KQ3 How did the Nazis impact on the lives of 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’.

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

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| Control thinking/indoctrinate | To select information to disseminate through media so as to shape attitudes, values and beliefs. |
| Censorship | Restrict access to views or information that you do not want expressed. Also through banning this expression. |
| 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. |

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

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| **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?** |

**Activity 1 Nazi aims for Women** Read the differences between women’s lives in Weimar Germany and Nazi aims for women. **Underline key points.**

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| **Role** | **Women in Weimar Germany** | **Nazi aims** |
| **Social position and political role** | **1**From 1919 women had the right to vote and by 1933 1/10 of the Reichstag were women.  **2** Young women enjoyed social freedom, they could go out without a chaperone 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). They should not be involved in politics.  **2** Women to produce the genetically pure Aryan race and future Nazi warriors. |
| **Appearance** | **1** Women wore short skirts, make-up and had their hair cut short  **2**.Women began to drink and smoke inn public. | **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** Many women took up careers in the professions, especially the civil service and teaching and some entered medicine.  **2** In some careers women earned the same pay as men. | **1** The Nazis wanted to reverse the developments of the 1920s. Women’s role was to be to support her husband, the worker.  **2** Removing women from the job market to reduce the problem of unemployment. |

**Activity 2:** **What the Nazis did to try to achieve their aims for women: Read and underline**.

Women’s Employment: To achieve their aims, the Nazis encouraged women to give up their jobs.

* Women doctors, civil servants and teachers were forced to leave their jobs.
* Labour exchanges and employers were encouraged to give first choice of jobs to men.
* Girls were discouraged from going into higher education, so then they were not qualified for professional jobs.
* Generous social security benefits were given to encourage women to stay at home.

Women’s role in the family: To achieve their aims, the Nazis encouraged and supported women with remaining at home and focussing on having children.

* The 1933 Law for the encouragement of Marriage provided loans to help young couples, as long as the wife left her job. For each child, couples were allowed to keep one-quarter of the loan. So, if they had four, they paid back nothing. The government also increased maternity benefits.
* Birth-Control clinics were closed down and laws against abortion were strictly enforced.
* A massive propaganda campaign was launched to promote the importance of the mother and family. ON Hitler’s birthday medals were awarded to women with big families (gold for 8 or more children, silver for 6-7 and bronze for 5)
* A new organisation, the German Women’s Enterprise, organised classes and radio talks on household topics and the skills of motherhood.

Women’s appearance: To achieve their aims, the Nazis promoted a natural and traditional appearance.

* Propaganda was produced depicting women wearing traditional clothing.
* Slimming was frowned upon as it was considered bad for childbearing

**Activity 3 ‘Nazis policies towards women were a failure’ To what extent do you agree with this view?** **Read through the following like the following:**

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| **Evidence of Success** | **Evidence of Limitations/Failures** |
| Reproduction: The number of marriages increased and there was a rise in the birth rate.  Encouraging focus on role as wife and mother:  In the first few years the number of married women in employment fell. The German Women’s Enterprise Organisation had 6 million members. It organised ‘Mother’s Schools’ to train women in household skills, as well as courses, lectures and radio programmes on household topics.  Welfare and conditions for women: Many women who were hardest hit by the depression were much better off by 1935.Those who had been able to find employment found that their wages were rising faster than prices. | Limitation to increase in reproduction|: The rise of the birth rate many have been due to economic recovery rather than Nazi policies.  Most families continued to have two children.  Continued role of women as workers: The number of women in employment increased from 4.85 million in 1933 to 7.14 million 6 years later.  From 1936, there was a labour shortage and the Nazis needed more workers in heavy industry because of rearmament. In 1937, the Nazis changed the marriage loans scheme to allow married women who had been given a loan to take up employment.  Continued poor welfare and conditions for women: Many employers preferred women as their wages remained only 2/3 of a man’s. |

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

**Activity 4 How did the role of Women change during the Second World war 1939-45?**

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| **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. However, they had to gradually abandon this policy due to the shortages of labour for rearmament and within wartime. This meant that women’s employment rose from 1936 and women were widely conscripted from 1943. However, the Nazi Party resisted dropping these policies for as long as they could. |
| **The Labour Ministry & Armaments Ministry** | Both urged the government to recruit more women. So the government began a propaganda drive, which had some effect. Then, as Germany captured more and more land to the east, well over a million women from areas such as Poland were forced to work in Germany. After this the government began to call up childless married women. It wasn’t until 1943 that German women were widely conscripted. |
| **NSF (National Socialist Women’s Organisation)** | Set up in the 1930s. They had focused on the Nazi ideal of women as mothers. The NSF focused on the ‘home battlefront’. They taught women how to manage to feed their families on rations. They trained them to help in hospitals and fight fires. They also organised the evacuation of children and the distribution of ration coupons. |
| **DFW (German Women workers’ Front)** | The DFR organised women’s work in munitions factories and also allocated women to the most vial jobs in other industries and elsewhere. These organisations only dealt with German women workers and worked hard to make sure they had reasonable working conditions. The |
| **The Ministry of Labour** | Ministry of Labour dealt with forced labour of women from captured areas, such as Poland. Their working and living conditions were very basic. |

**Activity 5**

Complete section 1 of the Concept map.

**Activity 6 : Developments in Education. Bernard Rust - Minister of Education**

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| **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. |

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

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| **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. |

**Activity 7. Nazification of Education.** Look at a typical German girl’s school timetable below.

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

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**Activity 8 : The Nazification of Education.**

**Read how each subject promoted Nazi ideas. Underline key words**

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|  | **How it was used to promote Nazi ideas** |
| **History** | History was rewritten to glorify Germany’s past and the rise of the Nazi Party. History books attacked the Treaty of Versailles and blamed Jews and communists for Germany’s past problems. It often focussed on the idea of the German hero or martyr and the evil nature of the enemy in historic conflicts. |
| **Physical Education** | Physical education occupied 15% of school time to ensure that girls were fit to be mothers and boys were prepared for military service. Pupils had to pass a physical examination or else they could be expelled from school. |
| **Biology** | Biology explained Nazi ideas of race and population control. Pupils were taught that Aryans were superior and should not marry inferior races. |
| **Eugenics** | Nazi Eugenics was a new subject that taught pupils about selective breeding, more especially the creation of a master race. Pupils were taught that they were not to marry inferior racial types, such as Jews. |
| **Race Studies** | Race studies was another new subject. This put forward Nazi ideas of race, in particular the superiority of the Aryan race and the inferiority of the sub- humans, the Jews. Pupils were taught how to measure their skulls and to classify racial types. |
| **Geography** | In geography pupils were taught about lands that were once part of Germany and the need for more Lebensraum (living space) for Germans. |
| **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. |

**Activity 9: Read through the elements of a curriculum below and colour code whether they were what boys or girls or both received:**

Military drilling

Homecrafts

Preparation for the armed forces

Health biology

Loyalty to Hitler

Science

Needlework

Domestic science

Maths

Physical fitness

Discipline

Leadership

Obedience

Racial ideology

Glorification of Germany

Activity 10: **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.

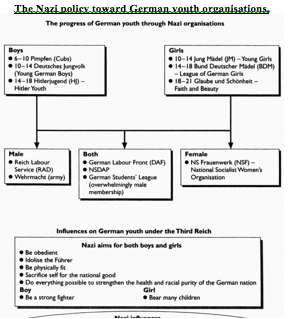
* The impact on numbers of university professors
* Ebbinhaus’ view of the reaction of many professors.
* The effects of Nazi policies on the curriculum studied in German Universities.
* Were the policies a success or a failure?

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| 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 Fascist dictatorships: Einstein from Germany and Fermi from Italy. |

**Activity 11 Complete section 2 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.**

**Activity 12 Nazi Youth policy. Baldur von Shirach. Minister of Youth.**

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| **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. |



**Activity 13. Membership of the Hitler Youth**

See the following statistics on the Membership of the Hitler Youth.

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| **1932** | **107,956** |
| **1934** | **3,500,000** |

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# Activity 14. How was the Hitler Youth used to support Hitler’s aims? Read through the following and highlight the activity which you think would have been most effective, for achieving each aim.

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| **Aim** | **The activities of a member of the Hitler Youth 1934-39.** |
| **Army Preparation** | Saturday: school lessons cancelled, physical training and military games all day.  Camp activities include: learning how to throw hand grenades, read semaphore, lay telephone wires and shoot a pistol.  Hitler Youth Rifle School. |
| **Teamwork and comradeship** | 1936 named ‘The Year of German Young People’. Get friends to join up as a present for the Fuhrer’s 47th Birthday.  Parade to celebrate the Munich Putsch |
| **Obedience** | Hitler Youth encouraged children to spy on their families for obedience to Hitler.  Children were encouraged to challenge parental authority and spend little time at home, so had less influence from parents over their ideas and beliefs. |
| **Loyalty to Hitler** | Had to swear an oath of loyalty ‘I promise in love and faithfulness in the Hitler Youth to help the Fuhrer, to do my duty, so help me God, at all times’.  Members of Hitler Youth encouraged to see Hitler as their father and the group as their family. |
| **Support for Nazi ideology/**  **beliefs** | Showed films such as ‘Hitlerjunge Quex’ about the Hitler Youth hero Herbert Norkus who killed a ‘communist scum’ and ‘The Eternal Jew’ film  Fortnightly folder- explaining the injustice of the Treaty of Versailles and that Jews are trying to take over the world.  Test of knowledge on ‘Mein Kampf’ |
| **Preparation for motherhood** | Girls were kept totally separate from boys.  As well as physical fitness and indoctrination in Nazi ideals, the main emphasis was on preparing them for motherhood by teaching domestic skills. The girls were taught how to make beds and cook. |

**Activity 13 How successful was Nazi youth policy?**

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| **Evidence of Success** | **Evidence of Limitations/Failures** |
| Members of Hitler Youth expanded from 5.4 million in 1936 to 8 million in 1939. Many young people enjoyed the exciting and interesting activities, such as camping and hiking.  Some even enjoyed the military aspects of youth movements, especially the uniforms and discipline.  Many parents approved of the Hitler Youth. They liked their children being part of a group. Most of the camps and activities were free. Parents also aapproved of the charity work  Hitler Youth groups were involved in. | At least 3 million young people had not joined the Hitler Youth by the end of 1938. They could not be forced to join, although they were heavily ‘encouraged.’  Some who joined were not enthusiastic either. Some teachers and parents were concerned about the effects of so much propaganda and about the effects on family life of Hitler Youth membership, although few voiced this through fear of arrest.  By the late 1930s, the authorities became increasingly aware of the fact that while students, no longer able to think for themselves, would therefore not resist the regime, they were incapable of providing political leadership in the future. |

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

**Activity 14** 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?

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| **Key Sub questions:**  1. How effective were Nazi economic policies?  2.Were workers better off under the Nazis?  3 What impact did the War have on the German economy? |

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

In 1933 Germany faced major economic difficulties:

* Unemployment was at 6 million
* It was difficult to export manufactured goods, as world trade had collapsed with the Great Depression
* Germany was short of some essential raw materials
* Germany could not afford to pay for many imports

These problems were tackled by a series of economic ‘plans’. Below are the two main Nazi economic plans. Read through each, underlining key words. Consider how effectively they each tackled the key economic problems facing Germany and achieved their own specific aims. Give them a mark out of 10 and justify this judgement.

**The New Plan 1933-36.Led by Dr Hjalmar Schaht , President of the Reichbank from March 1933 and Minister of the Economy from 1934. He was a long-standing loyal supporter of Hitler and a brilliant financial expert, trusted by German business people and foreign leaders and bankers.**

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| Aims of Plan | How the Plan worked | Analysing and evaluating its effectiveness |
| 1 Reduce unemployment  2 Make Germany self-sufficient (autarky), so it could survive a blockade | 1 Set up job creation schemes such as building motorways, introduced compulsory Labour Service and conscription into the army for young men, and dismissing Jews and political opponents from jobs, so unemployed could take them.  2 Schacht made trade agreements with individual countries, where raw materials were exchanged for German manufactured goods.  3 Government spending was channelled into a wide range of industries, but without government controlling the industries. | Achievements  1 Unemployment fell to from 6 mill in Jan 1933 to 2 mill in Jan 1936.  2 Solved the economic crisis of 1933, with economic growth year on year. This included an increase in jobs and production increasing by 50% between 1933 and 1935.  3 Imports to Germany dropped  4 By 1935, Germany had a small trade surplus, which meant it was exporting more than it imported.  Limitations  1 Was mainly successful because it coincided with a revival in the world economy, not due to the policies themselves.  2 Goring increasingly gained control over the German economy and Schacht resigned from his job in 1937 because he was against Hitler’s plans to rearm quickly, arguing that the economy was not strong enough. |
| Mark out of 10 and justification: | | |

**The Four-Year Plan 1936-1939. Led by Hermann Goering, head of the German Air Force. He was not an expert in economics or business.**

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| Aims of Plan | How the Plan worked | Analysing and evaluating its effectiveness |
| 1 Make the economy geared towards rearmament  2 Making Germany self-sufficient in rubber, oil and steel and to be able to withstand a blockade (Autarky) | 1 The government set specific production targets for materials. They also introduced restrictions on imports and tight controls of prices and wages  2The government poured millions of marks in the plan, building new works such as the Hermann-Goering mining and metal-works plant.  3Forced labour was allowed to be used.    4 Business was persuaded to produce synthetic raw materials such as rubber, fuel and textiles.  Textiles were made from pulped wood, rubber from coal, coffee from acorns and petrol from coal. | Achievements  1 Levels of production for the specified raw materials did rise. Germany was able to manufacture armaments more easily, due to an increase in available necessary raw materials.  Limitations  1 By 1939 Germany was still dependant on foreign imports for one third of its raw materials and oil. It was not self-sufficient.  2 The focus on arms production and not food production, lead to food shortages and by 1939 butter was still being rationed in Germany. Germany was still dependent on the import of foodstuffs. It was not self- sufficient for food.  3 Industrial production, generally, continued to grow, but at a slower rate than 1933-1936.  4 Exports start to decline from 1937, due to the focus on armament production and worsening relations with other countries. |
| Mark out of 10 and justification: | | |

**Activity 2 Examine the pattern of changes in unemployment levels between 1933 and 1939. Describe the pattern below the graph.**

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

Below are the key strategies used by the Nazis to reduce unemployment. Colour code the strategy you think was most significant and that which was least significant. Justify your judgement

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| **Strategy** | **Evidence** |
| Job creation schemes | 1 In 1933, 18.4 billion marks was spent on these schemes, rising to 37.1 billion by 1938.  2 These schemes included building autobahns, dams, stadiums and public buildings.  3 They also subsidised private firms to employ more workers eg Volkswagen.  4 If an unemployed person did not accept the work, they would receive no benefits from the government at all. However, wages on these schemes were sometimes lower than unemployment benefits. |
| National Labour Service | 1 All men between 18 and 25 had to do six months of free work.  2 Work included tree planting, draining marshes and building costal roads. |
| Invisible unemployment | 1 Official statistics did not include women, Jews or those doing their National Labour Service in the RAD or Army service. It also did not include those who were in prisons or concentration camps. |
| Rearmament | 1 Jobs were created in the production of equipment and weapons.  2 The expansion of the armed forces also created jobs. The army grew from 100,000 men in 1933 to 900,000 men in 1938. This was in breach of the Treaty of Versailles. |

**Activity 4** **Were workers better off as a result of Nazi economic plans?**

Read through the changes below and colour code:

Evidence that workers were better off under the Nazis and

Evidence that workers were worse off under the Nazis

**A: Pay and working conditions:**

The young and health benefitted from the scrapping of local and national pay rates, because they were paid according to how much work they did.

Older workers suffered with the scrapping of local and national pay rates.

1936 to 1939 wages increase. Hourly wage rates remained the same.

Av. working hours in industry increased from 42.9 hrs per week (1939) to 47 hrs (1939) to 60 hrs (1944)

The cost of living rose, all basic groceries cost more in 1939 than 1933.

Beauty of Labour (SdF) was an organisation to set up to focus on working conditions, such as reducing the noise level of machines. It also organised the building of canteens, swimming pools and sports facilities in work places. However, workers were expected to build these themselves, in their spare time, which was not popular.

Industrial accidents and industrial related illness rose by 150%.

**B: Rights and representation:**

The Nazis abolished Trade Unions and the right to negotiate for pay and hours of work.

The Trade Unions were replaced with the German Labour Front (DAF), which did not just represent the workers but the whole workplace.

At times, in disputes, the DAF took the side of the employers.

On other occasions, in disputes, the DAF supported the workers.

German Labour Front committees contained representatives from both employers and workers.

At first these committee members were elected.

In 1935 elections for committees were stopped. Members were selected by the authorities instead.

These committees could recommend higher wages or better working conditions. However, they only had the power to make recommendations. The businesses could then decide to agree or not.

**C: Incentives:**

The Strength through Joy (KdF) scheme was set up to provide workers with activities when they were not working, such as; Theatre (21,146 performances) and concerts (989 performances), museum and exhibitions, weekend trips and hikes and education courses. Numbers involved reached hundreds of thousands for each type.

Those who worked hardest could be rewarded with a cruise on a KdF ship, but very few of these were rewarded, it was more of a propaganda exercise.

A scheme was set up to manufacture cheap ‘people’s cars’ (Volkswagen) and for people to invest 5 marks a week, until they had paid for and received their car. However, by the time war broke out, not a single car had been fully brought, production switched to military needs and none of the saved money was refunded to workers.

**Activity 5 How far do you agree that workers better off as a result of Nazi economic plans?** 16 mark answer Use info from Activity 4. (info from Activities 1-3 will also help develop your response)

Although…….There is greater evidence to suggest that……….

There is some evidence to suggest the workers were better off as a result of Nazi economic policies.

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……

However there is greater evidence to suggest that the workers were not better off as a result of Nazi economic policies.

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……

In conclusion…….

**Activity 6** **Where other groups worse off as a result of Nazi economic plans?** Give marks out of ten, 1=much worse off, 10= very much better off. How did impact on these groups compare to industrial workers?

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|  | **How they benefited from Nazi economic policy** | **Continued/new problems due to Nazi economic policy.** |
| 1 Farmers | 1 Nazis flattered them with propaganda slogans such as ‘Blood and Soil’.  2 Some farm debts were written off  3 Rises in food prices increase farmers profits. | 1 A shortage of farm workers because many left the countryside for better jobs in towns.  2 The Nazis tried to control farming by setting quotas for production, which farmers resented as meddling. |
| 2 Small business | 1 The Nazis passed laws to ban new department stores, which were a big source of competition for small businesses.  2 They banned competing Jewish businesses  3 They let craftsmen control their own trade and their income increase significantly between 1933 and 1937. | 1 Despite the Nazis claiming to support them, the number of self employed skilled craftsmen dropped from 1,650,000 to 1,500,000 between 1933 and 1937. |
| 3 Big business | 1 Banning trade unions meant they did not have to worry about strikes by workers.  2 Rearmament led to the growth of production of raw materials and industry and large profits.  3 The average salary of managers increased by nearly 70% between 1934 and 1938. | 1 Some industrialists did resent Nazi control of wages, profits, imports and raw materials. |

**Activity 7 What were the effects of war on Germany?**

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| **Effects** | **Explanation** |
| **Economic effects** | The war boosted the economy as war production took off. This reduced unemployment, as did conscription into the military. However the war also disrupted farming and trade, so food and fuel shortages became acute. Services, such as gas and electricity, were disrupted and factories were damaged by bombing. Industrial unrest showed peoples’ frustration with much longer working hours but no increase in real wages. |
| **Food rationing** | Bread, potatoes, butter, milk and cereals were all rationed. The rationing system seemed complicated but fair to people. Different workers were allowed different amount, depending on how ‘heavy’ their work was. Munitions workers were fed in canteens, in exchanges for some of their ration coupons. However, by 1942, there were shortages of many foods and rationing extended to fruit & veg. Food prices were government controlled but a black market grew up. People felt that the rich had access to much better food. |
| **Other supplies** | Clothes were rationed and other things like shoes and soap could only be bought with a permit. Toilet paper ran out and making more was deemed unnecessary by the authorities, so people had to use newspapers. People were restricted in how much fuel they could use and even how many baths they could have. From 1943 pots, pans and crockery were rationed. There were such severe shortages that people could not buy what they needed, even with ration coupons or permits. |
| **Bombing raids** | From 1942, the Allies began bombing raids on German cities, in response to the Blitz. Over 300,000 German civilians were killed and 750,000 injured from these raids. The government did their best to help people who lost everything. They could register to get replacement ration books and were promised compensation for the loss of home and property. There had been a housing shortage before the war, which was made much worse by the destruction of 2 million homes by bombing. In 1943, the government took the unpopular step of re-housing the homeless in empty ‘offices’ or with people who had spare rooms in their house. |
| **Lawlessness** | By 1945 wartime hardships had led to outbreaks of lawlessness, which the authorities could not control. In some areas, those who ran the black market had more real power than the government. |

**Activity 8** Complete sections 4 and 5 of the Concept map.

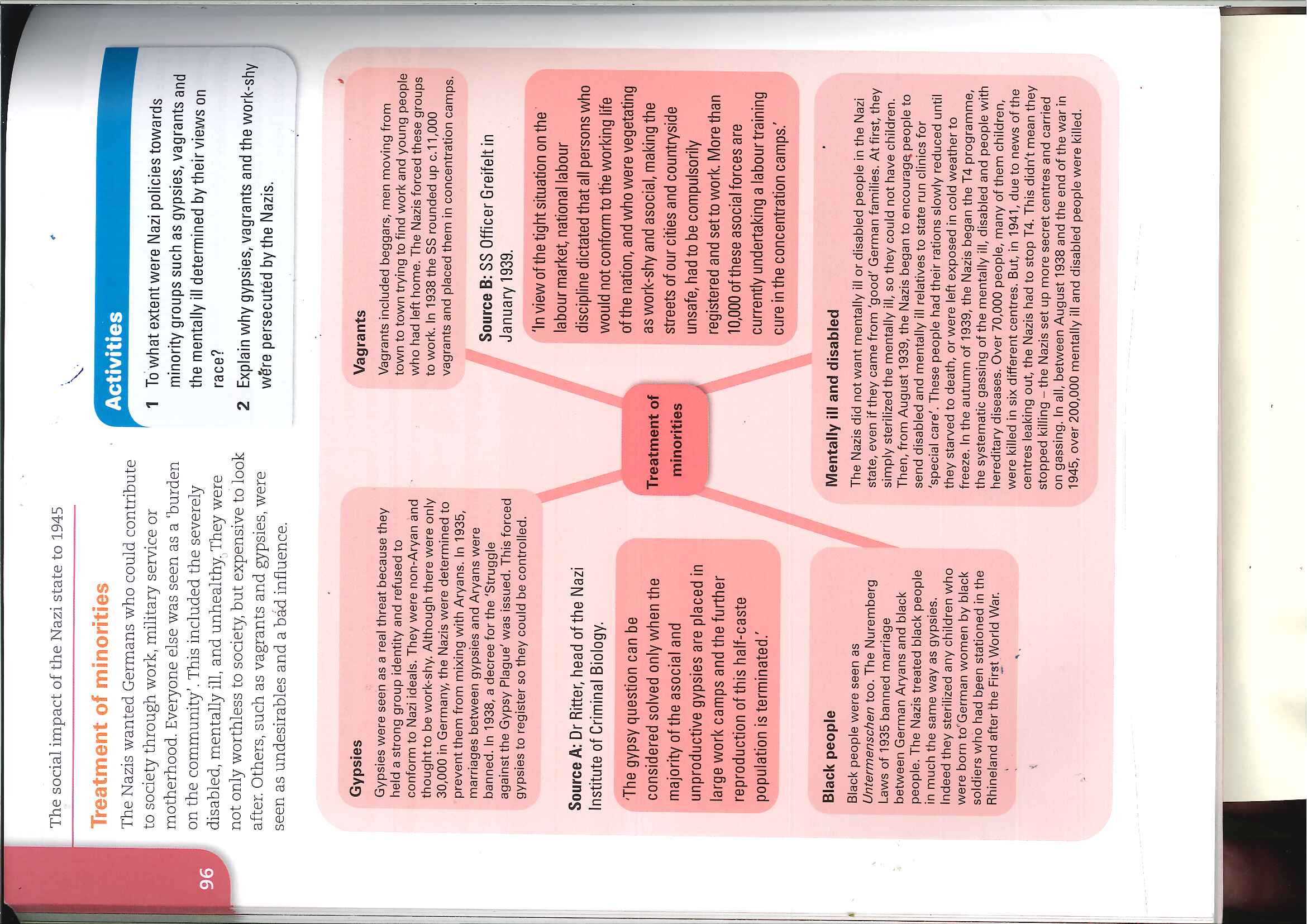
Focus 3 : What was the impact of Nazi policies on race?

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| **Key Sub-Question:**  1What were the Nazis’ racial policies?  2Who did the Nazis discriminate against, why and how?  3How was the final solution carried out? |

**Activity 1 Read through the key ideas and thoughts of the Nazis with regard to different ethnic groups within Germany. Underline key words**

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| **Nazi attitudes to different Ethnic Groups** |
| **What were the main racial aims Nazis?** The Nazis were determined to create a master race of Aryans- tall, fair-haired and blue-eyed. This would be achieved through selective breeding. At the same time, Hitler was determined to eliminated what he saw as inferior races, such as the Jews. The Nazis divided the different races into two groups: the Herrenvolk, ‘master race’, and the Untermenschen, ‘sub humans’ |
| **What were the ideal physical and social features of the ideal German according to the Nazis?** The Aryan race were depicted as being very Scandinavian looking; tall, blue-eyed, blond haired and athletic. |
| **How did the Nazis believe they would create a racial Germany?** Hitler wanted to create a master race through selective breeding. The SS were central to the drive for selective breeding and only recruited men who were of Aryan blood. They could only marry women of pure Aryan blood. Indeed, there were race farms all over Germany to breed Aryan children, where SS men had children with especially selected women. |
| **Who were seen as Untermenschen and why were Nazis concerned about them?** Other races, especially Jews and Slavs (people from Eastern Europe), were seen as inferior or sub-humans. Nazi policy was that they should be removed in case they prevent the creation of the pure Aryan master race. Hitler had used the Jews as the scapegoat for Germany’s problems after 1918: the ‘stab in the back’ theory, the humiliating Treaty of Versailles, and the hyperinflation or 1923. There were only half a million Jews in Germany in 1933, fewer than one person in every hundred. However, they did make up 16 % of all lawyers and 10 % of all doctors. Many Germans were jealous of their success and suspicious of their very different religion. This made it was easy to convince them to accept Anti-Semitic policies. |
| **Who were seen as burdens on the community and why were Nazis concerned about them?** The Nazis wanted Germans who could contribute to society through work, military service or motherhood. Everyone else was seen as a ‘burden on the community’. This included the severely disabled, mentally ill, and unhealthy. They were not only seen as worthless to society, but expensive to support. Gypsies, were seen as undesirables and a bad influence. |

**Activity 2 Read through the diagram below about the treatment of minorities. For each group colour code; why the Nazis persecuted them and how the Nazis persecuted them.**



**Activity 3 Complete section 6 of the concept map**

**Activity 4** **Read through the information on position of Jews before 1933. Colour code: Red for extreme discrimination, Amber for some discrimination and Green for well integrated.**

Anti-Semitism The position of Jews before 1933:

Anti-Semitism had been common in Europe since the Middle Ages.

In the 19th century many had been driven out of Russia and settled in countries, including Germany where they were more accepted.

By the early 20th century, there were about ½ million Jews living in Germany, less than 1 % of the population. They saw themselves as Germans, most were secular (not very religious) Jews and many fought for Germany in WWI. Many were poor, but some had become successful as lawyers(16% Jewish), bankers(17 % Jewish) or doctors(10% Jewish).

The Nazi Party had been Anti-Semitic since it was set up, promoting the idea that Jews were to blame for the loss of the war, the Treaty of Versailles and the Hyperinflation of 1923. But many of its members were not supporters due to this policy.

**Activity 5 Read through the timeline of measures taken by the Nazis against the Jews from 1933-1939 in your book. Highlight in one colour Anti-Semitic Laws, another colour Anti-Semitic Regulations and in a final colour Anti-Semitic attacks. Note whether the impact on Jews was political, economic or social.**

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| Treatment of the Jews 1933-1939 | | |
| Date | Measure | Impact |
| 1933 | April-Official nationwide boycott of Jewish shops, lawyers and doctors, organised by SA.  Jewish lawyers and judges dismissed  Jews banned from public service jobs; teaching and civil service |  |
| 1934 | Anti-Jewish propaganda increased.  Jewish writers not published and Jewish musicians barred from State orchestras.  Local councils banned Jews from public places such as parks or pools. |  |
| 1935 | May-Jews forbidden to join the army  Sept-Nuremburg Laws-Law for the Protection of German Blood and Honour-banned marriages and sexual relations between Jews and ‘citizens of German blood’. Reich Citizenship Law- Made Jews subjects not citizens, removing some rights. |  |
| 1936 | Jews not allowed to own typewriters or bicycles.  Lull in Anti-Semitic measures, during Berlin Olympics. |  |
| 1937 | Sept-Hitler makes outspoken attack on Jews, for first time since 1935. |  |
| 1938 | April -Jews had to register their property, making it easier to confiscate.  June-July Jewish Doctors Dentists and Lawyers forbidden from treating Aryans.  Jewish businesses were confiscated.  Aug-Jews only allowed certain first names. If they had one other than those on the list, they had to go by ‘Israel’ if male and ‘Sarah’ if female.  Oct-Jews had to have a Red J stamped in their passports.  Nov- Kristallnacht (Night of Broken Glass) synagogues, homes and shops destroyed. The Nazis ‘fined’ the Jews 1 billion Reichmarks for the damage to rented properties.  Nov-All Jewish children excluded from German schools.  Dec-Jews banned from all public and private places of entertainment (theatre, sports, concerts, galleries etc) and several Berlin streets. |  |
| 1939 | Jan-Jews forbidden to own shops or run a business, eg trade or advertise.  Jan-Reich office for Jewish Emigration set up to promote emigration’ by all means possible’. (The first ghettos were opened for Jews in German occupied Poland.)  Jews not allowed out of their house after 8pm in winter and 9 pm in summer.  Jews had to hand over any gold or silver jewellery to the police.  Not longer allowed to own radios or buy cakes or chocolate. |  |

**Activity 6**  **Read through the “The Nuremburg Laws” September 1935. Underline key words.**

**Write a paragraph explaining the impact of the Laws on the Jewish community**.

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| **The Nuremburg Laws September 1935**  The Laws for the Protection of German Blood and German Honour  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 marriage annulment will be initiated 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).  **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  .(*Jews could not vote or hold public office under the parallel "citizenship" law.)* |

**Activity 7** **Read the description, explanation and analysis of Kristallnacht 9-10 Nov 1938**

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| Why? | 1 Followed the murder of Ernst vom Rath, a secretary in the German Embassy in Paris, by Herchell Grynspan, a Polish Jew.  2 At a reunion of those involved in the Munich Putsch, Goebbels seized on this event as an excuse to suggest a campaign of terror against the Jews. Hitler agreed. |
| What happened? | 1 Nazi supporters followed the calls from the Nazi leaders and actively attacked German Jews and their property over two nights. The police were instructed not to interfere to stop the attacks, which were referred to as ‘demonstrations’.  2 Kristallnacht (Night of Broken Glass), 9-10 November 1938, so called because thousands of Jewish shop windows that were smashed, with over 815 shops destroyed, 191 synagogues set on fire, and 76 synagogues demolished. |
| Impact? | 1 91 Jews were killed and 20,000 were arrested.  2 Many Germans watched the events with alarm and concern. The Nazi- controlled press presented it as an understandable spontaneous reaction of ordinary Germans against Jews. Most of the Germans did not believe this, but hardly anyone protested for fear of arrest or death.  3 Goring required Jews to meet the cost of damage to their property themselves. On 12 November 1938, the Jewish community was ordered to pay a fine of 1 billlion reichmarks and a decree was issued barring Jews from owning or managing a business. |

**Activity 7** Read thedescriptions and explains of 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.

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| **How Nazis dealt with Jewish community after 1939** | **Describe and explain the impact** |
| Stage 1. The policy of Ghettoisation p100 | 1 The Nazis gathered all the Jews into ghettos or ‘ Jewish reservations’ in towns. Walls were built to keep them in, the largest was in Warsaw.  2 The Germans allowed only starvation rations in the ghettos, and thousands died from hunger, the intense cold or the disease typhus.  3 Almost 100,000 died in the Warsaw ghetto. |
| Stage 2. The policy of murder by Einsatzgruppen p100 | 1 In June 1941, the Germans invaded Russia. The Nazis organised special murder squads known as the Einsatzgruppen, who moved in Russia behind the advancing German armies with the express purpose of rounding up and killing Jews.  2 They raided towns and villages and picked out any Jews, who were then marched to the outskirts of villages, forced to dig their own graves, and then shot.  3 By 1943, it is estimated that they had murdered over 2 million Russians, mainly Jews. |
| Stage 3.Policy of mass murder & genocide; the Final Solution. P101-3 | 1 In July 1941, Goering ordered Himmler and Heyrich to carry out the ‘final solution’ to the ‘Jewish question’. Shooting by the Einsatzgruppen and ghettos were seen as a inefficient way of killing. In 1942, leading Nazis met at Wannsee, near Berlin, to work out the details of the ‘Final Solution’. Six death camps were built in areas, far away from Germany, with gas chambers and crematoria, for systematic killing.  2 On arrival at the death camps, the Jews were divided into fit, who were put to work, and unfit, who were sent to the gas chambers. Women and children often executed immediately. Many died from carbon monoxide and Zyclon B gasses, most were fitted as showers so the prisoners would not realise what was happened. Bodies were burnt or left in pits.  3 Prisoners who were not gassed were given jobs such as removing the bodies from gas chambers. There were several hours of roll calls followed by forced labour. Conditions were terrible, very little food, and disease was rife. Some prisoners were also used for medical experiments | |

**Activity 8** Consider how Germans and Jews responded to the Nazis actions towards the Jews:

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| The reaction of the German population | The reaction of the Jews |
| There was little resistance, many Germans believed the German propaganda that all Jews were criminals and were the cause of Germany’s decline after the war. They did not think to disobey the order to exterminate them.  There are a range of reasons for this, Hitler had been so effective in removing opposition and consolidating Nazi power, that many believed they were powerless to resist the persecution of the Jews.  However, there was also a limit to the awareness of the extent of the action, as the death camps were not based in Germany and details about the treatment and events there were concealed. | * Jews responded in a range of ways: * Faced with death, some did not resist death at the hands of the Nazis. * Faced with death, some families wanted to stay together as long as possible and die in dignity. * Some Jews escaped the Nazi round-ups found in resistance (partisan) groups and attacked German soldiers. * Armed resistance occurred in Warsaw where some 15,000 Jews armed with makeshift weapons held out four weeks against a Nazi force twice their size and vastly better armed. When their resistance ended some fighters took their own lives, while others escaped through the sewers. There were also armed uprisings in five concentration camps. In Auschwitz, Greek Jews blew up one of the gas ovens. * Other resistance included staying alive was seen as a form of resistance. Escaping, giving birth, sharing food, singing, studying the bible, planting flowers, keeping a diary were all seen as ways to resist persecution.   There were also resistance fighters who killed Germans and blew up railway tracks. |

**Activity 9 Complete sections 7 and 8 of the Concept map.**

Activity 10 (III) Thematic Analysis of wider context:

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

**Mystery Game.** Read through the boxes. Identify 3-4 reasons why Walter became a Nazi.

Catagorise the boxes by colour coding.

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| 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 from 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. |  |