

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 1 - The Weimar Republic 1918-1929

Key dates	
1918	Kaiser Wilhelm II abdicates
1919	Weimar Constitution Created
Jan 1919	Spartacist Uprising
June 1919	Treaty of Versailles Signed
March 1920	Kapp Putsch
Jan 1923	French occupation of the Rhur
1923	Hyperinflation
Nov 1923	Munich Putsch
Aug 1924	The Dawes Plan
Dec 1925	Locarno Pact
Sept 1926	Germany join League of Nations
Aug 1928	Kellog-Briand Pact
June 1929	Young Plan
Oct 1929	Wall Street Crash

Key Terms / Concepts	
Abdication	A leader like a king, queen or emperor, giving up their throne or position.
Communist	Communism is an extreme form of government in which representatives of the workers set up a government and take ownership of all land, property and resources in a country. It was associated with German's enemy - Russia.
Constitution	The rules which set out how a country is run.
Civil Servant	Somebody who works for the government in some way.
Trade Unions	Groups of workers formed to protect the rights and interests of workers.
Electorate	People who are allowed to vote in an election.
Diktat	A dictated peace.
Hyperinflation	Dramatic increase in prices to the point where a loaf of bread costs 200,000 billion marks.
Treaty Of Versailles	The peace treaty which brought a formal end to the First World War.
Armistice	A truce: an agreement made by opposing sides to stop fighting in a war.
Dolchstoss	The theory that the German people had been 'stabbed in the back' by politicians who signed the Treaty of Versailles.

Key Groups / People	
Weimar Republic	The German government between 1919-1933.
Spartacists	A group of German communists that revolted in 1919 to try and overthrow the Weimar Republic and set up a communist government.
Freikorps	A group of right wing soldiers who were used to prevent the Spartacist uprising and then revolted themselves as part of the Kapp Putsch.
Friedrich Ebert	President of Germany under the Weimar Republic until 1919-1925.
Gustav Stresemann	Chancellor and Foreign Secretary under the Weimar Republic until 1929.
Paul Von Hindenburg	President of Germany under the Weimar Republic 1925-1934
League of Nations	An association of countries to promote cooperation and peace, with the aim of preventing war and achieving international security.

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Source A: From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it', I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

Source C: From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

Source B: A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



Interpretation 2: From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.

Interpretation 1: From *The Weimar Republic, 1918-24* by M. Rathbone, published in 2013.

Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.

Exam Questions

1. 'Infer' 4 mark	2. 'Explain' 12 mark	3a. 'How useful' 8 marks	3b. 'What is the difference' 4 marks	3c. 'Suggest one reason why different' 4 marks	3d. 'How far do you agree with interpretation about' 16 marks + 4 spag.
<p>What I can infer from source A:</p> <p>Details in the source that tell me this:</p> <p>What I can infer from source A:</p> <p>Details in the source that tell me this:</p>	<p>1. Explain why there was opposition in Germany to the Treaty of Versailles. You may use the following in your answer: Military terms and Territorial Terms.</p>	<p>1. How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23?</p>	<p>1. Study Interpretations 1 and 2. What is the main difference between these views?</p>	<p>1. Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23.</p>	<p>1. How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?</p>

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 1 - The Weimar Republic 1918-1929

Consolidation Questions for The Weimar Republic 1918-1929

1. List the ways in which the First World War weakened the German government.	16. What were the typical beliefs and policies of left-wing and right-wing political groups?
2. Why did the Kaiser abdicate in November 1918?	17. Describe the causes, events and reasons for the failure of the Spartacist Revolt and the Kapp Putsch.
3. Who was the first president of the Weimar Republic?	18. What were the reasons for, and the effects of, the French invasion of the Ruhr?
4. Which political party did he belong to?	19. What were the reasons for, and the effects of, hyperinflation?
5. Who replaced him as president in 1925?	20. Describe the introduction of the Rentenmark, the Dawes Plan and the Young Plan.
6. Explain how Ebert kept control of Germany from November 1918-July 1919	21. Describe Germany's part in the Locarno Pact, League of Nations and Kellogg-Briand Pact.
7. The Reichstag was one how of the Weimar parliament. What was the other?	22. What economic improvements were there in the Weimar Republic from 1924 to 1929?
8. Describe the key features of the Weimar constitution.	23. Explain why there was improved political stability in the Weimar Republic from 1924 to 1929.
9. What was the minimum age for voting under the Weimar constitution?	24. Explain the reasons for an underlying instability in the Weimar Republic in 1929.
10. List the strengths and weaknesses of the Weimar constitution.	25. List figures that illustrate changes in unemployment, working hours, wages, housing, the treatment of veterans and higher education.
11. What was the title of the Weimar equivalent of the British Prime Minister?	26. Give examples of how the position of women improved in politics, work and leisure.
12. What was article 48 of the constitution?	27. Describe the new ideas in Arts in Weimar Germany and give examples of how these affected art, architecture and cinema.
13. What were the initials of the seven main political parties in the Weimar Republic?	28. Give a reasoned view about whether the standard of living went up for most people in Weimar Germany, using specific factual detail to support your answer.
14. Which were the political parties that supported the Weimar Republic?	29. Explain why some people were pleased about the changes for women in Weimar Germany, but others were not.
15. List the terms of the Treaty of Versailles that made the Weimar Republic unpopular.	30. Explain why there was a change in culture in Weimar Germany

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 2 - Hitler's rise to power 1919-1933

Key dates	
1919	Hitler joined the DAP
1920	Hitler was second in command of the DAP
Aug 1920	DAP changed its name to National Socialist German Workers Party
1921	Hitler took over control of the Nazi party from Drexler
Nov 1923	Munich Putsch: failed attempt of Nazis to gain control of the government
1924	Hitler imprisoned for his role in the Munich Putsch but let out after only 9 months
1925	Mein Kampf is published
1925	Ban on the Nazi party is lifted
1926	Bamberg Conference
Oct 1929	Wall Street Crash damaged Germany's economy and boosted the appeal of Hitler
1932	Hitler's Nazi party is the largest political party in the Reichstag
Apr 1932	Hindenburg stands for re-election as President. No one party achieves 50% of the vote
May 1932	Hindenburg re-elected as President and Nazis increase % of vote. Von Papen replaces Brüning as Chancellor.
Jul 1932	Further elections take place and Nazi popularity increases - Hitler demands to be made chancellor but Hindenburg refuses.
Nov 1932	Further elections. Von Papen removed as Chancellor.
Dec 1932	Von Schleicher becomes Chancellor
Jan 1933	Hitler becomes chancellor as Von Schleicher does not have support of the German public.

Key Terms/Concepts	
Propaganda	A way of controlling public attitudes. Propaganda uses things like newspapers, posters, radio and film, to put ideas into people's minds and therefore shape attitudes.
Nationalism	A political outlook in which all policies are organized to make the nation stronger and more independent.
Socialism	A political outlook which stresses that a country's land, industries and wealth should all belong to the workers of that country.
Parliamentary force	A private group run like a military force.
Putsch	A violent uprising intended to overthrow existing leaders
Mein Kampf	'My Struggle' a book written by Hitler whilst in Prison.
Real Wages	A measure which reflects not the actual monetary value of wages but the buying power of wages.
Reichstag	German Parliament

Key people	
Adolf Hitler	Leader of Nazi Party and Chancellor of Weimar from Jan 1933
Paul Von Hindenburg	President of Weimar Republic 1925-1934
Heinrich Brüning	Chancellor of Weimar Republic 1930-32
Kurt von Schleicher	Chancellor of Weimar Republic Dec 1932-Jan 1933
General Franz von Papen	Chancellor of Weimar Republic May - Nov 1932

GCSE History – Knowledge Organiser – Weimar and Nazi Germany 1918–1929 – Topic 2 – Hitler's rise to power 1919–1933

Source B: A photograph published in 1932 in a German newspaper. It shows people from Hanover queuing for their unemployment benefits. The writing on the wall of the building says 'Vote Hitler'.



Source C: From *Inside the Third Reich* by Albert Speer, published in 1970. Here Speer is remembering hearing a speech made by Hitler in 1931. Speer later became the official Nazi architect and a Nazi minister.

I was carried away on a wave of enthusiasm by the speech. Here, it seemed to me, was new hope. Here were new ideals, a new understanding and new tasks for Germany. The dangers of Communism, which seemed to be growing, could be stopped. Hitler persuaded us that Germany could recover from all of its problems. It must have been during this time that my mother saw an SA parade. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of hopelessness, seems to have won her over to the Nazis as well.

Interpretation 1: From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

Hitler himself was central to the success of the Nazis in the years 1929–32. He provided charismatic leadership with his powerful message to build a new Germany. He was a powerful speaker with his timing, expression and the content of his speeches impressing listeners. He was able to identify with their emotions and gave people hope. Along with Goebbels, he realised the importance of propaganda. He used propaganda to target the specific grievances of many Germans.

Interpretation 2: From *Hitler 1889–1936* by I Kershaw, published in 1998.

There was nothing inevitable about Hitler becoming Chancellor of Germany in January 1933. Five years earlier the Nazis had been a small party in German politics with little support. Events such as the Wall Street Crash, which led to depression in Germany, brought increased support for the Nazis in the years 1929–32. Chance events, such as the depression and unemployment, played a much larger role than any actions of the Nazi leader himself in bringing Hitler to power.

Exam Questions

1. 'Infer' 4 mark	2. 'Explain' 12 mark	3a. 'How useful' 8 marks	3b. 'What is the difference' 4 marks	3c. 'Suggest one reason why different' 4 marks	3d. 'How far do you agree with interpretation about' 16 marks + 4 spag.
<p>What I can infer from source B:</p> <p>Details in the source that tell me this:</p> <p>What I can infer from source B:</p> <p>Details in the source that tell me this:</p>	<p>1. Explain why the Munich Putsch failed. You may use the following in your answer: the German army, Bavarian leaders.</p>	<p>1. How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929–32?</p>	<p>1. Study interpretations 1 and 2. What is the main difference between these views?</p>	<p>1. Suggest one reason why Interpretations 1 and 2 give different views about reasons for the growth in support for the Nazi Party in the years 1929–32.</p>	<p>1. How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32?</p>

Consolidation Questions for Hitler's rise to power 1919-1933

1. Describe Hitler's first encounter with the DAP.	16. Describe how Hitler improved the central and national organisation of the party.
2. What was the full name (in English) of the DAP?	17. Give details of how strong the Nazi Party was by 1928.
3. Describe the policies that Hitler set out for the DAP in the 25 point programme.	18. Who was elected as German president in 1925?
4. Explain Hitler's personal appeal to new party members.	19. When was the Wall Street Crash? Describe what happened.
5. What was the full name (in English) of the NSDAP?	20. Explain the impact of the Wall Street Crash on Germany. Why did it have such a big impact?
6. Describe how Hitler changed the DAP and created the NSDAP. How and why did this appeal to German people?	21. How did Bruning (German Chancellor) try to solve the economic crisis?
7. Describe how Hitler created the SA to strengthen himself and the NSDAP.	22. Explain which aspect of the economic crisis was most important in raising support for the Nazis.
8. Describe the growth in membership of the NSDAP 1920-23. Use statistics.	23. Explain which sections of society were most important in boosting support for the Nazi party.
9. How far was the growth of the NSDAP due to its policies and how far was it due to Hitler as an individual?	24. What happened in the Presidential elections of March and April 1932?
10. What was Hitler's stossstrupp?	25. How and why did Bruning lose his position as German chancellor?
11. What is the meaning of the word 'Putsch'?	26. When and how did Von Papen come to power as German Chancellor?
12. Describe the events of the Munich Putsch.	27. Describe the results of the Reichstag elections of July 1932.
13. Why did Hitler launch the Munich Putsch in 1923?	28. When and how did Von Schleicher become chancellor?
14. Why did the Munich Putsch fail?	29. When and how did Hitler become chancellor?
15. Explain Hitler's political views, as expressed in Mein Kampf.	30. Which factor was most important in Hitler becoming chancellor?

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 3 - Nazi control and Dictatorship 1933-1939

Key dates	
Jan 1933	Hitler appointed as Chancellor
Feb 1933	Reichstag Fire
March 1933	Enabling Law passed
March 1933	People asked to boycott of Jewish shops
April 1933	Gestapo established
July 1933	Concordat with catholic church
June 1934	Night of Long Knives
Aug 1934	Death of President Hindenburg - Hitler declares himself Fuhrer
Sept 1935	Nuremberg Laws
Aug 1936	Berlin Olympics
Nov 1938	Kristallnacht: Night of Broken Glass

Key Terms/Concepts	
Concentration Camps	A place where large numbers of political prisoners, minority groups or undesirables were held.
Censorship	Banning information or ideas. It is a way of controlling attitudes by forbidding certain information or opinions.
Propaganda	Propaganda creates attitudes. It uses newspapers, posters, radio, film etc. to put ideas into peoples minds and shape their attitudes.
Concordat	An agreement between the catholic church and a government relating to matters of mutual interest.

Key people / groups	
Joseph Goebbels	Head of Nazi Propaganda
Heinrich Himmler	Head of the SS
Reinhard Heydrich	Head of the SD and Gestapo
Herman Goring	Head of Gestapo 1933-34
Ernst Rohm	Head of the SA
SS	Schutzstaffel: Protection squad - control all of Germany's police and security forces. Wore black shirts.
SD	Sicherheitsdienst: Security Service - spied on known opponents and critics of the Nazi party
SA	Sturmabteilung: A parliamentary force used to control the party and the crowds at rallies. Wore brown shirts.
Gestapo	Secret Police
Martin Neimoller	Pastor who opposed Hitler and the Nazi party
Edelweiss Pirates	Working class teenage group to the Nazi party who resented the military discipline and lack of freedom.
Swing Youth	Teenagers from wealth middle class families who admired American culture, clothes and music.

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 3 - Nazi control and Dictatorship 1933-1939

Source A: From *Berlin Diary* by William L Shirer. Shirer was an American journalist living in Berlin at the time of the Olympic Games. He wrote this diary entry in August 1936.

The Olympic Games finally came to an end today. Hitler and the others showed up this afternoon for the final ceremony, which continued until well after dark. The Nazis have succeeded with their propaganda. First, the Nazis have run the games on an extravagant scale never before experienced, and this has appealed to the athletes. Second, the Nazis have put on a good show for the general visitors, especially those who are big businessmen.

Interpretation 1: From *Life in Germany 1919-45*, by Steve Waugh, published in 2009.

The greatest threat came from within the Nazi party...Rohm, as a leader of the SA, was a genuine threat to Hitler's own position as a leader. Rohm was the commander of a very large organisation of men whose members were increasingly violent and out of control...Moreover, Rohm favoured a 'second revolution'...which would lead to more socialist policies. The purge was also the result of a power struggle (between Rohm and) leading Nazis, like Herman Goering, the leader of the SS.

Interpretation 2: From *Germany 1918-45*, by G.Lacey and K.Shephard, published in 1971.

The smoothness with which the murders of 30th June were carried out is powerful proof that no Rohm plot was imminent. There was no resistance encountered anywhere. Many victims unsuspectingly surrendered voluntarily, believing it was a big mistake. The only shots fired were those of the executioners.

Exam Questions

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<p>What I can infer from source A:</p> <p>Details in the source that tell me this:</p> <p>What I can infer from source A:</p> <p>Details in the source that tell me this:</p>	<p>1. Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934. You may use the following in your answer: the Reichstag Fire and the Night of Long Knives.</p>	<p>1. How useful is source A for an enquiry into the role of propaganda in securing the Nazi dictatorship?</p>	<p>1. Study interpretations 1 and 2. What is the main difference between these views?</p>	<p>1. Suggest one reason why Interpretations 1 and 2 give different views about the threat which Rohm posed to Hitler in 1934.</p>	<p>1. How far do you agree with interpretation 1 about the reasons in which the Night of Long Knives took place?</p>

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 3 - Nazi control and Dictatorship 1933-1939

Consolidation Questions for Nazi control and dictatorship 1933-39

1. Describe the events of the Reichstag fire including key dates and names.	16. How did the Nazis use rallies for propaganda?
2. When was the Enabling Act?	17. How did the Nazis use sport to influence attitudes in Germany?
3. What events led up to the passing of the enabling act?	18. Describe how the Nazis controlled the Arts, including art, architecture, literature and film.
4. Describe the details of the Enabling Act and laws limiting unions and political parties.	19. Explain, with detailed examples, the Nazi policy of Gleichschaltung.
5. What was the night of Long Knives?	20. Explain what conformity, resistance and opposition are.
6. In what ways was Hitler politically stronger by the end of 1934 than in early 1933?	21. Describe the support and conformity the Nazis enjoyed in the 1930s.
7. Who was Hitler's head of the SS?	22. Who was the U-boat commander, and later a Protestant pastor, who became a key critic of Nazi religious policies?
8. Who was in charge of the SD and the Gestapo?	23. Describe, in detail, the opposition by the Church.
9. Describe the key features of the SS, SD, Gestapo and Concentration camps.	24. What was the name of the youth group which set up opposition to Hitler youth and which used a white flower as its emblem?
10. How did the Nazi party control Germany's legal system?	25. What was the name given to the youth movement of young Germans who met to listen and dance to American big band music?
11. How did the Nazi party try to control religion in Germany?	26. Describe, in detail, the opposition by the Youth.
12. Explain, with detailed examples, why Nazi Germany is called a totalitarian state.	27. Describe the opposition to the Nazis amongst political groups, trade unions and the army.
13. Explain what the terms censorship and propaganda mean.	28. Which opposition group was the most effective and why?
14. Who was in charge of propaganda? Describe his role.	29. To what extent do you think the Nazi party were truly supported by the people?
15. How did the Nazis use press and radio to influence attitudes?	30. Why was the amount of resistance and opposition so limited?

GCSE History - Knowledge Organiser - Weimar and Nazi Germany 1918-1929 - Topic 4 - Life in Nazi Germany 1933-1939

Key dates	
1933	All youth groups banned except the Hitler Youth groups
Apr 1933	Jewish people banned from government jobs
1933	Trade Unions were banned
1933	KdF set up
1933	RAD set up to reduce unemployment
Sept 1933	Building of the Autobahns
Sept 1933	Jewish no longer allowed to inherit land
From 1933	Gypsies arrested for social nuisances and sent to concentration camps
1933	Law for the Prevention of Hereditarily Diseased Offspring
Apr 1933	Nazis could sack teachers they do not approve of
1934	Leading Nazi, Bernhard Rust, made education minister
1935	All school textbooks had to be approved by the Nazis
May 1935	Jewish no longer allowed to be part of the German army
Sept 1935	Nuremberg Laws passed
1935	Lebensborn introduced
1935	Homosexuality made illegal
1936	Gypsies forced to live in special camps
1938	Changing of divorce laws to encourage childbirth
1938	Gypsies banned from travelling in groups
Mar 1938	Jews have to register possessions
July 1938	Jews have to carry identity cards
Nov 1938	Kristallnacht - Night of Broken Glass
1939	Orders given to prepare all Gypsies for deportation
1939	Killing of babies born with disabilities under T4 programme
April 1939	All Jews evicted from Germany

Key Terms/Concepts	
Kinder, Kirche, Kuche	Children, Church, Kitchen - the role of women under the Nazi party.
Lebensborn	Fountain of life: birth programmed introduced by the Nazi party.
Hitler Youth	Hitler Jugend: Boys youth group with political purpose and military training.
League of German Maidens	Bund Deutscher Madel: Girls youth group preparing girls for their future role as a woman.
RAD	Reichs arbeits Dienst (Labour Service) national service to provide paid work to the unemployed.
Autobahns	German motorways built by the RAD.
Rearmament	The process of rebuilding an army
DAF	Deutsche Arbeitsfront (German Labour Front) set up by the Nazis to protect the rights of workers.
KdF	Kraft durch Freude (Strength through Joy) a group set up by the Nazis to improve the standards of living for German workers.
SdA	Schonheit der Arberit (Beauty of Labour) part of the KDF which campaigned to get workers better facilities.
Volkswagen	'The peoples car'. A scheme run by the KdF to enable workers to buy a car.
Eugenics	A way of breeding for desirable features
Antisemitism	Hostility or prejudice against Jewish people

GCSE History – Knowledge Organiser – Weimar and Nazi Germany 1918–1929 – Topic 4 – Life in Nazi Germany 1933–1939

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

Exam Questions

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<p>What I can infer from source B:</p> <p>Details in the source that tell me this:</p> <p>What I can infer from source B:</p> <p>Details in the source that tell me this:</p>	<p>1. Explain why Nazis were able to reduce unemployment in the years 1933–39. You may use the following in your answer: autobahns, rearmament.</p>	<p>1. How useful are sources B and C for studying the Hitler youth movement?</p>	<p>1. Study interpretations 1 and 2. What is the main difference between these views?</p>	<p>1. Suggest one reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.</p>	<p>1. How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?</p>

Consolidation Questions for Life in Nazi Germany 1933-39

1. What were Nazi ideas towards women regarding marriage, motherhood and childbirth?	16. Describe changes in wages, prices and sale of luxury goods in Germany.
2. What laws did the Nazis introduce to encourage marriage, motherhood and childbirth?	17. What does KDF stand for?
3. What were Nazi ideas about women regarding work and appearance?	18. Name the Nazi organisation which affected the standard of living of workers.
4. What were the Nazi policies towards women regarding work?	19. What was the impact on the standard of living of German workers of the Labour Front, Strength Through Joy and the Beauty of Labour?
5. How much support was there in Germany for Nazi policies towards women?	20. Describe the Nazi beliefs about eugenics, racial hygiene and anti-Semitism.
6. How effective were the Nazi policies towards women?	21. When did the Nazi boycott of Jewish shops begin?
7. What Nazi youth groups were there for girls and boys?	22. In what ways did the Nazis mistreat minority groups in Germany?
8. Describe Nazi aims towards the young.	23. Describe the mistreatment of Jews in 1933.
9. How were Nazi youth groups organised?	24. Describe and give the date of the Nuremberg Laws.
10. How were Nazi schools organised?	25. Which event caused the beginning of Kristallnacht?
11. Explain how the features of Nazi youth groups were intended to achieve Nazi aims towards the young.	26. Describe and give the date of Kristallnacht.
12. Explain how the features of Nazi schools were intended to achieve Nazi aims towards the young.	27. How many Jews were arrested and taken to concentration camps by 12 th November?
13. What happened to unemployment in Nazi Germany?	28. Which law forbade the marriage of Jews to Germans?
14. In what ways did the Nazis try to reduce unemployment?	29. Explain the Nazi reasoning behind their persecution of minority groups and Jews.
15. What is 'invisible' unemployment?	30. Explain why few Germans seem to have actively opposed the persecution of Jews.