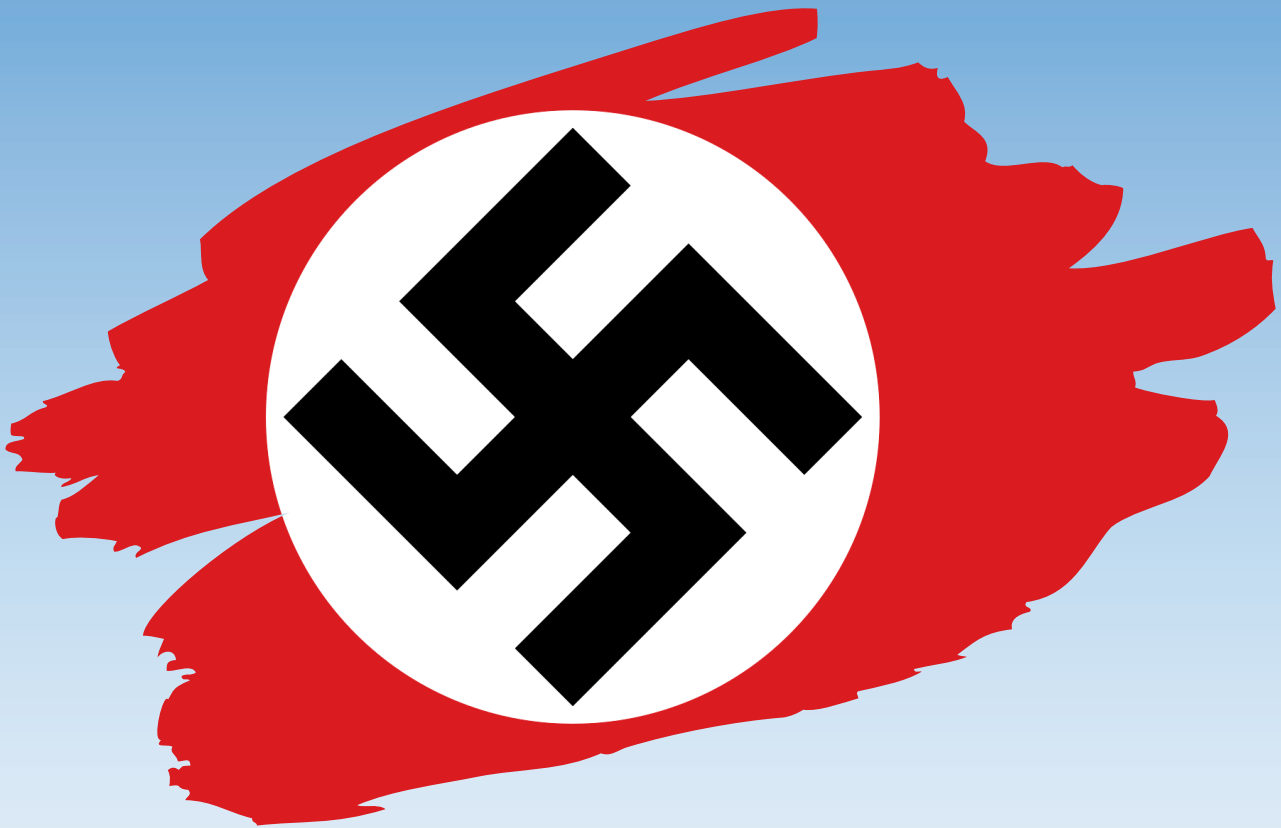


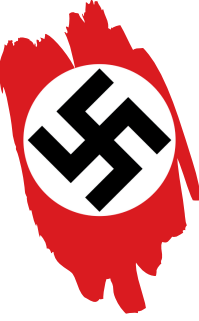
Life in Nazi Germany

3.9 EXAMINE life in one fascist country and one communist country in the twentieth century



- 24.1 Timeline
- 24.2 Cornell Notes
- 24.3 Keywords
- 24.4 Knowledge Organiser
- 24.5 Questions

This chapter will explore the rise of Nazi Germany, including the rule of Hitler and the impact of Nazi policies on German society.



Life in Nazi Germany



3.9 EXAMINE life in one fascist country and one communist country in the twentieth century

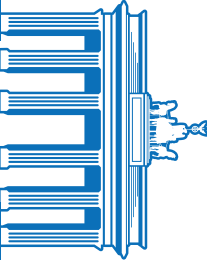


Beer Hall Putsch fails in its attempt coup and Hitler is imprisoned: Mein Kampf is written.



Adolf Hitler forms the NSDAP

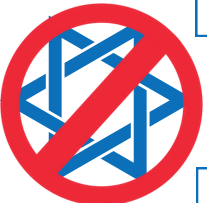
Hitler becomes the Chancellor of Germany.



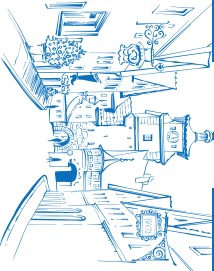
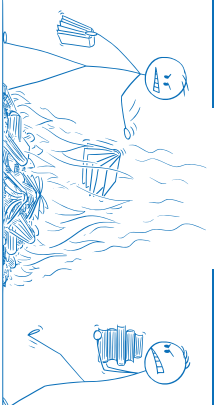
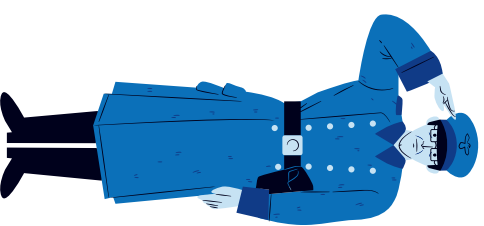
The Nuremberg Laws are put in place, stripping Jews of numerous rights

World War II breaks out, throwing Europe into its second world war in less than 2 decades.

The Night of the Long Knives: members of the SA are purged.



Kristallnacht (The Night of the Broken Glass): hundreds of Jewish properties and business are destroyed.



Life in Nazi Germany

Headings	Notes
HITLER'S RISE TO POWER THE WEIMAR REPUBLIC	<ul style="list-style-type: none"> • After World War I, Germany became a democracy named '<i>the Weimar Republic</i>'. • The Weimar government was in power when the Treaty of Versailles was signed. As a result, the government was nicknamed the 'November Criminals' for accepting the harsh conditions that were imposed on Germany through the Treaty. • Germany spent much of the 1920s in economic crisis, with very high levels of unemployment and inflation.
THE NAZI PARTY	<ul style="list-style-type: none"> • In 1919, the National Socialist German Worker's Party (NSDAP or 'Nazi Party') was founded. • The Nazis were strongly anti-communist and wanted to speed up German recovery and to remove the Treaty of Versailles. • Adolf Hitler was impressed by their ideas and joined the Nazi Party. He was a gifted speaker and soon became party leader. • In November 1923, Hitler and the Nazi Party organised a rebellion in Munich, the Beer Hall Putsch. Hitler and other Nazis were sent to prison as a result. While in prison, Hitler wrote <i>Mein Kampf</i> (<i>My Struggle</i>), which outlined core Nazi beliefs and his vision for the future of Germany. • Hitler adopted many of Mussolini's Fascist Party methods such as the fascist salute, an army – the SA or Sturmabteilung (Stormtroopers), also called the 'Brownshirts' – and an emblem. Hitler chose the swastika as an emblem and made it Germany's official flag.
THE RISE OF THE NAZI PARTY	<ul style="list-style-type: none"> • The unpopularity of the Weimar government, due to Germany's defeat, the harshness of the Treaty of Versailles and the aftermath. • The Great Depression – in 1929, the US experienced the Wall Street Crash when the value of shares at the New York Stock Exchange suddenly collapsed, Germany had borrowed from US banks, which then withdrew their loans, leading to closures and soaring unemployment. • Hitler's leadership and policies – Hitler's nationalism appealed to people because it encouraged them to take pride in their nation and to believe that he could restore Germany to greatness.

Keywords	Summary
Democracy Brown Shirts Weimar Republic Treaty of Versailles November Criminals Nazi Party Swastika Adolf Hitler Wall Street Beer Hall Putsch Mein Kampf Great Depression SA	

Life in Nazi Germany

Headings	Notes
<p>CREATION OF A DICTATORSHIP</p>	<ul style="list-style-type: none"> In February 1933, the Reichstag was set on fire, allegedly by a Dutch Communist. This gave Hitler an excuse to ban the Communist Party and give extra powers to his SA. In the March 1933 general election, the SA and the Waffen SS (Schutzstaffel) attacked any opponents and voters. The Nazi Party gained votes but failed to win a majority. In March 1933, Hitler created a law called the Enabling Act, which allowed him to rule by decree, or make laws by himself without having to go to the parliament (like Mussolini). Hitler was now known as der Führer ('the Leader').
<p>LIFE IN HITLER'S GERMANY</p> <p>ECONOMIC POLICIES</p>	<ul style="list-style-type: none"> Independent trade unions were abolished and strikes were made illegal. Public work schemes were created, for example to build motorways called the Autobahnen and the Olympic Stadium. Rearmament (arms and ammunition being manufactured again for the Germany army) began. The motor industry developed; in 1937, a new – and more affordable – car called Volkswagen ('People's Car') was manufactured. Hitler cut taxes to encourage private industry.
<p>EDUCATION</p>	<ul style="list-style-type: none"> Nazi youth groups were set up – the Hitler Youth and the League of German Maidens. In schools, textbooks were rewritten. <i>Mein Kampf</i> became the official history book. Teachers had to be members of the Nazi Party and a portrait of Hitler was in every classroom.
<p>WOMEN'S LIVES</p>	<ul style="list-style-type: none"> Women were expected to stay at home and look after the family. Many women had to give up their career as a woman's life was to revolve around 'the three Ks': <i>Kinder, Küche, Kirche</i> which means children, kitchen, church. Hitler wanted a high birth rate so mothers who eight or children were awarded a gold medal. Women were required to wear traditional peasant clothes with flat shoes, while their hair had to be done in buns or plaits. They were not allowed to wear make-up or trousers, dye their hair or smoke in public.

Keywords	Summary
<p>Reichstag Volkswagen</p> <p>Waffen SS Hitler Youths</p> <p>Enabling Act League of German Maidens</p> <p>Rule by Decree</p> <p>der Führer The Three Ks</p> <p>Trade Unions</p> <p>Public Work Schemes</p> <p>Olympic Stadium</p> <p>Rearmament</p>	

Life in Nazi Germany

Headings	Notes
PROPAGANDA	<ul style="list-style-type: none"> • Joseph Goebbels, Minister for National Enlightenment and Propaganda, controlled the press, radio, cinemas, theatres and art. Posters of Hitler were put up all around Germany. • Books by Jews or those disagreeing with Nazism were banned. Book burnings were common. • Cheap radios were made called the <i>People's Radio</i>, so that Hitler's speeches could reach every home in order to promote Nazi ideology. • 'Heil Hitler!' ('Hail Hitler!') was a common greeting – the Nazi salute was compulsory. • The Nazis held party rallies in Nuremberg, Bavaria. The Nuremberg Rallies had a different theme each year. <ul style="list-style-type: none"> • In 1934, documentary-maker Leni Riefenstahl recorded the rally and created the propaganda film <i>Triumph of the Will</i>. • In 1936, the Olympics were held in Berlin. They were used to present Germany to the world as a successful and happy nation.
TERROR	<ul style="list-style-type: none"> • In 1933, the Gestapo (secret police) was set up by Hermann Göring. It was led by Heinrich Himmler. • By 1934, Hitler began to believe that his SA were a threat to him. The Waffen SS was set up as his personal bodyguard, also led by Heinrich Himmler. • On 30 June 1934, the SS killed the leaders of the SA and others they suspected of being a threat. This was called the Night of the Long Knives. • From 1933, forced labour camps were set up for journalists and political prisoners (including communists), LGBT people, Roman people, people with disabilities, Catholic priests, Jehovah's Witnesses and Jews.
<p>A FASCIST LEADER: ADOLF HITLER (1889-1945)</p> <p>EARLY LIFE AND CAREER</p>	<ul style="list-style-type: none"> • Adolf Hitler was born in Braunau am Inn, Austria, where his father was a customs official. Hitler was raised Catholic. He was expelled from a couple of schools before moving to Vienna in 1905 where he hoped to become an artist. In 1914, he moved to Munich before he joined the German army at the outbreak of World War I, serving as a messenger for which he was decorated with the Iron Cross for bravery.

Keywords	Summary
<p>Joseph Goebbels</p> <p>Book burnings</p> <p>Heil Hitler Heinrich Himmler</p> <p>Nuremberg Rallies</p> <p>Leni Riefenstahl</p> <p>Gestapo</p> <p>Waffen SS Night of the Long Knives</p> <p>Hermann Göring</p>	

Life in Nazi Germany

Headings	Notes
THE NAZI PARTY	<ul style="list-style-type: none"> • Hitler joined the National Socialist German Worker's Party (NSDAP or 'Nazi Party'). By 1921, he had risen to become its leader. • In 1923, the Nazi Party organised a rebellion in Munich called the Beer Hall Putsch. While in prison for this, Hitler wrote Mein Kampf (My Struggle), the Nazi manifesto. Hitler believed in a 'master race' and was deeply anti-Semitic (<i>prejudiced against Jewish people</i>). • He also wanted to unite German-speaking peoples into an empire called the 'Third Reich', in order to expand Germany's territory under a policy he named 'Lebensraum' (<i>'living space'</i>).
HITLER'S RISE TO POWER	<ul style="list-style-type: none"> • Hitler was an impressive speaker and used propaganda well. He founded the SS and the Gestapo while he had opponents killed or sent to labour camps. • In 1933, he became the German Chancellor. In August 1934, he declared himself der Führer (<i>'the Leader'</i>) of Germany. • Hitler defied the Treaty of Versailles by remilitarising the Rhineland and joining with Austria (the Anschluss). • In 1939, Hitler and Stalin made a 'non-aggression' pact, which stated that they would not attack one another or aid each other's enemies for a decade. It also stated that they would partition Poland between them.
WORLD WAR II	<ul style="list-style-type: none"> • World War II broke out in September 1939 when Germany invaded Poland, prompting Britain to declare war on the invading force. • In 1941, Hitler shocked Stalin by breaking the non-aggression pact and invading the Soviet Union in Operation Barbarossa. • The Nazis forced Jewish people into ghettos and concentration camps, where 6 million Jews were murdered. • On the 30th April 1945, with his allies either dead or losing their respective fronts and the Soviet Union's Red Army surrounded Berlin, Hitler took his own life.

Keywords	Summary
Nazi Party der Führer Mein Kampf Anschluss Master Race Non-Aggression Pact Anti-Semitic Aryan Race World War II Third Reich Operation Barbarossa Lebensraum Gestapo Holocaust	

Life in Nazi Germany

Keywords	Definition
Anschluss	<ul style="list-style-type: none"> • The political union of Austria and Germany in 1938.
Anti-Semitism	<ul style="list-style-type: none"> • Hatred of or prejudice against Jewish people.
Appeasement	<ul style="list-style-type: none"> • Policy of Britain and France in the 1930s that believed that if they gave into Hitler's small demands then they would prevent another world war.
Aryan Race	<ul style="list-style-type: none"> • White non-Jewish people, especially those with a northern European appearance (tall, blonde hair, blue eyes) whom the Nazis considered to be the superior or master racial group.
Concentration Camps	<ul style="list-style-type: none"> • Twenty-Two Camps set up by the Nazis to imprison political prisoners and members of persecuted minorities in poor conditions and were often forced to provide labour.
Dictator	<ul style="list-style-type: none"> • A ruler with full power over a country.
Dictatorship	<ul style="list-style-type: none"> • A country being ruled or governed by a dictator.
Enabling Act	<ul style="list-style-type: none"> • Law passed by Hitler that gave him power to rule by decree.
Extermination Camps	<ul style="list-style-type: none"> • Six camps organised by the Nazis in Poland to imprison political prisoners and members of persecuted minorities in poor conditions where they awaited mass execution.
Gestapo	<ul style="list-style-type: none"> • Hitler's secret police.
Führer	<ul style="list-style-type: none"> • (Leader) Title of Hitler after he combined the offices of President and Chancellor
Hitler Youth	<ul style="list-style-type: none"> • A Nazi youth organisation for boys.
Holocaust	<ul style="list-style-type: none"> • The systematic genocide of European Jews by Nazi Germany
League of German Maidens	<ul style="list-style-type: none"> • A Nazi youth organisation for girls.
Lebensraum	<ul style="list-style-type: none"> • The Nazis wanted to control large parts of eastern Europe in order to create 'living space' for Germans.
Nazi Party	<ul style="list-style-type: none"> • Common name of the National Socialist German Workers' Party, a fascist political party led by Adolf Hitler from 1921 to 1945.
Nazism	<ul style="list-style-type: none"> • A form of government that is a one-party dictatorship based on nationalistic ideas and racial superiority.
Nuremberg Laws	<ul style="list-style-type: none"> • Anti-Semitic laws passed in 1935 that stripped Jews of their citizenship rights.
Pogrom	<ul style="list-style-type: none"> • An organised massacre and persecution of an ethnic or religious group.
Cult of personality	<ul style="list-style-type: none"> • When propaganda is used to glorify a political leader, to create a god-like image of a political leader.
SS (Blackshirts)	<ul style="list-style-type: none"> • Started out as Hitler's bodyguards and developed into the military wing of the Nazi Party.
Stormtroopers - SA (Brownshirts)	<ul style="list-style-type: none"> • Violent private Nazi army that intimidated political opponents.
Sudetenland	<ul style="list-style-type: none"> • The majority German-speaking regions of Czechoslovakia.
Wall Street Crash	<ul style="list-style-type: none"> • Collapse of the US economy in 1929, triggering a global recession.
Weimar Republic	<ul style="list-style-type: none"> • Democratic governments that led Germany between 1919 and 1933.



Life in Nazi Germany



3.9 EXAMINE life in one fascist country and one communist country in the twentieth century

Summary

Life in Nazi Germany was characterized by a totalitarian regime that controlled every aspect of people's lives, imposing a set of values and ideals that aimed to create a homogeneous, nationalistic society. From 1933 to 1945, Adolf Hitler and the Nazi party were in power, implementing policies that aimed to achieve their vision of a racially pure, militaristic, and authoritarian state. This period of history is one of the most significant and tragic events of the twentieth century, with far-reaching consequences that continue to impact the world today.

The Nazis' ideology was based on the principles of nationalism, racism, and anti-Semitism. They sought to create a society where the "Aryan" race was dominant, and all other groups were either subjugated or eliminated. This included Jews, Roma, disabled people, homosexuals, and political dissidents. The Nazis pursued their vision through propaganda, intimidation, and violence, creating a climate of fear that permeated every aspect of daily life.

In Nazi Germany, education, culture, and the media were all used as tools to indoctrinate people with Nazi ideology. The education system was restructured to promote Nazi values and prepare children for military service. Books, films, and art were censored, and alternative viewpoints were suppressed. The press was tightly controlled, with only state-approved information being disseminated.

The economy was also heavily controlled by the state, with the government intervening in the free market to ensure that it served Nazi goals. Women were excluded from the workforce, and there was a focus on producing goods for military purposes. The Nazis also pursued aggressive foreign policies, leading to the outbreak of World War II and the deaths of millions of people.

Term	Definition
Anschluss	The political union of Austria and Germany in 1938.
Anti-Semitism	Hatred of or prejudice against Jewish people.
Appeasement	Policy of Britain & France in the 1930s that believed that if they gave into Hitler's small demands then they would prevent another world war
Aryan Race	White non-Jewish people, especially those with a northern European appearance (tall, blonde hair, blue eyes) whom the Nazis considered to be the superior or master racial group.
Concentration Camps	Twenty-Two Camps set up by the Nazis to imprison political prisoners and members of persecuted minorities in poor conditions and were often forced to provide labour.
Dictator	A ruler with full power over a country.
Dictatorship	A country being ruled or governed by a dictator.
Enabling Act	Law passed by Hitler that gave him power to rule by decree.
Extermination Camps	Six camps organised by the Nazis in Poland to imprison political prisoners and members of persecuted minorities in poor conditions where they awaited mass execution.
Gestapo	Hitler's secret police.
Führer	(Leader) Title of Hitler after he combined the offices of President and Chancellor
Hitler Youth	A Nazi youth organisation for boys.
Holocaust	The systematic genocide of European Jews by Nazi Germany
League of German Maidens	A Nazi youth organisation for girls.
Lebensraum	The Nazis wanted to control large parts of eastern Europe in order to create 'living space' for Germans.
Nazi Party	Common name of the National Socialist German Workers' Party, a fascist political party led by Adolf Hitler from 1921 to 1945.
Nazism	A form of government that is a one-party dictatorship based on nationalistic ideas and racial superiority.
Nuremberg Laws	Anti-Semitic laws passed in 1935 that stripped Jews of their citizenship rights.
Pogrom	An organised massacre and persecution of an ethnic or religious group
Cult of personality	When propaganda is used to glorify a political leader, to create a god-like image of a political leader.
SS (Blackshirts)	Started out as Hitler's bodyguards and developed into the military wing of the Nazi Party.
Stormtroopers - SA (Brownshirts)	Violent private Nazi army that intimidated political opponents.
Sudetenland	The majority German-speaking regions of Czechoslovakia.
Wall Street Crash	Collapse of the US economy in 1929, triggering a global recession.
Weimar Republic	Democratic governments that led Germany between 1919 and 1933.
Opinion	A view or judgement formed about what happened; can be objective or subjective
Plagiarism	Passing off someone's work or ideas as your own, without citing their real source

Leader in Nazi Germany

Adolf Hitler (1889-1945)	Hitler was the leader of the Nazi Party and Chancellor and later dictator of Germany from 1933 until his suicide in 1945. His anti-Semitic and fascist policies led to World War II and the Holocaust, resulting in the deaths of millions. Hitler's charismatic leadership and oratorical skills allowed him to maintain a cult of personality.
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The Weimar Republic	The Nazi Power	Hitler's Rise to Power
The Weimar Republic was Germany's first democratic government, established in 1919 following World War I. Despite its progressive constitution, the Weimar Republic faced many challenges, including economic instability and political extremism. Inflation and unemployment were rampant, and the government struggled to maintain order. The rise of extremist groups on both the left and right added to the political turmoil. These factors contributed to the Weimar Republic's eventual collapse and the rise of the Nazi party.	The Nazi party, led by Adolf Hitler, emerged as a major political force in the 1920s. The party's ideology was based on the principles of nationalism, racism, and anti-Semitism. The Nazis sought to create a society where the "Aryan" race was dominant and all other groups were either subjugated or eliminated. The party gained support through propaganda, rallies, and violence, culminating in Hitler's appointment as chancellor in 1933.	Hitler's rise to power was a result of a combination of factors, including the economic instability of the Weimar Republic, the rise of extremist groups, and Hitler's own charisma and political skills. Hitler's appointment as chancellor in 1933 marked the beginning of the Nazi regime and the end of democracy in Germany.

Creation of a Dictatorship	Economic Politics	Economic Politics
Hitler quickly consolidated his power, creating a totalitarian regime that controlled every aspect of people's lives. He abolished political opposition, censored the media, and established a police state. The Gestapo, the secret police, used terror and intimidation to maintain order, and concentration camps were established to incarcerate political dissidents, Jews, and other groups deemed undesirable by the regime.	Life in Hitler's Germany was marked by conformity and obedience to the regime. People were expected to conform to Nazi ideals and values, and any deviation was met with punishment. The regime controlled education, culture, and the media, promoting Nazi ideology and suppressing alternative viewpoints. The economy was heavily controlled, with the government intervening to ensure that it served Nazi goals. Women were excluded from the workforce, and there was a focus on producing goods for military purposes.	The Nazi regime pursued a policy of economic autarky, seeking to make Germany self-sufficient and less reliant on foreign imports. The government intervened in the economy, establishing state-controlled corporations and implementing a program of public works to reduce unemployment. The regime also pursued aggressive foreign policies, leading to the outbreak of World War II and the deaths of millions of people.

Education	Women's Lives	Anti-Semitism
Education was heavily controlled by the Nazi regime, with schools and universities restructured to promote Nazi values and prepare children for military service. Textbooks were rewritten, and teachers were required to join the Nazi party. Non-Aryan students were excluded from education, and the curriculum was censored to remove any information deemed to be contrary to Nazi ideology.	Women's lives were heavily regulated by the Nazi regime. They were excluded from the workforce, and their primary role was seen as being wives and mothers. The regime promoted traditional gender roles, and women were expected to conform to strict standards of appearance and behavior. Birth rates were encouraged, and abortion and contraception were banned.	Adolf Hitler's anti-Semitism was central to Nazi ideology and policies. He saw Jews as a threat to the "Aryan" race and blamed them for Germany's problems, as he outlined in "Mein Kampf". Once in power, he implemented anti-Semitic policies such as the Nuremberg Laws of 1935. Kristallnacht, or the "Night of Broken Glass," in 1938 marked a turning point in the regime's treatment of Jews, with thousands of synagogues, homes, and businesses destroyed, and many Jews arrested and sent to concentration camps.

The Use of Terror and Propaganda

Propaganda and terror were essential tools for the Nazi regime. The regime used propaganda to create a climate of fear and promote Nazi ideology. This was achieved through rallies, speeches, and media censorship. The Gestapo, the secret police, used terror and intimidation to maintain order, and concentration camps were established to incarcerate political dissidents, Jews, and other groups deemed undesirable by the regime. The use of terror and propaganda allowed the Nazi regime to control every aspect of people's lives, making dissent almost impossible. Propaganda was used to create a cult of personality around Hitler, portraying him as a charismatic leader who could restore Germany to greatness. The regime also used propaganda to create an image of the Jewish people as a threat to German society, promoting anti-Semitic views and encouraging discrimination and violence against them. The Gestapo's use of terror and intimidation allowed the regime to silence opposition and maintain control. Citizens lived in fear of being arrested, tortured, or sent to concentration camps. The regime also used terror as a means of social control, punishing those who did not conform to Nazi ideals. The use of propaganda and terror created a climate of fear and conformity in Hitler's Germany, allowing the regime to maintain power until its eventual defeat in World War II.

Life in Nazi Germany

Doodle Revision Page or Sketch Notes
Include heading(s), short notes, keywords, timelines,
images (maps, drawings, diagrams) as needed

HITLER'S RISE TO POWER

- **Nazi Party:** Founded in 1919, the **NSDAP** (Nazi Party) was anti-Communist and anti-Versailles. **Adolf Hitler** joined and soon became the leader.
- **Beer Hall Putsch (1923):** An attempted coup by Hitler and the Nazis failed, and Hitler was imprisoned. While in prison, he wrote **Mein Kampf**, outlining his **anti-Semitic**, **anti-Communist**, and **nationalist** beliefs.
- **Factors for Nazi Rise:**
 - **Weimar Republic's Unpopularity:** Germans blamed the Weimar politicians for the **Treaty of Versailles** and the country's economic struggles.
 - **Great Depression:** The 1929 **Wall Street Crash** worsened Germany's economy, making people desperate for change.
 - **Propaganda:** Hitler used **emotional slogans** to appeal to the public, playing on fears of communism and promising to restore German pride.
 - **Hitler's Leadership:** His charisma and public speaking skills attracted widespread support.
- **Becoming Chancellor (1933):** Hitler was appointed **Chancellor of Germany** in January 1933. He soon passed the **Enabling Act**, which allowed him to rule by decree, establishing a **dictatorship**.

ECONOMIC POLICIES

- **Public Works:** Hitler reduced unemployment by introducing large **public works projects**, such as the construction of **Autobahnen** (motorways) and the **Olympic Stadium**.
- **Rearmament:** In violation of the Treaty of Versailles, Hitler expanded Germany's military, creating jobs in **arms production** and **manufacturing**.
- **Volkswagen:** The **people's car**, designed to be affordable for ordinary Germans, was introduced in 1937.

LIFE IN NAZI GERMANY

- **Education and Youth:**
 - Nazi youth groups like **Hitler Youth** (boys) and the **League of German Maidens** (girls) indoctrinated children with Nazi ideology.
 - Schools taught loyalty to Hitler, and **Mein Kampf** became a textbook.
- **Women's Roles:**
 - Women were expected to focus on **family** and **motherhood**, following the three "Ks" (**Kinder, Küche, Kirche** – Children, Kitchen, Church).
 - Mothers of large families were awarded medals, and women were encouraged to have many children to increase the population.

PROPAGANDA AND TERROR

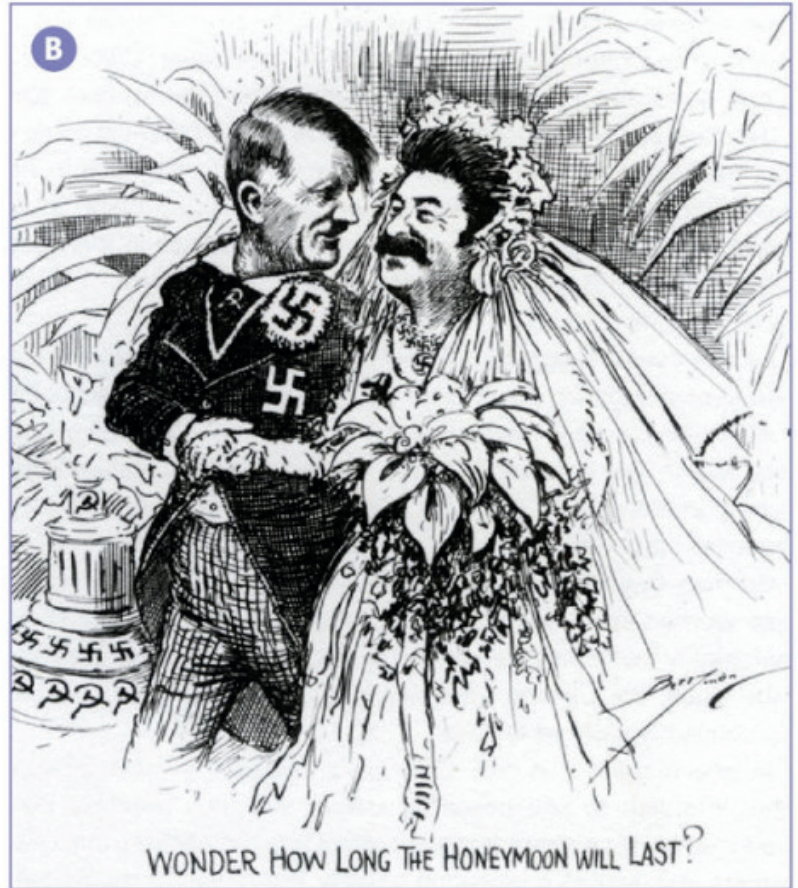
- **Propaganda:**
 - **Joseph Goebbels** was in charge of Nazi propaganda, using **radio**, **posters**, and the **Nuremberg Rallies** to glorify Hitler.
 - The **1936 Olympics** in Berlin showcased Nazi Germany's strength and achievements.
- **Terror:**
 - **Gestapo:** The secret police, led by **Hermann Göring** and **Heinrich Himmler**, used fear and arrests to control the population.
 - **Night of the Long Knives (1934):** Hitler purged the **SA** and other opponents, consolidating his power.
 - **Concentration Camps:** From 1933, critics of the regime, Jews, LGBTQ+ people, and others deemed undesirable were sent to forced labour camps.

ANTI-SEMITISM AND THE NUREMBERG LAWS

- **Nuremberg Laws (1935):** These laws stripped Jews of their **citizenship** and rights, forbidding them from marrying non-Jews and owning property.
- **Kristallnacht (1938):** Known as the **Night of the Broken Glass**, Nazi mobs destroyed Jewish businesses and synagogues, marking a violent escalation of anti-Semitic policies.

Ch. 24 - Nazi Germany (Fascism)

These political cartoons depicting Hitler and Stalin were both drawn after the Nazi-Soviet Non-Aggression Pact was signed. Cartoon A was published in the British newspaper *The Evening Standard* on 21 October 1939. Hitler and Stalin stroll down their now-shared frontier, each hiding his drawn pistol. Cartoon B depicts Hitler and Stalin as a newly married couple and speculates on how long good relations can last. Examine them carefully, then answer the questions that follow.



- What type of source are these political cartoons?
- Describe what is happening in cartoon A. What is the message being presented?
- Describe what is happening in cartoon B. What is the message being presented?
- Select one of these cartoons. Do you think the cartoonist was in favour of or against the Nazi-Soviet Non-Aggression Pact? Explain your answer with reference to the cartoon.
- Name one strength and one limitation of cartoons as a source for historians.
- From your study of the causes and course of World War I or World War II, name four of the main countries involved in the conflict.
- Outline the causes of the war that you have studied.

Question 7

In 1929, the communist dictator of Soviet Russia, Josef Stalin, abolished Individual farms. All land, crops and animals were collectivised into large state farms. Look at the sources below and answer the questions which follow.

Source 1: a Soviet poster from 1930 showing life on a collective farm.



Source 2: an eye-witness account of the Ukrainian famine, 1932-1933, which was caused by Stalin's policy of collectivisation.

Many villagers roamed the city streets in Kharkiv. You met them everywhere. They were of various ages – old, young, children and infants. They were hungry, exhausted, ragged, filthy and cold.

Some of them dared to knock on people's doors or maybe on someone's window, and some could barely stretch out their begging hands. Others were sitting against the walls, motionless and speechless.

(a) What change did Stalin introduce in farming in 1929?

(b) What was life like on a collective farm, according to **Source 1**? Support your points with evidence from the source.

(c) How did the eye-witness in **Source 2** describe the villagers who came into Kharkiv?

(d) What is meant by the term 'propaganda'?

(e) In your opinion, is the poster in **Source 1** an example of propaganda? Explain your answer.

(f) Name the fascist country you studied as part of your Junior Cycle History course and name the country's leader.

Name of fascist country:
Name of leader:

(g) How did fascism affect life in that country?
Your answer could include points relating to one or more of the following:

- Political and/or economic life
- Family life, education and/or youth groups
- Propaganda and/or terror, etc.



Question 7

Answer the following questions which deal with life in a fascist country and a communist country in the 20th century.

Source 1: Map showing the concentration camps in Germany by the end of 1938.



Note: the location of each camp is shown by a yellow dot.

- Dachau, Esterwegen, Oranienburg, and Lichtenburg opened in 1933.
- Sachsenhausen opened in 1936, Buchenwald in 1937, and the four other camps opened in 1938.

Source 2: An account by Varlam Shalamov, who spent 15 years as a prisoner in the Soviet Union gulag prison camps.

"Each time they brought in the soup... it made us all want to cry. We were ready to cry for fear that the soup would be thin. And when a miracle occurred and the soup was thick, we couldn't believe it and ate it as slowly as possible. But even with thick soup in a warm stomach there remained a sucking pain; we'd been hungry for too long."



(a) According to **Source 1**, how many concentration camps had opened by 1938?

--

(b) In **Source 1**, how many camps were located in East Prussia by 1938?

--

(c) Using **Source 1**, name **two** camps that opened in 1938.

1.
2.

(d) What is the advantage of using a map in your study of history to show information?

(e) According to **Source 2**, why were the prisoners ready to cry?

(f) According to **Source 2**, why was a prisoner in pain even after having soup?



(g) From your study of **one** of the fascist or communist dictatorships of the 20th century, describe how the lives of people were affected under **one** of the following headings:

- Education
- Propaganda
- The role of women
- Economic policies.

Question 5

Answer the following questions, which relate to life in the twentieth century in a fascist **or** a communist country you have studied as part of your Junior Cycle History course.

- (a) Name the country you have studied, the leader of the country, and state whether the country was fascist **or** communist.

Name of country:
Name of leader:
Fascist or communist:

- (b) Explain how the leader you named above came to power in your chosen country.

- (c) Name **three** features of fascism **or** communism that were evident in your chosen country under this leader and explain how **each** feature impacted on the lives of ordinary people living in this country during this time.

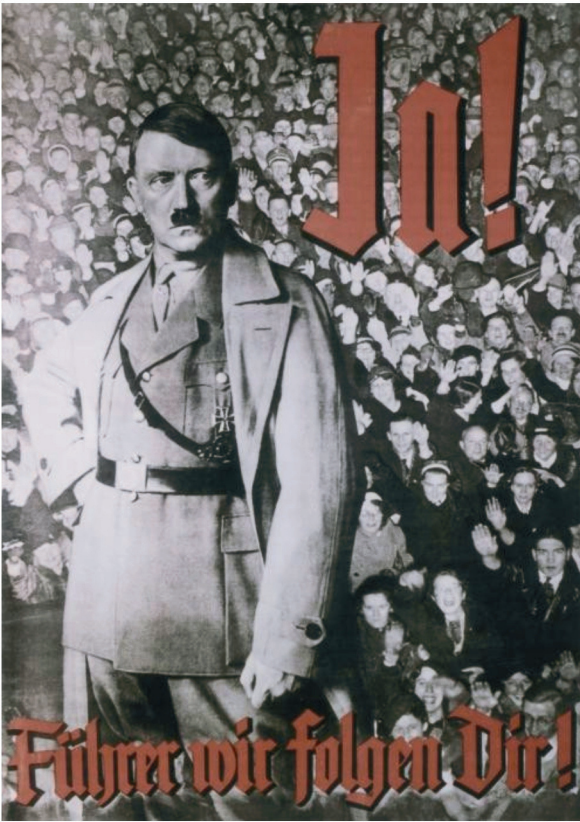
- (d) List **three** pieces of advice that you would give people to help them to prevent leaders like the one you discussed in parts (b) and (c) from coming to power in the future.

1.
2.
3.

Question 6

Source 1: Nazi Propaganda Poster (1934)
"Yes, Leader, we follow you".

Source 2: Nazi Propaganda Poster (1943)
"Officers of tomorrow".



- (a) The posters above refer to Hitler and Nazi Germany. Name another 20th century dictator that you have studied and the country that he ruled.

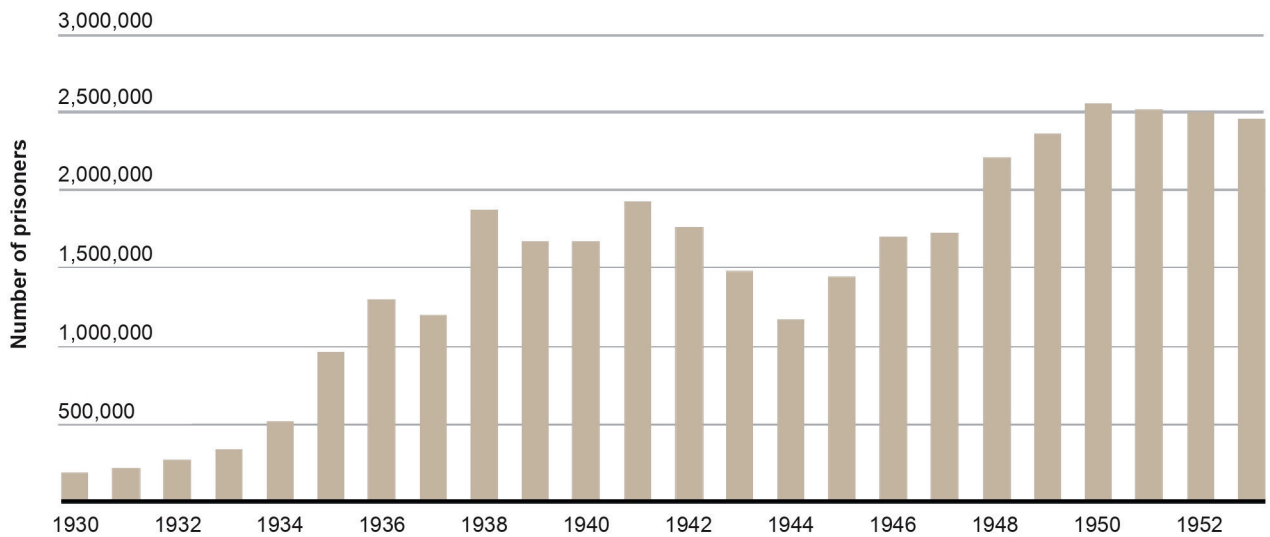
Name of dictator:
Country ruled by named dictator:

- (b) Explain what is meant by the word **propaganda**. Support your answer with reference to Source 1.

(c) How does Source 2 show that Nazi propaganda prepared German boys to fight in war?

(d) Apart from posters, name **three** other ways by which Fascist and Communist dictatorships spread their propaganda.

Source 3: Graph showing the number of prisoners that were in the Gulag prison camps in the USSR (Soviet Union) between the years 1930-1953.



(e) From your reading of Source 3, state the year which had the lowest number of prisoners and the year which had the highest number of prisoners.

Year with lowest number of prisoners:
Year with highest number of prisoners:



(f) In Source 3, identify the first year when the total number of prisoners was greater than 1 million.

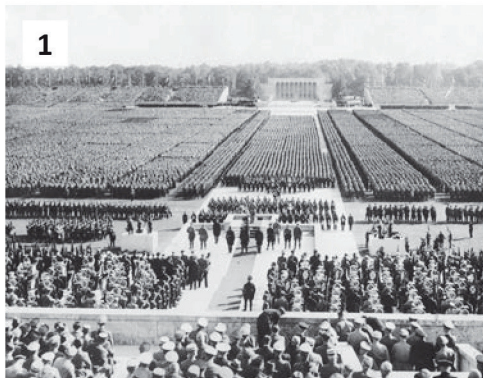
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(g) From your study of **one** of the dictatorships, explain briefly how terror was used to control people's lives.

Dictatorship:

Question 6

The following photographs were taken in Germany during the fascist era. Examine them and answer the questions which follow.



(a) Look at the photographs and match each one to the correct caption.

Caption	Photograph
Anti-Semitic boycott Berlin, Germany, 1 st April, 1933. A Nazi storm trooper stands beside a placard reading, 'Germans, defend yourselves, do not buy from Jews'.	
Adolf Hitler waving to crowds from his car at the head of a parade. The streets are decorated with various swastika banners. Ca. 1934-38. Location is unidentified.	
Ranks of the Nazi German army fill Zeppelin Field in Nuremberg. They are addressed by Hitler from a podium during the Nazi Party Congress, 8 th Sept., 1938.	
Thousands of books smoulder in a Nazi bonfire, 1933. The burnings were conducted by the German Student Association of Nazi Germany.	

The following is an edited extract from an article titled *The Infernal Twins*, written by Winston Churchill and published in an American Publication, *Collier's Weekly* magazine, on 3rd July, 1937.

Since the Great War, two new religions have been born into the world. They are the Nazi Creed (belief) and the Communist Creed (belief). Do not let us blind our eyes to the power which these new religions exert. They have been adopted by most powerful and most heavily armed nations... ..There are two strange facts about these non-God religions. The first is their extraordinary resemblance to one another. Nazism and Communism imagine themselves as exact opposites. They are at each other's throats wherever they exist all over the world. They actually breed each other; for the reaction of Communism is Nazism and beneath Nazism or Fascism, Communism stirs convulsively (is there). Yet they are similar in all essentials.

(b) What is Churchill comparing Nazism and Communism to?

(c) According to the article, who has adopted these new creeds?

(d) Churchill states that Communism and Fascism are similar in all essentials. From your study of the course, identify **three** similarities which exist between the two.

Similarity 1:
Similarity 2:
Similarity 3:



Question 7

From your knowledge of life in Germany under the Nazis *or* life in the Soviet Union under Communism during the 1930s, write an account of the life and/or experiences of a child/woman/any other person living in either of the countries during the 1930s. You may include the following:

- Education
- Laws and regulations
- Influence of the leader
- The impact of the new laws
- Secret police



Question 7

Examine the images below and answer the questions which follow.



Nazi party members post signs on a Jewish storefront encouraging Germans to boycott the shop in Berlin on 1 April 1933.

Jewish citizens queue at a travel company in Berlin hoping to flee Germany in January 1939.



Students salute their teacher in Berlin, January 1934. Teachers in Nazi Germany were required to join the National Socialist Teachers League. They took an oath of loyalty to the Führer and ensured their lessons were in accordance with Nazi policy.



(a) What anti-Jewish laws were introduced by the Nazi Party in Germany?

(b) Explain one reason why Jewish people were persecuted in Nazi Germany.

(c) Apart from school, describe two ways in which young people in Germany were indoctrinated in Nazi life and policies.
