

**What could make  
you believe in  
something that you  
don't currently  
believe in?**

**What might make  
a person NOT  
PREVENT a murder  
that you're  
witnessing?**

**What might make  
a person engage in  
an act of mass  
murder?**

**Read through the eight stages of Genocide.**

***For each one, summarise what that condition means in the box on the table.***

<b>Stage of Genocide</b>	<b>How did the Nazis create this condition for genocide?</b>
Classification	
Symbolisation	
Dehumanisation	
Organisation	
Polarisation	
Preparation	
Extermination	
Denial	

*“I cherish the firm conviction that the hour will come at last when in which the millions who despise us today will stand by us and with us hail the new, hard-won and painfully acquired German Reich we have created together, the new German kingdom of greatness and power and glory and justice. Amen.”*

*-Adolf Hitler, speaking in his first speech as Chancellor of Germany, 10 February 1933*

**Hitler, in his own words, knew that the Nazis were opposed and, in some cases, utterly despised by various groups in the country. However, his ambition was to create a Germany in which everyone was a Nazi.**

***In your groups, you’ve been assigned a particular group of people. There are no options that are off the table- after all, Hitler was by the April of 1933 well on his way to establishing the Nazi dictatorship, and had an army of thugs behind him. What potential tactics could be used to bring the opponents within the country under control?***

## *The Police*

**The police, with their responsibility for enforcing the rules in the country, were an obvious place to start bringing the country under Nazi control. Given that the Enabling Act meant that whatever powers the Nazis wanted to give them were possible, how could the police have been utilised to Nazify the public?**

## *The Press / The Media*

**Under the Weimar Republic, as in any democracy, there was a great deal of freedom of the press. Clearly, once the Nazis were in power these freedoms represented a potential threat. New technologies like film and the radio were also potential opportunities to target people who may be receptive to the Nazi message. How could the media have been used to Nazify Germany?**

## *The Church*

**Germany had, for a long time, been a predominantly Protestant country. However, there was a significant Catholic population in the early 1930s as well as smaller Christian groups, such as Jehovah's Witnesses. Other religions were very small minorities. The Christian ethos of 'faith, hope and charity' represented the viewpoint of many Germans, but also presented a possible challenge- after all, for the Christian community it was Jesus that decided morality, not the Nazis, and many Nazi beliefs could challenge this. So how could the Church be manipulated and utilised to control and Nazify Germany?**

## *The Government / The Legal System*

**Winning elections puts people into power. In the case of the Nazis, they were now in control of a significant civil service, as well as the courts. How could this be utilised and manipulated to Nazify Germany?**

**Using the ideas gathered from each group, write down what you would expect the Nazis to do in each particular area, and why.**

Police

The Church

Media

Legal System

**Why would you expect  
this to happen?**

***What do you think would  
be the most important  
area for the Nazis to  
control? Why?***



What kinds of things  
help to create  
communities?

What kind of factors  
could bring a  
community together?

# POSITIVE COHESION

- **Attractiveness of a group:** they share your beliefs and values
- **Sense of belonging:** you feel valued and useful as part of the group
- **Shared commitment:** you are a necessary and important part of a team

# NEGATIVE COHESION

- **Threats / 'Others':** your position in society is under threat from an outside force
- **Shared dislikes:** the group is brought together by things that they dislike
- **Fear of exclusion:** becoming part of a group to avoid being outside of it

Identify whether the things that you identified are examples of positive or negative cohesion.



# The *Volksgemeinschaft*



One of the key ideas behind the changes that National Socialism brought to Germany was their belief in creating a community of racially pure Germans. The Nazis believed that the characteristics of a 'race' of people came from two things- BLOOD and SOIL.

*By blood, the Nazis meant that there was a particular group of humans called Aryans who were more successful and naturally superior than all other 'types'. The 'Aryans' were white skinned, typically blond and blue eyed, and the different sexes played different roles in society. The men were strong, worked the soil and protected their family; the women were sturdy, hard-working and fertile mothers who provided care and love for their family.*

By soil, the Nazis felt that descent from people who lived and farmed in a particular location helped to develop the most successful 'breeds' of people. The experience of a society developing in a particular location over time helped, it was believed, to create a shared set of values and beliefs amongst particular racial groups.

*As such, the Nazis considered the medieval Germanic peasant as their ideal human- hard working, strong, sturdy and part of a broader community of those who have shared experiences. They emphasised the continuity and purity of Germanic life across the generations as the perfect expression of humanity, and considered life in towns and cities to be morally corrupting as it removed people from nature and the soil that 'raised them'.*



The symbol of the Imperial Ministry of Food and Agriculture.

The motto reads, "Blood and Soil".



“The Aryan Family”  
by Wolfgang  
Willrich.

Using the  
information about  
the  
*Volksgemeinschaft*,  
identify how this  
image showed the  
Nazis’ ideal German  
family.



“The Aryan Family” by Wolfgang Willrich (undated)



"The Aryan Family" by Wolfgang Willrich (undated)

Pay attention to: -How the children are shown doing different things -The position of the father's arm -What the little girl is holding -Where the scene is set -What the house in the background looks like -What they have grown in the garden



# The *Volksgemeinschaft*



In what ways was the idea of the Volksgemeinschaft an example of positive cohesion?

In what ways was the idea of the Volksgemeinschaft an example of negative cohesion?

**How could the creation of the Volksgemeinschaft have made it easier for the Nazis to commit a genocide of the Jews?**

***Fill out your '8 stages' table anywhere the Volksgemeinschaft fits.***

## HOMEWORK

Research what the following words / phrases mean in relation to life in Nazi Germany:

- Gleichschaltung
- Gestapo
- *Der Sturmer*
- The League of German Maidens
- Hitler Youth
- Concordat
- *Reichskirche*
- *Volksempfänger*
- The SS
- *Kinder, Kirche, Kuche*

*DUE:*

## HOMEWORK

Research what the following words / phrases mean in relation to life in Nazi Germany:

- Gleichschaltung
- Gestapo
- *Der Sturmer*
- The League of German Maidens
- Hitler Youth
- Concordat
- *Reichskirche*
- *Volksempfänger*
- The SS
- *Kinder, Kirche, Kuche*

*DUE:*

## HOMEWORK

Research what the following words / phrases mean in relation to life in Nazi Germany:

- Gleichschaltung
- Gestapo
- *Der Sturmer*
- The League of German Maidens
- Hitler Youth
- Concordat
- *Reichskirche*
- *Volksempfänger*
- The SS
- *Kinder, Kirche, Kuche*

*DUE:*



Life in  
Nazi  
Germany

How did people feel about the Nazi government (positive and negative)?

How did Hitler 'rebuild' Germany?

What methods of control and manipulation did the Nazis use on the German people?

How was Germany prepared for war?

## Life in Hitler's Germany

**On the A4 piece of paper in front of you, create a spider diagram that shows as many methods of control the Nazis used to 'Nazify' Germany.**

***Do this from memory.***

Based upon what you have looked at so far, how would you answer the following questions?

- **What the experience of life in Nazi Germany was like for most people?**
- **What benefits have you seen to life in Nazi Germany?**
- **How effective was the Nazis' control of Germany?**



# Creating a Nazi state?



Get into a group with one person from each of the other groups.

**You will have 20 minutes to complete the table, based upon the information provided by your classmates.**

**Ask them to explain anything that you are uncertain of.**

# The Nazi state

<b>Propaganda</b>	<b>Education</b>	<b>Terror</b>	<b><i>Gleichschaltung</i> / 'Forcible Co-ordination'</b>
Leni Riefenstahl	Hitler Youth	Concentration Camps	<i>Fuhrer-Prinzip</i>
Berlin Olympics	Bernhard Rust	Heinrich Himmler	<i>Volksgemeinschaft</i>
<i>Der Sturmer</i> / Julius Streicher	Napolas	Reinhard Heydrich	Martin Niemoller
Josef Goebbels	National Socialist Teachers' League	Nuremburg Laws	Concordat
The People's Receiver	Baldur Von Schirach	People's Court	Reich Church

Complete the spider diagram, demonstrating how the Nazi police state functioned using specific examples from today's lesson.



PERIODS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1. 8:00-8:45	German	German	German	German	German	German
2. 8:50-9:35	Geography	History	Singing	Geography	History	Singing
3. 9:40-10:25	Race Study	Race Study	Race Study	Race Study	Party Beliefs	Party Beliefs
4. 10:25-11:00	Break - with sports and special announcements.					
5. 11:00-12:05	Domestic Science with Mathematics - Every day.					
6. 12:10-12:55	The science of breeding (Eugenics) - Health Biology.					
	2:00-6:00 Sport each day.					

Above is an example timetable of a typical German school day in the late 1930s.

***What was the purpose of the Nazi state?***

PERIODS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1. 8:00-8:45	German	German	German	German	German	German
2. 8:50-9:35	Geography	History	Singing	Geography	History	Singing
3. 9:40-10:25	Race Study	Race Study	Race Study	Race Study	Party Beliefs	Party Beliefs
4. 10:25-11:00	Break - with sports and special announcements.					
5. 11:00-12:05	Domestic Science with Mathematics - Every day.					
6. 12:10-12:55	The science of breeding (Eugenics) - Health Biology.					
	2:00-6:00 Sport each day.					

Based upon what you have looked at so far, how would you answer the following questions?

- **What the experience of life in Nazi Germany was like for most people?**
- **What benefits have you seen to life in Nazi Germany?**
- **How effective was the Nazis' control of Germany?**

**PROPAGANDA**

**EDUCATION**

Which of these factors do you think would be the most significant in controlling Germany, and why?

**TERROR**

***GLEICHSCHALTUNG***

Use of propaganda	Changes to the education system	<i>Gleichschaltung</i> and changes to the legal system	Use of political terror, fear and coercion	Changes to the Church

# *HOMWORK*

*Which of the following areas was the most important factor that helped the Nazis solidify their control?*

*-Fear and Repression; or  
-Propaganda?*

*Explain your answer with reference to both bullet points.*

***DUE: Friday 17<sup>th</sup> May***



# Importance



Which of these four areas would have been most important in the **SHORT TERM** in building a Nazi state, and why?

**Propaganda**

**Education**

**Terror**

***Gleichschaltung***



# Importance



Which of these four areas would have been most important in the **LONG TERM** in building a Nazi state, and why?

**Propaganda**

**Education**

**Terror**

***Gleichschaltung***

# *How did the Nazis bring Germany under their control?*

Using the table provided, identify the broad line of argument that you could make for each factor being important in helping the Nazis bring Germany fully under their control.

*Read back through the evidence provided last week.*

***Identify any facts / details that could be used to support the arguments you've just identified.***

*Rank the five different areas in order of their significance in helping the Nazis to control Germany effectively.*

***Write a conclusion to a twelve mark question that shows both sides to reach an evaluative conclusion.***

***Which of the following areas was the most important factor that helped the Nazis solidify their control?***

- ***Factor One***
- ***Factor Two***

In the short term, the most important factor was...

Over time, this helped the Nazis establish their power as...

*The long term consequence of this was that [x factor] became more effective, because...*



# READ THE LIST BELOW. FOR EACH ONE, DETERMINE WHETHER IT IS AN EXAMPLE OF POSITIVE OR NEGATIVE COHESION, AND BRIEFLY EXPLAIN WHY.

The People's Receiver

The Gestapo

The Reich Church

The Concordat

Emphasising the threat of Communism

The Berlin Olympics

The Stab-In-The-Back Theory

'Work and Bread'

Concentration camps

Censorship

Control of the Newspapers

The use of the SA

Purging the judiciary of political opponents / Jews

The Führer Principle

The 'co-ordination' of non-political groups, like sports clubs

**READ THE LIST BELOW. FOR EACH ONE, DETERMINE WHETHER IT IS AN EXAMPLE OF POSITIVE OR NEGATIVE COHESION, AND BRIEFLY EXPLAIN WHY.**

- The People's Receiver
- The Gestapo
- The Reich Church
- The Concordat
- Emphasising the threat of Communism
- The Berlin Olympics
- The Stab-In-The-Back Theory
- 'Work and Bread'
- Concentration camps
- Censorship
- Control of the Newspapers
- The use of the SA
- Purging the judiciary of political opponents / Jews
- The Führer Principle
- The 'co-ordination' of non-political groups, like sports clubs

Add any additional  
details into your  
'causes of  
genocide' sheet.



# Life in Nazi Germany



*In 1938, the Nazi government instituted The Cross of Honour of the German Mother. This was awarded to ethnic German women on Mother's Day who had large families.*

*There were three orders of the Cross:*

*BRONZE- for mothers with 4-5 children;*

*SILVER- for mothers with 6-7 children; and*

*GOLD- for mothers with 8 or more children.*

The medal was only received by women who met the criteria below:

- a) that both parents of the children were *deutschblütig* (of German blood-heredity) and genetically-fit,
- b) that the mother of the decoration was indeed "worthy" of the decoration, and
- c) that the children were live births.

**What does this information tell you about the role of women in Nazi society?**





## Building arguments



Read through the summary of information about the role of women in Nazi Germany.

In what way did the Nazi government ensure change the role of women to help construct the *Volksgemeinschaft*?



# Building arguments



Benefits

Drawbacks



# Building arguments



**In what ways were the lives of women in Germany affected by Nazi social policies? (8 marks)**

**Level Three:** clearly explain how **AT LEAST TWO** policies affected women

**Level Four:** go beyond level three by explaining either how the two policies *together* affected women, or how the impacts on women in Germany changed over time.



# Building arguments



Last lesson we finished by writing an answer to an 'explain' question.

Read back through what you wrote and determine an overall level using this summary mark scheme:

**Level One:** Some valid points, but stated as fact rather than explained. No specific detail; some aspects might not be relevant. Does not directly answer the question but is mostly relevant.

**Level Two:** Organised writing that is relevant and focused on the question. Uses a mixture of general and specific evidence.

**Level Three:** Organised writing that uses specific evidence to directly explain how the different policies discussed affected women's lives.

**Level Four:** Goes beyond L3 by identifying ways in which several factors worked together to affect women's lives OR shows change over time.

# RESPONSE ONE

The women were affected by the Nazis between the years 1933 and 1939. The Nazis encouraged women to have more children and larger families so that the population would grow. They nearly made a law that families should have at least four children. So that the women would have more children the Nazis encouraged women to not work, to stay at home. The Nazis went to desperate measures giving out loans to the 800,000 who signed up, they even gave out medals. Bronze = 4 children. Silver = 6 children. Gold = 8 children. Women were also deprived of their jobs, 15% of all teachers, all women doctors and civil servants were sacked. Women would normally get the jobs that no one else wanted to do, men always got the first pick of jobs no matter how overqualified the women were.

However, many women and their families were confused on what Nazi Germany actually wanted from them. At the start of the time period women were basically forced to stay at home, not to work and have many kids whereas at the end of the time period they were insisting that all women go back to work because at the time Germany was in desperate need of employees due to the men going in to the army. This led to lots of women not knowing whether to stay at home and raise their children to be the perfect German citizen or to leave for work and help Germany function without as many men.

Level:

Mark:

Justification:

## Commentary – Level 4

The response shows a complex explanation of change. More than one change is explained, with complex thinking shown in the explanation that different changes happened to women at different times ('at the beginning of the period' and 'at the end of the period').

## RESPONSE TWO

One way in which Nazi social policies affected women was that they were encouraged to be mothers and work around the house. An example of this is that the Nazis claimed women should follow the KKK which meant Children, Church and Kitchen. Also this meant married women were forced to leave their jobs following their wedding and so relied upon their husband. So this affected the life of women in Germany because women became increasingly reliant upon men.

A further way in which Nazi social policies affected women was that they received encouragement to have as many children as possible. An example of this is that the Nazis gave couples a marriage loan if the women gave up work immediately and decided to have children. Also awards such as the Gold cross were given to women who had many children with greater awards for the more children given birth too. So this affected women in Nazi Germany because they increasingly had to stay at home and look after the children.

Level:

Mark:

Justification:



# Building arguments



Early Period

Late Period



# Building arguments



**In what ways were the lives of women in Germany affected by Nazi social policies? (8 marks)**

**Level Three:** clearly explain how **AT LEAST TWO** policies affected women

**Level Four:** go beyond level three by explaining either how the two policies *together* affected women, or how the impacts on women in Germany changed over time.

*And an extra paragraph on to what you wrote last time to improve your answer.*



What words would you associate with this image?



What words would you associate with this image?

George Grosz, *The Eclipse of the Sun*, 1926



Why do you think that these images are so different?



What do they suggest about the societies that made them?

Leopold Schmuizer, *Working Maidens*, 1940

	Under the Weimar Republic	Under the Nazis
Visual Arts		
Architecture		
Music		
Cinema		
Other aspects		



BAUHAUS





Changes to culture



Why do you think the Nazis made such significant changes to culture?

# HOMEWORK

Complete the three practice exam questions in timed conditions.

***Interpretation A: Nora Waln, *The Approaching Storm: One Woman's Story of Germany, 1934-38*. Waln was an American journalist and pacifist who lived in Germany under Nazi rule. This book was released before the outbreak of World War II.***

“Many Germans are only now waking to realization of what has happened [since 1934]. Even when they saw evil done they held on to a comfortable hope that everything would come out all right in the end. Few are evil, but a great number close their eyes to what goes on, and continue to hope. An increasing number do not.”

***Interpretation B: Lusse Essig's memories of harvest festivals in the 1930s. Lusse was a farm worker who went on to work for the Agriculture Ministry between 1937 and 1945.***

“Thousands of people came from all over Germany to the Harvest Festival celebrations... We all felt the same happiness and joy. Harvest festival was the thank you for us farmers having a future again. I believe no statesman has ever been as well loved as Adolf Hitler was at that time. Those were happy times.”

- 1. How does Interpretation B differ from Interpretation A about life in Nazi Germany? Explain your answer using interpretations A and B. (4 marks)**
- 2. Why might the authors of Interpretations A and B have a different interpretation about life in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)*
- 3. Which interpretation do you find more convincing about life in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge. (8 marks)**

**Answer the questions in your exercise books. You have 24 minutes (6 mins per 4 mark, 12 mins per 8 mark).**

<b>January 1933</b>	<b>6 million</b>
<b>January 1934</b>	<b>3.3 million</b>
<b>January 1935</b>	<b>2.9 million</b>
<b>January 1936</b>	<b>2.5 million</b>
<b>January 1937</b>	<b>1.8 million</b>
<b>January 1938</b>	<b>1.0 million</b>
<b>January 1939</b>	<b>302,000</b>

**What do these figures suggest about the success of the Nazis' economic policies?**

<b>January 1933</b>	<b>6 million</b>
<b>January 1934</b>	<b>3.3 million</b>
<b>January 1935</b>	<b>2.9 million</b>
<b>January 1936</b>	<b>2.5 million</b>
<b>January 1937</b>	<b>1.8 million</b>
<b>January 1938</b>	<b>1.0 million</b>
<b>January 1939</b>	<b>302,000</b>

**“Hitler and the Nazis manufactured an economic miracle.”**

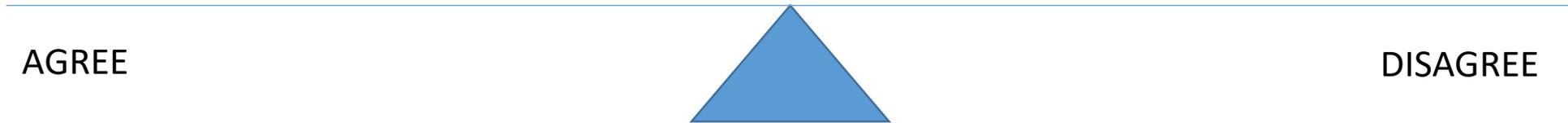
**Do you agree with this statement? Write a brief explanation that uses the evidence above to support your point.**

**“Hitler and the Nazis manufactured an economic miracle.”**

AGREE

DISAGREE

“Germans benefitted from Nazi rule in the years 1933-39.”







Name: Prethin/Elbe	
Kennnummer: A-10149	
Geburtsdatum: 11-11/39	
Stand	Heimlich
Vorname	Sara Sara
Geburtsort	1. März 1939
Geburtsort	Frankfurt
Beruf	Bankangestellte
V. verbrieflicher Kampfbeweis	Kein
Deutscherische Kampfbeweis	Kein
Bemerkungen:	



Sara Sara Prethin/Elbe  
(Geburtsort im Reichsanzeiger)  
 Prethin/Elbe am 11-11/39

Der Bürgermeister  
 des Reichslandes Sachsen  
*[Signature]*  
Stabschef des Landesgrenzschutz

*What was the*  
**Volksgemeinschaft?**

*What was the  
Volksgemeinschaft?*

*Why do you think the  
crime of  
'Rassenschande' was  
punished so severely?*

***Read through the sources.***

***What does each source suggest about the purpose of racial discrimination in the Third Reich?***

### **SOURCE A**

“The Nazi Government must have total control over every aspect of life. Government will be in the hands of one person, a genius, a hero, with total responsibility for culling on behalf of a pure race in the national interest.”

(Culling = to kill / remove something unwanted)

*Extract from a Nazi press release, 1934*

### **SOURCE D**

“In relation to the political decontamination of our public life, the government will embark upon a systematic campaign to restore the nation’s moral and material health. The whole educational system, theatre, film, literature, the press and broadcasting – all these will be used as a means to this end.”

*Adolf Hitler*

### **SOURCE B**

“What we must fight for is to safeguard the existence and reproduction of our race and our people, the sustenance of our children and the purity of our blood, the freedom and independence of the fatherland, so that our people may mature for the fulfilment of the mission allotted it by the creator of the universe.”

*Adolf Hitler*

### **SOURCE E**

“If you tell a lie big enough and keep repeating it, people will eventually come to believe it... It thus becomes vitally important for the State to use all of its powers to repress dissent, for the truth is the mortal enemy of the lie, and thus by extension, the truth is the greatest enemy of the State.” *Joseph Goebbels, the Nazi Propaganda Minister*

### **SOURCE C**

“The best political weapon is the weapon of terror. Cruelty commands respect. Men may hate us. But we don’t ask for their love; only for their fear.”

*Heinrich Himmler, head of the SS, the Nazi army’s elite soldiers.*

### **SOURCE F**

“You soldiers are called upon to fulfill a repulsive duty. But you are soldiers who have to carry out every order unconditionally. You have a responsibility before God and Hitler for everything that is happening... Man must defend himself against bedbugs and rats — against vermin.”

*Heinrich Himmler, in a speech to SS soldiers during the Second World War.*

***What problems did the Nazis believe the presence of minority groups caused?***

***Why did the Nazis think persecuting minorities would make Germany stronger?***

***Why did the Nazis think persecuting minorities would make it easier to control Germany?***



***What were the aims of  
Nazi discriminatory  
policies?***

***Read through the information provided, and highlight any examples of persecution against minority groups in Germany.***

***Use the information provided to identify both **WHAT** the Nazis did, and explain **WHY** they did it.***

	Those who wouldn't work	The physically and mentally disabled	Those who could not / would not contribute to the 'Master Race'	Those who refused loyalty to Hitler	Those who were not Aryan, but were not Jewish
In what ways were they persecuted?					
Why was this group persecuted?					

# Die Nürnberger Gesetze

## Deutschblütiger



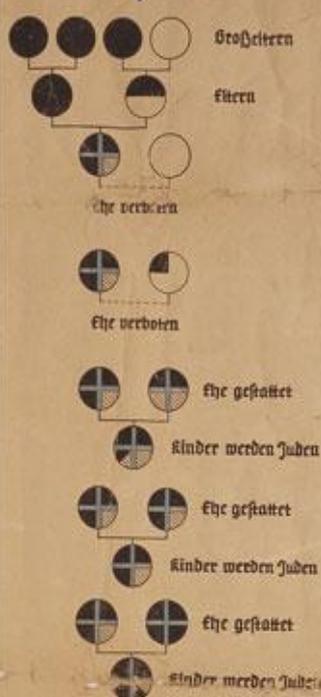
## Mischling 2. Grades



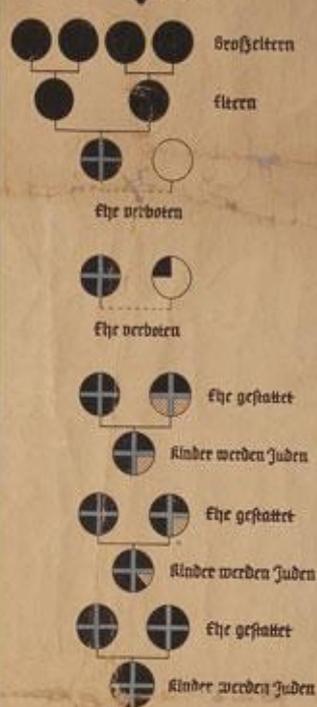
## Mischling 1. Grades



## Jude



## Jude



## Zeichenerklärung



## Sonderfälle bei Mischlingen 1. Grades



## Reichsbürgergesetz vom 15. 9. 1935

1. Verordnung vom 14. 11. 1935

Das Reichsbürgerrecht ist in jedem einzelnen Satz von der Begriffsbestimmung abhängig

## Gesetz zum Schutze des deutschen Blutes und der deutschen Ehre vom 15. 9. 1935

1. Verordnung vom 14. 11. 1935

Deutsche Ehe dürfen nicht eingetragene werden

Reichsbürgergesetz I  
 Nr. 100 vom 14. 9. 1935  
 Nr. 102 vom 14. 11. 1935

# How did the Nazis change the lives of people who did not 'fit'?

## UNDESIRABLES

- *Those who wouldn't work.* Habitual criminals, tramps, beggars, alcoholics and others like them were regarded as socially useless. They were rounded up in 1933 and 500,000 of them were sent to concentration camps.
- *Those who couldn't work.* The physically disabled and mentally ill were also regarded as a burden. From 1938 onwards the Nazis began to put such people to death in gas chambers. Around 350,000 men and women who were said to produce 'inferior' offspring, or who carried inherited conditions, were compulsorily sterilised.
- *Those who did not fit into 'normal' families.* These included homosexuals, who were savagely persecuted. About 15,000 were arrested and sent to concentration camps. Many were castrated or used in medical experiments. Himmler was shocked to discover several homosexuals in the SS. He ordered them to be sent to a camp where they were 'shot while trying to escape'.
- *Those who would not make Hitler their first loyalty.* Socialists and Communists refused to do this for political reasons; Jehovah's Witnesses for religious reasons. All were put in concentration camps.
- *Those who were not 'Aryans'.* This included black people, Gypsies and Jews. Some 385 black Germans were compulsorily sterilised. Gypsies were harassed for two reasons: they were not Aryans and they did not do ordinary work. Gypsies were put in concentration camps and around 500,000 were later killed in the death camps.

### Source 1



Political opponent



Habitual criminal



Jehovah's Witness



Homosexual



Gypsy



Jew

▲ These are the badges  
Nazis forced prisoners to wear  
in the concentration camps

## How were Jewish people persecuted between 1933 and 1939?

Jews had suffered religious prejudice for centuries. But the Nazis took anti-Semitism to a new extreme. They used bogus research to suggest that Jews were an 'inferior' race. They blamed the Jews for the problems in Germany. They encouraged ordinary Germans to hate Jews. Gradually, they took away the civil rights of German Jews.

**Before  
1933**

- Nazis encouraged boycott of Jewish-owned shops: anti-Jewish graffiti was scrawled on shop windows and members of the SA stood outside to threaten shoppers.
- Jewish lawyers and judges dismissed.
- Jews banned from all public service jobs, such as teachers and civil servants.

**1933**

- Non-Aryan children forbidden from playing with Aryan children.

**1935**

- Jewish writers not published.
- Jewish musicians barred from state orchestras.
- Jews only allowed to sit on park benches labelled 'For Jews'.

### **The Nuremberg Laws:**

Jews could not be German citizens.

Jews could not marry, or have sex with, non-Jews.

**1936**

- Jews not allowed to own typewriters or bicycles.
- Anti-Jewish posters temporarily removed during Berlin Olympics.

**1938**

- Jews not allowed to practise as doctors.
- Jews not allowed to run their own businesses.
- Jewish children barred from state schools.
- Jews banned from swimming pools, cinemas, theatres and concert halls.

**1939**

- Male Jews had to add the name 'Israel' and females the name 'Sarah' to their own.
- Jews not allowed to work as dentists, chemists or nurses.
- Jews' curfew: not allowed out of their homes after 8p.m. in winter, 9p.m. in summer.
- Jews to hand over any jewellery, gold or silver to the police.

***We have already looked at how the Nazis were creating some of the conditions for a genocide to take place. Use the information provided about the Nuremberg Laws and later anti-Jewish laws to answer the following questions:***

- 1. How did the Nuremberg Laws and anti-Jewish laws determine who was Jewish or Mischling? (Classification)***
- 2. How did the Nuremberg Laws and anti-Jewish laws make it easier to identify who was considered Jewish? (Symbolisation)***
- 3. How did the Nuremberg Laws and anti-Jewish laws help to make 'ethnic' Germans think that Jews were 'untermensch' (sub-human)? (Dehumanisation)***
- 4. How did the Nuremberg Laws and anti-Jewish laws separate Jewish people from the rest of German society? (Polarisation)***

***What were the aims of  
Nazi discriminatory  
policies?***



***Why were people  
opposed to the Nazis?***

***Make a bullet point list.  
It will likely be a big list!***

***Next to each of the bullet points, explain how the Nazis suppressed dissent about each particular matter.***

***You need to think about both the atmosphere that they created as well as some of the more specific tools.***

***Why did most  
opposition to the Nazis  
fail?***

***In your groups, you need to complete your section using the information provided. You will be sharing this information with the class later on this lesson.***

- The Kreisau Circle***
- The Edelweiss Pirates***
- The White Rose Movement***
- The Stauffenberg Conspiracy***

***You need to say:***

- Who they were***
- Why they were opposed to the Nazis***
- How they opposed the Nazis***
- What happened to them***

	<i>Who were they?</i>	<i>Why they were opposed to the Nazis?</i>	<i>How did they oppose the Nazis?</i>	<i>Why did the plot fail?</i>
The White Rose				
The Kreisau Circle				
The Edelweiss Pirates				
The Stauffenberg Conspiracy				



© Jean Jülich



The public execution of a group of *Edelweisspiraten* in Cologne, 1944.



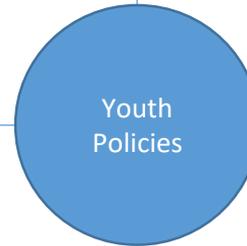
***Why did so few people  
speak out against the  
Nazis?***

***Why was controlling the youth of Germany so important to the Nazis?***

***To what extent were the Edelweiss Pirates a threat to that?***

What different purposes did the Nazi youth systems serve?

How did the Nazis manipulate the youth?



How did youth groups help enforce Nazi rule?

How did the youth groups prepare the Nazis for war?

*Explain the impact of Nazi policies upon the youth of Germany between 1933 and 1945. (8 marks)*

*Remember:*

*L3 = explaining impact of two distinct policies*

*L4 = showing complexity: change over time, interaction between factors etc*

## Youth and Education

Hitler identified in *Mein Kampf* that the primary purpose of education was to indoctrinate and control German youth; The youth of Germany represented the Reich's future and Hitler believed that children could be prepared for an active role within the *Volksgemeinschaft* – Hitler's idealised 'People's Community', to which all 'ethnic Germans' belonged. Hitler believed that the purpose of education was to create physically strong, loyal members for the Volksgemeinschaft; **When the Nazis took control of local government in 1933 they gained responsibility for education.** Hitler appointed Bernhard Rust as Minister for Education and Science and his views are summarised in the following quote: "The chief purpose of the school is to train human beings to realise that the State is more important than the individual, that individuals must be willing and ready to sacrifice themselves for Nation & Fuhrer." **The Nationalist Socialist Teachers Alliance was also given responsibility for 'reconditioning' teachers. By 1937 97% of all teachers were members of the organisation; The education system was purged of Jews – only 1.5% of all university applications were accepted from Jewish backgrounds after 1933, Jews were banned from legal and medical courses and, from 1938, Jewish children attended separate schools;** In addition, the school curriculum was dramatically changed – with an emphasis on **physical education, history from a Nazi perspective, racial biology, or eugenics, lessons and activities that encouraged obedience and group solidarity;** Special Nazi schools were also established to train boys for military or political life. **Napolas** were established to prepare boys for recruitment to the SS (their motto was 'Believe, Obey, Fight!) and Adolf Hitler schools were created to choose boys for political service; **The Hitler Youth had been established in 1926 to gain support for the Nazis amongst the young.** After 1931 the organisation was dominated by **Baldur Von Schirach**. Under his guidance membership grew rapidly after 1933. **By 1937 membership had risen to 7 million and in 1939 membership became compulsory for all children aged between 6 and 16.**

# Hamsterin



# schäme dich

*“Little Hamster:  
Shame on You!”*

*What does this  
WW2 propaganda  
poster suggest  
about the German  
war effort?*

“Would you rather have butter or guns?  
Preparedness makes us powerful. Butter  
merely makes us fat.”

Hermann Goering, 1936

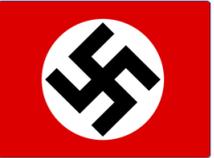
***What does this quote suggest  
about the likely consequences of  
war upon the German  
population?***



*"Little Hamster: Shame on You!"  
A German propaganda poster, produced during the  
Second World War*

“Would you rather have butter or guns? Preparedness makes us powerful. Butter merely makes us fat.”

Hermann Goering, speaking in 1936.  
Goering was Commander-in-Chief of the Luftwaffe and in charge of the Four Year Economic Plan to create a war economy in Germany.



# The Impact of the War



Complete the table about the impact of the war on Nazi Germany.

	Statistics / Evidence relating to this particular group	How was this group affected by the Second World War?
Civilian Men		
Women		
Young People		
Jews		

**How did the war negatively affect the German people?**

# **HOMework**

***Over the summer, begin your revision for the course you've just completed.***

***I will give you the questions; find the answers and learn them!***

**Read through the minutes  
from a meeting held on  
20<sup>th</sup> January 1942.**

***What is being discussed?***

“...Under proper guidance, in the course of the final solution the Jews are to be allocated for appropriate labor in the East. Ablebodied Jews, separated according to sex, will be taken in large work columns to these areas for work on roads, in the course of which action doubtless a large portion will be eliminated by natural causes.

The possible final remnant will, since it will undoubtedly consist of the most resistant portion, have to be treated accordingly, because it is the product of natural selection and would, if released, act as the seed of a new Jewish revival (see the experience of history.) In the course of the practical execution of the final solution, Europe will be combed through from west to east. Germany proper, including the Protectorate of Bohemia and Moravia, will have to be handled first due to the housing problem and additional social and political necessities.

The evacuated Jews will first be sent, group by group, to so-called transit ghettos, from which they will be transported to the East...

...In the course of the final solution plans, the Nuremberg Laws should provide a certain foundation, in which a prerequisite for the absolute solution of the problem is also the solution to the problem of mixed marriages and persons of mixed blood...

...In conclusion the different types of possible solutions were discussed, during which discussion both Gauleiter Dr. Meyer and State Secretary Dr. Bühler took the position that certain preparatory activities for the final solution should be carried out immediately in the territories in question, in which process alarming the populace must be avoided.”

***-From the Wannsee Protocol, 20<sup>th</sup> January 1942***

**“We have no bread in Germany for this filth.”**

*-Testimony of Helmut Krizon, a Gestapo officer on trial for war crimes in Poland in 1985. Evidence presented at his trial talks of shooting Jewish children as they were thrown from windows, smashing children’s brains out against walls and dragging people from their hiding places (the circumstance in which he is believed to have uttered the above phrase).*

***Was the Final Solution of the Jewish problem the ultimate aim of the Nazis?***

**Create a timeline of the Holocaust.**

**Above the line, you need to identify what happened in each individual year.**

**Below the line, you need to identify what was CHANGING year-on-year (start of persecution / attitudes towards Jews, increasing role of the military etc.)**

**Intentionalist: *The argument that the Holocaust was planned from the start***

**Functionalist / Structuralist: *The argument that the Holocaust evolved over time in a response to the situations***

While we watch the video, you need to gather evidence to support both of the interpretations. Try and make it as precise and specific as you can. You can include things that we have seen so far in the course.

**Intentionalist: *The argument that the Holocaust was planned from the start***

**Functionalist / Structuralist: *The argument that the Holocaust evolved over time in a response to the situations***

<b>Stage of Genocide</b>	<b>How did the Nazis create this condition for genocide?</b>
Classification	
Symbolisation	
Dehumanisation	
Organisation	
Polarisation	
Preparation	
Extermination	
Denial	

***Interpretation A: Nora Waln, *The Approaching Storm: One Woman's Story of Germany, 1934-38*. Waln was an American journalist and pacifist who lived in Germany under Nazi rule. This book was released before the outbreak of World War II.***

“Many Germans are only now waking to realization of what has happened [since 1934]. Even when they saw evil done they held on to a comfortable hope that everything would come out all right in the end. Few are evil, but a great number close their eyes to what goes on, and continue to hope. An increasing number do not.”

***Interpretation B: Lusse Essig's memories of harvest festivals in the 1930s. Lusse was a farm worker who went on to work for the Agriculture Ministry between 1937 and 1945.***

“Thousands of people came from all over Germany to the Harvest Festival celebrations... We all felt the same happiness and joy. Harvest festival was the thank you for us farmers having a future again. I believe no statesman has ever been as well loved as Adolf Hitler was at that time. Those were happy times.”

- 1. How does Interpretation B differ from Interpretation A about life in Nazi Germany? Explain your answer using interpretations A and B. (4 marks)**
- 2. Why might the authors of Interpretations A and B have a different interpretation about life in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)*
- 3. Which interpretation do you find more convincing about life in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge. (8 marks)**

**Answer the questions in your exercise books. You have 24 minutes (6 mins per 4 mark, 12 mins per 8 mark).**

“Many Germans are only now waking to realization of what has happened [since 1934]. Even when they saw evil done they held on to a comfortable hope that everything would come out all right in the end. Few are evil, but a great number close their eyes to what goes on, and continue to hope. An increasing number do not.”

**Summarise the above paragraph into a single sentence.**

“Thousands of people came from all over Germany to the Harvest Festival celebrations... We all felt the same happiness and joy. Harvest festival was the thank you for us farmers having a future again. I believe no statesman has ever been as well loved as Adolf Hitler was at that time. Those were happy times.”

**Do the same with the paragraph above.**

***What you have just done is identified the interpretation: the OVERALL message that the author is putting across.***

***You should do this in the exam. This will give you the foundation from which to build on.***

# ***Q1: How are they different?***

***You should identify the big picture message, and explain what aspect of life in Nazi Germany the interpretation is focusing on.***

***“Interpretation A focuses on how many Germans chose not to speak out against the Nazis, either through fear or through not understanding what the Nazis were doing to German society. Interpretation B, on the other hand, is focused upon the positive impacts that Nazism had for Germany, and how it managed to bring lots of different people together. Interpretation B suggests that many people considered that it was Hitler personally who’d brought this change about.”***

***Rewrite your answer to Q1 using this model.***

# ***Q2: Why are they different?***

***The interpretations will always give different points of view. These can be explained by looking at the biographical detail the exam board provides to you. The main difference will be one of these four things:***

***TIME***

***AUTHOR***

***PURPOSE***

***PLACE***

## ***Q2: Why are they different?***

***“Interpretation A was written by an American citizen who had experienced life in Nazi Germany. As a result, when she wrote her book she was able to give a full and frank account of what she saw, as she was not subject to the censorship and repression of those who lived in Nazi Germany at the time. Being from a democracy, she would have been shocked by the repression the German people faced.***

***Interpretation B, on the other hand, was written by someone who worked for the Nazi government. As a result, they were very unlikely to be critical of the Nazis as it would have cost them their job and, potentially, their freedom. It is probable, however, the Essig was a committed Nazi given that they worked for the agriculture ministry, and as such may not have seen anything to criticise at all.”***

***Rewrite your answer to Q2 using this model.***

## ***Q3: Which is more convincing?***

***This question is tricky, as it wants you to test the interpretations against your own knowledge but doesn't specifically say so. You cannot get credit for addressing the provenance of the source as that was covered in the last question.***

***Use the summary of the interpretations. Find **AT LEAST TWO** pieces of evidence that you could use to prove that people felt like that for each interpretation.***

***Rewrite your answer to Q3 using this model.***

### **Q3: Which is more convincing?**

*Interpretation A is convincing as it clearly describes the sense that many German people thought that Germany was getting worse, but that many chose not to oppose it. As the Nazis gained power, they gradually took away people's liberties and freedoms. Discrimination against the Jews rapidly increased, and in November 1938 turned into outright violence on Kristallnacht. However, many people chose not to say anything about this as Nazi propaganda suggested that this discrimination against the Jews was needed to help Germany to become strong again after the humiliations of the 1920s. Many were also terrified of the Gestapo and the concentration camps like Dachau, which scared people into not criticising the Nazis.*

*Interpretation B is also convincing as the Nazis were, in many cases, extraordinarily popular in the early years of the regime. In some cases, this was because of the strength of Nazi propaganda, which emphasised the role of Hitler in everything as 'Der Fuhrer'. Farmers in particular were keen on the Nazis as they encouraged the country to be self-sufficient, and the role of the farming community was central to the Nazi idea of the Volksgemeinschaft. The Nazis believed that the success of Germany had emerged from its 'blood and soil', and farm workers were the best examples of 'true' Germans. As a result, the Nazis were popular amongst rural workers and many thought, as Essig did, that the Nazis were making Germany better.*

*On balanced, Interpretation A is more convincing as it shows the side of the German people that the Nazi government desperately fought to keep secret. The culture of fear in Germany was so strong that opposition was extremely limited throughout the Nazi's reign. The strength of the Nazi message also meant that, even if they were worried, people would never say it out loud, casting doubt on the accuracy of Essig's interpretation. As a result, interpretation A is on balance a better reflection of life in Nazi Germany.*

# Q1: How are they different?

*“Interpretation A focuses on how many Germans chose not to speak out against the Nazis, either through fear or through not understanding what the Nazis were doing to German society. Interpretation B, on the other hand, is focused upon the positive impacts that Nazism had for Germany, and how it managed to bring lots of different people together. Interpretation B suggests that many people considered that it was Hitler personally who’d brought this change about.”*

# Q2: Why are they different?

*“Interpretation A was written by an American citizen who had experienced life in Nazi Germany. As a result, when she wrote her book she was able to give a full and frank account of what she saw, as she was not subject to the censorship and repression of those who lived in Nazi Germany at the time. Being from a democracy, she would have been shocked by the repression the German people faced.*

*Interpretation B, on the other hand, was written by someone who worked for the Nazi government. As a result, they were very unlikely to be critical of the Nazis as it would have cost them their job and, potentially, their freedom. It is probable, however, the Essig was a committed Nazi given that they worked for the agriculture ministry, and as such may not have seen anything to criticise at all.”*

### **Q3: Which is more convincing?**

*Interpretation A is convincing as it clearly describes the sense that many German people thought that Germany was getting worse, but that many chose not to oppose it. As the Nazis gained power, they gradually took away people's liberties and freedoms. Discrimination against the Jews rapidly increased, and in November 1938 turned into outright violence on Kristallnacht. However, many people chose not to say anything about this as Nazi propaganda suggested that this discrimination against the Jews was needed to help Germany to become strong again after the humiliations of the 1920s. Many were also terrified of the Gestapo and the concentration camps like Dachau, which scared people into not criticising the Nazis.*

*Interpretation B is also convincing as the Nazis were, in many cases, extraordinarily popular in the early years of the regime. In some cases, this was because of the strength of Nazi propaganda, which emphasised the role of Hitler in everything as 'Der Fuhrer'. Farmers in particular were keen on the Nazis as they encouraged the country to be self-sufficient, and the role of the farming community was central to the Nazi idea of the Volksgemeinschaft. The Nazis believed that the success of Germany had emerged from its 'blood and soil', and farm workers were the best examples of 'true' Germans. As a result, the Nazis were popular amongst rural workers and many thought, as Essig did, that the Nazis were making Germany better.*

*On balanced, Interpretation A is more convincing as it shows the side of the German people that the Nazi government desperately fought to keep secret. The culture of fear in Germany was so strong that opposition was extremely limited throughout the Nazi's reign. The strength of the Nazi message also meant that, even if they were worried, people would never say it out loud, casting doubt on the accuracy of Essig's interpretation. As a result, interpretation A is on balance a better reflection of life in Nazi Germany.*