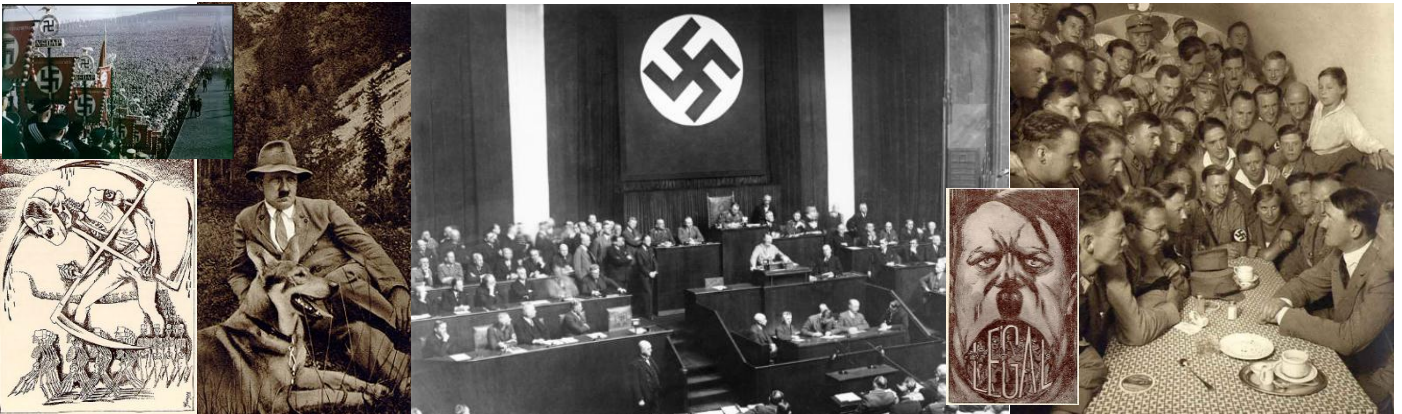


A Level History

OCR History A H505

(AS H105)



Unit Y251.

Non-British period study

Democracy and Dictatorship in

Germany 1919-1963

Booklet 3: The Creation and Consolidation of the Third Reich





Journey Through Democracy and Dictatorship in Germany 1919-1963



Topic	Booklet section completed	Assessment marks/ grades	Revision materials created	Confidence? ☺☹☹
The Establishment and Development of the Weimar Republic: 1919- January 1933				
Consequences of the First World War and the impact of the Treaty of Versailles.				
The Weimar Constitution and coalition governments.				
Challenges from Right and Left.				
The Invasion of the Ruhr and Hyperinflation.				
Stresemann and the Dawes and Young Plans				
The Golden Years: economic recovery, foreign loans, political stability improvements to working and living conditions.				
The impact of the Great Depression; elections and governments 1928-1933.				
The rise and appeal of Nazism; propaganda and Hitler.				
Papen, Schleicher and the 'backstairs intrigue'.				
Hitler's appointment as Chancellor.				
<i>AS only: interpretations skills</i>				
The Establishment of the Nazi Dictatorship and its Domestic Policies February 1933-1939				
Hitler's consolidation of power; Reichstag Fire, March Elections and Enabling Act.				
Gleichschaltung; the creation of the one-party state; Night of the Long Knives, army oath and death of Hindenburg.				
System of government and administration; censorship and propaganda, machinery of terror and the legal system, SS and Gestapo.				
Treatment of Opposition.				
Religious policies.				
Economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky.				
German Labour Front; Strength Through Joy.				
Policy towards women.				
Education and policy towards youth.				
Racial policies to 1939.				
Benefits of Nazi Rule				

Topic	Booklet section completed	Assessment marks/ grades	Revision materials created	Confidence? ☺☹☹
The impact of war and defeat on Germany, 1939-1949				
The war economy and Total War.				
Impact of bombing.				
War and Racial policies. The Final Solution.				
Morale and rationing.				
Opposition and resistance.				
Consequences of the Second World War.				
The Cold War and Potsdam.				
Division of Germany, Bizonia and developments in the Soviet Zone.				
Currency reform and the Berlin blockade.				
<i>AS only: interpretation skills.</i>				
Divided Germany: The Federal Republic of Germany and the DDR 1949-1963				
Creation of West Germany and the DDR.				
Basic law and Constitution of West Germany. 1949 election, economic miracle, political and social stability.				
Elections in the west, 1953, 1957 and 1961.				
Adenauer's decline and the Der Spiegel Crisis of 1962.				
West Germany in 1963.				
Foreign policy. Rapprochement with France, EEC, rearmament and NATO. Policy towards USA, USSR and DDR.				
The DDR in 1949.				
1953 uprising.				
Economic change, land reform, collectivisation, nationalisation and heavy industry.				
Social change, churches, Trade Unions, education and youth.				

Mock Exams/ Assessments (where a full exam paper is sat).

Topic	Mark and Grade	Marks away from next grade/ target grade	Target.



The Establishment of the Nazi Dictatorship

Section 1: The Creation of a Nazi Mass Movement

Task 1: The Nazi Vote

Look at the following table of Reichstag election results. What conclusions can you draw about what has happened to Nazi support?

	May 1928	Sept 1930	July 1932	Nov 1932
NSDAP	2.6	18.3	37.3	33.1
Protestant middle-class parties (DNVP, DDP, DVP...)	41.8	29.3	11.1	14.6
Catholic Parties (ZP and BVP)	15.2	14.8	15.7	15.0
Left Wing parties (SPD and KPD)	40.4	37.6	35.9	37.3

Does it matter that the Nazis never got a majority in the Reichstag?



Percentage of vote gained by each major political grouping in the four Reichstag elections. For more info- scan the QR code at the top of the page.

a) Which parties do the Nazis seem to be stealing their support from?

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b) What has happened to the percentage of votes gained by the left wing parties?

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c) Does it matter that the votes gained by the left wing parties outnumber the NSDAP?

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d) What has happened to the votes gained by the Catholic parties? Can you suggest a reason for it?

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e) CONCLUSION Read page 115: Where are the Nazis getting their votes in the 1928-1932 elections?



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This is important. This is important. This is important. This is important.

f) What limitations do tables like this have for historians explaining the nature of Nazi support?



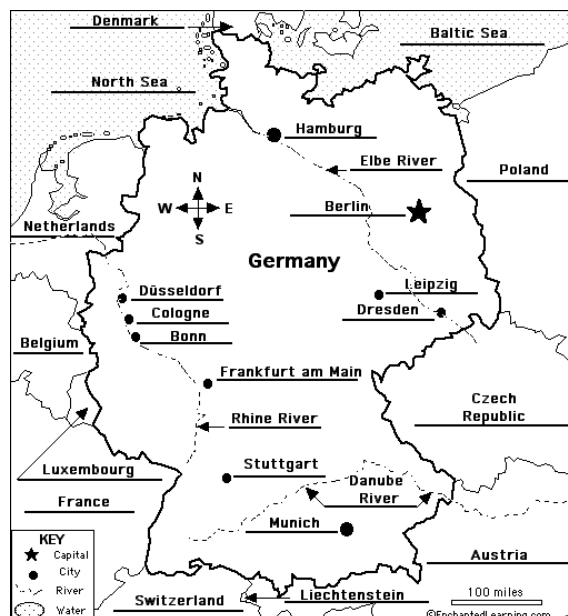
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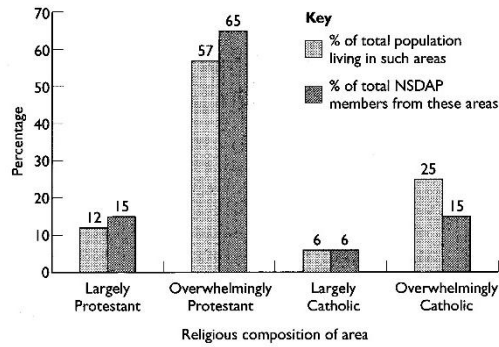
Task 2: Geography and Denomination (what religion you are) and the Nazi vote

Use page 116 in your textbook and page 5 of your booklet to note where Nazi voters are located and how that links to religion.

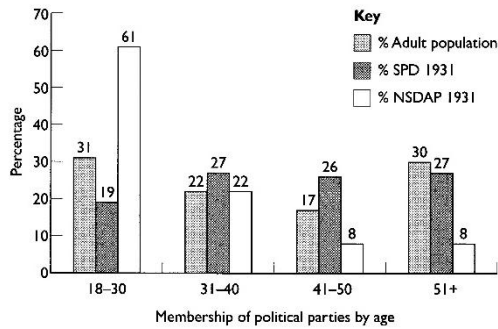
What explanations can you find that rely on local factors?



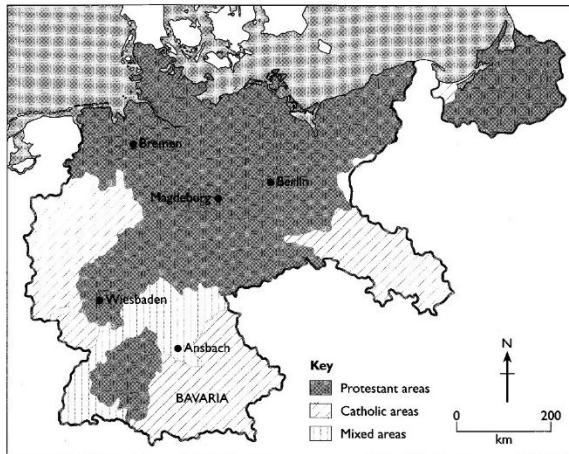
SOURCE 7.12 Membership of the NSDAP, 1925–33, by religion



SOURCE 7.13 Membership of political parties by age



SOURCE 7.14
The distribution of Protestants and Catholics in Germany



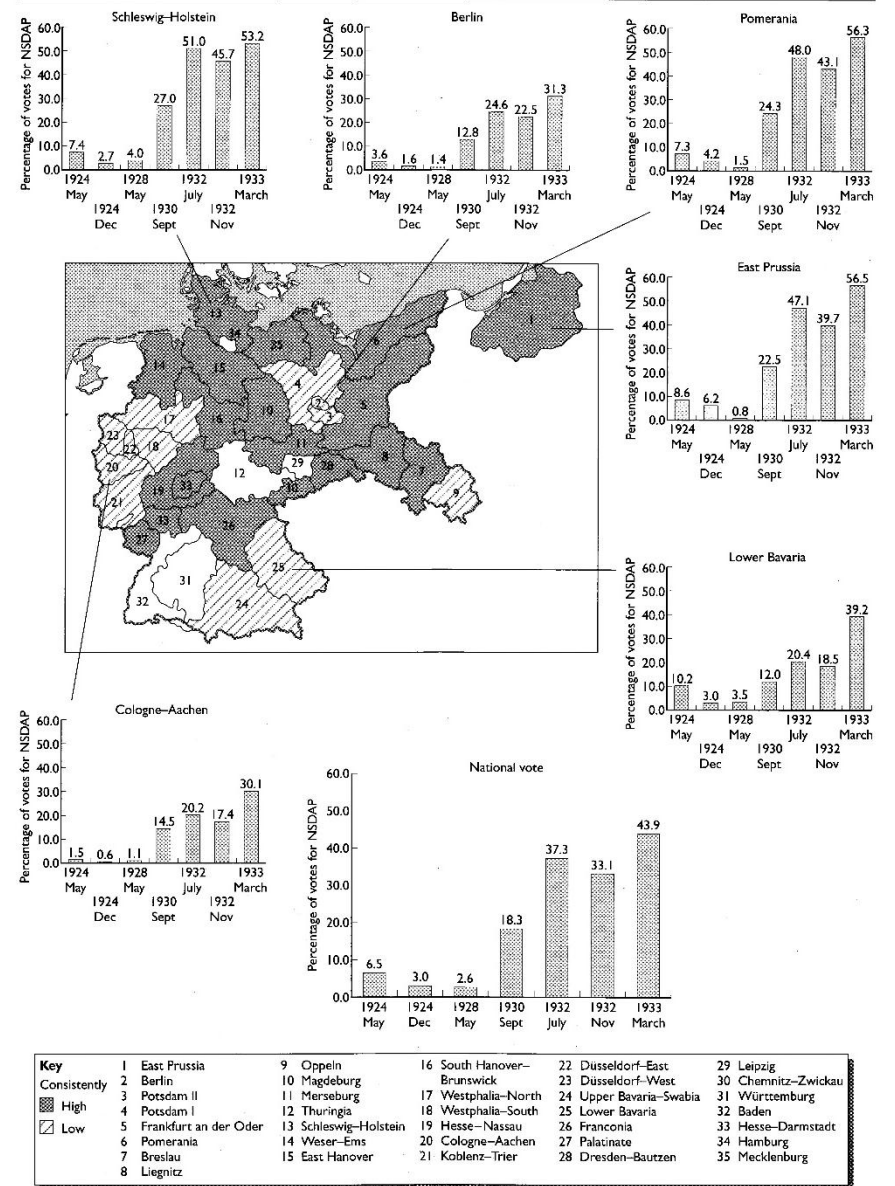
SOURCE 7.15 Percentage of German males/females voting Nazi

Area	1930		July 1932		November 1932		January 1933	
	Male	Female	Male	Female	Male	Female	Male	Female
Bremen	12.9	11.1	29.9	30.9	20.8	20.9	30.8	34.4
Bavaria	18.9	14.2	29.2	25.6	27.4	24.7	36.2	34.4
Ainsbach	34.6	33.3			47.6	50.0	51.2	55.6
Magdeburg	19.8	18.7	36.3	38.9	31.1	34.0	38.1	43.3
Wiesbaden	29.1	26.0	43.0	43.7	36.1	36.8	44.9	47.3

SOURCE 7.16 Hitler, November 1928

[The NSDAP is] not the movement of any particular class or of a particular status group or profession ... [instead it is] in the highest sense of the word a German national party. It aims to encompass all elements of the nation and to embrace all occupational groups, to address each and every German of good will.

7C Map and bar graphs showing support for the Nazi Party in Reichstag elections 1924–33



Task 3: Class and the Nazi Vote

Annotate the following images, using page 117 of your textbook and page 7 of your booklet to create a diagram that shows:

- What kind of people are in which group?
- Which of these groups voted Nazi?
- Which of these groups joined the Nazi party?
- Any indications about how the Nazis appealed to these groups?



Peasants and
Farmers



Working
class

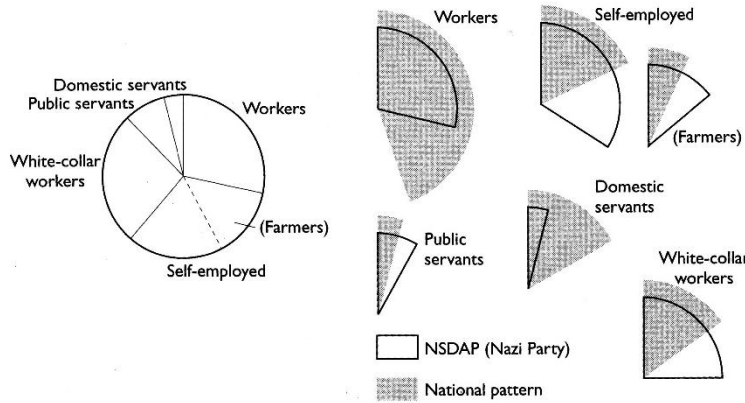


The *Mittelstand*



The established middle
class/ white collar workers

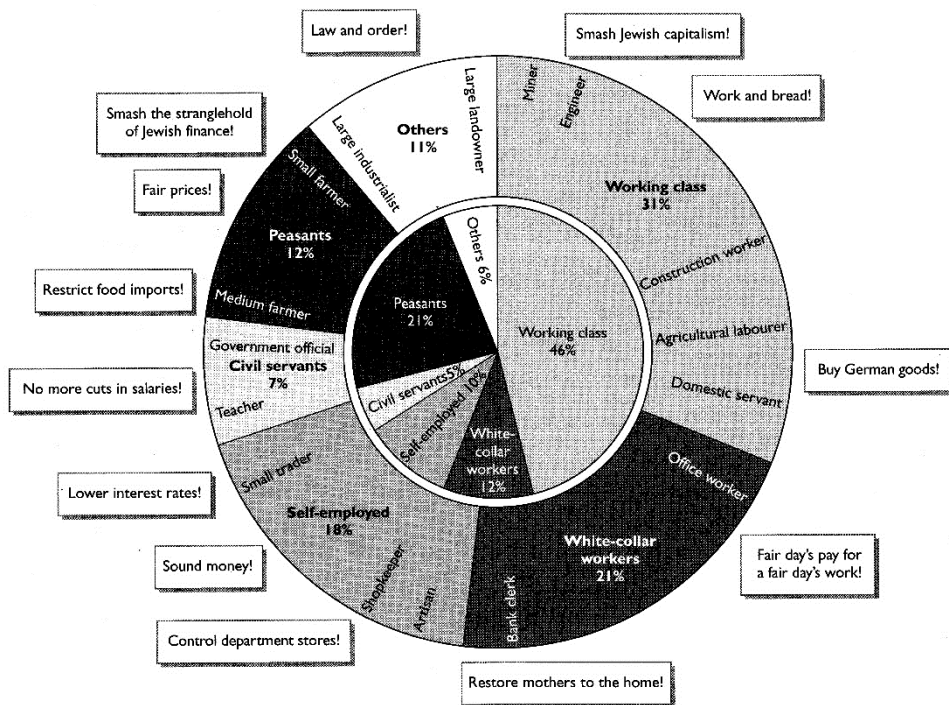
7B The occupational structure of Nazi Party membership compared to national patterns



The pie chart on the left shows the occupational structure of the Nazi Party. The segments and shading on the right show the proportion of the German population for each social group overlaid by the proportion of Nazi Party members who were of that group.

SOURCE 7.10 This table gives detail of Nazi Party members. Columns A–F divide them according to when they joined the party. Column G gives estimated percentages of each social group in Germany in 1933

	Before Nov 1930		Nov 1930–Jan 1933		Total Jan 1935		1933
	A Number	B % of total members	C Number	D % of total members	E Number	F % of total members	G Estimated % of society
Workers	33,944	26.3	233,479	32.5	755,967	30.3	46.3
White-collar workers	31,067	24.0	147,855	20.6	484,054	19.4	12.4
Self-employed, including artisans	24,563	18.9	124,579	17.3	475,223	19.0	9.6
Civil servants, including teachers	10,015	7.7	46,967	6.5	307,205	12.4	4.8
Peasants	17,181	13.2	89,800	12.5	255,291	10.2	20.7
Others	12,793	9.9	76,766	10.7	216,130	8.7	6.2
Total members	129,563		719,446		2,493,870		




Key
 Inner circle: German population in 1933 by social group (%)
 Outer circle: members of Nazi Party in 1932 by same social groups

Task 4: Why did the Nazis appeal to these groups and not to others?

Read page 119-120 of your textbook to develop your notes here.

a) Why didn't the Nazis appeal to Catholics and Socialists?



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b) What were the 'politics of anxiety' and how did they help the Nazis?



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c) In what ways did they appeal to young people?



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Conclusion Task: How far is Hitler correct?

In 1928, Hitler said this about the Nazi Party:

You will need all the knowledge used so far...

[The NSDAP is] *not the movement of any particular class or of a particular status group or profession....* [instead it is] *in the highest sense of the word a German national party. It aims to encompass all elements of the nation and to embrace all occupational groups, to address each and every German of good will.*

On lined paper write an assessment of how far Hitler's view is true?




The Establishment of the Nazi Dictatorship

Section 2: Nazi Political Methods



Task 1: The Development of Propaganda under Goebbels

Complete the following table with the details of how Nazi propaganda was developed under Goebbels. Use page 119-124 to develop your notes.

<p>The Organisation of Propaganda</p>	<p>The use of Canvassing</p> 
<p>Technology</p> 	<p>Mass Suggestion</p>
<p>Unifying Themes and Scapegoats</p>	<p>Violence</p> 
<p>The Stennes' Revolt</p>	

The Establishment of the Nazi Dictatorship

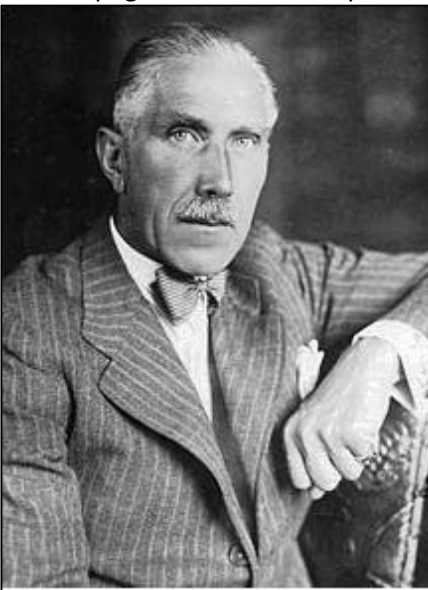
Section 3: Political Intrigue and the appointment of Hitler

While you've covered this in the previous booklet, it is worth going over again. If you feel overjoyed about this section and think you have it down, you can skip the note taking section (task 1) and move straight to the conclusion task (task 2) and the interpretation task (task 3).

The interpretation task is really only applicable to those doing the AS exam. Those doing the full A-Level will not get an interpretation section on their Germany paper. However, it is good practise as interpretations will be part of your Russia exam.

Task 1: Note taking

Use page 125-127 to complete the following notes.



Why did Papen fail? (Other than the bow tie)

Why did Schleicher fail?





How was Hitler successful?

Task 2: Why was Weimar replaced by Hitler and the Nazis?

Answer this question on lined paper- taking into account as many of the different factors as you can. Also consider why the Communists and other extreme right wing parties didn't successfully take power.

(and for hints, look at page 127-128).

AS INTERPRETATIONS Task 3: Key debates and historian's views (but also handy for the full A-Level as practise!)

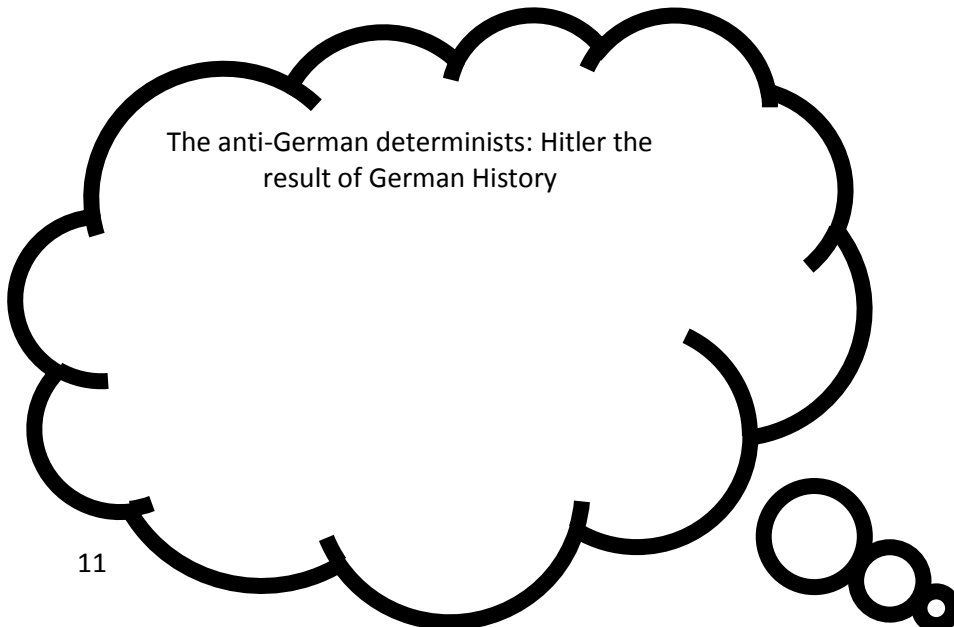
The key thing that History examiners want you to do with interpretations is evaluate them using your **detailed own knowledge**.


You need to consider:

- Whether your own knowledge can challenge, support, extend or explain the interpretation.
- How accurate the information is.
- How convincing their argument is.
- Whether you agree with their argument.
- Whether their argument is more convincing than another key area of debate.


When analysing interpretations, you can no longer analyse according to ideas like bias/ reliability etc. because they are all the same type of person-historians! It all comes down to whether or not you agree with them.

a) Complete the thought bubbles with a brief summary of the different key debates about the fall of Weimar and then annotate the thought bubbles with your own, knowledgeable view.






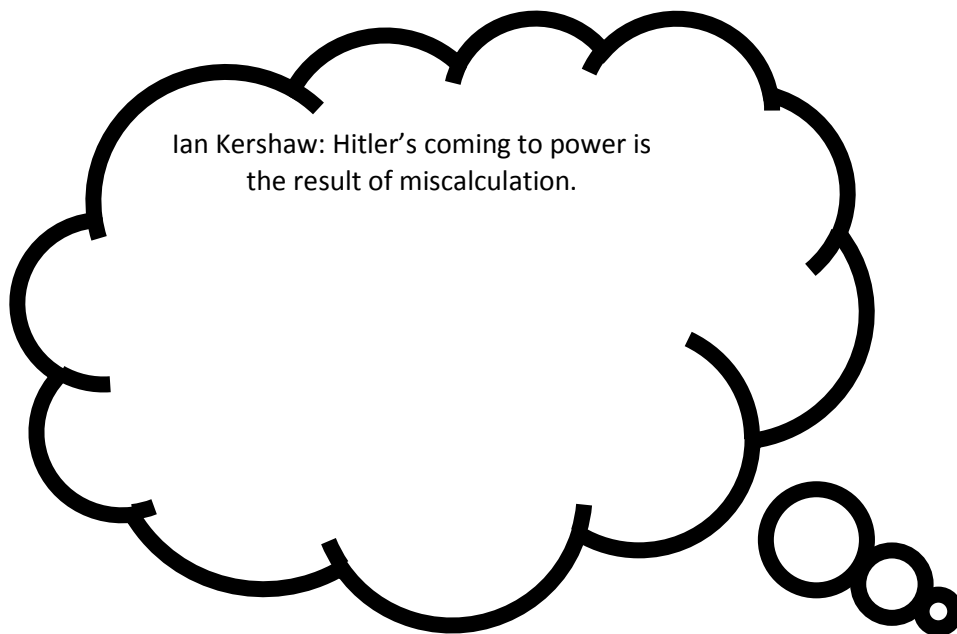
Ritter: Nazism, the result of a 'moral crisis' in Europe



Structuralists: Nazism, a response to Germany's socio-economic 'structures'.



Intentionalists: Nazism, a result of Hitler's ideology and his evil genius.



b) Plot the interpretations where you think they fit on the truthometer.



c) On lined paper, attempt the following question.
Read the interpretation that follows and answer both parts of the question. Some historians have claimed that "There was nothing inevitable about Hitler's triumph in January 1933" (from I. Kershaw, Hitler 1889-1936 Hubris, 2000). a) Explain how this interpretation can be supported. B) Explain how this interpretation can be challenged.

The Consolidation of the Nazi Dictatorship

Section 4: The Nazi 'Legal Revolution'


The Reichstag Fire and the Enabling Act

Task 1: "In two months we'll have pushed Hitler into a corner so hard that he'll be squeaking"

This was a quote from Papen, explaining really why he had supported Hitler in becoming Chancellor and why Hindenburg had appointed him. The point of these tasks is to assess how far this statement is true.

a) Hitler's strengths and limitations as chancellor

Use page 135 to develop your notes on Hitler's strengths and limitations as chancellor.

Hitler's strengths as chancellor	Hitler's limitations as chancellor
	

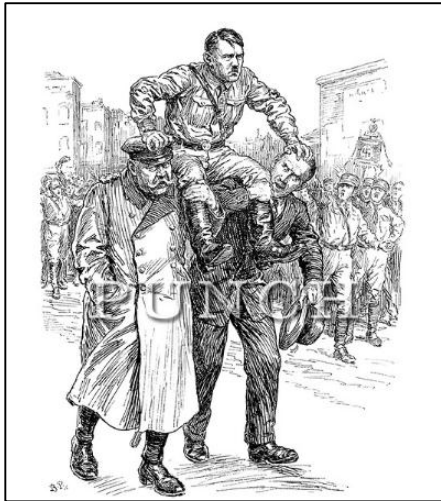
b) What do these cartoons reveal about Hitler's position as Chancellor?



American Cartoon. Caption: "A good way to find out"




American Cartoon. Caption: "Not the most comfortable seat"



British Cartoon.
Caption:
The Temporary Triangle
Von Hindenburg and Von Papen (together)
- "For he's a jolly good fellow, for he's a jolly good fellow, for he's a jolly good fe-el-low, (Aside: "Confound him!") and so say both of us!"



c) What could Hitler do to strengthen his position?



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Task 2: Hitler strengthens his position

a) The Reichstag Election, 5th March 1933

Hitler's Appeal to the German People, 31st January 1933

Within 24 hours of his appointment as Chancellor, Hitler called a new election.

As part of his campaign he made this speech to the German people (scan the QR code, or go to http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3940 to read the full text).



How does Hitler attempt to get the German people on side?


With an unparalleled effort of will and of brute force the Communist method of madness is trying as a last resort to poison and undermine an inwardly shaken and uprooted nation... Starting with the family, and including all notions of honour and loyalty, nation and fatherland, culture and economy, even the eternal foundations of our morals and our faith—nothing is spared by this negative, totally destructive ideology. Fourteen years of Marxism have undermined Germany. One year of Bolshevism would destroy Germany...

In these hours of overwhelming concern for the existence and the future of the German nation, the venerable World War leader [Hindenburg] appealed to us men of the nationalist parties and associations to fight under him again as once we did at the front, but now loyally united for the salvation of the Reich at home...

It is an appalling inheritance which we are taking over...

The National Government will therefore regard it as its first and supreme task to restore to the German people unity of mind and will. It will preserve and defend the foundations on which the strength of our nation rests. It will take under its firm protection Christianity as the basis of our morality, and the family as the nucleus of our nation and our state. Standing above estates and classes, it will bring back to our people the consciousness of its racial and political unity and the obligations arising therefrom. It wishes to base the education of German youth on respect for our great past and pride in our old traditions... Germany must not and will not sink into Communist anarchy.

b) Read page 136 of your textbook. Why did Hitler call an election?




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c) What did the author in your textbook mean when they said that “the campaign for the final Reichstag elections held according to the Weimar constitution had few of the characteristics expected of a democracy”?




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d) What advantages did the Nazis now have in fighting an election campaign?



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Task 3: The Reichstag Fire

You will investigate the Reichstag fire in more detail as part of your homework for this section of work. In the meantime- read the following and complete the tasks.

Text from Spartacus Educational website: <http://spartacus-educational.com/GERreichstagF.htm>

(Scan the QR code at the end for the full article- or follow the link above)

On 31st January, 1933, Joseph Goebbels wrote in his diary about the plans to deal with the German Communist Party (KPD): "During discussions with the Führer we drew up the plans of battle against the red terror. For the time being, we decided against any direct counter-measures. The Bolshevik rebellion must first of all flare up; only then shall we hit back."



On 24th February, the Gestapo raided Communist headquarters. Hermann Göring claimed that he had found "barrels of incriminating material concerning plans for a world revolution". However, the alleged subversive documents were never published and it is assumed that in reality the Nazi government had not discovered anything of any importance.

Three days after the KPD raid, the Reichstag building caught fire. It was reported at ten o'clock when a Berlin resident telephoned the police and said: "The dome of the Reichstag building is burning in brilliant flames." The Berlin Fire Department arrived minutes later and although the main structure was fireproof, the wood-paneled halls and rooms were already burning.


Göring, who had been at work in the nearby Prussian Ministry of the Interior, was quickly on the scene. Adolf Hitler and Joseph Goebbels arrived soon after. So also did Rudolf Diels: "Shortly after my arrival in the burning Reichstag, the National Socialist elite had arrived. On a balcony jutting out of the chamber, Hitler and his trusty followers were assembled." Göring told him: "This is the beginning of the Communist Revolt, they will start their attack now! Not a moment must be lost. There will be no mercy now. Anyone who stands in our way will be cut down. The German people will not tolerate leniency. Every communist official will be shot where he is found. Everybody in league with the Communists must be arrested. There will also no longer be leniency for social democrats."

Hitler gave orders that all leaders of the German Communist Party (KPD) should "be hanged that very night." Paul von Hindenburg vetoed this decision but did agree that Hitler should take "dictatorial powers". Orders were given for all KPD members of the Reichstag to be arrested. This included Ernst Torgler, the chairman of the KPD. Göring commented that "the record of Communist crimes was already so long and their offence so atrocious that I was in any case resolved to use all the powers at my disposal in order ruthlessly to wipe out this plague".

Hitler told Franz von Papen: "This is a God-given signal, Herr Vice-Chancellor! If this fire, as I believe, is the work of the Communists, that we must crush out this murderous pest with an iron fist." Hitler claimed that this was clearly an attempted coup and that leading members of the Social Democratic Party (SDP) should also be arrested. Seftan Delmer claimed he heard Hitler say: "God grant that this is the work of the Communists. You are witnessing the beginning of a great new epoch in German history. This fire is the beginning.... You see this flaming building, if this Communist spirit got hold of Europe for but two months it would be all aflame like this building."



a) What evidence is there that the Reichstag fire was a Communist plot?



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b) What evidence is there that the Nazis then used this to begin creating a dictatorship?



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c) Read page 138 of your textbook. What further evidence can you find that the Nazis then used this to begin creating a dictatorship? (Note- Frick refers to Walter Frick, Minister of the Interior and a Nazi and the text below is from the 'Decree for the Protection of People and State').



Order of the Reich President for the Protection of People and State

On the basis of Article 48 paragraph 2 of the Constitution of the German Reich, the following is ordered in defense against Communist state-endangering acts of violence:

§ 1. Articles 114, 115, 117, 118, 123, 124 and 153 of the Constitution of the German Reich are suspended until further notice. It is therefore permissible to restrict the rights of personal freedom [habeas corpus], freedom of (opinion) expression, including the freedom of the press, the freedom to organize and assemble, the privacy of postal, telegraphic and telephonic communications. Warrants for House searches, orders for confiscations as well as restrictions on property, are also permissible beyond the legal limits otherwise prescribed.

c) Who took responsibility for the fire? (use page 138 of your textbook)



e) The Election Result

Read page 138 of your textbook. How did the Nazis do in the Reichstag election?



f) Why was this disappointing for the Nazis?



g) Read page 138-139. How did the Enabling Law come to be passed in 1933?




Final Task: “In two months we’ll have pushed Hitler into a corner so hard that he’ll be squeaking”

How true were Papen’s words? In this box note all the ways in which Papen was correct.



In this box, note all the way Papen was completely and utterly wrong.



Homework Task: The Nazis use of the Reichstag Fire in Creating a Dictatorship

On the History website there are many resources to help you complete the following homework. This is an ENQUIRY BASED piece of work that will help you with some of the skills required for your non-exam assessment.

OVERALL QUESTION

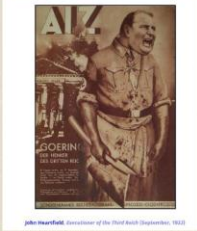
How far did Hitler overcome the limitations of his position as Chancellor to create a Nazi dictatorship using legal methods?

Write a response to this question that showcases the following skills.






- You need to select a range of sources. There are some on the website and you can also find your own. Make sure that you state which sources you have used, and that you evaluate those sources as part of your debate. They need to be a mixture of contemporary sources and historian’s interpretations.
- You need to balance the argument with both sides, evaluating the significance of these actions, their causes and consequences.
- You need to support your argument with detailed evidence.

“The only thing necessary for the triumph of evil is for good men to do nothing.”

Hitler's Consolidation of Power



Full text of the Decree for the Protection of People and State: [click here](#)
Leading article of *Der Stürmer* after the Reichstag Fire: [click here](#)
Account of the Reichstag Fire from *The History Place*: [click here](#)
Account of the Reichstag Fire from *Spartacus Educational*: [click here](#)

-  [Who Burnt the Reichstag?](#)
Download File
-  [The Telegraph- the Nazis set the Reichstag Fire PROOF!](#)
Download File
-  [Hitler and the Law 1920-1945](#)
Download File
-  [Political Violence and the Nazi Seizure of Power](#)
Download File
-  [Hitler's Dictatorship](#)
Download File

This is the section of the website that you need: go to <http://history-groby.weebly.com/germany-1919-1963-democracy-and-dictatorships.html> or scan the QR code at the bottom of this page.



The Consolidation of the Nazi Dictatorship

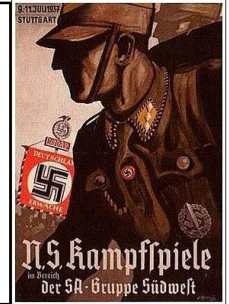
Section 5: The Nazi 'Legal Revolution'

Gleichschaltung (Co-ordination)


Task 1: The Enabling Act and the Revolution from Below



Reminder about the Sturmabteilung (aka the SA and the Brownshirts)- the original paramilitary wing of the Nazi Party, mostly made up of unemployed and working class men under the leadership of Ernst Röhm. Mainly responsible for marching while holding flags, fighting Communists, breaking up political meetings and beating up opponents.



a) What was the point of the Enabling Law?




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b) Read source B on page 139 of your textbook. What were the SA up to? What was the issue with the 'revolution from below'?



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c) What was the Day of Postdam? What was it supposed to achieve?



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d) How did the Nazis get the two thirds majority that they needed to pass the Enabling Law? (dealing with the SPD, the Communists and the ZP)



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e) Who else do the Nazis have left to get on side (or do away with)?



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Task 2: Gleichschaltung

a) What does Gleichschaltung mean? (page 141)



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b) How were the different aspects of German society brought under Nazi control?
Use pages 142-143 to create your notes and highlight/ use a different colour to show where the Nazis used force, negotiation, or replacement to develop your notes.

The Regions (the Länder)	The Trade Unions
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The Political Parties

Who has Hitler still got left to co-ordinate?



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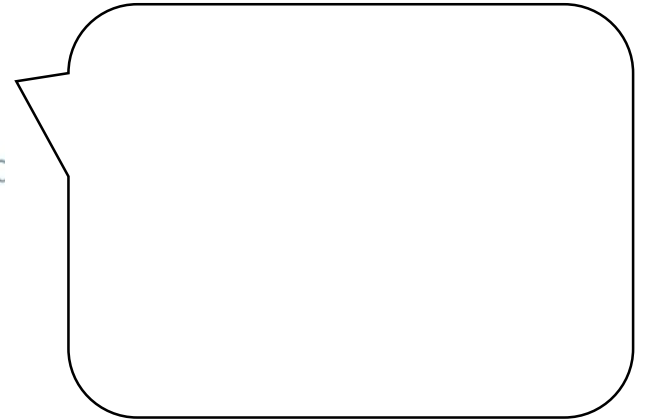
Task 3: The Night of the Long Knives

Quite a dramatic part of the process was the Night of the Long Knives. It involves murder and betrayal, blood and lust, violence and death, adult themes and at least a 12A guidance rating.



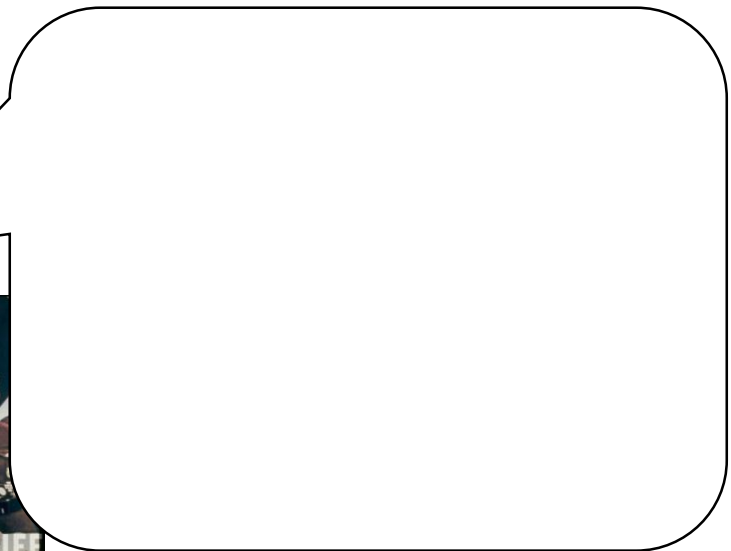
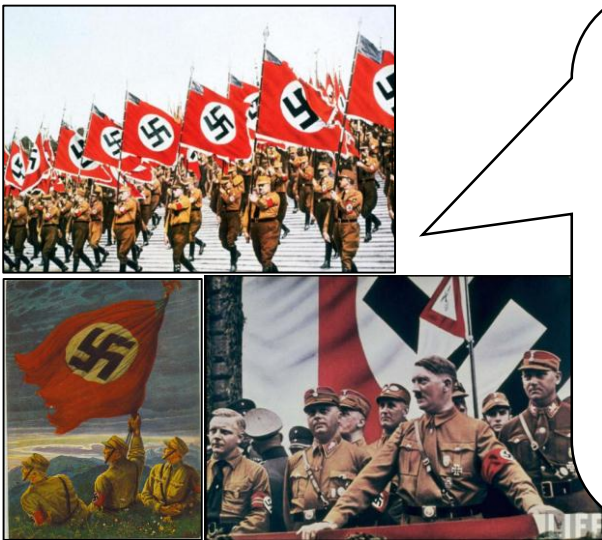
Act 1: The protagonist (Hitler) has a dilemma that he must discuss with his pals Goering and Goebbels over coffee.

a) Use pages 144-145 to complete Hitler's part of the dialogue where he explains his dilemma to his friends.



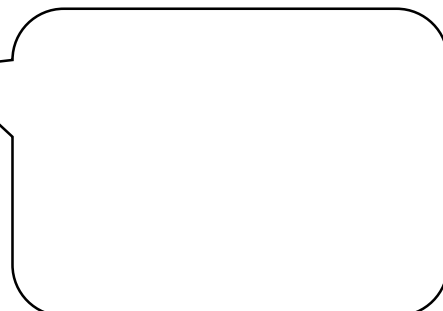
b) Voiceover Backstory

In order to set this further into context for our audience, Hitler provides a backstory with some stock footage of the SA. Illuminate the position of the SA with what they have been up to- including Rohm's own position...



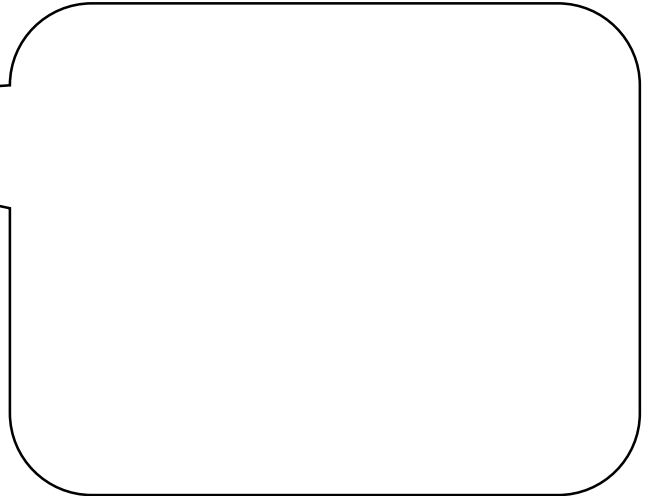
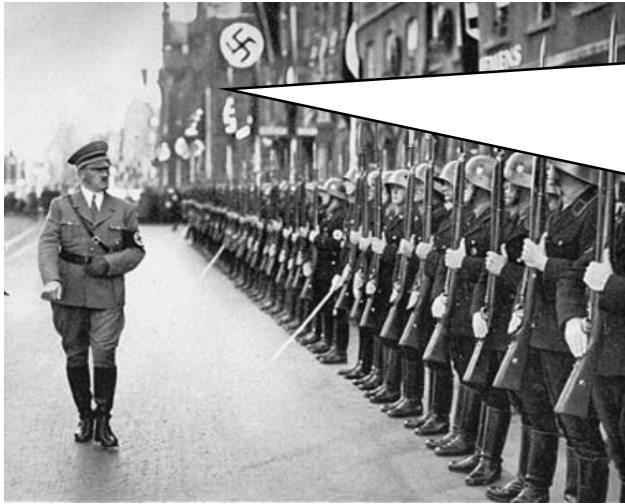
Act 2: The Antagonist turns up with a plan

Fill in Röhm's speech bubble with what he wants to do.



Act 2 Voiceover: Hitler describes the issues with the army

(this is a low budget production that cannot afford too many actors- use page 145 to describe the issues Hitler had with the army and the SA)

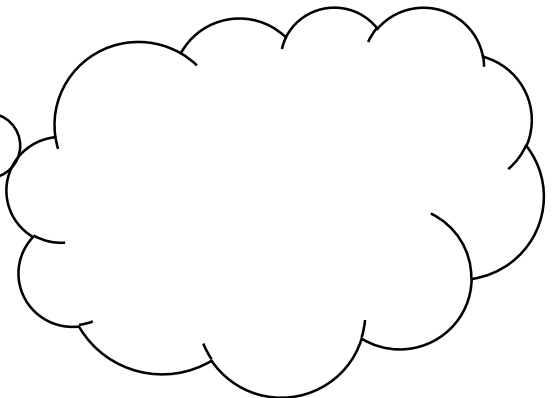
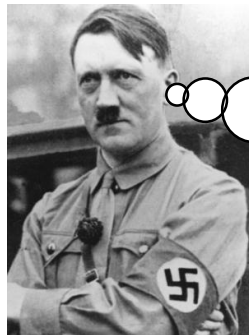


Act 3: President Hindenburg ramps up the tension by becoming ill

Complete Hitler's thought bubble with what his problems are if Hindenburg dies before he has dealt with this problem (page 146)



Aaaaaa-
choooooo!!
Adolf, I'm
sick... I'm
dying...



Act 4: The Purge

This is the big, dramatic scene, with the murder and betrayal. Create your own dramatic scenes for this section- using page 146-147 for your information.



Act 5: The Aftermath

What were the consequences of the Night of the Long Knives? (page 147-148)

When the movie has run out of money/ time, the captions are written up on the screen rather than shown- what text will you use for...

1. The SA
2. The army
3. Hitler
4. The SS
5. People like Schleicher and Strasser

Task 4: Co-ordinating the Church


a) The background: the issues and the relationship between Church and State

In the 1930s, Catholics constituted a third of the population of Germany and "Political Catholicism" was a major force in the interwar Weimar Republic. Prior to 1933, Catholic leaders denounced Nazi doctrines while Catholic regions generally did not vote Nazi. Though hostility between the Nazi Party and the Catholic Church was real, the Nazi Party first developed in largely Catholic Munich, where many Catholics, lay and clerical, offered enthusiastic support. This early [minority] affinity lessened after 1923. By 1925, Nazism had embarked on a different path following its reconstitution in 1920 taking a decidedly anti-Catholic-anti-Christian identity. In early 1931, the German Bishops issued an edict excommunicating all Nazi leadership and banned Catholics from membership. The ban was conditionally modified in the Spring of 1933 under pressure to address State law requiring all Civil Servants and Trade Union workers be members of the Nazi Party, while retaining condemnation of core Nazi ideology.

One of the main issues for the Nazis equally was that Catholics had a leader outside of Germany in the form of the Pope. Therefore the Catholic Church had to be neutralised- but had a population that would not stand for persecution of Christians with a strong supporting group outside of the country that actually reached across the globe.

For example in March 1933, a British Catholic periodical published the following "[Hitler's] Dictatorship is a usurpation and his enforcement of it is a brutality. While we write these lines, with news of more arrests and repressions coming to us every hour, we remember that we have reached the Ides of March and the anniversary of a neverforgotten assassination. But Nazism's daggers cannot slay what is noblest and best in Germany. The Church, now that the Centre is no longer the key-group in German politics, may be persecuted ; but Hitler will not succeed where Bismarck [late 19th Century chancellor who persecuted Catholics] failed".

a) Why was it important that the Nazis got control of the Catholic Church?


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From the History Today article- Cross and Swastika: The Nazi Party and the German Churches
By Will Saunders

Published in History Review Issue 46 September 2003 (scan QR Code at the bottom of the article for the full text).


The Roman Catholic Church was especially aware of the need to work with the Nazis. The Catholic establishment was conscious that it would always be possible for the Nazis to paint the international Catholic Church as a destabilising force within the German nation, as Bismarck had done during the Kulturkampf of the 1870s. This concern led Rome to fully co-operate with the new government. The Zentrum gave enough support to the Nazis for them to pass the Enabling Law in March 1933. In return the Nazis signed a Concordat with the Vatican in July, which ended organised Catholic participation in politics in return for Church control over its schools and youth organisations. There were factions in Rome who doubted the wisdom of signing the Concordat but others, including the Pope, felt that a clash between Nazism and Catholicism was inevitable and that the Concordat would give the Church a stronger position when that clash finally came.

The danger of initially appeasing the Nazis in return for official recognition was that the Catholic Church found itself trapped into a situation whereby it became determined to defend the rights granted to it under the Concordat against Nazi encroachment but was not willing to endanger the Concordat by standing up to other Nazi policies.

In 1936 the Catholic establishment protested about Nazi orders to remove crosses from classroom walls and in 1937 the Pope issued an encyclical, With Burning Concern, against Nazi infringements of the terms of the Concordat. Most famously of all, Archbishop Galen preached against the Nazis' euthanasia programme in 1941, leading the Nazis to abandon the large-scale murder of handicapped people. However, the Catholic Church would not condemn the wider excesses of the Nazis, especially when the pro-German Pope Pius XII was elected Pontiff in 1939. Pius condemned the Soviet invasion of Finland in 1939 as 'a cold, calculated crime without parallel', but no statement was made about the Nazi attack on Catholic Poland, even after the murder of four Polish bishops and over 2,000 clerics and nuns. Infamously, the Catholic Church would only offer very vaguely worded condemnations of the Holocaust, such as the Pope's Christmas message of 1942 that mentioned the hundreds and thousands who had been unjustly put to death but blamed neither side in the war for this situation. The Vatican did help many Jews escape from Nazi Europe by providing them with passports and sanctuary and some priests and bishops worked to undermine the Nazis. However, the Catholic authorities would not endanger their relationship with Hitler's regime by openly condemning Nazi policies.



b) Did Hitler successfully co-ordinate the Church?


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The Consolidation of the Nazi Dictatorship

Section 6: Conclusions

Did Germany undergo a political revolution in the years 1933-4?

Key Concept: What do we mean by **revolution**?

A A sudden radical and complete change	B When something (like a wheel) turns all the way around	C A forcible overthrow of government or social order in favour of a new system.	D A radical and pervasive change in society and the social structure, especially one made suddenly and often accompanied by violence.
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Which is correct?:.....

At the end of this section of work, we will come back to this concept to analyse whether Germany went through one of these definitions.

Task 1: The different factors in creating a Nazi dictatorship.

a) Fill the clouds with how each method was exploited by the Nazis to create a dictatorship. You can use page 148-9 of your textbook, but can you add anything to it using your own knowledge?

How will I create a Nazi dictatorship?

Terror?

Propaganda?


Legality?

Opposition weakness?

Deception?

Sympathy of the conservative Right?

b) Which of these reasons do you think is the most important reason?

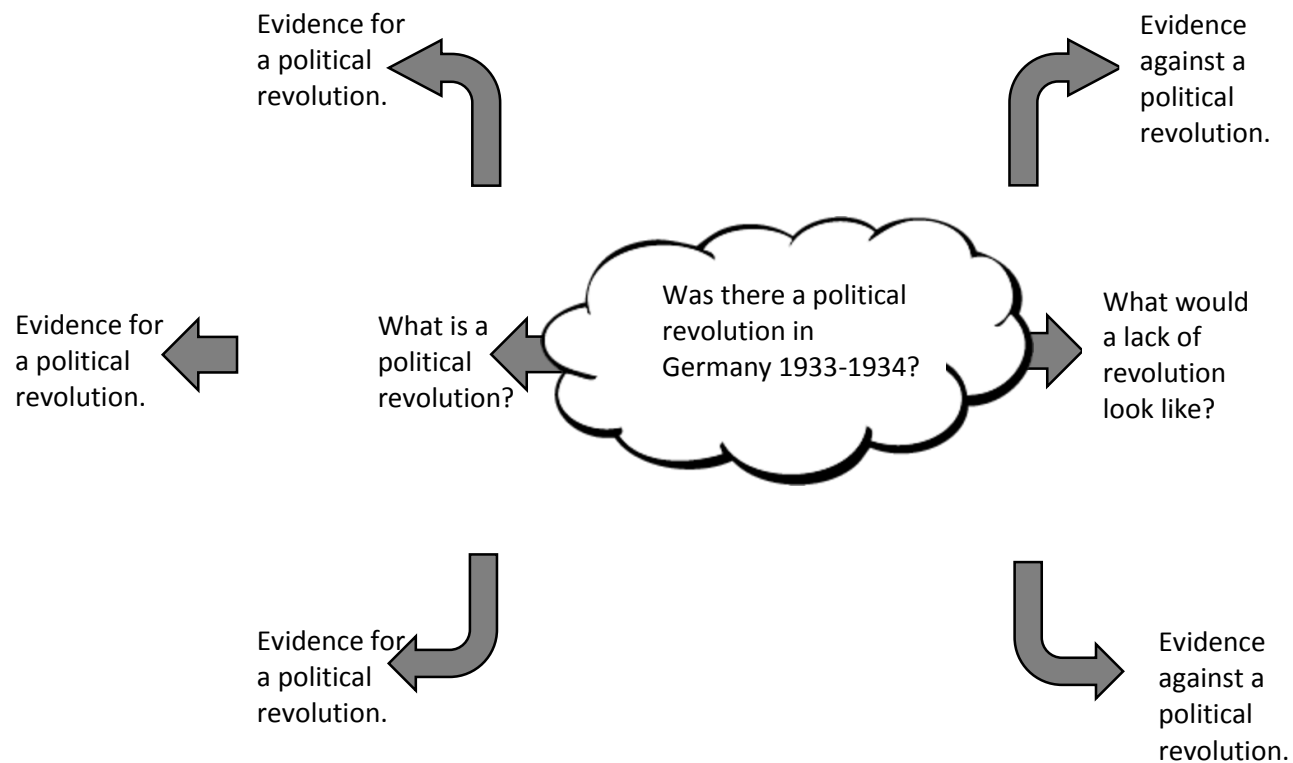


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Task 2: Does the evidence suggest that there was a political revolution 1933-1934?

Complete the following mind map with the arguments for and against and the evidence that you have. You can use historians' arguments as well.



Task 3: So, was there a revolution in Germany 1933-34?

For each of the following types of revolution- add an explanation that says whether that type of revolution happened.


A
A sudden
radical
and
complete
change

B
When
something
(like a
wheel)
turns all the
way around

C
A forcible
overthrow of
government or
social order in
favour of a new
system.

D
A radical and pervasive
change in society and the
social structure, especially
one made suddenly and
often accompanied by
violence.

Overall conclusion



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EXAM QUESTION HUB

You can set yourself your own exam questions if you know how the questions are created. They are created around these question stems.

Type of question	10 mark question (shorter essay)	20 mark question (longer essay)
Question stems	<ul style="list-style-type: none"> Which of the following was of greater/ more importance/ significance in event...? <ol style="list-style-type: none"> X Y Explain your answer with reference to both (i) and (ii). 	<ul style="list-style-type: none"> Assess the reasons for... "The most important reason for X was Y". How far do you agree? "Quotation". How far do you agree? To what extent was X due to Y? How far did X challenge Y? How important was X in Y?
Skills required	<ul style="list-style-type: none"> Analysis of the two issues Evaluation of the two issues (comparison). Use of detailed and accurate knowledge to support the evaluation and analysis. Reach a supported judgement. 	<ul style="list-style-type: none"> Understand the wording of the question. Plan an answer. A focused opening paragraph. Avoid irrelevance and description. Write analytically about the issues. Reach a supported judgement.

Some possible 10 mark questions- to get you started.

- Which of the following was of more importance to the rise in Nazi votes 1929-1933?
 - The Great Depression
 - Nazi Propaganda

Explain your answer with reference to both (i) and (ii).

- Which of the following was of greater significance in creating a Nazi dictatorship 1933-34?
 - The Weaknesses of Nazi Opponents
 - The Nazi use of terror.

Explain your answer with reference to both (i) and (ii).

- Which of the following was of greater importance to Weimar stability in the 1920s?
 - Foreign investment
 - Stresemann's time as Chancellor

Explain your answer with reference to both (i) and (ii).

Some possible 20 mark questions

- "1919-1923 were years of crisis for Weimar". How far do you agree?
- How far did left wing and right wing groups challenge Weimar stability in the early 1920s?
- "The most important reason for the stability of Weimar in the 1920s was political stability". How far do you agree?
- Assess the reasons for Hitler's rise to power in the 1930s.
- To what extent was the successful creation of a Nazi dictatorship 1933-1934 due to the Night of the Long Knives?

