A Level History
OCR History A H505
(AS H105)

Unit Y251.
Non-British period study
Democracy and Dictatorship in
Germany 1919-1963

Booklet 3: The Creation and Consolidation of
the Third Reich
<table>
<thead>
<tr>
<th>Topic</th>
<th>Booklet section completed</th>
<th>Assessment marks/ grades</th>
<th>Revision materials created</th>
<th>Confidence?</th>
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</thead>
<tbody>
<tr>
<td><strong>The Establishment and Development of the Weimar Republic: 1919- January 1933</strong></td>
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<tr>
<td>Consequences of the First World War and the impact of the Treaty of Versailles.</td>
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<td>The Weimar Constitution and coalition governments.</td>
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<td>Challenges from Right and Left.</td>
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<td>The Invasion of the Ruhr and Hyperinflation.</td>
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<td>Stresemann and the Dawes and Young Plans</td>
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<tr>
<td>The Golden Years: economic recovery, foreign loans, political stability improvements to working and living conditions.</td>
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<td>The impact of the Great Depression; elections and governments 1928-1933.</td>
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<td>The rise and appeal of Nazism; propaganda and Hitler.</td>
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<td>Papen, Schleicher and the ‘backstairs intrigue’.</td>
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<td>Hitler’s appointment as Chancellor.</td>
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<td>AS only: interpretations skills</td>
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<td><strong>The Establishment of the Nazi Dictatorship and its Domestic Policies February 1933-1939</strong></td>
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<td>Hitler’s consolidation of power; Reichstag Fire, March Elections and Enabling Act.</td>
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<td>Gleichschaltung; the creation of the one-party state; Night of the Long Knives, army oath and death of Hindenburg.</td>
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<td>System of government and administration; censorship and propaganda, machinery of terror and the legal system, SS and Gestapo.</td>
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<td>Treatment of Opposition.</td>
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<td>Religious policies.</td>
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<td>Economic policies, Schacht’s New Plan, Goering’s Four Year Plan, public works, conscription and autarky.</td>
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<td>German Labour Front; Strength Through Joy.</td>
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<td>Policy towards women.</td>
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<td>Education and policy towards youth.</td>
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<td>Racial policies to 1939.</td>
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<tr>
<td>Benefits of Nazi Rule</td>
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### The impact of war and defeat on Germany, 1939-1949

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<th>Topic</th>
<th>Booklet section completed</th>
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<tr>
<td>The war economy and Total War.</td>
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<td>Impact of bombing.</td>
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<td>War and Racial policies. The Final Solution.</td>
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<td>Morale and rationing.</td>
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<td>Opposition and resistance.</td>
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<td>Consequences of the Second World War.</td>
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<td>The Cold War and Potsdam.</td>
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<tr>
<td>Division of Germany, Bizona and developments in the Soviet Zone.</td>
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<tr>
<td>Currency reform and the Berlin blockade.</td>
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<td><strong>AS only: interpretation skills.</strong></td>
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### Divided Germany: The Federal Republic of Germany and the DDR 1949-1963

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<thead>
<tr>
<th>Topic</th>
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<th>Assessment marks/grades</th>
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<th>Confidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of West Germany and the DDR.</td>
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<tr>
<td>Basic law and Constitution of West Germany.</td>
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<tr>
<td>1949 election, economic miracle, political and social stability.</td>
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<td>Adenauer’s decline and the Der Spiegel Crisis of 1962.</td>
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<tr>
<td>West Germany in 1963.</td>
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<tr>
<td>Foreign policy. Rapprochement with France, EEC, rearmament and NATO.</td>
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<tr>
<td>Policy towards USA, USSR and DDR.</td>
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<td>The DDR in 1949.</td>
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<tr>
<td>1953 uprising.</td>
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<tr>
<td>Economic change, land reform, collectivisation, nationalisation and heavy industry.</td>
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<tr>
<td>Social change, churches, Trade Unions, education and youth.</td>
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### Mock Exams/Assessments (where a full exam paper is sat).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mark and Grade</th>
<th>Marks away from next grade/ target grade</th>
<th>Target.</th>
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</table>
The Establishment of the Nazi Dictatorship
Section 1: The Creation of a Nazi Mass Movement

Task 1: The Nazi Vote
Look at the following table of Reichstag election results. What conclusions can you draw about what has happened to Nazi support?

<table>
<thead>
<tr>
<th></th>
<th>May 1928</th>
<th>Sept 1930</th>
<th>July 1932</th>
<th>Nov 1932</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSDAP</td>
<td>2.6</td>
<td>18.3</td>
<td>37.3</td>
<td>33.1</td>
</tr>
<tr>
<td>Protestant</td>
<td>41.8</td>
<td>29.3</td>
<td>11.1</td>
<td>14.6</td>
</tr>
<tr>
<td>Protestants (DNVP, DDP, DVP...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Parties</td>
<td>15.2</td>
<td>14.8</td>
<td>15.7</td>
<td>15.0</td>
</tr>
<tr>
<td>(ZP and BVP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left Wing</td>
<td>40.4</td>
<td>37.6</td>
<td>35.9</td>
<td>37.3</td>
</tr>
<tr>
<td>parties (SPD and KPD)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

a) Which parties do the Nazis seem to be stealing their support from?

b) What has happened to the percentage of votes gained by the left wing parties?

c) Does it matter that the votes gained by the left wing parties outnumber the NSDAP?

d) What has happened to the votes gained by the Catholic parties? Can you suggest a reason for it?

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Percentage of vote gained by each major political grouping in the four Reichstag elections. For more info - scan the QR code at the top of the page.
e) CONCLUSION Read page 115: Where are the Nazis getting their votes in the 1928-1932 elections?

f) What limitations do tables like this have for historians explaining the nature of Nazi support?

Task 2: Geography and Denomination (what religion you are) and the Nazi vote
Use page 116 in your textbook and page 5 of your booklet to note where Nazi voters are located and how that links to religion.
What explanations can you find that rely on local factors?
SOURCE 7.12 Membership of the NSDAP, 1923–33, by religion

<table>
<thead>
<tr>
<th>Religious Composition of Area</th>
<th>Membership of Political Parties by Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Largely Protestant</td>
<td>18-30 %</td>
</tr>
<tr>
<td>Overwhelmingly Protestant</td>
<td>19%</td>
</tr>
<tr>
<td>Largely Catholic</td>
<td>19%</td>
</tr>
<tr>
<td>Overwhelmingly Catholic</td>
<td>19%</td>
</tr>
</tbody>
</table>

Key:
- % of total population living in such areas
- % of total NSDAP members from these areas

SOURCE 7.13 Membership of political parties by age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>22%</td>
</tr>
<tr>
<td>31-40</td>
<td>27%</td>
</tr>
<tr>
<td>41-50</td>
<td>26%</td>
</tr>
<tr>
<td>51+</td>
<td>8%</td>
</tr>
</tbody>
</table>

Key:
- % of adult population
- % SPD 1931
- % NSDAP 1931

SOURCE 7.14 The distribution of Protestants and Catholics in Germany

Key:
- Protestant areas
- Catholic areas
- Mixed areas

SOURCE 7.15 Percentage of German males/females voting Nazi

<table>
<thead>
<tr>
<th>Area</th>
<th>Male 1930</th>
<th>Female 1930</th>
<th>Male 1932</th>
<th>Female 1932</th>
<th>Male 1933</th>
<th>Female 1933</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bremen</td>
<td>20.9%</td>
<td>11.1%</td>
<td>20.8%</td>
<td>10.8%</td>
<td>20.8%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Bavaria</td>
<td>25.3%</td>
<td>14.2%</td>
<td>25.6%</td>
<td>14.2%</td>
<td>25.6%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Ansbach</td>
<td>46.6%</td>
<td>33.3%</td>
<td>47.6%</td>
<td>33.3%</td>
<td>47.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Magdeburg</td>
<td>19.8%</td>
<td>18.7%</td>
<td>19.8%</td>
<td>18.7%</td>
<td>19.8%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Wiesbaden</td>
<td>29.1%</td>
<td>26.0%</td>
<td>29.1%</td>
<td>26.0%</td>
<td>29.1%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

SOURCE 7.16 Hitler, November 1928

The NSDAP is not the movement of any particular class or of a particular status group or profession ... Instead it is a national party. It aims to encompass all elements of the nation and to embrace all occupational groups, to address each and every German of good will.
Task 3: Class and the Nazi Vote
Annotate the following images, using page 117 of your textbook and page 7 of your booklet to create a diagram that shows:

a) What kind of people are in which group?
b) Which of these groups voted Nazi?
c) Which of these groups joined the Nazi party?
d) Any indications about how the Nazis appealed to these groups?

- Peasants and Farmers
- Working class
- The Mittelstand
- The established middle class/ white collar workers
The pie chart on the left shows the occupational structure of the Nazi Party. The segments and shading on the right show the proportion of the German population for each social group overlaid by the proportion of Nazi Party members who were of that group.

### SOURCE 7.10
This table gives detail of Nazi Party members. Columns A–F divide them according to when they joined the party. Column G gives estimated percentages of each social group in Germany in 1933.

<table>
<thead>
<tr>
<th></th>
<th>Before Nov 1930</th>
<th>Nov 1930–Jan 1933</th>
<th>Total Jan 1935</th>
<th>1933</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Number</td>
<td>B % of total members</td>
<td>C Number</td>
<td>D % of total members</td>
</tr>
<tr>
<td>Workers</td>
<td>33,944</td>
<td>26.3</td>
<td>233,479</td>
<td>32.5</td>
</tr>
<tr>
<td>White-collar workers</td>
<td>31,067</td>
<td>24.0</td>
<td>147,855</td>
<td>20.6</td>
</tr>
<tr>
<td>Self-employed, including artisans</td>
<td>24,563</td>
<td>18.9</td>
<td>124,579</td>
<td>17.3</td>
</tr>
<tr>
<td>Civil servants, including teachers</td>
<td>10,015</td>
<td>7.7</td>
<td>46,967</td>
<td>6.5</td>
</tr>
<tr>
<td>Peasants</td>
<td>17,181</td>
<td>13.2</td>
<td>89,800</td>
<td>12.5</td>
</tr>
<tr>
<td>Others</td>
<td>12,793</td>
<td>9.9</td>
<td>76,766</td>
<td>10.7</td>
</tr>
<tr>
<td>Total members</td>
<td>129,563</td>
<td></td>
<td>719,446</td>
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</tbody>
</table>

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*Key*
- Inner circle: German population in 1933 by social group (%)
- Outer circle: members of Nazi Party in 1932 by same social groups
Task 4: Why did the Nazis appeal to these groups and not to others?  
Read page 119-120 of your textbook to develop your notes here.  

a) Why didn’t the Nazis appeal to Catholics and Socialists?  

b) What were the ‘politics of anxiety’ and how did they help the Nazis?  

c) In what ways did they appeal to young people?  

Conclusion Task: How far is Hitler correct?  
In 1928, Hitler said this about the Nazi Party:  
[The NSDAP is] not the movement of any particular class or of a particular status group or profession.... [instead it is] in the highest sense of the word a German national party. It aims to ecompass all elements of the nation and to embrace all occupational groups, to address each and every German of good will.  
On lined paper write an assessment of how far Hitler’s view is true?
The Establishment of the Nazi Dictatorship
Section 2: Nazi Political Methods

Task 1: The Development of Propaganda under Goebbels
Complete the following table with the details of how Nazi propaganda was developed under Goebbels. Use page 119-124 to develop your notes.

<table>
<thead>
<tr>
<th>The Organisation of Propaganda</th>
<th>The use of Canvassing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Mass Suggestion</td>
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<tr>
<td>Unifying Themes and Scapegoats</td>
<td>Violence</td>
</tr>
<tr>
<td>The Stennes’ Revolt</td>
<td></td>
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</tbody>
</table>
The Establishment of the Nazi Dictatorship
Section 3: Political Intrigue and the appointment of Hitler

While you’ve covered this in the previous booklet, it is worth going over again. If you feel overjoyed about this section and think you have it down, you can skip the note taking section (task 1) and move straight to the conclusion task (task 2) and the interpretation task (task 3).

The interpretation task is really only applicable to those doing the AS exam. Those doing the full A-Level will not get an interpretation section on their Germany paper. However, it is good practice as interpretations will be part of your Russia exam.

Task 1: Note taking
Use page 125-127 to complete the following notes.

Why did Papen fail? (Other than the bow tie)

Why did Schleicher fail?
Task 2: Why was Weimar replaced by Hitler and the Nazis?
Answer this question on lined paper- taking into account as many of the different factors as you can. Also consider why the Communists and other extreme right wing parties didn’t successfully take power.
(and for hints, look at page 127-128).

AS INTERPRETATIONS Task 3: Key debates and historian’s views (but also handy for the full A-Level as practise!)
The key thing that History examiners want you to do with interpretations is evaluate them using your detailed own knowledge.

You need to consider:
• Whether your own knowledge can challenge, support, extend or explain the interpretation.
• How accurate the information is.
• How convincing their argument is.
• Whether you agree with their argument.
• Whether their argument is more convincing than another key area of debate.

a) Complete the thought bubbles with a brief summary of the different key debates about the fall of Weimar and then annotate the thought bubbles with your own, knowledgeable view.

The anti-German determinists: Hitler the result of German History
Ritter: Nazism, the result of a ‘moral crisis’ in Europe

Structuralists: Nazism, a response to Germany’s socio-economic ‘structures’.

Intentionalists: Nazism, a result of Hitler’s ideology and his evil genius.
b) Plot the interpretations where you think they fit on the truthometer.

Ian Kershaw: Hitler’s coming to power is the result of miscalculation.

c) On lined paper, attempt the following question.
Read the interpretation that follows and answer both parts of the question. Some historians have claimed that “There was nothing inevitable about Hitler’s triumph in January 1933” (from I. Kershaw, Hitler 1889-1936 Hubris, 2000). a) Explain how this interpretation can be supported. B) Explain how this interpretation can be challenged.
The Consolidation of the Nazi Dictatorship
Section 4: The Nazi ‘Legal Revolution’
The Reichstag Fire and the Enabling Act

Task 1: “In two months we’ll have pushed Hitler into a corner so hard that he’ll be squeaking”

This was a quote from Papen, explaining really why he had supported Hitler in becoming Chancellor and why Hindenburg had appointed him. The point of these tasks is to assess how far this statement is true.

a) Hitler’s strengths and limitations as chancellor

Use page 135 to develop your notes on Hitler’s strengths and limitations as chancellor.

b) What do these cartoons reveal about Hitler’s position as Chancellor?

American Cartoon. Caption: “A good way to find out”

American Cartoon. Caption: “Not the most comfortable seat”
c) What could Hitler do to strengthen his position?

Task 2: Hitler strengthens his position
a) The Reichstag Election, 5th March 1933

Hitler’s Appeal to the German People, 31st January 1933

Within 24 hours of his appointment as Chancellor, Hitler called a new election. As part of his campaign he made this speech to the German people (scan the QR code, or go to http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3940 to read the full text).

How does Hitler attempt to get the German people on side?

With an unparalleled effort of will and of brute force the Communist method of madness is trying as a last resort to poison and undermine an inwardly shaken and uprooted nation... Starting with the family, and including all notions of honour and loyalty, nation and fatherland, culture and economy, even the eternal foundations of our morals and our faith—nothing is spared by this negative, totally destructive ideology. Fourteen years of Marxism have undermined Germany. One year of Bolshevism would destroy Germany...

In these hours of overwhelming concern for the existence and the future of the German nation, the venerable World War leader [Hindenburg] appealed to us men of the nationalist parties and associations to fight under him again as once we did at the front, but now loyally united for the salvation of the Reich at home...

*It is an appalling inheritance which we are taking over*...

The National Government will therefore regard it as its first and supreme task to restore to the German people unity of mind and will. It will preserve and defend the foundations on which the strength of our nation rests. It will take under its firm protection Christianity as the basis of our morality, and the family as the nucleus of our nation and our state. Standing above estates and classes, it will bring back to our people the consciousness of its racial and political unity and the obligations arising therefrom. It wishes to base the education of German youth on respect for our great past and pride in our old traditions... Germany must not and will not sink into Communist anarchy.
b) Read page 136 of your textbook. Why did Hitler call an election?

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c) What did the author in your textbook mean when they said that “the campaign for the final Reichstag elections held according to the Weimar constitution had few of the characteristics expected of a democracy”?

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d) What advantages did the Nazis now have in fighting an election campaign?

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Task 3: The Reichstag Fire
You will investigate the Reichstag fire in more detail as part of your homework for this section of work. In the meantime, read the following and complete the tasks.

Text from Spartacus Educational website: http://spartacus-educational.com/GERreichstagF.htm
(Scan the QR code at the end for the full article or follow the link above)

On 31st January, 1933, Joseph Goebbels wrote in his diary about the plans to deal with the German Communist Party (KPD): “During discussions with the Führer we drew up the plans of battle against the red terror. For the time being, we decided against any direct counter-measures. The Bolshevik rebellion must first of all flare up; only then shall we hit back.”

On 24th February, the Gestapo raided Communist headquarters. Hermann Göring claimed that he had found “barrels of incriminating material concerning plans for a world revolution”. However, the alleged subversive documents were never published and it is assumed that in reality the Nazi government had not discovered anything of any importance.
Three days after the KPD raid, the Reichstag building caught fire. It was reported at ten o'clock when a Berlin resident telephoned the police and said: "The dome of the Reichstag building is burning in brilliant flames." The Berlin Fire Department arrived minutes later and although the main structure was fireproof, the wood-paneled halls and rooms were already burning.

Göring, who had been at work in the nearby Prussian Ministry of the Interior, was quickly on the scene. Adolf Hitler and Joseph Goebbels arrived soon after. So also did Rudolf Diels: "Shortly after my arrival in the burning Reichstag, the National Socialist elite had arrived. On a balcony jutting out of the chamber, Hitler and his trusty followers were assembled." Göring told him: "This is the beginning of the Communist Revolt, they will start their attack now! Not a moment must be lost. There will be no mercy now. Anyone who stands in our way will be cut down. The German people will not tolerate leniency. Every communist official will be shot where he is found. Everybody in league with the Communists must be arrested. There will also no longer be leniency for social democrats."

Hitler gave orders that all leaders of the German Communist Party (KPD) should "be hanged that very night." Paul von Hindenburg vetoed this decision but did agree that Hitler should take "dictatorial powers". Orders were given for all KPD members of the Reichstag to be arrested. This included Ernst Torgler, the chairman of the KPD. Göring commented that "the record of Communist crimes was already so long and their offences so atrocious that I was in any case resolved to use all the powers at my disposal in order ruthlessly to wipe out this plague".

Hitler told Franz von Papen: "This is a God-given signal, Herr Vice-Chancellor! If this fire, as I believe, is the work of the Communists, that we must crush out this murderous pest with an iron fist." Hitler claimed that this was clearly an attempted coup and that leading members of the Social Democratic Party (SDP) should also be arrested. Seftan Delmer claimed he heard Hitler say: "God grant that this is the work of the Communists. You are witnessing the beginning of a great new epoch in German history. This fire is the beginning.... You see this flaming building, If this Communist spirit got hold of Europe for but two months it would be all aflame like this building."

a) What evidence is there that the Reichstag fire was a Communist plot?

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b) What evidence is there that the Nazis then used this to begin creating a dictatorship?

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c) Read page 138 of your textbook. What further evidence can you find that the Nazis then used this to begin creating a dictatorship? (Note- Frick refers to Walter Frick, Minister of the Interior and a Nazi and the text below is from the ‘Decree for the Protection of People and State’).
c) Who took responsibility for the fire? (use page 138 of your textbook)

e) The Election Result
Read page 138 of your textbook. How did the Nazis do in the Reichstag election?

f) Why was this disappointing for the Nazis?

g) Read page 138-139. How did the Enabling Law come to be passed in 1933?
Final Task: “In two months we’ll have pushed Hitler into a corner so hard that he’ll be squeaking”
How true were Papen’s words? In this box note all the ways in which Papen was correct.

In this box, note all the way Papen was completely and utterly wrong.

Homework Task: The Nazis use of the Reichstag Fire in Creating a Dictatorship
On the History website there are many resources to help you complete the following homework. This is an ENQUIRY BASED piece of work that will help you with some of the skills required for your non-exam assessment.

OVERALL QUESTION
How far did Hitler overcome the limitations of his position as Chancellor to create a Nazi dictatorship using legal methods?

Write a response to this question that showcases the following skills.

- You need to select a range of sources. There are some on the website and you can also find your own. Make sure that you state which sources you have used, and that you evaluate those sources as part of your debate. They need to be a mixture of contemporary sources and historian’s interpretations.
- You need to balance the argument with both sides, evaluating the significance of these actions, their causes and consequences.
- You need to support your argument with detailed evidence.

This is the section of the website that you need: go to http://history-groby.weebly.com/germany-1919-1963-democracy-and-dictatorships.html or scan the QR code at the bottom of this page.
The Consolidation of the Nazi Dictatorship

Section 5: The Nazi ‘Legal Revolution’

Gleichschaltung (Co-ordination)

Task 1: The Enabling Act and the Revolution from Below

Reminder about the Sturmabteilung (aka the SA and the Brownshirts)- the original paramilitary wing of the Nazi Party, mostly made up of unemployed and working class men under the leadership of Ernst Röhm. Mainly responsible for marching while holding flags, fighting Communists, breaking up political meetings and beating up opponents.

a) What was the point of the Enabling Law?

b) Read source B on page 139 of your textbook. What were the SA up to? What was the issue with the ‘revolution from below’?

c) What was the Day of Postdam? What was it supposed to achieve?
d) How did the Nazis get the two thirds majority that they needed to pass the Enabling Law? (dealing with the SPD, the Communists and the ZP)

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The Political Parties

Who has Hitler still got left to co-ordinate?

Task 3: The Night of the Long Knives
Quite a dramatic part of the process was the Night of the Long Knives. It involves murder and betrayal, blood and lust, violence and death, adult themes and at least a 12A guidance rating.

“They salute with both hands now”

David Low (British Cartoon)
Act 1: The protagonist (Hitler) has a dilemma that he must discuss with his pals Goering and Goebbels over coffee.

a) Use pages 144-145 to complete Hitler’s part of the dialogue where he explains his dilemma to his friends.

b) Voiceover Backstory
In order to set this further into context for our audience, Hitler provides a backstory with some stock footage of the SA. Illuminate the position of the SA with what they have been up to- including Rohm’s own position...

Act 2: The Antagonist turns up with a plan
Fill in Röhm’s speech bubble with what he wants to do.
Act 2 Voiceover: Hitler describes the issues with the army
(this is a low budget production that cannot afford too many actors - use page 145 to describe the issues Hitler had with the army and the SA)

Act 3: President Hindenburg ramps up the tension by becoming ill
Complete Hitler’s thought bubble with what his problems are if Hindenburg dies before he has dealt with this problem (page 146)

Act 4: The Purge
This is the big, dramatic scene, with the murder and betrayal. Create your own dramatic scenes for this section - using page 146-147 for your information.
Act 5: The Aftermath
What were the consequences of the Night of the Long Knives? (page 147-148)
When the movie has run out of money/time, the captions are written up on the screen rather than shown- what text will you use for...

1. The SA

2. The army

3. Hitler

4. The SS

5. People like Schleicher and Strasser

Task 4: Co-ordinating the Church
a) The background: the issues and the relationship between Church and State

In the 1930s, Catholics constituted a third of the population of Germany and "Political Catholicism" was a major force in the interwar Weimar Republic. Prior to 1933, Catholic leaders denounced Nazi doctrines while Catholic regions generally did not vote Nazi. Though hostility between the Nazi Party and the Catholic Church was real, the Nazi Party first developed in largely Catholic Munich, where many Catholics, lay and clerical, offered enthusiastic support. This early [minority] affinity lessened after 1923. By 1925, Nazism had embarked on a different path following its reconstitution in 1920 taking a decidedly anti-Catholic-anti-Christian identity. In early 1931, the German Bishops issued an edict excommunicating all Nazi leadership and banned Catholics from membership. The ban was conditionally modified in the Spring of 1933 under pressure to address State law requiring all Civil Servants and Trade Union workers be members of the Nazi Party, while retaining condemnation of core Nazi ideology.

One of the main issues for the Nazis equally was that Catholics had a leader outside of Germany in the form of the Pope. Therefore the Catholic Church had to be neutralised- but had a population that would not stand for persecution of Christians with a strong supporting group outside of the country that actually reached across the globe.

For example in March 1933, a British Catholic periodical published the following “[Hitler's] Dictatorship is a usurpation and his enforcement of it is a brutality. While we write these lines, with news of more arrests and repressions coming to us every hour, we remember that we have reached the Ides of March and the anniversary of a neverforgotten assassination. But Nazism's daggers cannot slay what is noblest and best in Germany. The Church, now that the Centre is no longer the key-group in German politics, may be persecuted; but Hitler will not succeed where Bismarck [late 19th Century chancellor who persecuted Catholics] failed.”
a) Why was it important that the Nazis got control of the Catholic Church?

The Roman Catholic Church was especially aware of the need to work with the Nazis. The Catholic establishment was conscious that it would always be possible for the Nazis to paint the international Catholic Church as a destabilising force within the German nation, as Bismarck had done during the Kulturkampf of the 1870s. This concern led Rome to fully cooperate with the new government. The Zentrum gave enough support to the Nazis for them to pass the Enabling Law in March 1933. In return the Nazis signed a Concordat with the Vatican in July, which ended organised Catholic participation in politics in return for Church control over its schools and youth organisations. There were factions in Rome who doubted the wisdom of signing the Concordat but others, including the Pope, felt that a clash between Nazism and Catholicism was inevitable and that the Concordat would give the Church a stronger position when that clash finally came.

The danger of initially appeasing the Nazis in return for official recognition was that the Catholic Church found itself trapped into a situation whereby it became determined to defend the rights granted to it under the Concordat against Nazi encroachment but was not willing to endanger the Concordat by standing up to other Nazi policies.

In 1936 the Catholic establishment protested about Nazi orders to remove crosses from classroom walls and in 1937 the Pope issued an encyclical, With Burning Concern, against Nazi infringements of the terms of the Concordat. Most famously of all, Archbishop Galen preached against the Nazis’ euthanasia programme in 1941, leading the Nazis to abandon the large-scale murder of handicapped people. However, the Catholic Church would not condemn the wider excesses of the Nazis, especially when the pro-German Pope Pius XII was elected Pontiff in 1939. Pius condemned the Soviet invasion of Finland in 1939 as ‘a cold, calculated crime without parallel’, but no statement was made about the Nazi attack on Catholic Poland, even after the murder of four Polish bishops and over 2,000 clerics and nuns. Infamously, the Catholic Church would only offer very vaguely worded condemnations of the Holocaust, such as the Pope’s Christmas message of 1942 that mentioned the hundreds and thousands who had been unjustly put to death but blamed neither side in the war for this situation. The Vatican did help many Jews escape from Nazi Europe by providing them with passports and sanctuary and some priests and bishops worked to undermine the Nazis. However, the Catholic authorities would not endanger their relationship with Hitler’s regime by openly condemning Nazi policies.

b) Did Hitler successfully co-ordinate the Church?

The danger of initially appeasing the Nazis in return for official recognition was that the Catholic Church found itself trapped into a situation whereby it became determined to defend the rights granted to it under the Concordat against Nazi encroachment but was not willing to endanger the Concordat by standing up to other Nazi policies.
The Consolidation of the Nazi Dictatorship
Section 6: Conclusions
Did Germany undergo a political revolution in the years 1933-4?

Key Concept: What do we mean by revolution?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sudden radical and complete change</td>
<td>B When something (like a wheel) turns all the way around</td>
<td>C A forcible overthrow of government or social order in favour of a new system.</td>
<td>D A radical and pervasive change in society and the social structure, especially one made suddenly and often accompanied by violence.</td>
</tr>
</tbody>
</table>

Which is correct?........

At the end of this section of work, we will come back to this concept to analyse whether Germany went through one of these definitions.

**Task 1: The different factors in creating a Nazi dictatorship.**

a) Fill the clouds with how each method was exploited by the Nazis to create a dictatorship. You can use page 148-9 of your textbook, but can you add anything to it using your own knowledge?

b) Which of these reasons do you think is the most important reason?

How will I create a Nazi dictatorship?

- Terror?
- Legality?
- Deception?
- Propaganda?
- Opposition weakness?
- Sympathy of the conservative Right?

27
Task 2: Does the evidence suggest that there was a political revolution 1933-1934? Complete the following mind map with the arguments for and against and the evidence that you have. You can use historians’ arguments as well.
Task 3: So, was there a revolution in Germany 1933-34?
For each of the following types of revolution - add an explanation that says whether that type of revolution happened.

A
A sudden radical and complete change

B
When something (like a wheel) turns all the way around

C
A forcible overthrow of government or social order in favour of a new system.

D
A radical and pervasive change in society and the social structure, especially one made suddenly and often accompanied by violence.

Overall conclusion

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You can set yourself your own exam questions if you know how the questions are created. They are created around these question stems.

<table>
<thead>
<tr>
<th>Type of question</th>
<th>10 mark question (shorter essay)</th>
<th>20 mark question (longer essay)</th>
</tr>
</thead>
</table>
| Question stems   | • Which of the following was of greater/more importance/significance in event...?  
|                  | i. X                             | • Assess the reasons for...  
|                  | ii. Y                            | • “The most important reason for X was Y”. How far do you agree?  
|                  | Explain your answer with reference to both (i) and (ii). | • “Quotation”. How far do you agree?  
|                  |                                  | • To what extent was X due to Y?  
|                  |                                  | • How far did X challenge Y?  
|                  |                                  | • How important was X in Y? |
| Skills required  | • Analysis of the two issues  
|                  | • Evaluation of the two issues (comparison).  
|                  | • Use of detailed and accurate knowledge to support the evaluation and analysis.  
|                  | • Reach a supported judgement. | • Understand the wording of the question.  
|                  |                                  | • Plan an answer.  
|                  |                                  | • A focused opening paragraph.  
|                  |                                  | • Avoid irrelevance and description.  
|                  |                                  | • Write analytically about the issues.  
|                  |                                  | • Reach a supported judgement. |

Some possible 10 mark questions- to get you started.

- Which of the following was of more importance to the rise in Nazi votes 1929-1933?
  i. The Great Depression
  ii. Nazi Propaganda

Explain your answer with reference to both (i) and (ii).

- Which of the following was of greater significance in creating a Nazi dictatorship 1933-34?
  i. The Weaknesses of Nazi Opponents
  ii. The Nazi use of terror.

Explain your answer with reference to both (i) and (ii).

- Which of the following was of greater importance to Weimar stability in the 1920s?
  i. Foreign investment
  ii. Stresemann’s time as Chancellor

Explain your answer with reference to both (i) and (ii).

Some possible 20 mark questions

- “1919-1923 were years of crisis for Weimar”. How far do you agree?
- How far did left wing and right wing groups challenge Weimar stability in the early 1920s?
- “The most important reason for the stability of Weimar in the 1920s was political stability”. How far do you agree?
- Assess the reasons for Hitler’s rise to power in the 1930s.
- To what extent was the successful creation of a Nazi dictatorship 1933-1934 due to the Night of the Long Knives?