

GCSE (9–1)

Teachers' Guide

HISTORY B **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

Life in Nazi Germany **1933-1945**

Version 1



Teachers' guide – Life in Nazi Germany 1933-1945

Teachers may use this guide as an example of one possible way of approaching the teaching content for History B and NOT a prescriptive plan for how your teaching should be structured.

Within the History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the Guide to course planning and Options Booklet, available from the OCR website. These Teachers' guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document**: how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas**. The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers**. In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to see in answers.

Life in Nazi Germany is an interesting and fascinating topic in history. This course charts the course of probably the most important 12 years in the history of the twentieth century looking at the policies and impact of the Third Reich. This is a very different beast from previous incarnations and teachers should be aware that they are not teaching a standard Nazi unit that they may have been used to. The new course is designed to be taught within a single term, the removal of pre-1933 history like Weimar Germany enables this more streamlined content. Other areas have been slimmed down but some have been increased, for example the content on the war. Although many resources previously used would still be suitable in some cases, care does need to be taken to ensure that any older material is relevant to the content of the new specification.

This guide will provide an overview of the content that could be covered during the Nazi Germany world depth study. It is designed to take approximately 24 hours of teaching time to complete this course, a single Autumn term, though of course this will be dependent on the curriculum hours provided in your centre. The scheme of work does not contain activities. This is intentional to enable you to choose a series of lesson that compliment your own teaching style and the learning style of students. What it does is provide a broken down extended specification content, with topics that you would probably wish to cover during the course as well as an indication of how long each section would take to complete. It also contains, for each section, an overarching enquiry to focus the teaching and learning. Most sections are roughly equal in length, though where appropriate this has been altered to reflect the level of content required.

In Section 3 of this guide you will find a sample lesson idea. It is focussed on opposition during the war and is meant purely as one way you might choose to cover those 1 hour of the course. We do not advocate any single one way of delivering lessons and these lessons were designed by a teacher of the existing Nazi Germany course based solely on how they would deliver the content. The final section focusses on the 18 mark essay question, with a guide to what to expect as well as a Grade 8/9 and Grade 5/6 response. We recommend looking at the other delivery guides for this topic for more information on how to answer other question types.

Common misconceptions:

This unit focuses on the impact of the Nazi regime on the German people. Despite the fact that this is a depth unit it is important that learners realise that this impact changes over the 12 years and the experience of the people is not stationary during this time. Simplistically there are two clear phases: pre-war and post-war. 1939 is a significant turning point and the German people would have felt this as the Nazi regime changed its ideas and ultimately became far repressive. The treatment of women is a clear example of this. Pre-war the Nazis ideology saw them removed from war and take up domestic positions. Post-1939 with the majority of men at war these ideals were quickly dropped and women went to or back to work.

The 'German people' is used in this specification, but there was not a single 'people' and learners need to realise the diversity within this group. Not all Germans experienced the Nazi years in the same way. This depended on a large variety of factors: age, gender, class, job and most importantly religious and ethnic background. It is really important that this is made explicit to your learners through the use of individual stories and people. It is also crucial that your learners realise that the Germans did not all blindly follow the Nazis. Opposition was small but significant and post-1939 became a lot more so as the failures in the war made more people realise that the end of the regime might be in sight. This is obviously made explicit in the specification and in the scheme of work below.

The group that faced the worse persecution in this period was undoubtedly the Jews and many misconceptions often surround the Holocaust. Firstly, the persecution of the Jews built slowly and evolved and changed throughout this period. The Nazis did not immediately take power and start killing thousands. They slowly built up their harsh repression psychologically and physically and 1939 is again a key turning point. Learners must be introduced to this as an unfolding narrative. Learners also often get very obsessed with the term Aryan and think that Nazis wanted to kill everyone who was not blond hair and blue eyed. This is obviously inaccurate! To the Nazis the term Aryan meant natural German and although the Nordic group (blond hair and blue eyes) were seen as superior they did not want to remove everyone else or they would have had to remove the entirety of the leading Nazis!

Focus	Specification Content	Possible Enquiry	Possible examples of content to cover	Suggested timing (hours)
Dictatorship	Hitler and the Nazi Party in January 1933	How did the Nazis take total control of Germany so quickly?	<ul style="list-style-type: none"> • How the Nazis were organised – including details of the leading Nazis • Nazi ideology in 1933 including <ul style="list-style-type: none"> ○ Lebensraum ○ Anti-Semitism ○ Anti-Marxism ○ Fuhrerprinzip ○ Aryan strength ○ Strong central government ○ Arbeit und brot 	1
	Establishing the dictatorship, January 1933 to July 1933		<ul style="list-style-type: none"> • Reichstag Fire and subsequent decree • Enabling Act • Gleichschaltung. Could include: <ul style="list-style-type: none"> ○ Book burning ○ Civil Service Act ○ Jewish boycott ○ Opening of Dachau • Removing trade unions • Banning other political parties 	2
	Achieving total power, July 1933 to August 1934		<ul style="list-style-type: none"> • Controlling local government • People's Courts • Night of Long Knives • Death of Hindenburg 	2

Focus	Specification Content	Possible Enquiry	Possible examples of content to cover	Suggested timing (hours)
Control and Opposition, 1933–1939	The machinery of terror including the SS, the law courts, concentration camps and the Gestapo	How did the Nazis tighten their grip on the German people?	Himmler's SS machinery including: <ul style="list-style-type: none"> • Gestapo • SD • Concentration camps • Informants • Police • Courts 	2
	The range and effectiveness of Nazi propaganda		Goebbels' propaganda including: <ul style="list-style-type: none"> • Newspapers • Radio • Culture • Rallies • Posters • Film • Berlin Olympics 	1
	Opposition to Nazi rule including the Left, church leaders and youth groups		<ul style="list-style-type: none"> • Opposition from the Left including both Social Democrats and Communists • Church opposition including the different approaches from the Catholics, the Protestants and Jehovah Witnesses <ul style="list-style-type: none"> o Individuals: Martin Niemoller, Paul Schneider, Cardinal Galen • Youth could include: Edelweiss Pirates, Swing Kids, Leipzig gangs or Christians 	2

Focus	Specification Content	Possible Enquiry	Possible examples of content to cover	Suggested timing (hours)
Changing Lives, 1933–1939	Work and home: the impact of Nazi policies on men and women	How can we summarise the changing lives of the German people, 1933 - 1939?	Policies affecting workers <ul style="list-style-type: none"> • Deutsch Arbeitsfront • Strength through Joy • Winter Relief Fund Policies affecting women <ul style="list-style-type: none"> • The Nazi female ideal • Attempts to increase births and marriages • Attempts to reduce female employment • Attempts to reduce women in education 	1
	The lives of young people in Nazi Germany including education and youth movements		<ul style="list-style-type: none"> • Attempts to control teachers • The Nazification of the school curriculum • Elite schools • The Hitler Youth movement 	1
	Nazi racial policy: the growing persecution of Jews		<ul style="list-style-type: none"> • Nazi racial policy – the idea of the master race and the ubermensch • Reasons the Nazis hated the Jews • The growth of Anti-Semitic legislation during the 1930s • The Nuremberg Laws • Kristallnacht 1938 	2
Germany in War	The move to a war economy and its impact on the German people, 1939–1942	How did war change Nazi Germany, 1939 to 1945?	<ul style="list-style-type: none"> • Changing expectations of women. • Converting the economy for war. • How the German people benefited from war up to 1942. 	1
	Growing opposition from the German people including from elements within the army		<ul style="list-style-type: none"> • White Rose Group • Opposition from the Church (Cardinal Galen and euthanasia) • July Bomb Plot • Increasing passive resistance 	2
	The impact of total war on the German people, 1943–1945		<ul style="list-style-type: none"> • Allied Bombing • Rationing • Evacuation • Total War 	2

Focus	Specification Content	Possible Enquiry	Possible examples of content to cover	Suggested timing (hours)
Occupation	The contrasting nature of Nazi rule in eastern and western Europe	What did Nazi occupation mean for different people?	<ul style="list-style-type: none"> Western occupation examples: (only one needed) <ul style="list-style-type: none"> France Netherlands Belgium Easter occupation examples: (only one needed) <ul style="list-style-type: none"> Poland Hungary Belorussia Another great case study for homework would be the occupation of the Channel Islands 	2
	The Holocaust, including the Einsatzgruppen, ghettos and the death camps		<ul style="list-style-type: none"> The forced deportation of Jews The ghettos Einsatzgruppen in the East The Wannsee Conference The final solution and the death camps, including Auschwitz 	2
	Responses to Nazi rule: collaboration, accommodation and resistance		<p>Examples needed to illustrate these three points. The following could be used:</p> <ul style="list-style-type: none"> Collaboration – Vichy France Accommodation – occupation on the Channel Islands Resistance – Jewish resistance, French resistance 	1

The lesson plan below is a one hour lesson that covers the following point in the specification: **Germany in War: Growing opposition from the German people including from elements within the army**. This topic can be difficult to get students to engage with so the lesson is designed to provide students with the opportunity to have their own opinion on the topic and ultimately to compare their opinion with that of the German government!

Enquiry question: Who deserves a place in Walhalla?

Starter: Discussion – What makes a hero?

As a class discuss the attributes of a hero and come up with a criteria that you might use to judge a hero.

MAIN:

Task 1: Teacher introduction

Introduce the fact that on the Danube in southern Germany there is a temple called Valhalla. This is a real place: https://en.wikipedia.org/wiki/Walhalla_memorial. In this temple are busts of German heroes from the Middle Ages to the twentieth century. Show some pictures of the architecture and busts to your students. Then explain that there is only one hero from the period of the Nazi rule and that today the students must decide who they think is in the temple. Do not reveal the answer yet!

Task 2: Research

Students now should research and make notes on the various opposition groups during the war years. As a minimum this should include the White Rose Group, Colonel Stauffenberg and the July Bomb plotters, the Church (in particular Cardinal Galen), Dietrich Bonhoeffer and Martin Niemöller. For each group student need to make notes on how they opposed the Nazi regime and why they opposed the Nazi regime.

Task 3: Justifying their claim

Students must now decide of this group who deserves a place in Walhalla. They must write a short speech to explain their choice.

Plenary: The reveal

Now reveal that the only bust from the Nazi era is Sophie Scholl. Show a picture of her bust in Walhalla. As a group discuss if they think the German government made the right decision.

Assessment strategies

Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

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

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.

To reach Levels 4 and 5, this must involve evaluating how effective opposition was. Answers are most likely to show understanding of the second order concepts of causation (reasons for resisting or not) and change (rise/fall of Nazi control) but reward appropriate understanding of any other second order concept.

Answers that agree may emphasise the effectiveness of Nazi power subduing any would-be opposition by: the crushing/control of opposition parties, trade unions, churches etc. These answers may also emphasise weaknesses among would-be opponents e.g. divisions among opposition groups; fear of Gestapo and SS; fear of informers; These answers may also argue that low level resistance (“grumbling and joking”) does not count as opposition.

Answers that disagree may cover similar territory but with different emphasis e.g. the bravery of low level resistance (“grumbling and joking”) does count as effective opposition. Nazi retreat on policies e.g. euthanasia. Opposition kept Gestapo busy by making leaflets, acts of sabotage, secret meetings. Against the background of state and popular pressure of the time, this was significant opposition. War years saw a change – army plots and other assassinations were attempted.

The question is assessing AO1 (6 marks) and AO2 (12 marks). The levels are as follows:

Level 6 (16–18 marks)

Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focussed and convincing explanation and reaching a very well-supported judgement on the issue in the question (AO2).

There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

Level 5 (13–15 marks)

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgement on the issue in the question (AO2).

There is a well-developed line of reasoning which is coherent, relevant and logically structured.

Level 4 (10–12 marks)

Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgement on the issue in the question (AO2).

There is a developed line of reasoning which is clear, relevant and logically structured.

Level 3 (7–9 marks)

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgement on the issue in the question (AO2).

There is a line of reasoning presented which is mostly relevant and which has some structure.

Level 2 (4–6 marks)

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgement about the issue in the question (AO2).

There is a line of reasoning which has some relevance and which is presented with limited structure.

Level 1 (1–3 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgement on the issue in the question is unclear or lacks historical validity (AO2).

The information is communicated in a basic/unstructured way.

0 marks

No response or no response worthy of credit.

Answer A

Opposition to the Nazi rule changed during the 12 years of the Third Reich. Initially the opposition was not effective as it could not stand up to the might of the Nazi machinery of terror. However, as time went, particularly during the war the opposition grew in strength, courage and determination and certainly was effective.

In the years 1933 to 1939 you could argue that opposition was not effective. From the Nazi takeover of power in 1933 there was immediately people in Germany who opposed the national socialists. This included youth groups like the Edelweiss Pirates, individuals from the Left like George Esler and a concerted movement from the Church. However, these initial groups were not effective. They were all small in number and there was no impact of their actions. The reason for their lack of effectiveness at this time was that the Nazi regime was incredibly effective at crushing any form of opposition. From 1933 they created a machinery of terror that was entirely geared towards the hunting down and destruction of opposition groups. The SS led by Himmler had a number of branches dedicated to this purpose including the Gestapo and the SDs. Using torture and imprisonment in newly founded concentration camps like Dachau opposition was entirely dealt with and reduced. As a result it would be very difficult to argue that any of the minority groups or individuals in this period provided any form of effective opposition to the Nazis.

However, things changed with the beginning of World War Two. After the Battle of Stalingrad when the Nazis were clearly struggling more people began to openly question the regime. Additionally, with stretched resources the Nazis could not crush a growing opposition. Although still in very small numbers it was in this period that an effective opposition emerges. The best example of this is the July Bomb Plot. In July 1944, Colonel Stauffenberg and a number of other prominent army leaders led a plot to assassinate Hitler. They managed to set a bomb off at the Wolf's Lair and nearly killed the fuhrer. This is clearly an example of effective opposition as the Nazis were now facing direct physical attacks on their leadership. Another good example of effective opposition is the White Rose Group. In Munich a group of students led by Sophie Scholl began producing a series of leaflets outwardly criticising Hitler and the Nazis. Thousands of leaflets were produced and spread across the city sharing their opposition ideas with the citizens of Munich showing a truly effective opposition. Nevertheless, you could still argue that opposition was not effective in this period as both of these groups and others like them were dealt with severely by the Nazis (both Stauffenberg and Scholl were murdered) and their machinery of terror was still active in the war years.

Overall, when you consider the whole period 1933 to 1945 there was not any significant opposition as no one truly threatened the power of Hitler and his cronies. The strength of the Nazi terror was very powerful and crushed most opposition before it had even began. Yet some brave Germans did stand up and as the period went on they do grow in number even if they did not grow in effectiveness.

Commentary

This is a level 6 response. It shows a strong knowledge of key features and characteristics of policing in both the focus period and across time, showing a very secure and thorough understanding throughout. The response shows a sophisticated understanding of the concepts of significance of a variety of factors as well as highlighting changes and continuities across the 12 years. There are regular judgements made throughout and shows a sustained and consistently focused explanation.

Answer B

There was very little effective opposition to the Nazis during the years 1933 to 1945 as the Third Reich controlled the German people and left them in fear. The SS machinery meant that any would-be opposition was crushed. Through organisations like the SS, the Gestapo and the SD the German people were spied upon and any potential opposition groups were dealt with. People who were threats to the Nazi power were questioned, tortured and imprisoned in concentration camps like Dachau. At the camps horrific punishments were given; some were even killed. The German people were aware of this and as a result they did not dare oppose the Nazis. The Nazis had informers everywhere, who through their own fear, would happily inform on neighbours. Official block wardens and unofficial informers left the German people afraid to speak out. Those groups like the trade unions and church who could have been serious opposition were effectively dealt with. The trade unions were crushed in 1933 by banning them completely. The Church was dealt with by making deals with the Pope and individuals like Paul Schneider, who spoke out against the Nazis, were arrested and imprisoned. Additionally, those groups like the Left who could have been a more serious opposition were deeply divided. If the Communists and the Social Democrats had not hated each other and instead worked together they could have provided a big enough force to challenge the Nazis. So in conclusion, there was not an effective opposition to the Nazi regime as the regime itself was so effective in dealing with any potential threats.

Commentary

This is a level 3 response. It demonstrates sound knowledge of key features and characteristics of Nazi control and explains why there was little opposition. There is an understanding of significance as a second order concept to reach a supported issue in the question. There is an overreliance on agreeing with the statement and does not show a consideration to ways in which they disagree nor does it study change and significance across time, either of which could have been included to have dramatically increased the final level.



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