

# A Level History

## OCR History A H505

### (AS H105)



### Unit Y251.

### Non-British period study

### Democracy and Dictatorship in

### Germany 1919-1963

## Booklet 2: The Recovery and Fall of the

## Weimar Republic 1924-1933



Achieving Excellence Together

Groby Community College



### TARGETS

Aspirational

Target Grade:



# Journey Through Democracy and Dictatorship in Germany 1919-1963



Topic	Booklet section completed	Assessment marks/grades	Revision materials created	Confidence? 😊😐😞
<b>The Establishment and Development of the Weimar Republic: 1919- January 1933</b>				
Consequences of the First World War and the impact of the Treaty of Versailles.				
The Weimar Constitution and coalition governments.				
Challenges from Right and Left.				
The Invasion of the Ruhr and Hyperinflation.				
Stresemann and the Dawes and Young Plans				
The Golden Years: economic recovery, foreign loans, political stability improvements to working and living conditions.				
The impact of the Great Depression; elections and governments 1928-1933.				
The rise and appeal of Nazism; propaganda and Hitler.				
Papen, Schleicher and the 'backstairs intrigue'.				
Hitler's appointment as Chancellor.				
<i>AS only: interpretations skills</i>				
<b>The Establishment of the Nazi Dictatorship and its Domestic Policies February 1933-1939</b>				
Hitler's consolidation of power; Reichstag Fire, March Elections and Enabling Act.				
Gleichschaltung; the creation of the one-party state; Night of the Long Knives, army oath and death of Hindenburg.				
System of government and administration; censorship and propaganda, machinery of terror and the legal system, SS and Gestapo.				
Treatment of Opposition.				
Religious policies.				
Economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky.				
German Labour Front; Strength Through Joy.				
Policy towards women.				
Education and policy towards youth.				
Racial policies to 1939.				
Benefits of Nazi Rule				

Topic	Booklet section completed	Assessment marks/ grades	Revision materials created	Confidence? ☺☹☹
<b>The impact of war and defeat on Germany, 1939-1949</b>				
The war economy and Total War.				
Impact of bombing.				
War and Racial policies. The Final Solution.				
Morale and rationing.				
Opposition and resistance.				
Consequences of the Second World War.				
The Cold War and Potsdam.				
Division of Germany, Bizonia and developments in the Soviet Zone.				
Currency reform and the Berlin blockade.				
<i>AS only: interpretation skills.</i>				
<b>Divided Germany: The Federal Republic of Germany and the DDR 1949-1963</b>				
Creation of West Germany and the DDR.				
Basic law and Constitution of West Germany. 1949 election, economic miracle, political and social stability.				
Elections in the west, 1953, 1957 and 1961.				
Adenauer's decline and the Der Spiegel Crisis of 1962.				
West Germany in 1963.				
Foreign policy. Rapprochement with France, EEC, rearmament and NATO. Policy towards USA, USSR and DDR.				
The DDR in 1949.				
1953 uprising.				
Economic change, land reform, collectivisation, nationalisation and heavy industry.				
Social change, churches, Trade Unions, education and youth.				

Mock Exams/ Assessments (where a full exam paper is sat).

Topic	Mark and Grade	Marks away from next grade/ target grade	Target.

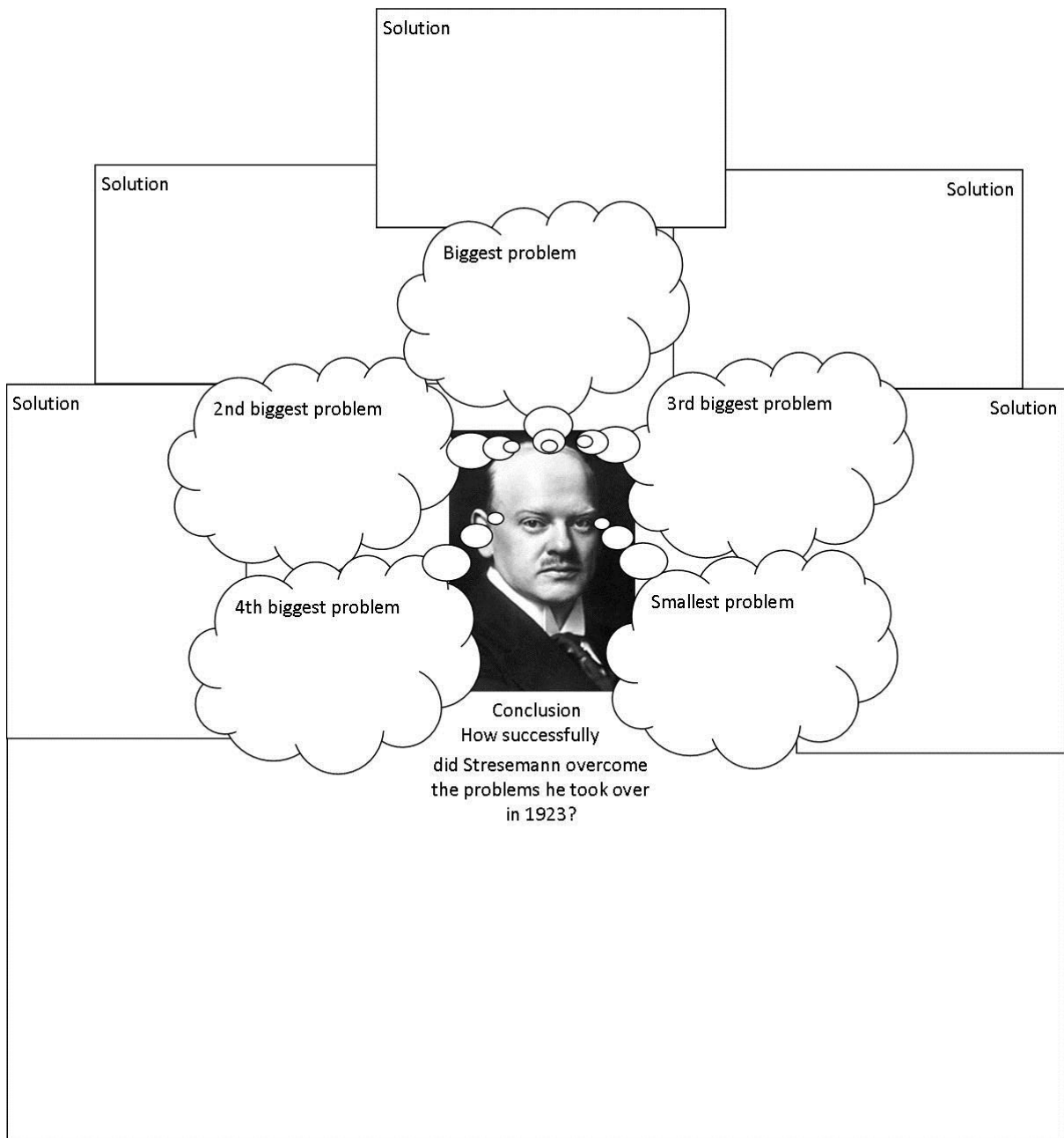
# The Golden Years of the Weimar Republic?

## Section 1: Gustav Stresemann and the Recovery of the German Economy


### Task 1: Stresemann's Hundred Days

a) In August of 1923, Stresemann was appointed as the German Chancellor. Weimar was beset by problems but by 1924, had entered a period of relative stability and calm. One of the reasons for that was said to be the chancellorship of "Germany's greatest statesman".

Use page 52-54 of your textbook to complete the following diagram.



b) Why did Weimar survive the crisis of 1923? Was it the result of the actions of Stresemann? If it wasn't Stresemann, then what was it?

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**Task 2: The German Economic Recovery**

**The Rentenmark and the Solution to Germany's Economic Problems**

After the readings is a Rentenmark. This is what you are going to use to record the various different policies designed to stabilise the economy.

Use the reading you are given and the textbook (pages 59-63) to complete your banknote.

**Reading number 1: The Dawes Plan**

As chancellor, Stresemann had called off 'passive resistance' and agreed to resume the payment of reparations. The result of this was the US backed Dawes Plan (as it was developed with US economist Charles Dawes) which has been described as a 'victory for financial realism'. Despite opposition from the right wing it was accepted in 1924.

Although the Dawes Plan left the actual sum to be paid unchanged, the monthly instalments over the first five years were calculated according to Germany's capacity to pay. Furthermore, it provided a large loan to Germany to aid economic recovery.

For Stresemann, its advantages were many. For the first time since WWI, Germany's economic problems received international recognition. Germany gained credit for the cash starved German economy by means of the loan and subsequent investments and it resulted in a French promise to evacuate the Ruhr during 1925. Relations between Germany and France improved. However, the new system was dangerously depend on the continuation of American loans. In attempting to break out of the crisis of 1923, Stresemann had linked Germany's fortunes to powerful external forces which had dramatic effects after 1929.

<p style="text-align: center;"><b>The Dawes Plan 1924</b></p> <p><b>The reorganisation of German currency</b> One new <i>Rentenmark</i> was to be worth 1 billion of the old marks and a new German national bank, the <i>Reichsbank</i> was to be set up, under Allied supervision.</p> <p><b>An international loan of 800 million gold marks</b> to aid German economic recovery was to be financed mainly by the USA.</p> <p><b>New arrangements for the payment of reparations were made:</b> annually, at a fixed scale over a longer period.</p>
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**Reading number 2: Social Welfare**

There were striking improvements in the provision of social welfare. The principles of a welfare state were written into the new Weimar Constitution and in the early 1920s generous pensions and sickness benefits were introduced. In 1927, a compulsory unemployment insurance covering 17 million workers was created, which was the largest scheme of its kind in the world. In addition, state subsidies were provided for the construction of local amenities such as parks, schools, sports facilities and especially council housing. All these developments, alongside the more obvious signs of wealth, such as the increasing number of cars and the growth of the cinema industry, supported the view that the Weimar Republic's economy was enjoying boom conditions. However, it should be borne in mind that the social costs had economic implications.

### Reading number 3: Strengths and weaknesses of the Weimar economy

In spite of the loss of the resources as a result of the Treaty of Versailles, heavy industry was able to recover reasonably quickly and, by 1928, production levels reached those of 1913. This was the result of the use of more efficient methods of production, particularly in coal-mining and steel manufacture, and also because of increased investment. Foreign bankers were particularly attracted by Germany's high interest rates.

At the same time, Germany had the advantage of being able to lower costs because of the growing number of cartels (an arrangement between businesses to control the market by exercising a joint monopoly) which had better purchasing power than smaller industries. For example, IG Farben, the chemicals giant, became the largest manufacturing enterprise in Europe, whilst Verinigte Stahlwerke combined the coal, iron and steel interests of Germany's great industrial companies and grew to control nearly half of all production.

Between 1925 and 1929, German exports rose by 40%. Such economic progress brought social benefits as well. Hourly wage rates rose every year from 1924-1930 and by as much as 5-10% in 1927 and 1928.

From the statistics for 1924-9, it is easy to get an impression of the 'golden twenties'. However the actual rate of German recovery was unclear.

- There was economic growth but it was uneven, and in 1926, production actually declined. In overseas trade, the value of imports always exceeded that of exports.
- Unemployment never fell below 1.3million in this period. And even before 1929, this was felt the number of unemployed workers averaged 1.9 million in 1929.
- In agriculture, grain production was still only three quarters of its 1913 figure and farmers, many of whom were in debt, faced falling incomes. By the late 1920s, income per head in agriculture was 44% below the national average.
- World economic conditions did not favour Germany. Traditionally, Germany had relied on its ability to export to achieve economic growth, but world trade did not return to pre-war levels. German exports were hindered by protective tariffs (taxes levied by an importing nation on foreign goods coming in) in many parts of the world. By the Treaty of Versailles, they were also handicapped by the loss of valuable resources in territories such as Alsace-Lorraine and Silesia. German agriculture also found itself in difficulties because of world economic conditions. The fall in world prices from the mid 1920s placed a great strain on farmers, who made up one third of the German population. Support in the form of government financial aid and tariffs could only partially help to reduce the problems. Most significantly, this decline in income reduced the spending power of a large section of the population and this led to a fall in demand across Germany.
- The changing balance of the population. From the mid-1920s there were more school leavers because of the high pre-war birth rate. The available workforce increased from 32.4 million in 1925 to 33.4 million in 1931. This meant there was always likely to be an increase in unemployment in Germany, even without the recession.
- Savings and investment had been discouraged by the hyperinflation, and there was less enthusiasm to save or invest money. As a result, the German economy relied on investors from abroad, especially the USA who were attracted by higher rates of interest than they found at home, making the German economy even more dependent on foreign investment.
- Government finances raised concern. Although the government succeeded in balancing the budget in 1924, from 1925 it increasingly ran into debt. It continued to spend increasing sums of money and by 1928 public expenditure had reached 26% of Gross National Product (the total value of all goods and services in a nation's economy, including income derived from assets abroad). The government found it difficult to encourage domestic savings and was forced to rely more and more on international loans.

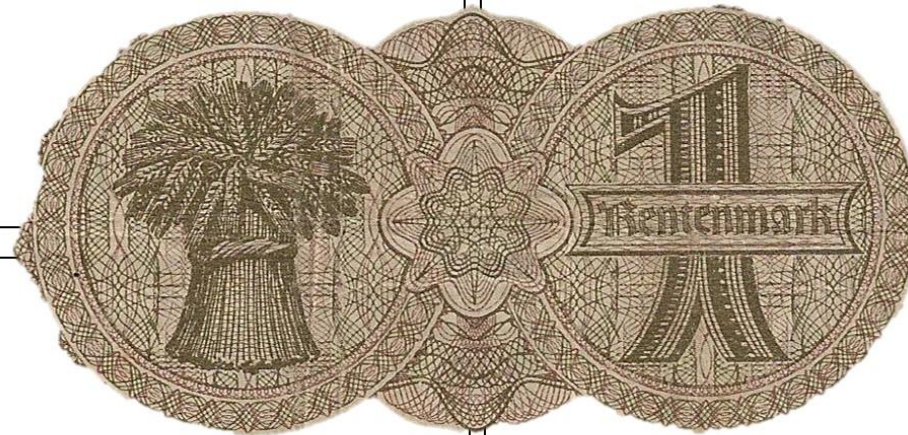
Stresemann in 1928 "Germany is dancing on a volcano. If the short term credits are called in, a large section of our economy would collapse".

# Eine Rentenmark

What was the Rentenmark and what did it achieve?

Strengths of the Weimar Economy

Weaknesses in the Weimar Economy



Impact of the Dawes Plan/ other foreign investment



Social Welfare

Was the Weimar Economy sick?

Conclusion: Just how secure was the economic recovery?

# The Golden Years of the Weimar Republic?

## Section 2: How politically stable was Weimar in the years 1924-9?

**Task 1: What were the main weaknesses in Weimar's political system from the beginning?**

Below, these sentences start a problem with Weimar's political system. Your job is to complete the sentence.

Bonus points if you manage to give an example!



*Proportional representation in Weimar Germany led to...*

*Constant coalition governments led to...*

*The Chancellor needed to have the support of the Reichstag in order to stay in office which was a problem because...*

*Article 48 had the potential to cause problems as...*

*Many political parties were not truly committed to democracy which was an issue because...*

**Task 2: Should there be optimism about Weimar's survival?**

**a) Where can you find evidence on page 64 of your textbook, that there was optimism about the possibility of the Weimar government surviving?**



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b) Read the section on page 64-65 about coalition politics. What problems were there in creating and maintaining coalition governments?



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c) Use the information on page 65 to produce a coalition government that will work from the parties listed in the box below. Make sure that you explain why you have put these parties together and why you did not put the other parties with them.

SPD	DNVP	KPD	DDP	DVP	CENTRE
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d) Why do you think unstable coalition governments are a problem?



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d) Read the section on page 65-67 about the responsibility of the parties. Around each party's initials, create a spider diagram about their commitment to Weimar democracy/ their roles within the governments and their own particular issues within the party itself.

# The SPD



# The ZP

Centre Party or Zentrum



# The DDP/ DVP

The Liberal Parties




# The DNVP



### Task 3: The Election of President Hindenburg (read page 68-69)

a) How did President Hindenburg come to be elected?


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b) Look at the photograph of Hindenburg to the right. What do you think that reveals about his personal politics?


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c) Why might Hindenburg's presidency be seen as disastrous for the Weimar Republic?

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d) What evidence is there that it was not disastrous for the Weimar Republic? (use the word *Ersatzkaiser*).

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# The Golden Years of the Weimar Republic?

## Section 3: Weimar Culture



BE A PROPER PROFESSIONAL HISTORIAN! THIS IS WHAT SOME HISTORIANS DO FOR A LIVING!

(Please be aware that these are not the only career options available for students of History. You also do not need to look like the guy on the right).



### TASK

You are all cultural historians who have been invited to bid for an exhibition on Weimar Culture during the 1920s.

You can do this individually OR in groups.

To be considered, you need to create a plan for what you intend to do. This needs to include:

Reference to at least 8 artefacts that you will include (paintings/photographs/ films/ architecture/ nightlife/ cabaret/ theatres). You need to find a picture to represent what you plan to include and you need to explain why you have put it in your exhibition with reference to what it represents about Weimar's history.

An explanation of whether all aspects of Weimar's culture would appeal to all German people.

You can present your plan in whatever way you like: leaflet/ poster/ PowerPoint presentation/ word document etc.

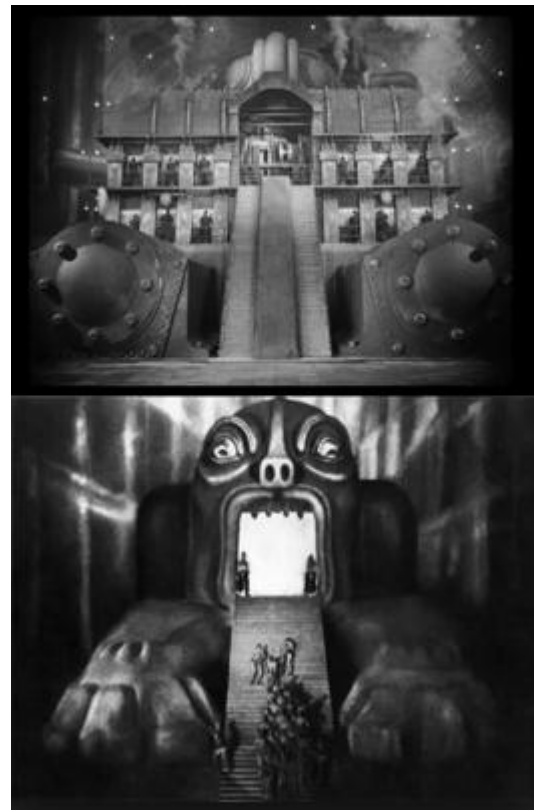
There will be prizes available for the winning bid.

### RESOURCES:

- Ask Ana for paper or card or collect your own resources.
- Ana has put a number of websites and a couple of videos on the website. <http://history-grobby.weebly.com/germany-1919-1963-democracy-and-dictatorships.html>
- Page 77 of your textbook is the beginning of the section on Weimar Culture.
- You can borrow a pink SHP History book from the back of Room 29.

Some key terms to help you with your research:

- Bauhaus
- New Objectivity (Neue Sachlichkeit)
- Otto Dix
- George Grosz
- Berlin Dada
- Marlene Dietrich
- Fritz Lang and the film 'Metropolis'.
- The Frankfurt School

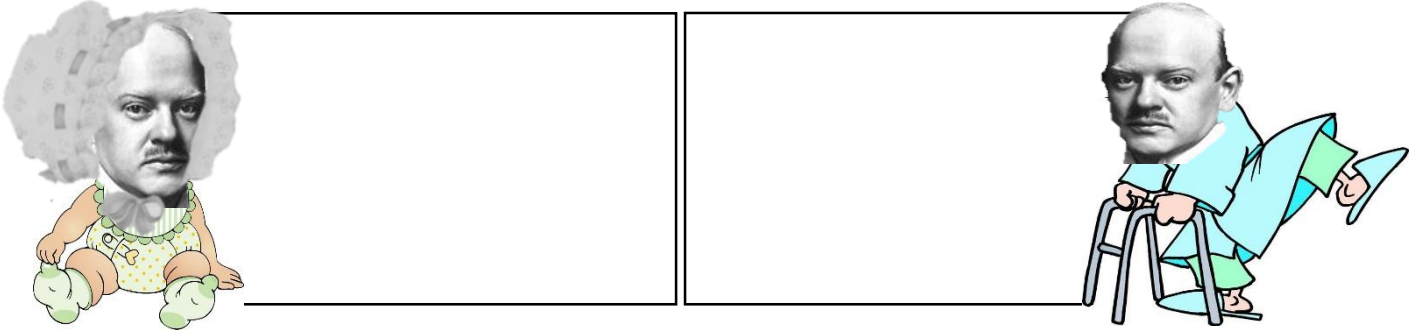


# The Golden Years of the Weimar Republic?

## Section 4: Did Stresemann's foreign policy achievements improve the stability of Weimar?

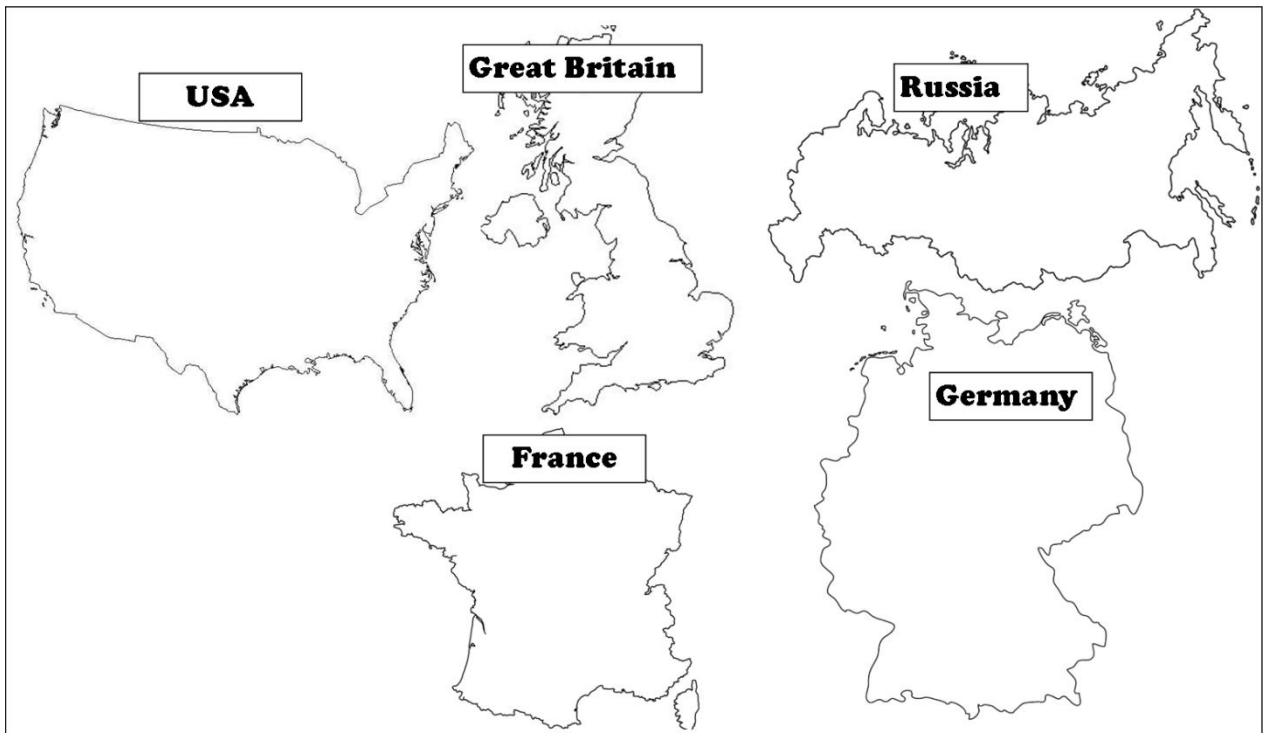
**Task 1: Gustav Stresemann- the man, the politician.**

Use page 70 of your textbook to note next to Baby Stresemann what you can learn about him before 1923. Go back at the end of this section to complete old man Stresemann with how his character has developed.



**Task 2: Germany's position at the beginning of the 1920s**

a) In the box below, show how the different powers would have regarded Germany by giving these countries a facial expression. **Bonus: Explain why they have this particular facial expression.**



At the end of these tasks, go back and (with a different coloured pen) draw new facial expressions to indicate how Germany's position had changed.



Remember: in an essay about how successful someone/ something is... you need to start with their aims and objectives!

b) What were Stresemann's aims to change this?

Use page 72 of your textbook to list Stresemann's aims in the box below.



Place these aims in order of importance- which are most important for Germany's recovery?

[Empty box for listing aims]

Below, is a box containing a brief summary of the Treaty of Rapallo. Where these boxes turn up, make sure that you complete them with what each treaty or agreement is. It will help you keep them straight in your head!

**Important Treaty number 1: The Rapallo Treaty, 1922 (signed by then Chancellor Joseph Wirth)**

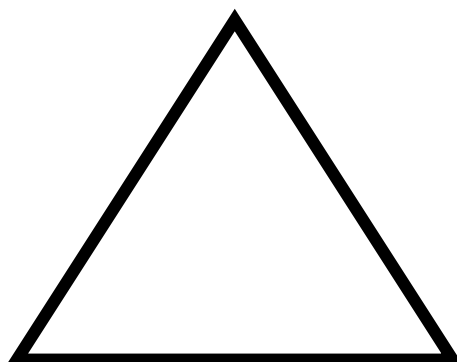
An agreement signed on 16 April 1922 between Germany and Russia under which each renounced all territorial and financial claims against the other following the Treaty of Brest-Litovsk and World War I.

**Task 3: The Dawes Plan (page 72-73)**

a) What were the terms of the Dawes Plan?

[Dotted lines for writing answer]

b) Explain how the Dawes Plan worked, using the Dawes Triangle.



c) What were the advantages for Germany of the Dawes Plan?

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d) Did everyone like the Dawes Plan?

i) This Nazi Poster says "Break the Dawes Chains".

Why do you think the Nazis used this as a campaign slogan?

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ii) Do you think this was a widely held view?

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iii) Do you think the Nazis and other right wing parties were wise to distrust such dependence on foreign aid?

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iv) Why do you think the Dawes plan was called a 'victory for financial realism'?

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e) Complete the box below with a brief summary of the Dawes Plan.

**Important Treaty number 2: The Dawes Plan, April 1924**

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**Task 4: The Locarno Pact (pages 73-74)**

In November 1923, Stresemann resigned as Chancellor but remained as Foreign Minister (a job he had taken alongside the Chancellorship).

Read the following and complete the tasks.

a) Match the evaluation of the terms to the term it refers to:

The ending of the occupation of the Ruhr and the introduction of the Dawes Plan showed that the Great Powers were prepared to take Germany's interests seriously. However, Stresemann continued to fear that Anglo-French friendship could lead to a military alliance. In order to counter this concern, Stresemann proposed an international security pact for Germany's western frontiers. Although France was hesitant at first, Britain and the USA both backed the idea. This formed the basis for the Locarno Pact. In October 1925, a series of treaties was signed which became known as the Locarno Pact. The main points were:

- A mutual guarantee agreement accepted the Franco-German and Belgian-German borders. These terms were guaranteed by Britain and Italy.
- All five countries renounced the use of force except in self-defence.
- The demilitarisation of the Rhineland was recognised as permanent.
- The arbitration treaties between Germany, Poland and Czechoslovakia agreed to settle future disputes peacefully- but the existing frontiers were not accepted as final.

The Locarno treaties represented an important diplomatic development. Germany was freed from its isolation by the Allies and was again treated as an equal partner.

Germany did not have much of an army and was not able to use force for anything else.

This only really was an issue for the Poles, as Germany had refused to confirm the eastern frontiers.

This cost Germany nothing because it was in position to change these frontiers and it actually limited France's freedom of action (since the occupation of the Ruhr or annexation of the Rhineland were no longer possible).

As a buffer zone between Germany, and France, this was important in keeping good relations between the two countries.

b) How advantageous a treaty was the Locarno pact for Germany?



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c) Complete the box below with a brief summary of the Locarno Pact.

**Important Treaty number 3: The Locarno Pact, October 1925**

**Task 5: The final treaties under Stresemann**

a) Complete the box below with a brief summary of Germany and the League of Nations.

**Important Treaty number 4: Germany and the League of Nations, 1926**

b) Complete the box below with a brief summary of the Kellogg-Briand pact.

**Important Treaty number 5: The Kellogg-Briand Pact, 1928**

c) Complete the box below with a brief summary of the Young Plan.

**Important Treaty number 6: The Young Plan, 1929**

d) Complete the box below with a brief summary of the Treaty of Berlin.

**Important Treaty number 7: The Treaty of Berlin 1926**

**Task 6: Conclusions (you may want to continue this on lined paper).**

a) How successful was Stresemann in his Foreign Policy?

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cb) How far did Stresemann's foreign policy stabilise the Weimar Republic?

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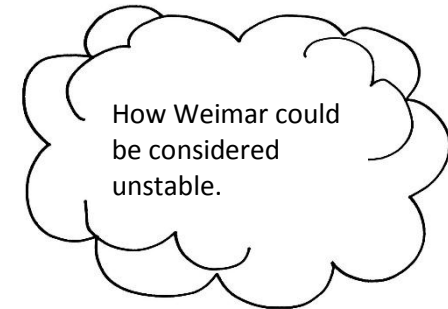
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## The Golden Years of the Weimar Republic?

### Section 5: The Overall Stability of the Weimar Republic.

Consider the different aspects of the Weimar Republic that you have studied so far: economic, political, cultural, and foreign policy stability. Create an evaluation of how stable the Weimar Republic was overall before 1929.



# The Fall of the Weimar Republic

## Section 6: Adolf Hitler and the Creation of the Nazi Party




### Task 1: Speculation and truth about Adolf Hitler

A man of such historical significance, responsible for horrific crimes and yet retaining an air of mystery and intrigue surrounding his personal life will come in for a degree of speculation.

Complete the following diagram, based on your own knowledge about Hitler.

Then look at page 85 of your textbook to add to your diagram- or scan the QR code for the BBC iWonder page about Adolf Hitler.

Facts about Adolf Hitler	Questions about Hitler's role in History
Opinions about the historical significance of Hitler	Speculations about Hitler



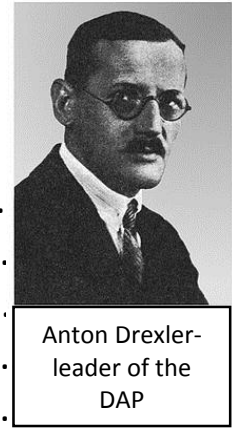
**Task 2: The creation and emergence of the Nazi Party**

Read page 85-87 and answer the following questions.

a) How did Hitler become involved with the German Workers' Party?



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b) How did Hitler change the German Workers' Party?



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c) In what ways did the Nazi 25 Point Programme attempt to appeal to the fears and prejudices of the German people?



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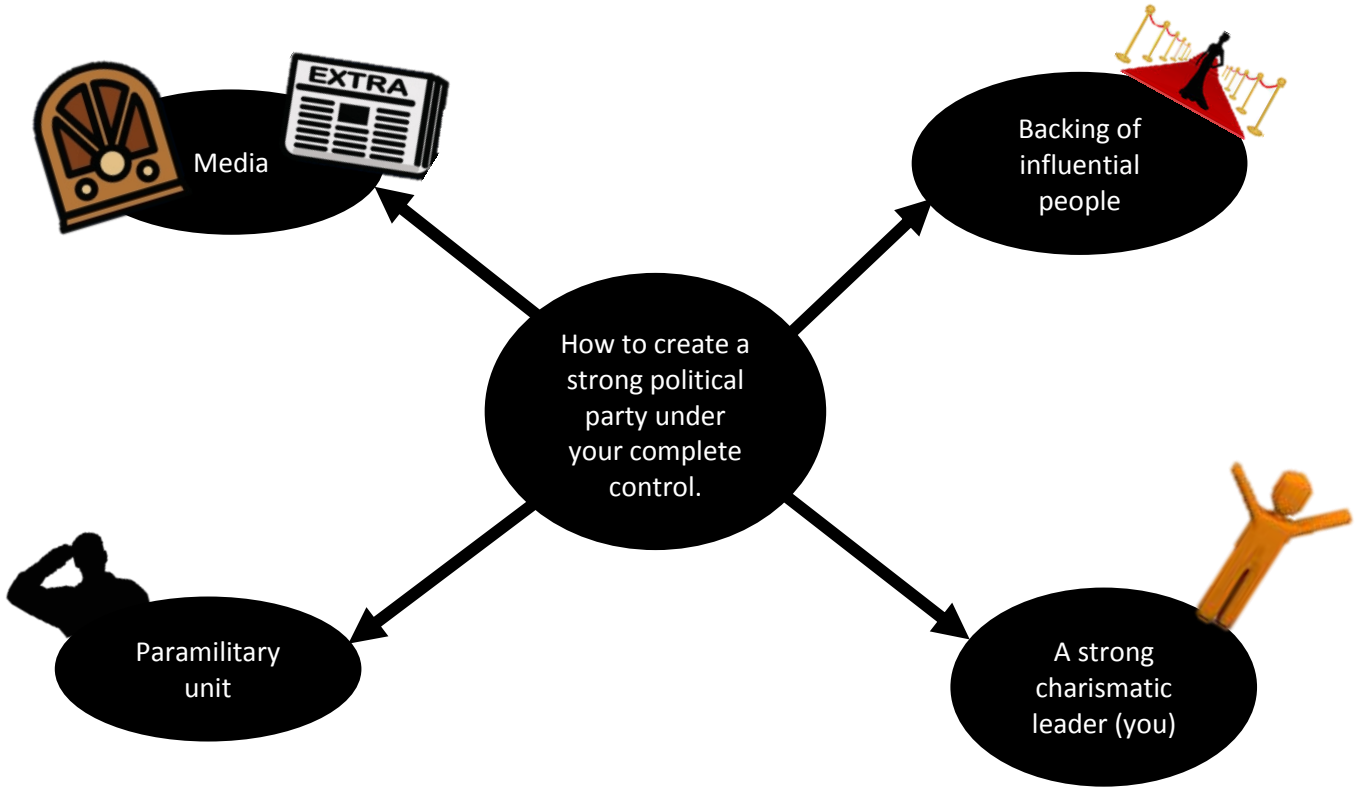
d) How did Hitler get control of the Nazi Party?



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**Task 3: The Development of the Nazi Party**

There were various different developments that strengthened the party during the early years of it (1921-1923). Complete the diagram below with what they were and **how they strengthened the party**.



**Task 4: The Beer Hall *Putsch* 1923**

Remind yourself of the story of the Munich *Putsch* on page 87-89 of your textbook and answer this question: how did the failure of the putsch lead to positive consequences for the Nazi Party?

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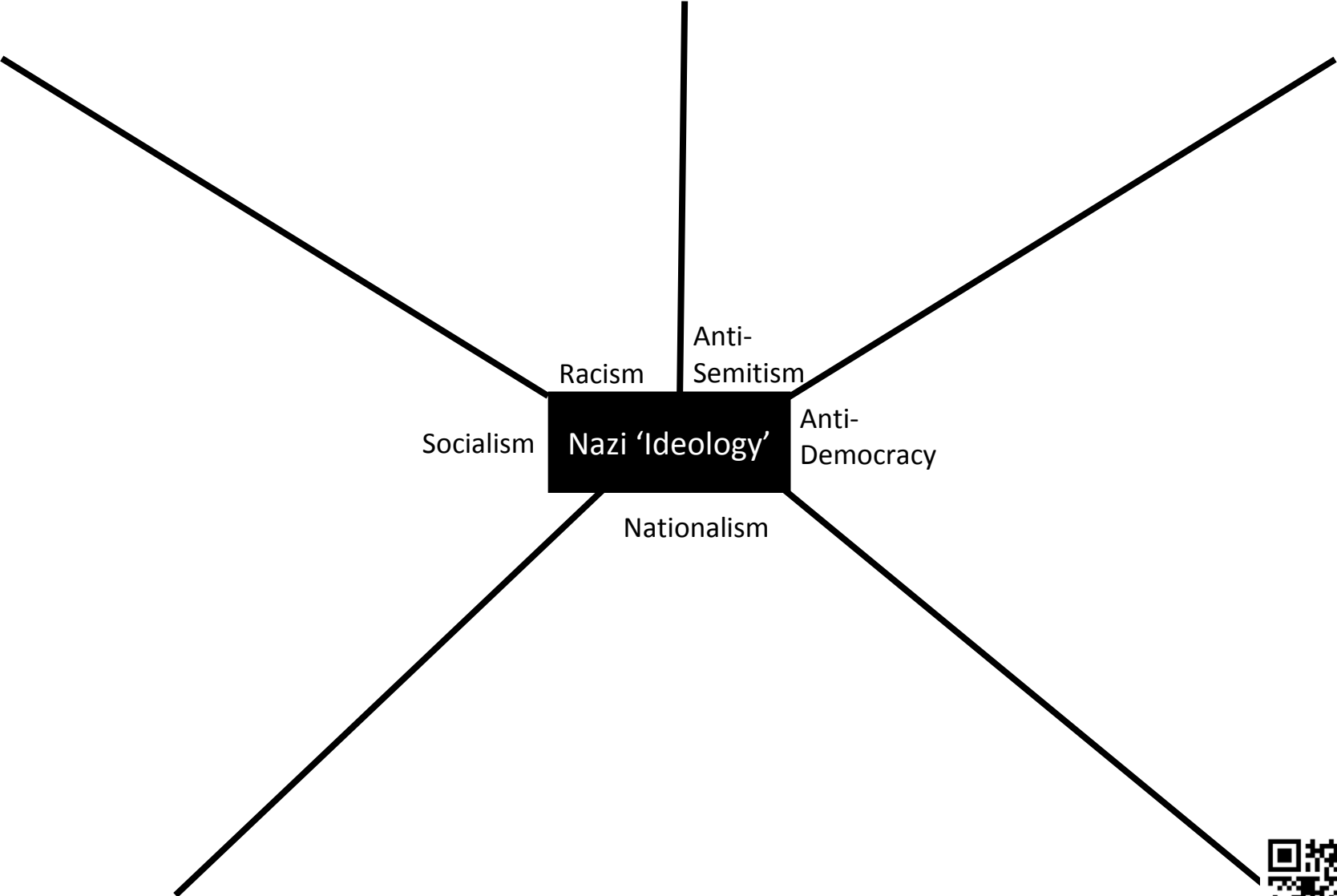
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Key Terms to include: Social Darwinism, Aryan, Führerprinzip, Lebensraum, Volksgemeinschaft.

Task 5: The 'ideology' of the Nazi Party- use page 90-94 to complete the diagram of what the Nazis believed.



Add to your diagram where there is a history of these ideas (page 93-94).

Scan the QR code for an article by Goebbels in 1927 that explains Nazi beliefs.



# The Fall of the Weimar Republic

## Section 7: The Nazis in the 1920s

### How strong were they before the Great Depression?

**Review Task: to be read before you complete this section, but to be completed at the end of this section.**

This section will mostly deal with the Nazis after Hitler is out of prison in December 1924. The party had been banned until 1925 and while it continued to exist under another name.



The party was officially re-founded on 27 February 1925 and Hitler wrote a lengthy editorial for the *Völkischer Beobachter* with the heading 'A new beginning'.

When this section is completed, come back and compare the situation of the Nazis by September 1929 to their position in February 1925.

Situation of the Nazis in February 1925	Situation of the Nazis in September 1929
<ul style="list-style-type: none"> <li>• The party was split into different factions who disagreed over a variety of different issues.</li>   <li>• There were particularly splits between the different wings of the party- those who were nationalist and those who were anti-capitalist.</li>   <li>• Membership was in decline.</li>   <li>• The party structure was disorganised.</li>   <li>• There were various high ranking members of the party who could challenge Hitler's leadership.</li> </ul>	

**Task 1: Strategy and Leadership**

a) What does the following quote from Hitler demonstrate about the change in Nazi Policy in 1924?

*We shall have to hold our noses and enter the Reichstag against the Catholic and Marxist deputies. If out-voting them takes longer than our shooting them, at least the result will be guaranteed by their own Constitution! Any lawful process is slow.*

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### Challenge Task: The Nazi 25 Point Programme

a) Divide the following points into Nationalist and Socialist points.

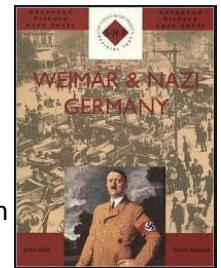
We demand:

1. The unity of all German-speaking peoples.
2. The abolition of the Treaty of Versailles.
3. Land and colonies to feed Germany's population.
4. Only Germans can be citizens. No Jew can be a German citizen.
5. People in Germany who are not citizens must obey special laws for foreigners.
6. Only German citizens can vote, be employed or hold public office.
7. Citizens are entitled to a job and a decent standard of living. If this cannot be achieved, foreigners (with no rights as citizens) should be expelled.
8. No further immigration of non-German must be allowed. All foreigners who have come to Germany since 1914 must be expelled.
9. All citizens have equal rights and duties.
10. The first duty of a citizen is to work.
11. All payments to unemployed people should end.
12. All profits made by profiteers during the war must be shared.
13. Nationalisation of public industries (such as electricity and water).
14. Large companies must share their profits.
15. Pensions must be improved.
16. Help for small shops and businesses; large department stores (most large department stores were run by Jews) must be closed down.
17. Property reform to give small farmers their land.
18. An all-out battle against criminals, profiteers, etc., who must be punished by death.
19. Reform of the law to make it more German.
20. Improve education so that all Germans can get a job.
21. Improve people's health by making a law for people to do sport.
22. Abolition of the Army, and a new People's Army in its place.
23. German newspapers must be free of foreign influence.
24. Freedom of religion.
25. Strong central government with unrestricted authority.



b) What types of German (social class, religious groups etc.) do you think would support the Nazis and why?

c) What types of German (social class, religious groups etc.) do you think would not support the Nazis?



### Task 2: The Structure of the Nazi Party

Use your reading from page 114-115 of the SHP textbook and page 96 to 97 of your ordinary textbook to make your notes on each of the following groups- with an explanation of how they helped spread the Nazi message without affecting Hitler's status as leader (except obviously Hitler- where it is all about his status as leader). Make sure that you also note specific examples.

Hitler	Propaganda (include types/ messages/ training etc.)	
The Gaue and the Gauleiter	Hitler Youth	The Nazi Teacher's Association
Union of Nazi Lawyers	The order of German women	Use of technology
Meetings and gatherings	The Schutz Staffel (SS)	The Sturm Abteilung (SA)

Scan the QR codes for some essays, speeches and a Nazi Handbook by Goebbels on propaganda. QR code at the top of the page will send you to a link of a pamphlet produced to accompany *Hitler over Germany*.



#### Challenge Task

Create a diagram that contains the structure of the Nazi Party demonstrating a) their place within the hierarchy from most powerful down and b) their job within the Nazi Party.




**Task 3: How did the Nazis do in the polls in the 1920s?**

a) Using your reading so far, complete the following table with your conclusions.

Nazi Strengths (what made it look likely that the Nazis were going to achieve their aims of “holding their noses and entering the Reichstag”)	Nazi Weaknesses (what made it less likely that the Nazis were going to achieve their aims of “holding their noses and entering the Reichstag”)
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b) How did the Nazis perform in the Reichstag election of 1928?


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c) What evidence was there to hope that the Nazis would perform better in the future?

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d) Challenge Questions. Complete on lined paper:

- i. What likelihood do you think the Nazis had of gaining power legally without the financial crisis?
- ii. Can you create a list of “Top Ten Tips” for becoming a Great Dictator?
- iii. Evaluation, was the Nazi Party really just “noisy, undisciplined, vainglorious” with a leader who was “a half-educated posturing foreigner”?

f) Remember to go back and complete the Review Task on page 23.



# The Fall of the Weimar Republic

## Section 8: World Wide Depression

### dooms the Weimar Republic

Scan the QR code for more information about the causes of the depression

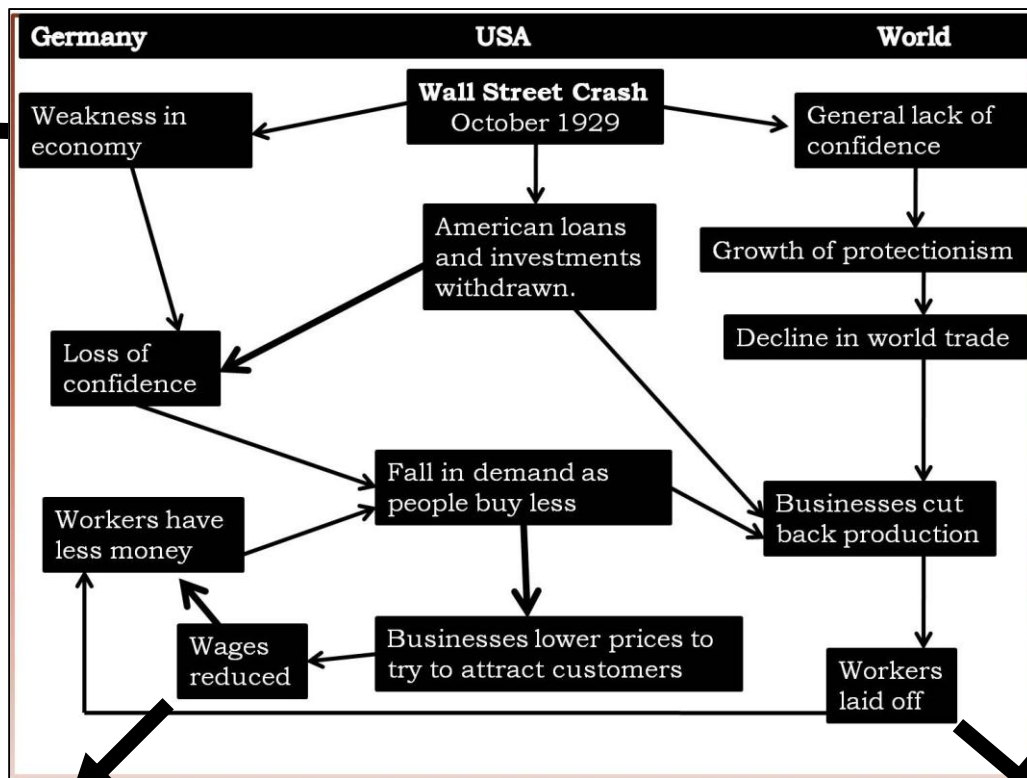
#### Task 1: Understanding the Great Depression

Complete the following diagram to make predictions about the effect the Great Depression would have on Weimar Germany.

Think carefully about any more long term effects that it may have.

What was the weakness in the German economy?

Protectionism is when a country puts protective taxes (tariffs) on imports. This is going to affect Germany's newly recovered industries- who are partly reliant on exporting goods to customers abroad. What impact do you think that would have on the German people?



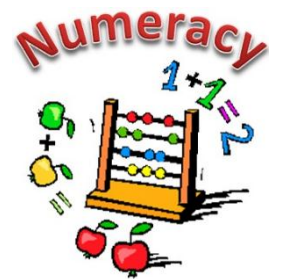
What effect would reducing wages have on Germany as a whole?

What will be the effect of a sudden influx of German workers suddenly unemployed?

What is the overall effect that this would have on Weimar Germany's stability?

28

(think about Weimar's welfare system as well)

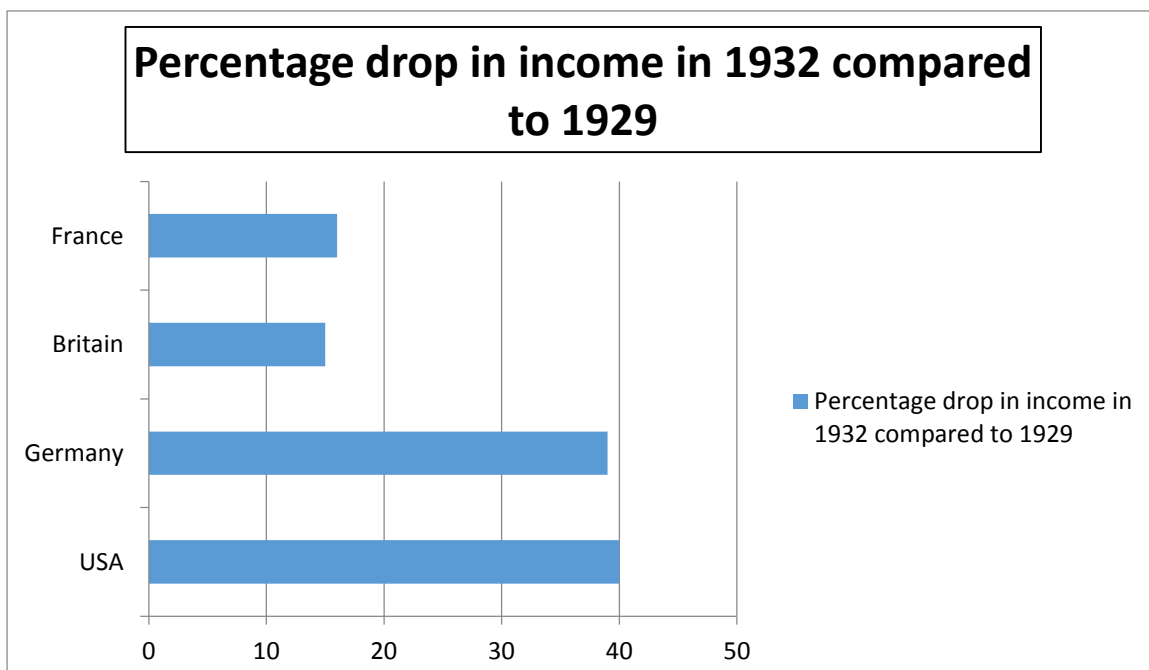


b) The Effects on Germany- in numbers

What do the following graphs and tables indicate about the possible effects of the depression on Germany.

Aspect	1927	1928	1929	1930	1931	1932	1933
Industrial Production (1913=100)	110	113	114	99	82	66	74
Exports (billion RM)		12.3	13.5	12.0	9.6	5.7	4.9
Imports (billion RM)		14.0	13.5	10.4	6.7	4.7	4.2
Unemployment (million)		1.4	1.8	3.1	4.5	5.6	4.8
Wages (1913=100)	145	164	169	155	137	113	115
Agricultural prices (1913=100)	138	132	126	107	89	77	84
Industrial prices (1913 =100)		159	157	154	142	118	111
Government income (billion RM)		9.0				6.6	6.8

Effect on Germany:



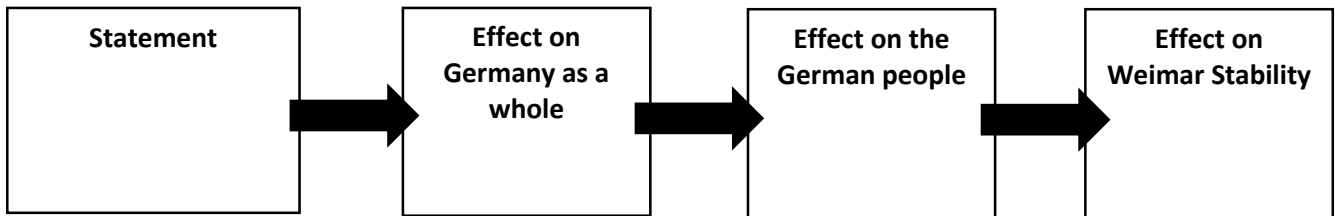
Effect on Germany:

USA	1 in 4	Effect on Germany:	Percentage of seats for major political parties in 1928 and 1930:		Effect on Germany:
Germany	1 in 3		NSDAP: 1928- 2.6%      1930- 18.3%		
Britain	1 in 5		DNVP: 1928- 14.2%      1930- 7.0%		
France	1 in 7		DVP: 1928- 8.7%      1930- 4.5%		
Ratio of unemployed in 1933 compared to other nations.			ZP/BVP: 1928- 15.2%      1930- 14.8%		
			DDP: 1928- 4.9%      1930- 3.8%		
			SPD: 1928- 29.8%      1930- 24.5%		
			KPD: 1928- 10.8%      1930- 13.1%		

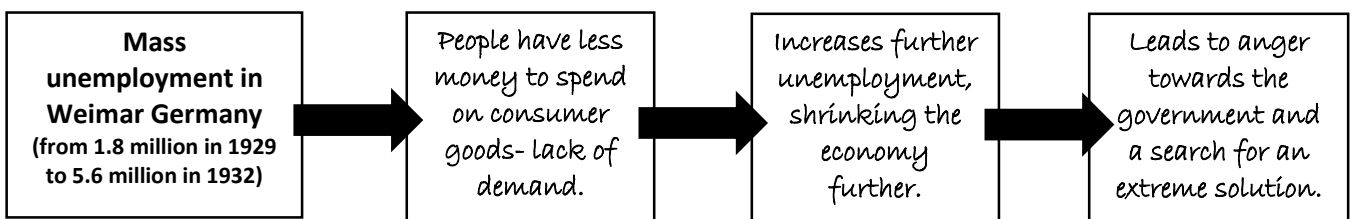
c) The effects of the Depression on Germany.

Complete the following statements to predict the effects of the wider economic crisis on the German people- and eventually on Weimar's political stability. Use page 98 to help you (and the example to see how it is done).

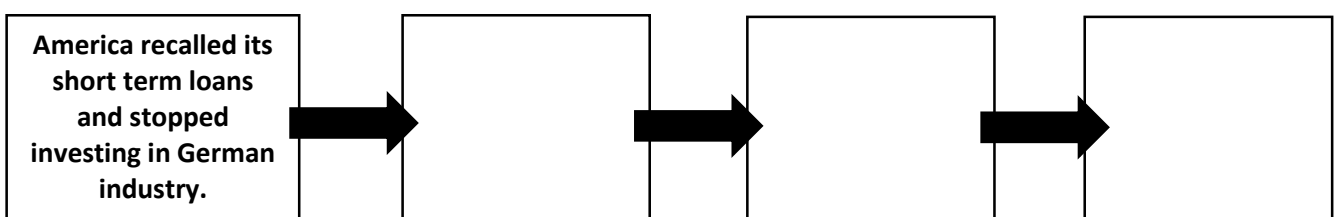
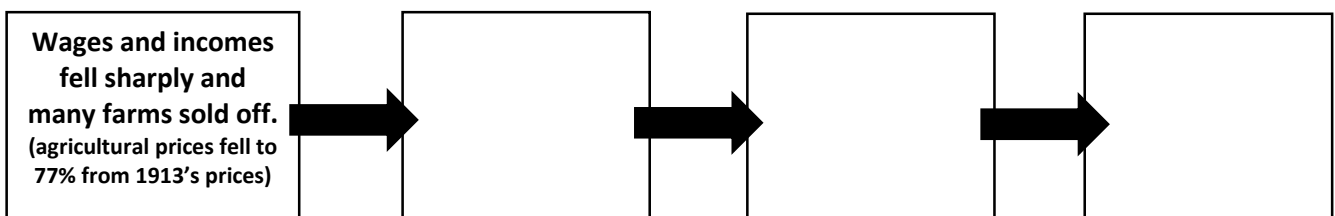
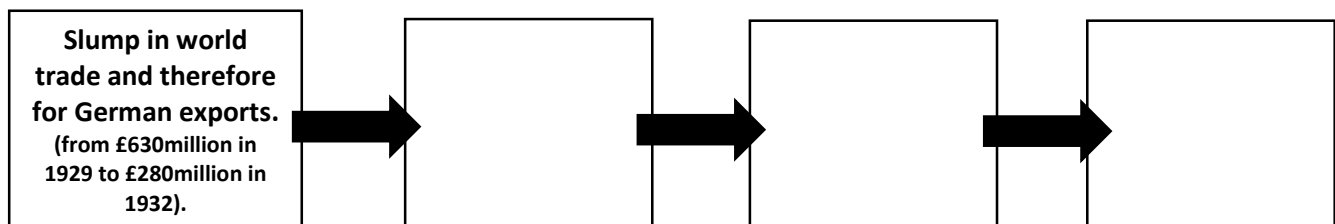
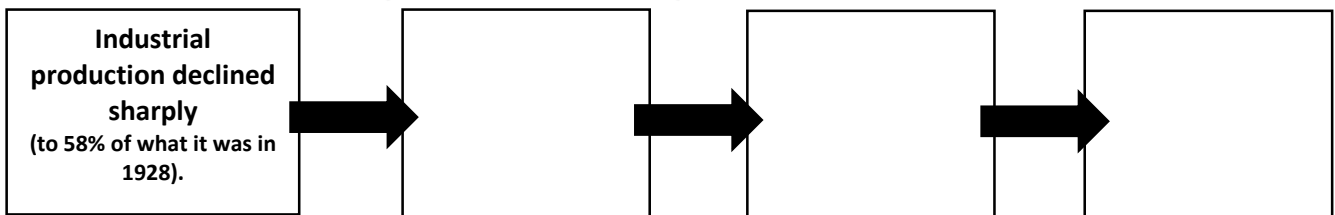
This is what needs to be in each box:



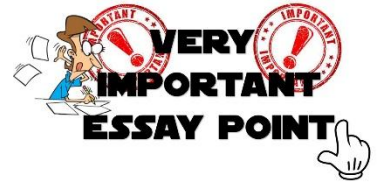
This is an example of what needs to be in each box:




These are the ones you need to complete:



**A RIDICULOUSLY IMPORTANT QUESTION THAT CAN BE USED TO EVALUATE THE STATE OF WEIMAR RECOVERY AS WELL AS ONE THAT CAN BE USED TO EXPLAIN THE FALL OF PARLIAMENTARY GOVERNMENT AND THE RISE OF THE NAZIS...**



d) Was the Weimar economy likely to get into economic depression without the world economic crisis? (look at the top of page 99 to produce your answer.)

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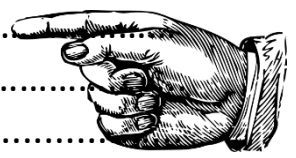
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**This is important. This is important. This is important. This is important.**

e) Using the tables on page 29 and your notes on page 30, the information on page 99-100 of your textbook and any other information available to you, explain how the Depression would affect:

A young working class male	Middle class white collar workers	Farmers
Families paying rent or mortgages	Workers who were already unemployed	Business owners who produced/ sold goods mainly for export

c) Can you add to this: how that would affect these groups politically (e.g. who they might support etc.)?



d) Scan the QR codes for some reading: the one on the links to an assessment of the depression in Europe, the one on the right to an assessment of Crises in the Cities of Weimar. Both are on the History website.







# The Fall of the Weimar Republic

## Section 9: The breakdown of parliamentary government

### Task 1: A Bit of Background to the Political Situation

a) What were the political implications of the Great Depression?  
Use page 100 to complete this question.



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b) Look at the following Cabinet list of Müller's Grand Coalition and decide what type of government (left wing/ right wing/ strong or weak/ what kind of policies etc.) has been formed in 1928.



Look at the parties they belong to.

- Cabinet June 1928
- Müller's cabinet, June 1928.
- Hermann Müller (SPD) - Chancellor
- Dr. Gustav Stresemann (DVP) - Minister of Foreign Affairs
- Carl Severing (SPD) - Minister of the Interior
- Dr. Erich Koch-Weser (DDP) - Minister of Justice
- Dr. Rudolf Hilferding (SPD) - Minister of Finance
- Dr. Paul Moldenhauer (DVP) - Minister of Finance from 1929
- Dr. Julius Curtius (DVP) - Minister of Economics
- Dr. Hermann Dietrich (DDP) - Minister of Food
- Rudolf Wissell (SPD) - Minister of Labour
- Wilhelm Groener - Minister of Defence
- Theodor von Guérard (Centre Party) - Minister of Transport and Occupied Territories
- Dr. Georg Schätzel (BVP) - Postal Minister

Write your conclusions in this box that has been specifically given to you for this purpose.

For more information about Müller's Grand Coalition, scan the QR code at the top of the page.



### Task 2: The Young Plan and the National Opposition (use page 101-102)

a) What was the Young Plan and how did it come to be passed?



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b) Sound good, right? Circle your reaction below with a sentence to justify your point of view.



Like



Love



Haha




Wow




Sad



Angry


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c) Focusing in on Angry- who was Angry about the Young Plan and why?


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d) What did the 'National Opposition' do? How successful were they?

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e) How did it help the Nazi Party?

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While making your notes on this section, wherever you spot something non-democratic happening (e.g. happening without a mandate from the people, such as a vote) put an enormous X near it.



**Task 3: The Collapse of the Grand Coalition**

a) How did the Grand Coalition collapse?



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b) How did Brüning become appointed Chancellor?



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c) How did Brüning attempt to solve the growing economic crisis?




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d) Summarise the results of the 1930 election in this box:

e) Why did the Nazis do so well?

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f) How well is proper democratic parliamentary government ever going to function?


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**Task 3: The Presidential Government of Brüning  
Economic Policy following the Depression  
(not all Brüning)**

Keep going with your lack of democracy Xs!

a) Use the table below to draw a conclusion about how the cuts made would have upset the German people.

<b>Government expenditure: per capita state expenditure (at all levels, i.e. federal states, local) at 1900 prices (M) (i.e. so fluctuations in prices are taken into account).</b>				
Items	1913	1925	1929	1939
Economy (e.g. transport)	17	16	22	18
Welfare Services	20	65	102	106
Public housing	0.4	10	13	4
Education	17	20	28	24
Interest payments on National Debt	6	1	4	7

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b) Read the information below and highlight the following:

1. Limits to the actions that the Weimar government could take.
2. Actions the Weimar government took that would annoy the people of Germany.
3. Actions the Weimar government took that were successful.
4. Extension- actions the Weimar government took that might push the people of Germany to extremist parties.

The Great Depression was all very different to the hyperinflation of 1923 – prices fell and the main issue was unemployment. Lack of demand **lowered** prices.

Hyperinflation still had an impact on Weimar's collapse. Weimar's response to the depression was affected by what had happened in 1923- they couldn't pump money into the economy or use **deficit financing** to stimulate industry, and help the unemployed because of their fear of causing inflation. Also, voters were still annoyed at yet another economic crisis.

The Weimar government actually did the following:

**Protectionism**

Restricting imports from other countries, especially if they were cheaper than home-produced goods. However- other countries could retaliate and restrict your imports and prices tend to rise (especially food). It also annoyed sections of the economy- e.g. workers (who want low food prices) and industries that exported goods (who want imports).

**Reduction of Expenditure**

1928-1933, budget for war victims' pensions cut by one third. This made people angry and betrayed.

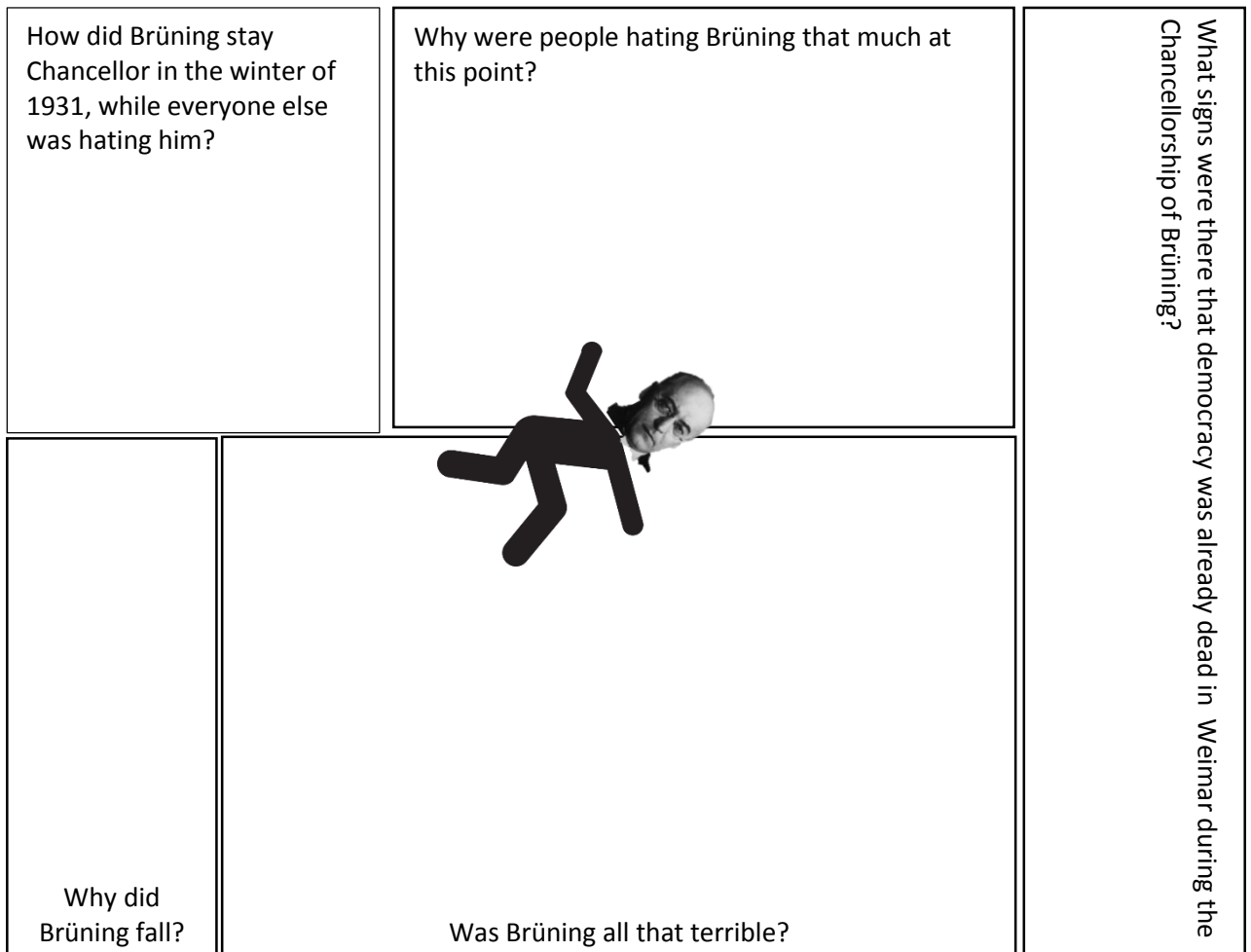
Intervention (too little, too late)

Chancellor Brüning set up some public works schemes (although there is evidence to suggest that he allowed the crisis to continue as part of his campaign to dismantle the welfare state and get reparations payments ended). Papen allocated unused land to dispossessed peasants and workers. The economy did begin to improve late in 1932, but too late to have an effect on voters. The Nazi party took the credit for it.

What caused the Weimar government to act in that way?

- Fear: scared of recurring hyperinflation.
- Legal restrictions: on the Reichsbank as part of the Dawes and Young plans) meant it could not greatly increase the amount of money printed nor devalue the mark.
- Problems borrowing money: investors had lost their savings in 1923, and were unable or reluctant to lend money. Foreigners lacked confidence. Foreign governments asked unacceptable terms.
- Brüning: his aforementioned scheming.
- Precedent: a minor slump in 1926 had been solved without any action being taken.
- Coalition government: could not agree on what to do. March 1930, Müller's government collapsed because they could not agree on what cuts to make.

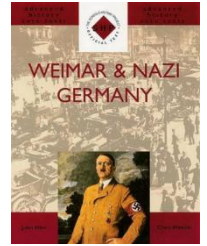
c) Complete the following diagram using page 106-107 of your textbook



# The Fall of the Weimar Republic

## Section 10: The Final Death of Weimar Democracy

For this section of work you will need the SHP *Weimar and Nazi Germany* textbook, pages 132-147.



This section is particularly tricky as there are a lot of names, dates, elections, parties and places to get straight. My suggestion to you is that you colour code each of the key people so that you can track where they appear within this section (you can also highlight them in your reading and if you're willing to sacrifice the resale value of your textbook- in your textbook...)

### Task 1

a) Mark your colour codes here.

## The Chancellors



Hitler



Brüning



Schleicher



Müller



Papen

## The President



Hindenburg

b) Use page 133 of the SHP textbook to add some information about each of these people- where they come from, what kind of person they are, if they had a relationship with Hitler what that was etc. **Make sure that you also note when they held the Chancellorship** (unless they are Hindenburg).

CHALLENGE: (although the challenge might be to see how many colours you have!)

Where is:

- Can you also trace where weaknesses in the Weimar constitution are causing problems?
- What about where lasting impacts from the Great Depression?
- Are there any other reasons you can find?



## Task 2: Papen's 'Cabinet of Barons'

You need page 108-109 of your textbook for this section and to read this summary of the actions of Schleicher.


Schleicher became a major figure behind the scenes in the presidential cabinet government of Heinrich Brüning between 1930 and 1932, serving as an aide to General Groener, the Minister of Defence. Eventually, Schleicher, who established a close relationship with Reichspräsident (Reich President) Paul von Hindenburg, came into conflict with Brüning and Groener and his intrigues were largely responsible for their fall in May 1932, (probably with the aim of forming a right wing government). On 30 May 1932, Schleicher's intrigues bore fruit when Hindenburg dismissed Brüning as chancellor and appointed Papen as his successor. The British historian Edgar Feuchtwanger called Schleicher the "principal wire-puller" behind Brüning's fall.

Schleicher had chosen Papen, who was unknown to the German public, as new chancellor because he believed he could control Papen from behind the scenes. Schleicher's first choice for his "Government of the President's Friends" had been Count Kuno von Westarp, by which means he hoped to retain Brüning — who was a close friend of Westarp — in the Cabinet. When Brüning — who was deeply hurt and angry about Schleicher's treatment of him — made it clear that he would not serve in the new government at all, Schleicher dropped Westarp. Other possible names mentioned to head the new government were Alfred Hugenberg and Carl Friedrich Goerdeler, both of whom were vetoed by Hindenburg. Schleicher finally chose Papen because he was an old friend of Schleicher's, because of his reputation for being superficial, and because he was an obscure figure without a power base. At the time of Papen's appointment, Schleicher boasted that "I'm not the soul of the cabinet, but I am perhaps its will". The German historian Eberhard Kolb wrote of Schleicher's "key role" in the downfall of not only Brüning, but also the Weimar republic, for, by bringing down Brüning, Schleicher unintentionally and quite unnecessarily set off a series of events that would lead directly to the Third Reich.

Schleicher's example in bringing down the Brüning government led to a more overt politicization of the Reichswehr. From the spring of 1932 a number of officers whom Wheeler-Bennett described as "crypto-Nazis" such as Werner von Blomberg, Wilhelm Keitel, and Walther von Reichenau, all started talks on their own with the NSDAP. Without realizing it, Schleicher's example served to undermine his own power, since in part his power had always rested on the fact that he was the only general who was allowed to talk to the politicians.

Note: you are not expected to remember all of these events and use them in an essay- but some of the points about Schleicher's role in the downfall of the Weimar Republic might be useful to you.

a) Why did Schleicher manoeuvre Papen into the position of Chancellor?  
(think also about Papen's own personal qualities, as well as what Schleicher's plans were.

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b) Why was Papen's cabinet nicknamed the 'Cabinet of Barons'?

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c) Why did Papen and Schleicher want to secure political support from the Nazis?

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d) How did they go about getting this?


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<p>What indications are there that Weimar democracy was already dead?</p> <p style="text-align: right;"></p>
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**Task 3: The Reichstag election, July 1932**

Complete the table below, to make your notes on the Reichstag election (page 109-111).

What was the election like?	Who won the election?
What did Papen do in Prussia? (why was it important?)	
What conclusions could be drawn from the election results?	
What signs were there that Weimar democracy was dead?	





The hostility of Germany's vested interests

Ongoing financial troubles

Limited popular support

When did Weimar democracy actually fall?

# Why does Weimar democracy fall?

Which of these reasons is the most important reason for the fall of Weimar democracy?

The Role of the Nazis

Individual ambition and intrigue

The weaknesses of the Weimar constitution

