HITLER AND NAZI GERMANY

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with
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and
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Illustrated by
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INTRODUCTION

The pack  *Hitler and Nazi Germany* covers a range of issues on the topic of Nazi Germany, however, the worksheets are not intended to offer a complete view. Instead, they are designed to compliment the knowledge and understanding that students have already gained. Each worksheet provides a range of activities to give students of all abilities access to the material. The aim is to consolidate students’ knowledge of Hitler and Nazi Germany and to develop their history skills.

Student suitability  This pack is designed to support the National Curriculum unit of “A World Study After 1900” usually taught in Year 9. At Key Stage 4, this pack is ideally suited to Modern World GCSE courses focusing on Nazi Germany. The worksheets are intended to be flexible and meet the needs of all abilities.

Using the pack  The pack is organised in chronological order, and it is helpful for student understanding if it is approached that way. Ideas introduced on one worksheet will often be carried over into later worksheets. The whole pack is intended to offer a comprehensive overview of the key topics on Germany between the two world wars. Care needs to be taken when teaching the contents of this pack, as some of the lessons contain information that many pupils might find distressing.

The people involved  Consulting author Shantha Appavoo is currently head of History in a girls’ comprehensive in South East London. Co-ordinator Deborah Sheward is a teacher at Sydenham School in South East London. The writer and editor for this pack was Katherine Lunn. The pack was illustrated by Andy Wright.

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Lesson plans are to be found on the page facing each worksheet

7 PROBLEMS AFTER THE FIRST WORLD WAR
Students will understand the key problems facing Germany after the Armistice in 1918. KS3 and 4.

9 THE GERMAN REVOLUTION
Students will learn about the events of the Spartacist uprising and their significance. KS4.

11 THE WEIMER REPUBLIC
Students will learn about the main features of the Weimar Government. KS4.

13 THE TREATY OF VERSAILLES
Students will develop an understanding of why the German people felt the Treaty of Versailles was unjust. KS3 and 4.

15 POLITICAL UNREST UNDER EBERT
Students will understand the nature of the political unrest in Germany during the years 1919 and 1923. KS4.

17 THE GROWTH OF THE NAZI PARTY
Students will learn about the beginnings of the Nazi Party in 1920 and what Hitler’s role was. KS3 and 4.

19 THE INVASION OF THE RUHR
Students will understand how the invasion of the Ruhr Valley by the French and Belgian armies led to a year of hyperinflation for Germany. KS4. *(This lesson is linked to Hyperinflation and The Munich Putsch.)*

21 HYPERINFLATION
Students will learn how to describe and explain the reasons for and results of hyperinflation in Germany in 1923. KS3 and 4. *(This lesson is linked to The Invasion of the Ruhr and The Munich Putsch.)*

23 THE MUNICH PUTSCH 1923
Students will identify reasons why the Nazi Party attempted the Munich Putsch in 1923 and the factors that led to its failure. KS3 and 4. *(This lesson is linked to The Invasion of the Ruhr and Hyperinflation.)*

25 THE STRESEMANN ERA 1923 – 29
Students will understand the extent that Gustav Stresemann was responsible for the recovery of the Weimar Republic until 1929. KS4.

27 THE GREAT DEPRESSION
Students will understand how the Great Depression led to the growth of fascism and communism. KS4.

29 THE NAZI PARTY 1928 – 33
Students will understand how the Nazi Party increased their support in the early 1930s. KS3 and 4.

31 PROPAGANDA
Students will develop an awareness of the range of propaganda methods used by the Nazi Party to gain public support. KS3 and 4.

33 THE POWER STRUGGLE
Students will focus on the chronology and methods by which the Nazi Party gained political control of Germany. KS4.

35 THE REICHSSTAG FIRE
Students will develop an awareness of how the Reichstag Fire influenced the outcome of the 1933 election. KS4.

37 THE ENABLING ACT
Students will understand how the Nazis used the Enabling Act to take control of Germany and effectively end democracy. KS4.

39 THE NIGHT OF THE LONG KNIVES
Students will understand the causes and consequences of the Night of the Long Knives. KS4.

41 THE NAZI POLICE STATE
Students will build an awareness of the effectiveness of Nazi control over life in Germany. KS3 and 4.

43 OPPOSITION TO THE NAZI PARTY
Students will understand how the Nazi Party authorities dealt with any opposition groups. KS3 and 4.

45 THE CHURCH IN NAZI GERMANY
Students will understand the relationship between the Nazi Party and the Christian churches and analyse the results of Nazi hostility to such churches. KS4.

47 WOMEN IN NAZI GERMANY
Students will understand how the role of women changed under the Nazi’s rule of Germany. KS3 and 4.

49 THE NAZI ECONOMY
Students will understand Hitler’s principle aims for the German economy and how effectively they were expressed. KS4.
51 INDOCTRINATION OF THE YOUNG
Students will understand the Nazi methods used to influence and control the German youth. KS3 and 4.

53 PERSECUTION OF THE JEWS
Students will understand the key steps in the Nazi persecution of the Jews. KS3 and 4. *(This lesson is linked to Kristallnacht 1938.)*

55 KRISTALLNACHT 1938
Students will understand the significance of Kristallnacht in the Nazi campaign of persecution against the Jews. KS3 and 4. *(This lesson is linked to Persecution of the Jews.)*

57 THE FINAL SOLUTION
Students will understand the Nazi plans for the final destruction of the Jewish race in Eastern Europe. KS3 and 4.

59 WHO BENEFITED FROM NAZI GERMANY
Students will be aware of ways in which groups in Germany benefited and ways in which they were worse off under Nazi rule. KS4.

61 GERMANY AT WAR
Students will understand how the Second World War affected Germany’s civilian population. KS3 and 4.

APPENDICES

62 (1) The Events of the German Revolution
For use with THE GERMAN REVOLUTION, page 9.

63 (2) The Growth of the Nazi Party
For use with THE GROWTH OF THE NAZI PARTY, page 17.

64 (3) Germany’s Problems
For use with HYPERINFLATION, page 21 and THE MUNICH PUTSCH 1923 page 23.

65 (4) The Munich Putsch 1923
For use with THE MUNICH PUTSCH 1923, page 23.

66 (5) The Stresemann Era
For use with THE STRESEMANN ERA 1923 – 29, page 25.

67 (6) The Reichstag Fire
For use with THE REICHSTAG FIRE, page 35.

68 (7) The Night of the Long Knives

69 (8) The Nazi Police State
For use with THE NAZI POLICE STATE, page 41.

70 (9) The Church in Nazi Germany
For use with THE CHURCH IN NAZI GERMANY, page 45.

71 (10) Indoctrination of the Young
For use with INDOCTRINATION OF THE YOUNG, page 51.
BBC Bitesize Revision
Germany 1919-1945. This site has a wealth of revision notes and short tests:
www.bbc.co.uk/education/gcsebitesize/history/index.shtml

BBC Education - Modern World History.
A very good site that includes The Treaty of Versailles, The Rise of Hitler, The Wall Street Crash, Nazi Germany, Propaganda, etc:
www.bbc.co.uk/education/modern/mainmenu/mainfla.htm

GCSE Weimar and Nazi Germany
Timelines and links to past questions and quizzes. There are lots of hints about what should go into a good answer:
www.rjtarr.freeserve.co.uk/GCSE/germ.htm

Free Campus
Anglia Campus provide lots of information upon the end of the First World War and the rise of Adolf Hitler and the Nazis:
www.freecampus.co.uk/login/sec/history/1914ger/index.htm

Britannia
Germany 1918-45:
www.britannica.com/bcom/eb/article/0/0,5716,109160+8+106260,00.html

The History Place
The Night of the Long Knives:
www.historyplace.com/worldwar2/timeline/roehm.htm

Hitler's Germany
Short answer tests:
www.digitalbrain.co.uk/user/ronan/public/Hitler

The History Place
The Rise of Adolf Hitler. Lots of good information that starts with Hitler's birth and ends in 1933. There's also a more in-depth section upon the Hitler Youth and a Holocaust and World War II timeline:
www.historyplace.com/worldwar2/riseofhitler/index.htm

Information on the Reichstag Fire:
www.weyrich.com/political_issues/reichstag_fire.html

The US Holocaust Memorial Museum:
www.ushmm.org

Anne Frank Online:
www.annefrank.com

Spartacus Educational
www.spartacus.schoolnet.co.uk

The History Learning Site
www.historylearningsite.co.uk

School History
www.schoolhistory.co.uk

History on the Net
www.historyonthenet.co.uk

The History Channel
www.historychannel.com
GENERAL GUIDELINES

Guidelines for using this pack
The Lesson Plan opposite each page supports the teaching of each specific lesson. These general guidelines give advice on using the whole pack. When preparing for a supply teacher, please remember to photocopy these general guidelines and the relevant lesson plan, as well as the worksheet.

Preparing for the lesson
• Teachers are advised to bring supporting evidence to the lesson to accompany the information offered on each worksheet. This will be particularly important in a number of the extension activities.
• Specific preparation requirements are indicated in the ‘Preparation required’ section of the Lesson Plan. You should always have available copies of the worksheet, pens, pencils and a chalkboard or equivalent.
• Allow approximately an hour’s lesson for each page.
• You can link pages to make a double lesson; linked pages are indicated under the heading ‘Links to other worksheets’.
• Possible classroom management challenges that may be created by the page and any issues of a sensitive nature are brought to your attention in the Lesson Plan under the heading ‘Points to be aware of’. You will probably want to check whether these are relevant to your class.

The lesson
Pages are worded so that you can choose how to manage each in the classroom. However, as a general guideline, we suggest that you move from ‘introductory chat’ to individual work, through to paired or small group discussion, then to pooling ideas as a class. Where a specific approach is required which differs from this, it is indicated in the Lesson Plan under the heading ‘Teacher Strategy’.

In this pack, students are encouraged to make a number of spider diagrams, timelines and lists. This is to help students to gather information in order to write longer answers to questions. The writers of the pack feel that these are good ways to gather information in a shorthand form that can be built on in subsequent questions.

Many of the initial activities encourage students to discuss and share ideas. Where group work is involved, it may be useful for students to work in ability groups to encourage students to share expertise and support one another effectively.

Each worksheet in this pack contains a number of activities. The main activity types in this pack are:
• Brainstorming
• Thought starters
• Prioritising arguments
• Summarising information
• Making a flow diagram/chart to show arguments
• Spider diagrams
• Timelines
• Written work
• Reading
• Prioritising arguments
• List making
• Discussions
• Research
• Oral work
• Working in role exercises.

Students may wish to continue some of the involved activities after the lesson and it may be helpful to encourage the students to re-draft the extended writing activities for homework in order to refine what they have begun in class. Through revision, students will consolidate their experience in a particular historical skill. Where relevant, you may choose to allow students with poor writing skills to work on the sheet and mark, underline, or colour to show understanding.

The lesson plans in this pack offer possible differentiation strategies for low ability, and high ability students. These activities are worded in the form of an instruction to the students. We would like to emphasise that these activities are merely suggestions.

Following up on the lesson
The lesson plans in this pack suggest extension activities for low ability, and high ability students. These activities are worded in the form of an instruction to the students. We would like to emphasise that these activities are merely suggestions. The activities are designed to give flexibility to your lessons. You may wish to carry the topic into a double lesson, or encourage out-of-classroom work.

Most lessons in the pack include suggestions for homework activities. Many of our homework suggestions include web-based research. It might prove a useful class exercise to provide students with the opportunity to share their findings from the internet during future lessons. This will also act as a tool to consolidate understanding for the whole class.
# Lesson Plan for Problems after the First World War

**Learning outcome** Students will find out about, and discuss, the key problems facing Germany after the Armistice in 1918.

**Links to other worksheets** This worksheet sets the context of why Germany was in upheaval until 1923. All the worksheets up until the end of 1923 relate to the conditions and events discussed here.

**Points to be aware of** Students will need an awareness of which countries fought in the First World War and what side they were on. Students will also require a brief explanation of how the arrival of the USA affected the war.

**Additional notes for teachers** The First World War was fought between the main allies of Britain, France, Russia (until 1917), and the USA (after 1917) against Germany, Austria, Hungary and Turkey. In 1917, Germany tried to end the deadlock of the trench warfare with a final push to defeat Britain and France. This failed and the arrival of the USA in the war ended any chance that Germany had of winning the war.

The allies, particularly the French, were out for revenge, and the peace Treaty of Versailles in 1919 punished Germany by taking away German land, limiting Germany forces and making Germany pay huge reparations for the war. The reparations were to cause enormous financial problems for Germany and the treaty made many Germans angry. Hitler used this anger to reject the peace treaty and gain power in Germany. Many of the problems facing Germany outlined on this page sprang from the First World War.

**ACTIVITY 1**

**ACTIVITY 1** 10 minutes

**Groups and individual**

This could be done as a group exercise. Students could discuss their answers, in groups of three or four, and then write their answers individually. Then the students can give their feedback as part of a class discussion.

**ACTIVITY 2**

**ACTIVITY 2** 30 minutes

**Individual work**

Encourage students to use each of the problems in the illustration in their diary entry.

**ACTIVITY 3**

**ACTIVITY 3** 20 minutes

**Whole class and groups**

This could be introduced as part of a class discussion, in order to help students come up with practical strategies. You may like to share ideas on the board. You could encourage students to share their ideas in small groups of three to four.

**Differentiation strategy for low-ability students** Design a poster encouraging workers in Berlin to go on strike. You can use the illustration to offer two reasons workers were unhappy with their conditions.

**Differentiation strategy for high-ability students** Write a series of diary entries from 28 October 1918 until 12 November 1918, highlighting the worsening conditions.

**Extension activities for low-ability students**

KS3 Design a timeline to show the problems in Germany.

KS4 Find out more about the Kiel Mutiny, 28 October, 1918.

**Extension activities for high-ability students**

KS3 Define the terms ‘autocracy’ and ‘democracy’. Explain which terms could be applied to Germany before November 1918.

KS4 Design a leaflet by a Socialist group explaining clearly why soldiers and civilians should turn against the government.

**Useful website URLs**

www.historychannel.com

**Homework** Visit www.historychannel.com and locate 1918 in the timeline section. Read the information about the First World War. Explain which event you think was the turning point leading to the end of this war. Then draw a timeline for 1918 showing the important events which contributed to the ending of the war and bring this to the next lesson.

**Assessment strategy** Assess students on the range and depth of their historical knowledge and their understanding of events and effects.

**Cross-curricular links** Citizenship.
LEARNING OUTCOME: YOU WILL UNDERSTAND THE KEY PROBLEMS FACING GERMANY AFTER THE ARMISTICE IN 1918.

1 Look at the illustrations on this page. The illustrations show problems in Germany after World War I.

Which two problems were the worst ones facing the German people? Explain your answers.

2 It is 12 November, 1918; imagine you are an ordinary German civilian. Write a diary entry explaining how the conditions in Germany were affecting your life.

3 Look again at the two problems you chose for activity 1.

Offer suggestions for the German authorities to help resolve these problems.

**Conditions in 1918**

- **War created serious food shortages, due to the British navy blockade.** This led to strict rationing of basic foods.

- **In the winter in 1918, food supplies were critically low.** Adults lived on less than 1,000 calories a day.

- **Workers complained at the worsening living conditions, resulting in strikes.**

- **Serious fuel shortages.** There was very little light after nightfall.

- **Power cuts were typical, leading to factory closures and transport problems.**

- **Sailors mutinied in Kiel, when ordered to fight the British navy. The mutiny spread to a revolution.**

- **Living conditions worsened due to shortages of soap, washing powder, medicines, clothing and shoes.**

- **Spanish influenza arrived and nearly 600,000 German civilians and soldiers died in one year.**

- **On 9 November, 1918, the Army refused to support Kaiser Wilhelm. He abdicated and fled to Holland.**
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