**Weimar and Nazi Germany Workbook**





Name:

Form:

The booklet can be completed on the sheets or in your exercise book.

**Rebellion against the Weimar Republic**

|  |  |  |
| --- | --- | --- |
| **Spartacist Rebellion January 1919** | **Kapp Putsch March 1920** | **The Munich (Beer Hall) Putsch November 1923** |
| **Who**: Started by the Spartacus League and the Communist Party of Germany.**What**:50,000 people went on strike, newspaper buildings were seized. Spartacists were unorganized though and the government employed the Freikorps to put it down. The leaders were arrested and executed (Karl Leibnicht and Rosa Luxemburg). **When**: 4-15th January 1919**Where**: Berlin, Germany. **Why**: Wanted Germany to be run by the working classes. | **Who:** Wolfgang Kapp led the protest with the Freikorps (Kapp also received support from Ludendorff) **What**: Kapp seized Berlin and made himself the new Chancellor. Ebert (leader of the government) asked Berlin to go on strike (no transport, services etc.) to stop Kapp from being able to move around and take control.**When**: 13th March 1920**Where:** Berlin, Weimar Republic**Why:** Kapp disagreed with Ebert, the Treaty of Versailles and wanted a right wing autocratic government.  | **Who:** Adolf Hitler, the Nazi Party (made up of ex- Freikorps members) and General Ludendorff **What**: Hitler and SA members storm a Beer Hall where there is a meeting of other Socialist Parties (led by Kahr). Hitler seizes the Hall and orders the men inside to march with him on Munich. He is joined by General Ludendorff. However Kahr had called the army who met the march and put it down using violence. Hitler is shot, but escapes and is later arrested.**When**: 8-9th November 1923**Where:** Munich, Weimar Republic **Why**: Hitler disagrees with the weak and unstable government and the Treaty of Versailles.  |

**The end of World War One**

1. 11th November 1918: The Armistice was signed that marked the end of the First World War as Germany surrendered to the allies.
2. June 1919: The Treaty of Versailles was signed that outlined the following punishments for Germany.
* Armed forces limited to 100,000 men
* Take the blame for starting the war.
* Pay reparations amounting to £6.6 billion.
* Lose land and foreign colonies.
* Forbidden to form a union with Austria.

**Weimar Government**

After the Kaiser abdicated in November 1918 there needed to be a new government to rule Germany. In January 1919 a Republic (country without a King or Queen) was formed. This decision was made in the town of Weimar as Berlin was too dangerous to be in due to the recent Sparticist Rebellion hence the name: Weimar Republic.

The Government was set up with

* President in charge (elected every 7 year).
* Chancellor (chosen by the President)
* Reichstag (government made up of political parties elected via proportional representation.

**Content focus: The End of WW1 and the creation of the Weimar Republic**

**Weimar and Nazi Germany Revision: 1**

**Mark Scheme:**

Level 1 – gives one or two very basic and unexplained reasons.

Level 2 – Describes, using some detail why one or two reasons had caused the event. Uses 2 PEE paragraphs

Level 3 – Explains, using 3 PEEL paragraphs, the causes, using clear points, detailed and accurate knowledge and linking back to the question or the next point.

**Example questions:**

* *Explain why there was opposition to the Weimar Republic.*
* *Explain why the Treaty of Versailles caused protest in the Weimar Republic.*
* *Explain why the Munich Beer Hall Putsch failed.*
* *Explain why the rebellions of 1919-1920 were caused.*

**Question focus: Explain why (12 marks)**

**Start of an answer to this question**

 ***One reason there was opposition to the Weimar Republic was due to the Treaty of Versailles. Many groups, such as the Freikorps and the Socialist Parties blamed the Weimar Government for signing the treaty. This treaty was crippling to Germany as it limited their army to 100,000 men causing unemployment and poverty so consequently the Weimar Government were seen to be responsible for this.***

**Complete one of the questions above try to include at least 2 PEEL paragraphs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content focus:** 1923-1933 Problems, Solutions and the Great Depression.

**Weimar and Nazi Germany Revision: 2**

**Gustav Stressemann’s solutions to the problems of 1923.**

**☺** Ordered the German workers to end their strike and return to work to start the industry going again.

☺ Introduced a brand new currency: The Rentenmark

☺ Put down the revolutions (such as the Munich Putsch).

☺ Improved relationships with the allied by making treaties such as:

* Locarno Treaties
* Kellog- Briand Pact
* Joining the League of Nations.

☺ Got financial help from America to rebuild the German economy

* Dawes Plan 1924 lengthened the time they had to pay the reparations back and borrow money from America.
* Young Plan 1929 reduced the amount of money they had to pay back to £3 billion because of the treaties and peace they had made.

|  |  |
| --- | --- |
| In 1923 Germany missed a payment of its reparations to the allies.  | As a result the French invaded the Ruhr (an area of land owned by Germany that had a lot of industry in it).  |
| Currency became less valuable as there was nothing to sell/ buy in Germany, as a result currency was mass produced leading to Hyperinflation by November of 1923.  | German workers in the Ruhr refused to work for the French and stopped production in factories. |

**…But then.**

In 1929 the Wall St Crash happened in America which mean their currency became worthless as their stock market collapsed so businesses shut down. America didn’t have any money to lend to Germany as per the Dawes and Young Plan so Germany fell into the Great Depression. There was extreme poverty, mass unemployment (peaking at 6 million people unemployed in 1932). Hitler used this as an opportunity to persuade people to vote for the Nazi party as he promised them jobs and better opportunities.

Hitler’s campaigns were successful and he was made Chancellor on 30th January 1933.

**Mark Scheme:**

Level 1 – Makes a suggestion about the source and what it infers.

Level 2 – Uses detail to prove this inference. [3-4]

Do this twice.

**Question focus: What does the source infer about… (4 marks)**



**Source A**: *Photograph taken January 1924 in Germany.*

1. What does this source infer about the impact of hyperinflation on Germany in the 1920s? (4 marks)

*One thing this source infers is…*

*Because…*

*Another thing this source infers is…*

*Because…*

**Content focus: Nazi Germany: Hitler’s consolidation of power 1933-1934**

**Weimar and Nazi Germany Revision: 3**

**Enabling Act**

* 23rd March. A law that allowed Hitler to pass laws without the consent of the Reichstag for four years.
* Made him a legal dictator (essentially the power of Article 48).
* Able to do so through achieving a majority by banning the 81 communists from the Reichstag.
* Banned trade unions., political parties, made Night of the Long Knives legal.

**What you can do with this content**

- Re-work the bullet points as a mind map / series of tweets / flashcards etc

- Create a 10 question quiz which can be answered by the material here

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**Final steps to Hitler becoming Fuhrer**

* May 1933 – Banned trade unions = workers couldn’t protest their rights.
* July 1933 – Hitler bans political parties = ONE PARTY STATE!
* August - President Hindenburg died and Hitler combined the office of Chancellor and President into Fuhrer.
* August 1934 – Army swore an oath of loyalty to the Fuhrer

**The Night of the Long Knives**

* The SA (Brown Shirts, led by Ernest Rohm) were becoming very powerful
* Rohm demanded to be merged with the army – Hitler needed the army later.
* Rohm was a rival to Hitler and his left wing views would offend big business who had helped Hitler.
* 30th June 1934 the SS are ordered to kill leading SA members, inc. Rohm
* Also used it to eliminate political rivals (von Kahr).

**Reichstag Fire**

* 27th Feb 1933 - Marinus van der Lubbe, a communist blamed (suspicion it was the Nazis themselves).
* Hitler had 4,000 leading communists arrested.
* Hitler convinces Hindenburg to use article 48 to act swiftly against ‘terrorists’ = bully opposition.
* Election called on 5th March – 44% of votes – not quite enough to pass laws without opposition.

**Complete this question using source C for this week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Start of an answer to this question**

**The content of source B is useful in finding out about how Hitler increased his power.** The source claims the Nazis used the fire to attack “political opposition’. *This is useful because the Nazis did ban 81 Communist deputies following the fire and the 4,000 arrested party members.*

**However, the source is less useful because of its origin.** It was written by a British newspaper who might well be suspicious of Hitler’s actions. However, he would be allowed to say these things as his work would not be censored, like it would be in Germany.

**Mark Scheme:**

Level 1 – Copies / describes source [1-2]

Level 2 – Explains if either the CONTENT or the sources NATURE, ORIGIN or PURPOSE is useful [3-5]

Level 3 – Explains whether BOTH the CONTENT and NOP is useful in answering the question [6-8]

**Example question: Study sources B and C. How useful are these sources into an enquiry about how Hitler increased his power 1933-1934?**

*Source B:* [*S. Delmer*](http://spartacus-educational.com/Jdelmer.htm)*,* [*Daily Express*](http://spartacus-educational.com/Jexpress.htm) *(28th February, 1933), article on the Reichstag Fire*

The arson of the German parliament building was allegedly the work of a Communist, van der Lubbe. More probably, the fire was started by the Nazis, who used the incident as an [excuse] to [get rid of] political opposition.

*Source C:* [*Joseph Goebbels*](http://spartacus-educational.com/GERgoebbels.htm)*, Nazi Propaganda minister, writes in his diary about the Night of the Long Knives:*

"Executions nearly finished. A few more are necessary. That is difficult, but necessary... It is difficult, but is not however to be avoided. There must be peace for ten years”.

**Question focus: 3a) Utility questions [8]**

**Church**

* 1933 – Concordat. Hitler agrees with Pope to stay out of the church if he stays out of politics.
* Promise broken – harass priests, close church schools and ban Catholic youth groups.
* Catholic von Galen campaigns to end euthanasia of mentally-disabled people = success.
* Martin Niemöller, forms Confessional Church to rival Hitler's Reich Church = sent to a camp in 1937.

**Youth Opposition**

* Edelweiss - Boys wore hair longer, copied US styles of clothing, attack the Hitler Youth, went on long walks and camped to avoid adults and made anti-Hitler jokes.
* Swing - Played illegal US music like Jazz (Louis Armstrong), danced the jitterbug, drank alcohol and smoked.
* Challenged the culture of the Nazis. Around 2,000 in the Edelweiss Pirates. Illegal Swing Youth dances attended by around 6,000 people.

**Weimar and Nazi Germany Revision: 4**

**Content focus: Nazi Germany: Keeping the German people under control**

**Police State**

* SS – Blackshirts. Arrested people and took them into ‘protective custody. Led by Himmler.
* Gestapo – The secret police. Listened to phone calls, read mail to spy on people.
* Concentration Camps – centre for political prisoners to be taken (Dachau – first camp in 1933)
* Judges / courts – had to swear an oath of loyalty to Nazism. No trial by jury.

**Propaganda**

* Led by Josef Goebbels as minister for ‘Propaganda and Public Enlightenment’.
* Public book burning in Berlin in 1933 of anti-Nazi and Jewish books – 20,000 burned.
* Newspapers censored and shut down if opposed Nazis
* Simple slogans, cinema has 250 million views (NOT TV!), posters, rallies (Nuremburg = impressive)
* Cheap short-range radios = messages to everyone – 70% own one!

**What you can do with this content**

- Re-work the bullet points as a mind map / series of tweets / flashcards etc

- Create a 10 question quiz which can be answered by the material here

- Get someone else to test you on the information after studying it for 10 minutes.

**Question focus: 3b) Difference questions [4]**

**Exemplar to check your answer from last week against:**

The content of source C is useful in finding out how Hitler increased his power as Goebbels mentions a number of ‘executions’ are taking place. This is reflected with the events of the Night of the Long Knives, where 400 leading members of the SA were killed, including one of Hitler’s main rivals, Rohm. The nature and origin are also useful. They were written by a leading Nazi in his private diary, in which he expresses he knows the deaths are difficult but necessary, showing he is being honest. As a leading Nazi he would also be in the know about the executions taking place and the reasons for them.

**Exemplar answer for this question:**

One main difference between the two interpretations is the reason why people supported the Nazis. Interpretation 1 claims that it was due to “the fear created by the Nazis themselves” whereas interpretation 2 it claims it was down to them “winning their hearts and minds”.

**Attempt another difference between these two interpretations for this question this week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mark Scheme:**

Level 1 – Identifies difference [1-2]

Level 2 – Uses detail to prove this difference [3-4]

**Example question: 3b) Study Interpretations 1 and 2. They give different views about the Nazis control of people. What is the main difference between these views?**

**Interpretation 1 – Adapted from Laurence Rees, *The Nazis. A warning from History*, 2005**

In the police state, only about 10% of crimes were actually discovered by the Gestapo and 80% were reported by ordinary people. This was in part due to the fear created by the Nazis themselves. No one was safe from being arrested and sent away into ‘protective custody’.

**Interpretation 2 – Mr E. Goodall, *Nazi Germany for Dummies*, 2012**

It is clear that the main way that people were influenced in Nazi Germany was by winning their hearts and their minds. The German people were bombarded with so many positive messages that it would be hard to ignore them. As long as people followed Nazi policy they had no reason to be scared.

**Exemplar to check your answer from last week against:**

One main difference between the two interpretations are the consequences people faced for not following Nazi rule. Interpretation 1 claims people would end up in “protective custody” if they did not follow the rules whereas interpretation 2 it claims of they followed rules “they had no reason to be scared”.

N.B. You could have also compared the methods used to control – Gestapo vs. propaganda.

**What you can do with this content**

- Re-work the bullet points as a mind map / series of tweets / flashcards etc

- Create a 10 question quiz which can be answered by the material here

- Get someone else to test you on the information after studying it for 10 minutes.

**Women**

1. Traditional roles around KKK – Kinder, Küche, Kirche – Children, kitchen and church.
2. Professional women fired – replaced by men
3. Role to raise loyal children and produce ‘Aryan babies’.
4. Medals (8 = GOLD CROSS) and loans (had to pay back 25% less for each child up to 4) for having children.
5. Worked = birth rate up 5 per 1000 by 1939

**Youth Groups**

1. Hitler Youth – boys. Focused on military training. Camps, aggression, discipline. Compulsory from 1936 = train soldiers
2. League of German Maidens – girls. Focused on domestic skills = raising children. Encouraged to marry Aryans
3. Over 8 million in these groups by 1939.
4. All about creating the 1000 year Reich = LOYALTY and OBEDIENCE

**Schools**

1. Teachers had to swear an oath of loyalty
2. Textbooks were re-written in 1935 glorifying the military past.
3. Curriculum was focused on reinforcing Nazi propaganda, e.g. anti-Semitism.
4. Taught Eugenics – race studies – to learn that Aryans (blonde hair, blue eyes) were superior.
5. P.E – Formed 1/6 of time by 1939

**Content focus: Nazi Germany: Groups in society in Nazi Germany**

**Weimar and Nazi Germany Revision: 5**

**KEY STEPS TO ANSWER THIS QUESTION:**

1. Figure out what interpretation 1 and 2 are saying about the role of women
2. Identify which of the sources each interpretation is likely to have relied upon.
3. Show this in your answering by matching details from the interpretation with that of the source
4. Repeat this process for both interpretations.

**Mark Scheme:**

Level 1 – Identifies reason for difference [1-2]

Level 2 – Explains reasons difference [3-4]

**Interpretation 1 – Mr Masculine**

Women fulfilled a vital role in the new Nazi state. They were seen with high regards and received a range of benefits for the work they did. A return to the home was welcomed by many and embraced by the majority

**Interpretation 2 Mrs Feminine**

Life for women under the Nazis clearly got worse. They were forced into roles that were stereotypical and expected to simply be baby machines. All progress gained under the Weimar government was lost.

**Source B – Martha Dodd, *My Years in Germany, 1939***

Women have been deprived for all rights except that of childbirth and hard labour. They are not allowed to participate in political life - in fact Hitler's plans eventually include [women not being able to vote]; they are refused opportunities of education and self-expression; careers and professions are closed to them.

**Source C – Hitler in a speech in 1935**

In [Germany] there has never been anything else than equality of rights for women. Both sexes have their rights, their tasks, and these tasks were in the case of each equal in dignity and value, and therefore man and woman were on an equality.”

**3c) Suggest one reason why Interpretations 1 and 2 give different views about the roles of women. You may use Sources B and C to help explain your answer.**

**Question focus: 3c) Explain the difference questions [4]**

**Attempt an answer to this question for next week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Exemplar to check your answer from last week against:**

The interpretations give different views because they have looked at different sources. For example, Interpretation 1 mentions the positive changes for women under the Nazis in that their role was “vital” and the work they did was seen in “high regard” which means they would have looked at sources like B where Hitler says that both sexes have “their rights, their tasks” which are “equal in dignity and value”. Interpretation 2 however stresses the negative elements, claiming they were “forced” to become “baby machines”. She would have likely looked at evidence like source B which mentions that **“**Women have been deprived for all rights except that of childbirth”.

**Economy**

1. Under the four-year plan, Germany re-armed (spent x7 times the amount) and attempted to achieve autarky (self-sufficiency)
2. Huge spending on government projects building autobahns (3,500kms)
3. RAD – Reich Labour Service – all 18-21 year olds to do ‘public service’ for 18 months, e.g. planting building, hospital.
4. Army increased from 100,000 to 900,000 men in 1939.
5. In 1933, unemployment was at 4.2 million. By 1939 it was 0.3 million.

**Living Standards**

1. German Labour Front (DAF) - No strikes allowed but minimum wage set
2. Beauty of Labour (SdA) - Organisation improved working conditions – showers and hot meals
3. Strength through Joy (Kdf) provided leisure opportunities (cinema / holidays) for workers – 35 million in it by 1936
4. x3 car ownership in the 1930s
5. Worked longer hours (6 hours more), wages rise but so do prices.

**Content focus: Nazi Germany: Life getting better under the Nazis?**

**Weimar and Nazi Germany Revision: 6**

**Minorities**

1. WHY – Jews used as a scapegoat for WWI and seen as inferior (not Aryan)
2. 1933 – Boycott of Jewish shops – SA and SS
3. 1935 – Nuremburg Laws – illegal for marriage between Jews and non-Jews
4. 1938 – Register all their possessions.
5. Disabled either sterilised (c.350,000) or many killed under the T4 Euthanasia programme from 1933 (c. 200,000)
6. Homosexuals didn’t fit into the masculine stereotype = no babies! Not good soldiers! 5,000 sent to camps!

**Kristallnacht**

1. 1938 – Kristallnacht – Night of Broken Glass.
2. Jewish student kills German officials in Paris.
3. 9-10th November – SA, Hitler Youth and non-uniformed Nazis attack Jewish property
4. Planned centrally by Goebbels and Goering.
5. 100 killed, 20,000 sent to camps, 191 synagogues burned, 814 shops, 1 billion marks charged in compensation

**Exemplar answer for this question:**

I do agree with interpretation 2s claims about treatment. Navis says that “conditions” at work got better and “opportunities were offered”. This is reflected in schemes like Beauty of Labour which offered hot food and showers at work and the Strength Through Joy programme which offered cinema trips and holidays to upwards of 35 million Germans. This gave chances to many Germans that simply could not have done so before. Navis also hints at the improved “national” picture, which is reflected by the fact that by 1939, only 0.3 million were unemployed. Therefore, it is clear that some of the claims made by interpretation 2 are valid, although he does focus mainly on workers only, rather than some other groups.

**3d) How far do you agree with interpretation 2 about how people were treated under the Nazis?**

**Interpretation 1: From *The Third Reich in Power*, Richard J. Evans, 2006**

The violence (during Kristallnacht) was familiar from the behaviour of the brownshirts in 1933. But this time it went much further. It was clearly more widespread and more destructive. It demonstrated the hatred was not just from the Nazis but spreading to other parts of the population – above all to the young, with whom five years of Nazism in schools and the Hitler Youth had clearly had an effect.

**Interpretation 2: From *Nazi Germany for idiots,* Mr D Navis, *2017***

Workers under the Nazis were certainly given a fair deal. Although some might be critical that these benefits came at a price, it is clear that conditions at work and those opportunities offered outside were having an impact. More broadly, the national picture for the economy was also much improved. Hitler’s promise of work and bread seemed to be being fulfilled.

**Question focus: 3d) Interpretation question [16+4SPG]**

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**Mark Scheme:**

Level 1 – Simple answer [1-4]

Level 2 – Supports interpretation with knowledge [5-8]

Level 3 – Explains using interpretation and knowledge [9-12]

Level 4 – Balanced evaluation of the interpretation, coming to a judgement. [13-16]

**Now balance your argument, by using interpretation 1 to disagree with interpretation 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**