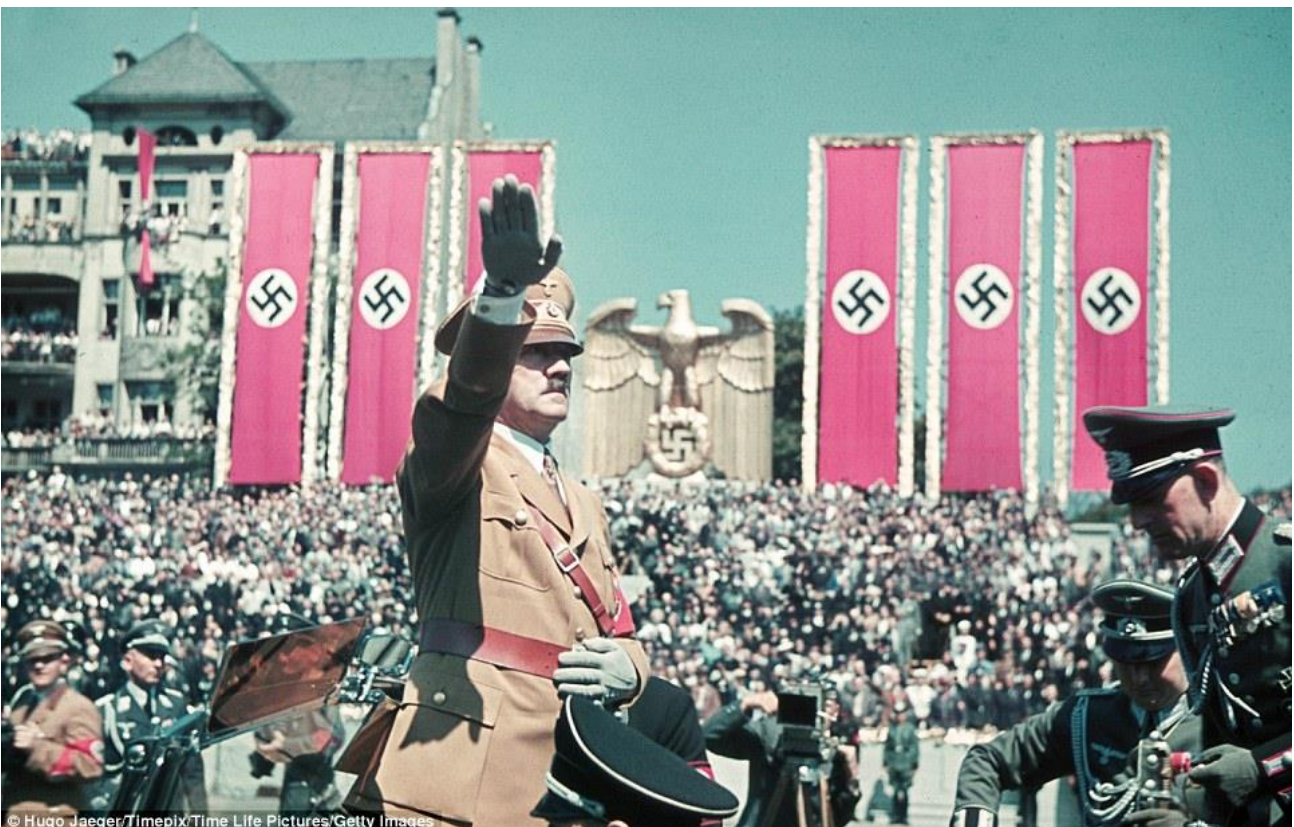


*J411/39 The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945*

*Spec B*



# GCSE (9–1) History B (Schools History Project)

## J411/39 The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945 Sample Question Paper

### Section A The Making of America, 1526–1900

Answer questions 1 (a–c), 2 and 3.

1.
  - (a) Name **one** of the states that were added to the USA between 1789 and 1838. [1]
  - (b) Name **one** of the Indian wars fought between 1861 and 1876. [1]
  - (c) Name **one** of the main industries that provided employment for large numbers of African-Americans in the south after 1877. [1]
2. Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples. [9]
3. What was the impact of the Californian gold rush of 1848–1849? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? Give reasons for your answer. [18]
- 5.\* "The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America's southern states". How far do you agree with this statement? Give reasons for your answer. [18]

### Section B Living under Nazi Rule, 1933–1945

Answer questions 6 and 7.

6. What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer. [7]

#### Source A – An announcement in a German newspaper, 16 March 1934

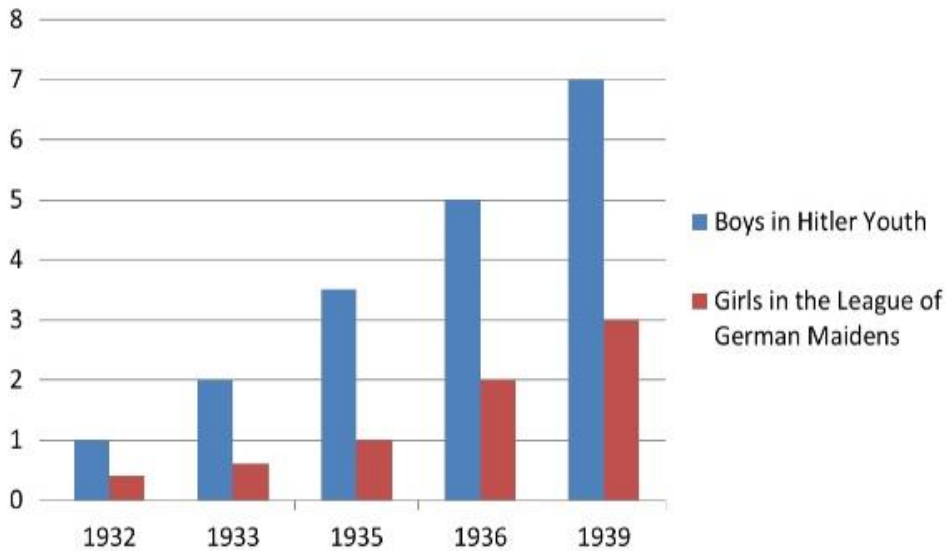
Attention! The Führer will be speaking on the radio. On Wednesday 21 March, the Führer is speaking on all German stations from 11am to 11.50am. The district Party headquarters have ordered that all factory owners, department stores, offices, shops, pubs and blocks of flats put up loudspeakers an hour before the broadcast of the Führer's speech so that the whole workforce and all national comrades can participate fully in the broadcast.

7. How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge. [15]

#### Interpretation B – From *The Third Reich in Power* by Richard J Evans, 2006

From July 1936 the Hitler Youth had an official monopoly on the provision of sports facilities and activities for all children below the age of fourteen; before long, it was the same for 14–18 year olds. In effect, sports facilities were no longer available to non-members. Hitler Youth members were given special days off school for their activities. The results of such pressure soon became apparent. By the end of 1933 there were 2.3 million boys and girls between the ages of ten and eighteen in the Hitler Youth organisation. By the end of 1935 this figure was approaching four million, and by the beginning of 1939 it had reached 8.7 million

**Source C – Graph showing membership numbers (in millions) of the Hitler Youth organisations, 1932–1939**



**Source D – Poster published by the Nazi government in Germany, 1938**

*The words on the poster mean: “Build youth hostels and homes”.*



Answer **either** question 8 **or** question 9.

**8.\*** “There was little effective opposition to the Nazis”. How far do you agree with this view of Germany between 1933 and 1945? **[18]**

**9.\*** “German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe”. How far do you agree with this view? **[18]**



# *The Making of America, 1789–1900*

## Theme 1: America's expansion 1789–1838

### How and why the USA expanded, from 1789 to 1838

The United States was established in 1789. It was made up of those British colonies who had fought a war of independence to free themselves of British rule. The **key features** to this new country were:

1. The **constitution**: A set of rules by which the new country would be run. All the states agreed to follow these rules.
2. **Congress**: this was the assembly that had to pass laws. It was made up of representatives from each state.
3. **President**: the leader of the US, elected every four years. The President could propose new laws that affected the whole nation.
4. **The Supreme Court**: decided on legal cases that affected the whole nation.
5. **The states** were those areas that were well-populated and well-established. Each state had its own government and governor who decided on the laws within their state, so long as they did not break the constitution.
6. **A territory** was an area that was not well-populated and usually newly acquired land. It was governed by a governor who was appointed by Congress.

The new nation stood for the values of freedom based on the equality of all humans.

### **Problems of early expansion:**

1. The original colonies were all in the east of the country. Between 1789 and 1838 the US expanded westwards, adding states such as Michigan, Ohio, Kentucky and Alabama. These new states were created when Indian tribes in the east were defeated or forcibly moved from their land.
2. The US government was worried that the British might help the Indians to attack the US as revenge for the War of Independence. The President, George Washington, launched a campaign to defeat the Indians in the East.
3. BUT as the Indians moved west they came into conflict with other Indian tribes. Conflict between Indian tribes increased.

### **The seizing of land**

1. How was land divided up in the territories taken from the Indians?  
The Indian territories were divided into farm plots of 640 acres, enough to support a **yeoman farmer** and his family. These plots were sold to any white settlers wishing to make a new life on their own farm. It was believed that anyone who owned their own land would make a good citizen.
2. This process caused several problems:
  - Many poor settlers just took over the land as **squatters**, hoping to make enough money before the government demanded payment for the land.
  - Rich business people saw an opportunity to make money and bought large areas of land as an investment. They were **speculators**, hoping to make more money by renting out or selling the land later.

**Conclusion:** even in these early years there were tensions in the new country and land was to be a key cause of conflict.

### The expansion of southern cotton plantations and of slavery, 1793–1838

The years 1793-1838 saw a large increase in the use of slavery. This was an issue that caused deep division in the US.

### **Arguments used for using slavery:**

- It provided cheap labour
- They could not go on strike
- Some said God had made black people to be slaves

### **Arguments against slavery:**

- Inhumane and cruel
- It gave the southern states that used slavery an unfair advantage in business
- Many Christians believed God made all people equal and free.

Slavery had been phased out in the northern states.

- The southern states still used slavery.
- Slavery was the traditional method of labour on large farms that grew a single crop (plantations)

Used most for tobacco, rice and cotton.

### **Why did slavery become a big issue for the new nation?**

- As the US expanded west, arguments arose over whether slavery should be used in the new territories.

### **The impact of the cotton gin**

The development of the cotton gin led to a huge increase in the use of slavery.

- The cotton gin was a machine that separated cotton fibres from seeds much more quickly than the old process which was done by hand.
- This allowed plantation owners to grow varieties of cotton that had a lot of seeds which were more suited to the climate of the southern US.

The result was a huge increase in the amount of cotton grown and an increased demand for slaves who picked the cotton that could now be processed much faster by the cotton gin.

### **The Louisiana Purchase, 1803**

The French colony of Louisiana was purchased by the US in 1803 and this vast area was divided into new states. Many of the new states that were joining the US were in the so-called "cotton belt" (Mississippi, Louisiana, Alabama). These new states used slavery and the northern states were worried that slave states would outnumber the free states.

These tensions were dealt with by **the Missouri Compromise, 1820:**

- Missouri was allowed to use slavery and any new states south of this state would be allowed to use it.
- Any new states north and west of Missouri would not be allowed to be slave states.

### **The division over slavery deepened**

- Fears increased that slaves would revolt eg Revolt led by Charles Deslondes
- The use of violence was seen by the north as out-dated
- Those who wanted to get rid of slavery, abolitionists, grew in number.

YET

It was not just southern slave-owners who gained from slavery.

- Many northern businesses had invested in slave plantations
- Slavery helped keep food prices low

### **The removal of indigenous people from the east, 1830–1838**

#### **Why did many white settlers want to move the Indians from the east?**

- Indians seen as uncivilised and lazy
- The northwest and Southwest Territories were opened up to white settlement
- White settlers wanted to expand cotton production
- Thus, Indian land needed.

#### **The "Five Civilised Tribes"**

- Some tribes realised they needed to adapt to the white settlers.
- They took on European "civilised" ways
- They learn to write
- Set up schools and churches
- Examples of the "Five Civilised Tribes":
  - The Cherokees
  - Seminoles

- Creeks

Not all were impressed by this “civilisation” of the Indian tribes

**The Indian Removal Act, 1830**

This act was introduced by Andrew Jackson.

The act would remove all Indians from the east to land set aside for them west of the Mississippi. The removal was supposed to be voluntary.

Many Indian tribes decided to leave for the west.

**Indian resistance 1830-38**

**1. The Cherokee**

They refused to move.

Took their case to the Supreme Court.

Supreme Court said they should not be forced to move

BUT they should be treated as children who needed the protection of the Federal government

President Jackson ignored the Court’s decision.

**2. The Seminole**

A small group refused to move.

They went to war with the US.

Some black Americans who were escaped slaves fought for the Seminole.

The war lasted 7 years.

**3. The Creek**

Most of their land was given to white settlers.

Many Creeks had to steal food from white settlers to survive

In 1838, US troops arrived to forcibly remove the Creeks from the east. The Creeks were escorted on what became known as the “Trail of Tears” (5,000 Indians died during the march).

**Conclusion: the early expansion of the US seemed to show little regard for the principle of freedom!**

**Revision checklist:**

1. What were the following?
  - a) The constitution
  - b) Congress
  - c) Supreme Court
2. What was the difference between a state and a territory of the US?
3. Give THREE reasons why the use of slavery increased in the southern states in the period 1793-1838:
  - a)
  - b)
  - c)
4. What was the Missouri Compromise?
5. Give TWO reasons why slavery became a cause of conflict in the period 1793-1838:
  - a)
  - b)
6. Give THREE reasons why the Indian Removal Act was introduced:
  - a)
  - b)
  - c)
7. What was the “Trail of Tears”? .....

## Theme 2: The West 1839–1860

### Plains Indians: their diversity and the changing relationship with white Americans

There were many Indian nations who lived on the Great Plains. Their lives were already changing due to contact with the Europeans.

#### a) The Apache

Their lives were based almost entirely on the buffalo. They lived in the south west and were one of the first tribes to get hold of horses, brought to America by the Spanish. They also traded buffalo goods for guns.

#### b) The Cheyenne

Based on the northern plains, they started to base their way of life on the buffalo, which they traded for guns and alcohol.

#### c) The Lakota Sioux

The Lakota Sioux were based on the northern plains near the Great Lakes. They farmed in the winter and relied on the buffalo in the summer. The use of horses and guns meant they could roam further in search of buffalo and hunt all year. As the eastern tribes were pushed west the Lakota moved west onto the Great Plains, making a new base at the Black Hills in Dakota.

- They were nomads, using the buffalo for food, shelter, clothes.
- They lived in tipis.
- Men and women had specific roles: men hunted women prepared food and made craft goods.
- Old people were highly respected.
- Their religion was based on spirits linked to the buffalo. They believed in a Great Spirit, Wakan Tanka.
- There was no single leader – each band of families had their own chief.
- The skills of a warrior were highly prized eg stealing horses.

Conclusion: the culture of the Plains Indians was changing. Their well-developed way of life suited their environment and the resources available to them. BUT it was to come under increasing threat.

### The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah

#### Why would many white settlers find moving to the West an attractive idea?

1. There was an economic downturn. Many lost their jobs and savings in the east.
2. The hope of building a better life.
3. Adverts said there was plenty of fertile land in the West.
4. The Pre-emption Act said that anyone who cleared land for farming in Oregon could keep it.
5. The idea of Manifest Destiny: settlement in the West was God's plan.
6. By 1840 explorers had provided maps of routes through to the far West.

#### The Oregon Trail

- It was nearly, 2400 miles.
- It took about 8 months.
- They were often guided by mountain men or Native American guides.
- Migrants would start in one of the towns on the Missouri River.
- The town of Independence was a key starting point.

#### The main difficulties facing those taking the Oregon Trail.

1. On the Great Plains it was baking hot.
2. Often took too many belongings
3. Attacks by Indians
4. Rocky Mountains = narrow and steep passes
5. Accidents
6. Disease esp. cholera
7. Danger of being trapped in the mountains by snow.
8. Starvation
9. Blue Mountains = steep and narrow passes
10. California route = hot desert in Utah
11. Then building a new life in Oregon

Those that arrived in Oregon or California often found prejudice against them.

### **The Mormon settlement of Utah**

#### **Key features of the Mormon religion:**

- Joseph Smith claimed God had shown him a secret book which said Jesus had come to America after his resurrection to start his true church there. Smith published The Book of Mormon, a copy of the book God had shown him.
- Attitude to land. The Mormons believed in shared land ownership.
- Attitude to slavery. They were against slavery
- Attitude to marriage. They believed in having more than one wife (polygamy).

The Mormons gained a lot of followers.

#### **What was the Mormon vision of the West?**

1. When Joseph Young was murdered by a mob, Brigham Young become leader of the Mormons. He believed that the Mormons should move west to set up their own community. They left their base at Nauvoo when they were attacked by a mob and their temple was burned down.
2. 10,000 people followed Young to the Great Salt Lake where they wished to set up God's Kingdom.

#### **Salt Lake City, Utah**

A city was laid out at the lake using irrigation channels that brought fresh water from the mountains. Land was given to settlers based on their need. Young was firmly in control.

When the area around the Great Salt Lake was taken from Mexico by the US, Young applied to make Utah a state, but the US government would only give it the status of a territory. Thus, Utah would have to follow US laws rather than Mormon ones. Despite opposition from Young this is what happened.

### **The Californian gold rush of 1848–1849 and its impact, including migration**

- In 1848 gold was found in the Sierra Nevada mountains.
- The secret was soon out.
- Thousands of men went to the mountains to make a fortune.
- By the end of the year the US President confirmed that gold had been found in California.

#### **The California gold rush, 1848-49**

1. Over 50,000 travelled to California in 1848 alone.
2. Gold mining did not just make the miners rich. Traders who sold goods to the miners made a lot of money. Levi Strauss sold jeans to the miners. But not every miner made a fortune.
3. Most miners were men but some women also tried their luck.
4. When surface gold had all been mined, crushing mills were used by big business to dig deeper. These made the business owners rich but the miners were paid low wages.
5. The local Indians were forced off the land by violence.
6. The environment was destroyed by the gold rush. Rivers were poisoned and wildlife died.

#### **The Pike's Peak gold rush, 1858-59**

In 1857 the US was in an economic recession.

In 1858 gold was discovered at Pike's Peak in the Kansas Territory.

This gold rush was different to the California gold rush:

- a) Railways brought miners to the area. The number of people who came was twice that of the California gold rush.
- b) Towns tried to use the gold rush to boost their own wealth by providing maps that gave the impression they were on the easiest route to the mines. They weren't!

The **impact** of this gold rush:

- It led to the development of farming in the area. Farms sold food to the miners.
- The population of Kansas grew. It was able to become a state in 1861.
- The middle of the Great Plains were no longer seen as just a place to pass through on your way west.
- These areas were on Indian land further disrupting their way of life. It led to the ignoring of the Treaty of Fort Laramie, 1851.



Under this treaty the US government had promised to protect the Indians who settled on the Plains but this land was now being taken. Pike's Peak gold rush led to many farmers settling on the Great Plains.

Conclusion: by 1860 it was clear that the Indian vision of the West was being undermined by that of the white settlers. The west was being exploited.

**Revision checklist:**

1. From the list below, underline or highlight those which were features of the Lakota Sioux tribe:
  - They were nomads who followed the buffalo.
  - They lived in tipis.
  - Both men and women hunted.
  - Old people were left to die when they could not work.
  - They believed in a Great Spirit, Wakan Tanka.
  - They had a single Chief.
  - They punished those who stole horses.
2. What is meant by "manifest destiny"?
3. If you were asked to write a clear and concise summary of the Oregon Trail, what three points would you use?
  - a)
  - b)
  - c)
4. Who was Joseph Smith?
5. Who was Brigham Young?
6. Why did the Mormons establish a settlement at the Great Salt Lake?
7. Explain how the California gold rush helped settle the West. ....  
.....
8. Give THREE reasons why so many people went to Pike's Peak in 1858-59?
  - a)
  - b)
  - c)
9. If you were asked how far you agree that before 1860 Indian culture was not seriously under threat, what evidence would you use to support this statement?
  - a)
  - b)
  - c)what evidence would you use to challenge this statement?
  - a)
  - b)
  - c)

### Theme 3: Civil War and Reconstruction 1861–1877

#### The cause of the trouble: divisions over slavery and its place in the growing nation

The American Civil War was between the northern states and those in the South who wanted to leave the union.

#### **What were the differences between the North and the South?**

- The north had more industry; the south relied on agriculture
- The north had more cities than the south
- The south used slavery as labour on plantations
- The economy of the north was more modern with banking and other services
- The north was richer.

BUT

- Some of the northern states did use slavery eg. West Virginia.
- The economy of the north also benefitted from slavery eg investors from the north.
- The south had become richer due to “king cotton”. This encouraged the southern states to think they could become independent if they needed to.

#### **The growth in tensions**

##### 1. **The growth of the abolitionists.**

- Newspapers set up
- National Anti-Slavery Society formed
- An “Underground Railroad” set up to help slaves escape to the north.
- The novel “Uncle Tom’s Cabin” highlighted horrors of slavery.

##### 2. **Tensions over growth of the influence of the north in the Union**

- Rapid growth of industry
- Rapid growth of population
- Representation in Congress was based on the size of population in each state

#### **Expansion in the West**

- Arguments arose over whether new states and territories should allow slavery or not.

What was **the Missouri Compromise, 1820**?

- Missouri was allowed to use slavery and any new states south of this state would be allowed to use it.
- Any new states north and west of Missouri would not be allowed to be slave states.

This was broken by the **Kansas-Nebraska Act of 1854**.

Under this act Kansas and Nebraska would be allowed to decide for themselves whether they allowed slavery or not when they became US states. Abolitionists were appalled. The issue was to divide America’s two political parties:

| <b>Democrats</b>  | <b>Republicans</b>   |
|---|--|
| <ul style="list-style-type: none"><li>• Supported cotton farmers</li></ul>                    | <ul style="list-style-type: none"><li>• Believed cotton farmers were too powerful</li></ul>  |
| <ul style="list-style-type: none"><li>• Believed state governments should be strong</li></ul> | <ul style="list-style-type: none"><li>• Supported by Abolitionists</li></ul>   |
|   | <ul style="list-style-type: none"><li>• Favoured modern business methods</li></ul>   |
|   | <ul style="list-style-type: none"><li>• Believed that national government should be able to intervene in states’ affairs</li></ul> |
|   | <ul style="list-style-type: none"><li>• This party was set up in response to the Kansas-Nebraska Act</li></ul>                     |

- In 1856 James Buchanan, Democrat, became President.
- He openly supported slavery and its spread north.
- In 1860, Abraham Lincoln, Republican, was elected President.
- He promised to give land in the West to white settlers in order to prevent slavery.

The South saw Lincoln as a threat to slavery and their whole way of life.

1. In November 1860, South Carolina voted to secede (leave) from the US.
2. Another 6 states followed, forming the **Confederacy** of States.
3. They elected Jefferson Davis as their President.
4. The US President, Lincoln declared the actions of the southern states illegal and, in March 1861, sent Union troops into the south to keep control over government buildings.
5. At Fort Sumter Confederacy forces opened fire on Union soldiers. The war had begun.

**Conclusion:** Slavery was a key issue in the causes of the Civil War but it was part of a much bigger division between the north and south and how much power states should have to decide on their own laws. The spark was the clash at Fort Sumter.

## **The African American experience of the Civil War, 1861–1865**

### **Phase 1: limited war 1861-62**

Away from the fighting, many Black Americans were not affected greatly by the war to start with.

1. In the North: black Americans suffered poverty, lived in slums and suffered segregation (separate facilities from whites)
2. In the South: most blacks were slaves, treated as property and not allowed to go to school.
3. Black Americans were not allowed to fight and Lincoln was not prepared to change this. He was worried that it might upset other slave states that were still in the Union.
4. Some black Americans worked for the Confederate army moving supplies or building defences.
5. Large numbers of slaves began to cross into the north and wanted to fight for the Union. The south demanded their property back! Lincoln passed a new law that said these ex-slaves could be held by the north as “**contraband**”. They were allowed to work for the Union army but not fight.

But

6. Many Black slaves escaped to the North and freedom.
7. Congress passed a law to say that slaves would automatically become free in any areas captured by the North.
8. Some Union generals allowed Blacks to join their regiments (this was illegal)

### **Phase 2: Total War, 1863-65**

- The war dragged on without a victory.
- Lincoln said he would free all slaves if the South did not surrender.
- They refused.
- On 1 January 1863, Lincoln issued the **Emancipation Proclamation**.
- Slavery would be banned in all states of the Union.
- This meant black Americans had something to fight for and it weakened support for the South.

### **Black Americans experience of Total War**

#### **In the army:**

1. Black regiments were set up in the north. 33,000 black Americans joined the Union army.
2. They were usually given heavy manual jobs eg pulling cannons or digging ditches
3. They were paid less than white soldiers. This led to disobedience in some regiments.
4. Black soldiers could not serve as officers.
5. Some black women served as nurses or spies.
6. Black regiments played an important role in later victories in the war.

#### **As civilians:**

1. In areas captured by the north, many plantations were given to rich northern investors who used ex-slaves as paid labour but their working conditions did not change.
2. Many ex-slaves preferred to work as mechanics, firemen or builders where pay was often better.
3. Some white northerners disliked having to fight “to free black Americans”, resulting in racial violence in New York in 1863.

Conclusion: although there were some changes to the lives of Black Americans, there was little sign of real progress. There was, however, some hope for a better future.

## **Reconstruction and continuing limitations to African American liberty**

### **The end of the Civil War**

- The Confederacy forces surrendered in April 1865.
- The north had won over the south.
- President Lincoln realised that there needed to be a “rebuilding of the nation”: **Reconstruction**.

- Hopes were high that there would be a real improvement in the lives of Black Americans.
- Many hoped the Emancipation Proclamation would lead to real change.
- But..... President Lincoln was assassinated less than a week after the end of the war.

**President Johnson’s Reconstruction**

1. The Confederate states were allowed to rejoin the Union
2. Most Confederate soldiers were pardoned.
3. There was little interference in the southern states’ governments.
4. All land was given back to the old plantation owners. Only 2000 black families keep land given to them during the civil war.

Little had changed. The southern states introduced “**black codes**” to restrict the rights of ex-slaves eg they were not allowed to serve on juries; not allowed to marry whites. The Ku Klux Klan was set up to intimidate black Americans.

**Radical Reconstruction 1866-70**

- In December 1865 Johnson declared Reconstruction was finished.
- This upset many Republicans (members of his own party)
- Anti-Slavery Republicans used Congress to put together a new Reconstruction Plan.

The key measures of Radical Reconstruction:

- Civil Rights Act that made it illegal to deprive any citizen of their civil rights.
- **14<sup>th</sup> Amendment to the Constitution:** “all people born in US were citizens regardless of race”
- all state governments in ex-Confederacy states removed and replaced by 5 military districts.
- All who fought for the South in the Civil War were banned from voting
- Army officers had to make sure Black Americans were registered to vote.

Confederate states could only be readmitted to the Union as states if they agreed to the 14<sup>th</sup> Amendment.

- By the end of 1868 all of the Southern states had been readmitted to the Union.
- All had to accept the **15<sup>th</sup> Amendment**. This stated that all citizens, regardless of race must be allowed to vote in elections.

This phase of Reconstruction was much more hopeful for black Americans, but after 1870 Reconstruction faltered.

**Reconstruction betrayed (?)**

**1. Resistance in the South grew.**

- many southerners complained about “**scallawags**” – those in the south who sympathised with the radicals.
- they also criticised “**carpetbaggers**” – people from the north who made money by exploiting the south.

**2. The weaknesses of the radical Republicans**

The Republicans lost their majority in Congress. Funding to help ex-slaves was cut, the KKK grew. Black Americans were prevented from voting in the south.

President Grant refused to intervene in the affairs of the southern states.

By 1875, many southern state governments were dominated by ex-Confederacy officers.

**3. Supreme Court rulings**

The Supreme Court ruled that black Americans had a right to be treated equally at national level but not at state level. This meant that segregation was legal.

The court also ruled that the national government had no right to intervene in states where black Americans were prevented from voting.

**4. Americans lost interest in the rights of Black Americans**

They wanted to forget the civil war and were more interested in the new opportunities of the West.

**Revision checklist:**

1. Give THREE differences between the northern and southern states in 1860:
  - 
  - 
  -
2. Other than slavery, what other political issue divided the northern states from the south?

3. What was the significance of the Kansas-Nebraska Act? .....
4. What name was given to the southern states after they left the Union?
5. If you were asked to write a clear and concise summary of the experience of black Americans during the civil war, what three points would you use?
  - a)
  - b)
  - c)
6. What was the Emancipation Proclamation?
7. What was meant by “contraband” during the civil war?
8. What were scallawags?
9. What was a carpetbagger?
10. If you were asked how far you agree that Reconstruction failed to improve the lives of black Americans in the southern states, what evidence would you use to support this statement?
  - a)
  - b)
  - c)
 what evidence would you use to challenge this statement?
  - a)
  - b)

#### **Theme 4: Settlement and conflict on the Plains 1861–1877**

##### **The causes and consequences of white American exploitation of the Plains: railroads, cow towns, ranches and homesteads**

###### **Key railroads:**

- Central Pacific
- Union Pacific
- Kansas Pacific

###### **Impact of new railroads:**

- Opened up the West to settlement
- The government and rail companies gave free land to people to farm either side of railway
- Rail companies got 6400 acres of land for each mile of railroad built
- Made it easier to get goods to cities
- Thousands of workers needed
- It made cattle ranching much easier
- Cattle towns developed which had a reputation for violence
- The railroads divided Indian land and disrupted the buffalo herds.

###### **Cattle ranching**

- Used the Texan longhorn
- This breed had poor quality meat but could survive hot conditions
- Ranchers used the open range method
- After the civil war, many ranchers returned to their farms to find out their herds had increased in number
- At market time the cattle were driven to the east or California
- Many objected because the cattle carried ticks which caused Texas fever.
- The railroads provided a solution to these problems.

###### **The growth of ranching**

1. Ranchers used trails to get their cattle to the railroads in the north of the Plains.
2. They could then sell their cattle to markets in the East, where the big cities were. They also sold cattle to the US army.
3. Cattle drives required rest stops and cow towns developed with facilities for the cowhands (saloon, brothel).
4. The increased demand for cattle put further pressure on Indian land.

### **Cow drive roles**

|                        |   |
|------------------------|---|
| Wrangler               | Inexperienced cowboy who looked after the remuda (herd of horses ridden by cowboys) |
| Cook                   | Drove the chuck (supply) wagon  |
| Trail boss             | Person in charge  |
| Point riders           | Led the herd in the right direction   |
| Swing and flank riders | Stopped herds spreading too widely  |
| Drag riders            | Kept the stragglers moving  |

### **Homesteaders: living and farming on the Plains**

#### **Why did many people settle on the Great Plains as farmers (homesteaders) in the years 1861-77?**

- To own their own farm and be independent.
- The price of land in the east was too high for many.
- The railroads made it easier to go West.
- Railroad adverts made the Great Plains seem attractive
- Letters home encouraged others to make a new life on the Plains.
- Indians were cleared from a large part of the Plains
- Some religious groups left Europe to escape persecution
- Many Americans wanted to escape the east due to the civil war
- Land in California and Oregon was now expensive.
- The Homestead Act promised free land if you settled in the West.
- Many Scandinavians wanted good farmland and there was none available in Europe
- Many ex-slaves were still persecuted in the South.

#### **The challenges of living on the Plains**

| <b>Problem</b>  | <b>Solution</b>   |
|---|---|
| Keeping healthy: cholera and scarlet fever were common. | Use of wells for clean water. Windmills used to pump water.   |
| Lack of water   | Dry farming, only ploughing after rain which then trapped moisture in the soil.<br>The use of Turkey Red wheat from Russia. |
| Isolation   | Setting up churches helped.   |
| Ploughing the land – it was hard ground.                | Use of iron ploughs that had to be repaired often.  |
| Building a house  | Used sods of earth and simple shutters for windows.   |
| Fuel  | Buffalo chips.  |
| Hazards: fire and locusts.                              | Difficult to deal with.   |
| Fencing – lack of timber for fences                     | Barbed wire   |

### **Indian Wars: 1861–1876**

#### **Why was there increasing tension on the Great Plains between 1861 and 1877?**

- Pressure on land, esp. with homesteaders arriving in large numbers
- US government policy to move Indians to reservations and adopt farming upset many young Indian warriors
- Growth in gun ownership caused by:
  - a) Winchester rifles
  - b) Handguns were common
  - c) The Civil War meant many knew how to use them!



## **There were three key Indian wars between 1861-77**

- 1. Little Crow's War 1861-62**
- 2. Red Cloud's War 1865-68**
- 3. The Great Sioux War 1875-77**

### **Little Crow's War 1861-62**

#### **Causes:**

- The Sioux tribe had been forced to give up land in exchange for a reservation.
- Food shortages on the reservation led to starvation
- The government agent on the reservation refused to open emergency stores of food.

The tribe, led by Little Crow, attacked farms, towns and forts. The agent who refused to open up the food stores was found murdered with grass in his mouth.

#### **Results:**

Little Crow was surrounded and murdered by US forces.

In revenge, the US forces put 300 Sioux warriors on trial. The trial lasted minutes. 38 were hanged in public; the rest were imprisoned. The remainder of the tribe were forcibly moved to a reservation in Dakota.

### **Red Cloud's War 1865-68**

#### **Background:**

- Gold was discovered at Pike's Peak in 1858
- This was on Cheyenne land
- The US government moved the Indians to Sand Creek Reservation
- The reservation did not have enough food to feed all the Indians
- They hunted outside the reservation for food
- US soldiers were sent to Sand Creek
- 105 Indians were massacred

Red Cloud and his followers continued to attack US forts and settlers in their area, often with great success.

#### **Results of Red Cloud's War**

- US government decided to give in.
- They agreed to the **Treaty of Fort Laramie**
  - a) Extra land was granted to the Lakota Sioux, including the Black Hills
  - b) A promise was made that no US troops or white settlers would enter the Indian lands

### **The Great Sioux War, 1875-77**

#### **Reasons for the Great Sioux War?**

- Gold was discovered in the Black Hills. White settlers flocked to the area.
- The government offered to buy the Black Hills from the Indians. Chief Sitting Bull refused.
- The US government ordered all Sioux Indians should return to reservations. Sitting Bull refused.
- Sitting Bull had a vision that the Sioux would have a great victory over the white man.

In June 1865, Sitting Bull and Crazy Horse attacked the US forces sent to the area. The US army called for reinforcements.

#### **The Battle of Little Big Horn**

Sitting Bull had set up camp at Little Bighorn with 6000 Indians.

US reinforcements arrived, led by General Custer. Custer split up his forces to attack the Sioux. Custer wanted the glory for himself and attacked before all his forces were in the area. He had underestimated the Indian forces at Bighorn. His scouts had only seen part of Sitting Bull's camp.

Outnumbered four to one, Custer's forces were massacred. Custer was among the dead.

**Results:**

The battle was a great victory for Sitting Bull, but his chances of winning the war were not good. The US army was much bigger and had better weapons. The Sioux were hunted down and forced onto reservations. Crazy Horse was killed "resisting arrest"; Sitting Bull fled to Canada. The government seized the Black Hills.

**Conclusions:** Land was a big cause of conflict between the Indians and white settlers but it was also part of a bigger conflict between competing visions of what the West should be. It was a conflict where different ways of life were at stake.

**Revision checklist:**

1. Explain how the development of railroads helped ranching: .....  
.....  
.....
2. Which breed of cattle was used in the West and why?
3. Look at the list below, underline or highlight those that were reasons why people became homesteaders:
  - To own their own farm and be independent.
  - The price of land in the West was the same as that in the east.
  - The railroads made it easier to go West.
  - People did not believe the adverts that said it was dangerous in the West.
  - Letters home encouraged others to make a new life on the Plains.
  - Indians encouraged settlers.
  - Some religious groups left Europe to escape persecution
  - The conditions were excellent for farming.
  - Many Scandinavians wanted good farmland and there was none available in Europe
  - Many ex-slaves were still persecuted in the South.
4. If you were asked to write a clear and concise summary of the challenges facing homesteaders, what three points would you use and how would you develop them?
  - a)
  - b)
  - c)
5. Give THREE reasons for Red Cloud's War:
  - a)
  - b)
  - c)
6. If you were asked to write a clear and concise summary of the Great Sioux War, what three points would you use and how would you develop them?
  - a)
  - b)
  - c)
7. If you were asked how far you agree that land was the main cause of the Indian Wars, what evidence would you use to support this statement?
  - a)
  - b)
  - c)what evidence would you use to challenge this statement?
  - a)
  - b)

## Theme 5: American cultures 1877–1900

### Changes to the Plains Indians' way of life

It was during this period (1877-1900) that the traditional way of life of the Native Americans was destroyed for good.

#### What were the main reasons why Native American culture was destroyed?

1. **Destruction of the buffalo** – they were hunted to near extinction. By 1883 the herds had gone.
2. **The impact of reservations.** After 1877 the Indians were mostly confined to reservations
  - The government tried to split up tribes
  - They were encouraged to farm. Crops often did not grow on reservation land which was usually poor soil.
  - The reservations were run by government agents who were often corrupt
  - Food was scarceThe following actions taken by the government on the reservations weakened the Indians by destroying their culture:
  - The agents gave some power to minor chiefs, undermining the power of bigger chiefs.
  - Law courts were taken over by the government
  - Indians were encouraged to live in houses
  - Indians were made to convert to Christianity
  - Many children were sent away to boarding schools
  - Indian names had to be changed

Overall theme: impact of white settlers on the Great Plains

This trend was made greater by the impact of the following:

- a) cattle ranchers
- b) Homesteaders
- c) Big factories canning wild fruit – this reduced food supplies on the Great Plains.

#### The Indian response:

- The group Friends of the Indian campaigned to protect Indian rights
- They helped get rid of corrupt agents

BUT

- The Dawes Act, 1887, allowed Indians to claim 160 acres of land if they gave up their right to hold tribal lands.
- Many took this offer.

#### The Ghost Dance

- Some Indians believed if they danced and prayed long enough their saviour would come
- The Ghost Dance worried the government.
- Troops were sent to deal with the threat.
- The result = massacre at **Wounded Knee**.

### The impact of economic, social and political change on the lives of African Americans

What **problems** faced African Americans between 1877 and 1900?

- Prejudice
- Poverty
- Fall in cotton prices = less work in the south
- The hopes of improvement that followed the civil war were over.

### 1. Economic opportunities

- a) **in the south:** cotton was in decline because of the civil war. Iron and steel mills were set up but often failed. Ex-slaves could become farm labourers (sharecroppers) but received little money.
- b) **In the West:** some moved West to become homesteaders.
- c) **In the north:** there were greater opportunities in industry but black Americans were often discriminated against.

### 2. Social changes

- The southern states used segregation (Jim Crow Laws).
- "Separate but equal"
- The growth of black churches helped provide support
- Living conditions were poor in the northern cities and the south

### 3. Political changes

- The governments of the southern states came to be dominated by ex-slave owners, called Redeemers, who tried to undo the impact of Reconstruction. Black Americans were prevented from voting when a literacy test was introduced in many states. Many black Americans received no education.
- The KKK continued to intimidate black Americans.
- Illegal hangings, called lynchings, were used to strike fear into black Americans. Flirting with a white girl was often enough to be lynched.

#### Raising black pride

- 1. Booker T. Washington set up schools for black children
- 2. The National Negro Business League was set up to help Black Americans set up their own businesses
- 3. Black academics, writers and artists started to emerge eg William Du Bois (history professor)

*BUT*

- 4. Progress was slow
- 5. These moves were criticised as getting Blacks to conform to white values.

**Conclusion:** the position of black Americans was slow to improve, especially in the south where conditions often were worse than under Reconstruction.

#### The growth of big business, cities and mass migration

##### The impact of big business

| Development                           | Impact  |
|---------------------------------------|---|
| Corporations                          | Huge companies run by a board of directors                |
| Trade unions                          | Tried to protect workers but were weak                    |
| Black list                            | Those who went on strike to stop them getting another job |
| Cotton prices fell                    | Black Americans lost work                                 |
| Cigarette production rose             | Created lots of low-paid jobs                             |
| Coal and steel production increased   | Ruined the environment                                    |
| Bonanza farms (i.e. very large farms) | Small-scale farmers could not compete                     |

##### The growth of cities

- 1. Chicago grew from 200 to 300,000 people between 1833 and 1870. Other cities especially in the east grew rapidly at this time.
- 2. The development of the elevator meant skyscrapers could be built. They became a common feature of US cities.
- 3. **Problems of city life:**
  - Crowded housing
  - Poor sanitation
  - High death rates due to poor living conditions

4. **Advantages of city life:**
- Entertainment eg theatres, saloons
  - Newspapers
  - More educational opportunities
  - Greater freedom more women

### **The impact of mass migration**

1. **Reasons why immigration grew after 1880:**
  - Economic boom after 1880
  - Many inspired by the idea of the American Dream
  - Lower fares on ships from Europe
  - Persecution of religious groups in Europe. They were attracted by the American idea of freedom. The Statue of Liberty was often the first thing new arrivals saw.
2. The government set up an immigration centre at **Ellis Island**, in New York harbour. Here new arrivals were processed and given a health check.
3. **Problems facing the new migrants to America:**
  - Violence from white workers who feared migrants would take their jobs.
  - Low pay
  - Prejudice. In San Francisco Chinese migrants were not allowed outside Chinatown.
  - The number of Chinese migrants was limited by the government.

### **Revision checklist:**

1. What was a reservation?
2. Give THREE ways in which reservations helped destroy Indian culture:
  - a)
  - b)
  - c)
3. What was the Ghost Dance?
4. What happened at Wounded Knee?
5. What were lynchings?
6. What were the "Jim Crow laws"?
7. If you were asked how far you agree that the lives of black Americans improved in the years 1877-1900, what evidence would you use to support this statement?
  - a)
  - b)
  - c)what evidence would you use to challenge this statement?
  - a)
  - b)
8. Who was Booker T. Washington?
9. Give THREE ways in which the growth of big business in the years 1877-1900 had an impact on workers:
  - a)
  - b)
  - c)
10. Name one industry that grew in the period 1877-1900.
11. If you were asked to write a clear and concise summary of the growth of cities in the years 1877-1900, what three points would you use and how would you develop them?
  - a)
  - b)
  - c)
12. Write a short statement that gives your overall view to the following question: how far you agree that by 1900 the US was a land of freedom and opportunity?

# *Living under Nazi Rule, 1933–1945*



## GERMANY 1933-45

This unit is part of an exam paper with 50 minutes to cover three questions.

**Question 6** (inference from a source) This will ask you to use a source as information. Quote the source and show how it answers the question. Use own knowledge to explain points in the source. (7 marks)

**Question 7** (evaluation of sources). This will ask you to evaluate the usefulness of three sources to a historian studying a particular issue.

The first source will be an extract giving the view of a historian.

The second and third sources will be contemporary sources produced at the time of the events. (15 marks)

Discuss their usefulness by mentioning:

- The **content** of the sources (What do they say?)
- Evaluate the focus of the historian's view and the **Nature, Origin and Purpose** of the contemporary sources.
- Use **own knowledge** to support/challenge what the sources say.

Try to compare the sources, especially in your conclusion. How do the sources fit together to answer the question?

**Question 8 or 9** - you have a choice. Argument.

This is an essay question so it requires an introduction and conclusion and detailed examples used to answer the focus of the question. It will require you to **ARGUE** and **EXPLAIN YOUR VIEW** rather than describe. Examine evidence **FOR** and evidence **AGAINST** and come to a reasoned conclusion. This question carries **18 marks** so you will need to spend about 25 minutes on it. This answer will also be marked for **SPAG** (Spelling punctuation & grammar).



## PART ONE : ESTABLISHING NAZI POWER 1933-1934

### The Nazi Party

**Autumn 1919** – **Hitler** joined a small extreme Nationalist group (6-50 members) and becomes a propagandist e.g. **Party Programme** and performs speeches in beer halls.

**1920** Renamed to **National Socialist German Workers Party = Nazi** and adopts **Swastika** as emblem.  
**3000** members based in **Bavaria**.

**25 point Programme** designed to appeal to all

**Domestic policies** = state education; pensions; strong government

**Nationalist** = rearm; control industry; end Versailles & Weimar

**Ideological Extremes** = **anti-Semitic** (Jews); destroy communists; censorship; Aryan ideal; **Lebensraum** (living space) for German people = conqueror Poland/Russia

**1921** set up the private army **SA/Stormtroopers/Brownshirts**. **6000** members.

**1922** Hitler is leader as charismatic speaker. Own newspaper but Nazis made illegal by Weimar govt.

**1923** is the year of crisis for Weimar Republic so Nazi membership swelled to **50,000** members and they decided to fight for power = **Beerhall Putsch** (uprising)

**The putsch failed** Hitler wounded and quickly arrested Hitler sentenced to **5 years** in **Landsberg Castle** (let out after **9 months** – even though it was treason!)

**BUT...**

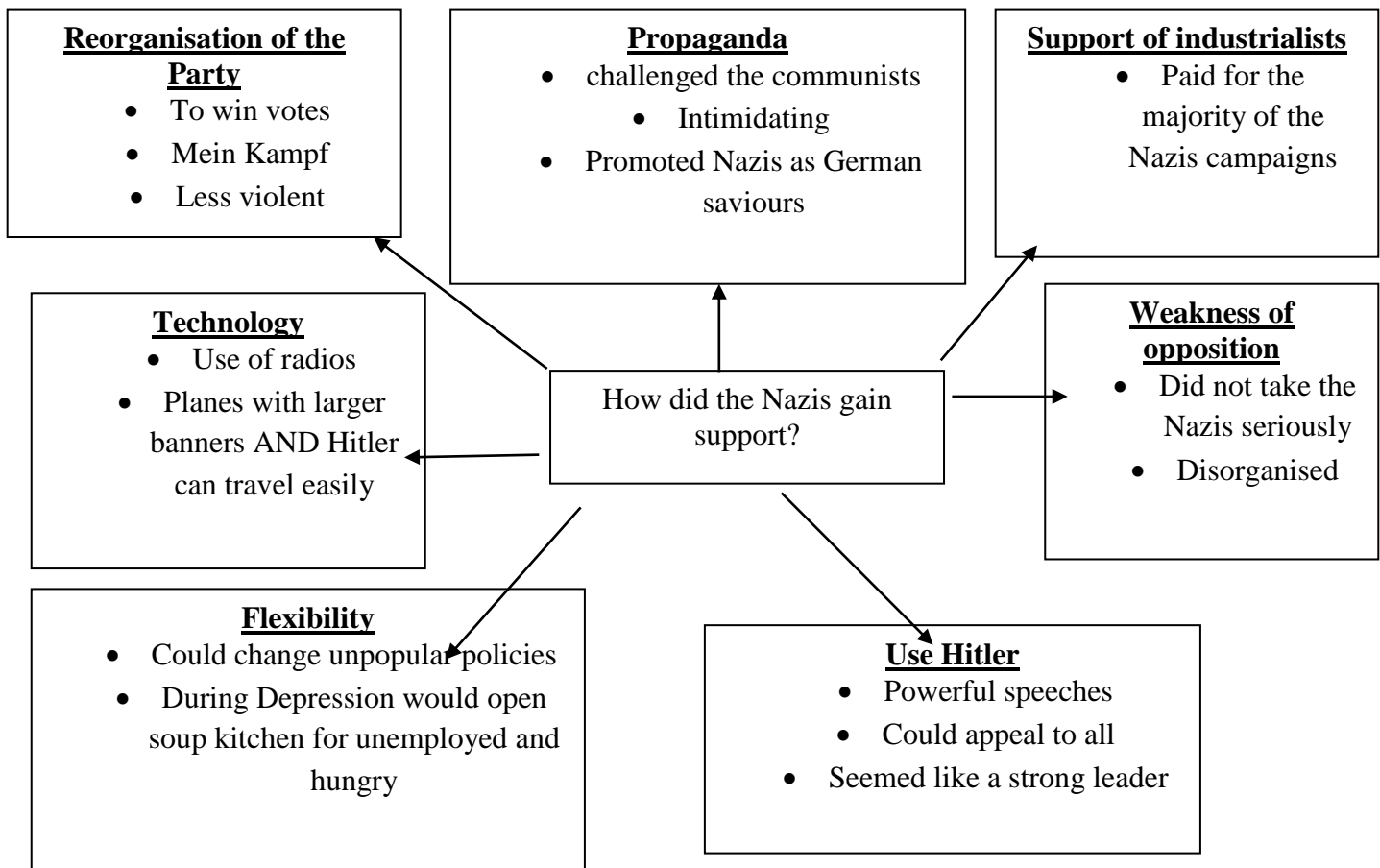
**1** : Trial gave him a **platform** to speak, and he became seen as the **natural leader of the right**

**2** : In prison he wrote **Mein Kampf** (My Struggle) which expressed his views – **bestseller**

**3** : Decided to **change tactics** completely = away from Revolution to the **elections**

### KQ : How did the Nazis change tactics and win power?

**KEY ISSUE** = Nazis will gain power through **legal** means e.g. the vote not revolution



These changes did not result in an increase in support for the Nazis until the great economic depression of 1929 occurred.

| Reichstag(the German Parliament) Election Results for the 3 main parties |            |                  |        |               |                    |
|--|------------|------------------|--------|---------------|--------------------|
|  | Left wing  |                  |        | Right wing    |                    |
|  | Communists | Social Democrats | Others | Nazis Fig & % | Unemployment figs  |
| <b>1928</b>  | 54         | 153              | 204    | <b>12 3</b>   | <b>1.4 million</b> |
| <b>1930</b>  | 77         | 143              | 159    | <b>100 18</b> | <b>3.1 m</b>       |
| <b>Jul 1932</b>  | 89         | 133              | 123    | <b>230 37</b> | <b>5.6 m</b>       |
| <b>Nov 1932</b>  | 100        | 121              | 135    | <b>196 33</b> | <b>n/a</b>         |
| <b>1933</b>  | 81         | 120              | 133    | <b>288 44</b> | <b>4.8 m</b>       |

The table shows that as the **Depression** goes on, the vote for all **extremist parties** (communist and Nazi) goes up. The **unemployment** figures are driving the extremist support. However the Nazi vote increases more as prepared for it.

The table also shows that the Nazis never get an **absolute majority** so they do not get real power and as unemployment starts to dip do does their vote (Nov 1932 election). This meant Hitler knew he needed to get power soon while other politicians believed the Nazi Party was weakening and could be controlled,

### Why did many Germans support the Nazi Party by 1933?

The tactics used started to win the **popular vote**

THEREFORE

**Propaganda** esp. **anti-communist** to target public “**Our Last Hope : Hitler**”

&

**Intimidation** of opposition e.g. political violence

&

Use of **technology** e.g. planes and radio to promote message

&

Support of **industrialists** to pay for this

&

Use **Hitler** as an effective speaker to spread the message

&

the **message** appealed to many groups! Working-middle-upper

- **Lebensraum** (living room)

- Anti-**Versailles/anti-Semitic**

- **Strong** government

### HOWEVER

It was not until the **1930 Great Depression** (because of Wall St. Crash cancelling Dawes/Young plan) that their vote went up. In **extreme times people turn to extreme solutions**. People turned to Nazis more because of the above rather than communist. The Nazis were ready for it. There is a direct relation between **unemployment** figures and nazi vote

**Conclusion** : many factors to get vote but above all their **ideas** appealed to a maximum number of people in a time of **Depression** when people looked to them to solve the country’s problems – no matter what the cost.

## How did Hitler become Chancellor (head of the German government)?

### Key terms:

- The head of the German government was the **Chancellor** (like our prime minister)
- The Chancellor was appointed by the Head of the State, the **President** (our head of state is the Queen)
- The Chancellor needed to win elections to the **Reichstag**, the German Parliament, who had to agree to all laws passed.

### Background

**1929** – Wall St. Crash/massive economic **depression**

**1930** – **Unemployment** and **no one party in power**.

**President Hindenburg** used **Article 48** = rule by decree without authority of **Reichstag (parliament)**

**Result** = democracy started to die. Army became more important – under **General Schleicher**

**Franz Van Papen** became **Chancellor** and called an **election** to get more support

**Result** = **Nazis** biggest party (not a majority) and **Hitler** demanded to be Chancellor. Hindenburg refused as he disliked the violent Nazis.

Papen was unpopular and replaced by **Schleicher**. Von Papen was furious and wanted to get his own back on Schleicher.

This led to a deal with Hitler: **Hindenburg** and **Papen** believed they could manipulate and control **Hitler** so they did a **backroom deal** in which Hitler is Chancellor; Papen became vice(deputy) chancellor.

**Result** = **1933 Hitler became Chancellor**.

This made Hitler stronger as he was now head of the government. A Nazi was put in charge of the police.

**BUT**

- Only **THREE** members of the government were Nazis.
- Hitler could be sacked at any time by the President, Hindenburg
- Support for the Nazis was going down ( see election result for November 1932)

SO Hitler needed to move fast to establish a dictatorship were he would have **ALL** the power.

### Establishing a dictatorship

Hitler decided to call another general election to try to get a majority (over 50%) of the Reichstag. He could now use tactics which were not always strictly legal.

#### 1 : Reichstag Fire

**27<sup>th</sup> Feb 1933** Reichstag on fire – **Dutch Communist** van der Lubbe arrested.

Hitler uses this as evidence of **Communist plot** so the police imprison **4,000 communists**

Next day, Hitler gets **Hindenburg** to pass **emergency decree** to

**A** : suspend all freedoms e.g. speech, press, assembly

**B** : police emergency powers e.g. search, detain people, close newspapers

- decree stayed in place for 12 years!

**Conclusion** : Excuse to **tighten screw** on opposition but did nazis organise the fire themselves? (arguments ever since)

Hitler seen as **man of action**

The fire was to have an impact on the results of the March general election.

## **2 : March Election & Enabling Act**

The **above** combined with **severe restrictions & intimidation** on opposition meetings meant the Nazis were hopeful they would do well in the **March general election**.

It was their best ever result but not an **overall majority** (288 to 359)

Therefore

Hitler wanted all power without consulting Reichstag = **ENABLING ACT**

The act was passed 444 votes to 94. Hitler formed a coalition (joined with) the Nationalist Party. He also did a deal with the Catholic Centre Party (if they supported the Enabling Act, he would leave the Catholic Church alone).

Result:

- Reichstag in effect, voted itself out of existence
- And to introduce a **Nazi Dictatorship**.

**Weimar Republic** over

**Conclusion** : Hitler is dictator

Triggered a six-month period of rapid change known as **NAZI REVOLUTION**

## **Securing the dictatorship:**

### **The Night of the Long Knives**

With opposition dealt with the only threat to Hitler could come from within the Nazi party. Hitler had to choose between the SA and the Army

**The SA** : 2 million members, loyal to Nazis and powerful under the leadership of **Ernst Röhm** – wanted to continue **Nazi revolution** e.g. take over big business, and the army

**The Army** : only 100,000 soldiers but professional and supported by big business. They had defeated Nazis in Munich 1923 (and defeated Kaiser in 1918) and Hitler had since tried to get their loyalty e.g. aims to overturn Versailles; Lebensraum, war with France = enlarged army. Leaders suspicious of Hitler but willing to follow commands

**Röhm** : Hitler's earliest supporter but quarrelled over debate of the SA. Though homosexual and a drunkard he was devoted to Hitler.

**29-30 June 1934** after Hitler did a deal with army who promised their support when **Hindenburg** died; Hitler called a meeting of SA leaders and **executed 77** of them including **Röhm** and former chancellor **Schleicher**. The excuse for executions was conspiracy. They were carried out by **Himmler** and **SS**.

**Conclusion** : Hitler now in complete control with an army ready to go to war for him.

## **4 : and finally...**

On **2<sup>nd</sup> August Hindenburg** died and Hitler declared himself President; Chancellor; Head of State and Commander of the Army = **Führer**

Army swore oath of personal loyalty “... **unconditional obedience to the Führer... ...ready as a brave soldier to risk my life at any time for this oath**” – taken very seriously.

Hitler was dictator and able to create a Nazi Germany.

### Revision checklist:

1. What are the following?
  - a) Reichstag
  - b) Chancellor
  - c) President
2. In 1928 the Nazis won 18% of the vote in the German election; in 1930 they won 37% of the vote.
  - a) What do these figures tell us about the Nazi Party?
  - b) What happened between these two dates that might explain the rise in Nazi support?
  - c) What else would a historian want to know about these figures that might help explain the rise in Nazi support?
3. Why did Hitler become Chancellor in January 1933?
4. Give TWO reasons why Hitler's political position was weak in January 1933.
  - a)
  - b)
5. Who did Hitler blame for the Reichstag fire?
6. What extra powers did Hitler get as a result of the fire?
7. What powers did the Enabling Act give Hitler?
8. If you were asked, how far you agree that Hitler established a dictatorship between 1933 and 1934 by legal methods gained, what evidence would you use to support this statement?
  - a)
  - b)what evidence would you use to challenge this statement?
  - a)
  - b)
9. When did Hitler become head of state in Germany?
10. Why did the army let Hitler become head of state?
11. Why was Rohm murdered in 1934?

## PART TWO: CONTROLLING THE POPULATION 1933-1939

### What were the Nazi aims?

The Nazis wanted :-

**STRONG GERMANY** : e.g. end Versailles/large army/powerful economy

How = forceful leader and industry geared to rearm

Therefore **Dictatorship** in **One-party** state (Hitler & Nazis)

**RACIAL GERMANY** : e.g. Aryan nation

How = isolated non-Aryans (such as Jews) and encourage women to have children

Therefore **Propaganda** state (Goebbels)

**ENCOURAGE THE VOLK** : e.g. people community loyal to Fuhrer

How = no free speech and control all organisations

Therefore **Police** State (Himmler & SS)

Key is **CONTROL** which Nazis called

**GLEICHSCHALTUNG**

= Nazi policy for controlling all organisations at every level; literally "*getting into the same gear.*"

This control is promoted by **propaganda and fear.**

## Method 1: Propaganda in the Nazi State

Propaganda was in the hands of Goebbels, the Nazi Minister for Propaganda and Popular Enlightenment.

### Newspapers

**Problem** = no national ones, some owned by Jews

**Solution** = took over publishers/close down anti-Nazi papers/people encouraged to buy and read them.

**Example** = Propaganda Ministry issue orders and  censorship

**Successful** = 1944 **1000** local papers all under Nazi control.

### Radio

**Problem** = only local stations and Radios were expensive to own

**Solution** = form **Reich Radio Company**/produce cheap radios/loudspeakers on corners so all hear

**Example** = “**People’s Receiver**” was cheap radio and not pick up foreign broadcasts.

**Successful** = 1939 **70%** households had radio

### Film

**Problem** = Popular and effective but Weimar films of high standard

**Solution** = political films/entertainment with newsreels you had to watch

**Example** = **Leni Reifenstahl’s *Triumph of the Will*** is masterpiece while ***The Eternal Jew*** a political film.

**Successful** = Nazis liked film as **MASS AUDIENCE** but political not popular therefore focus on entertainment.

### Festivals and Celebrations

**Problem** = used before but need to be impressive

**Solutions** = mass rallies e.g. **Nuremburg**/create days for parades

**Example** = **Hitler’s Birthday Parade** in April

**Successful** = Nuremburg get grander each year but people fed up of all parades

### Culture

**Problem** = Critical of Weimar art but hard to control

**Solution** = set up **Reich Chamber of Culture** of which all had to join to work. Control music, theatre, literature, architecture and art along traditional German lines and Nazi themes.

**Example** = **Goebbels** wrote ***Michael*** in 1929 highlighting Nazi views.

**Successful** = hard to control e.g. **1937 House of Degenerative Art** show was 5 times as popular as the neighbouring **House of German Art**.

### Conclusion

- Nazis **expert** at use of propaganda in all areas
- Nazis value its importance especially to **mass audience**
- Part of Nazi rule = **Propaganda and Terror**.

### Two Propaganda Case studies

#### #1 1933 The Book Burning Ceremony in Berlin

On **10<sup>th</sup> May 1933** Goebbels organised the raiding of libraries and removed books by Communist, Jewish or any writer not approved. They burnt **20,000 books** outside Berlin University. Over the next 12 years **2,500 writers** fled including **Thomas Mann** and **Brecht**. In 1936 the Nazis ceremonially burnt **5,000 paintings**.

#### Conclusion

Nazis wish to control the way its people **think**. Done in a **public ritual** to encourage **active participation**.

#### #2 1936 Berlin Olympics



Single best example of total Nazi propaganda e.g.

**World show** = 49 other countries

**Opening Ceremony** = military features; adulation of Hitler; elaborate show such as Olympic torch

**Did not persecute Jews** = only when world press was in Germany

Controlled photographs and Press releases

**Aryan superiority** = full-time athletes; won most medal (despite Jesse Owens)

**Technical facilities** = television (unsuccessful); photo-electric timers; Giant stopwatch; massive radio coverage

**Architecture** = 150 new buildings e.g. stadium

### **Conclusion**

Therefore Olympic games show world that Germany is **well organised**, **modern** and **Aryan**, though failed to convince many that it was a **civilised** state e.g. Nazis refused to shake hands with winning black athletes though German crowd appreciated them.

## **METHOD 2: The use of terror - Growth of the SS**

SS = Hitler's bodyguard and grew under **Himmler**. Fiercely loyal to Hitler e.g. **Night of the Long Knives**.

Nazi's rule by **Propaganda and Terror**. The SS are the terrorising force e.g.

- They guard the **Concentration Camps** for dissidents e.g. **Dachau**

- **Elite** fighting Units

- **Secret Police** = **Gestapo** under **Heydrich**.

But system run at local level using the 400,000 **Block Wardens** who spy/inform on people to **Party** who tell **police** who use **Gestapo** to pick up in middle of night. People re-educated in **Concentration Camps** (in nearly all towns) = fixed period of punishment work.

By splitting the country up into ever smaller divisions e.g. **Blocks and Cells**, and having the Nazi Party represented in each one, the Nazis can influence everyone.

**Result** = Creates atmosphere of **paranoia and fear**.



## **EFFECTIVENESS OF CONTROL: OPPOSITION AND RESISTANCE 1933-39**

The twin methods of terror and propaganda used against the German people limited resistance. It was very difficult for groups to get together. Despite this there were examples of resistance:

1. **Youth: Swing** (middle class youth who listened to Jazz)/ **Edelweiss Pirates** (working class youth who beat up Hitler Youth, sprayed graffiti). These groups were an irritant to the Nazis.
2. Many **women** joined the Nazi Women's League but never turned up to meetings. The Nazis demanded conformity so this was an example of resistance.

### 3. Church resistance:

- Meiser affair. Bishop Meiser arrested, led to protests, gov. gave in.
- Crucifix removal from schools. Catholic church protested, gov. gave in.
- Papal Encyclical "With Burning Concern" = a statement from the Pope criticising Hitler's use of terror. Hitler ignored it.
- Euthanasia campaign. Church led protests against Nazi policy of "putting to sleep" the mentally ill.
- Nazi interference led to a breakaway group, the Confessional Church.

3. Communist groups, such as **Red Orchestra** who smuggled information to Russia.

4. **Pastor Niemoller**. Supported many Nazi policies (anti-communism/traditional family values) but resisted when the Nazis tried to interfere in church matters like organisation and the use of the Bible.

**Actions:** he set up the **Confessional Church**, a breakaway group from the Protestant churches that Hitler was trying to control. 1/3 of priests joined.

He also gave sermons in church attacking the Nazis.

Niemoller was arrested, put on trial and sent to Sachsenhausen concentration camp. He survived the War and was released in 1945. He later admitted that he should have stood up for the rights of other persecuted groups (but he hadn't done this). Niemoller only offered resistance when his own interests were attacked NOT for any greater principle of human rights.

**Conclusion: resistance was surprisingly varied given the use of terror and propaganda. It could be successful in small measures but it did not remove Hitler or his government.**

#### Revision checklist:

1. Give FOUR ways in which the Nazis used propaganda:
  - a)
  - b)
  - c)
  - d)
2. Why was the People's Receiver an effective instrument of propaganda?
3. Who was in charge of Nazi propaganda?
4. Who was in charge of the SS?
5. Give THREE methods of terror used by the Nazis:
  - a)
  - b)
  - c)
6. List THREE jobs carried out by the SS:
  - a)
  - b)
  - c)
7. How might a Nazi propaganda poster be useful to a historian?

8. Why might a historian consider a Nazi propaganda poster to be unreliable?
9. If you were asked, how far you agree that resistance to the Nazis was unsuccessful between 1933 and 1939, what evidence would you use to support this statement?
  - a)
  - b)
 what evidence would you use to challenge this statement?
  - a)
  - b)

## PART THREE: CHANGING LIVES UNDER THE NAZIS 1933-1939

### The Nazi Party and the Youth

#### Nazis and Education

Control Curriculum and 4 subjects dominant

**GERMAN LANGUAGE AND LITERATURE** = show German success and tradition

**BIOLOGY** = Nazi ideas on race (race studies was a daily lesson)

**HISTORY** = greatness of German nation & evil of Communism/Jews

**PHYSICAL EDUCATION** = fit children for future roles of mothers and soldiers. At least 5 hours, but could be 4 hours daily!

While **Religious studies** = dropped by 1937

While other subjects remained e.g. geography (Lebensraum) or Mathematics, girls had to do **DOMESTIC SCIENCE** (keeping a house) and **EUGENICS** (the science of breeding).

Also special schools

**NAPOLAS** = 23 SS run schools set up in 1936 to train future leaders

**ADOLF HITLER SCHOOLS** = 10 elite schools run by Hitler Youth

- however these were not academically successful.

Teachers, who had generally supported Nazis, were disillusioned at the **propaganda** in schools and **constant interference** by party members esp. Hitler Youth who would inform on any disloyalty.

#### Conclusion

Nazis control schools to create **loyal citizens** who are trained for their future roles to **serve the state**.

#### Hitler Youth Groups

Developing out of the Youth movements of the SA, **Baldur von Schirach**, Youth Leader of the Reich, set up **youth groups**

**German Young People** = DJV = 10-14 boys

**Hitler Youth** = HJ = 14-18 boys

**League of Young Girls** = JM = 10-14 girls

**League of German Maidens** = BDM = 14-18 girls.

Attracted by **exciting** and **interesting** events e.g. camping; hiking; music and military aspects as well as promoting comradeship and competition.

In **1936** it was given equal status to home and school and it became **compulsory** (though only about **80%** of youth joined.)

Hitler Youth was a good way to **check on society** e.g. parents and school.

However some youths did not join

**Edelweiss Pirates** = mainly working class who dislike authority and “bash up” Hitler Youth patrols. Many sent to camps, head shaved. Became political in war and treated harshly.

**Swing Youth** = inspired by English/American jazz and followed its “slovenly” culture. Accepted Jews and upset Nazis leaders who demanded three years in a concentration camp.

These show that the Nazis did not have total control but Hitler Youth Movements a powerful tool.

### **Conclusion**

- Purpose was to **indoctrinate** young with Nazi ideas so stress **duty; obedience; courage; strength; ruthlessness**

- While despise **intellect; humanity; individuality; peace.**

## **Women in the Nazi State**

### **1 : Contradiction in Nazi Policy = Mothers & Work!**

Increase the population e.g. can divorce if infertile

**Lebensborn** = programme where unmarried can “*donate a baby to the Fuhrer*”

by a SS man

Medals for having children (8 = gold)

Grants available to marry

Therefore Women had to stick to the “**three Ks**” =

**Kinder, Kirche und Kuche** = Children, Church(i.e. the family) and Kitchen.

BUT

Germany needs to **rearm** meaning more workers needed. Many women did not want to work for such low-pay jobs while some owners preferred them as cheaper while others refused as they believe place is at home.

**2 : However no room for professional women** in Nazi Germany. The advances of women in Weimar republic e.g. teachers, musicians, doctors, civil servants stopped as degenerative. All were sacked.

**3 : Mothers need to be loyal nazis** in everyday e.g. cooking, appearance etc...

### **Conclusions**

- Women generally stay at home before 1933. In general many women were better off under the Nazis, especially those hit by the Great Depression. In fact more were employed but with low-paid jobs. However you have to go along with Nazi policies and Nazi control. Professional women hit hardest.

- The birth rate did go up in the Nazi years BUT was never as high as the 1920s during the Weimar Republic.

- Women’s role was not to serve the men but

**to serve the State** (by serving men!) – this was the role of all Germans – Men, women, children was to serve the Nazi state.

## **Hitler and the Industrial Workers**

### Why did Hitler need to keep the industrial workers happy?

- They had not supported the Nazis.
- More likely to be Communists/socialists.
- Needs them to work hard because he wanted arms produced in factories.
- It would stop unrest/strikes.
- The Nazis banned trade unions and strikes. This upset the workers.
- BUT the Nazis could not afford to pay the workers higher wages. So how could they keep them happy?

### What measures did the Nazis take to try to keep the workers happy?

#### a) **Strength Through Joy.**

An organisation providing leisure activities for German workers eg. Cruises, Beer and Sausage evenings, sports, arts.

#### b) **Beauty of Work**

An organisation that improved workers' conditions eg. Setting up canteens, showers.

#### c) **Volkswagen cars**

Workers could pay in instalments for a new car.

#### d) **German Labour Front activities.**

Provided work through public works schemes. Gave young men a sense of belonging.

### Conclusion: Do you think the Nazis were able to keep the workers happy?

- They liked some Nazi measures eg. sports.
- Some were disappointing eg. Cruises were overcrowded.
- Some were cons eg. Paying for a Volkswagen.
- Pay remained low.
- There were even some strikes in 1939.

BUT

“At least we have work”.

- Not happy but it was enough to keep the workers quiet.

### Racial Policy

“Burdens of the community” = Unemployed; Criminals; handicapped; homosexuals; political; Gypsies; non-Aryans and Jews

Nazi ideas on race were not new. They were long-held views.

They were put forward in Hitler's book “Mein Kampf”

He put forward the idea of the Aryan “master-race: blond hair, blue eyes.

The Nazis based their ideas on Social Darwinism - the idea of survival of the fittest.

1. Hitler felt the Aryan race was undermined by:

(a) 'undesirable' other races, such as Jews and Gypsies

(b) 'undesirable' Aryan specimens, such as the mentally ill and people with disabilities.

The 'Volk' community would only be strong if both groups were eliminated.

These ideas would be used to justify actions against other races.

Other races to be persecuted. Other races to be slaves or worse.

The master race would need “living space” (Lebensraum) in Eastern Europe.

They became the basis of Nazi law and actions.

Nazi methods : increasing severe

**1 : Propaganda** = stir up **resentment**

**2 : The Sterilisation Law** = popular in many countries but taken to extreme in Germany. **July 1933** used for certain illnesses (interpreted freely). **1934-1945** about **340,000** people.

**3 : Concentration camps** = **1936** "**work shy**" e.g. beggars, prostitutes, delinquents. By **1938** also **Gypsies** sent to **Buchenwald**. Most people approve removal of "**awkward customers**".

**4 : Euthanasia** = **1939** secretly kill mentally ill **6,000** children. Also devise new method = **Gas Chamber** e.g. **Grafeneck**. Saved money but stopped in **1941** due to public protests (**Galen**). Also **mercy killings**.

### Example : Progressive persecution of the Jews 1933-1939

**Anti-Semitism** common in Europe. **1933 = 1%** of population in Germany. Mostly **poor** but prominent in some professions e.g. lawyers, bankers, doctors. Nazis always anti-Semitic but many think they would not **act** on it.

Actions:

1. Boycott of Jewish shops, 1933.  
Organised by SA. BUT problems defining which shops were "Jewish", many concerned at impact on the economy, so limited to one day only.
2. Jews sacked from government jobs.
3. **1933 Nuremberg laws** = **Law for Protection of German Blood and Honour**. = Jews lose citizen rights; banned from sex/marriage with Aryan. Propaganda increased.

**1935 Hitler** strong so advance more **extreme** Nazi measures

**1937** – more **businesses** confiscated due to **Aryanisation** of German life

**1938** – register **property** (so easy to confiscate)

- Jews forbidden to **work** with Aryans
- **Red J** on Passports

4. **KRISTALLNACHT = CRYSTAL NIGHT + NIGHT OF THE BROKEN GLASS, 1938** = organised riot against the Jews in Berlin. Results in 1000s of shops, synagogues destroyed; 91 Jews killed.

**Reason:** a Jew assassinated a Nazi official in Paris. This was retaliation.

**BUT** Goebbels (nazi propaganda minister), had fallen out with Hitler. (He was having an affair with a Czech actress). He organised this attack on the Jews to get back into Hitler's favour.

**Many Nazi members were getting fed up because little action had been done against the Jews and therefore supported these attacks.**

### Conclusion

- Nazi taking **increasing severe** treatment towards any group or individual that they consider to be a burden.
- clearest example of this is the **progressively worse** treatment of the **Jewish** population.
- Racial policy was chaotic and groups/individuals competed for control over this area eg. Goebbels/SS.



**Revision checklist:**

1. List THREE ways in which the Nazis used education to influence young Germans:
  - a)
  - b)
  - c)
2. In 1936 80% of German children were in Hitler Youth organisations.
3. Why is this figure useful to the historian?
4. Does this figure tell us that Hitler Youth organisations were popular with young people?
5. What own knowledge could you use to support the statement that Hitler Youth was popular?  
.....
6. What own knowledge could you use to challenge this statement? .....  
.....
7. What were the 3 “k”s?
8. List THREE ways in which the Nazis tried to get women to have more children:
  - a)
  - b)
  - c)
9. If you were asked, how far you agree that the Nazis changed the lives of women between 1933 and 1939, what evidence would you use to support this statement?
  - a)
  - b)what evidence would you use to challenge this statement?
  - a)
  - b)
10. List THREE ways in which the Nazis tried to keep the industrial workers happy:
  - a)
  - b)
  - c)
11. Main TWO racial groups that the Nazis thought were inferior:
12. What was the Nazi name given to the master race?
13. If you were asked, how far you agree that Nazi actions towards the Jews were effective between 1933 and 1939, what evidence would you use to support this statement?
  - a)
  - b)what evidence would you use to challenge this statement?
  - a)
  - b)

## Part four: Germany in War 1939-45

### The move to a war economy and its impact on the German people, 1939-1942

#### Phase 1: Early years 1939-45 Blitzkrieg

At the start of the War there was little change to the lives of women and youth. Successful invasions of Poland and France meant life did not need to change

Key changes:

- Food shortages
- Rationing
- Evacuation of children to countryside
- Bombing raids eg Cologne was bombed: lives lost; houses destroyed; communication disrupted.

#### What did Speer do to organise Germany for the war effort?

- Speer = munitions minister. He wanted to get women employed in the factories to make weapons. Hitler said no! Their role was to stay in the home.

### The impact of total war on the German people, 1943-1945

#### Phase 2: 1943-45 - Total War

BUT things started to change after the Battle of Stalingrad, 1942-43. Germany started to lose the War.

#### How did Goebbels react to Stalingrad

After Stalingrad it was clear that things had to change. Goebbels called for "total war" and this meant women and children should be used in the war effort.

#### The impact of war on youth

Some decline in enthusiasm for the Nazis:

- Ban on smoking and drinking after 1940.
- Curfews.

BUT

- Youth collected charity for the Party.
- They were given a role in air defence work.
- Some joined a Panzer division and fought in France in 1944.
- Many responded to Hitler's desperate call to take up arms and defend Berlin in 1945.

#### The impact on women

The war undermined Nazi ideas on women.

- But Goebbels "Total War" campaign led to 1 million extra women working by 1944.
- Some women got pregnant to avoid going into work.
- Twice as many women were servants than factory workers.
- With men at the front women had to rely on themselves.
- By 1945 1 in 6 women in Berlin resorted to prostitution.

**CONCLUSION: To start with impact of war was limited; after 1943 war had a huge impact.**

### Growing opposition from the German people including from elements within the army

As the war started to have an impact on Germany, opposition grew.

**Main examples:**

**1. The White Rose**

A group of Munich university students, led by **Hans and Sophie Scholl**. They criticised the Nazis for their actions against the Jews in the War (students likely to join the army). They distributed leaflets until they were informed on to the *Gestapo*. They were arrested, put on a show trial and hanged. Sophie Scholl at her trial: "What we have said and done is in the minds of you all but you lack the courage to say them."

**2. The July Bomb Plot, 1944**

"The Nazi government was like a snake. If you stamp on its tail it will turn round and bite you. The only way to deal with it is to cut off the head!".

This bomb plot was an attempt to "cut off the head" (kill Hitler).

**Reasons:** Some army generals realised Germany was losing the War by 1944 and wanted to prevent the humiliation of Germany. If they could kill Hitler they could negotiate a peace with the Allies.

Some Christian leaders and conservatives also supported the plot due to their concerns over the actions taken against the Jews.

"**Operation Valkyrie**" involved an attempted plot to kill Hitler at a meeting with the generals, carried out by General **Stauffenberg**, followed by a seizure of the government in Berlin.

**Reasons for failure:**

The bomb was moved away from Hitler at the meeting.

The blast was cushioned by a large oak table.

The blast took place in a temporary building which reduced its impact.

Hitler survived and *Goebbels* used the radio to quickly reassure people of this. The attempt to seize government in Berlin therefore did not happen.

**OVERALL: Resistance was surprisingly varied, but ultimately failed to get rid of Hitler and the Nazi government.**

**Revision checklist:**

1. Who was Speer?
2. Why was Speer unable to use women in weapons factories?
3. Why were women encouraged to work in weapons factories after 1943?
4. Give an example of a German city bombed heavily early in the war:
5. Who launched the "Total War" campaign?
6. Why did the White Rose group oppose the Nazis?
7. Why did some army generals plot to kill Hitler in 1944? .....
8. What was the difference between the July Bomb Plot and Operation Valkyrie?
9. If you were asked, how far you agree that life in Germany changed greatly during the war years 1939-45, what evidence would you use to support this statement?
  - a)
  - b)what evidence would you use to challenge this statement?
  - a)
  - b)

## Part five: Occupation

### **The contrasting nature of Nazi rule in eastern and western Europe**

During the Second World War Germany invaded and occupied most of continental Europe. Life under German occupation was often harsh but there were differences between eastern and western Europe which were partly due to Nazi attitudes to the people who lived in each region.

#### **1. The occupation of eastern Europe: example Poland.**

Eastern Europe was populated by Slavs who the Nazis saw as sub-human. This meant they treated Poles like animals who were to be used as slave labour.

When the Germans invaded Poland the country was divided up:

- Western and northern Poland was made part of the *Greater German Reich* (part of Germany). This area was to be populated by Germans.
- The Poles were forcibly moved to the South East of the country into an area run by the *General Government*, a German military administration.

Key features of life in occupied Poland:

- Use of SS and Gestapo to spread fear into the population; round ups and arrests.
- Extensive use of forced labour
- Curfew
- Food shortages
- Attacks on Jews
- Rape
- Polish resistance but savage reprisals when Germans were killed.
- Use of Polish police to control civilians - not just SS and Gestapo!
- At the end of the war Poland was severely damaged by fighting. 85% of Warsaw (Poland's capital city) was rubble by 1945.

#### **2. The occupation of western Europe: example France.**

Although not considered pure Aryans by the Nazis, the French were not seen as sub-human. Therefore they were given more respect than the people in eastern Europe. Nightlife in Paris continued as before the war, often for German soldiers relaxing. Yet much of the features seen in Poland happened in France:

- Curfews; food shortages; use of terror; disruption of transport.
- Petrol was in short supply.
- Sugar and coffee were often scarce.
- The blockade of French ports by Britain stopped overseas goods.
- A black market developed where food was sold at very high prices.
- Southern France was run by a French government based in Vichy. Although this government had to do what the Germans ordered, they were able to shelter its population from some of the worse features of German rule.
- Jews were rounded up and sent to extermination camps in the east.
- At the end of the war there was a lot of bombing of French cities.

**Conclusion:** although life was less harsh in the west to begin with, by the end of the war both suffered greatly.

### **Nazi policy towards the Jews during the Second World War 1939-45**

Policy changed during the War. It became more violent as the Jews were blamed for starting the War, and later for Germany losing it!

### 1. Ghettos.

These were designated areas of cities into which Jews were herded and forced to live in appalling conditions. They were used in Poland e.g. Warsaw, where Jews lived in large numbers. It separated Jews from the rest of the population.

### 2. Special Groups.

These were soldiers/SS men who got Jews to dig ditches and then they were shot, thrown in the ditches and buried. Some groups experimented with using poisonous gas in vans to kill Jews. BUT this method was messy, inefficient and distressing for SS men.

### 3. The "Final Solution".

This was the policy of gassing Jews in extermination camps (upgraded concentration camps). The "model camp" was Auschwitz in Poland. Racial policy had changed: it was now much more efficient.

#### Reasons for the "Final Solution":

Had the Nazis always wanted to exterminate the Jews? (see *Mein Kampf*, 1926) or was it a response to the situation that developed during the War?

Historians have long debated this issue. Some argue that although Hitler had always hated the Jews he did not intend to kill them until the pressures of the Second World War

- Problems with the Special Groups methods.
- After Germany invaded Poland and the Soviet Union during the War it had over 5 million Jews in its territory and didn't know what to do with them.
- A power struggle amongst Nazi leaders, who wished to please Hitler, led to an agreement at the Wannsee Conference to decide on a "Final Solution" to the Jewish problem.

It is not easy to resolve this debate because the Nazis used words that were deliberately vague to describe their actions (eg "Final Solution")

### Responses to Nazi rule: resisters, collaborators and bystanders

How individuals responded to the German occupation was a complex issue. Some became resisters, others collaborated by helping the Germans; many took the option of bystander, keeping their head down to avoid trouble.

#### a) Factors leading to resistance

- Patriotism
- Nazi brutality
- Moral issues
- Political views against Nazism eg Communist

#### b) Factors leading to collaboration

- Survival/self-preservation
- Need for job
- Promotion
- Sympathy with Nazi ideas eg anti-Communist

#### c) Factors leading to by-standers

- Survival/self-preservation

### Examples of resistance in occupied territory:

#### In France:

- The French resistance blew up railways, post offices.
- They sent intelligence to the British about German Army movements.
- They smuggled British airmen who had been shot down in France back to Britain.
- They received help from the British SOE.
- The Maquis were guerrilla fighters who hid in the mountains.
- The resistance was divided. Some were communists, others were patriotic.

**In Poland:**

- The resistance disrupted German supplies in the East.
- Sent information to the British.
- Helped Jews escape the Nazis.

**In the USSR:**

- Partisans fought against the German Army.

**In Czechoslovakia:**

- The resistance assassinated senior SS commander Heydrich.

**Examples of collaboration:**

**In France:**

- General Petain was willing to head a government based in the town of Vichy that carried out German orders.
- Many French men joined militias to help the Germans.
- There was a French division of the SS.
- It was a French SS division that carried out the massacre at Oradour.

**Danish and Dutch regiments** were formed in the German Army.

In **Norway** a government was set up led by Quisling who carried out German orders.

In the **USSR** many helped the Germans who were seen as less cruel than the Soviet government of Stalin.

**Conclusion:** individuals often made their own choice on how to respond to the German occupation based on their own circumstances.

**Revision checklist:**

1. If you were asked, how far you agree that the German occupation of eastern Europe was harsher than that of western Europe, what evidence would you use to support this statement?
  - a)
  - b)
  - c)what evidence would you use to challenge this statement?
  - a)
  - b)
  - c)
2. If you were asked, how far you agree that the Final Solution occurred because of the Second World War, what evidence would you use to support this statement?
  - a)
  - b)what evidence would you use to challenge this statement?
  - a)
  - b)
3. If you were asked, how far you agree that most people who lived under German occupation offered resistance, what evidence would you use to support this statement?
  - a)
  - b)
  - c)what evidence would you use to challenge this statement?
  - a)
  - b)
  - c)
4. Why might a historian find an account by a French resistance fighter useful as evidence of how the French responded to German occupation? Why might it be limited?