

A Level History

OCR History A H505

(AS H105)



Unit Y251.

Non-British period study
Democracy and Dictatorship in
Germany 1919-1963

Booklet 6: The Impact of Defeat and
Occupation on the Germany





Journey Through Democracy and Dictatorship in Germany 1919-1963



Topic	Booklet section completed	Assessment marks/ grades	Revision materials created	Confidence? ☺☹☹
The Establishment and Development of the Weimar Republic: 1919- January 1933				
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>				
The Establishment of the Nazi Dictatorship and its Domestic Policies February 1933-1939				
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? ☺☹☹
The impact of war and defeat on Germany, 1939-1949				
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>				
Divided Germany: The Federal Republic of Germany and the DDR 1949-1963				
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.

Defeat and Occupation

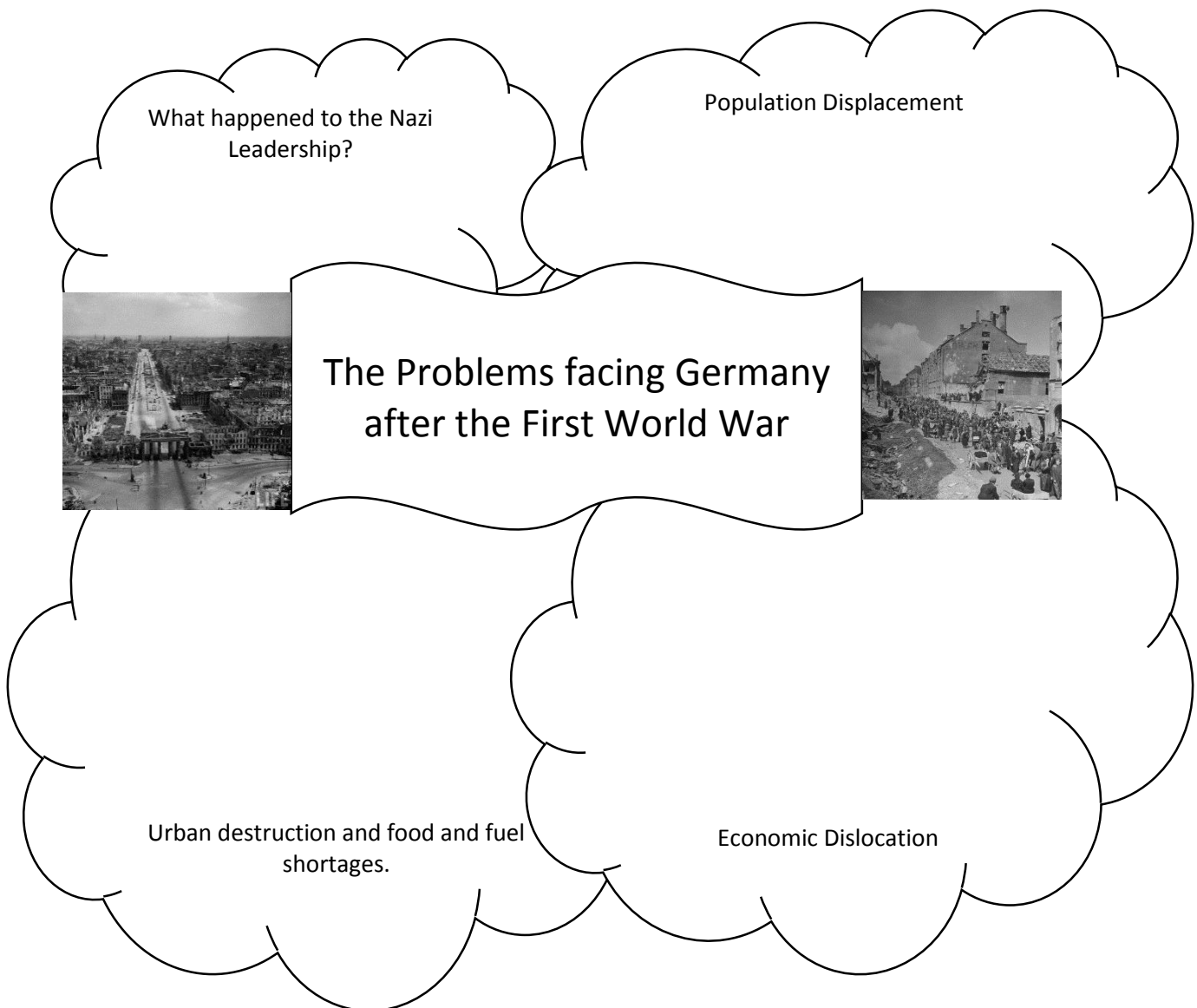
Section 1: Germany at 'zero hour', 1945

Conclusion Task: "Enjoy the war while you can! The peace is going to be terrible"

As you go through this section of work, keep coming back to this box and list the evidence that demonstrates that this Berliner's joke was an accurate statement of how life in Germany would be.

Task 1: The Problems facing Germany after WWII.

Complete the following mind-map using pages 269-270 of your textbook to explain the problems facing Germany after WWII.



Task 2: Stunde Null

a) Why do you think the Germans are referring to their position as “Stunde Null” (zero hour)?



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b) What reasons did they have for hope?



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c) Which of these problems do you think would be the most difficult to solve?



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d) Of the Allied victory, Stalin said: “Britain gave the time; the USA gave the money; and the USSR gave the blood”.

What do you think this might mean for relations between Britain, the USA and the USSR post war?



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Defeat and Occupation

Section 2: Allied Plans for Post-War Germany

The Grand Alliance of the USSR, the USA and Britain was forged out of the pressures of their military situation in the latter half of 1941. Neither the USA nor the USSR had even joined the war voluntarily; both had been attacked without warning. Therefore, the 'Big Three' (pictured right) of Stalin, Roosevelt, and Churchill were brought together initially through the simple necessity of the military survival of their nations.



Task 1: Allied Plans for Post War Germany

Use the information from your textbook (pages 271-275) and the information on the PowerPoint "Allied Plans for Post War Germany" to develop your notes on the wartime conferences held between the Allies.

Highlight where there may be tensions

Conference/ Agreement	Aim of Conference (if stated)	What would happen to Germany/ German occupied states/ other enemy territory	What USA, Britain, USSR or France get out of the conference?
The Atlantic Charter (August 1941)			
Casablanca (January 14 to 24, 1943)			
Teheran (1943)			
Yalta Conference (February 1945)			

Conference/ Agreement	Aim of Conference (if stated)	What would happen to Germany/ German occupied states/ other enemy territory	What USA, Britain, USSR or France get out of the conference?
Potsdam Conference (note, Roosevelt died and was replaced by Harry S. Truman as President of the USA. Churchill lost an election and was replaced by Clement Atlee as British Prime Minister)		* Show what happens to Germany under the Potsdam Agreement on the map of Germany below.	

Blank Map of Germany: annotate this with what the Potsdam agreement agrees should happen to Germany.



Task 2: Tensions between East and West. Does the Cold War begin right here?

Annotate the diagram between the Big Three of any tensions or disagreements that you can find between the Big Three. They could come from the Post-War Conferences or could be related to other issues.




Defeat and Occupation

Section 3: The Allies and the Nazi Legacy

Task 1: Kollektivschuld (Collective Guilt)

a) What does this poster indicate about post war attitudes to Germany?



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“These Atrocities: Your Fault” - an American poster put up in and around Germany after the war.

b) The **Stuttgart Declaration of Guilt** was a statement issued on October 19, 1945, by the Council of the Evangelical Church in Germany (which included Martin Niemöller amongst other Christian leaders) in which it confessed guilt for its inadequacies in opposition to the Nazis and the Third Reich. Read the text below. What does it indicate about the German’s own attitudes towards the Third Reich?

“Through us infinite wrong was brought over many peoples and countries. That which we often testified to in our communities, we express now in the name of the whole church: We did fight for long years in the name of Jesus Christ against the mentality that found its awful expression in the National Socialist regime of violence; but we accuse ourselves for not standing to our beliefs more courageously, for not praying more faithfully, for not believing more joyously, and for not loving more ardently”.

c) Relating it back to the issue of collective guilt and Nazi atrocities: What problems do you think the Allies might have had in working out how to deal with post war Germany?



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d) There is some reading on the issue of the Nazi Collective Guilt on the History website. Scan the QR code, or go onto the Germany, Democracy and Dictatorships page and head down to the Post-War Germany section.




What do you think? Should people still feel guilt for their country’s past?

Task 2: The Nuremberg Trials, 20th November 1945

a) "The motivation of the victors when they set up the International Military Tribunal at Nuremberg was one of punishment of the Nazi leaders, rather than revenge".

Why do you think that was?




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b) What problems did the military tribunal have in putting the Nazi leaders on trial? (read page 277 of your textbook).



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c) Complete the Numbers about Nuremberg diagram below to create your notes (you may want to do some of your own research to add more detail to these notes).

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240			
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	4 of		
3	20	10	

ESSAY TIP: Bear in mind, the numbers in this table are probably quite good examples of evidence that you could use in an essay.

d) What was decided about the NSDAP and all its organisations?

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e) How were lesser Nazis dealt with?

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f) How successful were the Nuremberg trials?

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Successful?

Not successful?

Conclusion?

ESSAY TIP: This is what analysis/ evaluation looks like- bear that in mind for your essays.

Task 3: De-Nazification- sources

a) In these images, how is de-Nazification taking place?



b) What about this image? What is happening to the German people?



c) What was the purpose of activities such as the above? And the propaganda films such as Death Mills (or Die Todesmühlen)?



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Task 4: De-Nazification- note taking

This section is for you to take notes on, as part of your homework. You will be tested on this with a quiz.

Answer these questions on lined paper, using pages 278-281:

- a) What was the aim agreed at Potsdam?
- b) What were the three practical problems in how to implement this aim?
- c) What methods were used to make Germans face up to their guilt?
- d) How did they work out who was a Nazi or not?
- e) What issues did these cause within Germany?
- f) What happened to people accused of being Nazis?
- g) What can you learn about the process of de-Nazification from tables 8.1 and 8.2?
- h) Make notes on what happened to de-Nazify each zone.
- i) What were the key differences between each zone?
- j) Which zone do you think was most successful?
- k) How successfully did de-Nazification take place?
- l) What are the key causes of de-Nazification being successful/ not successful (depending on your conclusion?)
- m) CHALLENGE: What problems did this indicate were on the way for relations between the allies?



Defeat and Occupation

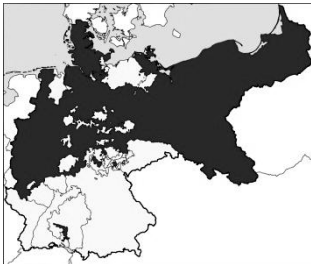
Section 4: Democratisation and Decentralisation

A note about demilitarisation- thoroughly applied right from the beginning. No armed forces were permitted and the manufacture of all arms was banned until the issue arose again in the 1950s.



Task 1: The Decentralisation of Germany

The Third Reich had been run from the centre of Germany, by the Nazis and therefore had been a strong, centrally controlled state. There was however, another issue that had to be dealt with, beyond dismantling the Nazi state.



The Dominance of Prussia

Prussia is shown as the darkest area of this map and is the name given to what had been the most powerful state in Germany.

In 1870-71, Prussia had fought a war with France and had united all of the German states into one country. The Kaiser of Germany had always been the Prince of Prussia, and Prussia remained a symbol of militarism, nationalism and power politics within Germany.

It was decided by the Allies that Prussia could not continue as a political unit and must be broken up.
 a) Why do you think the Allies made this decision?

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The Länder (regional states) in the different zones of Germany

b) Each of the different zones (Soviet, US, Britain and France) had a different approach to how they would structure and decentralise their zones. Write how it would work in the boxes on this map, using page 282-283 of your textbook to help you. What economic, social or political factors are causing/ affecting their decisions?

British Zone


Occupation Zones and States, 1947

Soviet Zone

French Zone


US Zone

c) What was the problem with how German decentralisation was taking place?


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d) Compare that to how de-Nazification took place? Which do you think would have the greatest effect on:

a) The individual zones?


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b) Relations between the four allies?



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Task 2: Democratisation

This was necessary in order to ensure that Nazism was completely extinguished from Germany. The Allies wanted the system of the Third Reich to be replaced with genuine democratic political parties.

- As early as 10th June 1945, the Soviets permitted the re-establishment of non-fascist, democratic parties and the foundations of free unions.
- Within the next few months of 1945, the Western Allies also agreed to license the formation of democratic parties.

a) Why do you think the Allies wanted to 'license' the formation of democratic parties?


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b) Look at source C on page 284. Would any of these (completely fictional!) parties be granted a license? Which terms do they break? (There are two more on page 14)

The War-Loving Anti-Christian Party

- We love democracy.
- We love war.
- We don't love Christians.

VOTE FOR US!

The Anti-Democracy We Love the Military Party

- We love the military and like to celebrate it.
- We don't love Democracy and want to remove it.
- We are absolutely fine with different religions and races.

VOTE FOR US!

NOTE: These parties are not real. These parties are not real. These parties are not real. These parties are not real. These parties are not real.

The Bring Back the Nazis Party

We don't want much
We just want the Nazis back.

VOTE FOR US!

The Allies have no authority here Party

- Give us our sovereignty back.
- We want our independence.
- We want to set up our own democracy without interference from the Allies

VOTE FOR US!

c) Create your own party statement that would get through the Allies conditions. What does your party stand for? What do they want to happen to Germany?

Remember- Great Works of Fiction include The Lord Of the Rings by J.R.R. Tolkein; War and Peace by Tolstoy; The Harry Potter saga by J.K. Rowling; To Kill a Mockingbird by Harper Lee; and the political parties mentioned above.



d) What parties did get licensed (because remember, those parties mentioned above were all fictional!)

Complete the boxes below to create your notes on each party. Use pages 284-286.

The Social Democrats (SPD)

Post War Programme

How easy was it for the Social Democrats to establish itself?

What was Leader Dr Kurt Schumacher's main problem 1945-6?

How well did it work in the Western Zones?

How well did it work in the Soviet Zone?

The Christian Democrats

What was the CDU?

(CDU) the U stands for Union.

What did this French journalist mean when he described the establishment of the CDU as "socialist and radical in Berlin, clerical and conservative in Cologne, capitalist and reactionary in Hamburg and counter-revolutionary and separatist in Munich"?

Who did it appeal to?

What was it trying to achieve by using the word Union?

What was the Ahlen Programme of 1947?

What happened in Bavaria?

The Liberal Parties (LDPD and FDP)

What happened to the LDPD in the East?

What does LDPD mean?

What does FDP mean?

Why was the FDP formed in the West?

The Communists (KPD)

What was the KPD's aim?

How did the KPD get on in the Soviet Zone?

How did the KPD get on in the West?

Conclusion Task

a) How successfully has Germany been democratised?



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This is analysis- such as you would need to do in an essay. You need to use the knowledge above to support your answer.

1 ☆ paragraph- make your statement about how successfully Germany has been democratised.

2 ☆ ☆ paragraph- support with the evidence from your notes.

3 ☆ ☆ ☆ paragraph- counter point, and evaluation of significance. In this case you might add a comparison of East and West

b) On your own paper, create a comparison of how successful democratisation has been compared to de-Nazification and decentralisation. Think about the comparison between East and West as well as the issues associated with each particular method.



Defeat and Occupation

Section 5: Allied Occupation- Politics in the Soviet Zone

A Brief Introduction to Walter Ulbricht: one of our key politicians in the Soviet Zone.

Walter Ulbricht was a former KPD Reichstag representative who played a leading role in the creation of the Weimar-era Communist Party of Germany (KPD) before he fled Germany during the Nazi regime where he spent much of his exile in Moscow where he became a committed Stalinist. He, and his supporters had been trained by the Soviets as advisors to the Red Army. Later he was instrumental in the early development and establishment of East Germany (the German Democratic Republic). As the First Secretary of the Socialist Unity Party 1950 to 1971, he was the chief decision maker in East Germany. From President Wilhelm Pieck's death in 1960, he was also the East German head of state until his own death in 1973.

Does my hair and beard remind you of anyone?

Answer: _____



Task 1: New political powers in Eastern Germany

Use your textbook, page 287-288 to complete the following tasks.

a) What was the Soviet Military Administration in Germany (the SMAD)?



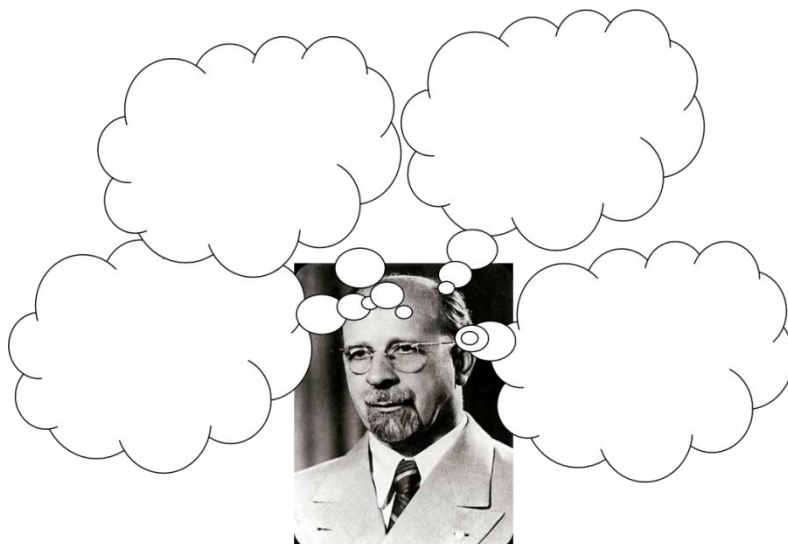
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b) What was their function in the Soviet Zone of occupation?



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c) Walter Ulbricht set up the snappily named 'Ulbricht group' which had various aims the SMAD would help them achieve. Complete the diagram below to list these aims.



How committed do you think Walter Ulbricht was to democracy?

d) SMAD did allow the re-establishment of non-fascist democratic parties and the formation of free unions, leading to the re-creation of the KPD, SPD, CDU and LDPD within a month in the Soviet zone. How was this revealed to be an obvious sham? Make sure that you include the term "Antifas" in your explanation- as well as the role of SMAD, Ulbricht and the KPD.



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Task 2: The Creation of the SED

a) How well were the communists doing in elections in eastern Europe (Austria, Hungary and the Soviet Zone)?



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Why were they doing particularly badly in the Soviet Zone?.....

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b) What was the solution to this problem (as shown by the Soviets increasing the pressure on it)?



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c) On page 18, there is a mind map where you can explain the creation of the SED (Socialist Unity Party of Germany- *Sozialistische Einheitspartei*). Complete the mind map, using page 288-289 of your textbook before you answer d) below.

d) Why did democracy in the Soviet zone of occupation die?



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A little timeline of how the SED came to be created: **Begin in the winter 1945-6**

Controversy within the SPD over the formation of the SED



Problems caused by the SED for future cooperation between East and West

Key Terms

Sozialistische Einheitspartei (Socialist Unit Party).

Eastern Bloc: countries controlled by the USSR in eastern Europe from 1945.

CPSU: Communist Party of Soviet Russia

Democratic Centralism: where policy is decided centrally by the government and imposed on all of the people without question.

How the SED affected political freedoms in the Soviet zone



Defeat and Occupation

Section 6: In the Soviet and Western Zones of Occupation

This is a section that you will complete for homework. You will need your textbook, but you will also need to look at a Prezi on the History Website- or scan the QR code. You will be tested with a quiz.

The Soviet Zone

Task 1: The advantages and disadvantages of the Soviet zone of occupied Germany

a) Divide the following statements into advantages and disadvantages for the Soviets.

CHALLENGE: Can you also identify if they are economic or social issues?



- The Soviet Zone benefited from large areas of agricultural land (although of mixed quality).
- It had lost important provinces to Poland: Silesia, an industrial area with coal and iron reserves, the important port of Danzig and the agricultural land of Prussia.
- The Soviet Zone lacked raw materials compared to the Ruhr area in the British Zone; its only natural resources were potash (salts that contain potassium in water soluble form, used in the production of industrial soap and fertilisers) and brown coal, which was of much lower energy value than black coal.
- The Soviet zone had well-developed light industry (such as textiles, chemicals and optics) in Saxony and Thuringia.
- It was less war damaged than the Western Zones, with the main exceptions of Dresden and Berlin.
- It was suffering from a major influx of refugees from the east and starvation was even worse than in the Western Zones.
- The transportation infrastructure had been seriously dislocated; railways had been destroyed and roads from east to west Germany were blocked by border checkpoints.
- It had no effective currency.

b) Do you think the Soviets had a particularly difficult zone to work with? Why? Why not?

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CHALLENGE QUESTION: Do you think that economic or social problems were a more significant problem for the Soviets? Why? Why not?

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Task 2: The Aims of the Soviets


The aims of the Soviets were to:

1. Pursue reparations in order to rebuild the USSR.
2. Apply a socialist economic policy in order to transform the socio-economic structures; this would mean policies such as nationalisation, state control of a centralised economy and abolishing private property.

The Soviets also had a secondary issue: because the Nazi state had been rooted in a capitalist society it justified dismantling their capitalist power structures. This is going to be an important issue when it comes to rebuilding East Germany.

Think about these aims and the advantages and disadvantages of task 1. What impact do you think this would have on the economy?

POSITIVE:




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NEGATIVE:




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Task 3: Nationalisation of Industry and Commerce (you will need page 290 of your booklet for this).


a) What did the Russians do to the industry in the Soviet zone of occupation?



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b) What were SAGs?



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c) What was the impact of these policies on the Soviet Zone's economy? (make sure that you have evidence to support your response)



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d) What happened to banks and private firms? (include a definition of VEBs).



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e) Which of the two aims did the Soviets seem to be most aggressively pursuing? Make sure that you support your response with evidence.



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Task 4: Land Reform

a) How did the land get redistributed, 1945-1947?



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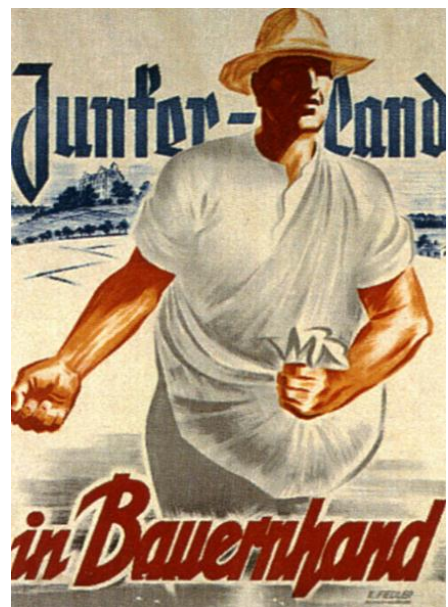
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Junkers were landowners who had large estates in Germany, these estates had often been in the family for hundreds of years.



b) CHALLENGE: The poster above is captioned “Junker lands in the hands of the peasants” and is an SED poster from 1947. What is the political message behind this poster?




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c) What changed in the 1950s?



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d) Using land reform and nationalisation of industry and commerce, how far had the Soviets achieved their aims?



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1 ☆ paragraph- make your statement about how successful the Soviets have been.

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2 ☆ ☆ paragraph- support with the evidence from your notes.

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3 ☆ ☆ ☆ paragraph- counter point, and evaluation of significance.

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The Western Zones

The Western Allies had some more difficult problems in rebuilding the Western Zones

- As each zone was administered individually, each occupying power had to take care of food, shelter, heating, medical services etc. This proved particularly difficult in the north and west of Germany under the British. As the most heavily industrialised areas, they had the densest population and many of the worst damaged cities.
- The French also sought to extract as much as they could from Germany and the Saar (a coal rich region that the French had controlled during the Weimar Republic under the Treaty of Versailles) as again controlled.
- The Soviets continued to demand the payment of the additional reparations out of the Western Zones as laid down in Potsdam.

The British and Americans particularly then resorted to crisis management in 1945-6 as the extent of Germany's problems emerged.

TASK 1: a) Annotate the following images with the solutions that were put in place in the Western Zones for the following issues. CHALLENGE: Where does something appear to be crisis management?



b) Conclusion: How successfully was the Western Zone administered by the Allies?



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1 ☆ paragraph- make your statement about how successful the Allies have been

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2 ☆ ☆ paragraph- support with the evidence from your notes.

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3 ☆ ☆ ☆ paragraph- counter point, and evaluation of significance.

c) Are the Western zones more successfully administered than the Soviet Zone? (this is really a continuation of your 3* paragraph).



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TASK 2: Tensions between east and west

Annotate the diagram of tensions between east and west (represented in this cartoon by Khrushchev and Kennedy) with any reasons you can find in the work you've done so far for tensions between the Western Allies and the Soviets



Defeat and Occupation

Section 7: Economic Revival and continued tensions in the Western Zones of Occupation

Putting the following in context: the state of the Western Zones of Occupation

Look at the following sources and recall your previous knowledge from section 6. What kind of state were the Western Zones of Occupation in?

Source 1: From an article in the *Hamburger Freie Presse*, 10 April 1945

At the world food conference in London the former American President Hoover indicated that a human needs a minimum daily intake of 2300 calories to sustain his vitality and capacity to work. In the British Zone of Occupation, the daily calorific value is 1040 calories. In the American zone it is 1275 calories, in the French zone... 927-1144 calories.

Source 2: From an article in the *Kriminalpolizeiliches Meldeblatt für Groß-Hamburg*, 10 April 1945 (Criminal Police Records)

On 11 August 1945 between 8 and 9pm a number of boys aged between 10 and 13 years gained possession of bread in a rather original way. At the Bockmann bakery in Altona they smashed a big window with the help of a long stake they had wrapped in rags. They were able to spike six loaves of bread from inside the bakery onto the tip of the stake and get them out.

Use these sources and the conclusion on page 294 to develop your own conclusion- including how the Western Zones began to work together on this.



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Task 1: The Beginnings of Differences between the Zones

a) How could the economic problems in Germany be better managed? Complete the table, using pages 294-295 of your textbook.

Problems	Solution
	

b) Why do you think there was so much anxiety in the Western zones about what was happening in the Soviet zone?



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c) Below are some extracts from Churchill's 'iron curtain' speech.

What do you think the impact of this speech would be on relationships between the four Allies?

Extract 1

A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organisation intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytising* tendencies.

* convert or attempt to convert (someone) from one religion, belief, or opinion to another.

Extract 2

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. Athens alone-Greece with its immortal glories-is free to decide its future at an election under British, American and French observation.

Extract 3

An attempt is being made by the Russians in Berlin to build up a quasi*-Communist party in their zone of Occupied Germany by showing special favours to groups of left-wing German leaders.

*partly/ almost

Extract 4

If now the Soviet Government tries, by separate action, to build up a pro-Communist Germany in their areas, this will cause new serious difficulties in the British and American zones, and will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies. Whatever conclusions may be drawn from these facts-and facts they are-this is certainly not the Liberated Europe we fought to build up.



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To read Churchill's full speech, scan the QR code.

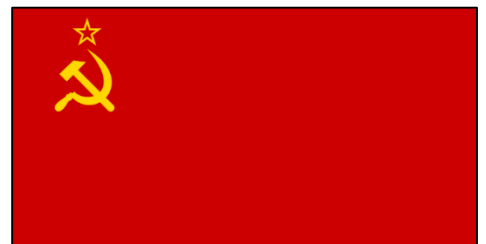
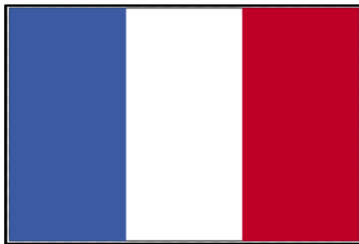


Task 2: The Development of the Bizone


a) Differences between the Allies

Read page 295 and 296 to complete the diagram below.

There are differences and similarities' between the four different powers as to what they want to do regarding economic co-operation and Germany. Explain the differences and similarities below on this diagram of the four flags.



b) How did the Bizone come to be formed?



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c) What were the effects of the formation of the Bizone on Germany?



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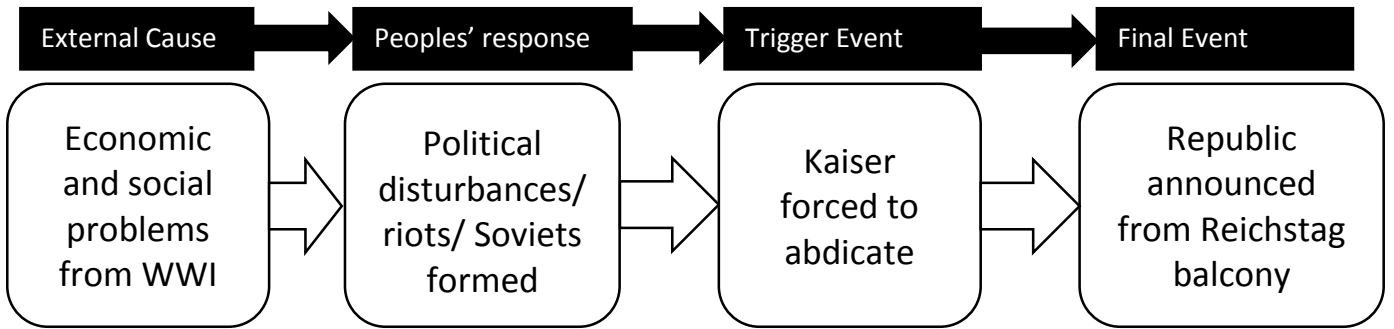
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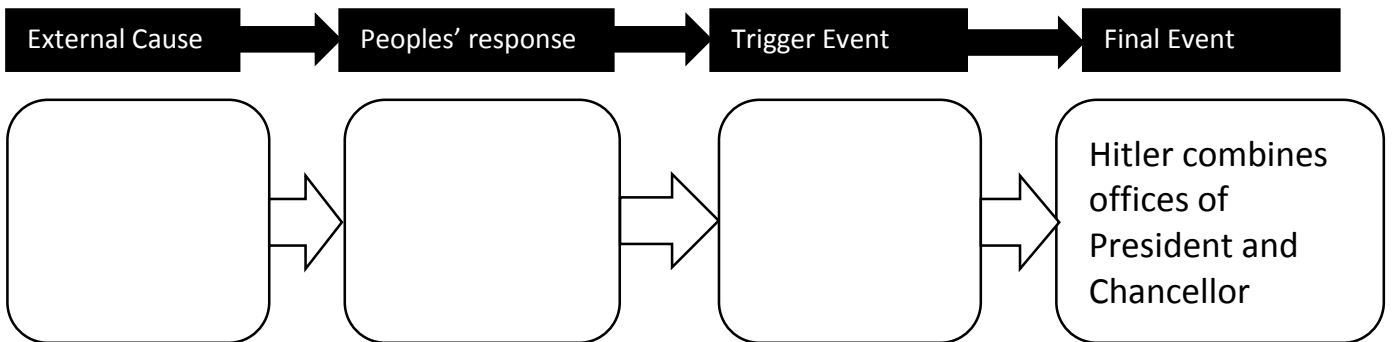
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Task 3: The Situation in Europe, the Truman Doctrine and the Marshall Plan

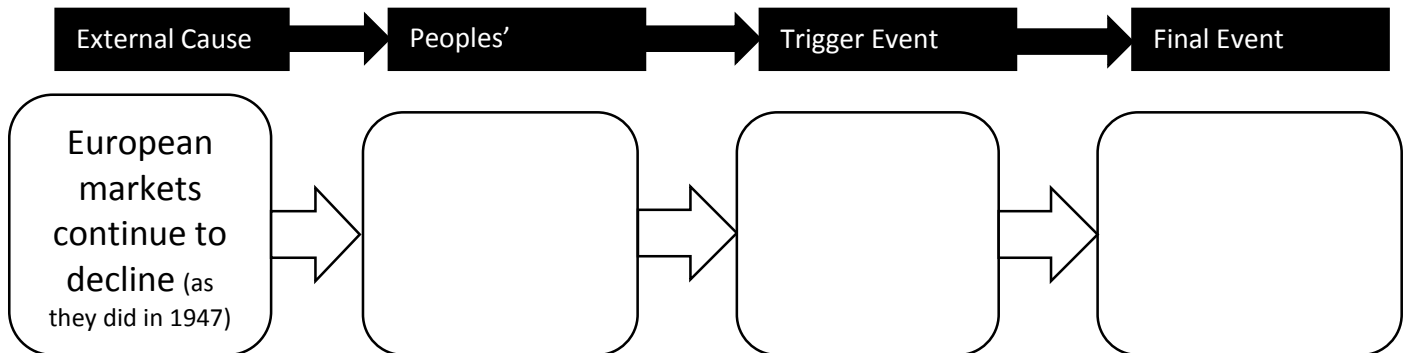
How the Weimar Republic formed:




a) Complete the following diagram- how did the Nazi dictatorship form?



b) What do you think the USA and Britain would be concerned would happen?



c) What would be the best way to stop that?




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d) Why was Germany so important to lasting economic recovery in Europe? (use page 296).



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e) Other events in Europe

Use the textbook, page 296 to develop your notes on the other events in Europe and their impact on the growing Cold War. Complete the following table.

Event: What happened? You will need to add these notes here.	The impact on the Cold War What is this doing to relations between the Soviets and the Americans?	What impact might this have on Germany? You will need to think about this and the relationship between the zones.
The Greek Civil War (1946-9)		
The Truman Doctrine (12 March 1947)		
The Marshall Plan/ European Recovery Programme (5 June 1947)		
Stalin's forbidding satellite states and the Soviet zone from taking up the Marshall Plan.		
The formation of the Trizone (April 1949)		
The integration of the three zones into the OEEC		
\$1.5 billion to the Trizone by 1951		

Make sure that you link all these sources to the context- from your table above.

Task 4: Some sources on the Truman Doctrine/ Marshall Plan

Source 1: President Truman's Message to Congress, March 12, 1947 (which became known as the Truman Doctrine)

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

a) What is in this source that may cause tension between the USA and the USSR?

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Source 2: Russian cartoon about the Greek Civil War

b) What does this cartoon show you about what the Russians thought about US interference?

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A Russian cartoon that shows the Greek government being 'helped' by Uncle Sam (symbolising America).

Source 3: Malenkov, a Soviet politician, speaking in 1947 about the Marshall Plan.

The ruling gang of American imperialists has taken the path of open expansion, of enslaving weakened capitalist countries. It has hatched new war plans against the Soviet Union. Imitating Hitler, the new aggressors are using blackmail.

c) What are the USSR accusing the Americans of doing?

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Source 4: “Can he block it?” a US cartoon about Soviet reaction to the Marshall Plan. It says “European Recovery” around the basketball net and “Marshall Plan” on the basketball itself.

Source 5: A US cartoon about Soviet reaction to the Truman Doctrine.



Source 4

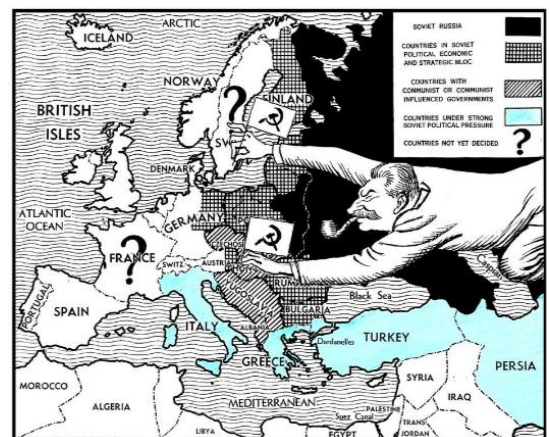


Source 5

a) What do the USA think about Stalin’s reactions to US policies towards Europe?

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Source 6: British cartoon, 1947. What are the British accusing the Soviets of doing?



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Task 5: The Creation of the Deutsche Mark (Currency Reform)

Read page 297 to complete the following questions on lined paper/

- a) Why was the Reichsmark considered inappropriate to rebuild the German economy on?
- b) What was the quickest solution to this problem?
- c) What would be the political implications of this new currency?
- d) How was it apparent that the Americans were driving the introduction to this new currency?
- e) Why do you think the USA sent the new banknotes and coins to the *Bank Deutscher Länder* under the strictest secrecy?
- f) Where received the new banknotes?
- g) What was the exchange rate?
- h) What happened to the markets in the Western zones?
- i) Who lost out and who gained from the introduction of the DM (Deutsche Mark)?
- j) What was the effect of the new currency on Germany?
- k) What were the political effects of the creation of the DM?

Defeat and Occupation

Section 8: The Division of Germany

Task 1: The Causes of the Berlin Blockade

Read page 298-299 of your textbook to complete the following questions.

a) How well did the Soviets react to the Western Allies pushing through currency reform in 1948? Put the responses on the "Scale of Overreaction" and explain why you have put them there.

- Stalin saw it as a deliberate attempt by the Western Allies to undermine the Soviet Zone
- Creation of the Ostmark
- Block all access by road, rail and canal to West Berlin, as well as cutting water, power and food supplies from the Soviet Zone (the Berlin Blockade).

Complete Overreaction



Perfectly reasonable reaction



Barely noticeable reaction



b) Look at Figure 18.2. How problematic do you think the Berlin Blockade would be for West Berliners and the Western Allies (bear in mind the Wall has not been built in 1948)?



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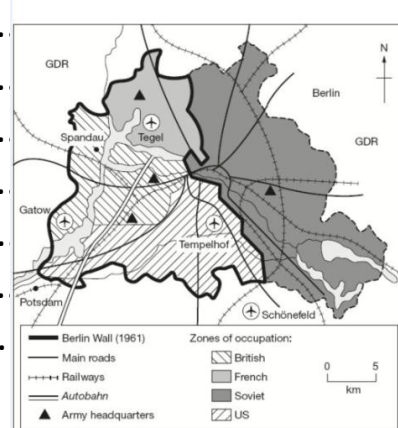


Figure 8.2 Berlin 1945-61. Like the rest of Germany, its old capital Berlin had been divided into four sectors by the Allied Powers in 1945 (see pages 274-5) and they agreed to co-ordinate the administration for Berlin and rule it together. Each sector was placed under the control of one power. As Berlin was in the east of Germany, the Western Allies could only reach it by passing through the Soviet zone and access was only possible to West Berlin by four roads, two railways and three air-corridors.

Task 2: The Berlin Airlift

Read page 289-290 to complete the questions.

a) What did the Soviets hope to achieve through the Berlin blockade?




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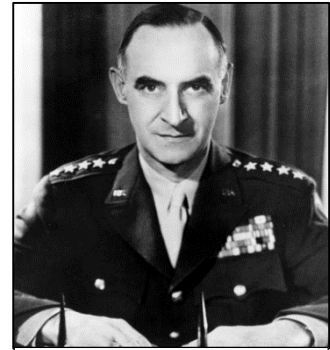
b) Why were they not able to achieve this?


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c) The Actions of General Clay

Read the following information, and pages 299-300 of your textbook and complete the task that follows.

On 30 November 1945, it had been agreed in writing that there would be three twenty-mile-wide air corridors providing free access to Berlin. Additionally, unlike a force of tanks and trucks, the Soviets could not claim that cargo aircraft were some sort of military threat. In the face of unarmed aircraft refusing to turn around, the only way to enforce the blockade would have been to shoot them down. An airlift would put the Soviet Union in the position of either shooting down unarmed humanitarian aircraft, thus breaking their own agreements, or backing down.




General Clay

The airlift option critically depended on scale and effectiveness. If the supplies could not be flown in fast enough, Soviet help would eventually be needed to prevent starvation. Clay was told to take advice from General LeMay to see if an airlift was possible. Initially taken aback by the inquiry, which was "Can you haul coal?", LeMay replied "We can haul anything."

When American forces consulted Britain's Royal Air Force (RAF) about a possible joint airlift, they learned the RAF was already running an airlift in support of British troops in Berlin. General Clay's counterpart, General Sir Brian Robertson, was ready with some concrete numbers. During the Little Lift in April 1948, British Air Commodore Reginald Waite had calculated the resources required to support the entire city.

The American military government, based on a minimum daily ration of 1,990 calories (July 1948), set a total of daily supplies needed at 646 tons of flour and wheat, 125 tons of cereal, 64 tons of fat, 109 tons of meat and fish, 180 tons of dehydrated potatoes, 180 tons of sugar, 11 tons of coffee, 19 tons of powdered milk, 5 tons of whole milk for children, 3 tons of fresh yeast for baking, 144 tons of dehydrated vegetables, 38 tons of salt and 10 tons of cheese. In all, 1,534 tons were required each day to sustain the over two million people of Berlin. Additionally, for heat and power, 3,475 tons of coal and gasoline were also required daily.


i. Why do you think the Americans did not just let the Soviets have Berlin?


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ii. Find these statistics:

Length of Blockade	Number of Flights
Amount of food/ supplies	Amount of Coal supplied

c) Why did the Blockade end?




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d) What did the West Berliners mean by "Better to be occupied by the Americans than liberated by the Soviets"?




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e) What was the effect of the Airlift on the Germans in the Western Zone?



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Task 3: The Division of the Two Germanys

Use pages 300-301 to complete the following.

a) How did the Berlin crisis make the Soviets look?




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b) What happened to Berlin as a result?



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Task 4: Who was responsible for the division of the two Germanys?

Use pages 300-304 of your textbook and your notes to complete the following.

a) Write out the full names of both sides of the new Germanys in the box below (in both German and English and both sets of initials) plus the date they were created.

East Germany	West Germany
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b) Complete a mind-map of the reasons for the division of the two Germanys. This needs to include; how they became divided (page 302); long term and short term reasons; ideological reasons and who was to blame (page 304 is particularly helpful here). Use the rest of this page to do so.