

## Ideology

**Volksgemeinschaft** - People's Community  
**Aryan** - Pure blooded North European  
**Strong central government** - led by a single dictator, rather than people voting.  
**Arbeit und Brot** - Providing work and bread for German people.  
**Übermenschen** - Above people (Aryan)  
**Untermenschen** - Below people (Jews / Slavs)

### Geleichschaltung

Bringing Germany in line with Nazi values. This is known as **social coordination**.

- Civil Service Act** - fired many people from their jobs if they were non Aryan
- Encouragement of Anti-Semitism** - Jews targeted and their businessmen boycotted
- Booking burning** - wanted to control ideas so any books that were anti-Nazi were burnt.
- Use of terror** - scare people into complying with instructions.

### Night of the Long Knives

- 30<sup>th</sup> June 1934
- Ernst Rohm - was the leader of the SA which had 3 million men. He was a threat to Hitler and need to be dealt with.
- Rohm was arrested and killed.** Other political opponents were also arrested or killed.

### Consequences of the Night of the Long Knives

- Power of the SA was reduced**
- Army** showed it was **loyal to Hitler**
- Created a culture of fear and terror** led by Himmler.

## Aims

- Abolish Treaty of Versailles
- Make Germany a world power
- Provide German people with work and bread
- Remove 'undesirable' people from society such as Jews and Communists.

## Reichstag Fire

- 27<sup>th</sup> February 1933
- Communist Marinus van der Lubbe is blamed for it. Some believe he was framed Possibly done deliberately by the Nazis?
- Following the Reichstag Fire, **the Reichstag Fire Decree** was passed.
- This was a law which removed personal freedom such as free speech and right to assemble in a public place.
- It also removed local power and increased central government's power.

# 1. Dictatorship 1933-1934

### Removing Opposition

#### **Trade Unions**

- 'Labour Day'** was created as a way of making the trade unions feel the Nazis were on their side. The following day, the **main leaders arrested** over Nazi fears they may protest against the Nazis.
- All trade unions were closed down and their offices were raided.
- All the Trade Union assets and members were made part of the **German Labour Front (DAF)**.
- If you were not in the DAF you may struggle to get a job, which forced most to join.

#### **Other political parties**

- Social Democrats were the main opposition
- Act to Ban New Parties** made any other parties illegal. This made Germany a one-party state

### Life for Women

- The Nazis forced women to live **very traditionally**. They were expected to be **mothers, wives and homemakers**.
- Women were expected to focus on **Kinder** (children), **Kuche** (kitchen) and **Kirche** (Church).
- They wanted women to **have lots of children** to build the German population.
- Divorce** was made easier for women so they would not stay in unhappy marriages. This was done so that **more women** would have more children. It gave women **more control over their lives.** (+)
- Loans** were given to newly married couples to have more children. The loan was **reduced by 25% for every child** they had. It was not hugely effective and put pressure on women to have children. (-)
- This **pressure** on women to have children was seen by **giving medals** for having certain numbers of children. This was called the '**Honour Cross of the German Mother**'. (-)

# 3. Changing Lives 1933-1939

### Life for Jews

The Nazis categorised people into two groups:

**Übermenschen** - 'Above humans' who are generally North European and viewed as a superior race

**Untermenschen** - 'Below people' who were viewed as below the Aryan race e.g. Jews / Slavs

- From 1933-1938, the Nazis persecuted Jewish people **socially, financially and economically**. Examples of this was the '**Nuremberg Laws**' (Jews no longer German citizens) and that they must add 'Israel' or 'Sara' to their legal names.
- The Nazis also tried to force Jews to leave by persecuting them e.g. **Jewish boycotts**.
- In 1938 the social, economic and financial persecution turned to physical violence. **Kristallnacht** (Night of the Broken Glass) was a government encouraged attack on Jewish homes, businesses and synagogues. This was the 9<sup>th</sup>/10<sup>th</sup> November 1938.

# Living under Nazi Rule

### The SD

- This was the main intelligence gathering service - **the secret intelligence service**.
- Led by Reinhard Heydrich.
- The SD focussed on **gathering intelligence** on enemies of the Nazis.
- They **did not take action against enemies**. They would collect the information and **pass it on to the Gestapo**.

### Concentration Camps

- Set up in **1933** with the first camp called Dachau, which was near Munich.
- At the start, **concentration camps were used only for political prisoners** and people who opposed the Nazis whilst they were establishing the dictatorship.
- Throughout the 1930s**, the Nazis started to place '**undesirable**' people in the camps such as Jehovahs Witnesses.
- Deaths** before WW2 (1939) were **not commonplace**. Prisoners were used for work and hard labour.
- Prisoners would die of exhaustion but they were not actively killed.

### Opposition to the Nazis

#### **1. Religious opposition**

Hitler signed 'Concordat' with the Catholic Church to leave each other alone. Hitler did not follow the agreement. As a result, Pope Pius XI wrote 'with burning anxiety' criticising the Nazis in 1937. Other people such as Cardinal Galen opposed the Nazis and he was too high profile to be removed.

#### **2. Youth Opposition**

Opposed the Nazis and the restrictions placed on young people. The Swing Kids dressed in an American way and dances to American music. The Edelweiss Pirates met in the mountains on walks and beat up Hitler Youth patrols. They would actively avoid the Hitler Youth meetings.

### Lives for Young People

- The **Hitler Youth** was set up to create a way to **control the leisure time** and brains of young people.
- By **1936**, it was **mandatory for all children** to be a member.
- Boys would **learn outdoor and military skills**, and go on outdoor camps in the mountains. This was designed to prepare them to be the future soldiers.
- Girls would **learn skills of motherhood** and how to look for the **perfect Aryan husbands**. This was designed to prepare them to be the future mothers.
- Throughout all elements of the Hitler Youth was Nazi propaganda and Nazi messages to **ensure that young people were convinced Nazis.** (-)
- All other youth groups such as **church groups and music bands** were closed down (-)
- Many **children enjoyed the opportunities** that it gave them in the outdoors. (+)
- There **were a lot of children that hated going** as it did not interest them and they found it boring. (-)

### How did education change for young people?

- The Nazis changed the education system to indoctrinate young people to create the new generation of Nazis.
- Existing schools were converted and their **curriculum was nazified**. Subjects such as History were changed to focus on German military history, and they had a new subject called **Rassenkunde** (race studies).
- Boys school education focused on military history and physical health for fighting.
- Girls education focused on raising children and physical health for childbearing.
- There were new '**Nazi Schools**' set up such as the Adolf Hitler schools, which focused on educating the next generation of Nazi leaders.

## The SS

- Led by **Heinrich Himmler**.
- Small group made up of **pure Aryan men**. 52,000 in 1934.
- They rose to power after the Night of the Long Knives when the SA lost power.
- The **SS were elite Aryans** who were convinced Nazis. They were like the Nazi special forces.
- They wore **black uniforms** with black caps.
- After the Night of the Long Knives Hitler looked to the SS to **enforce terror**.
- They would carry out **purges, remove enemies and enforce terror**.

### The Gestapo

- The **Gestapo** were the **most feared** element of the police state.
- The Gestapo were the **Secret Police** who would arrest and interrogate people.
- They could **tap telephones and intercept mail**.
- Some people gave the Gestapo '**tip-offs**'.

# 2. Control 1933-39

### 4. Posters

- Posters were used all over Germany to show a **visual message**.
- They were very clear in their message so that anyone could understand them just by briefly looking at them.
- As well as a visual message, they would **play on people's raw emotions**. An example of this is appealing to workers that the Nazis will provide them with work and bread.

## Police

- The Nazis kept the regular police that dealt with criminal activity. They were called the **Orpo** and were the regular police.
- The Nazis set up the **Kripo**, who were the 'criminal police'.
- The **Kripo** operated alongside the regular police (Orpo), and would **listen in to conversations** and were another presence of the police state on the streets.  
**Courts**

- The Nazis needed to **control the courts** in order to **change and Nazify society**.
- Judges had to **swear an oath of loyalty to Hitler**. If they refused they were removed from their post. Most judges did out of fear of the repercussions if they refused.
- This meant that **many people who were not Nazis did not get a fair trial**. Nazis on trial often received soft sentences/punishments.

### Propaganda

Propaganda was led by Goebbels who was very effective in political manipulation.

#### 1. Newspapers

- Many small local newspapers were closed down.
- The Nazi paper was called '**Der Sturmer**' (The Stormer).
- Newspapers were **heavily controlled** by the **Reich Press Chamber**. This controlled what was written, and the **Editor's Law** meant that editors of newspapers were responsible for what was written in their newspaper.

#### 2. Radio

- The **Reich Radio Company** controlled all broadcasts. German music was promoted and **any American or British music was banned**.
- The radio was used to get **speeches and propaganda** into every German home.
- Cheap radio sets were made called the '**People's Receiver**' so that the propaganda could get into every German home. The People's Receiver could **only access German radio stations**.

#### 3. Rallies

- Rallies were held to show the **power of the Nazi movement**.
- An example is **Nuremberg Rally**, where hundreds of thousands of people attended.
- These rallies had **music, speeches, chanting and marching**.
- The rallies were filmed and recorded and shown in cinemas around Germany, and on the radio.

# 4. Germany at war 1939-1945

### Impact on civilians of the wartime economy

**1. Shortages:** rationing introduced to almost all aspects of life e.g. clothes / food/ shoes / coal. Complaining was very dangerous thing to do! Those who hoarded items were called 'hamstern'. (-)

**2. Women:** Women began to be seen as more that just wives and mothers, moving from the traditional role. They were asked to join the factories and help the war effort. (+)

**3. Bombing:** Air raids intensified throughout 1941 and 1942 and caused many to die. Some children were evacuated out of cities. The programme of evacuation was known as the KLV. (-)

### Wartime opposition to the Nazis

#### 1. Cardinal Galen

- Catholic Cardinal Galen had opposed the Nazis throughout the 1930s. He used **sermons** during WW2 to preach **against the use of terror**. He was a significant form of opposition to the Nazis as he was **too high profile to kill**.

#### 2. Dietrich Bonhoeffer

- Protestant Pator Dietrich Bonhoeffer actively opposed the Nazis. He forbid Nazi party members from attending his church. He preached **against the Nazis murder of people who were disabled**.
- He was secretly part of the resistance and he passed on intelligence to the British. He was arrested and taken to **Flossenberg concentration camp where he was killed 2 weeks before the end of the war**.

#### 3. Rosenstrasse

- Wives of part-Jewish men showed great courage against the Nazis taking their husbands. They protested outside the prison and were fired on by the SS. **They eventually persuaded the Nazis to free their husbands**.

#### 4. Operation Valkyrie - 1944

- Assassination attempt on Hitler's life by German Colonel **Claus von Stauffenberg**. The **attempt failed** and all plotters were arrested and shot.

### Life for Workers

- Vastly reduced unemployment** from 6 million to 35,000. This was done by infrastructure protect such as building autobahns (motorways) and Deutsche Bahn (railways) (+)
- Tried to protect small businesses and craftsmen by increasing tax on big businesses. They **failed to protect small businesses** as their number reduced from 1.6m to 1.5m. (-)
- Tried to protect farmers with 'Blood and Soil' campaign and Reich Farm Law. This tied families to the land. This **failed to protect German farmers** as the number of farmers fell from 21% to 18%. (-)
- Industrial workers were given jobs but their wages were **frozen at 1933 levels**. This meant that **as the 1930s progressed and food became more expensive they did not have enough money to buy basic necessities** easily. (-)

- The DAF was set up for workers to be members of. They paid **fees** monthly, Part of DAF membership was:

#### 1. Strength through Joy

- Branch of the unions which gave members **discounted holidays, trips, theatre visits** and gym memberships. It **enabled families to afford** to be able to take their children away or for activities. This was a way that the **Nazis could control peoples leisure time.** (+)

#### 2. Beauty of Labour

- The Beauty of Labour aimed to **improve the workplaces of German workers**. It paid for them to have **new toilets and changing facilities**. This was positive, however they had to **work unpaid overtime** to build the facilities. (+ and -)

#### 3. Reich Labour Service

- They tackled unemployment by **giving all unemployed men jobs building infrastructure** such as railways (Deutsche Bahn) and the autobahns which were their new motorways. (+)

1939

1940

1941

1942

1943

1944

1945

1946

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1950

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1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1945

# 5. Nazi Occupation of Europe, 1939-1945

When we study the Nazi occupation of Europe, we use two case studies. One is Eastern Europe where we use Poland as the example, and the other is Western Europe and we use the Netherlands as the example.

- The Nazis treated people in Western Europe very differently to those in Eastern Europe.
- The Nazi ideas of untermenschen meant that Slavic people from the East had a culture which they wanted to destroy.
- The Nazi ideas of ubermenschen meant that Western Europeans were not targeted in the same way as people in the East.

<b>East – Poland</b> Viewed as 'Slavs' who were 'untermenschen'		<b>West – Netherlands</b> Viewed as racially superior – Ubermenschen
<b>Different:</b> Viewed as 'Slavs' and 'degenerate' who were untermenschen. They were treated with disgust and there was terrible violence towards them.	<b>How were people treated by the Nazis?</b>	<b>Different:</b> Viewed as racially superior and therefore 'ubermenschen' - Above people. They were treated with far greater respect than the Slavs in the East.
<b>Different:</b> Polish culture was destroyed and education totally removed. The Nazis wanted to erase all parts of Polish culture. Books and literature were burnt.	<b>What happened to their culture?</b>	<b>Different:</b> Dutch culture and education was not changed due to fears of uprisings.
<b>Different:</b> General Government installed by Nazis. This was a puppet government that followed the direct orders of the Nazis.	<b>What happened to their government?</b>	<b>Different:</b> Government replaced but with Dutch Civil Servants allowed to remain.
<b>Different:</b> Huge resistance network spanning the whole of Poland. Many Poles were involved in this very complex resistance network. The Nazis murdered over 200, 000 Poles for being involved in the resistance.	<b>How did they resist the Nazis?</b>	<b>Different:</b> Many hidden men were in the Dutch resistance. The Dutch resistance network was far smaller and far less complex than the Polish resistance. Only 2000 Dutch people were executed for being involved in the resistance.
<b>Similar:</b> 3 million Polish Jews were killed. Taken to ghettos and later death camps.	<b>What happened to Jews?</b>	<b>Similar:</b> Many Jews were sent to concentration camps and then later to death camps. 76% of Dutch Jews.

## The Holocaust

- Jews in Western Europe moved to **concentration camps**.
- Jews in Eastern Europe sent to **ghettos**.
- Final solution agreed in 1941 at the **Wannsee Conference**. The Nazis decided that Jews and other undesirable people would be killed by poison gas.
- The 'architect' of this plan was **Reinhard Heydrich**.
- By 1942 groups of people being sent to death camps were Jews, Slavs, people with disabilities, Jehovah's Witnesses and homosexuals.

There were elements/features of the Holocaust.

- Einsatzgruppen** – Squads of SS soldiers shot millions of Jews and Russians in the East. They targeted anyone who was Russian or Jewish. They started with men, but quickly moved on to murdering women and children too.
- Death camps** were set up where people were sent to from concentration camps (from the west) and ghettos (from the East). Jews were murdered using the poison gas Zyklon B. The largest death camps were Auschwitz, Sobibor and Treblinka.

## Structure and timings

The Viking Expansion unit is on the same paper as Living under Nazi Rule. You will have 50 minutes for each half of the paper.

### 6) What can source A tell us about X? (7 marks)

**I** - What does it tell you in the text (CONTENT) about X? Make sure that these are not surface features. They need to be **INFERENCES** which are things you can work out.  
*One thing the source tells you about X is...*

**E** - Support your inference with evidence – Use a quote and quotation marks!  
*Evidence for this is...*

**P** - What is the purpose of this source? Who has made it? What is it?  
*The source is... It was made in... It was made by... The purpose is...*

**T** - Look at the purpose. What can the purpose tell you about X?  
*The purpose therefore tells us that...*

You only do 1 IEPT for this answer.

### 7) 'How useful are B,C and D for an historian studying X? (15 marks)

**I** - Make an inference from the CONTENT – How is this source useful for learning about X? What **INFERENCES** can you work out?  
*The source/interpretation is useful as it tells us...*

**E** - Support your inference with evidence – Use a quote and quotation marks!  
*Evidence for this is...*

**P** - Identify who made the source, when it was made and what its purpose was (This is the PROVENANCE)  
*The source is... It was made in... It was made by... The purpose is...*

**T** - Now make your final inference – What can the information given in the provenance or its purpose tell you about X?  
*The purpose therefore tells us that...*

You need to do an IEPT for 2/3 sources in this question.

### 8 OR 9) 'How far do you agree' question – 4xPDL paragraphs + conclusion (18 marks)

**Point** – Make a clear point  
*One...*

**Develop** – 2/3 pieces of specific information  
*For example...*

**Link** – Link back to the question and fully explain what the question is asking.  
*This meant that...*

## Responses to the Nazis across Europe

### Collaboration

**Coco Chanel in France** – Coco Chanel refused to leave Paris and started a relationship with a German officer. She campaigned for her company to remove Jewish shareholders.

### Accommodation

**The nation of Monaco** – Monaco and the King of Monaco Louis II handed over Jews to the Nazis and provided lists of their location.

### Resisters

**Polish resistance** – In Poland there was a very complex system of resistance against Nazi occupation and the treatment of Slavic people.

**Channel Islands Resistance** – Some women in the Channel Islands (Jersey/Guernsey) had relationships with Nazi soldiers for information. Many Channel Islanders refused to help build the Atlantic Wall defences.

## 1. Dictatorship 1933-34

### 1933

**30<sup>th</sup> January** – Hitler becomes Chancellor of Germany

**27<sup>th</sup> February** – Reichstag Fire. Communists blamed. Reichstag Fire Emergency Decree passed which limits freedom of speech and freedom of the press.

**24<sup>th</sup> March** – Enabling Act – Hitler has the right to pass laws without the Reichstag

### 1934

**2<sup>nd</sup> May** – Trade Union offices raided and closed down. Replaced by the DAF.

**30<sup>th</sup> June** – Night of the Long Knives – Ernst Rohm killed – the power of the SA was reduced

**14<sup>th</sup> July** – Act to Ban New Parties. All other political parties banned.

**2<sup>nd</sup> August** – Following President Hindenburg's death, Hitler became Fuhrer.

## 2. Control 1933-39

### 1933

**22<sup>nd</sup> March** – The first concentration camp called Dachau set up. Initially for political prisoners.

**13<sup>th</sup> March** – 'The Ministry of Public Enlightenment and Propaganda' led by Joseph Goebbels.

**10<sup>th</sup> May** – 25, 000 'un-German' books burnt as part of Gleichschaltung.

**20<sup>th</sup> July** – 'Concordat' with the Catholic Church.

### 1934

**30<sup>th</sup> June** – Night of the Long Knives – Ernst Rohm killed – the power of the SA was reduced

### 1935

### 1936

Berlin Olympics.

### 1937

Pope Pius XI – writes 'With Burning Anxiety' a sermon against the Nazis.

### 1938

### 1939

## Timelines

## 3. Changing Lives 1933-39

### 1933

The Nazis try to force Jewish people to leave Germany by persecuting them.

### 1934

### 1935

Start of the Nuremberg Laws.

### 1936

### 1937

### 1938

**9<sup>th</sup> and 10<sup>th</sup> November** Kristallnacht – Night of the Broken Glass. Attacks on Jewish shops and synagogues encouraged by the Nazis.

### 1939

## 4. Germany at war 1939-45

### 1939

### 1939

**1<sup>st</sup> September** – Germany invades Poland. Britain declares war on Germany.

### 1940

US and British air raids begin on German towns and cities.

### 1941

### 1942

Albert Speer appointed as Minister for War Production.

### 1943

Shift to 'total war'.

**February** – The Rosenstrasse. Aryan wives who protested against the arrest of their Jewish husbands.

Intense air raids begin on Germany.

### 1944

**July** – Assassination attempt on Adolf Hitler by senior Nazis leaders. The plot failed. The conspirators were arrested and executed.

Volkssturm: All males aged 16-50 who were not conscripted were forced to join local defences

Increase in conscription.

### 1945

**April / May** – Hitler's suicide and Germany's surrender.

## 5. Nazi Occupation 1939-45

### 1939

### 1939

**1<sup>st</sup> September** – Germany invades Poland. Britain declares war on Germany.

### 1940

**10<sup>th</sup> May** – invasion of the Netherlands.

**November:** Warsaw Ghetto completed.

### 1941

Final Solution agreed. Jews would be killed by poison gas.

**June:** Invasion of the Soviet Union.

### 1942

### 1943

### 1944

**August** – The Warsaw Uprising. A 2 month revolt against Nazi rule. This was crushed by the Nazis and led to the destruction of Warsaw.

### 1945

**5<sup>th</sup> May** – the Netherlands was liberated.