewish judges sacked
- b. Jews banned from sports clubs
- c. Jews cannot be teachers
- d. Race studies in German schools
- e. Jews have to wear a yellow star
- f. Jews cannot marry non-Jews
- g. Jews not allowed to own electrical equipment

14) World War Two going well up to 1941

- a. The German army were successful in conquering so much territory
- b. Numbers of German casualties were small
- c. Resources stolen from conquered countries arrived in Germany
- d. Much of German life was unaffected

15) World War Two going badly from 1941

- a. The German army suffered defeats in increasing numbers
- b. Increased rationing
- c. Rising casualties – soldiers and civilians
- d. Destroyed cities
- e. Collapsing economy
- f. Food shortages
- g. Germany being attacked from all sides from 1944 onwards

16) The Final Solution

- a. The Nazi plan to rid Europe of Jews through mass-extermiation

17) Opposition in Germany during World War Two

- a. The Kreisau Circle and Dietrich Bonhoeffer
- b. Operation Valkyrie
- c. The Edelweiss Pirates
- d. The White Rose

Articles for Wider Reading and Flipped Learning

