

Atherton High School

Humanities Department



AQA GCSE History Study Booklet

Name-

Teacher-



Germany 1890 - 1945 Democracy and Dictatorship

Booklet Three Part One - The Experiences of Germans under the Nazis

The exam board expect you to have knowledge and understanding of the following: -Economic changes; benefits and drawbacks:

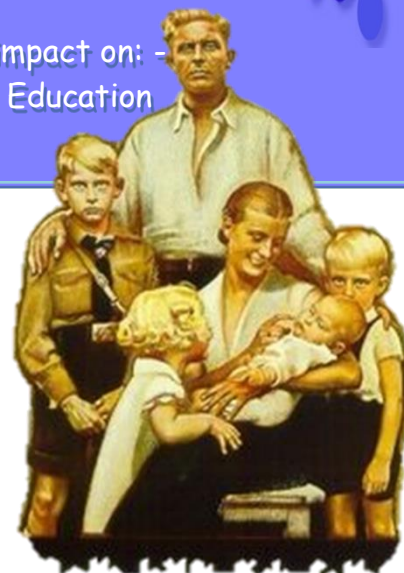
• Employment; public work programmes; rearmament; self sufficiency

- the impact of the war on the economy and the German people (bombing, rationing labour shortages, refugees)

Social Policy and Practices

- Reasons for policies, practices and their impact on: -
- Women, young people and youth groups • Education

Jugend dient dem Führer



In 1933 Hitler had three main ideas about how to change the economy:



1. To pull Germany through the Depression and bring back full employment;
2. To make Germany a strong military power again.
3. Self-sufficiency (no need to rely on other countries)

The Nazis and workers

The Nazis rose to power by the clever use of both propaganda and violence. But they wanted to stay in power. They wanted to make Germany great. Propaganda and violence could not make this happen. They had to deal with the economic problems that they had promised to put right when they came to power. Nazi election posters like this one had promised people 'Work and Bread'.



In the four years from 1933 - 1936, the Nazis created 4 million new jobs. This is one of their main achievements, and one of the main things that made them popular with the German people.

Unemployment was reduced by:

National Labour Service (RAD), set up for men aged 18 - 25 in 1933. The men wore uniforms and lived in camps. They did work like digging ditches, and planting forests.

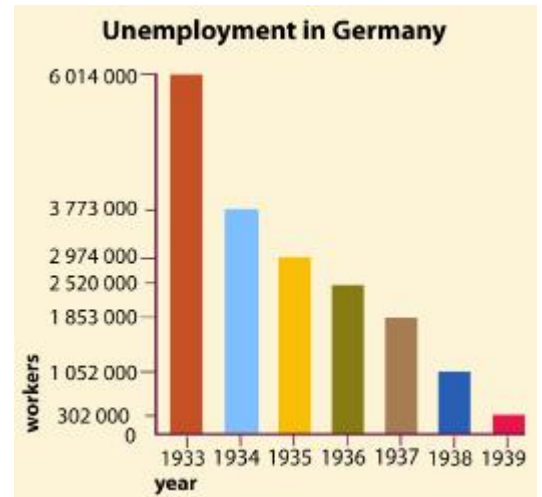
Public Works programmes, planned by This meant the building of



new motorways (**autobahns**), hospitals, schools, sports stadiums and other public buildings created thousands of jobs. These projects were on a huge scale and made Nazi Germany look an impressive place.

Rearmament is when a country rebuilds its armed forces. This created the most jobs, either in the armed forces or in the armaments and supporting industries. Hitler also introduced **conscription**, from 1935 all males aged between 18 and 25 were forced to join the armed forces. The army alone had increased from 100,000 to 1.4 million men within 5 years. The need for weapons, equipment and uniforms created jobs in the coal mines, steel and textile mills. There were also more jobs for engineers and designers.

Invisible unemployment - Fewer people were officially "available for work" - This reduced the official unemployment figures. Women were forced out of work and encouraged to stay at home, part time work was classed as full time and Jews lost jobs, but were not classed as "unemployed".



TASK

List the ways that unemployment was reduced in Germany

- _____
- _____
- _____
- _____
- _____

Self Sufficiency

Hitler tried to make sure Germany did not rely on other countries for food and supplies. This would be a problem if war broke out.



In 1933 Hitler appointed Hjalmar Schacht as Minister of the Economy. Schacht knew that Hitler's plan to build more weapons would cost lots of money and resources. Schacht signed deals with countries such as South America and south-east

Europe to supply Germany with raw materials (iron, steel, rubber, wood) in return for German made goods.

As a result, production in Germany increased which led to more jobs and a decrease in unemployment. However, Germany was still dependent on other countries for raw materials. Hitler was not happy about this and Schacht was dismissed.

Hitler then appointed **Hermann Goering** to take over. In 1936 he introduced a '**Four Year Plan**'. Its aim was to prepare Germany for war within four years by re-armament and achieving self-sufficiency.



Raw materials such as coal, oil, iron were produced, synthetics (artificial substitutes) such as rubber, fuel and textiles were developed, and new factories set up. The production of industrial goods rose, but **Germany was not self-sufficient when war broke out in 1939, the country still relied on imports (goods from foreign countries).**

TASK

Q1. Why would self-sufficiency be important to Nazi Germany?

Q2. Was self-sufficiency achieved, why/why not?

Nazis and Farmers

German farmers helped Hitler get into power, as he promised to help them raise prices during the Great Depression (see previous booklet). Once in power, Hitler brought measures to help them as he also needed them to make Germany **self-sufficient**.

Hitler cut taxes that farmers had to pay and set up the Reich Food Estate in 1933. It set up central boards to buy food from farmers at a guaranteed price; then sell it on. **The Reich Entailed Farm Law** also stopped banks from taking peasants' land if they could not pay back loans. A law was also introduced to stop large farms being divided up and to stay under the control of the same family.

These measures were popular with some farmers, but were only a partial success. The Reich Food Estate actually stopped some farmers selling food at higher prices, while the Reich Entailed Farm Law meant it was difficult for some peasant farmers to get bank loans. Farmers also resented not being able to divide their land and give parts of each to their children.

People actually left the countryside at a rate of 3% per year in the 1930s. This was the opposite of Nazi aims

TASKS

Name two measures the Nazis brought in to help farmers.

1. _____

2. _____

Name two things that became difficult for farmers.

1. _____

2. _____

Work and Control

Most working class people had not supported the Nazis before 1933, they had voted for the communists. Now the Nazis were in power they needed to control the workers. When trade unions were banned in 1933 they were replaced by the **German Labour Front (DAF)**.

To help gain the support of the workers two organisations were set up within the DAF. These were:



1. The **Beauty of Labour (SDA)** movement.

This improved working conditions in factories. It introduced things not seen in many workplaces before, such as washing facilities and low-cost canteens.

2. The **Strength through Joy (KDF)** scheme. This organised the free time of workers. It gave workers cheap theatre and cinema tickets and organised courses, trips and sports events. Workers were offered low-cost cruises on the latest luxury ships.

Under a KDF scheme, thousands of workers saved 5 marks a week in the state scheme to buy the **Volkswagen Beetle**, the 'people's car'. It became a symbol of the new Germany but in the end no workers received a car because all car production was stopped by the war in 1939.



The **German Labour Front (DAF)**, was meant to improve conditions for workers by breaking down the barriers between employers and their workers. In fact, there were many drawbacks; -

- Workers had no rights. Remember - Hitler had banned the Trade Unions.
- The German Labour Front did what employers asked, it did not work on behalf of the workers.
- As a result, wages were lower in 1938 than in 1928

- Working hours were longer than before the Nazis came to power, by on average 10%.
- Everyone had to work and skilled men could be sent to do heavy labour on schemes like autobahn building.
- People who refused to work under these conditions could be arrested and sent to forced labour camps.

TASKS

1. Match the letters and meanings

DAF	Strength through Joy
SDA	Beauty of Labour
KDF	German Labour Front

2. Pick the correct phrase

German workers might benefit from Nazi rule because *(unemployment / war)* was ended. Strength through Joy was set up to give them more opportunities for *(hard work / leisure)*. However, *(wages / hours)* usually went up a little, while *(wages / hours)* went down. Also workers lost bargaining rights because *(trade unions / political parties)* were banned.

3. Why did the Nazis organise leisure activities?

The impact of the Second World War on Germany (1939 - 1945)

Throughout the 1930s, Nazi propaganda had poured out messages about German greatness, as Hitler took steps to reverse the Treaty of Versailles, and expand German lands. These messages continued throughout the war even when things began to go wrong.

- **Rationing** of food and clothes was introduced in 1939 as sacrifices had to be made to supply the soldiers. However, German morale (spirits) was high, as in the early years the war was going well. Also luxury goods came to Germany from the lands they had conquered, although most of these goods had gone to high ranking Nazi officials.
- After **Hitler's invasion of the USSR in June 1941 (Operation Barbarossa)** things began to go wrong. In one battle 80,000 Germans died and 90,000 surrendered. Then America came into the war on the side of the Allies. The war became costlier. **Rations** were cut back further, and people had to work longer hours. The German people were asked to make more and more sacrifices.
- From 1942 the German economy was converted to a **war economy** by the Armaments Minister **Albert Speer**. It was his job to prepare Germany for **Total War**, which meant that the whole country and the people's efforts were focused on the armament industries and the war effort.



- There was a **shortage of labour** because many male workers had been conscripted into the armed forces. Women were drafted into the workforce and by 1944; seven million foreign workers had been brought in from conquered countries to work as slave labour.
- Postal services were suspended. All places of entertainment were closed, except for cinemas which were used for **propaganda** films.

Bombings and Refugees

In 1942 the **Allies began full-scale bombardments of industrial and residential areas of all Germany's main cities**. As with the Blitz on British cities, this was meant to destroy German industry to stop Germany from fighting effectively, to lower the morale of German people and force them to surrender. By 1943 it was impossible to hide German losses from people at home. People panicked and left their homes to look for **refuge (as refugees)**; evacuating the cities and moving to countryside areas.

The biggest attack was on Dresden in February 1945. Between 35,000 and 150,000 people were killed in the city over 2 days.



By 1945, over 3 million Eastern German refugees were fleeing advancing Russian forces from the east. Most were forced to walk

hundreds of miles, facing hunger, cold and disease. Over half a million died on the journey. When they reached western Germany they found a city devastated by bombing and food shortages. With defeat looming, there was a severe drop in **morale** amongst the German people.

TASK

Describe 4 consequences of the war on Germany

1. _____

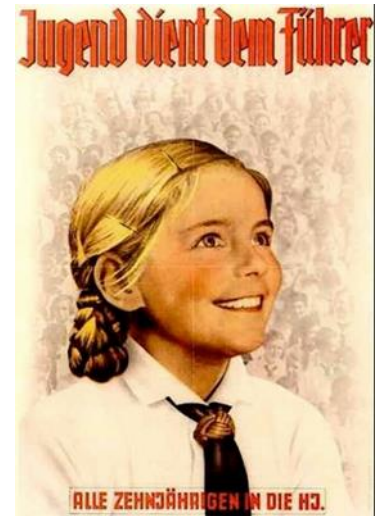
2. _____

3. _____

4. _____

Young people in Nazi Germany

Hitler knew that it was important to control young people. If they were brought up in the right way, they would always defend Nazi Germany. He believed he needed loyal Nazis if he was to build Germany up again - a Third Reich (great German Empire) that would last for a thousand years.



The Nazis tried to **indoctrinate** young people (persuade them how to think). This was done through the education system in schools, universities and Youth Movements.

TASK

Why do you think young people were so important to the Nazis?

Education

Teachers had to belong to the Nazi Teachers' League. 97% of teachers joined this league. Teachers who refused to join lost their jobs. **Teachers were trained to teach Nazi ideas.**

The timetable was altered to include more PE, German History & Geography, German Language & Literature and Domestic Science for girls. Race Studies (**Eugenics**) was also new on the timetable; this taught children that **Germans were the "master race" and about the inferiority of black people, eastern Europeans and in particular, Jews.**

They were **prepared for roles in the armed forces for boys, and in the home for girls.** Textbooks were rewritten to include Nazi beliefs that were taught as facts, with many other textbooks being burnt.

The Nazis also set up special schools called Napolas (National Political Institutes of Education) **for boys whom they believed would become the next generation of leaders.** These schools were run by ex-SS members. The boys chosen were fit and brave, not necessarily very academically able. Boys who wore glasses were not allowed to go.

Nazis also controlled the universities. They changed the courses to reflect Nazi beliefs and dismissed lecturers and professors based on their race or political beliefs. Many academics fled the country to escape, including Albert Einstein who was Jewish.

TASKS

Why were the Napolas set up?

What is eugenics (describe briefly in your own words)?

The Hitler Youth Organisations

The Nazis wanted all young people to join the uniformed youth movement in their spare time. Its aim was to indoctrinate and train young people for future service. Whilst the young people were spending several hours a week at the youth clubs, they did not have time to get involved in any anti-social or anti-Nazi activities.

The movement kept young people busy with **sport, gymnastics, parades, singing, walking and weekend camps**. The groups also

helped to re-enforce gender roles. **Girls**

joined the Band of German Maidens

(BDM) and were taught how to become

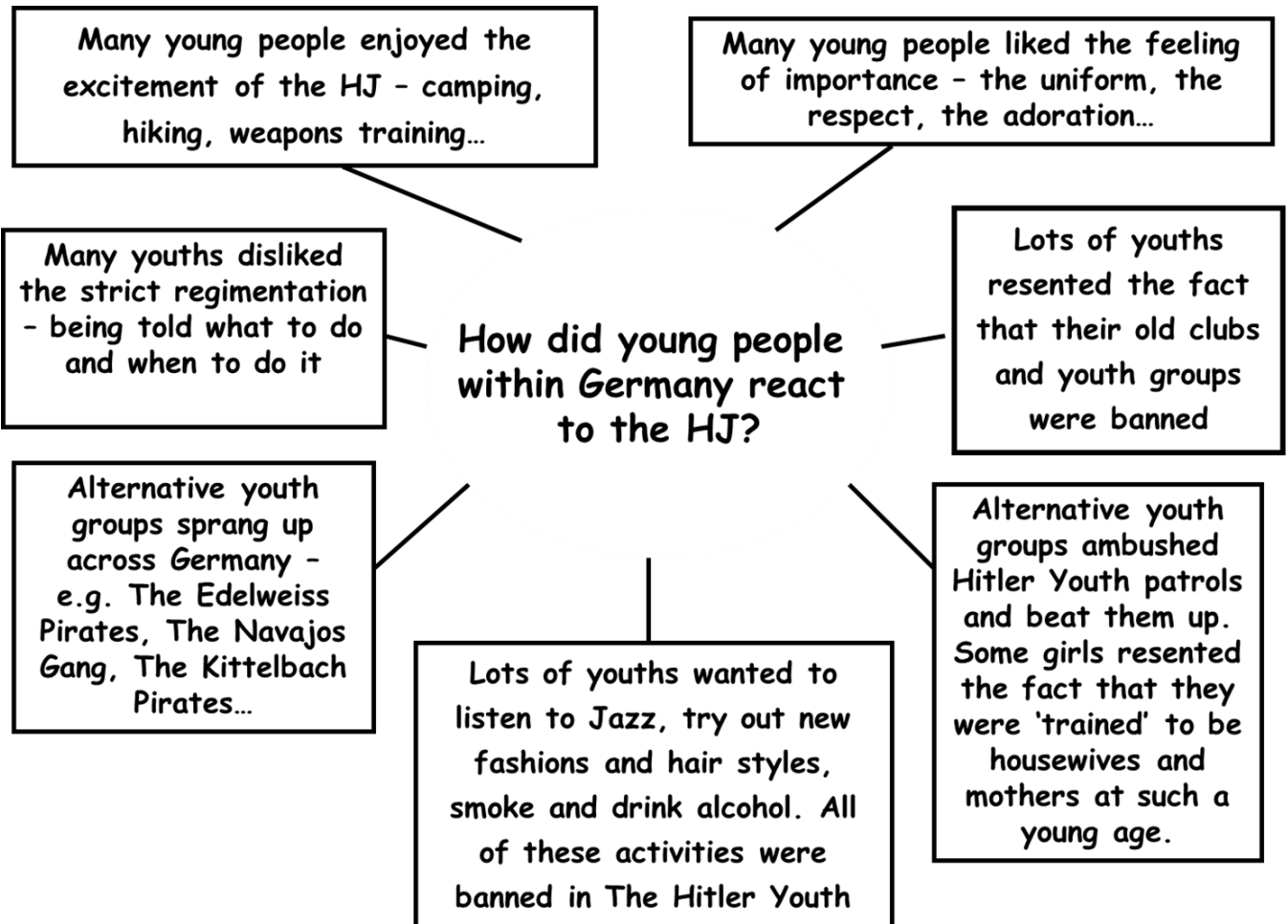
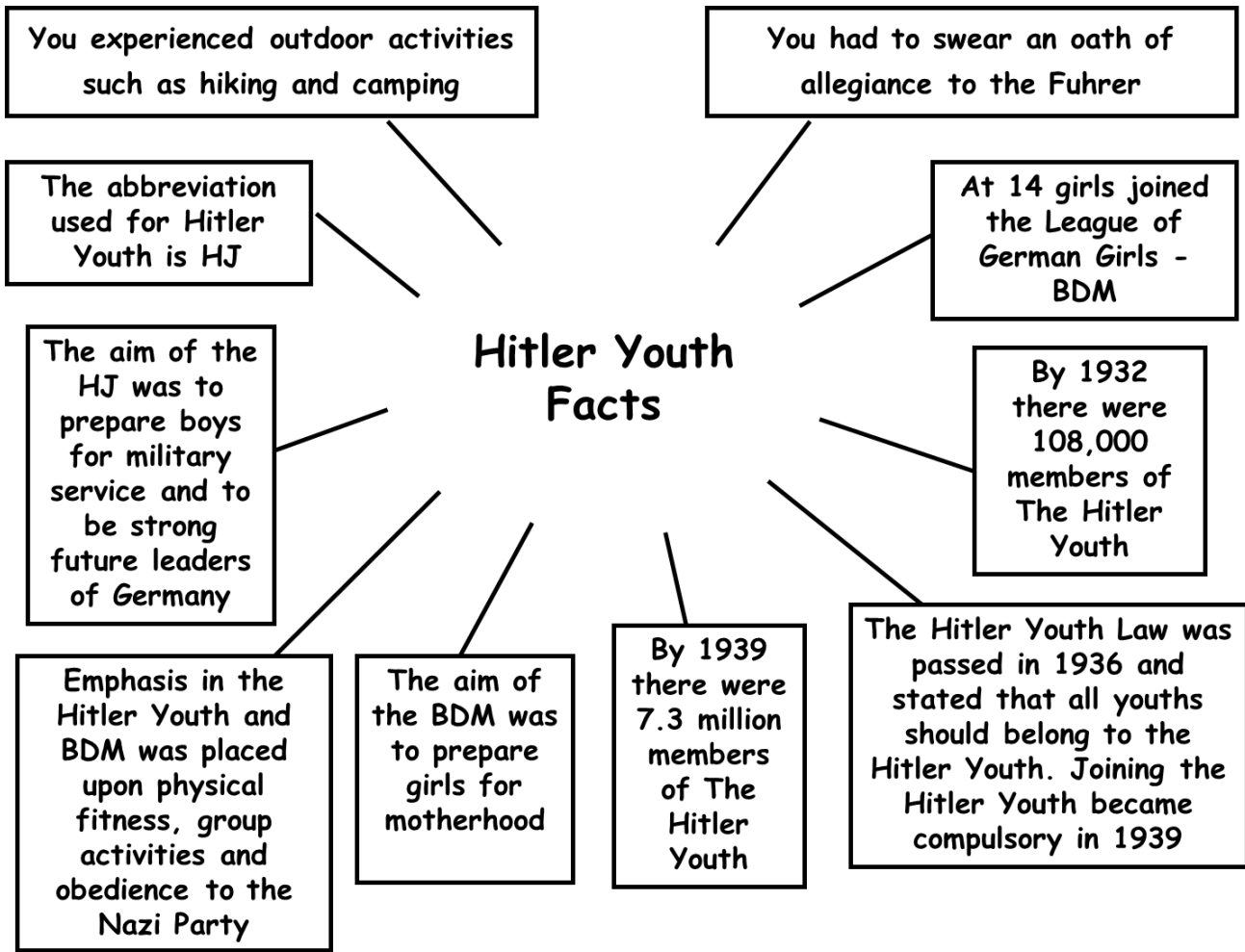
good mothers, and the older boys joined

the **Hitler Youth (HJ)** and were trained

to use rifles. The groups were run by the SS. Many young people

enjoyed the range of activities on offer.





TASKS

1. Write down three aims of the youth movement?

a) _____

b) _____

c) _____

2. What sort of activities took place in the youth movement?

3. For what roles did the Nazis train-

*Boys-

Why?

*Girls-

Why?

Compulsory Membership

In 1939 membership was made compulsory. The youth movements tended to become stricter after the war began in 1939, When many of their leaders joined the army, they were replaced by older teenagers, who were keen Nazis and wanted to make their mark by enforcing strict rules. Some forbade teenagers to meet informally with their friends. As the war went on, the youth movements focused more on the war effort and winning the war.

The youth movements became more unpopular as the war continued, especially as events turned against Germany from 1942. An **anti-Hitler Youth movement formed.**

The **Swing movement** was made up of mainly middle class teenagers, who enjoyed American Jazz music and dance.

The **Edelweiss Pirates** were usually working class teenagers who joined together for similar activities as the Hitler Youth, but without the Nazi discipline. They teased and sometimes attacked members of the Hitler Youth. By 1944 some Pirates had begun to help anti-Nazi activists.

Main opposition groups
of young people

The 'Swing Kids'



The Edelweiss Pirates



TASKS

Many school textbooks were banned or burned. New ones were written. The Nazis didn't want young people to read just any book.



1. Explain why you think this was important to the Nazis

4. Describe briefly **two positive** and **two negative** reactions to the Youth Movements

Positive _____

Negative _____

Women and Nazis

All Nazi leaders were men. Hitler had a traditional view of women as wives and mothers. Also, he was alarmed by the falling birthrate, and desperate for women to bring up the next generation of Nazi soldiers.



The Nazis thought that women's lives should revolve around three areas of German life. These were summed up in 3 words; also known as the **three ks**: **Kinder, Küche, Kirche** (children, kitchen, church).

Women were encouraged to stay at home.

Women in positions of responsibility were sacked, for example thousands of doctors, civil servants and teachers lost jobs.

Propaganda taught them how to act and how to look and celebrated the ideas of motherhood and homebuilding. Make-up was not allowed. The fashion was for long hair in a bun or plaits, and big hips to bear children.

In 1933 marriage loans started for couples of German nationality as long as the woman agreed to give up work. The more children they had the less they had to pay back

From 1936 the Nazis opened special maternity homes - **lebensborn**

These were designed to be breeding centres for the production of 'pure **Aryan**' children

Racially-approved '**Aryan**' mothers were matched with SS men to produce children. Maternity and family allowances went up. Advice on contraception was hard to get, and anti-abortion laws were passed. In 1939 productive mothers were given medals; Mother's Cross Medals, on Hitler's mother's birthday.

A gold medal was given for mothers of 8 children, silver for mothers of 6, and bronze for mothers of 4



However, not all women were encouraged to have children. The Nazis thought that some women were not fit to be mothers, especially those who had a history of mental illness, inherited diseases or issues such as alcoholism. Under the law of 'Prevention of Diseased Offspring' these women would be forcibly sterilised (no longer able to have children)

How successful were Nazi policies towards women and the family?

- The birth rate went up from 15 per thousand in 1933 to 20 per thousand in 1939.

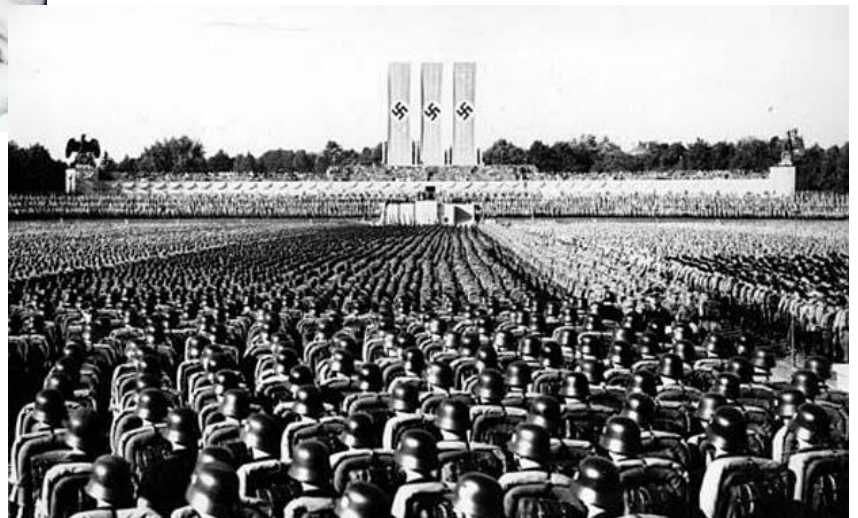
- There was an increase in pregnancies outside marriage. These girls were looked after in state maternity hostels.
- Many women would have agreed with Hitler's policies, and enjoyed the opportunity to take on a valued maternal role.
- Some women hated losing the freedom of choice - married professional women were forced to give up their jobs.
- In the late 1930s, the Nazis had to relax their policy because they needed more women workers

There were a few prominent (important, well-known) women in Nazi Germany, e.g. the film producer, Leni Riefenstahl who famously filmed Nazi Rallies and Gertrude Scholz-Klink who was head of the Nazi Women's Bureau, but was not allowed to have a say in important decisions.



Left - Leni Riefenstahl with Hitler

Right - still from Riefenstahl's Nazi propaganda film, *Triumph of the Will*



TASKS

1. Write down 3 ways in which women were encouraged to have children.

*

*

*

2. What was the ideal image of a Nazi woman?

3. Decide whether the following are signs of success or failure for the Nazi policy towards women.

Put a ring round the correct answer.

The birth rate went up. Success / Failure

More babies were born to unmarried women. Success / Failure

Many professional women gave up their jobs. Success / Failure

Later in the 1930s, more women had to take up jobs in order to prepare the country for war. Success / Failure

Leni Riefenstahl became a famous film-maker. Success / Failure

**Experience of workers, youth and women under the
Nazis, 1933-45 Points Test**

1. Name two subjects that were important in schools in Nazi Germany? (2 points)

2. Give two aims of Nazis in creating the Hitler Youth (2 point)

3. Name one activity for boys in the Hitler youth. (1 point)

4. Name one activity for girls in the BDM. (1 point)

5. Name one group of young people who were anti-Nazi. (1 point)

6. What name was given to the Nazi ideal for women? (1 point)

7. Name one way in which the Nazis tried to encourage a higher birth rate (1 point) _____

8. Were the Nazis successful in encouraging a higher birth rate - *Yes or No* (1 point)

9. Name two aims of Nazi economic policy. (2 points)

10. Write down 3 things that Hitler did to reduce unemployment. (3 points)

11. Which organisation was set up to organise leisure activities for workers? (1 point) _____

12. Give two ways in which life became harder for German workers in the 1930s. (2 points)

13. Write down two measures the Nazis used to help farmers. (2 points)

14. Name one German company that benefited from Nazi rule. (1 point)

15. What does self-sufficiency mean and why was it needed? (2 points)

16. Who was Hjalmer Schacht? (1 point)

17. What was the 'Four Year Plan'? (1 point)

18. What is meant by the term "war economy"? (1 point)

19. Which German city was most heavily bombed by the Allies? (1 point)

20. How many **East German** civilians were **made refugees**? (1 point)

I got a total of _____ / points

Key Words

Anti-Semitism - prejudice and discrimination of Jews

Aryan - Term used by the Nazis to describe the German 'Master Race'

BDM (Bund Deutscher Mädel) - the girl's branch of the Hitler Youth

Conscription - forced to join the army

DAF (Deutsche Arbeitsfront) German Labour Front

Economics - linked to the making, buying and transferring of goods, resources and money

Edelweiss Pirates - youth group against the authority of the Hitler Youth

Eugenics - set of beliefs and practices aimed at improving the human race and the inferiority of others based on race.

Four Year Plan - the economic plan put in place by Hermann Goering

Hitler Youth (Hitlerjugden - HJ) - Nazi approved youth organisation

Indoctrinate - to 'brainwash' people to think in a certain way

KDF (Kraft durch Freude) Strength through Joy - an organisation set up by the Nazi's to organise leisure activities for workers

Kinder, Kirche and Kuche - Children, Church and Kitchen, the Nazi idea of what women should devote their lives to.

Lebensborn - Nazi maternity homes, buildings where women gave birth

Master Race - Nazi racial idea that they were the at the top of the human race.

Rations - to only allow a certain amount of something, in war time this usually applied to items such as food and clothes

Rearmament - when a country rebuilds its armed forces

Refugee - a person who is forced to leave their home in order to escape war, persecution, or natural disaster.

SdA (Schönheit der Arbeit) Beauty of Labour - set up to show Germans see that work was good, and that everyone who could work should

Self-sufficient (autarky) - Where a country does not have to rely on any other countries for resources

Swing Youth - youth group against the Hitler Youth, named after their interest in American jazz music

Total War - to involve the whole population of a country at war

Volkswagen - German for the 'People's Car', the plan was to put this car into mass production in the hope of solving unemployment problems.