

# AS History: Unit F962

## European and World History Period Studies

Name:

ALPS Target:



## Democracy and Dictatorship in Germany 1919-1963

### The Weimar Republic



#### **TARGETS**

Aspirational

Target Grade:



# Grobby AS History: Germany

## Targets



GCSE Grade (if applicable):	AS ALPS target:	Personal target:
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Based on your overall GCSE performance: what is your most important skills and study targets for studying this essay based topic next year.	SKILL TARGET:
	STUDY TARGET:

Russia Skills	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly disagree
AO1a: I can use a wide range of accurate and relevant evidence.					
AO1a: I can accurately and confidently use appropriate historical terminology.					
AO1a: I can create clearly structured and coherent answers to questions.					
AO1a: I can communicate accurately and legibly.					
AO1b: I understand how to analyse key concepts (continuity/ change/ causation/ significance) within their historical context.					
AO1b: I can produce excellent synthesis (drawing links between different rulers across a time period).					
AO1b: I can produce a thorough synoptic assessment (a judgement over a whole time period).					
AO1b: I understand different interrelationships across different areas and can support these connections.					
Study skills: I can take responsibility for my own learning, seek information and clarification independently and know when to ask for help.					
Study skills: I can keep up to date with deadlines and stay organised.					

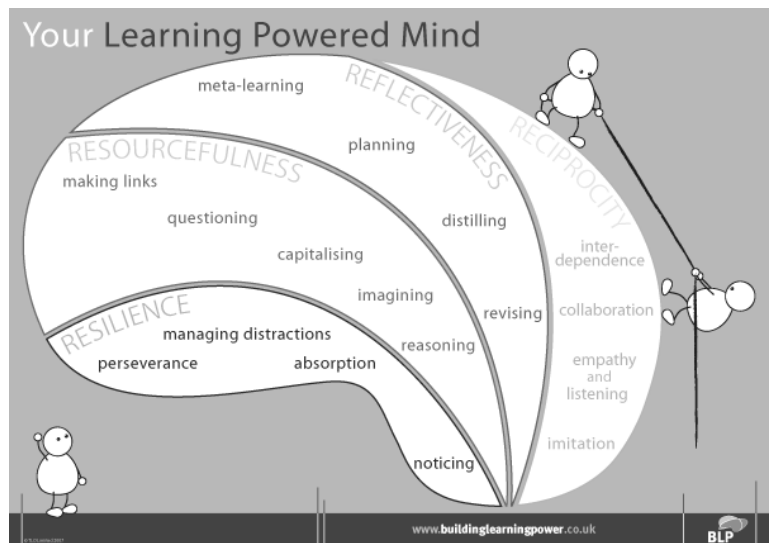


# Building Learning Power

During the course of this theme, you will be using a learning technique called **Building Learning Power** which is all about helping you learn better.

It works by developing your ability to learn through exercising four different learning muscles. This booklet is designed to help you identify your four learning muscles and work with them.

The four different learning muscles seen in the brain opposite will have an image to help you identify them throughout the booklet.



**Resilience:** Engaging with the learning, absorption in the task; managing distractions, persevering; being prepared to get it wrong and learn from mistakes and sticking at it; even when it is hard.

**Resourcefulness:** Questioning; making links; imagining; reasoning; capitalising on the resources you have available and using them well.



**Reflectiveness:** Planning your learning; revising, monitoring and adapting; distilling (drawing out lessons from experience) and meta-learning (understanding learning and how you learn).

**Reciprocity:** Being ready, willing and able to learn alone and with others; balancing self reliance and sociability; collaborating; recognising and improving skills such as empathy and listening; imitation (picking up others' skills, habits and values).



**BE RESILIENT:** Do not say "I don't get this I'm so stupid", say "I'm going to get this, I am capable of getting this, I won't get distracted or put off because I don't immediately get it!" Then, try and identify where you've made your mistake and how you can avoid it.



## The Building Learning Power Unsticking Guide What to do when you don't know what to do.

**BE RESOURCEFUL:** What can you use to help you? What questions do you need to ask? Can you look in a textbook or Google something...?



**BE RECIPROCAL:** Can I collaborate with someone else? Can I ask someone else for help? Is anyone else stuck? Can we try and puzzle it out together? What way of working is someone who seems to get it using? Maybe they'll let me have a look at past work or they might have some advice for how to tackle this work.



**BE REFLECTIVE:** Plan how to get to what you want to achieve, look at past work or past ideas and see if they can be adapted, revise over the topic again, try and think about it in a different way. Think about the best way you learn— can you adapt what you are doing to fit in with that (e.g. create a diagram or make up a little song?)



Unstuck now? Celebrate!  
Still stuck— talk to your teacher.



# Intro to Weimar: Why did Germany Lose the First World War- and with What Consequences

<b>Using pages 8-13 of your textbook complete the boxes with what you find out about the end of the First World War and Germany</b>		
<b>What reasons for losing WWI were the fault of Germany?</b>	<b>What were the reactions of the German people?</b>	<b>What happened to Kaiser Wilhelm II (or William II)?</b>
<b>What did Ebert do? And how successfully?</b>	<b>What did the left and right do?</b>	<b>How did the Weimar Constitution come to be drafted?</b>
<b>What future problems for Germany can you see in store?</b>		

# What was the impact of the Treaty of Versailles on post-war Germany?

## Learning Objectives

To be able to explain what the impact of the Treaty of Versailles was on post-war Germany □.

## Success Criteria

1. Ao1a: to be able to describe the terms of the Treaty of Versailles and how they affected Germany □.
  2. Ao1b: to be able to assess the consequences of these terms for Germany and to consider how they might affect the Weimar Republic's chances of survival □.
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### **Task 1: Germany's hopes for the Treaty of Versailles and what actually happened.**

Annotate the hopes that Germany had for the Treaty of Versailles with what actually happened to them. Use pages 14-16 of the textbook.

a) Assess their level of disappointment or joy at the difference in their terms with smiley/ frowny faces.

Germany hoped that they would be able to protect the economy of their country. While they were happy to pay <u>reparations</u> for the areas of Belgium and Northern France that had been devastated by WWI, they were not expecting to pay more than that.
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Germany were prepared to give Alsace-Lorraine (which they had taken from France after the Franco-Prussian War 1870-71) back to France, and also to give some territory to the new state of Poland. They hoped, however, that Austria and other German speaking areas of the former empire (the Hapsburg) would be allowed to become part of the German Reich.
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The Germans were expecting to have a key role in the League of Nations (a fraternity of nations working together to ensure the devastation of WWI would not happen again) and to remain to be seen as a powerful and influential nation.
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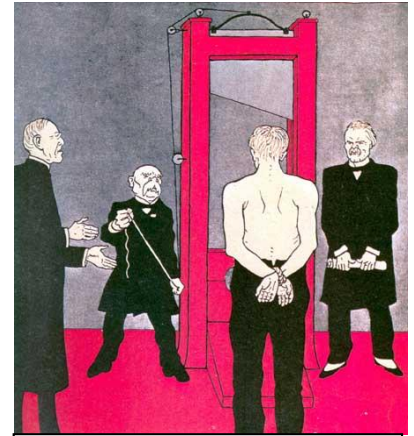
They hoped to negotiate a moderate peace with the Allies and the USA.
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Caption to this German cartoon  
“When we have paid one hundred billion marks, then I can give you something to eat”.



1919 cartoon from the German magazine *Simplicissimus*.

b) What problems do you think lie in store for Germany as a result of this Treaty? Use these sources and the information in your textbook (on page 16) to answer this question.

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c) Is there any hope for Germany?

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c) Did they deserve the Treaty of Versailles?

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# The Weimar Constitution and its Impact on the New Government

## Learning Objectives

To be able to explain why the features of the Weimar Constitution would cause problems for the new Weimar government ☐.

## Success Criteria

1. Ao1a: To be able to describe some key features of the Weimar Constitution ☐.
2. Ao1b: To be able to explain why those key features could be problematic for Germany ☐.
3. Ao1b: To be able to evaluate whether the Weimar Constitution would “doom” the new government from the beginning ☐.

## Task 1: Key Features of the New Weimar Constitution

These are some of the key features of the New Weimar Constitution. Describe what they are, how they get elected etc. See what you can remember from your summer work and see if you can identify what we still need to go over.



President	Chancellor	Reichstag
Reichsrat	Article 48	Proportional Representation
Plebiscites	Judiciary	Bureaucracy

1. In your pairs, create your answers.
2. In groups, try to complete more answers/ improve answers.
3. Any you are missing, can you find the answers in your textbook?

## Task 2: Problems with the Weimar Constitution

You have a diagram of the “reasons for hope” of the Weimar Constitution and the “threat’s to its survival. Annotate your diagram with explanations of why the Weimar Constitution should hope, or should feel threatened.

**Task 3: Use the textbook (page 17-19) and what you have picked up from today’s discussion to draw a conclusion. Is the Weimar Constitution a document that doomed the new government? (Continue on lined paper)**

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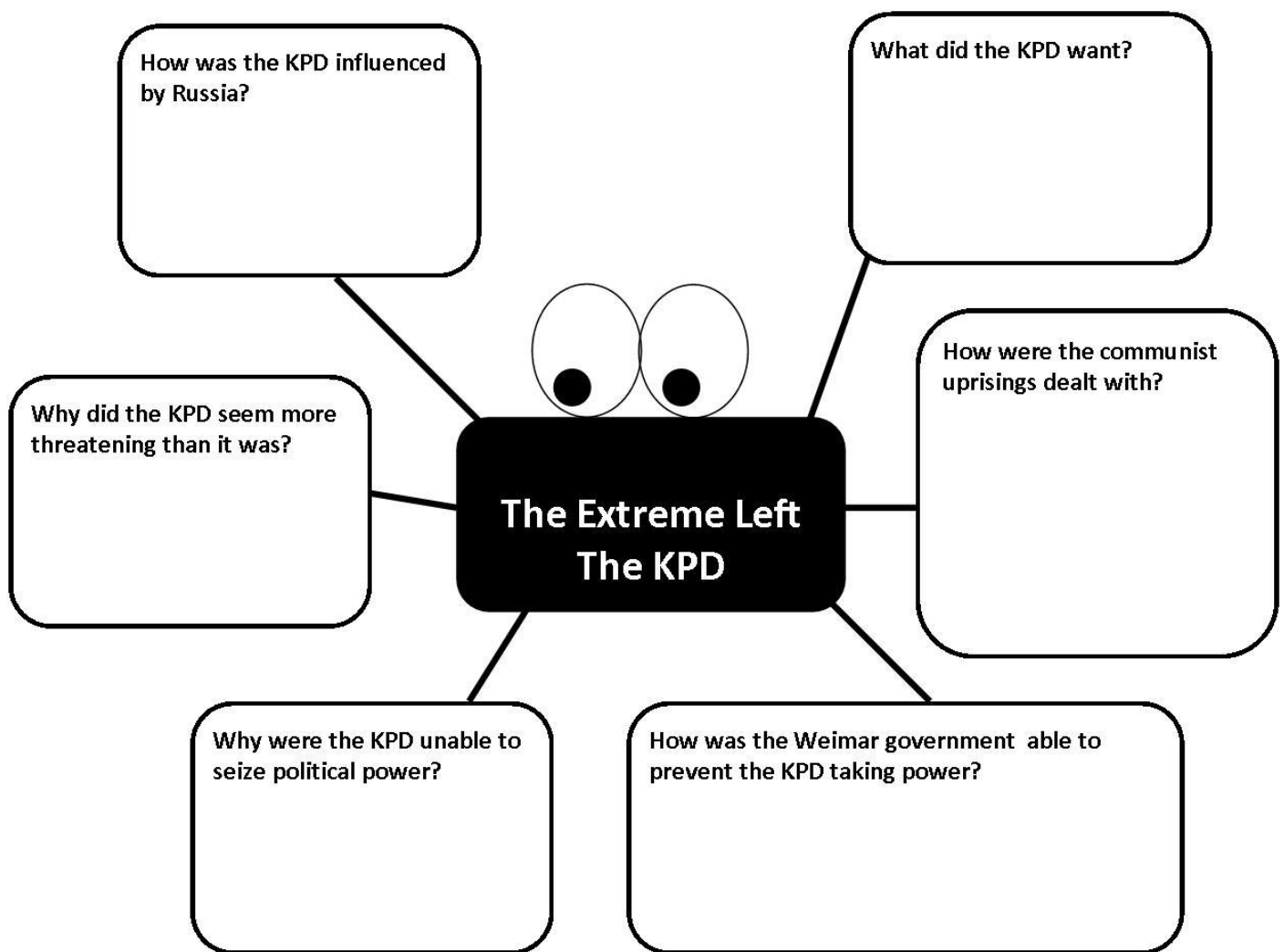
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**Task 2: The Threat from the Extreme Left**

Using pages 34-35 of your *Access to History* reading, complete the KPD spider diagram below.

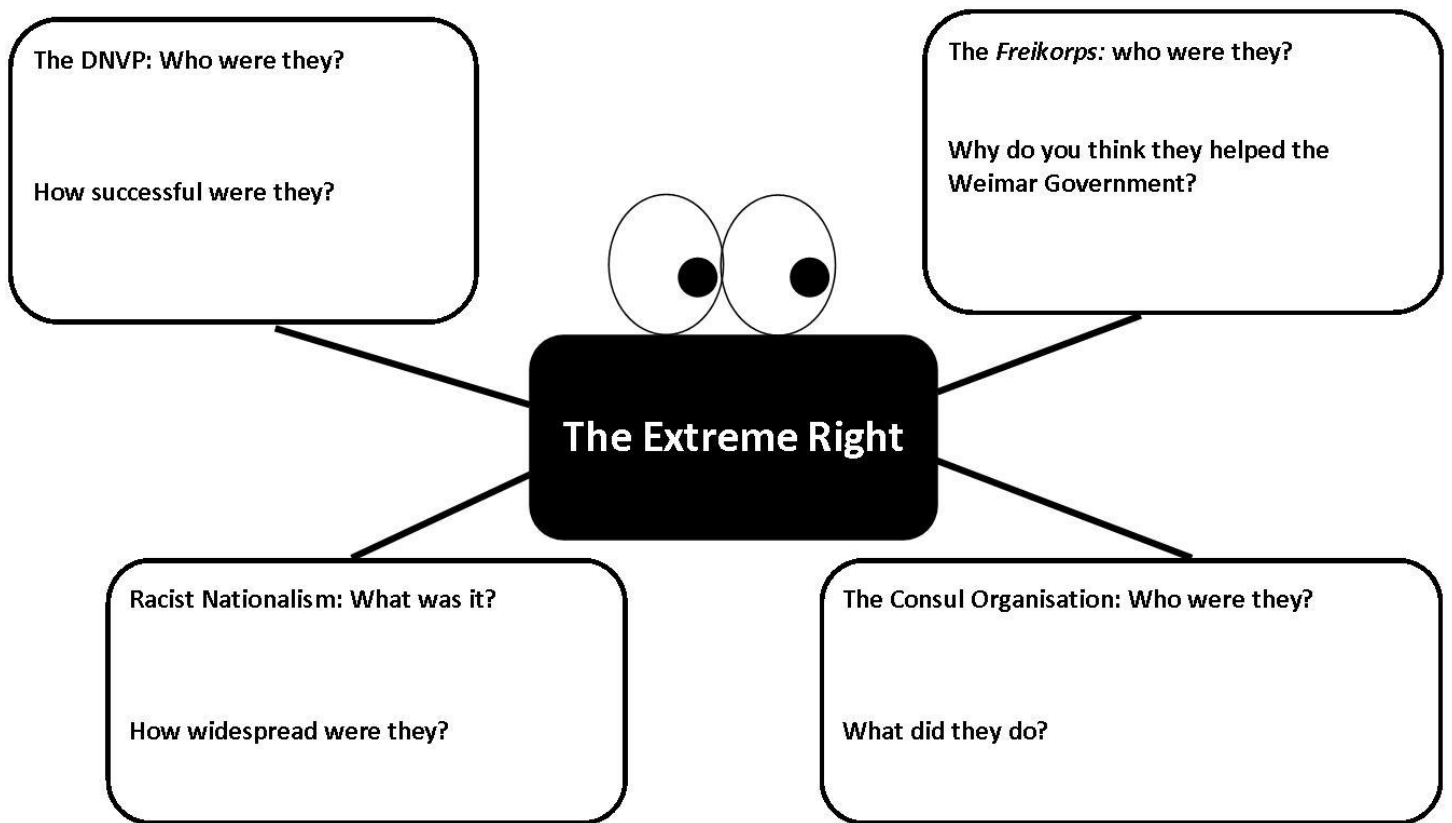


**Task 3: The Extreme Right**

a) What did they stand for? Use your *Access to History* reading (page 36-37) to complete the explain the following beliefs held by the Extreme Right.

Anti-Democracy	
Anti-Marxism	
Authoritarianism	
Nationalism	

b) Complete the extreme right spider diagram using pages 36-37 of your reading. It will help you understand the different groups.




### c) The Uprisings of the Extreme Right

**The Kapp Putsch: March 1920.** In the boxes below, create a storyboard of the events of the Kapp Putsch. It should include i. the reasons for the *putsch*, ii. the events of the *putsch*, iii. the response to the *putsch*, and iv. why the *putsch* collapsed.


Answer these questions about the aftermath of the Kapp *Putsch*

i. How could the Kapp *Putsch* be seen as a success for the Weimar Republic?


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ii. How could it be viewed as a failure?


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iii. Why were the actions of the army such a concern for the Weimar government?


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iv. How did they fail to solve the problem of the army? (include the phrase **'state within a state'** and what that means).


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v. How did the judiciary show that they were against the Weimar Republic during this period of uprisings?

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**d) The Munich *Putsch* 8-9 November 1923**

You are going to watch a section of a DVD (from a film called *Hitler: The Rise of Evil*) which shows the events of the Munich Beer Hall *Putsch*. Make any notes that show similar issues to those of the Kapp *Putsch* in this box.

Bullet point the events of the *Putsch* in the box below. Use pages 41-43 to create them.

Read the section on the aftermath of the Munich *Putsch* in your handout (page 43) and see if you can add any similarities to those issues in the Kapp *Putsch* in the box from the DVD.

**e) Conclusion on the Threats from Right and Left**

Read the section in your reading titled *Weimar Democracy: A Republic without Republicans* before you draw your conclusions. You may find it helps you to highlight any important points on it. Make sure you explain your conclusions with reference to what you have read.

i. Of the right and the left which side was the most threatening to Weimar democracy?

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ii. Why do you think that Weimar survived these threats from both sides?

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iii. What do you think the long term effects were to Weimar's stability?

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# How did the Weimar Republic solve the problem of hyperinflation?

## Learning Objectives

To be able to evaluate how successfully the Weimar Republic recovered from hyperinflation of the early 1920s ☐.

### Success Criteria

1. Describe the effects of hyperinflation in the early 1920s (Ao1a) ☐.
2. Explain the causes of hyperinflation in the early 1920s (Ao1b) ☐.
3. To be able to describe how the problem of hyperinflation was solved by the Weimar Republic (Ao1a) ☐.
4. To be able to evaluate the success of the solutions to hyperinflation (Ao1b) ☐.

### Getting to the Top Band

2. Get analytical- analyse the relative significance of the causes of hyperinflation. Link it to other problems that Weimar had ☐.
- 3 (and 1). Get detailed- use a wide range of detail in your notes so you can use a wide range of evidence in your essays ☐.
4. Get analytical with evidence- substantiated conclusions require application of your detailed knowledge to your evaluation ☐.

## Supplementary Information: What is inflation? And what is hyperinflation?

Inflation is the rate of increase in prices for goods and services. It is usually expressed as a percentage. For example, a Cadbury's Freddo used to cost 10p and in five years went up 100% to cost 20p.



**Cadbury's Freddo: 100% inflation in 5 years. No wonder there is an angry Facebook group campaigning for a reduction.**

Hyperinflation is extremely rapid or out of control increase in prices. Prices rise exceptionally high and more and more money is printed, devaluing the currency- effectively watering down the currency (like adding too much water to orange squash).

### What happened in Weimar Germany?

These sources below show you some of the things that happened in Weimar Germany.

Date	Marks	U.S. Dollars
1919	4.2	1
1921	75	1
1922	400	1
Jan. 1923	7,000	1
Jul. 1923	160,000	1
Aug. 1923	1,000,000	1
Nov. 1, 1923	1,300,000,000	1
Nov. 15, 1923	1,300,000,000,000	1
Nov. 16, 1923	4,200,000,000,000	1



A woman, burning money instead of buying fuel. 1923.

Two women were carrying a laundry basket filled to the brim with banknotes. Seeing a crowd standing round a shop window, they put down the basket, for a moment to see if there was anything they could buy. When they turned round a few moments later, they found the money there untouched. But the basket was gone.

The memories of a German writer



**Task 1: The Causes of Hyperinflation**

On a piece of lined, plain or A3 paper create a timeline that explains the long term, medium term and short term causes of hyperinflation.

Remember the top of the mark scheme success criteria: can you show that in your work? (Get analytical- analyse the relative significance of the causes of hyperinflation. Link it to other problems that Weimar had).

**Task 2: Homework, The Consequences of Hyperinflation**

a) Find (using the textbook, class reading, and the Internet) the consequences of Hyperinflation and complete the table that describes: a) Those who were not badly affected by hyperinflation. b) Those who were badly affected by hyperinflation.

Those who were not badly affected by hyperinflation (or even gained from hyperinflation) 😊	Those who were badly affected by hyperinflation. ☹️

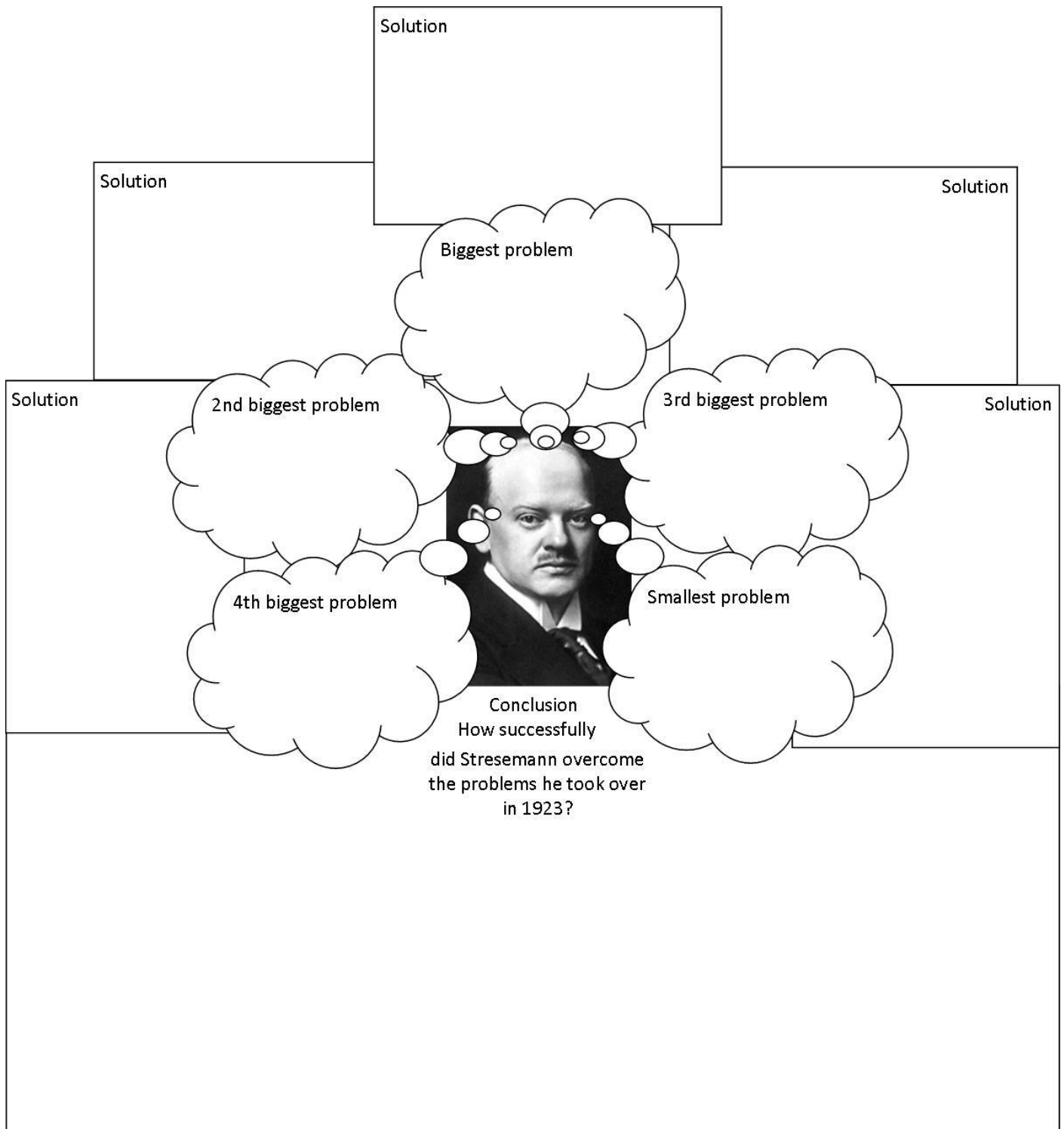
b) Find 3 personal stories of hyperinflation in Weimar Germany and write them up as though they were a short newspaper article from the time.

HEADLINE:	HEADLINE:	HEADLINE:

**Task 3: The work of Gustav Stresemann**

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?

Read page 56-57 and complete the following diagram.



Remember: substantiate your conclusions, detailed evidence and evaluate those strategies!

Think short term and long term consequences of Stresemann's actions.

Remember to tick off your success criteria!

# The Golden Years of Weimar: The Economy

## Learning Objectives

To be able to explain how the economy stabilised during the Golden Years (1924-1929) of Weimar  and to evaluate their level of success

## Success Criteria

1. (Ao1a) To be able to describe the different aspects of the Weimar Economy and explain how it improved
2. (Ao1b) To be able to evaluate whether the economy genuinely improved

## Challenge Criteria

Create a Weimar Problem List. Identify where the Weimar Republic is simply storing up trouble for the future by creating a list on a Post-It note of trouble lying ahead for Weimar.

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## Task 1: Weimar's Previous Problems

Make a list of the problems that Weimar Germany has had before 1924. How many do you think will still have repercussions in the future?

1.

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2.

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3.

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4.

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5.

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## Task 2: 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 28-29) 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.

### The Dawes Plan 1924

#### The reorganisation of German currency

One new *Rentenmark* was to be worth 1 billion of the old marks and a new German national bank, the *Reichsbank* was to be set up, under Allied supervision.

**An international loan of 800 million gold marks** to aid German economic recovery was to be financed mainly by the USA.

#### New arrangements for the payment of reparations

**were made:** annually, at a fixed scale over a longer period.

## 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".

**Task 3:** When you have completed your notes, write a conclusion. Was the economic recovery golden or gilded?

# Rentemmark

How was this issued? How was it supposed to stabilise the currency?

Winners and Losers

Industrial Production

Labour and Employment

Agriculture

Who was the saviour of the German economy?



What foreign investment was there? What other foreign events had an impact?

On a scale of 1-10, 1 being bad, 10 being very good, how well do you think the Weimar government has solved Germany's economic ills?

# The Golden Years of Weimar: Politics

## Learning Objectives

To be able to evaluate whether politics stabilised during the Golden Years (1924-1929) of Weimar .

## Success Criteria

1. (Ao1a) To be able to collate evidence that demonstrated whether the Weimar Republic politically stable .
2. (Ao1b) To be able to draw a conclusion that explains whether the government of the Weimar Republic was really stable 1924-1929 .

## Challenge Criteria

Using what you have learned so far about the economic stability of Weimar, produce an evaluation of whether the Golden Years of Weimar were really golden .

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### Task 1: Politically Stable? Unstable?

Reading the text you have available, and page 31 of your textbook summarise all the evidence of Weimar's political stability in the box below.

Politically Stable	Politically Unstable

### Task 2: Conclusion

Was the government of the Weimar Republic was really stable 1924-1929? Create a detailed argument on lined paper whether you think it was or wasn't?

### Task 3: Conclusion with Extra Economics

Using what you have learned so far about the economic stability of Weimar, produce an evaluation of whether the Golden Years of Weimar were really golden.

# Weimar Stability: International Relations

## Learning Objectives

To be able to explain and evaluate the stability of Weimar's international relations, with reference to its' own domestic situation .

## Success Criteria

1. (Ao1a) To describe how Weimar stabilised its' international relations .
2. (Ao1b) To be able to evaluate the success of Weimar's international relations .
3. (Ao1b) To be able assess the effect that would have on Weimar's domestic scene .

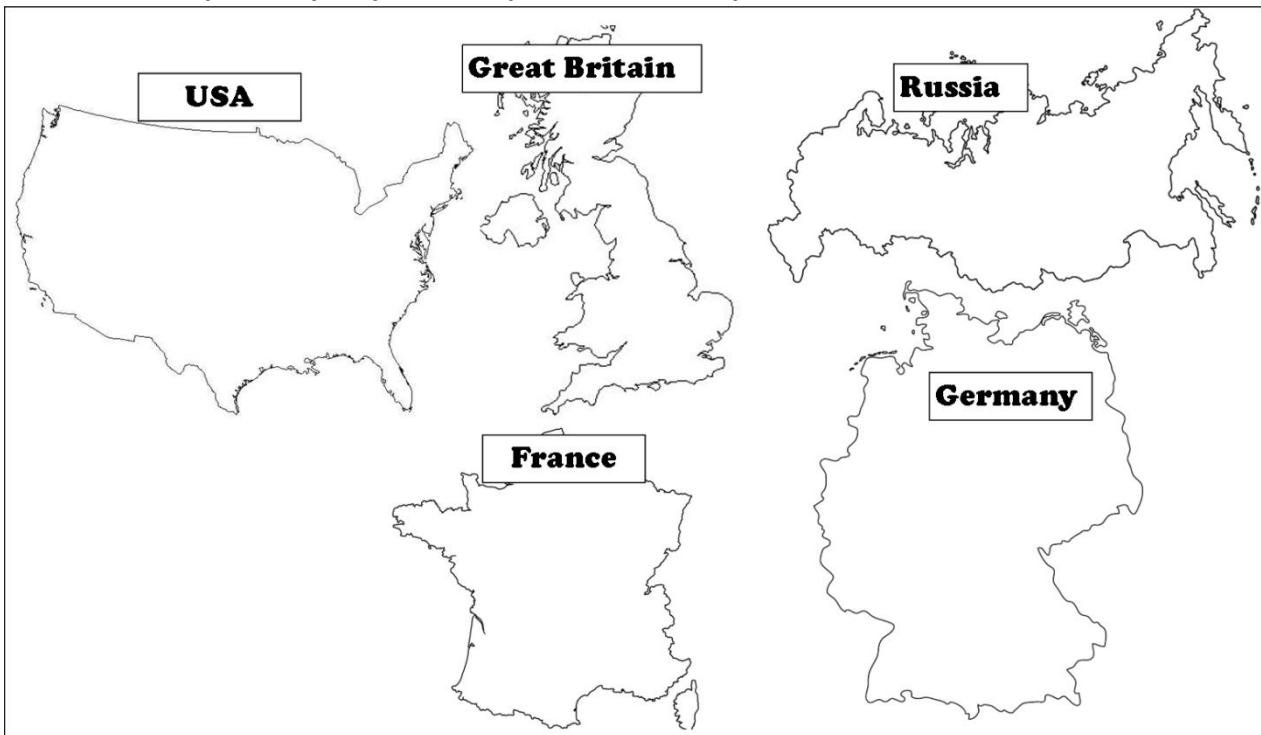
## Challenge Criteria

Link Weimar's foreign policy, to Weimar's economic and political stability to create an overall judgement of Weimar's stability during this period.

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### Task 1: 1920s international relations (before the introduction of the Rentenmark)

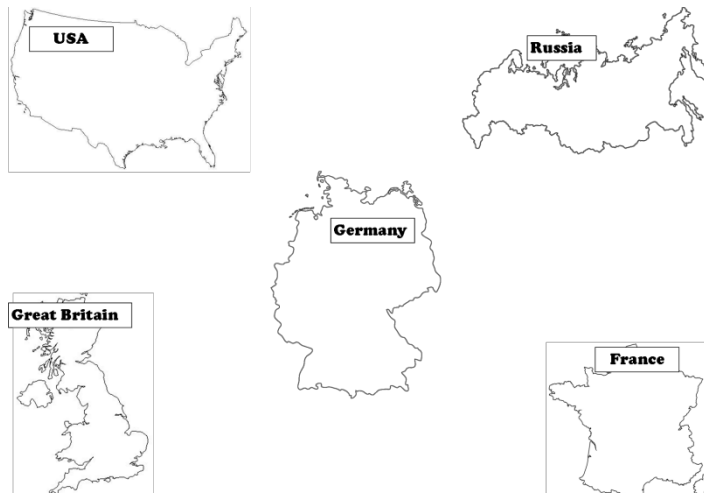
In the box below, show how the different powers would have regarded Germany by giving these countries a facial expression. **Bonus: Explain why they have this particular facial expression.**



Note: This is not a factually accurate map and should not be taken as such. You will see no accurate maps in this section.

### Task 2: The Dawes Plan


a) Look over your notes/ reading on the Dawes Plan. How would this have helped improve international relations for Germany? Write your explanation of what it does to each country's relations with Germany on/around this map.



**b) Did everyone like the Dawes Plan?**

This Nazi Poster says "Break the Dawes Chains".

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

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Do you think this was a widely held view?

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**Task 3: The work of Gustav Stresemann as Foreign Minister**

Use your textbook (pages 30-31) and the reading in these pages, and complete the tasks that follow.

**The Locarno Pact**

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

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. Stresemann had agreed a great deal at Locarno at very little cost.

**Stresemann's other actions**

Stresemann hoped that further advances would follow Locarno, such as the restoration of full German rule over the Saar and the Rhineland, a reduction in reparations, and a revision of the eastern frontier. However, although there was further diplomatic progress in the years 1926-30 it remained limited.



- Germany had originally been excluded from the League of Nations, but in 1926 she was invited to join the League and was immediately recognised as a permanent member of the Council of the League.
- Two years later (1928), Germany signed the **Kellogg-Briand Pact**, a declaration that outlawed 'war as an instrument of national policy'. Although of no real practical effect it showed that Germany was working with 68 nations.
- In 1929, the Allies agreed to evacuate the Rhineland earlier than intended, in return for a final settlement of the reparations issue. The result was the **Young Plan**, which further revised the scheme of payments. Germany now agreed to continue to pay reparations until 1988, although the total sum was reduced to £1850 million, only one quarter of the figure demanded in 1921.
- **The Treaty of Berlin:** was signed between Germany and the USSR in April 1926, guaranteeing good relations between USSR and Germany. Friendship with the west was Stresemann's priority, but he was not prepared to drop the earlier **Rapallo Treaty** (1920) which was a friendship between the USSR and Germany. This showed that Stresemann needed to consider Germany's defence needs, and put pressure on Poland to give way to Germany's demands for frontier changes (as Poland would not get support from the USSR if it stood against them).
- Stresemann was awarded the Nobel Peace Prize in 1926 (along with Briand of the Kellogg-Briand Pact and Austen Chamberlain).

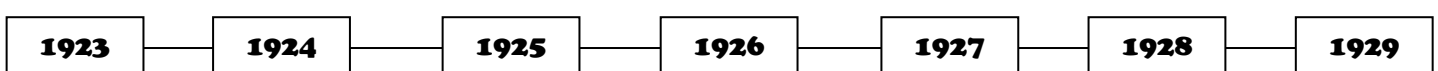
The Kellogg-Briand Pact was an agreement to outlaw war signed on August 27, 1928. Sometimes called the Pact of Paris for the city in which it was signed, the pact was one of many international efforts to prevent another World War, but it had little effect in stopping the rising militarism of the 1930s or preventing World War II.

### An Assessment of Stresemann

Stresemann does get some debate. Some see him as a fanatical nationalist, others as a 'great European' working for international reconciliation. He has been praised for his staunch support of parliamentary government and condemned for pretending to be a diplomat.

He did achieve a great deal in a short time to change Germany for the better and he did so peacefully. However, the circumstances were working strongly in Stresemann's favour (the powers were beginning to regret Versailles, for example) and he didn't change the Treaty of Versailles fundamentally. It may have been impossible for him to do more than he had. Stresemann's policies failed to generate real domestic support, and the right wing was already mobilising against the Young Plan. It hadn't garnered enough support before his death and the Wall Street Crash- both of which occurred in October 1929.

a) In this space, create a tiny timeline (just so that you have all the dates in one place, very clearly) of Stresemann's foreign policy achievements.

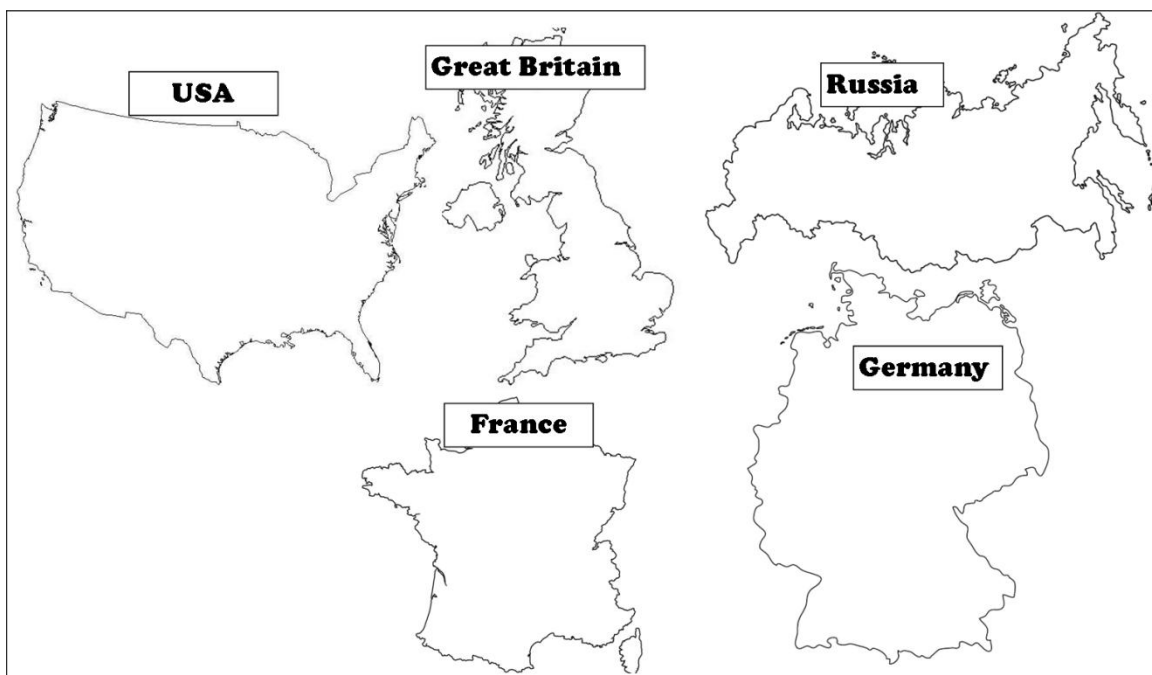


b) Use the reading and your textbook to assess how successful you think each piece of foreign policy was. You can choose how you decide to lay it out, but you must include all those mentioned on your tiny timeline, and you must evaluate it both in terms of its success in improving relations between the powers and whether it might have improved the domestic situation at home.

You can use this space or lined paper.

**1920s international relations (just before Stresemann's death, September 1929)**

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.



# The Golden Age of Weimar: Weimar Culture

## **Learning Objectives**

To be able to analyse aspects of Weimar culture in order to reach a conclusion about whether Weimar was really living through a golden age ☐.

## **Success Criteria**

Ao1a: To describe different aspects of Weimar culture ☐.

Ao1b: To be able to analyse Weimar culture to show whether it is positive towards Weimar ☐.

Ao1b: To evaluate whether Weimar culture supports the idea that 1923-29 was a golden age for Weimar ☐.

## **Challenge Criteria**

Ao1b: to develop links between the different areas of Weimar's stability; political, economic, international relations AND cultural in order to develop a really amazing conclusion ☐.

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## **Task 1: Different aspects of Weimar culture**

Use the PowerPoint on Weimar Culture and the following sources to describe different aspects of Weimar culture in the boxes below.

Art	Literature	Cabaret and Theatre
Nightlife and Nightclubs	Film	Architecture

**William Shirer: correspondent of the Chicago Tribune**

*"A wonderful ferment was working in Germany. Life seemed more free, more modern, more exciting than in any place I had ever seen. Nowhere else did the arts or the intellectual life seem so lively... In contemporary writings, painting, architecture, in music and drama, there were new currents and fine talents"*



Georg Grosz: The Eclipse of the Sun (1926)



Georg Grosz: Grey Day (1921)

**Christopher Isherwood, British Author**

*"We were in a room full of people dancing, shouting, singing, drinking, shaking our hands... The boys were in shirtsleeves and the girls had unhooked their dresses... I became involved in the dancing... I was seized round the waist, round the neck, kissed, hugged, tickled, half undressed; I danced with girls, with boys, with two or three people at the same time".*



# The Weimar Republic, 1919-1929

## **Learning Objectives**

To be able to assess the success of the Weimar Republic before the Great Depression of 1929 in preparation for a timed essay ☐.

## **Success Criteria**

1. (Ao1a) To ensure that your knowledge on the Weimar Republic is thorough ☐.
2. (Ao1b) To assess the level of stability Weimar had reached by 1929 ☐.
3. (Ao1a and Ao1b) To be able to answer some key questions about the Weimar Republic that are well supported by evidence ☐.

## **Challenge Criteria**

To be able to evaluate the relative importance of different factors causing Weimar's stability/instability ☐ and to link them together ☐.

## **Task 1: Identify your areas of strength and weakness**

In this table, try to write down as many facts as you can remember about the key areas we have studied.

<u>Why did Germany lose WWI?</u>	<u>Impact of the Treaty of Versailles on Germany</u>	<u>Threats from the Left</u>
<u>Threats from the Right</u>	<u>Hyperinflation</u>	<u>Economic Recovery</u>
<u>Political Stability (including the constitution)</u>	<u>Foreign Policy</u>	<u>Weimar Culture</u>

## Task 2: Go back over your notes and improve your fact boxes above.

### Task 3: Practise your analytical skills

Below, are some key questions that can help you build up your analysis. Select some to attempt on lined paper so that you can practise some key analysis skills.

#### Explanation of Causation

- Why did Germany lose the First World War?
- Why did Ludendorff support constitutional reform in 1918?
- Why did the Spartacist revolt fail?
- Why did the Germans view the Treaty as unfair?
- To what extent was the Treaty of Versailles motivated by anti-German feeling?
- Why did the Munich Beer Hall *putsch* fail?
- Why did Germany suffer hyperinflation?
- Why didn't all Germans suffer from hyperinflation?
- How did the Weimar Republic survive the crisis of 1923?
- Why did the political parties find it so difficult to co-operate?
- Why was Weimar culture unpopular with some Germans?

#### Assessing Consequence

- How did the war affect the living and working conditions of the German people?
- What impact did the Treaty of Versailles have on Germany, politically, economically and socially?
- To what extent did the uprisings from the right and the left weaken the Weimar Republic?
- Was the Weimar Constitution fatally flawed?
- What was the impact of hyperinflation on the German people?
- How did the appointment of Hindenburg as President affect Weimar politics?
- What was the impact of Stresemann on Weimar Germany?

#### Assessing/ Comparing Significance (importance)

- What were the main problems faced by Ebert in 1918?
- What were the significant terms of the Weimar Constitution?
- What were the significant terms of the Treaty of Versailles?
- To what extent was the Treaty of Versailles the main reason for weaknesses in Weimar Germany, 1919-1923?
- To what extent were the right a more significant threat to Weimar stability than the left?
- To what extent were the army a 'state within a state'?
- What was the greatest threat to Weimar democracy?
- Were the actions of Stresemann the main reasons for Weimar stability 1924-1929?

### Task 4: Essay Planning

These are essay questions from past papers. Try planning one (or more) of the following essays.

**January 2009:** Assess the reasons for the survival of the Weimar Republic in the 1920s.

**January 2010:** To what extent did the Weimar Republic in the 1920s overcome the problems it faced?

**June 2011:** How effectively did Weimar governments deal with the problems they faced in the 1920s?

**June 2012:** To what extent did Gustav Stresemann's policies bring stability to the Weimar Republic?

**June 2013:** 'Investment and support from foreign powers was the main reasons the Weimar Republic survived in the 1920s'. How far do you agree?

Look at some of the essay planning techniques that you can use on the next page:

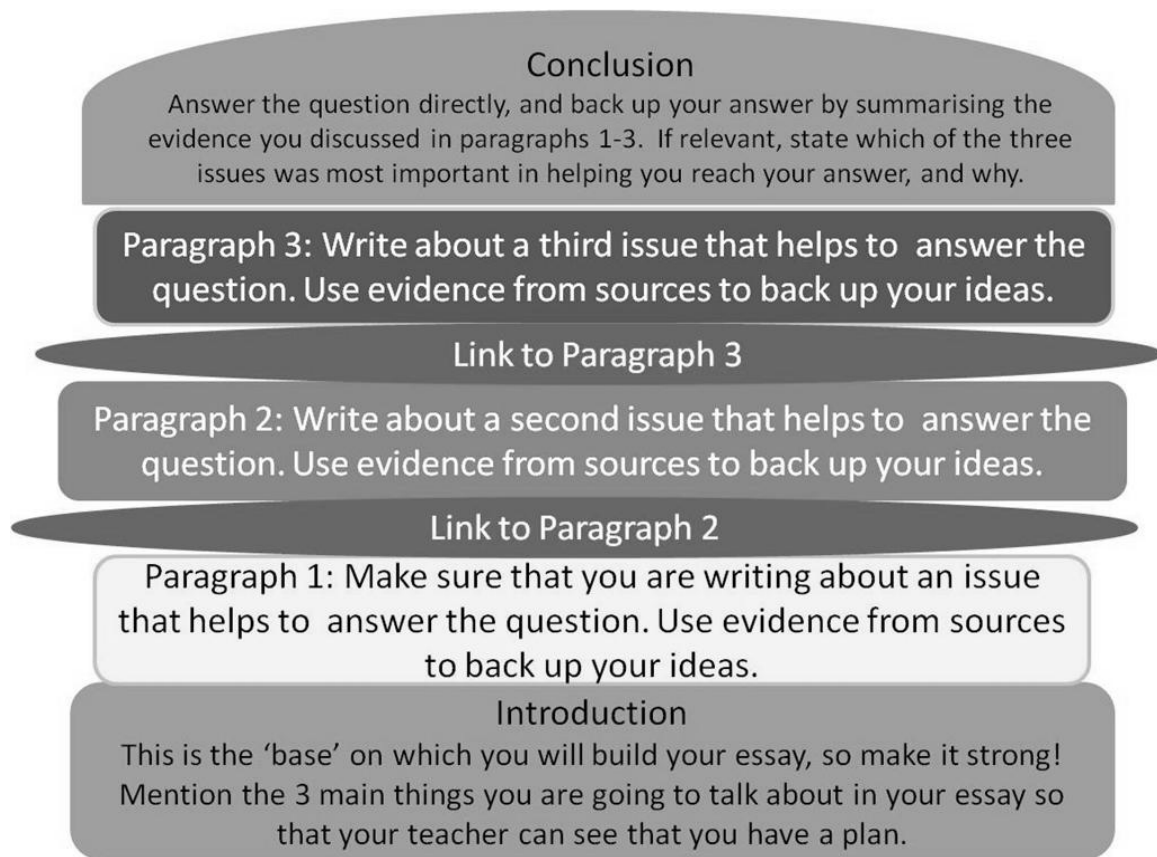
This is an example of an essay map which you can access on a computer from this web address:  
<http://www.readwritethink.org/files/resources/interactives/essaymap/>

Introduction		
Idea 1	Idea 2	Idea 3
Supporting evidence for Idea 1	Supporting evidence for idea 2	Supporting evidence for idea 3
Conclusion		

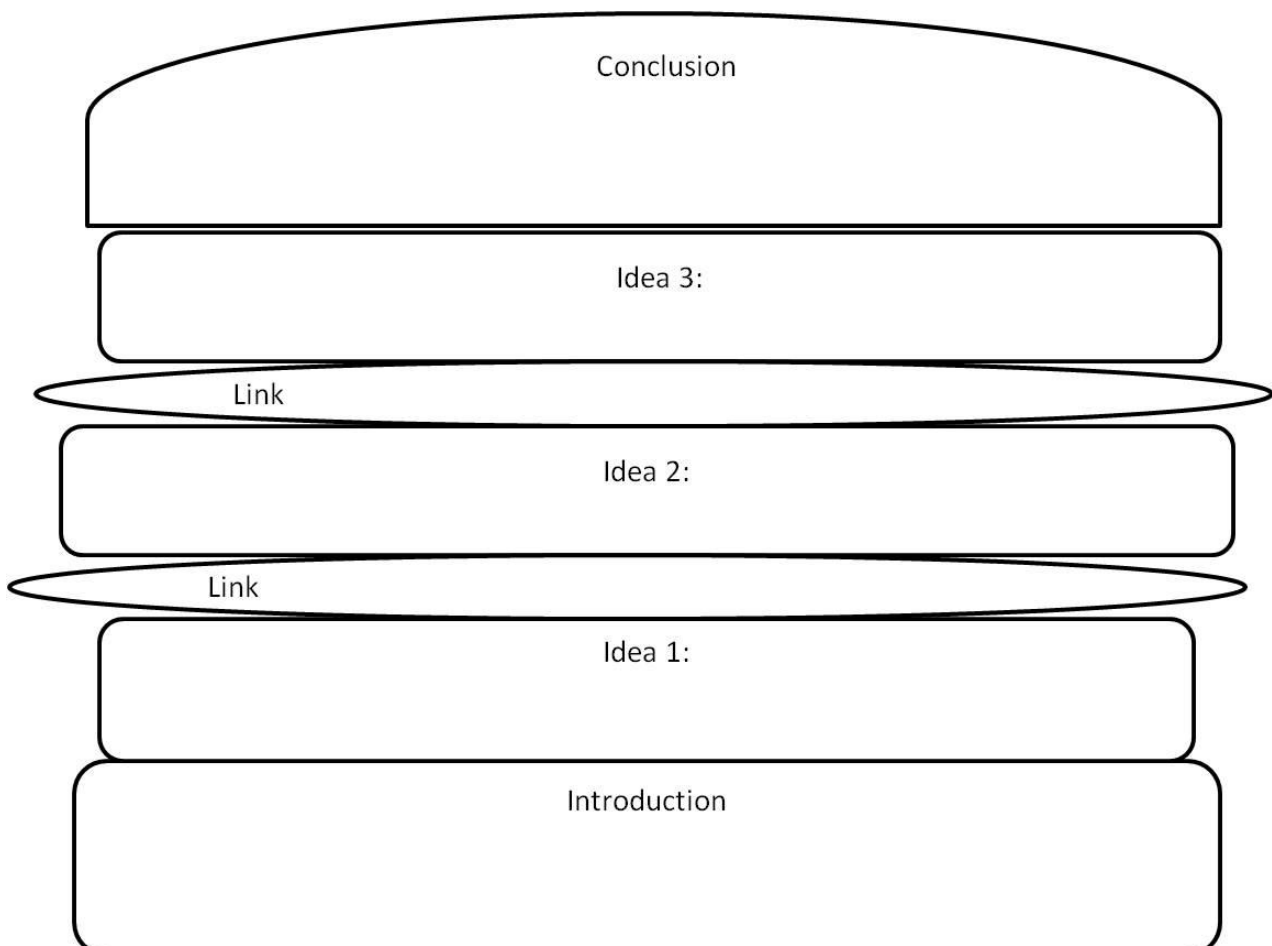


## The History Burger

This is another way of structuring your essay.



Evidence from sources can simply mean from your own knowledge. You could try completing the blank History burger here. You could also add extra components (such as a pickle, or bacon or extra cheese).



# OCR History A, Unit F962: Democracy and Dictatorship in Germany 1919-1963 Past Essay List

## January 2009

- Assess the reasons for the survival of the Weimar Republic in the 1920s.
- How successful were the Nazis in their policy of *Gleichschaltung* (coordination) after 1933?
- Assess the reasons why two German states emerged from 1945-1949.

## June 2009

- To what extent do the weaknesses of Weimar democracy explain Hitler's rise to power in 1933?
- How successful were Hitler's economic policies to 1945?
- Assess the reasons for West Germany's 'economic miracle' in the 1950s.

## January 2010

- To what extent did the Weimar Republic in the 1920s overcome the problems it faced?
- 'Their use of terror was the **main** reason that the Nazis retained control in Germany after 1933'. How far do you agree?
- Assess the reasons why Adenauer kept power for so long after 1949.

## June 2010

- 'The impact of the Great Depression was the **main** reason for Hitler's rise to power by January 1933'. How far do you agree?
- To what extent did the Nazis achieve the aims of their social policies?
- How successful was Adenauer's foreign policy?

## January 2011

- 'Economic recovery was the **main** reason why the Nazis stayed in power after 1933'. How far do you agree?
- Assess the reasons why a divided Germany emerged in the years from 1945 to 1949.
- To what extent was Adenauer personally responsible for West Germany's growing strength in the 1950s?

## June 2011

- How effectively did Weimar governments deal with the problems they faced in the 1920s?
- To what extent was Hitler's leadership the **main** reason why the Nazis came to power in 1933?
- How successful was Hitler's economic policy to 1945?

## January 2012

- To what extent were the actions of other political parties and their leaders responsible for the rise to power of Hitler and the Nazi Party?
- To what extent did Hitler's consolidation of power in Germany after March 1933 depend on terror?
- Assess the reasons for West Germany's political stability in the 1950s.

## June 2012

- To what extent did Gustav Stresemann's policies bring stability to the Weimar Republic?
- How successful were the Nazis in imposing their ideas about society on the German people?
- To what extent was the Soviet Union responsible for the division of Germany from 1945-1949?

## January 2013

- Assess the reasons for Hitler's coming to power in 1933?
- 'Hitler's economic policies failed to prepare Germany for war'. To what extent was this true?
- To what extent were Adenauer's foreign policies the main reason he retained power from 1949-1963?

## June 2013

- 'Investment and support from foreign powers was the main reasons the Weimar Republic survived in the 1920s'. How far do you agree?
- Assess the reasons for the lack of opposition in Nazi Germany?
- How successful was Adenauer as Chancellor from 1949-1963.

# Weimar Political Parties

By Professor Paul Bookbinder, University of Massachusetts Boston

For the first time in German history political parties had real power. They could determine policy and had patronage available for supporters. However, the large number of political parties made coalitions necessary and made it difficult to obtain and maintain legislative majorities. At times there were more than thirty political parties on the ballot although only about six commanded substantial voting blocs. Making life even more difficult for the Republic were extremist parties on both sides of the political spectrum who were opposed to the existence of the Republic itself. The most important of these radical anti-Republican parties were the communists on the left and the National Socialists (Nazis) on the right. Most of the 22 Weimar government coalitions were made up of members of the Catholic Center, Social Democratic, Democratic and People's parties.

The concept of "left" or "left wing," and "right" or "right wing" political parties originated in the French Assembly in the 19th century where people and groups were labeled by where they sat in the meeting hall. In Weimar Germany, while there were often as many as 30 parties on the ballot, there were a group of larger and more important parties. These parties were identified by names and initials related to their names in German. The most frequently used initials were:

Initial	German	English Translation:
D	Deutsche	German
D	Demokratische	Democratic
S	Sozialistische	Socialist
Z	Zentrum	Center
K	Kommunistische	Communist

In the Weimar Republic the left consisted of the Communists (KPD) and the Social Democrats (SPD). The Center consisted of the Democratic party (DDP), the Catholic Center Party (Z) and the People's Party (DVP). The right consisted of the German Nationalist Party (DNVP) and the National Socialist Party (NSDAP-Nazi). Unlike American political parties, German political parties had narrower bases of support generally based on class, occupation and religion. They were therefore less inclined to compromise and more inclined to have programs based on clear sets of ideas (ideologies).

The parties on the left were strong supporters of progressive taxation, government social welfare programs, labor unions, equality and economic opportunity for women. They were less nationalistic, militaristic and antisemitic than the parties on the right. They favored greater government involvement in—and control of—business and industry, and were to varying degrees anti-religious. Still, there were strong differences and major conflicts between the two major leftist parties. The Social Democrats were strong supporters of the Republic and democracy while the Communists were opposed to both, favoring a Russian style communist dictatorship. The parties on the right were strongly nationalistic and supported large military. They were opposed to social welfare

programs, labor unions and progressive taxation. They favored an economy directed by industrialists and landowners with large estates. They were antisemitic and favored traditional roles for women. The Nationalists were a more traditional Conservative Party, while the National Socialists were a radical party wanting revolutionary change. Both parties publicly supported the Churches and the role of religion in society but some elements in the Nazi Party harbored hostility to traditional religion.

The parties in the center were the most moderate and the least ideological of the German political parties. The members of the Democratic Party tended to be the most sympathetic of the center parties to the Social Democratic leftist ideas and were strong supporters of the Republic. The Catholic Center Political Party which had been created to protect a Catholic minority from persecution in the 1870s was held together by a commitment to Catholicism. The party had elements within it that were more sympathetic to the left and elements that were more sympathetic to the right. For most of the Weimar years the party strongly supported the Republic and democracy. In the last years of the Weimar Republic the party moved away from its strong support for the Republic. The Peoples Party was generally closer to the parties on the right but its leader for most of the Weimar years, Gustav Stresemann, held the party in a supportive role for the Republic, often having to struggle against members of his own party.

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### **Catholic Center Party (Zentrum, or, Z)**

In terms of ideology and class, the Catholic Center Party (Zentrum, or, Z) was more diverse than any of its Weimar rivals. Its one area of uniformity was its commitment to protect the interests of Germany's Catholics; about 34% of the population. Thus, it is not surprising that the largest number of Center Party supporters were Catholic, although Protestants also supported the party and were included in its legislative delegation. Even some of Germany's Jews (1% of the population) voted for the Catholic Center party. Catholic women voted for the party in very high numbers. While it had a left-liberal trade union wing, and a right-conservative nationalist wing, the weight of its support placed the party at the center of the political spectrum. The Center Party was vital to the stability of the Republic, and it was a part of every Weimar government. Its leaders served as chancellors for nine administrations and were included in each of the twenty-one cabinets that ruled during the fourteen years of the Republic. With the change in leadership of the party in 1928, it drifted towards its more conservative wing which had evolved into the Bavarian People's Party.(BVP). Independent of the national Catholic Center party, the BVP often positioned itself in opposition to the Weimar government.

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### **Communist Party (KPD)**

The German Communist Party (KPD) was founded at the end of December 1918 in the midst of revolutionary chaos. Its earliest members came from the ranks of the radical Spartacist group that had been crushed by the army under orders from a transitional government dominated by Social Democrats. Drawing on a membership of more radical workers and a small group of radical intellectuals, the party was fundamentally opposed to the existence of the Weimar Republic and, although a leftist party, was particularly antagonistic to the democratic leftist Social Democratic Party. The Communists were in favor of a Russian style dictatorship and during the Weimar period fell more and more under the control of the Communist international based in Moscow. While the party had a strong feminist agenda, as well as the only prominent woman party leaders and the most women candidates for office across the political spectrum, this position did not translate into substantial female voting support. Although the party opposed antisemitism and had Jews among its leaders, very few German Jews voted Communist. During the crisis of the last Weimar years the parties voting strength grew substantially as it attracted support from the growing ranks of the unemployed.

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### **German Democratic Party (DDP)**

The German Democratic Party's (DDP) largely Protestant membership was drawn from the middle class, often from professional groups of lawyers, doctors and liberal academics. Some of its leaders were converts to democracy and republicanism, but the party was firmly supportive of the Weimar Republic and resistant to militarism and antisemitism. It attracted more Protestant than Catholic voters and many of Germany's Jews voted for the party. While the party fits on the left side of the political spectrum, it stressed its moderation. Unfortunately for the Weimar Republic, this party received its greatest vote totals in 1919 and saw its support erode for most of

the Weimar period. Contributing to the decline of the Democratic Party were the untimely deaths of Max Weber and Friedrich Naumann, its most prominent leaders. Yet, in spite of its declining support, the party played a significant role during the Weimar years, and was an eager participant in coalition governments. In an effort to revive its fortunes in the final days of the Republic, the Democratic Party reconstituted itself as the “State Party.”

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### **German Nationalist People’s Party (DNVP)**

The supporters of the German Nationalist People’s Party (DNVP) were generally Protestant and represented a mix of landowners and industrialists with crafts people and civil servants and farmers who followed the lead of the wealthy landowners. The party also attracted the more conservative elements among the white collar clerical and retail sales workers. It was militaristic, resistant to republican government, opposed to attempts to fulfill the terms of the Versailles treaty, and antisemitic.

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### **German People’s Party (DVP)**

The German People’s Party (DVP) represented owners of small and middle-sized businesses and white-collar workers, and its support was much stronger among Protestants than Catholics. It lacked the rural base of the nationalists and was more moderate in its nationalism and less extreme in its antisemitism. The party had a core group which was willing to support and participate in Weimar coalition government, and these reform conservatives kept Gustav Stresemann as party leader. At the same time, other People’s Party members were never reconciled to the new Republic.

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### **National Socialist German Workers Party (NSDAP-Nazi)**

The National Socialist German Workers Party (NSDAP-Nazi), founded in 1919 as the German Workers party, began its move toward prominence when Adolf Hitler emerged as its principal speaker and leader. The National Socialists initially attracted young men who had been in the military and had not been able to reintegrate themselves into the civilian society and economy. The party also drew support from members of the lower middle class, shopkeepers, artisans and white-collar workers. The party was unequivocally opposed to the Weimar Republic and in 1923 its members led by Hitler tried unsuccessfully to seize the government by force. After this failed attempt the party reverted to a strategy of gaining power through the electoral process without ever changing its fundamental opposition to democracy and republican government. Antisemitism and the threat that the Jews represented to Germany were at the core of the Nazi ideology.

During the later twenties, the base of National Socialist support expanded considerably. Although most of the top leaders of the party including Hitler were Catholic, and the party had begun in Catholic Munich, fewer Catholics proportionally voted for the party than did Protestants. This voting pattern was the result of the Catholic Church urging its members to avoid supporting the Nazis. This Catholic Church opposition to the Nazis would be dropped once Hitler achieved power. While the Nazis were slow to attract women supporters (program for women was summarized by “Children, the Kitchen and the Church”), women were the fastest growing group of supporters by the early 1930s. By 1932, the Nazis had become the most popular political party and they had the largest legislative delegation.

### **Funding for the Nazi Party**

Money was a necessity for building and maintaining a large political organization. Hitler needed money to support paramilitary groups, stage rallies, publish newspapers, print posters and buy radio time. Historians have argued about how Hitler and the Nazis raised their money. Marxist historians starting with Franz Naumann in the 1940’s had argued that industrialists who hoped to manipulate him bought Hitler’s success because they feared communism. Even in the 1920s left wing critics of Hitler such as the artist John Heartfield had seen him as a creature of industrialists such as Hugo Stinnes. S. and J. Poole’s claim that it was Henry Ford who supplied the Nazis with funds. However most historians today take the position most clearly expressed by Henry Turner and dispute these claims. Turner argues that most industrialists and financiers supported more moderate political leaders such as Gustav Stresemann and only began to supply Hitler with money in the early 1930s when he looked like a winner and they saw the communist threat growing. Turner sees a generous party membership, often with very limited personal means, as the source of the major funding for the party during its growth period.

Turner rejects the idea of any support for Hitler from Henry Ford.

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### **Social Democratic Party (SPD)**

The Social Democratic Party (SPD) drew its support from blue-collar trade union skilled workers, and at times from more progressive white-collar workers and intellectuals. While the party had proportionally more Protestant than Catholic supporters, it did attract Catholic workers. In some parts of Germany landless farm workers voted for the party. German women from working class families voted for the Social Democratic Party in large numbers. Some of Germany's Jews also voted for the Social Democratic Party. From 1919 to 1932, the Social Democratic Party was the party that received the most votes in national elections and had the largest legislative delegation. The SPD was committed to further reform of Weimar society and hoped to eventually make the institutions and economy of Weimar more egalitarian. This party was a bulwark of the Republic and was the most active opponent of antisemitism during the Weimar years.

# 1929: A Turning Point During the Weimar Republic

## Politics

The Weimar Republic was a bold experiment. It was Germany's first democracy, a state in which elected representatives had real power. The new [Weimar constitution](#) attempted to blend the European parliamentary system with the American presidential system. In the pre-World War I period, only men twenty-five years of age and older had the right to vote, and their elected representatives had very little power. The Weimar constitution gave all men and women twenty years of age the right to vote. Women made up more than 52% of the potential electorate, and their support was vital to the new Republic. From a [ballot](#), which often had thirty or more parties on it, Germans chose legislators who would make the policies that shaped their lives. Parties spanning a broad political spectrum from [Communists](#) on the far left to [National Socialists \(Nazis\)](#) on the far right competed in the Weimar elections. The Chancellor and the Cabinet needed to be approved by the Reichstag (legislature) and needed the Reichstag's continued support to stay in power.



Although the constitution makers expected the Chancellor to be the head of government, they included emergency provisions that would ultimately undermine the Republic. [Gustav Stresemann](#) was briefly Chancellor in 1923 and for six years foreign minister and close advisor to Chancellors. The constitution gave emergency powers to the directly elected President and made him the Commander-in-Chief of the armed forces. In times of crisis, these presidential powers would prove decisive. During the stable periods, Weimar Chancellors formed legislative majorities based on coalitions primarily of the [Social Democrats](#), the [Democratic Party](#), and the [Catholic Center Party](#), all moderate parties that supported the Republic. However, as the economic situation deteriorated in 1930, and many disillusioned voters turned to extremist parties, the Republic's supporters could no longer command a majority. German democracy could no longer function as its creators had hoped. Ironically by 1932, [Adolf Hitler](#), a dedicated foe of the Weimar Republic, was the only political leader capable of commanding a legislative majority. On January 30, 1933, an aged President von Hindenburg reluctantly named Hitler Chancellor of the Republic. Using his legislative majority and the support of Hindenburg's emergency presidential powers, Hitler proceeded to destroy the Weimar Republic.

## Economics

Germany emerged from World War I with huge debts incurred to finance a costly war for almost five years. The treasury was empty, the [currency was losing value](#), and Germany needed to pay its war debts and the huge reparations bill imposed on it by the [Treaty of Versailles](#), which officially ended the war. The treaty also deprived Germany of territory, natural resources, and even ships, trains, and factory equipment. Her population was undernourished and contained many impoverished widows, orphans, and disabled veterans. The new German government struggled to deal with these crises, which had produced a serious hyperinflation. By 1924, after years of crisis management and attempts at tax and finance reform, the economy was stabilized with the help of foreign, particularly American, loans. A period of relative prosperity prevailed from 1924 to 1929. This relative ["golden age"](#) was reflected in the strong support for moderate pro-Weimar political parties in the 1928 elections. However, economic disaster struck with the onset of the world depression in 1929. The [American stock market crash](#) and bank failures led to a recall of American loans to Germany. This development added to Germany's economic hardship. Mass unemployment and suffering followed. Many Germans became increasingly disillusioned with the Weimar Republic and began to turn toward radical anti-democratic parties whose representatives promised to relieve their economic hardships.

## Class-Gender

Rigid class separation and considerable friction among the classes characterized pre-World War I German society. Aristocratic landowners looked down on middle and working class Germans and only grudgingly associated with wealthy businessmen and industrialists. Members of the middle class guarded their status and considered themselves to be superior to factory workers. The cooperation between middle and working class

citizens, which had broken the aristocracy's monopoly of power in England, had not developed in Germany. In Weimar Germany, class distinctions, while somewhat modified, were still important. In particular, the middle class battled to preserve their higher social status and monetary advantages over the working class. [Ruth Fischer](#) wanted her German Communist party to champion the cause of the unemployed and unrepresented.

Gender issues were also controversial as some women's groups and the left-wing political parties attempted to create more equality between the sexes. Ruth Fischer struggled to keep the Communist party focused on these issues. As the Stalinists forced her out of the party the Communists lost this focus. Other women's groups, conservative and radical right-wing political parties, and many members of the clergy resisted the changes that Fischer and her supporters advocated. The [constitution](#) mandated considerable gender equality, but tradition and the civil and criminal codes were still strongly patriarchal and contributed to perpetuating inequality. Marriage and divorce laws and questions of morality and sexuality were all areas of ferment and debate.

### **Culture**

Weimar Germany was a center of artistic innovation, great creativity, and considerable experimentation. In film, the visual arts, architecture, craft, theater, and music, Germans were in the forefront of the most exciting developments. The unprecedented freedom and widespread latitude for varieties of cultural expression led to an explosion of artistic production. In the [Bauhaus](#) arts and crafts school, in the studios of the film company UFA, in the theater of Max Reinhardt and the studios of the New Objectivity (Neue Sachlichkeit) artists, cutting edge work was being produced. While many applauded these efforts, conservative and radical right-wing critics decried the new cultural products as decadent and immoral. They condemned Weimar Germany as a new Sodom and Gomorrah and attacked American influences, such as jazz music, as contributors to the decay.

### **Religion**

Weimar Germany had a population that was about 65% Protestant, 34 % Catholic and 1% Jewish. After German unification in 1871, the government had strongly favored the two major Protestant Churches, Lutheran and Reformed, which thought of themselves as state-sponsored churches. At the same time, the government had harassed and restricted the Catholic Church. Although German Catholics had only seen restrictions slowly lifted in the pre-World War I period, they nevertheless demonstrated their patriotism in World War I. German Jews, who had faced centuries of persecution and restriction, finally achieved legal equality in 1871. Jews also fought in record numbers during World War I and many distinguished themselves in combat. Antisemites refused to believe the army's own figures and records and accused the Jews of undermining the war effort. The new legal equality of the Weimar period did not translate into social equality, and the Jews remained the "other" in Germany.

Catholics and Jews both benefited from the founding of the Weimar Republic. Catholics entered the government in leadership positions, and Jews participated actively in Weimar cultural life. Many Protestant clergymen resented the loss of their privileged status. While many slowly accepted the new Republic, others were never reconciled to it. Both Protestant and Catholic clergy were suspicious of the Socialists who were a part of the ruling group in Weimar and who often voiced Marxist hostility toward religion. Conflicts over religion and education and religion and gender policies were often intense during the Weimar years. The growth of the [Communist Party](#) in Germany alarmed Protestant and Catholic clergy, and the strong support the [Catholic Center Political Party](#) had given to the Republic weakened in the last years of the Republic. While Jews had unprecedented opportunities during the Weimar period, their accomplishments and increased visibility added resentment to long-standing prejudices and hatreds and fueled a growing antisemitism.