

A Level History

OCR History A H505

(AS H105)



Unit Y251.

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

Booklet 5: The Impact of War on the Third Reich



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? ☺☹☹
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.

WAR!

Section 1: A Brief Overview of the Nazi War

Task 1: Hitler's aims

Add to the tanks what each of Hitler's aims were for his foreign policy- you can use page 231 of your textbook and the quotation below from *Mein Kampf*.

The German people must be assured the territorial area which is necessary for it to exist on earth... People of the same blood should be in the same Reich. The German people will have no right to engage in a colonial policy until they shall have brought all their children together in one state. When the territory of the Reich embraces all the Germans and finds itself unable to assure them of a livelihood, only then can the moral right arise, from the need of the people, to acquire foreign territory... Germany will either become a world power or will not continue to exist at all... The future goal of our foreign policy ought to be an Eastern policy, which have in view the acquisition of such territory as is necessary for our German people.



Aim 1

Aim 2




Aim 3

Task 2: The pre-war years, 1935-8


a) What tricks and schemes and scrapes do the Germans get up to in the years 1935-8. Record them in this box from page 231 of your textbook.

A cartoon illustration of a clown with a red nose and a ruffled collar, popping out of an open cardboard box. The clown has its arms raised.

b) How did Britain and France end up at war?


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c) Were Germany planning a major war in the autumn of 1939?


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Task 3: The events of the war

Create a beautiful beautiful timeline on the events of the Second World War.
This should include:

The Events

- Blitzkrieg
- The Phoney War
- The Low Countries and France
- The Battle of Britain
- Operation Barbarossa
- The ‘turn of the tide’
- Stalingrad
- El Alamein
- Defeat

The Analysis

- Why were the Nazis initially so successful?
- Why were the Nazis eventually defeated?

You will need to research beyond simply the textbook pages (although to guide you, those are pages 231 to 234). You can also use computers, the other textbooks in the room, and any journal articles you can find.

CHALLENGE: You will doubtless have your own ideas about what the Germans should have done in order to be successful during the Second World War. Add those to your timeline in a different colour pen and explain exactly why your plans are better.



There is also further reading on the History website:



Was Hitler a good war leader?



The Nazis and World War II



German Army Myths

WAR!

Section 2: The Nazi War and the Economy- how effectively did the Nazis mobilise the German economy to meet the demands of war?



Task 1: What were the Nazis issues with the economy?


Think back to the work that you did on the Nazi economy. What problems can you remember it having that would affect its ability to wage war? Write them in this box.

Task 2: The Expansion of the Nazi economy

a) What conclusions can you draw from these statistics about the expansion of Germany's military spending in comparison to Britain?

(GNP is Gross National Product). Remember that £1 equalled about 10 Reichsmarks

Year	Germany (billions Reichsmarks)			Britain (billions £)		
	GNP	Military expenditure	Military expenditure as a percentage of GNP	GNP	Military expenditure	Military expenditure as a percentage of GNP
1937	93	11.7	13	4.6	0.3	7
1938	105	17.2	17	4.8	0.4	8
1939	130	30.0	23	5.0	1.1	22
1940	141	53.0	38	6.0	3.2	53
1941	152	71.0	47	6.8	4.1	60




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b) Read page 235-236 of your textbook. What else did Hitler do to avoid Germany's problems in the First World War?



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c) What were the effects on Germany?



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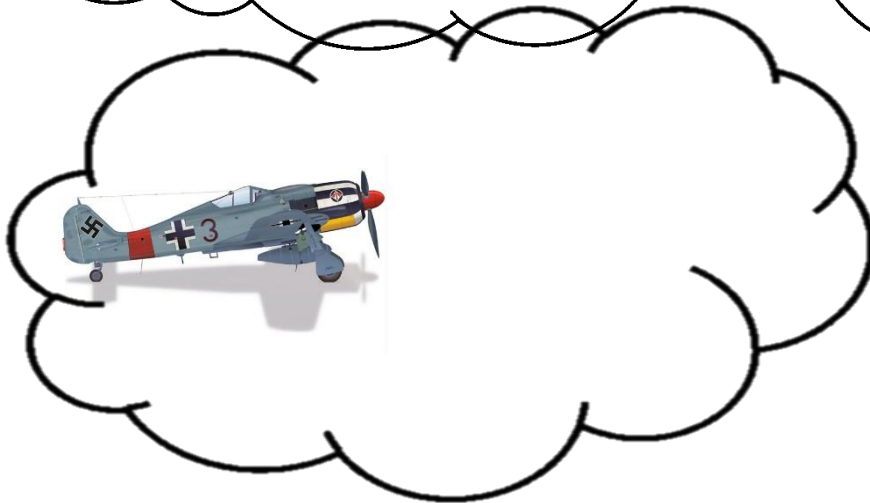
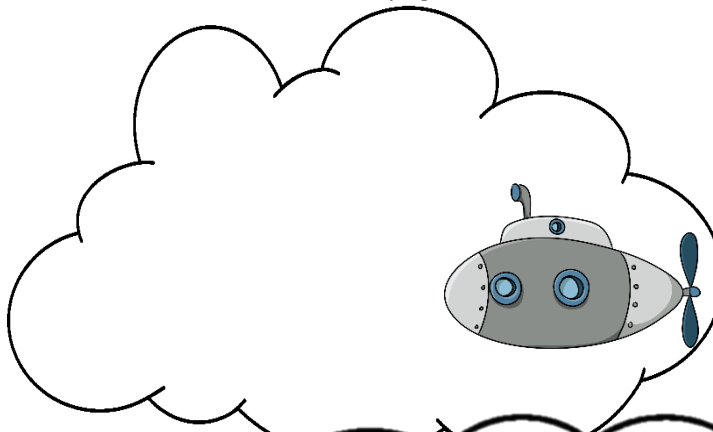
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(think beyond what the textbook tells you, also consider what the psychological effects might be)

Task 3: The limitations of economic mobilisation

a) Add to the following images exactly how well the Nazis had produced their armaments when war broke out in 1939. Use page 236.




Why were the Nazis not ready for war in 1939?

b) How did the Nazis organise their economy at this point? (page 236-7) Create a diagram in this box.

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c) How did the Nazi method of organisation hinder them at this time?



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d) CHALLENGE: Are you surprised by this method of Nazi government? Why? Why not? (make sure that you use specific evidence).



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e) Why did the Germans fail to achieve the expected levels of armaments production before 1942?



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Task 4: Total War 1942-5 (pages 237-8)

a) How did Albert Speer become Minister of Armaments in February 1942?



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b) What impact do you think Hitler's words ("Speer, I'll sign anything that comes from you") to Speer had on armaments production?



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Speer, receiving an honour from Hitler in May 1943

c) What were Speer's actions when he became armaments minister in 1942?



d) Do you agree with Goebbels when he claimed Speer was "Speer still tops with the Führer. He is truly a genius with organization" in his diary in 1943?



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e) What were the successes and limitations of Speer's armaments production? Complete the table below using page 238-9 of your textbook.

Successes	Limitations


f) The use of foreign labour
Use this box and page 239 to record how successfully foreign labour was used in the war effort.



Theresienstadt concentration camp in the Czech Republic with its “Work makes you free” sign.

g) Read the following. Is Speer responsible for the use of foreign labour?

While Speer had tremendous power, he was of course subordinate to Hitler. Nazi officials sometimes went around Speer by seeking direct orders from the dictator. When Speer ordered peacetime building work suspended, the Gauleiters (Nazi Party district leaders) obtained an exemption for their pet projects. When Speer sought the appointment of Hanke as a labor tsar to optimize the use of German labor, Hitler, under the influence of Martin Bormann, instead appointed Fritz Sauckel. Rather than increasing female labor and taking other steps to better organize German labor, as Speer favored, Sauckel advocated importing labor from the occupied nations – and did so, obtaining workers for (among other things) Speer's armament factories, using the most brutal methods.



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Task 5: What was the impact of the Allied bombing?

Use page 239-240. How far did the Allied bombing affect German arms production?



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Task 6: How successfully did the Nazis mobilise their economy for war?

Answer this question- plan, essay, bullet-points, mind map using whatever method that you like!

WAR!

Section 3: The Racial War

Note: you have already looked at most of this, but it will not hurt to revisit it below.

Task 1: Read pages 241-248 of your textbook and add notes to the timeline you have here on each of the different events.

Date	Event
September 1939	German invasion of Poland. SS Einsatzgruppen moved in.
1939-40	Plans made to 'resettle' Jews
April 1940	First 'sealed' ghetto established in Lodz.
June 1941	SS Einsatzgruppen moved into the USSR behind the advancing armies to round up and kill Jews.
1 September 1941	All Jews forced to wear Yellow Star of David.
October 1941	First deportations of Jews from certain German provinces.
20 January 1942	Wannsee Conference. Various government and party agencies agreed on the 'Final Solution' to the Jewish problem.
Spring 1942	Extermination facilities set up at Auschwitz, Sobibor and Treblinka.
1942-1943	Transportation of Jews from all over German-occupied Europe to death camps began.
February 1943	Destruction of Warsaw Ghetto. Germany's gypsies sent to Auschwitz
27 January 1945	Liberation of Auschwitz by Soviet troops

Task 2: Complete the table with your answers to these questions

<p>What evidence can you find that Nazi policy towards the different racial groups was planned?</p>	<p>What evidence can you find that Nazi policy towards the different racial groups was affected by practicalities rather than plans?</p>
<p>How many people can you find who are responsible for the racial law? Write what they are responsible for and assess how responsible they are for racial law.</p>	

WAR! The Home Front

Section 4: The Impact of the War on the German People

Task 1: An assessment of wartime propaganda.

Use this website: <http://research.calvin.edu/german-propaganda-archive/ww2era.htm#ww2> and look at some of the German propaganda. See what information you can pick out that shows the impact the Second World War had on the German people. Be careful not to take the view the Nazis give at face value- what does it indicate if they have to make a big deal out of an issue?


Create your notes on lined paper, using the format below.

Source chosen	Impact of WWII on the German people.

Task 2: The Nazis on the Home Front

See what information you can find that supports your findings from sources and collect it in the spaces below. Make sure you show how different groups felt about the regime.

The impact of Blitzkrieg on the people



“The British ruling class takes their weekends in the country. Hitler takes his countries in the weekends”

The impact on living standards





The impact on the workers

The impact on peasants

The impact on women.


The impact on the Youth

The effects of the Allied Bombing

Task 3: To be completed in the follow up lesson

a) Meet in a group of three or four and compare results. How did the war affect how people at home felt about the regime? Put your notes together in this box.

b) Supposing the Nazis had won the war, do you think that the Nazis would have had opposition brewing at home? Try to write a balanced answer with a conclusion below.



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WAR!

Section 5: Resistance and Repression- who resisted the Nazi regime and why?

Task 1: Factors affecting opposition

a) What kind of issues might cause opposition to a government? List them below.

b) What kind of factors would make effective opposition difficult? List them in this box.

c) Which of these circumstances apply to the Nazis?

d) Look at page 319 of the Weimar and Nazi Germany SHP textbook of reactions to the Nazi regime. On a piece of A3 paper, plot out a line and add the following of these seven possible reactions to the Nazi regime on it- most negative on the left, most positive on the right.

- Nonconformity
- Acceptance
- Resistance
- Participation
- Enthusiasm
- Protest
- Commitment

You then need to plot all the different methods of opposition on the line.

CHALLENGE 1: What would be on the other sides of the line?

CHALLENGE 2: What does this show you about how difficult it would be for an historian to assess the degree of opposition in the Third Reich?



Task 2: Research Task. Different methods of resistance in the Nazi regime

Divide into three and each one of your group has the responsibility for finding examples of resistance in their category- they must find evidence. You will then come back together and share what you have found out. You need pages 255-259 of your textbook and any other information you are given/ find.

Opposition	Resistance	Nonconformity

Task 3: Conclusion Tasks

a) Complete the activity on page 326 of page 326-327 of the Weimar and Nazi Germany SHP textbook.

Now highlight the sources to assess:

- 1. How strong opposition to the regime was?
- 2. How strong the regime was?

b) Complete the activity on page 329 of page 328-329 of the Weimar and Nazi Germany SHP textbook.

c) How widespread was opposition to the Nazis?



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d) Why was none of the opposition successful?



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WAR!

Section 6: Why did Germany lose the war?

Task 1: Use your textbook, pages 260-262 to add notes to these reasons why Germany lost the Second World War.

You can also go beyond these notes and link them to what else you know about Germany.

Do some research on the History website: you will need to scroll down until you reach the section on the Nazis at War.



Hitler's strategic bungling	
Germany's lack of preparedness for war	
Italy was an ineffective ally	
Failure to defeat the USSR	
Allied strength	
Failure of the Economy	

Task 2: 10 mark question on Germany's defeat in WW2

Which was of greater significance in causing Germany's defeat in WW2?

- a) Germany's lack of preparedness for war
- b) Hitler's misjudgements of the Allies.

Explain your answer with reference to a and b?

Complete your answer on lined paper. Self-assess your answer using the mark scheme below.



A-Level History: Germany 1919-1963

10 mark essay feedback and STAR time



Mark Scheme for 10 Mark Essay Question: Germany, Democracy and Dictatorships 1919-1963	
Level 6 9-10 marks	Both factors thoroughly analysed and evaluated <input type="checkbox"/> . Uses accurate and detailed knowledge and understanding of key features of the period <input type="checkbox"/> . Reaches developed and substantiated judgement in relation to the question <input type="checkbox"/> .
Level 5 7-8 marks	Both factors are analysed and evaluated <input type="checkbox"/> . Uses generally accurate and detailed knowledge and understanding of key features of the period <input type="checkbox"/> . Reaches substantiated judgement in relation to the question <input type="checkbox"/> .
Level 4 5-6 marks	Both factors are analysed and evaluated <input type="checkbox"/> . Uses relevant knowledge and understanding of key features of the period <input type="checkbox"/> , however, there is some uneven analysis- evaluation of one of the two factors is only partial <input type="checkbox"/> . Analysis supports reasonable judgement <input type="checkbox"/> .
Level 3 3-4 marks	Both factors partially analysed and evaluated <input type="checkbox"/> . Uses some relevant knowledge of the key features of the period, in order to make a basic judgement in relation to the question <input type="checkbox"/> .
Level 2 2 marks	Very limited and generalised knowledge of the period used to attempt a limited analysis or evaluation of both factors <input type="checkbox"/> . Linked to simplistic judgement <input type="checkbox"/> .
Level 1 1 mark	Very limited and generalised of the period is used to attempt a very limited analysis of one factor <input type="checkbox"/> . The other factor is not considered <input type="checkbox"/> or there is very limited information or description of the factor with no attempt to use this knowledge <input type="checkbox"/> . Asserted judgement <input type="checkbox"/> .
Essay Title: Which was of greater significance in causing Germany's defeat in WW2?	
Strengths	Targets
Signed:	Date: