

What do we need to know in order to answer the exam questions?

- ✓ To understand Nazi policies towards women, and how effective they were
- ✓ To understand Nazi policies towards both young boys and girls, and how effective they were
- ✓ To understand Nazi policies aimed at reducing unemployment
- ✓ To understand how the standard of living changed for people living in Germany in the 1930s
- ✓ To understand Nazi policies towards minorities, including Jews, gypsies, Slavs, the disabled and homosexuals
- ✓ To examine how the Nazis used eugenics to justify their policies
- ✓ To understand the role of the German people in Nazi persecution of minorities

Vocabulary to explain and analyse events in History

- **Factor** - When events happen we can explain them according to different factors to effectively group and categorise ideas together.
- **Consequence** - Every event has consequences – other events which follow on from an event. We often have to identify and explain consequences.
- **Cause** - What makes an event happen? This could be a person, a war, an agreement or anything else.
- **Political** - Politics means power. A political factor is to do with politicians and governments.
- **Social** - Social means society. A social factor would affect how ordinary people live. Examples include unemployment, losing a war, how people feel about a country.
- **Economic** - Economics is to do with money. If an event makes a country richer or poorer, makes people unemployed, closes businesses, it is an economic event.
- **Religious** - Religious is to do with religion and people's beliefs, as well as the organised church.
- **Short term** - Effects that happen immediately or within days and weeks of an event. E.g. getting a blister from new shoes
- **Long term** - Effects that happen over years following an event. E.g. getting bent toes from always wearing uncomfortable shoes.
- **Significance** - Another word for importance. Which events, causes, and consequences have the greatest impact?
- **Right wing** - Political beliefs; family values, pride in the country, respect for military, owning private property and chance to get rich
- **Left wing** - Political beliefs; sharing resources, tax rich to support the poor, working people uniting together, equality of people more important than country.

Vocabulary to help you understand exam questions and tasks

- **Usefulness** - Is the source **useful** for us to learn as historians? What does it include? What does it leave out?
- **Reliability** - Reliability is connected to usefulness. If a source is **reliable** we can trust it as accurate information. If it is **unreliable** we cannot trust it.
- **Propaganda** - A deliberate attempt to persuade people to think something. It could be a speech, poster or newspaper.
- **Interpretation** - How historians have chosen to understand something. There can be different interpretations depending on what people believe.
- **Evaluate** - To think about how important something is.
- **Explain** - To show why something happened.
- **Analysis** - To think carefully and understand something.
- **Key features** - What are the most important parts of something. Historians often think about

	<p>the cause, event and consequence as key features.</p> <ul style="list-style-type: none"> • Summarise - To sum something up. You might summarise a paragraph into one sentence or even a single word.
<p align="center">Key Vocabulary Unit 4: Life in Nazi Germany, 1933-39</p>	
	<ul style="list-style-type: none"> • Hitler Youth - Nazi youth group for older boys from 14. There were 3 groups for different ages. All groups were taught to be loyal to Hitler and were trained in military skills. • German League of Maidens - Nazi youth group for girls. They were taught to be loyal to Hitler and were trained in camps about German customs. There were different groups for different ages and all focused on good health. It reinforced Nazi views on men and women. • Edelweiss Pirates - One example of an anti-Nazi youth group who would listen to banned music and paint anti-Nazi slogans on walls. 2,000 members by 1939. Groups like this showed that not all young people were brainwashed! Nazis punished membership of this group and others like the White Rose Movement and 'Swing Kids'. • Aryan - A non-Jewish German of a 'pure' German stock. Aryans were meant to be fair-skinned, blue-eyed and blonde. Nazis developed a classification system for all races. Aryans were to be the 'Master Race' and superior to all other Europeans. • Nuremberg Laws - Anti-Semitic laws of 1935 including Reich Law on Citizenship where only those of German blood could be citizens. Jews lost the right to vote, have passports, had to wear a coloured patch. From 1938 all Jewish property was registered with government, and all Jews had to carry identity cards. • Kristallnacht – 'Night of Broken Glass' – 9- 10 November 1938. Start of a week of terror against Jewish shops, businesses and synagogues. 814 shops, 171 homes and 191 synagogues were destroyed and 100 Jews killed. Jews were ordered to pay a fine of one billion marks for damage to German property, and 20,000 Jews were sent to concentration camps. • Ghetto - In April 1939 the Nazis began to herd Jewish people into enclosed areas of towns and cities called ghettos. Conditions here were very bad. • Euthanasia - Nazis wished to strengthen the German blood line so wanted to get rid of the unhealthy, disabled or mentally ill. Doctors forcibly sterilised 700,000 Germans between 1934 and 1945. 6000 disabled Germans were killed by 1945. • Women - Women in the 1920s were treated equally, but the Nazis had a very different view. They believed women should serve German society by being good mothers. However, by the end of the 1930s, they Nazis needed women to work. • Honour Cross of the German Mothers - Special medal awarded to German mothers who had large families. Gold medal = 8 children. On Hitler's birthday, medals were given out to women with large families and there were community celebrations. • Law for the Encouragement of Marriage (1933) - The law encouraged couples to marry and have children. They were loaned about 1000 marks (equivalent to 9 months' wages) as long as the woman left work. For each of their first four children the couple could keep a quarter of the loan. • National Labour Service (RAD) - Created in 1933 this was a labour army. Pay and conditions were very poor, especially the food. It allowed Nazis to reduce unemployment even if they were not good jobs. It was good for Germany and by 1939 Germany had 7000 miles of motorways. • Rearmament - In 1936 Hitler issued a secret memo to make Germany ready for war by 1940. The Four Year Plan reorganized the German economy for war. Government spending on arms went from 3.5 billion marks in 1933 to 26 billion marks in 1939. It helped to boost the whole German economy. • Beauty of Labour - Established to help working conditions for workers to improve life for ordinary people. • Volkswagen - Nazis encouraged the production of the 'people's car'. It was supposed to be affordable. Workers saved money to get a car. Nazis spent the money on armaments instead.

Unit 4 notes	
Young People	<p><u>Young people</u></p> <ul style="list-style-type: none"> Boys directed to work + the army, girls to being wives + mothers new school subject Race Studies, extra P.E., domestic science (girls) Maths and History used to spread Nazi ideas Hitler Youth + League of German Maidens for spare time = outdoor activity, Nazi ideas and progression to the army for boys some youths rebelled by forming own groups, listening to banned swing and jazz
Women in Nazi Germany	<p><u>Women in Nazi Germany</u></p> <ul style="list-style-type: none"> women encouraged to focus on '3Ks' (children, kitchen and church) some professional women lost jobs as teachers, doctors, lawyers 1933 Law for Encouragement of Marriage – 1000-mark loan to newly married couples: more children they had, the less repaid Mothers Cross award for women with large families (gold, silver, bronze medals) by end of 1930s Nazis had to accept female workers as industry and the army grew
Economy and employment	<p><u>Economy + employment</u></p> <ul style="list-style-type: none"> DAF (German Labour Front) = 1 official trade union. Could punish workers but also made employers give basic rights Unemployed forced to join RAD (National Labour Service) = low paid hard work high spending on weapons, army grew, helping to reduce unemployment significantly 4.8m in 1933 – 05.m 1938 helped by women + minorities losing jobs most Germans had a higher standard of living: work + luxuries like radios
Minority groups	<p><u>Minority groups</u></p> <ul style="list-style-type: none"> only Aryans could be true Germans 1933 boycotts of Jewish businesses, banned from govt. jobs and army 1935 Nuremburg laws banned marriage + sex between Jews and Aryans. Denied all citizenship rights, must wear a badge 1938 Kristallnacht – organised attack on Jews – businesses and synagogues attacked + burned, thousands arrested + 100 killed 1939 start planning forced emigration and confinement in ghettos. gypsies + homosexuals also persecuted, murder of disabled people from 1939

Topic – tick the column that best describes how you feel about each topic	😊 Confident	😐 OK	😞 Need revision
Life in Nazi Germany, 1933-39			
Why did the Nazis want to control young people?			
How and why did the Nazis change education?			
What was the Hitler Youth?			
Why were some young people opposed to Hitler?			
How badly did the Nazis treat women?			
How did Hitler reduce unemployment?			
How were German workers treated by the Nazis?			
How did the Nazis prepare for war?			
Did the Nazis improve life for ordinary Germans:			
(i) Rises in employment, wage levels and consumer spending			
(ii) Changes in working conditions			
(iii) Rises in prices			
How did persecution of Jews increase over time?			
Why were the Nuremberg Laws of 1935 a turning point?			
How was Kristallnacht different to previous persecution?			
How were other minorities persecuted?			

LIFE IN THE NAZI STATE - MULTIPLE CHOICE QUIZ!

Task: Complete the multiple choice quiz below. When you have finished you can research the answers by using your notes or a textbook.

1. German women were told to focus on 'the 3 Ks' meaning what?

A. Children, kitchen, church	B. Children, community, church
C. Church, kitchen, culture	D. Kitchen, church, career

2. A loan of 1000 marks to a married couple did not have to be repaid if what?

A. They joined the Nazi Party	B. They gave up Christianity
C. They could prove they were pure Aryan	D. A They had 4 children or more

3. What girls' group was set up alongside the Hitler Youth for boys?

A. The Female Youth	B. The League of German Maidens
B. The Female League	D. The German Girls Order

4. What new subject promoted Nazi ideas in German schools?

A. Race Studies	B. Reich Science
C. Geography of Breeding	D. Psychology of Gender

5. What was the name of the Labour Service that unemployed men had to join?

A. The RAD	B. The SHP
C. The CCP	D. The DDR

6. How much longer was the average working week under the Nazis?	
A. 2 hours	B. 12 hours
C. 6 hours	D. 8 hours

7. What idea about 'selective breeding' led to the forced sterilisation or murder of disabled people?	
A. Eugenics	B. Ethics
C. Ethnicity	D. Entropy

8. Which ethnic group of travellers, known as 'gypsies', were arrested and sent to concentration camps by the Nazis?	
A. Slavs	B. Poles
C. Czechs	D. Roma

9. Which Laws took away Jewish people's citizenship and right to marry Aryan Germans in 1935?	
A. The Nuremburg Laws	B. The Racial Hygiene Laws
C. The Purity Laws	D. The Munich Laws

10. What massive attack against Germany's Jews did Goebbels organise in 1938?	
A. Kulturenacht	B. Kristallnacht
C. Kappnacht	D. Kommunacht

How to answer your GCSE Germany 1918- 1939 exam

You will have to answer **6 questions** in **1 hour 20 minutes**

Question	Marks	Timing	Sentence starters	Skills/ tips
Section A				
<p>Q1. Will ask you to make an inference (something that you can work out from the source although it may not be obvious) from a source. You should also provide evidence (a short quote!) from the source to support it.</p> <p>Example: Give two things you can infer from Source A about how Hitler kept power (4 marks).</p>	4	6mins	<p>This source tells me that ...</p> <p>I know this because 'short quote' or direct reference to the source.</p>	<p>To get full marks try to make an inference and back it up with a clear reference to the source. e.g. <i>You can learn that there were many people who were sympathetic to the Jews. I know this because the source says that Germans watched the events of Kristallnacht with alarm and concern.</i></p>
<p>Q2. Explain why... You may use the following in your answer:</p> <ul style="list-style-type: none"> • • <p>You must also use knowledge of your own.</p> <p>Example: Explain why there was opposition in Germany to the Treaty of Versailles (1919). You may use the following in your answer:</p> <ul style="list-style-type: none"> • military terms • territorial terms <p>You must also use knowledge of your own. (12 marks)</p> <p>Example: Explain why unemployment fell in Germany between 1933 and 1939. You may use the following in your answer:</p> <ul style="list-style-type: none"> • National Labour Service • Autobahns <p>You must also use information of your own. (12 marks)</p>	12	18mins	<p><i>One reason that... Was...</i></p> <p><i>For example...</i></p> <p><i>This led to...because...</i></p>	<p>Explanation – giving reasons, not just describing what happened</p> <p>Supporting reasons with relevant detail</p> <p>Explain by using the language of the question</p>
Section B				
<p>3.a. How useful are Sources A and B for an enquiry into...?</p> <p>Explain your answer using Sources A and B and your own knowledge of the historical context.</p> <p>Example: How useful are source C and D for an enquiry into the way Hitler came to power?</p>	8	12mins	<p>Source A is useful because it tells us that...</p> <p>This is shown by...</p> <p>This is shown by the phrase '...</p> <p>Source A is a...which means it is useful/less useful because...</p>	<p>Explaining what we can learn from the sources.</p> <p>Supporting explanations with relevant detail from the sources.</p> <p>Explaining a judgement about Nature/Origin/Purpose.</p> <p>The provenance of the source – the information above the source</p>

<p>Explain your answer using Sources A and B and your own knowledge of the historical context. (8marks)</p>			<p>Source B is was created by...and this limits/increases its usefulness because...</p> <p>The author of Source A was trying to...so it may be...</p>	<p>about where it came from.</p> <p>The information in the source itself.</p> <p>Contextual knowledge – what you know about the time and place the source came from. Sources are useful if they help us answer questions about the past.</p> <p>All sources can be useful but all have bad points (limitations).</p> <p>Biased sources can still be useful by helping us understand what some people/groups believed or wanted.</p> <p>Usefulness is affected by what a source is (nature), when/by who it was made (origin) and what it was supposed to achieve (purpose).</p>
<p>3.b Study Interpretations 1 and 2. They give different views about...</p> <p>What is the main difference between these views?</p> <p>Explain your answer, using details from both interpretations.</p> <p>Example: Study Interpretations 1 and 2. They give different views about how Hitler came to power.</p> <p>What is the main difference between these views?</p> <p>Explain your answer, using details from both interpretations. (4marks)</p>	4	6mins	<p>Interpretation 1 sees...as being...</p> <p>However, Interpretation 2 considers that...</p> <p>For example, it uses the phrase '...' to describe...</p> <p>This is shown by...</p>	<p>Identifying and explaining differences between how two historians see a topic.</p> <p>Supporting explanations with detail/quotes from each interpretation.</p>

<p>3.c. Suggest one reason why Interpretations 1 and 2 give different views about...</p> <p>You may use Sources B and C to help explain your answer.</p>	4	6mins	<p>Interpretation 1 may see...as being...because it has focused on... For example, it has included...</p> <p>Interpretation 2 is more...probably because it is an extract about...</p> <p>Therefore it discusses...</p> <p>Interpretation 1 has probably been shaped by evidence such as Source B, which suggests...</p>	<p>Explaining why historians may have formed different interpretations of the same topic.</p> <p>Supporting explanations with detail/quotes from each interpretation.</p> <p>Using details from Sources B and C to support your explanation.</p>
<p>3.d. How far do you agree with Interpretation 1/2 about...?</p> <p>Example: How far do you agree with interpretation 1 about the way Hitler came to power? Explain your answer, using both interpretations and your knowledge of the historical context. (20 marks)</p>	20	30mins	<p>Interpretation 1/2 considers that...</p> <p>It supports this view with the evidence that... I also know that this view can be supported by...</p> <p>However, this opinion may be inaccurate. Interpretation 1/2 suggests it is wrong because it says... In addition, I know that.. Overall, Interpretation 1/2 is a...viewpoint because... Interpretation 1 is valid for the early years of...but I know that towards the end of the period...</p>	<p>Identify the overall view of the interpretation.</p> <p>Provide detail from the interpretation and own knowledge to support that view.</p> <p>Explain how the view can be challenged using details in the other interpretation and details from own knowledge.</p> <p>Reach an overall judgement about how far you agree.</p> <p>[Top level answers] Evaluate the interpretation using precise own knowledge.</p>

