

Summer 2011
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UNIT 2

IN-DEPTH STUDY 9

NAZI GERMANY, c. 1933-1945

Answer one question.

1. *Study the sources below and answer the questions that follow.*

Source A

‘Everything that happened in the Third Reich took place in a pervasive atmosphere of fear and terror which never slackened. The Gestapo was part of a much wider net of surveillance, brutality and persecution cast by the Nazi regime over German society in the 1930s; other parts included the SA, the SS and the Hitler Youth.’

[Richard J. Evans, an academic historian, writing in a specialist book on Nazi Germany, *The Third Reich in Power* (2005)]

Source B

- ‘Collect propaganda posters and exaggerated portraits for your race book.
- Observe people whose special racial features have drawn your attention.
- Observe the Jew: his way of walking, his bearing, gestures and movements when talking.
- What are the occupations engaged in by most Jews of your acquaintance?
- What are the occupations in which Jews are not found? Explain this phenomenon with reference to the basic character of the Jew’s soul.’

[School assignments, taken from an official manual for teachers, produced by the Nazi government (1935)]

Source C

‘All subjects, especially German language, History, Geography, Chemistry and Mathematics, must concentrate on military subjects, the glorification of military service and of heroes and leaders and the strength of a regenerated Germany. Chemistry will produce a knowledge of chemical warfare, explosives, while Mathematics will help the young to understand artillery calculations and ballistics.’

[From an article in a Nazi newspaper, *Der Angriff*, (The Attack) (October 1939)]

Source D



[A cartoon published in a French newspaper following the Night of the Long Knives on June 30th 1934. The cartoon shows a blood-splattered Hitler and was entitled *The Butcher of Berlin*]

Source E

'Through your decisive intervention and your courageous personal commitment, you have prevented this treasonable plot. You have saved the German nation from serious danger and for this I express to you my deeply felt gratitude and my sincere appreciation.'

[President Hindenburg, in a telegram to Hitler following the Night of the Long Knives of June 30th 1934]

- (a) Study Source A. Use the source **and your own knowledge** to explain the meaning of the phrase "the Hitler Youth". [4]
- (b) Study Sources B and C. Use these sources **and your own knowledge** to explain the importance of education in Nazi Germany. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining attitudes to the Night of the Long Knives? [16]
- (d) Study Sources A and D. How far does Source D support or contradict the interpretation of the Third Reich given in Source A? [20]
- (e) How useful are the sources to an understanding of Nazi Germany between 1933-1939? [32]

(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions.)

Turn over.

2 Study the sources below and answer the questions that follow.

Source A

'The crucial event on the path to dictatorship was the Reichstag Fire. Hitler, with Papen's agreement, used this act of arson as an excuse to persuade President Hindenburg to sign an emergency decree granting him almost unlimited powers. The constitution was more or less suspended. All basic rights and liberties were taken away. Arbitrary arrests became the order of the day. All this took effect immediately on February 28th. A new feature was introduced into German political life - it was now based on legalised state terror.'

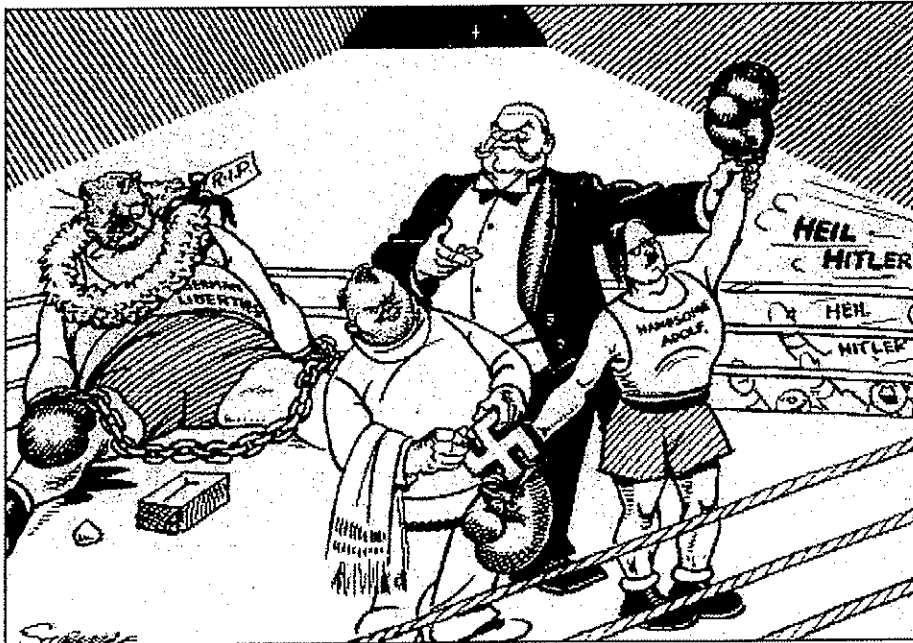
[S. Haffner, a German journalist and author, writing in a specialist book on Nazi Germany, *Germany's Self-Destruction: Reich from Bismarck to Hitler* (1989)]

Source B

'This act of arson is the greatest terrorist achievement of German Bolshevism. In the hundreds of tons of pamphlets found by the police in the Karl Liebknecht House were instructions for carrying out Communist terror. According to these instructions, government buildings, castles, museums, and vitally important factories were to be set on fire. The discovery of this material prevented the Communists from systematically carrying out their revolution. The burning of the Reichstag was intended to serve as a signal for bloodshed and civil war.'

[An extract from a report by the Berlin S.A., issued after the Reichstag Fire on February 28th 1933]

Source C



[A satirical cartoon from the British newspaper, the *Daily Express*, published in July 1933. The writing on the vests reads 'German liberties' and 'Handsome Adolf']

Source D

'I had a conversation with Wieniawa, the retiring Polish Ambassador in Rome, I urged him to show the greatest moderation. Whatever will happen, Poland will pay the cost of the conflict with Germany. No Franco-British assistance will be forthcoming, at least not in the first phase of the war and Poland would quickly be turned into a heap of ruins.'

[Count Ciano, the Italian Minister for Foreign Affairs, writing in his diary (May 15th 1939)]

Source E

'There is no question of sparing Poland, and we are left with the decision to attack the country at the first possible opportunity. We cannot have a repetition of the Czech affair. There will be war. Our task is to isolate Poland. The success of this isolation will be decisive. There must be no simultaneous conflict with the western powers. Basic principle: conflict with Poland, beginning with an attack on Poland, will only be successful if the western powers keep out.'

[An official report of a meeting between Hitler and his generals where he outlined his plans for Poland (May 23rd 1939)]

- (a) Study Source E. Use the source **and your own knowledge** to explain the meaning of the phrase "the Czech affair". [4]
- (b) Study Sources A and B. Use these sources **and your own knowledge** to explain the significance of the Reichstag Fire. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining the Nazi threat to Poland in 1939? [16]
- (d) Study Sources A and C. How far does Source C support or contradict the interpretation of German political life given in Source A? [20]
- (e) How useful are the sources to an understanding of Nazi Germany between 1933-1939? [32]

(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions.)