

Year 10 Homework Pack-AQA

Germany, 1890 -1945:

Democracy and Dictatorship



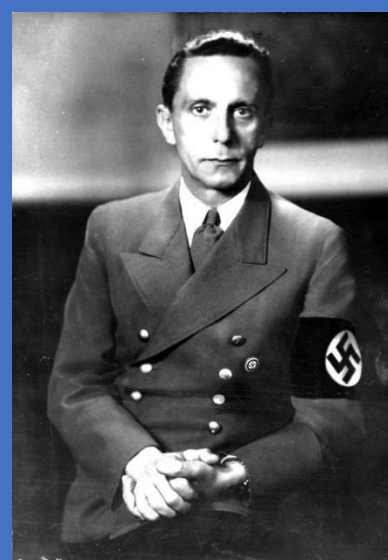
Part 1 - Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany
- Impact of the First World War
- Weimar democracy



Part 2 - Germany and the Depression

- The impact of the Depression
- The failure of Weimar democracy
- The establishment of Hitler's dictatorship



Part 3 - The experiences of Germans under the Nazis

- Economic changes
- Social policy and practice
- Control

Name: _____

Class: _____

Teacher: _____

Contents - Week Focus Work.

	Pages	Set	Exam Questions Mark
Week 1 - Kaiser Wilhelm and the difficulties of ruling Germany Before WW1, Describe Question	3-6		
Week 2 - Impact of the First World War, In What Ways Question	7-10		
Week 3 - Germany in trouble after WW1, 12 Mark Essay Question	11-15		
Week 4 - Political unrest in new Weimar Republic, Interpretation Questions	16-24		
Week 5 - Stresemann era, In What Ways Question	25-29		
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Kaiser Wilhelm and the difficulties of ruling Germany
Before WW1



Background information:

Full name:

Date of Birth:

Date of Death:

Date of Reign:

Occupation:

Individual in
interview:
Kaiser
Wilhelm II

What was his personality like?

What was his career like?

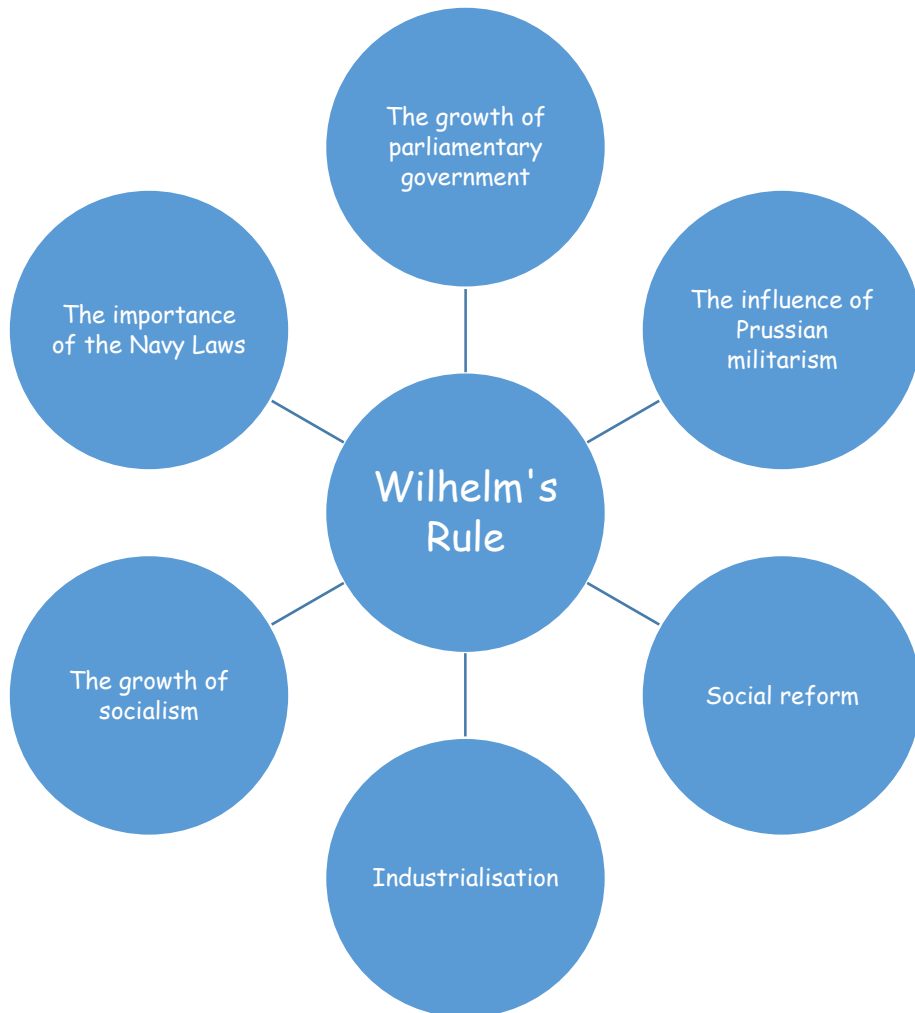
What were his views on democracy?

What political party developed under his reign? Why?

Wilhelm wanted to make *Germany* great and be better than the UK. How did he try and do this?

Other:

Use the template below to help you make a spider diagram about the rule of Kaiser Wilhelm II.



Describe two problems faced by Kaiser Wilhelm II's government in ruling Germany up to 1914. (4 marks)

For a 4 mark 'describe' question you need to write two PEEL paragraphs that answer the question. Plan your points in the boxes below, then write your answer!

Point 1 :	
Point 2:	

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.

Describe two problems faced by Kaiser Wilhelm II's government in ruling Germany up to 1914. (4 marks)

Name:

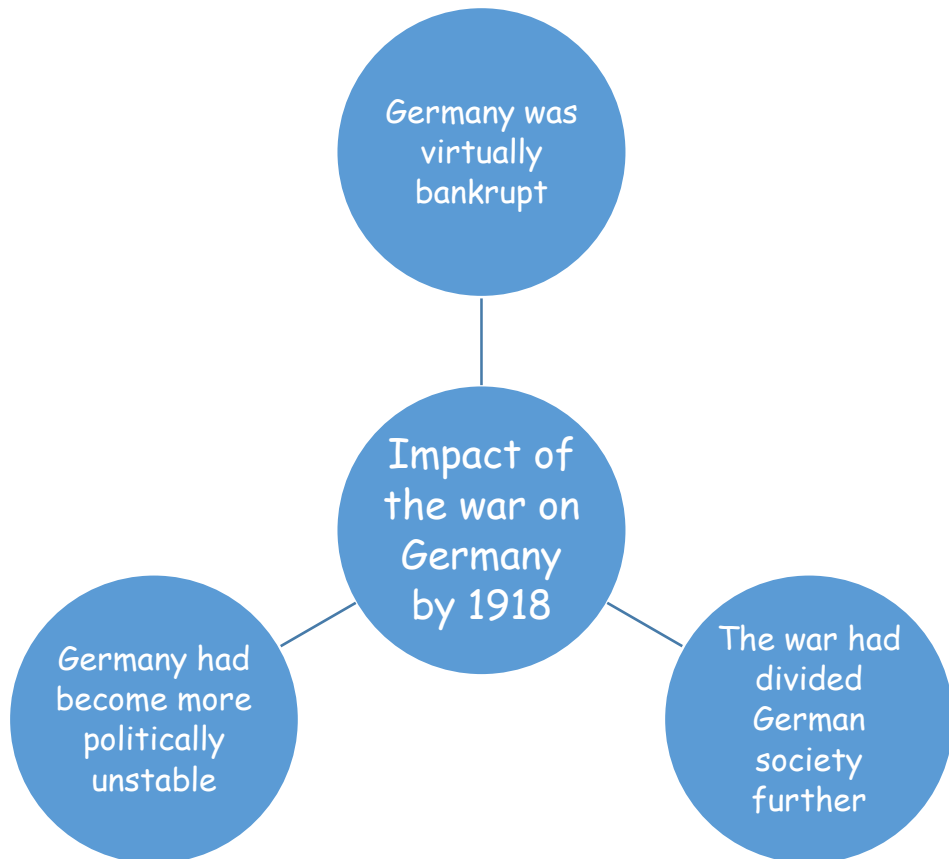
Mark: /4

Copy the following spellings 3 times, in purple pen, in your book:

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have written 1 good point answering the question.		You wrote about 2 clear points.	
You have written 2 good points answering the question.		You used more detail in your answers.	
You have used SPAG and technical terminology accurately.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You checked your answer for SPAG and technical terminology.	
You have used good levels of detail in your answer.		You make sure you PEEL.	
You have used PEEL paragraphs.			

Impact of the First World War:

Use the template below to help you make a spider diagram about the impact of war on Germany by 1918.



Impact of the First World War - Recap

Questions

1. Why did the Weimar Republic come about?
2. Why was it called the Weimar Republic?
3. What was the title of the person in charge?
4. Who was the first person to hold this position?
5. What was the second most important position?
6. What is the Reichstag?
7. Who had the right to vote in Weimar Germany?
8. What is Article 48?

In what ways were the lives of people in Germany affected by the First World War? Explain your answer. (8 marks)

For an 8 mark 'Explain your answer' question you need **2 or 3 PEEL paragraphs** answering the question.

One way that the lives of people were affected was:

Another way that the lives of people were affected was:

A final way that the lives of people were affected was:

Was there any links between the reasons you've identified?

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.

In what ways were the lives of people in Germany affected by the First World War? Explain your answer. (8 marks)

Name: _____

Mark: _____ /8

Copy the following spellings 3 times, in purple pen, in your book:

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have clearly written about 3 points.	<input type="checkbox"/>	You talked about 3 points.	<input type="checkbox"/>
You have thought about how at least one of your points varied over time.	<input type="checkbox"/>	You thought about how at least one of your points varied over time. (For example for social, economic, over time and for different groups).	<input type="checkbox"/>
You have used a good level of detail to support your points.	<input type="checkbox"/>	Make sure that you use paragraphs for each point.	<input type="checkbox"/>
You have used paragraphs well to structure your answer.	<input type="checkbox"/>	You used more detail in your answers to support the points you are making.	<input type="checkbox"/>
Accurate use of SPAG and technical terminology.	<input type="checkbox"/>	Make sure you PEEL.	<input type="checkbox"/>
You have used PEEL paragraphs.	<input type="checkbox"/>	You checked your answer for SPAG and used technical terminology.	<input type="checkbox"/>

Germany in trouble after WW1

Use the space below to make a poster explaining to the German public the terms of the Treaty of Versailles.

Create a storyboard about the problems Germany faced in 1923.

	French and Belgian troops began to take what was owed to them from Germany back to France.				
				People blamed the Weimar Government for their problems including the fact their savings became worthless.	

Which of the following had the greater impact on the German people:

- the Treaty of Versailles
- the hyperinflation crisis of 1923?

Explain your answer with reference to both reasons. (12 marks)

<p>Level 1 (1-3)</p>	<p>Basic explanation of bullet points Answer gives basic explanation of one or both bullet point.</p>	<p>The Treaty of Versailles had the greatest impact because ...</p>	<p>The hyperinflation crisis of 1923 had the greatest impact because ...</p>
<p>Level 2 (4-6)</p>	<p>Simple explanation a bullet point. Answer gives detail response to one of the bullet points.</p>	<p>Another example...</p>	<p>Another example....</p>
<p>Level 3 (6-9)</p>	<p>Developed explanation of both bullet points. Answer that gives a range of accurate knowledge and understanding that is relevant to the question.</p>	<p>The Treaty of Versailles however had limitations because ...</p>	<p>The rise of socialism however had limitations because ...</p>
<p>Level 4 (13-16)</p>	<p>Complex explanation of both bullet points leading to a sustained judgment. Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question.</p>	<p>To conclude:</p>	

Political Unrest in new Weimar Germany

The uprisings in Germany happened due to different political ideologies (beliefs).

Complete the table below about the beliefs of people who are 'Left-Wing' and 'Right-Wing'. Then add the parties in the Weimar political system to the side which they belong.

Left-Wing Beliefs	Right-Wing Beliefs
Left-Wing Parties	Right-Wing Parties

Create a storyboard about the Spartacist Rising.

Create a storyboard about the Kapp Putsch.

Create a storyboard about the Munich Putsch.

Interpretation C:

Hitler shouted, 'Close the ranks!' and linked arms with his neighbours. The body of the man with whom Hitler was linked shot up into the air like a ball, tearing Hitler's arm with him, so that it sprang from the joint and fell back limp and dead. Hitler approached the man and stooped over him, Blood was pouring from his mouth. Hitler picked him up and carried him on his shoulders. 'If I can only get him to the car,' Hitler thought, 'then the boy is saved.'

Adopted from an official biography of Adolf Hitler published in the Nazi Party in 1934.

Interpretation D:

[During the short gun battle] Hitler [was pulled] down, wrenching his arm out of its joint amidst the hail of bullets while all were dropping to the ground. Ludendorff stalked upright, trembling with rage, through the police cordon. The day might possibly have ended differently had a small band of determined men followed him: but none wanted. Hitler scrambled up from the pavement and took [off], leaving behind the dead and wounded. In the midst of the general chaos he managed to escape. A few years later he concocted the story that he had carried a child out of the firing line to safety.

Adapted from Hitler by historian Joachim Fest (1973). Fest grew up in an ordinary German family who resisted the Nazi regime. This extract covers what happened to Hitler the day after the Munich Putsch.

How does Interpretation D differ from Interpretation C about what happened at the Munich Putsch?

Explain your answer using Interpretation C and D. (4 marks)

What does Interpretation C say about what happened? (include a quote)

Contextual knowledge to support:

What does Interpretation D say about what happened? (include a quote)

Contextual knowledge to support:

Summarise how is the message in the Interpretations differ:

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

How does Interpretation D differ from Interpretation C about what happened at the Munich Putsch?
Explain your answer using Interpretation C and D. (4 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /4	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have used quotes from the interpretations.		You used quotes from the interpretations.	
You have identified the key message in the interpretations.		You clearly identified the key message in the interpretations.	
You have used contextual knowledge.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You included contextual knowledge.	
You have used PEEL paragraphs.		You make sure you PEEL.	

Why might the authors of Interpretation C and D have a different interpretation about what happened at the Munich Putsch?
Explain your answer using Interpretation C and D and your contextual knowledge. (4 marks)

Why does the author of Interpretation C have the opinion that he does? (What is his aim?)

Why does the author of Interpretation D have the opinion that he does? (What is his aim?)

Why do they differ? What are their different aims? (Using your contextual knowledge).
Think about their provenance (where they come from):

Which interpretation do you find more convincing about what happened at the Munich Putsch? (8 marks)

For an 8 mark 'More Convincing' question you need:

A paragraph on each interpretation - what historical facts can support or challenge the author's view?

Summarise the opinions of each interpretation using evidence (quotes) to support.

A conclusion stating which you think, based on the evidence, is the most convincing.

Interpretation C. What can you support / challenge from the text (remember to quote)?

Interpretation D. What can you support / challenge from the text (remember to quote)?

Summary of Interpretation C (with a quote).

Summary of Interpretation D (with a quote).

Conclusion: Which is the most convincing - why?

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

Which interpretation do you find more convincing about what happened at the Munich Putsch? (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /8	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have discussed both interpretations.		You had discussed both interpretations.	
You have discussed the relationship between the interpretations.		You had written a conclusion, clearly explaining which interpretation you found most convincing.	
You have written a good conclusion that has been explained, coming down on one side.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You had discussed the relationship between the interpretations.	
You have used your contextual knowledge to explain the interpretations.		You make sure you PEEL.	
You have used PEEL paragraphs.		You had used contextual knowledge to explain the context of the interpretations.	

The Stresemann era

Individual in interview: Stresemann



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Complete the table below about the solutions of Stresemann to Germany's problems in 1923.

Problem	Solution
Hyperinflation - German money was worthless	
French and Belgian troops invaded the Ruhr	
Germany was no longer a great power	
German industries were in trouble after the war. Factories were run down, and there were few jobs and poor schools, housing and hospitals.	

The Stresemann era - Recap Questions

1. Name three groups that took part in an uprising against the Weimar Republic.
2. What events caused big problems of 1923?
3. Who solved the problems of 1923 and led the 'Golden era' in Weimar Germany?
4. What was the new currency that Stresemann introduced?
5. When was the Dawes Plan introduced?
6. What did the Dawes Plan do?
7. When was the Young Plan introduced?
8. What did the Young Plan do?
9. What organisation did Stresemann negotiate Germany's entry to?

In what ways were the lives of people in Germany affected by Stresemann? Explain your answer. (8 marks)

For an 8 mark 'Explain your answer' question you need 2 or 3 **PEEL paragraphs** answering the question.

One way that the lives of people were affected was:

Another way that the lives of people were affected was:

A final way that the lives of people were affected was:

Are any of the reasons you identified linked in any way?

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

In what ways were the lives of people in Germany affected by Stresemann? Explain your answer. (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
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You have used a good level of detail to support your points.		Make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You used more detail in your answers to support the points you are making.	
Accurate use of SPAG and technical terminology.		Make sure you PEEL.	
You have used PEEL paragraphs.		You checked your answer for SPAG and used technical terminology.	

The Depression and the rise of the Nazis

Individual in interview: Hitler



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Complete the table below about why the popularity of the Nazi Party grew.

Factor:	Details:
The Depression	
Germans were unhappy with the Weimar government	
The appeal of Adolf Hitler	
Fear of the rise of other German extremist parties such as the Communists	
Nazi Party structure, methods and tactics.	

Create a job advert below for an SA slider. What qualities does he need? What would he do?

The Depression and the rise of the Nazis - Recap Questions

1. In what year was the Depression?
2. In what country did it start?
3. What caused it to happen there?
4. Why did it have an impact on Germany?
5. Other than the Nazi Party, which other group increased its support as a result of the Depression?
6. How many people were unemployed in 1932?
7. Who was the head of the SA?

Interpretation G:

Thousands of factories closed their doors. Hunger was the daily companion of the German working man. Many an honest working man had to resort to theft to obtain food. All fellow citizens yearned for better times. As for me, like many another, I had lost all I possessed, so, early in 1930, I joined the Nazi Party.

From an entry by a German worker in a prize essay contest in 1934 for the best personal life history of a Nazi; the contest was organized by an American researcher trying to find out why people became Nazis.

Interpretation H:

As a railroad worker, I had plenty of opportunity to see the confusion particularly among workers. I saw workers being alienated from the Fatherland. I shuddered at the thought of Germany in the grip of [communism]. At the same time, National Socialism, with its promise of a community of blood, barring all class struggle, attracted me profoundly.

Adapted from an entry in the same 1934 prize essay contest, by a railway worker who was wary of communism.

How does Interpretation H differ from Interpretation G about the appeal of Nazism?

Explain your answer using Interpretation G and H. (4 marks)

What does Interpretation G say about support for Nazism? (include a quote)

Contextual knowledge to support:

What does Interpretation H say about support for Nazism? (include a quote)

Contextual knowledge to support:

Summarise how is the message in the Interpretations differ:

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

How does Interpretation H differ from Interpretation G about the appeal of Nazism?
Explain your answer using Interpretation G and H. (4 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /4	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have used quotes from the interpretations.		You used quotes from the interpretations.	
You have identified the key message in the interpretations.		You clearly identified the key message in the interpretations.	
You have used contextual knowledge.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You included contextual knowledge.	
You have used PEEL paragraphs.		You make sure you PEEL.	

Why might the authors of Interpretation G and H have a different interpretation about support for Nazism?
Explain your answer using Interpretation G and H and your contextual knowledge. (4 marks)

Why does the author of Interpretation G have the opinion that he does? (What is his aim?)

Why does the author of Interpretation H have the opinion that he does? (What is his aim?)

Why do they differ? What are their different aims? (Using your contextual knowledge).
Think about their provenance (where they come from):

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.
Why might the authors of Interpretation G and H have a different interpretation about support for Nazism?
Explain your answer using Interpretation G and H and your contextual knowledge. (4 marks)

Name:

Copy the following spellings 3 times, in purple pen, in your book:

Mark:
/4

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have thought about the provenance of the interpretations.		You had thought about the provenance of the interpretations.	
You have used contextual knowledge to explain the provenance of the interpretation.		You included contextual knowledge to explain the provenance of the interpretations.	
You have used paragraphs well to structure your answer.		You make sure that you use paragraphs for each point.	
You have used PEEL paragraphs.		You make sure you PEEL.	

Which interpretation do you find more convincing about support for Nazism? (8 marks)

For an 8 mark 'More Convincing' question you need:

A paragraph on each interpretation - what historical facts can support or challenge the author's view?

Summarise the opinions of each interpretation using evidence (quotes) to support.

A conclusion stating which you think, based on the evidence, is the most convincing.

Interpretation G. What can you support / challenge from the text (remember to quote)?

Interpretation H. What can you support / challenge from the text (remember to quote)?

Summary of Interpretation G (with a quote).

Summary of Interpretation H (with a quote).

Conclusion: Which is the most convincing - why?

Now have a go at answering the question!

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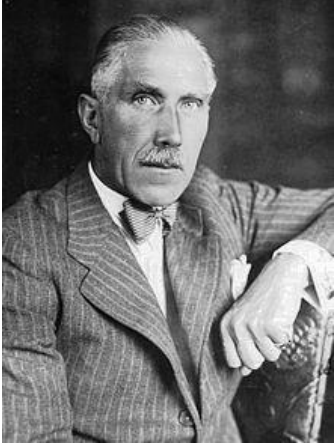
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Which interpretation do you find more convincing about support for Nazism? (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /8	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have discussed both interpretations.	<input type="checkbox"/>	You had discussed both interpretations.	<input type="checkbox"/>
You have discussed the relationship between the interpretations.	<input type="checkbox"/>	You had written a conclusion, clearly explaining which interpretation you found most convincing.	<input type="checkbox"/>
You have written a good conclusion that has been explained, coming down on one side.	<input type="checkbox"/>	You make sure that you use paragraphs for each point.	<input type="checkbox"/>
You have used paragraphs well to structure your answer.	<input type="checkbox"/>	You had discussed the relationship between the interpretations.	<input type="checkbox"/>
You have used your contextual knowledge to explain the interpretations.	<input type="checkbox"/>	You make sure you PEEL.	<input type="checkbox"/>
You have used PEEL paragraphs.	<input type="checkbox"/>	You had used contextual knowledge to explain the context of the interpretations.	<input type="checkbox"/>

Individual in interview: von Papen



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Individual in interview: Hindenburg



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Create a storyboard about Hitler's journey to Chancellor.

The failure of Weimar democracy - Recap Questions

1. What is a 'deputy'?
2. How many deputies did the Nazis have as a result of the following elections:
 - May 1928:
 - September 1930:
 - July 1932:
 - November 1932:
3. Who thought that they could control Hitler if he was Chancellor (2 people)?

Describe two problems Hitler faced as Germany's leader when he became Chancellor in 1933 (4 marks)

For a 4 mark 'describe' question you need to write two PEEL paragraphs that answer the question. Plan your points in the boxes below, then write your answer!

Point 1 :	
Point 2:	

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

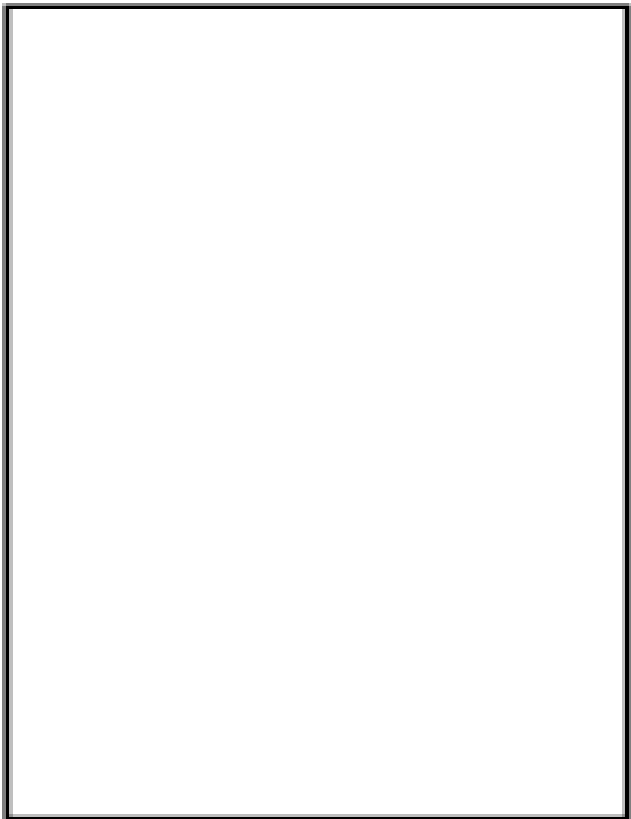
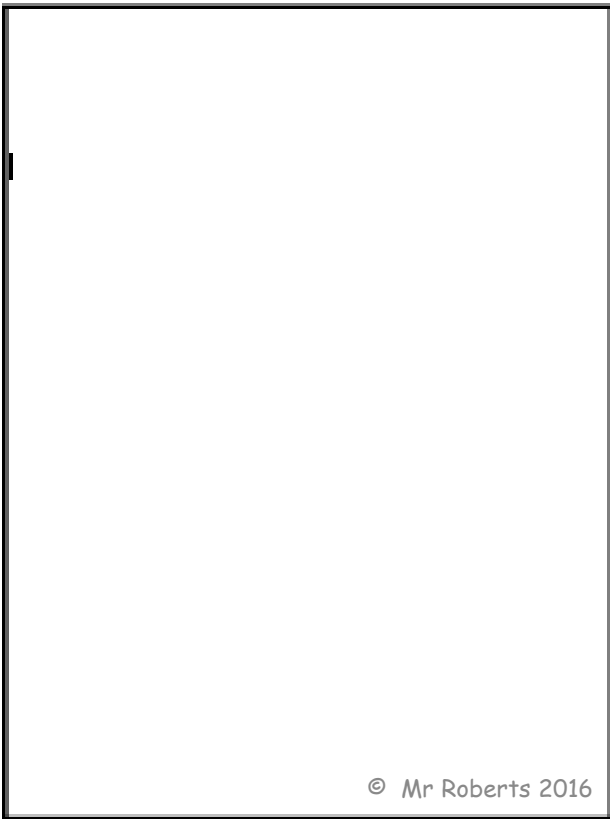
Describe two problems Hitler faced as Germany's leader when he became Chancellor in 1933 (4 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
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You have written 2 good points answering the question.	<input type="checkbox"/>	You used more detail in your answers.	<input type="checkbox"/>
You have used SPAG and technical terminology accurately.	<input type="checkbox"/>	You make sure that you use paragraphs for each point.	<input type="checkbox"/>
You have used paragraphs well to structure your answer.	<input type="checkbox"/>	You checked your answer for SPAG and technical terminology.	<input type="checkbox"/>
You have used good levels of detail in your answer.	<input type="checkbox"/>	You make sure you PEEL.	<input type="checkbox"/>
You have used PEEL paragraphs.	<input type="checkbox"/>		

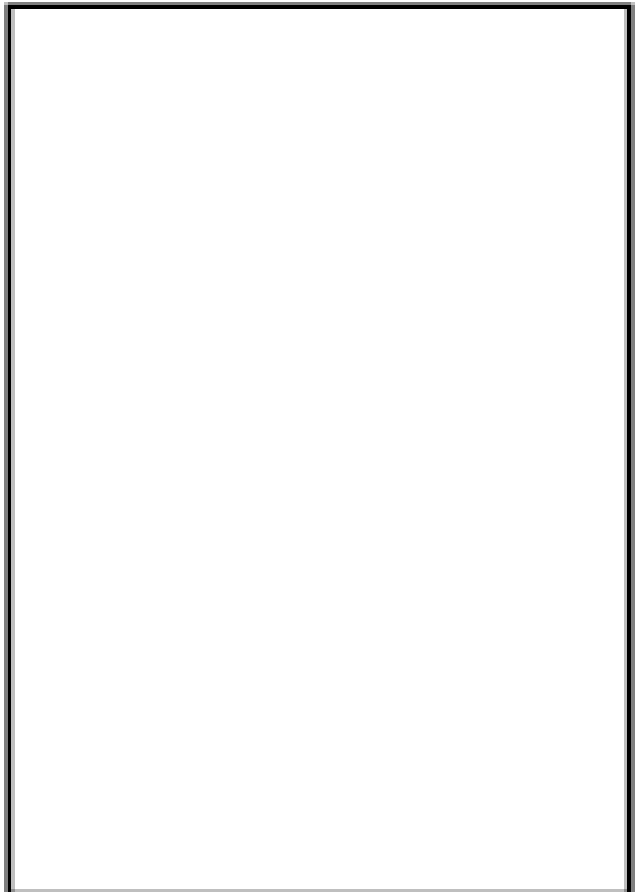
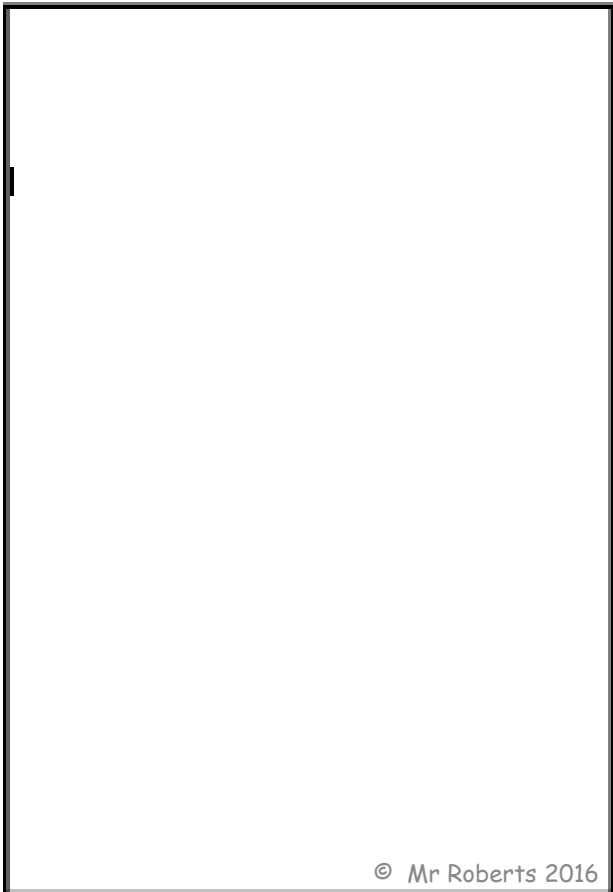
The establishment of Hitler's dictatorship

Create a newspaper reporting on the Reichstag Fire



Create a poster for the German people explaining the Enabling Act

Create a newspaper reporting on the Night of the Long Knives.



The establishment of Hitler's dictatorship Recap Questions

1. What is a dictator?
2. How did the Nazis eliminate their opposition
(list all the ways you can think of)?
3. What happened on the Night of the Long
Knives?

In what ways did Hitler deal with opposition after he became Chancellor? Explain your answer. (8 marks)

For an 8 mark 'Explain your answer' question you need 2 or 3 **PEEL paragraphs** answering the question.

One way that the lives of people were affected was:

Another way that the lives of people were affected was:

A final way that the lives of people were affected was:

Are there any ways in which the reasons you have identified are linked?

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.

In what ways did Hitler deal with opposition after he became Chancellor? Explain your answer. (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /8	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have clearly written about 3 points.		You talked about 3 points.	
You have thought about how at least one of your points varied over time.		You thought about how at least one of your points varied over time. (For example for social, economic, over time and for different groups).	
You have used a good level of detail to support your points.		Make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You used more detail in your answers to support the points you are making.	
Accurate use of SPAG and technical terminology.		Make sure you PEEL.	
You have used PEEL paragraphs.		You checked your answer for SPAG and used technical terminology.	

Week 9

Economic (money) changes under Nazi rule

Make a poster informing the German people about The National Labour Service (RAD)

Individual in interview: Goering / Göring



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Complete the table below about the benefits of the Nazi economic policies and their drawbacks.

Benefits	Drawbacks

Economic changes under Nazi Rule - Recap Questions

1. What is the English translation of RAD?
2. How many people were unemployed when Hitler came in to power in 1933?
3. List as many ways as you can that Hitler used to cut unemployment:
4. Who were the invisible unemployed?
5. From 1935 who were conscripted into the armed forces?
6. How long did they have to serve?
7. Name two impacts of WWII on Germany:

Which of the following groups were more affected by Nazi policies?

- farmers and agricultural workers
- industrial and factory workers?

Explain your answer with reference to both reasons. (12 marks)

Level 1 (1-3)	<p>Basic explanation of bullet points Answer gives basic explanation of one or both bullet point.</p>	Farmers and agricultural workers were most affected because ...	Industrial and factory workers were most affected because ...
Level 2 (4-6)	<p>Simple explanation a bullet point. Answer gives detail response to one of the bullet points.</p>		
Level 3 (6-9)	<p>Developed explanation of both bullet points. Answer that gives a range of accurate knowledge and understanding that is relevant to the question.</p>	Another example...	Another example....
Level 4 (13-16)	<p>Complex explanation of both bullet points leading to a sustained judgment. Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question.</p>		

To conclude:

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...now have a go at answering the question!

A large area of the page is filled with horizontal lines, providing space for writing an answer.

Week 10

Social policy under Nazi Rule - Children and Women

Create a poster advertising the Hitler Youth showing all you know about what this group did and why

Week 10

Create a poster showing the ways in which the lives of women were affected in Nazi Germany.

Interpretation M:

I remember with more pleasure the weekend outlinings, the hikes, sports, campfires and youth hosteling. Occasionally there would be field exercises with neighbouring groups. I began to play truant from school as work for the Hitler Youth took up more of my time and energy. I would often leave the house at 5:00am and only arrive at school for the second or third lesson.

From Account Rendered by Melita Maschmann (1964). Maschmann joined the League of German Girls in March 1933. She was arrested after the war as a Nazi Party member, and was sent to Prison.

Interpretation N:

When I was older, I became a Hitler Youth leader. I found the need for absolute obedience unpleasant. The Nazis preferred people not to have a mind of their own. In our troop the activities consisted almost entirely of endless military drill. Even if sport or shooting practice or a singsong was planned, we always had to drill first.

Adapted from an account by a young German, Arno Klönne, whose parents were teachers and had access to banned books. In his account he remembers his time in the Hitler Youth during 1940.

How does Interpretation N differ from Interpretation M about the Hitler Youth clubs?

Explain your answer using Interpretation M and N. (4 marks)

What does Interpretation M say about the Hitler Youth clubs? (include a quote)

Contextual knowledge to support:

What does Interpretation N say about the Hitler Youth clubs? (include a quote)

Contextual knowledge to support:

Summarise how the message in the Interpretations differ:

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

How does Interpretation N differ from Interpretation M about the Hitler Youth clubs?
Explain your answer using Interpretation M and N. (4 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /4	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have used quotes from the interpretations.		You used quotes from the interpretations.	
You have identified the key message in the interpretations.		You clearly identified the key message in the interpretations.	
You have used contextual knowledge.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You included contextual knowledge.	
You have used PEEL paragraphs.		You make sure you PEEL.	

Why might the authors of Interpretation M and N have a different interpretation about the Hitler Youth groups?
Explain your answer using Interpretation M and N and your contextual knowledge. (4 marks)

Why does the author of Interpretation M have the opinion that she does? (What is her aim?)

Why does the author of Interpretation N have the opinion that he does? (What is his aim?)

Why do they differ? What are their different aims? (Using your contextual knowledge).
Think about their provenance (where they come from):

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.

Why might the authors of Interpretation M and N have a different interpretation about the Hitler Youth groups?
Explain your answer using Interpretation M and N and your contextual knowledge. (4 marks)

Name:

Mark: /4

Copy the following spellings 3 times, in purple pen, in your book:

WWW:	<input checked="checked" type="checkbox"/>	EBI:	<input checked="checked" type="checkbox"/>
You have thought about the provenance of the interpretations.		You had thought about the provenance of the interpretations.	
You have used contextual knowledge to explain the provenance of the interpretation.		You included contextual knowledge to explain the provenance of the interpretations.	
You have used paragraphs well to structure your answer.		You make sure that you use paragraphs for each point.	
You have used PEEL paragraphs.		You make sure you PEEL.	

Which interpretation do you find more convincing about the Hitler Youth groups? (8 marks)

For an 8 mark 'More Convincing' question you need:

A paragraph on each interpretation - what historical facts can support or challenge the author's view?

Summarise the opinions of each interpretation using evidence (quotes) to support.

A conclusion stating which you think, based on the evidence, is the most convincing.

Interpretation M. What can you support / challenge from the text (remember to quote)?

Interpretation N. What can you support / challenge from the text (remember to quote)?

Summary of Interpretation M (with a quote).

Summary of Interpretation N (with a quote).

Conclusion: Which is the most convincing - why?

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

Which interpretation do you find more convincing about the Hitler Youth groups? (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /8	

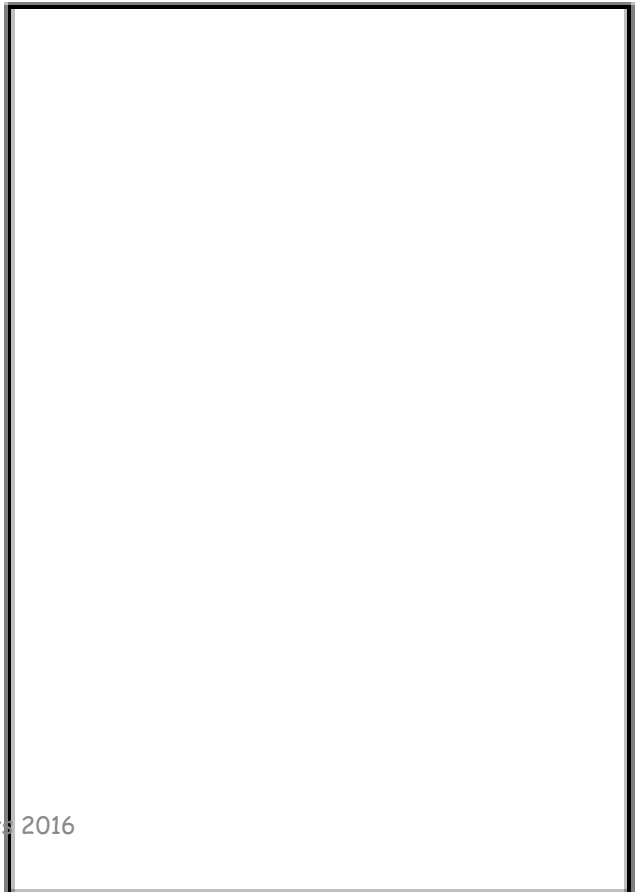
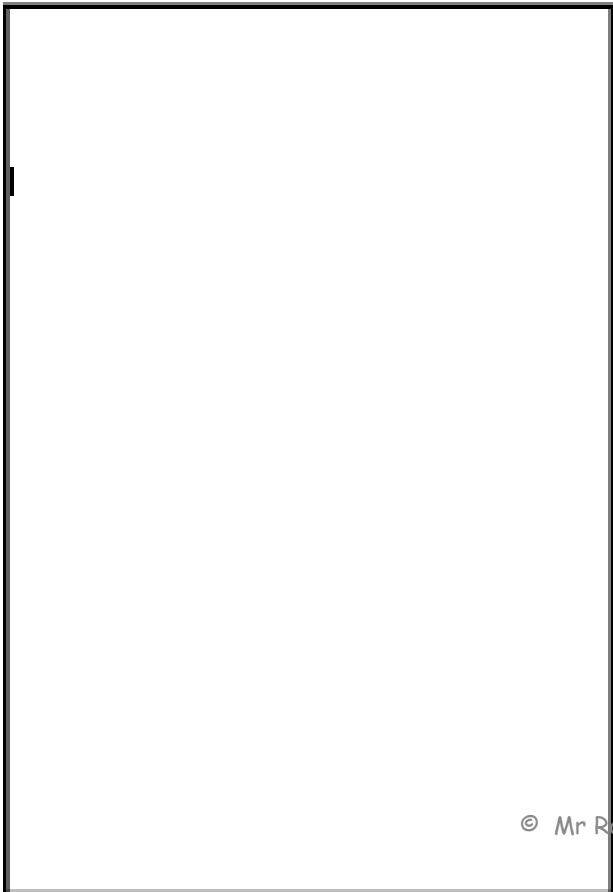
WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have discussed both interpretations.		You had discussed both interpretations.	
You have discussed the relationship between the interpretations.		You had written a conclusion, clearly explaining which interpretation you found most convincing.	
You have written a good conclusion that has been explained, coming down on one side.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You had discussed the relationship between the interpretations.	
You have used your contextual knowledge to explain the interpretations.		You make sure you PEEL.	
You have used PEEL paragraphs.		You had used contextual knowledge to explain the context of the interpretations.	

Social policy under Nazi Rule - Jews and Minorities

The Nazis believed in an 'Aryan Race'; draw and annotate a person below to show what would make someone a 'perfect' Aryan. Don't forget to include the differences for Males and Females ...

Hitler and the Nazis hated a lot of different groups. Make a poster below to inform people in Nazi Germany who they should avoid and why.

Create a newspaper reporting on the Wannsee conference and the 'Final Solution'



Social policy - Recap Questions

1. Define the word indoctrination:
2. How did Nazis change textbooks?
3. Give an example of a question from a Nazi textbook:
4. Why were 15% of university lectures or professors replaced between 1933 and 1934?
5. Name the three groups Nazi boys would join, and what ages attended them:
6. Name the two groups that Nazi girls would join, and what ages attended them:
7. Name two youth groups that opposed the Nazis and state one way in which they opposed the Nazis:
8. What was the Nazi policy of 'Kinder, Kirche and Küche'?
9. Why were people forcibly sterilised?
10. What was the name of the church that the Nazis established?
11. What was the name of the church that opposed the Nazis?
12. What was the final solution?
13. How did the Jews resist the Nazis?

Describe two ways the Nazis persecuted the Jews. (4 marks)

For a 4 mark 'describe' question you need to write two PEEL paragraphs that answer the question. Plan your points in the boxes below, then write your answer!

Point 1 :	
Point 2:	

Now have a go at answering the question!

Please continue on a separate piece of paper if needed.

Describe two ways the Nazis persecuted the Jews. (4 marks)

Name:

Mark: /4

Copy the following spellings 3 times, in purple pen, in your book:
--

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have written 1 good point answering the question.		You wrote about 2 clear points.	
You have written 2 good points answering the question.		You used more detail in your answers.	
You have used SPAG and technical terminology accurately.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You checked your answer for SPAG and technical terminology.	
You have used good levels of detail in your answer.		You make sure you PEEL.	
You have used PEEL paragraphs.			

Control of Ordinary Germans

Individual in interview: Goebbels



Background information:

Full name:

Date of Birth:

Date of Death:

Occupation:

Complete the table below to explain how Goebbels controlled people in Nazi Germany.

	Details:
Newspapers	
Films	
Mass Rallies	
Books, theatre and music.	
Radio	

Complete the table below to explain the role of each individual / group in the control and terror of people in Nazi Germany.

	Details:
Himmler	
The SS	
Concentration Camps	
The regular police and law courts	
The Gestapo	

In what ways would the behaviour of ordinary Germans be affected by the police state? Explain your answer. (8 marks)

For an 8 mark 'Explain your answer' question you need **3 PEEL paragraphs** answering the question.

To get more than 6 marks you **MUST** talk about **how it varied for reasons such as time, group, social and/or economic reasons** as part of **AT LEAST 1** of your PEEL paragraphs.

One way that the lives of women were affected was:

Another way that the lives of women were affected was:

A final way that the lives of women were affected was:

Are there any ways in which the evidence you have identified is linked?

Now have a go at answering the question!

...continued

Please continue on a separate piece of paper if needed.

In what ways would the behaviour of ordinary Germans be affected by the police state? Explain your answer. (8 marks)

Name:	Copy the following spellings 3 times, in purple pen, in your book:
Mark: /8	

WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have clearly written about 3 points.		You talked about 3 points.	
You have thought about how at least one of your points varied over time.		You thought about how at least one of your points varied over time. (For example for social, economic, over time and for different groups).	
You have used a good level of detail to support your points.		Make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You used more detail in your answers to support the points you are making.	
Accurate use of SPAG and technical terminology.		Make sure you PEEL.	
You have used PEEL paragraphs.		You checked your answer for SPAG and used technical terminology.	

Resistance to the Nazis

Create a poster about the White Rose group. Include their strengths, weaknesses and greatest achievements. Don't forget to rate their threat to the Nazi Party.

Create a poster about the Swing Youth. Include their strengths, weaknesses and greatest achievements.
Don't forget to rate their threat to the Nazi Party.

Create a poster about the Edelweiss Pirates. Include their strengths, weaknesses and greatest achievements. Don't forget to rate their threat to the Nazi Party.

Create a poster about the July 1944 bomb plot. Include their strengths, weaknesses and greatest achievements. Don't forget to rate their threat to the Nazi Party.

Control and Resistance - Recap Questions

1. Who was the head of the SS?
2. The crimes of who were ignored by the police and courts?
3. True or false: Having sex with a Jew became illegal?
4. List the 5 key ways Goebbels used propaganda?
5. Define censorship:
6. Name two Nazi films and their purpose:
7. What was stopped during the 1936 Berlin Olympics?
8. Name two groups that opposed Hitler:
9. Name two attempts on the life of Hitler:

Which of the following was the more important reason why resistance and opposition to Hitler was not effective?
 - the strength of the Nazi police state
 - the weaknesses of the protesters?
 Explain your answer with reference to both reasons. (12 marks)

Level 1 (1-3)	<p>Basic explanation of bullet points Answer gives basic explanation of one or both bullet point.</p>	The strength of the Nazi police state because ...	The weaknesses of the protesters because ...
Level 2 (4-6)	<p>Simple explanation a bullet point. Answer gives detail response to one of the bullet points.</p>		
Level 3 (6-9)	<p>Developed explanation of both bullet points. Answer that gives a range of accurate knowledge and understanding that is relevant to the question.</p>	Another example...	Another example....
Level 4 (13-16)	<p>Complex explanation of both bullet points leading to a sustained judgment. Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question.</p>		

To conclude:

...now have a go at answering the question!

Please continue on a separate piece of paper if needed.

Which of the following groups of people were more affected by Nazi policies between the years 1933 and 1945? - workers - young people? Explain your answer with reference to both reasons. (12 marks)			
Name:	Copy the following spellings 3 times, in purple pen, in your book:		
Mark:	/12		
WWW:	<input checked="" type="checkbox"/>	EBI:	<input checked="" type="checkbox"/>
You have given a balanced answer.		You make sure you give a balanced answer - looking at both sides of the argument.	
You have explained one side in good detail.		You make sure that you write a conclusion, clearly explaining whether you think it is or is not useful overall.	
You have written a good conclusion, coming down on one side.		You make sure that you use paragraphs for each point.	
You have used paragraphs well to structure your answer.		You checked your answer for SPAG and technical terminology.	
You have used SPAG and technical terminology accurately.		You make sure you PEEL.	
You have used PEEL paragraphs.			



Key Words Germany, c.1919-1945

- **Allies:**
- **Annexation:**
- **Anschluss:**
- **Anti-Semitism:**
- **Appeasement:**
- **Aryan:**
- **Autocracy:**
- **Beer Hall Putsch:**
- **Blitzkrieg:**
- **Bourgeois Parties:**
- **Bundestag:**
- **Chancellor:**
- **Coalition:**
- **Colonies:**
- **Concentration camps:**
- **Constitution:**
- **Depression:**
- **Demilitarisation:**
- **Democracy:**
- **Dictatorship**
- **Enabling Act**
- **Final Solution:**
- **Freikorps:**
- **Fuhrer:**
- **Gestapo:**
- **Hitler Youth:**
- **Hyper-inflation:**
- **July Plotters:**
- **Kaiser:**
- **Kristallnacht:**
- **Lander:**
- **National Reich Church:**
- **Night of the Long Knives:**
- **Nuremberg Laws:**
- **Passive resistance:**
- **Reichstag:**
- **Reparations:**
- **SA:**
- **SS:**
- **Sinti:**
- **Slavs:**
- **Spartacists:**
- **The 3 Ks**
- **Treaty of Versailles**
- **Wall Street Crash:**
- **War Guilt Clause:**
- **Weimar Republic:**