KQ3 **How did the Nazis impact on the lives of German people 1933-45**?

|  |
| --- |
|  |

|  |
| --- |
| Poster illustrating the Nazi ideal for the role of women,youth and the supremacy of the Aryan race. |

**In a Nutshell**: Overview of developments in control of the German people 1933-45.

**Causes and Analysis of the rise of the Nazi Party, includin**g:

Focus 1. What was the impact of Nazi policies towards women and young people?

Focus 2. What was the impact of Nazi economic policies?

Focus 3. What was the impact of Nazi policies on race?

**Thematic Analysis of Wider context through a Mystery game**;

Why and for what reasons did Walter become a committed Nazi?

**Cracking the Puzzle** – Preparing for assessment.

**A List of Key Terms and their meanings in this topic**.

|  |  |
| --- | --- |
| **Nazis** | The NSDAP, National socialist German workers party. |
| Control thinking | To select information to disseminate through media so as to shape attitudes, values and beliefs. |
| Propaganda | To distribute selected information through the media to control the thinking of the public. |
| Joseph Goebbels | Propaganda Minister of the German Reich 1933-45. |
| Baldur von Shirach | Youth Leader of the German Reich 1933-45. |
| Hitler Youth | Youth Organisation for German boys 14-18. |
| League of German Girls | Youth Organisation for German girls 14-18. |
| Bernard Rust | Reich Minister of Education 1933-45. |
| Education system | Schools, local education authorities, universities and the Ministry of Education. |
| University | Higher education system for post 18 education. |
| Degenerate Art | Style of art denounced by the Nazis has un-German. |
| Berlin Olympics 1936 | Olympic games held in Berlin in 1936. |

(I) In a Nutshell: Overview- Control of the German people 1933-45.

**Content overview**

* Nazi policies towards women and the young.
* Economic changes.
* Nazi treatment of minorities including the ‘final solution’.

Nazi policies towards young people and women; The role of women within the family, society and employment, and changes to their role during the period. The importance of young people to the Nazi state including the nature and purpose of education in schools for boys and girls; the role and effectiveness of youth movements including preparation for war, charity work and military role in the war years. The emergence of rebel groups, eg the Edelweiss Pirates.

The impact of economic policies to reduce unemployment: the New Plan, labour service, construction of autobahns and rearmament. Changes in the standard of living for German workers, Strength Through Joy.

The importance of Nazi beliefs in Aryan supremacy and the ‘master race’. The treatment of minority groups, for example Jews, gypsies and disabled people. The changes in policies during the period and the escalating discrimination and persecution including the Nuremberg Laws and Kristallnacht up to and including the ‘final solution’.

(II) Analysis of developments:**The social impact of the Nazi Party**

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 1 – On your marks…..**

The timeline makes brief references to the events of the period. Colour code developments in youth and women’s role; economic developments and developments in treatment of the Jews.

**Activity 2 – Get set…..**

Your teacher will give you an A3 copy of a concept map. Stick it in your book. You will need to fill it in at the end of each key focus area. You can colour code different issues or factors.

**Activity 3 – Go…..**

As well as the lessons and learning activities, read your book independently and visit the library. There are also excellent websites to check out. Develop your own individual interest in this area.

Focus 1 : What was the impact of Nazi policies on women & young people?

|  |
| --- |
| **Key Sub Questions**  **How far did women’s lives change in Nazi Germany?**  **How was education used to support Nazi ideals?**  **How successful were Nazi youth policies?** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 1 Nazi aims for Women**

a) Use pages 73. Describe and explain the position of women in Weimar Germany and Nazi aims for each of these areas

|  |  |  |
| --- | --- | --- |
| **Role** | **Women in Weimar Germany** | **Nazi aims** |
| **Social position and role** | **1**Women had the right to vote and 1/10 of the Reichstag were women  **2** Young women enjoyed social freedom and some had broken out of their traditional roles | **1**Women to return to the traditional role of homemakers & childbearers.The Nazi slogan was ‘Kinder Kuche,Kirche’ (children, cooking & church)  **2** Women to producing the genetically pure Aryan race and future Nazi warriors. |
| **Appearance** | **1**    **2** | **1**Women to have long hair and traditional clothes with long skirts, not wear make-up, drink or smoke.  **2** The ideal was blond-haired, blue-eyed with broad hips for childbearing. |
| **Employment** | **1**    **2** | **1**    **2** |

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

b) Use page 74. Explain what the Nazis did to try to achieve their aims for women.

**Women’s Employment: To achieve their aims, the Nazis….**

**Women’s role in the family: To achieve their aims, the Nazis…**

**Women’s appearance: To achieve their aims, the Nazis...**

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 2 ‘Nazis policies towards women were a failure’ To what extent do you agree with this view?**

**Work in pairs and use page 75 to discuss the question above and to complete a table like the following:**

|  |  |
| --- | --- |
| **Evidence of Success** | **Evidence of Limitations/Failures** |
|  |  |

**Make a final judgement and justify, giving your reasons.**

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 3 How did the role of Women change during the Second World war 1939-45? p82**

|  |  |
| --- | --- |
| **Organisation** | **Explanation of impact on women’s role during the war** |
| **The Nazi Party** | Initially they maintained the idea that married women should not work and that women should not do heavy labour. This meant that, although women’s employment rose from 1936, women were not widely conscripted until 1943. |
| **The Labour Ministry & Armaments Ministry** |  |
| **NSF (National Socialist Women’s Organisation)** |  |
| **DFW (German Women workers’ Front)** |  |
| **The Ministry of Labour** |  |

**Activity 4**

Complete section 1 of the Concept map.

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 5 : Developments in Education. Bernard Rust - Minister of Education p76-78**

Stick the following flow diagram in your books.

|  |
| --- |
| **Dr Bernard Rust**  **Reich Minister of Science, Education and Popular Culture**  Hitler appointed him in April 30th 1934. Rust had been a regional SA leader and was a former retired provincial schoolmaster having been sacked by the state of Hanover for his fanatical Nazi ideas in 1930. |

|  |  |  |
| --- | --- | --- |
| **Minister.** Science. | **Minister.** Education: public schools, colleges and universities. | **Minister.** Popular Culture including youth organisations. |

|  |
| --- |
| **The education system was quickly Nazified.**  **·** Textbooks from Kindergarten to university were rewritten to reflect Nazi ideas. The curriculum was altered and new subjects introduced.  · Teachers were sent for intensive training in Nazi principles, especially racial ideas.  · Every teacher had to join the Nazi Party and Nazi Teachers’ League.  · Every University professor had to join the Nazi Association of University Lecturers.  · All the Education Departments of Local Authorities and individual States were taken under the control of the Reich Minister of Education.  · New schools were set up. “Napolas” trained future military and administrative leaders. These were run by the SS. Adolf Hitler Schools trained future leaders of the Nazi Party. |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 6. Nazification of Education. A secondary school pupils timetable p76-78**

Stick in your copy of this typical German girl’s school timetable

(a)From what you know about the Nazi ideal for women, explain why girls, particularly, studied domestic science, health and eugenics(about selective breeding). Information on p77 will be helpful.

|  |
| --- |
| Screen Shot 2014-06-10 at 12.37.44.png |

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 7 : The Nazification of Education.**

**Used the information on p76-78, explain how each subject promoted Nazi ideas.**

|  |  |
| --- | --- |
|  | **How it was used to promote Nazi ideas** |
| **History** |  |
| **Physical Education** |  |
| **Biology** |  |
| **Eugenics** |  |
| **Race Studies** |  |
| **Geography** |  |
| **German** | **Taught pupils to be conscious of their national identity by reading novels about heroes of the First World War.** |
| **Mathematics** | **Questions had a military context, such as dropping bombs on enemies, or reinforced social policy, such as calculating the cost of keeping mentally ill people alive and how else this could be spent.** |

**Stretch and challenge task: The Nazification of University education**

Read the following text from William Shirer’s “The rise and fall of the Third Reich”. Use the information to explain how the Nazis controlled German universities. Your explanation should have the following points.

· The powers of the Reich Minister of education

· Nazi principles toward University education.

· The effects of Nazi policies on the curriculum studied in German Universities.

· The effects of Nazi policies on the University lecturers.

· Were the policies a success or a failure?

|  |
| --- |
| It was surprising to some how many members of the university facul­ties knuckled under to the Nazification of higher learning after 1933. Though official figures put the number of professors and instructors dis­missed during the first five years of the regime at 2,800—about one fourth of the total number—the proportion of those who lost their posts through defying National Socialism was, as Professor Wilhelm Roepke, himself dismissed from the University of Marburg in 1933, said, “exceedingly small.” Though small, there were names famous in the German academic world: Karl Jaspers, E. I. Gumbel, Theodor Litt, Karl Barth, Julius Eb­binghaus and dozen of others. Most of them emigrated, first to Switzer­land, Holland and England and eventually to America. One of them, Professor Theodor Lessing, who had fled to Czechoslovakia, was tracked down by Nazi thugs and murdered in Marienbad on August 31, 1933.  A large majority of professors, however, remained at their posts, and as early as the autumn of 1933 some 960 of them, led by such luminaries as Professor Sauerbruch, the surgeon, Heidegger, the existentialist philoso­pher, and Pinder, the art historian, took a public vow to support Hitler and the National Socialist regime. “It was a scene of prostitution,” Professor Roepke later wrote, “that has stained the honorable history of German learning.”And as Profes­sor Julius Ebbinghaus, looking back over the shambles in *1945,* said, “The German universities failed, while there was still *time,* to oppose publicly with all their power the destruction of knowledge and of the democratic state. They failed to keep the beacon of freedom and right burning dur­ing the night of tyranny.”    The cost of such failure was great. After six years of Nazification the number of university students dropped by more than one half—from 127,920 to *58,325.* The decline in enrollment at the institutes of tech­nology, from which Germany got its scientists and engineers, was even greater—from 20,474 to *9,554.* Academic standards fell dizzily. By 1937 there was not only a shortage of young men in the sciences and engineering but a decline in their qualifications. Long before the out­break of the war the chemical industry, busily helping to further Nazi re­armament, was complaining through its organ, *Die Chemische Industrie,* that Germany was losing its leadership in chemistry. Not only the na­tional economy but national defense itself was being jeopardized, it com­plained, and it blamed the shortage of young scientists and their mediocre caliber on the poor quality of the technical colleges. Nazi Germany’s loss, as it turned out, was the free world’s gain, es­pecially in the race to be the first with the atom bomb. The story of the successful efforts of Nazi leaders, led by Himmler, to hamstring the atomic-energy program is too long and involved to be recounted here. It was one of the ironies of fate that the development of the bomb in the United States owed so much to two men who had been exiled because of race from the Nan and Fascist dictatorships: Einstein from Germany and Fermi from Italy. |

**Activity 8** Complete section 2 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 9 Nazi Youth policy. Baldur von Shirach. Minister of Youth.**

Stick a copy of the following flow diagram into your books.

|  |
| --- |
| **Baldur von Shirach “Youth leader of the German Reich” directly responsible to Hitler.**  Hitler appointed him in June 1933. Shirach was responsible for the organisation of German Youth from 6-18 when conscription for the Labour Service and army began. All youth movements run by other political parties and churches were closed down. He organised boys and girls into various cadres of the Hitler Youth. Parents found guilty of trying to prevent their children from joining the organisations were subject to heavy prison sentences. |

|  |
| --- |
| Screen Shot 2014-06-10 at 12.51.02.png |

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 10. Membership of the Hitler Youth**

Draw a bar chart to show the following statistics on the Membership of the Hitler Youth.

|  |  |
| --- | --- |
| **1932** | **107,956** |
| **1934** | **3,500,000** |
| **1936** | **6,000,000 plus** |

# **Activity 11. How was the Hitler Youth used to support Hitler’s aims?**

# **Use the diary entry and photos, as well as pages 79-80, to identify the activities used to help the Nazis develop the population needed for its aims.**

|  |  |
| --- | --- |
| **Aim** | **The activities of a member of the Hitler Youth 1934-39.** |
| **Army Preparation** | **·**  **·** |
| **Teamwork and comradeship** | **·**  **·** |
| **Obedience** | **·**  **·** |
| **Loyalty to Hitler** | **·**  **·** |
| **Support for Nazi ideology/beliefs** | **·**  **·** |
| **Preparation for motherhood** | **·**  **·** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 12 How successful was Nazi youth policy?**

**Work in pairs and use pages 80-81 to discuss the question above and to complete a table like the following:**

|  |  |
| --- | --- |
| **Evidence of Success** | **Evidence of Limitations/Failures** |
|  |  |

**Stretch and Challenge Activity: Read through the sources on the next page and complete the following notes. These can then be integrated into your analysis table, as above.**

|  |  |  |
| --- | --- | --- |
| **Responses to Youth policies.** | **Sources you could use.** | **Evidence** |
| Enthusiasm |  |  |
| Conformity for career |  |  |
| Conformity through fear |  |  |
| Conformity through apathy |  |  |
| Non-conformity  /disillusion |  |  |
| Opposition/criticism |  |  |

**b) Make a final judgement and justify, giving your reasons.**



|  |
| --- |
| Screen Shot 2014-06-10 at 15.09.48.png |

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 13** Complete section 3 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

Focus 2 : What was the impact of Nazi economic policies?

|  |
| --- |
| **Key Sub questions:** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 1 The New Plan and the Four Year Plan**

Describe the two main Nazi economic plans, explain how they worked and analyse how successful they were using information page 85.

|  |  |  |
| --- | --- | --- |
| **Describe their aims aims** | **Explaining how the Plan worked** | **Analysing its effectiveness** |
| **The New Plan**  **Dr Hjalmar Schacht**  **1**  **2**  **3** | **1**    **2**    **3** | **Advantages**  **1**  **2**  **Disadvantages**  **1**  **2** |
| **The Four Year Plan Hermann Goering**  **1**  **2**  **3** | **1**    **2**    **3** | **Advantages**  **1**  **2**  **Disadvantages**  **1**  **2** |

**Activity 2 Stick your copy of the graph into your book.**

|  |
| --- |
| Screen Shot 2014-06-13 at 10.41.00.png |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 3 How did the Nazis reduce unemployment 1933-1939? p86-87**

Working in pairs. Create either table, note or a mindmap. Show the key strategies, for each of these give three examples. Identify links between the different strategies. Colour code the strategy you think was most important and that which was least important. Justify your judgement

|  |  |
| --- | --- |
| **Strategy for reducing unemployment** | **Examples** |
| Job creation schemes | 1  2  3 |
| National Labour Service | 1  2  3 |
| Invisible unemployment | 1  2  3 |
| Rearmament | 1  2  3 |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 3** Working in pairs analyse whether or not Nazi economic plans achieved an “economic miracle” using the statistical information, which your teacher will give to you. Tou may be asked to work through the enquiry on the sheet or to complete the following table.

|  |  |  |
| --- | --- | --- |
| **Aspect of the economy** | **Strengths of Nazi economic achievement** | **Limitations of Nazi economic achievement** |
| **Imports/Exports** |  |  |
| **Unemployment** |  |  |
| **Government spending** |  |  |
| **Investment** |  |  |
| **Production** |  |  |
| **Workers** |  |  |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 4**

**Describe what Strength through Joy using information SHP Germany 1918-1945 textbook p89-90.**

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 5 Were workers better off as a result of Nazi economic plans?**

**Work in pairs. One of you should create a set of notes with three clear paragraphsusing information SHP Germany 1918-1945 textbook p88-91.**

|  |  |
| --- | --- |
| **Evidence to suggest the workers were better off as a result of Nazi economic plans.** | **Evidence to suggest that the workers were not better off as a result of Nazi economic plans.** |
| **One way in which the workers were better off was……...For example…..Furthermore…….This meant that…...**    **Another way in which the workers were better off was……...For example…..Furthermore…….This meant that…...**  **Another way in which the workers were better off was……...For example…..Furthermore…….This meant that…...** | **One way in which the workers were not better off was……...For example…..Furthermore…….This meant that…...**    **Another way in which the workers were not better off was……...For example…..Furthermore…….This meant that…...**  **Another way in which the workers were not better off was……...For example…..Furthermore…….This meant that…...** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 6 What were the effects of the war on Germany? p91-93**

|  |  |
| --- | --- |
| **Effects** | **Explanation** |
| **Economic effects p91** |  |
| **Food rationing p92** |  |
| **Other supplies p92** |  |
| **Bombing raids p92** |  |
| **Lawlessness p92** |  |

# 

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 7**

Analyse whether or not everyone was better off as a result of Nazi economic plans using information SHP Germany 1918-1945 textbook p122.

|  |  |  |
| --- | --- | --- |
| **Groups of German people 1933-45** | **How they benefited from from Nazi economic policy** | **Problems that continued or developed as a result of Nazi economic policy.** |
| 1 Small businesses | **1**    **2** | **1**    **2** |
| 2 Farmers | **1**    **2** | **1**    **2** |
| 3 Big business | **1**    **2** | **1**    **2** |
| 4 Unskilled workers | **1**    **2** | **1**    **2** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 8**

Complete sections 4 and 5 of the Concept map.

Focus 3 : What was the impact of Nazi policies on race?

|  |
| --- |
| **Key Sub-Question:** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 1** Describe and explain key ideas and thoughts of the Nazis with regard to different ethnic groups within Germany using information SHP Germany 1918-1945 textbook p95-96.

|  |  |
| --- | --- |
| **Question** | **Explanation** |
| What did the Nazis mean by their aim of a racial Germany? p95 |  |
| What were the ideal physical and social features of the ideal German according to the Nazis. p95 |  |
| How did the Nazis believe they would create a racial Germany? p95 | 1    2 |
| Why did the Nazis fear inferior races? p95 | The problem    The answer    Achieved by and the result |
| Were any Aryans regarded as problems and what should be done with them? p96 |  |
| Why did the Nazis fear the gypsies and what actions did they take against them? p96 |  |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 2** Describe and explain the ways in which the Nazis dealt with what they considered to be burdens on the community using information SHP Germany 1918-1945 textbook p97.

|  |  |
| --- | --- |
| **Describe the way in which the Nazis dealt with burdens on the community** | **Explain the impact on German people and society** |
| **Step 1.**  **Propaganda was** | **1**      **2** |
| **Step 2.**  **The Sterilisation Law was** | **1**      **2** |
| **Step 3.** | **1**      **2** |
| **Step 4.**  **The euthanasia campaign was about** | **1**    **2** |

**Activity 3**

Complete section 6 of the concept map

Activity 4

Put a sub title “The Nuremburg Laws” September 1935. Stick the copy of the Law in your book. Write a paragraph describing and explaining the impact of the law on the Jewish community.

|  |
| --- |
| **The Nuremburg Laws September 1935**    The Laws for the Protection of German Blood and German Honour  (September 15, 1935) Moved by the understanding that the purity of German blood is essential to the further existence of the German people, and inspired by the uncompromising determination to safeguard the future of the German nation, the Reichstag has unanimously resolved upon the following law, which is promulgated herewith:  Section 1  1. Marriages between Jews and citizens ([German](http://en.wikipedia.org/wiki/German_language): *Staatsangehörige*) of German or kindred blood are forbidden. Marriages concluded in defiance of this law are void, even if, for the purpose of evading this law, they were concluded abroad.  2. Proceedings for annulment may be initiated only by the [Public Prosecutor](http://en.wikipedia.org/wiki/Public_Prosecutor).  Section 2  [Extramarital sexual intercourse between Jews and subjects of the state of Germany or related blood is forbidden](http://en.wikipedia.org/wiki/Rassenschande).  ▪ *(Supplementary decrees set Nazi definitions of racial Germans, Jews, and half-breeds or* [*Mischlinge*](http://en.wikipedia.org/wiki/Mischling) *--- see the latter entry for details and citations and* [*Mischling Test*](http://en.wikipedia.org/wiki/Mischling_Test) *for how such decrees were applied. Jews could not vote or hold public office under the parallel "citizenship" law.)*  Section 3  Jews will not be permitted to employ female citizens under the age of 45, of German or kindred blood, as [domestic workers](http://en.wikipedia.org/wiki/Domestic_worker).  Section 4  1. Jews are forbidden to display the [Reich](http://en.wikipedia.org/wiki/Reich) and [national flag](http://en.wikipedia.org/wiki/National_flag) or the [national colours](http://en.wikipedia.org/wiki/National_colours).  2. On the other hand they are permitted to display the Jewish colours. The exercise of this right is protected by the State.  Section 5  1. A person who acts contrary to the prohibition of Section 1 will be punished with [hard labour](http://en.wikipedia.org/wiki/Hard_labour).  2. A person who acts contrary to the prohibition of Section 2 will be punished with [imprisonment](http://en.wikipedia.org/wiki/Imprisonment) or with hard labour.  3. A person who acts contrary to the provisions of Sections 3 or 4 will be punished with imprisonment up to a year and with a [fine](http://en.wikipedia.org/wiki/Fine_(penalty)), or with one of these penalties.  Section 6  The Reich Minister of the Interior in agreement with the Deputy Führer and the Reich [Minister of Justice](http://en.wikipedia.org/wiki/Minister_of_Justice) will issue the legal and administrative regulations required for the enforcement and supplementing of this law.  Section 7  The law will become effective on the day after its promulgation; Section 3, however, not until 1 January 1936. |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 5**

Put a sub title “Anti-semitic actions taken by the Nazis 1933-38”. Stick the timeline of measures taken by the Nazis against the Jews from 1933-1938 in your book. Highlight in one colour Anti-semitic laws, another colour anti-semitic regulations and in a final colour anti semitic attacks p97-98.

**Activity 6**

Describe and explain what happened on Kristallnacht 9-10 November 1938, and identify the reasons why using information SHP Germany 1918-1945 textbook p99.

|  |  |
| --- | --- |
| **Questions about Kristallnacht 9-10 November 1938.** |  |
| What happened? | Description  1    2    3 |
| Why? | Explanation  1    2    3 |
| Impact? | Explanation  1    2    3 |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 7**

Describe and explain the stages in the development and escalation of the persecution and mass murder of Jews and other racial, religious and political undesirables using information SHP Germany 1918-1945 textbook p100-103.

|  |  |
| --- | --- |
| **Describe the way in which the Nazis dealt with the Jewish community after 1939** | **Describe and explain the impact on German people and society** |
| **Stage 1.**  **The policy of Ghettoisation p100** | **1**      **2**      **3** |
| **Stage 2.**  **The policy of murder by Einsatzgruppen p100** | **1**      **2**    **3** |
| **Stage 3.**  **The policy of mass murder and genocide by the Final Solution. P101-3** | **1**      **2**    **3** |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 8**

**Describe and explain how the Jewish community resisted this persecution at each stage using information SHP Germany 1918-1945 textbook.**

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Activity 9**

**Complete sections 7 and 8 of the Concept map.**

(III) Thematic Analysis of wider context:

Why and for what reasons did Walter become a committed Nazi?

**Mystery Game.** Why and for what reasons did Walter become a committed Nazi?

|  |  |
| --- | --- |
| 1 A photograph of Walter on holiday with his family in 1931 shows him doing a Nazi salute. His father is smiling and sitting behind Walter was a veteran of the First World War. | 9 In 1934 Walter remembers going to the cinema and seeing images of the Nazi rallies at Nuremburg in the great German film “Triumph of the Will” |
| 2 Walter started school in 1931. He was taught about the problems that Germany faced since the end of the first world war, and that a strong leader was needed to make Germany a great country once more. | 10 In 1940 Walter became a member of the Hitler Youth aged 14. He had very fond memories of the camps and visits that his group took part in. |
| 3 In 1932 there was a general election. Walter and his family listened to the radio programmes and he saw Nazi posters, which showed that Hitler could be Germany’s saviour. | 11 In secondary school Walter was taught about the superiority of the Aryan race in both biology and history lessons. |
| 4 In 1933 Baldur von Shirach was appointed as Germany’s youth leader. His aim was to create a system of organizing Germany’s youth to be obedient to Nazi ideas. | 12 In 1936 Walter watched the Olympic games in Berlin and was proud of German Aryan athletes who out performed the athletes in gold medals from all other countries. |
| 5 In 1934 Bernard rust was appointed as Germany’s education Minister. His aim was to create a curriculum in which young people would be educated to support Nazi ideas. | 13 In 1944 Walter became a local leader of the Hitler Youth. This gave him responsibility in encouraging other Hitler youth members to support Nazi ideas. |
| 6 In 1933 Joseph Goebbels was appointed as Germany’s propaganda minister. His aim was to use Germany’s media to spread | 14 In 1939 the Second World War began. Walter’s teachers taught him to be loyal to Hitler and the German army in their war efforts. |
| 7 In 1936 Walter joined the young German boys League. He was taught to be obedient and to support the aims of his country’s leaders. | 15 Walter remembered that all the newspapers, cinema newsreels and radio programmes encouraged German people to support the war form 1939 onwards. |
| 8 By 1937 when Walter began secondary school many of his teachers belonged to the Nazi teachers organization. They encouraged strong support for Hitler who was trying to restore German greatness. |  |

(IV) Cracking the Puzzle- Preparing for Assessment

**Mark Scheme GCSE History B (5HB02/2C)**

**Life in Germany, c1919-c1945**

Past Exam Questions to be answered in 75 minutes

Answer Questions 1 and 2, EITHER Question 3 OR 4 and then EITHER Question 5(a) and 5(b) OR 6(a) and 6(b).

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Question Number** **1**

What can you learn from Source X about Y?

Target: comprehension and inference from source (AO3a:4 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple statement**  Student offers a piece of information or describes source  Award 1 mark for each relevant item. |
| **2** | **3-4** | **Developed statement**  An inference is drawn and supported from the source. |

**Example**

Q1 Study source A.What can you learn from Source A about Nazi views of women? (4) 6mins

|  |  |
| --- | --- |
| Source A:  From the front cover of Women’s Viewpoint, the official Nazi magazine for women.  This issue was published on Mother’s Day in 1939. | Screen Shot 2014-06-10 at 15.37.26.png |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Question Number 2**

The boxes below show two ..X.

Choose **one** and explain how it Y**.**



Target: recall; importance of key individuals and events or analysis of significance or of consequences (AO1 and AO2: 9marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Generalised statements with little specific content**.  Comments are unsupported statements or comments which could apply to either. |
| **2** | **4-6** | **Descriptive answer which will state but not examine importance/significance**  Student gives a descriptive or narrative account. Links to Y are implicit. |
| **3** | **7-9** | **The focus is on explaining X in relation to Y** Structured explanation. The significance/influence will be considered. |

**Example**

Q2 Q2 The boxes below show two actions taken against German Jews. Choose one and explain how it affected the lives of Jews living in Germany. (9) 13 mins

The passing of the Nuremberg Laws, 1935

Kristallnacht (Night of the Broken Glass) 1938

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Question Number** **3/4**

Why did Z occur? or In what ways did X contribute to Y?

Target: recall, cause and consequence or analysis of significance or importance (AO1 and AO2: 12 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.** Student states example(s)/point(s)/reason(s) without development  Reserve top of level for answers which state more than one example/point /reason.  **N.B Do not credit repetition of the bullet points without**  **Development.** |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student descriptive or narrative answer, which includes relevant examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for quality of supporting detail used. |
| **3** | **9-12** | **The answer shows understanding of the focus of the question and is able to support the factors/points identified with sufficient accurate and relevant detail.**  Student identifies and explains range of factors or points. Reserve top of level for detail and links explored. |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Example**

Either

Q3 Why was control of education so important to the Nazi government?(12) You may use the following in your answer and any other information of your own.

• 97% of teachers joined the Nazi Teachers’ League

• Lessons on ‘Race Studies’ were introduced in all schools

• 1937: The first special ‘Adolf Hitler School’ opened

Or Q4 Why were the Nazis able to persecute the Jews and other minority groups in Germany in the years 1933–39? (12) You may use the following in your answer and any other information of your own.

• 1935: Nuremberg Laws were passed

• Goebbel’s Ministry for Propaganda gave daily orders to newspapers on what they could write

• By 1939 the SS had more than 240,000 members

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Question Number 5 (a)/6 (a)**

Describe X

Target: recall; understanding/analysis of key features/consequences (AO1 and AO2: 9 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Simple statement(s) offered, showing some relevant knowledge.**  Student makes valid point(s) without development.  Reserve top of level for answers which offer several valid points. |
| **2** | **4-6** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student describes or narrates examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for depth and range of supporting details included. |
| **3** | **7-9** | **The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.**  Student explains key points. Reserve top of level for depth of answer and historical context. |

**Question Number 5 (b)/ 6 (b)**

‘Z.’ Do you agree? Explain your answer.

Target: recall; analysis of factors or extent of change or analysis of consequence within an historical context (AO1 and AO2: 16 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.**  Student offers simple detail(s) on topic or asserts judgement unsupported  Reserve top of level for answers which offer several valid points.  *Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.*  **N.B. Do not credit repetition of bullet points development** |
| **2**  **QWC**  **i-ii-iii** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student provides narrative/description. Links to judgment remain implicit Reserve top of level for depth and range of supporting detail.  *Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.* |
| **3**  **QWC**  **i-ii-iii** | **9-12** | **The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**  Student provides explanations to support and/or challenge viewpoint or explains reasons why. Reserve top of level for answers depth and range of material and covering both viewpoints, or range of reasons.  *Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.* |
| **4**  **QWC**  **i-ii-iii** | **13-16** | **The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.**  Student attempts to assess extent of importance of one factor weighed against other factors, or extent of agreement with viewpoint, to make a judgement. Reserve top of level for answers which can make and support a judgement on the proposition in the question.  *Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.* |

AF2 Causation and Change

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Example**

Either Q5

a) Describe how the Nazi’s managed to reduce unemployment 1933-1939. (9) 13 mins

b) “The Nazis were successful in overcoming Germanys economic problems in the years 1933-39” Do you agree? Explain your answer. (16) 24mins

|  |
| --- |
| You may use the following in your answer and any other information of your own.  .   * 1936. Goering’s Four Year Plan * Between 1933-1939 German government total debt rose from 11 billion RM’s to 42 billion RM’s |

Or Q6

a) Describe why the so many young people joined the Hitler Youth movement. (9) 13 mins

b) ‘The main role of education in Nazi Germany was to prepare boys and girls for different roles.’ Do you agree? Explain your answer. (16) You may use the following in your answer and any other information of your own.

|  |
| --- |
| You may use the following in your answer and any other information of your own.    **•** Girls studied Domestic Science  • All pupils had lessons in Race Studies |

Preparing for Revision

1. Revisit the Concept map for Germany KQ1 you have developed for this unit and ensure that you have made a summary of the key events and developments.

2. Complete the Trigger Memory Activity for Germany KQ1 using your background notes. An explanation on how to complete this is in your guidance booklet.

3. There are many excellent websites on German History 1919-1945, which can be used to revisit the material covered so far. These include –

|  |
| --- |
| Top 5 GCSE History Websites on German History 1919-45 |
| 1 http://www.educationforum.co.uk/GCSEHistory.htm |
| 2 http://www.schoolhistory.co.uk/revision/germany.shtml |
| 3 http://www.schoolshistory.org.uk/gcse.htm |
| 4 http://www.spartacus.schoolnet.co.uk/Germany.htm |
|  |

Use these websites to gather further interpretations of the period.

4. There are games that can be played to reinforce the development of your knowledge and understanding at [WWW.schoolhistory.co.uk](http://www.schoolhistory.co.uk/)

5. Revisit the examination criteria and advice on tackling the examination questions given in the cracking the puzzle section.

6. Apply these techniques to the specimen examination. You may be asked to work individually, in pairs or in small groups.