

Paper 3: Germany

Key Topic 4 Booklet

Life in Nazi Germany



Key content	RAG
1 Nazi policies towards women	
2 Nazi policies towards the young	
3 Employment and living standards	
4 The persecution of minorities	

Name:.....

History Teacher's Name:.....

1 Nazi policies towards women

(p.109)

Q: What did the Nazis believe women should be and do?

> *appearance, employment, marriage and family*

- Nazis believed women should have a traditional role of mother and housewife, while the man provided for the family. They showed the role of women as equally important to men.
- **Appearance:** 'natural' look, simple plaits, long skirts
- **Marriage and family.** birth rates should increase to make Germany stronger. Women should marry and have as many children as possible. They should devote their lives to their children.
- **Employment:** Women should stay at home rather than work, so they could raise a family. A woman in work takes a man's job. Women should not work in professions such as medicine and law.

Task: Complete the table with key notes about each aspect of the Nazi policies towards women (p.110-112)

	Notes
Reich Women's Leader, Gertrud Scholtz-Klink	Oversaw all policies relating to women. She aimed to make German women servants to the German state and Hitler. She insisted all women's organisations would be forced to merge with the new Nazi organisation for women called the German Women's Enterprise, which gained 6 million members. Other organisations were banned. The Nazis controlled all women's groups in Germany.
Women, marriage and the family	By 1933 the birth rate fell to 1 million per year. The Nazis were concerned as they needed workers and soldiers. They made several laws to encourage marriage and childbirth: <i>The Law for the Encouragement of Marriage 1933</i> Loans (1000 marks) to encourage young couples to marry, only if the wife stopped work. For each child born, 1.4 of the loan was written off. <i>Divorce Laws</i> Changed in 1938 – if a wife would not or could not have children, the husband could divorce her.

	<p><i>The Mother's Cross</i> Award given for the number of children had: bronze for 4 or 5 children, silver for 6 or 7 children and gold for 8 children. Parents received medals. The Hitler Youth must salute the wearers of these medals.</p> <p>Mothers of 10 children were expected to name him Adolf is he was a boy, and make Hitler godfather.</p> <p><i>Lebensborn (Fountain of Life)</i> Starter by Himmler in 1935, this at first provided nurseries and money for women who had children with SS men. Later, it encouraged single women to breed with SS men to have 'genetically pure' children.</p>
Women and employment	<p>Propaganda was used to persuade women to stay at home and not work. Nazi posters showed women as wives and mothers and speeches encouraged women to leave work. Propaganda focused on the '3Ks' Kinder, Kuche, Kirche (Children, Kitchen, Church).</p> <p>Nazi polices to reduce number of women in work:</p> <ol style="list-style-type: none"> 1. 1933 women banned from professional posts such as teachers, doctors and civil servants 2. 1936 could not be a judge or lawyer 3. Schoolgirls were taught housework 4. 1937 grammar schools (which prepared girls for university) were banned
The appearance of women in Nazi Germany	Nazi propaganda encouraged women to wear modest clothes, with hair tied back, no dyed hair or make-up.

Q: How effective were Nazi policies towards women? (p112)

Evidence for effective	Evidence for ineffective
<p><i>Some German women accepted the Nazi views and policies.</i></p> <p><i>Fewer women went to university.</i></p> <p><i>The birth rate increased</i></p> <p><i>Unemployment amongst German men fell</i></p>	<p><i>Many women did not support the ideas – some felt they harmed the family and degraded women</i></p> <p><i>Some women did not like Scholtz-Klink</i></p>

Women – Knowledge questions

How much was the loan given to encourage young couples to marry?

How did the divorce laws change in 1938?

What was the Mother's Cross?

2 Nazi policies towards the young

(p.114)

Q: What was the 'Thousand Year Reich' and how did Hitler aim to achieve this?

Young people were crucial to Hitler achieving a 'Thousand Year Reich': A Nazi State that would last a very long time. Young people were seen as the important next generation. Hitler wanted to achieve this by targeting policies at young people – to strengthen Germany and the Nazi Party for the future.

Boys and girls were seen as equal, but different.

Nazi propaganda often encouraged young people to see Hitler as a father figure.

(p.114)

Q: What did the Nazis believe to be the best for Germany?

All young Germans should be brought up to be proud Germans.

All young Germans should be brought up to be supporters of the Nazi Party.

All girls should be brought up to be strong and healthy, so they would be strong wives and mothers.

All boys should be brought up to be strong and healthy, so they would be strong workers for the German economy and fight in the armed forces.

Task: Complete detailed key notes about the Nazi Youth Movements for boys and girls (p.115-117)

Boys	Girls
<p><u>Hitler Youth</u></p> <p><u>Political training:</u></p> <p>Swear an oath of loyalty to the Fuhrer</p> <p>Attend residential courses to learn about Nazi ideas</p> <p>Lessons for every year group (e.g. 'German Heroes', 'The evil of the Jews')</p> <p>Hitler Youth members had to report anyone, including teachers and parents, who was disloyal to the Nazis</p> <p><u>Physical training</u></p> <p>Regular camping and hiking expeditions</p> <p>Regional and national sports competitions</p> <p><u>Military training</u></p> <p>Practiced skills useful to troops, such as map-reading and signalling</p> <p>By 1938, 1.2million boys were being trained in small-arms shooting</p> <p>Separate military divisions for specialist training, e.g. naval training.</p> <p><u>Character training</u></p> <p>Designed to mould young people's characters. Comradeship and loyalty was emphasised, as well as competition and ruthlessness.</p> <p>Members were plunged in to ice-cold water to toughen them up, or had to undergo lengthy exercises in winter weather. There were harsh punishments for disobeying orders.</p>	<p><u>The League of German Maidens</u></p> <p>Separate youth group for girls.</p> <p>Some activities were the same as for boys (political activities like rallies and oaths of allegiance, physical and character-building activities like camping and marching).</p> <p><u>Different training:</u></p> <p>Girls were trained to cook, iron, make beds, sew and prepare to be a housewife.</p> <p>Girls were taught the importance of 'racial hygiene' – the idea that they should keep the German race 'pure' by only marrying Aryan men.</p>

p119-120 Nazi control of education	Answer:
What did the Education Minister, Bernard Rust, say about schools?	'The whole purpose of education is to create Nazis'
How did the Nazis control teachers?	<p>April 1933: The Nazis passed a law giving them the power to sack teachers and headteachers they did not approve of.</p> <p>All teachers had to swear an oath of loyalty to Hitler and had to join the Nazi Teachers' League. The Nazi Teachers' League ran political education courses for teachers, telling them the ideas they must support. 200,000 teachers attended these by 1939.</p> <p>The Nazis expected teachers to behave as Nazis:</p> <ol style="list-style-type: none">1. <i>Teach students to do the Nazi salute</i>2. <i>Start and end each lesson with 'Heil Hitler'</i>3. <i>Decorate classrooms with Nazi posters and flags</i>

How did the Nazis control the curriculum?

New subjects were added, such as Race Studies - children were taught to classify racial groups and were told that Aryans were superior and they should not marry inferior races such as Jews.

Traditional subjects, such as maths, were changed to make them useful e.g. working out the weight of bombs.

PE and sport was doubled, by 1939 it took up 1/6 of lesson time. This was to create strong workers and mothers.

The curriculum was different for boys and girls, for example cookery became compulsory for girls.

From 1935 all new textbooks had to be approved by the Nazis. New history books explained that the Treaty of Versailles was a 'stab in the back' for Germany and that Jews were evil. *Mein Kampf* was a compulsory text.

3 Nazi policies to reduce unemployment

(p.123)

In January 1933 about 5 million Germans were unemployed (25% of the labour force) so reducing unemployment was a priority for Hitler.

Q: Why was this? (2 reasons)

Reason 1: Unemployment was politically dangerous - as unemployed workers suffered poor conditions and demanded help. If Hitler could not help them, they may begin to support the Communist Party (Hitler's rivals).

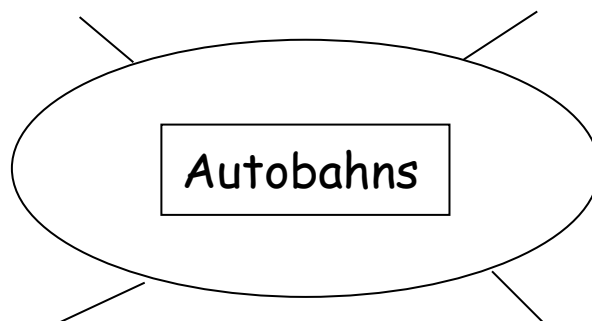
Reason 2: The Nazis believed that unemployed workers were a waste of resources and a burden on society. they wanted as many people as possible in useful work.

Labour Service (RAD)

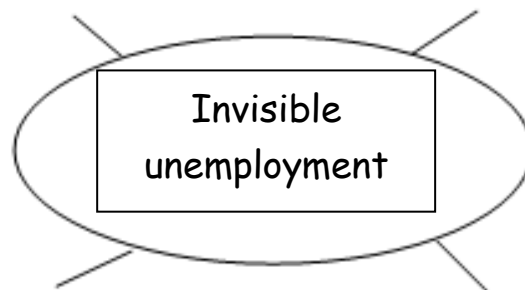
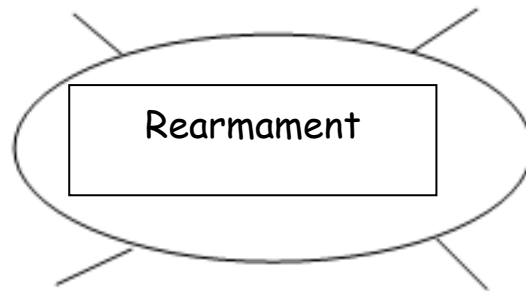
Set up in 1933, this provided paid work for the unemployed. It provided workers for public works, such as repairing roads, planting trees and draining marshes. At first, RAD was voluntary, then from 1935 it was compulsory for all young men to serve 6 months in the RAD (422,000 did this in 1935). It was unpopular, it was organised like an army - workers wore uniforms, lived in camps and did military drills and parades. Pay was low and so were working conditions.

Read pages 123 – 125. Task: Summarise how each aspect reduced unemployment

Planned to build a 7000-mile network of roads around Germany



In 1935 Hitler announced military conscription - all young men would have to serve a time in the armed forces.



How did the Nazis
hide the real level
of unemployment?

TASK: "Hitler's two main aims towards unemployment were a) to get people into jobs and b) to prevent unemployment creating political unrest. He was completely successful in both"

Read the summary on p.126. Do you agree?

A large empty rectangular box intended for a student's response to the task.

Task: Highlight this information about changes in the standard of living, showing how it got better and worse.

Better () **Worse** ()

Changes in the standard of living

The standard of living is a measure, which tells us whether people’s lives are getting better or worse. What happened to the standard of living in Nazi Germany?

Employment

More people in work in 1939 meant more workers enjoying the benefits of a regular income. However, not everyone benefited equally. Some people, such as Jews, found it increasingly difficult to get jobs. Also, some workers, like many of those in the Labour Service, did not enjoy their jobs.

Wages

In general, wages improved under the Nazis. The improvement was quite slow from 1933 to 1936, but better between 1936 and 1939, when wages rose quite quickly. However, the overall figures hide big variations. The wages of some workers, such as those in the armaments industries, rose more than others, such as those in the Labour Service.

Also, the price of goods rose in the 1930s, up to 30% between 1933-1939. So for some workers, the benefit of high wages was cancelled out by higher prices. This caused variations in the standard of living because high earners could pay the extra cost of food and still afford luxury items (car ownership trebled in the 1930s), but low earners had to use their extra wages to cover the cost of essentials like food.

Hours worked

Another factor that affected the standard of living was the length of the working week. On average, the working week rose from 43 hours in 1934 to 49 hours in 1939.

Evidence the standard of living improved	Evidence the standard of living got worse

The Nazis created some organisations, which were meant to improve the lives of German workers.

Task: Read the information on p.128-129 and summarise what each organisation did.

The Labour Front (DAF)	
Strength Through Joy (KdF)	
The Beauty of Labour (SdA)	

Q: Which organisation made the biggest impact?

Fully justify your choice.

4 The persecution of minorities

(p.131-2) **Task: Highlight the key points of this information:**

Nazi policies were intended to make the German state as strong as possible – the Nazis believed that the German population needed to be strong. It was a belief with 2 strands:

Hitler's views: Hitler set out his racial views in Mein Kampf. He claimed that the Aryan race was superior, other races (such as Slavs) were sub-human and Jews and 'gypsies' were the worst.

Eugenics: the science of selective breeding. The Nazis took these ideas and applied them in their policies. Eugenics became a subject in schools. They also encouraged reproduction by the 'best' Germans and prevented those considered 'unsuitable' by sterilising them (so they could not have children).

Racial hygiene: The Nazis wanted to choose the 'best' parents from just one race – the Aryan race. They believed the Aryan race was superior to others. In schools, the Hitler Youth and in propaganda, the Nazis taught racial hygiene – the idea that Aryans should only reproduce with other Aryans to make their offspring 'pure' Aryan, unspoiled by other racial characteristics.

Anti-semitism: Anti-Jewish views had been common in Europe for many centuries, however it became particularly strong in Germany in the 1930s due to:

- Germany was only united in 1871. This led to a heightened opposition to Germany's 'enemies', including minority groups such as the Jews.
- After the defeat in WWI, the Treaty of Versailles, hyperinflation in 1923 and the economic depression of 1929 people were looking for someone to blame.
- Hitler was one of many nationalist politicians who hated the Jews. His own bitterness towards Jews was given freedom when he came to power in 1933.
- Germans with more moderate views allowed themselves to be influenced by propaganda and turned a blind eye to Nazi persecution of the Jews.

Q: Look at Source B on p.132. How are the Nazis trying to portray the Jewish person in the power?

The treatment of minorities (p.133) Task: Highlight key points on this page.

Slavs

- Nazi propaganda and school lessons told that the Slavs were sub-humans and they needed to be treated differently.
- The Nazis threatened to invade Slav countries in Eastern Europe for Lebensraum – living space for Germany's people.

'Gypsies'

- This was the name used by the Nazis for the Roma people. The Nazis believed they did not work enough or contribute enough taxes, and that they posed a threat to the racial purity of Germany.
- After 1933 they were often arrested as social nuisances and sent to concentration camps.
- From 1936, some were forced to live in special camps with awful conditions.
- In 1938 'gypsies' were banned from travelling in groups. They were rounded up, put on a register and tested for racial characteristics. If they 'failed' the test, they lost German citizenship and social benefits.
- In 1939 orders were given to prepare all 'gypsies' for deportation.

Homosexuals

- Laws against homosexuality were strengthened. In 1934, 766 males were imprisoned for homosexuality. In 1936, this number was over 4,000. In 1938 it was 8,000.
- Released homosexual prisoners were often sent to concentration camps.
- Nazi laws encouraged the voluntary castration of homosexuals.

People with disabilities

- The Nazis believed people with disabilities were a burden on society and weakened racial purity.
- In 1933 the Nazis passed the Law for the Prevention of Hereditary Diseased Offspring. This made it compulsory to be sterilised if someone was mentally ill, alcoholic, deformed, epileptic, deaf or blind. 400,000 were sterilised under this law by 1939.
- In 1939 the Nazis ordered that babies with severe disabilities should be killed by starvation or lethal overdose of drugs. This became known as the **T4 Programme**. Eventually, 5000 children with disabilities were killed.

The persecution of the Jews

Task: Complete a timeline (use more paper if needed) including the key points from p.134-137.

1933

1939

Exam Questions (Complete in your book)

Q3a. Study Sources F and J on pages 111-112. How useful are Sources F and J for an enquiry into the attitudes of Germans towards Nazi policies towards women?

Explain your answer, using Sources F and J and your knowledge of the historical context. [8 marks]

Q1. Study Source F (p.118)

Give two things you can infer from Source F about the Hitler Youth. [4 marks]

Q3c. Suggest one reason why Interpretations 1 and 2 (pages 129 and 130) give different views about the standard of living of German workers in Nazi Germany.

You may use Sources A and D (pages 123 and 128) to help you explain your answer. [4 marks]

Q3d. How far do you agree with Interpretation 1 about the events of Kristallnacht in 1938?

Explain your answer, using Interpretations 1 and 2 (page 136) and your own knowledge of the historical context. [16 marks]

Key word bank (use this space to record key words and their definitions)