

## **THE LEGACY OF WW1.**

**Key Q:** What was the impact of World War One on Germany?

**Key event:** end of WW1

**Key date:** 1918

**Key people:** Kaiser Wilhelm II, Philipp Scheidemann

**Key terms:** abdication, revolutionary, Social Democratic Party, government, armistice.

**Choose ONE or more activity:**

- ★ Define the key terms (1-3)
- ★ Make brief timeline of events (3-4)
- ★ Mind map the ways the end of WW1 **impacted** on Germany (4-5)
- ★ Identify and judge the main impact of WW1 on Germany. (6)
- ★ Why was the main factor more important than the others? (7+)

# THE STRENGTHS AND WEAKNESSES OF THE WEIMAR CONSTITUTION

**Key Q:** What were the strengths and weaknesses of The Weimar Constitution?

**Key event:** setting up of a new government and constitution.

**Key date:** 31st July 1919

**Key people:** President, Chancellor, Kaiser Wilhelm II.

**Key terms:** Constitution, Government, Weimar Republic, Reichstag, Reichsrat, Electorate, Proportional Representation, Article 48.

**Choose ONE or more activity:**

- ★ Define the key terms (1-3)
- ★ Make a brief diagram to show how The Weimar Constitution worked (4)
- ★ Choose the biggest strength or weakness and explain and judge it! (5-6)
- ★ Write a brief conclusion evaluating overall if the Weimar Constitution was a S or W. (7+)

## **WHY THE REPUBLIC WAS UNPOPULAR.**

**Key Q:** Why was The Weimar Republic unpopular?

**Key event:** The Treaty of Versailles.

**Key dates:** 11th November 1918 and 28th June 1919.

**Key people:** The November Criminals - leaders of the new German government.

**Key words:** reparations, colonies, demilitarised zone, 'stab in the back', traitors

### **Choose ONE or more activity:**

- ★ Define the key words. (1-3)
- ★ Make a revision poster using the Mnemonic LAMB to help you remember the key terms of The Treaty of Versailles. (4)
- ★ Imagine you are Germany. Write a speech explaining why the Treaty of Versailles was so unpopular. (5-6)
- ★ Choose the term you think will have the most impact on Germany. Predict how you think it will impact on Germany after 1919. (7+)

## **WHAT WERE THE CHALLENGES FROM THE LEFT AND RIGHT?**

**Key Q:** What were the challenges from the left and the right?

**Key events:** The Spartacist Uprising and The Kapp Putsch.

**Key dates:** SU: January 1919, KP March 1920.

**Key people:** Ebert, Freikorps, SU: Rosa Luxemburg, Karl Liebknecht. KP: Wolfgang Kapp.

**Key words:** revolt, putsch, assassination

**Choose ONE or more activity:**

- ★ Define the key words. 1-3
- ★ Make a diagram of the political spectrum showing the left and right wing groups. 4
- ★ Imagine you were a journalist at The Spartacist Uprising or The Kapp Putsch. Write a quick newsflash to explain what happened. (5)
- ★ Which was the biggest threat to the Weimar Republic? The threat from the left (SU) or the threat from the right (KP)? (6+)

## WHAT WERE THE CHALLENGES OF 1923?

**Key Q:** What were the challenges in Germany in 1923?

**Key events:** WW1 (longer term), Occupation of the Ruhr, Hyperinflation

**Key dates:** WW! (1914-1918), O Of The R (Jan 1923), Hyperinflation (Nov 1923).

**Key people:** Weimar government, (all events in 1923), French troops (O of The R).

German peo

ple including workers, business, farmers, pensioners, middle class, foreign visitors (Hyperinflation).

**Key words:** economic, Occupation of the Ruhr, Hyperinflation, effects

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a timeline to show the key events leading to Hyperinflation including which are long term and short term. (4-5)
- ★ Explain the main challenges faced by Germany in 1923. Give each reason a heading e.g economic, political etc... You can use more than one heading for each event (5-6)
- ★ Which event had the biggest impact/effect on Germany in 1923 and why most impact? (7+)

## **Key Q: Why was Germany able to recovery economically 1923-1929?**

**Key events:** Stresemann becomes chancellor,

**Key dates:** August 1923: Gustav Stresemann became chancellor of Germany, November 1923: Rentenmark, August 1924: Reichsbank take control of German currency (renamed Reichsmarks), August 1924: Dawes Plan, August 1929: Young Plan

**Key people:** Gustav Stresemann, Charles Dawes, Owen Young (American bankers).

**Key words:** Reparations, Rentenmark, Reichsbank, Reichsmarks.

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a diagram to show international loans after WW1 (3-4)
- ★ Describe the ways Germany recovered economically by writing three short newsflashes (4)
- ★ Make a mind map to demonstrate the reasons why Germany recovered economically 1923-1929. (5) Choose one reason to explain in more detail (6)

## **STRESEMANN RECOVERY**

**Key Q:** How far did Germany recover under Gustav Stresemann?

**Key people:** Stresemann chancellor (Aug to Nov 1923), Stresemann foreign minister 1923-1929.

**Key dates:** 1923-1929

**Key events:** policies linked to the recovery of the economy and improved relationships with other countries through foreign policy.

**Key words:** economy, Rentenmark, Dawes Plan, Young Plan, Locarno Pact, The League of Nations, The Kellogg-Briand Pact, Wall Street Crash

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a timeline to show the key events during Stresemann's time in power (1923-1929) (4)
- ★ Explain the main policies of Stresemann 1923-1929. Give each policy a heading e.g. economic, foreign policy (5)
- ★ Overall how successful were Stresemann's policies in the a) short term b) long term and why? (6+)

## **CHANGES FOR WORKERS AND WOMEN**

**Key Q:** How far did life improve for women and workers in Germany between 1924-1929?

**Key people:** Stresemann chancellor (Aug to Nov 1923), Stresemann foreign minister 1923-1929.

**Key dates:** 1924-1929

**Key themes:** standards of living, women at work, women at leisure, women in politics

**Key words:** government policies, hyperinflation, employment, insurance, fund building associations, Article 109 of the constitution, professions.

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a mind map to show how standards of living improved in Germany (3-5)
- ★ Make a diagram or cartoon strip to show how women's position improved between 1924-1929 (3-5)
- ★ Write an excellent paragraph explaining why women's roles improved (5-6)
- ★ Overall, in what ways did women's position improve the most and why? (6+)

## CULTURAL CHANGES

**Key Q:** How and why did cultural changes take place in Germany 1924-1929?

**Key people:** Otto Dix, George Grosz, Paul Klee, Marlene Dietrich, Curtis Bernhardt, Walter Gropius

**Key dates:** 1924-1929

**Key concept:** cultural change

**Key words:** Expressionism, Bauhaus, architecture

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Design a poster to advertise Weimar cinema (3-5)
- ★ Describe how new ideas in architecture challenged traditional ideas (4)
- ★ Explain why Expressionism art developed (5)
- ★ How far did new ideas challenge traditional values in Weimar Germany? (6+)

**EARLY GROWTH OF THE PARTY**

**Key Q:** How and why did Hitler and the party develop in the early days?

**Key people:** Adolf Hitler, Anton Drexler, Rudolf Hess, Hermann Goering, Julius Streicher, Ernst Rohm.

**Key dates:** 1919-1933

**Key events:** development of Hitler's political career

**Key words:** Sturmabteilung (SA, Brownshirts), nationalise, Lebensraum

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a timeline to show the key events of DAP/NSDAP during 1919-1921 (4)
- ★ Explain how Hitler used the SA (5)
- ★ Predict which point of Hitler's 25 point programme you think would have the most impact of the German people (6)
- ★ Evaluate which groups of people in German society Hitler would be most likely to appeal to and why? (7+)

## THE MUNICH PUTSCH AND ITS AFTERMATH

**Key Q:** What were the causes and consequences of The Munich Putsch?

**Key events:** The Munich Putsch November 1923, Bamberg Conference 1926.

**Key dates:** 8th Nov: Hitler enters the beer hall, 9th Nov: Hitler's march on Munich, declaration as president, 11th Nov: Hitler's arrest.

**Key people:** Mussolini (Hitler was influenced by his ideas and actions), General Erich Ludendorff, Ernst Rohm, Julius Streicher, Otto Hermann von Lossow

**Key words:** Fascists, putsch, Bavarian, hyperinflation,

**Choose ONE or more activity:**

- ★ Define the key words ( 1-3)
- ★ Make a diagram to demonstrate the long term, medium and short term causes of The Munich Putsch (4)
- ★ Imagine you are a journalist at The Munich Putsch. Write a quick newsflash to explain what happened (5)
- ★ The Munich Putsch was a failure for Hitler. How far do you agree? Justify both sides and your own view in three bullet points (6+)

## **GROWTH IN SUPPORT 1929-32**

**Key Q:** How and why did support for the Nazis grow 1929-1932?

**Key events:**

**Key dates:** Wall Street Crash: Oct 1929, bank panic and food distribution in Berlin 1931

**Key people:** Hitler, Nazis, Communists

**Key words:** Depression, unemployment, economic, publicity

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a diagram to show how the Wall Street Crash led to problems in Germany (4)
- ★ Describe and explain how the depression helped Hitler (4-5)
- ★ Explain why Hitler appealed to different people and groups in Germany (5-6)
- ★ Make a mind map to demonstrate the reasons why. Choose one reason to explain in more detail (6)

## POLITICAL DEVELOPMENTS IN 1932

### Key Q:

**Key events:** actions of key individuals, Hitler's road to power

**Key dates:** see timeline

**Key people:** Paul von Hindenburg, Heinrich Brüning, Kurt von Schleicher, General Franz von Papen

**Keywords:** chancellor, SA, coalition, military dictatorship, elections

### Choose ONE or more activity:

- ★ Define the key words (1-3)
- ★ Make a basic top trump card on each of the 4 key players (3-4)
- ★ Design a roadmap to demonstrate Hitler's road to power (4-5)
- ★ Explain why Hitler was able to become Chancellor (5)
- ★ Number the reasons why Hitler became Chancellor in order of importance from least to most important and justify your choices (6+)

## THE REICHSTAG FIRE AND THE ENABLING ACT 1933

**Key Q:** How did the Nazis try to remove opposition and secure a dictatorship?

**Key events and dates:** The Reichstag Fire 27th February 1933, election 5th March 1933, Enabling Act 24th March 1933

**Key people:** Hitler, Marinus van der Lubbe, Paul von Hindenburg,

**Key terms:** Decree for the Protection of the People, Reich cabinet, trade union, political party, SDP, Communists,

**Choose ONE or more activity:**

- ★ Define the key terms (1-3)
- ★ Make a newsflash of the key events of the Reichstag Fire (4)
- ★ Design a poster to show the main points of The Enabling Act (4)
- ★ Produce a diagram to explain the effects of The Enabling Act (5)
- ★ Why was the main factor in helping Hitler to gain more power: skill, luck or fear? Justify your choice (6+)

**HITLER BECOMES FUHRER**

**Key Q:** How and why did Hitler become chancellor by August 1934?

**Key people and groups:** Julius Schreck, Heinrich Himmler, Ernst Rohm, Adolf Hitler, SA and SS.

**Key dates:** 1925 and 1934

**Key concept:** cultural change

**Keywords:** Fuhrer, Schutzstaffel (SS) black shirts, Sturmabteilung (SA) brown shirts

**Key events:** The Night of the Long Knives, Hindenburg's death, oath of allegiance.

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe key features of the SS (4)
- ★ Explain why Ernst Rohm could be seen as a threat to Hitler (5)
- ★ Which event was the most important in Hitler becoming Fuhrer and why? (6)
- ★ Evaluate which factor was more important than another: luck, skill or fear? Justify your choice. (7+)

## A POLICE STATE

**Key Q:** What is a police state?

**Key events:** setting up and use of key features of the Nazi Police state

**Key dates:** SS: 1925, SD: 1931, Dachau Camp set up March 1933, Gestapo: April 1933,

**Key people:** Heinrich Himmler (head of SS 1929, set up Dachau in 1933, head of national police by 1936), Hermann Goering set up the Gestapo in 1933.

**Keywords:** Concentration camps, SS (Schutzstaffel, Protection Squad, Black shirts), SD (Security Services), Gestapo (Secret State Police), People's court (1934), Nationalist Socialist League for the Maintenance of the Law (1936).

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe 4 different features of the police state in Nazi Germany (4-5)
- ★ Produce a set of linking cards to explain the connections between the different features of the police state (5-6)
- ★ Which method of control do you think would be a) the most effective b) the most terrifying and why? (7+)

## Policies towards the churches

**Key Q:** What were Nazi policies towards the church?

**Key dates and events:** 1933: Reich Church, 1934: The Confessional Church set up, July 1933: The Concordat, 1937: the Pope's 'Burning Anxiety' statement.

**Key people and organisations:** Hitler, the Pope, the Catholic Centre Party, the Reich church, Ludwig Muller, The Confessional Church, Martin Niemoller.

**Key words:**

**Choose ONE or more activity:**

- ★ Define the key words. 1-3
- ★ Make a poster to describe the differences between Nazi and Christian beliefs (4)
- ★ Explain the difference between the Catholic and Protestant churches in Nazi Germany (5)
- ★ Explain the importance of The Concordat (6)
- ★ How effective do you think Nazi policies towards the churches were? Include a judgement. (7+)

## PROPAGANDA AND CENSORSHIP

**Key Q:** How effective was Nazi propaganda and censorship?

**Key events:** Setting up of the Reich Ministry of Propaganda

**Key dates:** 1933-1945, Berlin Olympics 1936

**Key people:** Joseph Goebbels (Nazi Minister of Enlightenment and Propaganda), Albert Speer (architect).

**Key words:** Propaganda, censorship, enlightenment, degenerate art, Reich Chamber of Visual Arts.

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe the Nazis' aim for producing and using propaganda and censorship (4).
- ★ Make a spider diagram of examples of Nazi propaganda methods (4)
- ★ Explain how the Nazis targeted different groups in society with propaganda. (5-6)
- ★ Explain how positive and negative propaganda was used by the Nazis (5-6)
- ★ How effective was Nazi propaganda in your opinion? Explain your answer (7+)

## **CHURCH OPPOSITION**

**Key Q:** How effective was church opposition towards the Nazis?

**Key people:** Pastor Martin Niemoller, Protestants, Catholics

**Key dates:** 1934: The Confessional Church

**Key concept:**

**Keywords:** opposition, Confessional Church, Socialism, Trade Unionists

**Key events:** Niemoller's sermon (1930's)

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a diagram to demonstrate Niemoller's changing attitude over time. (4)
- ★ Explain the importance of Martin Niemoller (5-6)
- ★ Evaluate how effective church opposition was towards the Nazis (7+)

## YOUTH OPPOSITION

**Key Q:** How effective was youth opposition in Nazi Germany?

**Key people and groups:** The Hitler Youth, The Edelweiss Pirates, The Swing Youth.

**Key dates:** 1933-1939

**Keywords:** opposition, expeditions, gramophone

**Key events:** various opposition activities

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe the key features of the Edelweiss Pirates and the Swing Youth (4)
- ★ Choose some examples of youth opposition in Nazi Germany and explain how effective you think they were and why (5-6)
- ★ Why do you think youth opposition in Germany had limited success? Explain your answer (7+)

**WOMEN AND THE FAMILY**

**Key Q:** What were the policies towards women and the family in Nazi Germany?

**Key people and groups:**

**Key dates:** The Marriage Law, 1933 (marriage loans), 1938 (divorce easier)

**Key concept:**

**Keywords:** Kinder, kuche, kirche (children, cooking, church), Motherhood Cross, Lebensborn

**Key events:** increased female employment by 1939 (WW2)

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Make a mind map to describe the Nazis' ideal woman (4)
- ★ Choose two or three Nazi policies towards women and explain what they were (5)
- ★ For each policy you have explained above, judge how successful you think it was (6)
- ★ Evaluate overall how successful the Nazi were in achieving their ideal women (7+)

**NAZI YOUTH ORGANISATIONS**

**Key Q:** What were the aims of the Nazis towards young people?

**Key groups:** Young German Folk (boys 10-14), Young Girls (girls aged 10-14), Hitler Youth (boys 14-18), League of German Maidens (girls 14-18),

**Key dates:** 1933-1939

**Keywords:** Patriotic, racial superiority, economy

**Key events:** meetings, after school and weekend activities, holidays

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe key features of youth group activities (4)
- ★ Explain the Nazis' aims for young people (5)
- ★ Explain the main reason why you think Hitler forced young people to join Nazi youth groups (6)
- ★ How effective do you think Nazi policies towards young people were? Why do you think this? (7+)

## NAZI EDUCATION

**Key Q:** How did the Nazis use education to try and control young people?

**Key groups:** Nazi Teachers' League

**Key dates:** 1933-1939

**Key concept:** racial ideas and Anti-Semitism, glorification of the Nazis

**Keywords:** Eugenics, institutes, curriculum

### **Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe the ultimate aims of the Nazis education policy (4)
- ★ Choose two or more ways the Nazis controlled education and explain them (5)
- ★ Which method used by the Nazis to keep control of education do you think was most effective and why? (6)
- ★ How far was the aim of education for boys and girls different? Explain your answer (7+)

**POLICIES TO REDUCE UNEMPLOYMENT**

**Key Q:** How did the Nazis attempt to reduce unemployment in Germany 1933-1939?

**Key group:** RAD

**Key dates:** July 1935, compulsory for all men 18-25 to serve 6 months in the RAD, 1936 Olympic Stadium built in Berlin.

**Keywords:** unemployment, construction, rearmament, autobahn, RAD

**Key events:**

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe key features of the National Labour Service (RAD)(4)
- ★ Explain what is meant by 'invisible unemployment' (5)
- ★ Which Nazi policy to reduce unemployment was the most effective and why? (6)
- ★ How far did different groups of people benefit from Nazi employment policies? (7+)

## THE STANDARD OF LIVING

**Key Q:** How successful were the Nazis at improving the standard of living for people in Germany?

**Key organisations:** DAF, KdF, SdA

**Key concept:** The People's Car (Volkswagen)

**Keywords:** propaganda, rearmament souvenirs,

**Key events:** 1st KdF trip in 1937, KdF Beetles parade 1939,

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe the different workers' organisations set up by the Nazis (4)
- ★ Explain ways that German people did and did not benefit from Nazi economic policies (5)
- ★ Which event was the most important and why (6)
- ★ How far did German people benefit from Nazi economic policies 1933-1939? (7+)

## **RACIAL BELIEFS AND POLICIES**

**Key Q:** What were the Nazis racial beliefs and policies?

**Key group:** SS

**Key dates:** 1933, The Prevention of Hereditarily Diseased Offspring Law, 1935, Nuremberg Laws

**Key concept:** Aryan Race

**Keywords:** Untermenschen, slav, gypsies, homosexuality

**Key events:** A range of discriminatory actions against minority groups in Nazi Germany 1933 - 1939

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Describe key features of the Nazis' racial hierarchy (4)
- ★ Explain how the Nazis treated some groups in society differently (5)
- ★ Analyse how the Nazi' policies towards certain groups in society became harsher overtime 1933-1939? (7)
- ★ Reflect: why it is so important to learn about this topic today? (6)

**JEWISH PERSECUTION 1 & 2**

**Key Q:** How and why did the treatment of the Jews change 1933-1939?

**Key dates and events:** Jewish shop boycott (1933), The Nuremberg Laws (1935), Kristallnacht (1938)

**Keywords:** persecution, scapegoats, anti-semitism, Gestapo, boycott, emigration

**Choose ONE or more activity:**

- ★ Define the key words (1-3)
- ★ Produce a timeline to describe how the Nazis persecuted the Jews (4)
- ★ Explain the reasons why a) Jews were persecuted b) most non-Jewish German people let the persecution happen (5)
- ★ Analyse why it is important to learn about this topic today (6)
- ★ Evaluate the impact of the Nuremberg Laws and Kristallnacht - why was each a turning point? (7+)