

Knowledge Organiser-Topic 4: Life in Nazi Germany 1933–39

<p>Key topic 1: The Weimar Republic 1918–29</p> <p>Specification: 1. The origins of the Republic, 1918–19</p> <p>Skills - Q1 Inference 4 marks</p>	<p>Key topic 1: The Weimar Republic 1918–29</p> <p>Specification: 2. The early challenges to the Weimar Republic.</p> <p>Skills - Q3a) Utility How useful are sources A & B? 8 marks</p>	<p>Key topic 1: The Weimar Republic 1918–29</p> <p>Specification: 3. The recovery of the Republic, 1924–29</p> <p>Skills - Q3a) Utility How useful are sources A & B? 8 marks</p>	<p>Key topic 1: The Weimar Republic 1918–29</p> <p>Specification: 4. Changes in society, 1924–29</p> <p>Skills - Mid Unit Assessment Q3 (Inference & Q3) Utility</p>	<p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Specification: 1. Early development of the Nazi Party, 1920–22</p> <p>Skills - Q3b) Interpretation: Q: How are these two interpretations?</p>	<p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Specification: 2. The Munich Putsch and the lean years, 1923–29</p> <p>Skills - Q2) Causation: Why did...? 12 marks</p>	<p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Specification: 3. The growth in support for the Nazis, 1929–32</p> <p>Skills - Q3d) How far do you agree with the judgment in interpretation 1 about...? 7.12 marks</p>	<p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Specification: 4. How Hitler became Chancellor, 1932–33</p> <p>Skills - Q3a) Utility How useful are sources A, B & C? 8 marks</p>	<p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Specification: 1. The creation of a dictatorship, 1933–34</p> <p>Skills - Q2) Causation: Why did...? 7.12 marks</p>	<p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Specification: 2. The police state</p> <p>Skills - Q3a) Utility How useful are sources A & B? 8 marks</p>	<p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Specification: 3. Controlling and influencing attitudes</p> <p>Skills - Q2) Causation: Why did...? 7.12 marks</p>	<p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Specification: 4. Opposition, resistance and conformity</p> <p>Skills - Q3d) How far do you agree with the judgment in interpretation 1 about...? 7.12 marks</p>	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Specification: 1. Nazi policies towards women</p> <p>Skills - Q3a) Utility How useful are sources A & B? 8 marks</p>	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Specification: 2. Nazi policies towards the young</p> <p>Skills - Q3d) How far do you agree with the judgment in interpretation 1 about...? 7.12 marks</p>	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Specification: 3. Employment and living standards</p> <p>Skills - Q2) Causation: Why did...? 7.12 marks</p>	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Specification: 4. The persecution of minorities</p> <p>Skills - End of Unit Assessment All Questions</p>
---	---	--	---	---	---	---	---	--	--	--	---	--	--	---	--

The Big Picture:



How successful were Nazi policies towards women?

How did the Nazis control young people in Nazi Germany?

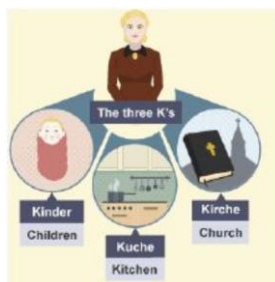
To what extent did life improve in Nazi Germany? (Economic policy, employment and living standards)

How were minorities persecuted in Nazi Germany?

Youth

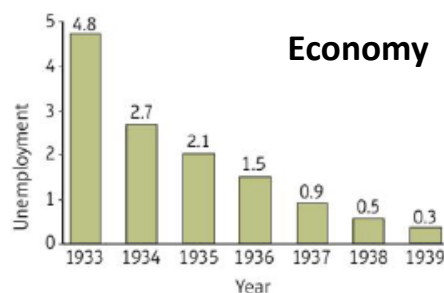
<p>Boys</p> <p>6–10 – Pimpfe 10–14 – German Youth People (Cubs) 14–18 – The Hitler Youth</p> <p>Aims:</p> <ul style="list-style-type: none"> Physical training for the military Brainwashing in Nazi ideology <p>Activities:</p> <p>Military style training; marching, camping, hiking, map reading and rifle shooting. They had uniforms and ranks like the army</p> <p>All members had to swear an oath of loyalty and they also learnt Nazi ideology and race theory with lessons called 'German Heroes' and 'The evil of the Jews'</p> <p>1932 – Membership: 108,000 1936 – Hitler Youth Act passed, membership was compulsory</p>
<p>Girls</p> <p>10–14 – Young Girls League 14–18 – League of German Girls (BDM)</p> <p>Aims:</p> <p>Preparing lives as wives and mothers</p> <p>Activities:</p> <p>Sports were intended to enhance fitness, strength and beauty. Girls had to be able to run 60 metres in 14 seconds</p> <p>Girls were trained to cook, iron, sew and prepare for life as a housewife. They were also taught the importance of 'racial hygiene', the need to only marry a pure Aryan man.</p> <p>There was significant emphasis on the importance of German mothers – to create and nurture Aryan children</p>

Women



CEIAG Link - This module we are studying can make links to a variety of professions such as an Economist and Politician. We are looking at employability skills such as analysing data, decision making and emotional intelligence -If you are interested in any of these areas do some research on the profession/skill or speak to Mrs Ackroyd!

Results



Economy

Nazi Persecution of Jews

Key events 1933-39

1933 – Jews are banned from public places (swimming pools & parks) and all government jobs.



1935, September - The Nuremberg Laws
The Reich Law of Citizenship stated that Jews were no longer German citizens, this meant they could not vote any more.

1936 Jews banned from working as doctors, dentists and lawyers



1938, March Jews had to register all their possessions, making it easier for Nazis to confiscate

1938, December - Jews are banned from owning shops or businesses

1939, April - Jews can be evicted from their homes without reason.

1939, Nov - Jews kicked out of school

1933 1st April - Boycott of Jewish businesses. For one day, the SA stood outside Jewish businesses to prevent customers from entering. 'Jude' and Star of David's are painted on windows.

1935, September - The Nuremberg Laws
The Reich Law of Citizenship stated that Jews were no longer German citizens, this meant they could not vote any more.
The Law for the Protection of German Blood and Honour. Made marriage and sexual relations between Jews and Aryan Germans illegal

1938, March Jews had to register all their possessions, making it easier for Nazis to confiscate

9th and 10th November, 1938 – Kristallnacht (Night of Broken Glass)
After the murder of a Nazi diplomat in Paris by a young Jew, Goebbels uses it as an opportunity for most violent anti Jewish action to date. Nazis destroy 7,500 businesses, burn 400 synagogues and sent 20,000 Jews to concentration camps. 100 Jews are killed too. Jews are forced to pay £1 billion for the damage. Turning point in persecution of Jews.

Key Words:

- Anti-Semitism
- Aryan
- Autobahns
- Beauty of Labour
- Concentration Camp
- Edelweiss Pirates
- German
- Labour Front
- Ghettos
- Gleichschaltung
- Hitler Youth
- Indoctrination
- Kinder, Kirche, Küche
- Kristallnacht
- League of German Maidens
- Lebensborn
- Nuremberg Laws, 1935
- Rearmament
- Selective Breeding
- Strength through joy (KDF)
- Third Reich
- Thousand Year Reich