## Teacher Overview Objectives:
**Great Depression and Rise of Hitler**

### NYS Social Studies Framework Alignment:

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<th>Key Idea</th>
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| 10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH) | 10.5d Nationalism and ideology played a significant role in shaping the period between the world wars. | Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. | 1. Describe how the end of World War I impacted Germany  
2. Describe how Hitler gain, consolidated and maintained power in Germany before the Great Depression.  
3. Describe the impact the Great Depression had on the rise of totalitarian dictators.  
4. Describe how Hitler gain, consolidated and maintained power in Germany after the Great Depression. |
How did the end of World War I impact Germany?

Objectives: Describe how the end of World War I impacted Germany.

1919-1929: The Weimar Republic

**The Birth of the Weimar Republic**
In November of 1918, Germany surrendered in World War I. In 1919, the Treaty of Versailles was signed and deprived Germany of various territories, demilitarized the country, and forced Germany to pay heavy reparations. With the ending of World War I and Germany’s defeat, the imperial government came to an end and German leaders created a democratic government known as the Weimar Republic. In this new democratic government, there was a **chancellor** or prime minister. Under this new democratic government, women were allowed to vote, there was a bill of rights and political parties were able to form.

**Problems in the Weimar Republic**
Despite the hopes of a new democracy, Germany suffered from a range of early political and economic problems.

**Political Problems**
Politically, the Weimar Republic had many small political parties so it was nearly impossible to form a coalition. The Weimar Republic was criticized by both conservatives and leftists. Conservatives thought the Weimar Republic was too weak. Leftists and communists demanded the changes they’d heard Lenin brought to Russia. In addition to the critiques of the Weimar Republic, many Germans were still angered by the terms of the Treaty of Versailles. Having to pay such large reparations negatively impacted the economy. Not only did the Treaty of Versailles impact the economy, it also

**Directions:** Read the excerpt. Respond to the questions.

1. What did the Treaty of Versailles require Germany to do?

2. What form of government emerged after Germany’s defeat in World War I?

3. In this new government, what three new freedoms were Germans granted?

4. Identify three political problems in the Weimar Republic.
impacted German nationalism and the sense of pride they had for their country. Germans of all classes began to believe the Weimar Republic was weak and not doing enough to protect German pride.

**Economic Problems**
The political problems were compounded by economic problems. In 1922 and 1923, Germany experienced rampant inflation. Inflation is the rise in prices and the fall in the value of money. Many Germans who lived on fixed government incomes found their money to be worthless. In addition to inflation, Germany began to fall behind on reparation payments as mandated in the Treaty of Versailles. When the Weimar Republic was unable to make payments, France occupied the Ruhr Valley. The German workers in Ruhr Valley refused to work, but were still paid by the government with newly printed money. The newly printed money only created more inflation and soon the German currency (marks) were worthless.

Angered, bittered and humiliated, Germans began to look for **scapegoats** [people who are unfairly blamed for all problems] to explain their political and economic problems. Many Germans looked to German Jews as the reason for Germany’s problems. These political and economic problems caused many people to lose faith in the Weimar Republic and they began to look to extremist leaders to solve the problems it seemed the Weimar Republic was unable to solve.

To help the economy recover, the United States loaned Germany money and a new plan was developed by Western nations to reduce reparation payments. Between 1924 and 1929, Germany was able to experience a period of prosperity.

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5. Identify two (2) economic problems in the Weimar Republic.

6. Why did the scapegoating of Jewish people happen during these times of political and economic trouble in Germany?

7. Why did Germans begin to look to extremist leaders during these times of political and economic trouble?

8. How was Germany able to experience a period of prosperity between 1924 and 1929?
# How did Hitler gain, consolidate and maintain power in Germany before the Great Depression?

Objectives: Describe how Hitler gained, consolidated and maintained power in Germany prior to the Great Depression.

## 1919-1929: The Rise of the Adolf Hitler

Hitler’s rise to power cannot be attributed to one event. There were **multiple causes** for Hitler’s rise to power including events happening throughout the world and events happening within Germany. Hitler was able to **exploit** these events and in 1933 he **legitimately** gained power to become chancellor through the support of conservative politicians.

**Directions:** Read the excerpt below. Respond to the questions.

### Hitler’s Early Life

In 1919, Hitler joined a German Worker’s Party, a right-wing extreme nationalist party in Munich. This party focused on creating a **scapegoat** for the outbreak of the war and Germany’s defeat. The scapegoats were found in "international Jewry," communists and politicians across the party spectrum. He quickly moved up the ranks in this organization and grew into an effective speaker and delivered speeches in front of large crowds in Munich. His speeches spoke against the Treaty of Versailles, Marxists and Jewish people. His speeches brought large crowds because of the economic crisis and the continued anger over the World War I defeat and the terms of the Treaty of Versailles. In July 1921, Hitler was introduced as Führer and Hitler changed the name of the party to the National Socialist German Workers Party, or Nazi party for short.

**What type of political group did Hitler join when the war ended? Why?**

**Hitler began delivering speeches with his political organization. What was the topic of his speeches? Why did this draw in crowds?**

### The Beer Hall Putsch and Hitler’s Incarceration

By 1923, the Nazi party had 55,000 members and was stronger than ever. Still angered by the economic and political problems of inflation and poor leadership, Hitler decided to take matters into his own hands. From November 8 to November 9, 1923, Hitler and his followers staged the Beer Hall Putsch in Munich, a failed takeover of the government in Bavaria, a state in southern Germany.
The Nazi party was banned, and Hitler was prevented from speaking in public until 1927 because his speeches were considered too inflammatory and agitating. In April 1924, he was sentenced to 5 years in jail for treason. While the takeover was unsuccessful, the attempt brought Hitler and the Nazis national attention.

What was the Beer Hall Putsch? Why did Hitler do this?

What was the impact of the Beer Hall Putsch?

Why was Hitler banned from public speeches until 1927?

While incarcerated, Hitler wrote a manifesto [a public declaration of policy and ideas] entitled Mein Kampf (“My Struggle”). This text outlined the ideas that inspired his millions of followers. The manifesto illustrates his strong and extreme German nationalism, his violent anti-semitism [hostility to or prejudice against Jews] and his anticommunism.

What did Hitler write during his incarceration?

Some of the ideas discussed in Mein Kampf include:

<table>
<thead>
<tr>
<th>Anti-Semitism</th>
<th>Racial Purity</th>
<th>&quot;Undesirables&quot;</th>
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</table>
| ● Hitler blamed Germany’s problems on the parliament of the Weimar Republic, the Jews, and Social Democrats, as well as Marxists. He believed that all of these people were all working for Jewish interests. He wrote about the Jews as corrupters of the nation that should be subjected to poison gas. | ● Hitler believed that racial purity was an absolute necessity for a renewed Germany  
  Hitler divided humans into categories. At the top, is the Germanic man with his fair skin, blond hair and blue eyes. Hitler refers to this type of person as an Aryan. Hitler believed that Aryans were the supreme form of humans, or master race and that everyone else was inferior. | ● Hitler stated that the destruction of the weak and sick is far more humane than their protection. Hitler believed in destroying “the weak” in order to provide the proper space and purity for the "strong". |
A German soldier from WW2 featuring blonde hair, blue eyes, long head, a smooth straight nose, and presumably tall stature - the stereotyped physical appearance of the Nordic race, which was said to be the most pure sub-race of the Aryan race.

Source: https://en.wikipedia.org/wiki/Nazism_and_race#/media/File:German_soldier_from_ww2.png

According to Mein Kampf, what were Hitler's views on Jewish people?

According to Mein Kampf, what were Hitler's views on “racial purity”?

According to Mein Kampf, what were Hitler's views on “undesirables”?

How did Hitler imagine the future of Germany?

Hitler only served nine months of his five year sentence. During his incarceration, he decided that the success of the Nazis lie not in a violent overthrow of the Weimar Republic, but by winning power through constitutional means. Once he legally gained power, he could transform Germany into a nation that aligned with his doctrine. Upon his release, Hitler reorganized the Nazi party into a proper political organization and sought to compete for votes with other political parties. By 1929, the Nazi party had become an official national political party.

How did Hitler's incarceration impact his decision about how he would gain power in Germany?

Adapted from: http://www.newworldencyclopedia.org/entry/Adolf_Hitler, http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/munichputschrev_print.shtml

At the Kaiser Wilhelm Institute for Anthropology, Human Genetics, and Eugenics, a racial hygienist measures a woman's features in an attempt to determine her racial ancestry. Berlin, Germany, date uncertain.

— National Archives and Records Administration, College Park, Md.

### 1930: The Great Depression

**Directions:** Read the excerpt below. Respond to the questions.

One major cause of the global Great Depression was the American Wall Street Crash of October 1929. America had given the Weimar Republic huge loans in 1924 to help with reparation payments. However, now America needed those loans back to assist its troubled economy. Because Germany lost its loans from America, it was unable to make reparation payments. Germany's failure to make reparation payments meant that France and Britain were unable to make their loan payments. Throughout the world, trade began to slow down and production decreased. The Wall Street Crash had a ripple effect throughout the world that resulted in high unemployment throughout Europe. Unemployment forced many Europeans, especially in Germany, to rely on soup kitchens and other government support.

<table>
<thead>
<tr>
<th>What caused the Great Depression?</th>
<th>How did the Great Depression impact European nations?</th>
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</table>

European governments seemed unable to handle the crisis. The traditional approaches to handling economic crises seemed to only cause more problems. With the current governments unable to ease the pain and suffering of unemployment and inflation, Europeans began to be drawn to totalitarian leaders who made promises about economic recovery. Totalitarianism is a political system in which all authority is in the hands of the state. In a totalitarian society, all control of public and private life are government run. In Stalin’s totalitarian communist government there was no ownership of private property. In totalitarian fascist there is private property and free enterprise with often severe restrictions. Although fascist governments differed, they had many characteristics in common such as extreme militaristic nationalism, a rejection of democracy, a belief in natural social hierarchy, and the limitation of individual rights. Fascist governments used violence, propaganda and intimidation to promote their ideas and to justify their control of every aspect of life. In a fascist government Europe’s first fascist leader was Benito Mussolini of Italy.
| How did the Great Depression lead to the rise of totalitarian leaders? | What is the difference between a totalitarian communist government and a totalitarian fascist government? What are the similarities? |
How did Hitler gain, consolidate and maintain power in Germany after the Great Depression?

Objectives: Describe how Hitler gained, consolidated and maintained power in Germany after the Great Depression.

1930-1933: The Rise of the Nazi Party and Hitler Becomes Chancellor of Germany

**Directions:** Read the excerpt and examine the graphic. Respond to the question.

In the early 1930s, the mood in Germany was depressing and hopeless. Unemployment rose from 4 million to 6 million in 1931 and inflation continued. The worldwide economic depression hit many countries hard, however, Germany was not only suffering from economic problem, the country was also suffering from the loss of confidence due to being defeated in World War I. The Germans lacked confidence in democracy and the Weimar Republic which they came to believe was too weak to pull the country out of these troubles. The economic problems and the German loss of faith in the Weimar Republic’s democracy provided the perfect opportunity for Adolf Hitler and his Nazi party to gain power. Hitler was an excellent speaker and often gave speeches that targeted those Germans who were desperate for change such as the unemployed, young people, and members of the lower middle class. In his speeches, he promised a better life.

According to the graphic and the text above, what events allowed Hitler and the Nazi party to rise to power?
Propaganda is the spreading of ideas to promote a cause or damage an opposing cause. It is a specific type of message aimed at trying to influence people's opinions or behaviors actively.

Directions: Read the excerpt below. Respond to the questions.

Context: Below is an excerpt from Hitler’s Mein Kampf.

The task of propaganda is to attract followers; the task of organization to win members. A follower of a movement is one who declares himself in agreement with its aims; a member is one who fights for it. [...] Propaganda tries to force a doctrine [a set of beliefs taught by a religious or political organization] upon an entire people [...] Propaganda works on the community in the sense of an idea and it makes it ripe for the time of the victory of this idea [...] The first task of propaganda is the winning of people for the future organization [...] The second task of propaganda is the destruction of the existing condition and the permeation of this condition with the new doctrine, while the second task of the organization must be the fight for power, so that by it it will achieve the final success of the doctrine.

Source: https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp_djvu.txt

According to Hitler, what is the purpose or “task” of propaganda?

According to Hitler, what is the purpose or “task” of propaganda?

Hitler speaks of presidential election – April 4, 1932

Source: https://commons.wikimedia.org/wiki/Adolf_Hitler#/media/File:Bundesarchiv_Bild_102-14271B_Reichspr%C3%A4sidentenwahl_Ansprache_Adolf_Hitler.jpg

Supporters of Hitler’s National Socialist Party campaigning in front of a polling place in Berlin

### 1932 Presidential Campaign Posters

**Directions:** Examine the 1932 campaign posters below. Respond to the questions.

<table>
<thead>
<tr>
<th>Poster Description</th>
<th>Source</th>
<th>Who is he targeting?</th>
<th>Why is he targeting them?</th>
<th>What is the message?</th>
<th>What does he want people viewing this poster to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932 campaign poster reads: &quot;We will take the fate of the nation into our hands! Hitler will be Reich President!&quot;</td>
<td><a href="http://www.bytwerk.com/gpa/posters1.htm">http://www.bytwerk.com/gpa/posters1.htm</a> and <a href="http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-fate-nation-hands.xml">http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-fate-nation-hands.xml</a></td>
<td>Hitler</td>
<td>Attracts the support of those who are concerned about the nation's fate</td>
<td>Encourages the voters to support Hitler as a strong leader for the nation</td>
<td>Vote for Hitler to ensure the nation's future</td>
</tr>
<tr>
<td>1932 campaign poster reads: &quot;Workers of the Mind, of the Fist, Vote for the Front Soldier / HITLER!&quot;</td>
<td><a href="http://www.bytwerk.com/gpa/posters1.htm">http://www.bytwerk.com/gpa/posters1.htm</a> and <a href="http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-vote-soldier.xml">http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-vote-soldier.xml</a></td>
<td>Workers of the Mind, of the Fist</td>
<td>Encourages the support of workers in various industries</td>
<td>Promotes voting for Hitler as a strong leader for workers</td>
<td>Vote for Hitler to support workers</td>
</tr>
<tr>
<td>1932 campaign poster reads: &quot;We Women Are Voting Slate 2 National Socialists&quot;</td>
<td><a href="http://www.bytwerk.com/gpa/posters1.htm">http://www.bytwerk.com/gpa/posters1.htm</a> and <a href="http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-women-voters.xml">http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-women-voters.xml</a></td>
<td>Women</td>
<td>Attracts the support of working-class women</td>
<td>Encourages women to vote for Hitler as a strong leader for workers</td>
<td>Vote for Hitler to support women</td>
</tr>
<tr>
<td>1932 campaign poster reads: &quot;Our Last Hope—Hitler&quot;</td>
<td><a href="http://www.bytwerk.com/gpa/posters1.htm">http://www.bytwerk.com/gpa/posters1.htm</a> and <a href="http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-our-last-hope.xml">http://www.ushmm.org/propaganda/exhibit.html#records/data/records/poster-our-last-hope.xml</a></td>
<td>Hitler</td>
<td>Attracts the support of those who believe in Hitler as the last hope for the nation</td>
<td>Encourages the support of Hitler as the last hope for the nation</td>
<td>Vote for Hitler to secure the nation's future</td>
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</table>
In the July 1932 elections, the Nazis won 33 percent of the votes, more than any other party. In the Reichstag (German parliament) elections of November 1932, the Nazis lost almost two million votes from the previous elections of July. Because Hitler did not think that they would gain a majority in democratic elections, he agreed to a coalition with conservatives. After months of negotiations, the president of Germany, Paul von Hindenburg, decided to appoint Hitler as the chancellor of Germany.

**How did Hitler become the chancellor of Germany?**

**Why is it significant that Hitler gained power this way?**
As soon as Hitler became chancellor on January 30, 1933, he immediately ended democracy and created a totalitarian state. He sought to stamp out opposition and worked tirelessly to establish total control of Germany. In the March 1933 federal elections, the Nazi party did not obtain the absolute majority of votes for control of the parliament. To gain absolute power, Hitler passed the **Enabling Act** which made Hitler dictator of Germany. This act left the Reichstag or parliament powerless. In a few short months, the Nazis banned all other parties and dissolved the parliament. The parliament was replaced by a parliament with only Nazi party representatives.

### After Hitler was appointed as Chancellor, how did he gain even more control over Germany?

By mid-1933, Germany had become a **totalitarian** state. Nazi Germany, or the Third Reich, refers to Germany in the years of 1933 to 1945, when it was governed by the dictatorship of the Nazi Party, with Adolf Hitler as chancellor and, from 1934, as head of state called the Führer (Leader). Hitler and the Nazi party sought to create a “total state” where his German Aryan racial state would dominate the world. **The new government installed a totalitarian dictatorship through a series of strategies to gain, consolidate and maintain power over Germany.**
**Directions:** After examining documents on Nazi totalitarian control below, fill in the chart below. For each method of control listed, identify if it helped the Hitler and the Nazis gain, consolidate, and/or maintain power in Germany. Then, explain why you think so.

<table>
<thead>
<tr>
<th>Method of Control</th>
<th>Gain, Consolidate, and/or Maintain Power?</th>
<th>Explanation</th>
</tr>
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<tr>
<td>Hitler’s Youth and Indoctrination of Youth</td>
<td>Gain, Consolidate, Maintain</td>
<td>Explain why the method of control described made it possible for Hitler and the Nazi Party to gain, consolidate, and/or maintain power in Germany.</td>
</tr>
<tr>
<td>Mass Demonstrations, Rallies and Spectacles</td>
<td>Gain, Consolidate, Maintain</td>
<td></td>
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</tbody>
</table>

**Gaining power** is the process of getting it and expanding it.

**Consolidating power** is the process of taking control from other people who also have power.

**Maintaining power** is the process of keeping one's power.
<table>
<thead>
<tr>
<th></th>
<th>GAIN</th>
<th>CONSOLIDATE</th>
<th>MAINTAIN</th>
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<tr>
<td>Nuremberg Laws and Kristallnacht</td>
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<tr>
<td>SS or Secret Police</td>
<td>GAIN</td>
<td>CONSOLIDATE</td>
<td>MAINTAIN</td>
</tr>
<tr>
<td>Propaganda</td>
<td>CONSOLIDATE</td>
<td>MAINTAIN</td>
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<tr>
<td>Rearmament &amp; New Alliances</td>
<td>CONSOLIDATE</td>
<td>MAINTAIN</td>
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</table>
The Hitler Youth were central to the Nazis' plan to create a nation of Aryan 'supermen' by *indoctrinating* [brainwashing] children into their twisted racist worldview from the age of 10.

The organization was founded as early as 1922, but it was not until Hitler came to power in 1933 that the group took a prominent position in German society, as it became more or less mandatory for all teenagers to join.

Members would be educated in Nazi ideology, and had the genius of Hitler relentlessly drilled into them.

Activities such as the Landjahr, where teenagers would spend months working on a farm and practicing military discipline, helped members bond and shored up their belief in the Nazi cause.

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Directions: Examine the images and read the excerpts. Respond to the questions.

1. What was the purpose of Hitler’s Youth?
A Hitler Youth poses for a photograph in the Rhineland city of Bruehl, 1934. In 1939, membership in Nazi youth groups became mandatory for all boys and girls between the ages of ten and eighteen.

Page from The Poisonous Mushroom. This photograph shows a page from one of several anti-semitic children's books published by Julius Streicher's Der Stürmer-Verlag. The text reads, "The Jewish nose is crooked at its tip. It looks like the number 6."

2. How did Hitler’s Youth indoctrinate the youth?

3. Why was it important for Hitler to target youth?

4. Some forms of indoctrinating young people included textbooks and children’s books. Why would the Nazi party choose textbooks and children’s books to spread Nazi beliefs?
Mass Demonstrations, Rallies and Spectacles

The Nuremberg Rally was the annual rally of the Nazi Party in Germany held from 1933 to 1938. These large Nazi propaganda events were held at the Nazi party rally grounds in Nuremberg. These rallies were intended to symbolize the solidarity between the German people, reinforce party enthusiasm and to showcase the power of Nazi party to the rest of Germany and the world. Often, they used these rallies to showcase their growing number of participants. The rallies included speeches by the Führer (Hitler) that were often the occasion for the announcement of new Nazi laws such as in 1935 when the Nuremberg laws were announced. There were great displays of Nazi symbolism such as flags, banners, goose-step marches, human swastika formations, and fireworks displays.

Watch 03:00-07:00 and 00:34-00:38 of *Triumph of the Will* and respond to the questions below.

*Triumph of the Will* is a 1935 German propaganda by Leni Riefenstahl. It tells the story of the 1934 Nazi Party Congress in Nuremberg attended by more than 700,000 Nazi supporters. The film includes excerpts from speeches given by Nazi leaders with rally footage. Hitler commissioned the film to be made.

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<th>Observations</th>
<th>Inferences</th>
<th>Questions</th>
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**Nuremberg Laws and Kristallnacht**

1935 chart shows racial classifications under the Nuremberg Laws: German, Mischlinge, and Jew


Chart to describe Nuremberg Laws, 1935. The "Nuremberg Laws" established a pseudo-scientific basis for racial identification. Only people with four German grandparents (four white circles in top row left) were of "German blood". A Jew was defined as someone who descended from three or four Jewish grandparents (black circles in top row right). In the middle stood people of "mixed blood" of the "first or second degree."

**Directions:** Examine the images and read the excerpts. Respond to the questions.

1. What was the purpose of the Nuremberg laws?

2. What impact did the Nuremberg laws have on Jewish people in Germany?

**How were Jewish people treated in Nazi Germany?**

In 1933, persecution of the Jews became active Nazi policy, but at first laws were not as rigorously obeyed and were not as devastating as in later years.

On April 1, 1933, Jewish doctors, shops, lawyers and stores were boycotted. Only six days later, the Law for the Restoration of the Professional Civil Service was passed, banning Jews from being employed in government. From then on, Jews were forced to work at more menial positions.

In 1935 and 1936, persecution of the Jews increased. In May 1935, Jews were forbidden to join the Wehrmacht (Armed Forces), and that year, anti-Jewish propaganda appeared in Nazi German shops and restaurants.

The Nuremberg Racial Purity Laws were passed around the time of the great Nazi rallies at Nuremberg. On September 15, 1935, the "Law for the Protection of German Blood and Honour" was passed, preventing marriage between any Jew and non-Jew. At the same time, the Reich Citizenship Law was passed and was reinforced in November by a decree stating that all Jews, even quarter- and half-Jews, were no longer citizens (Reichsbürger) of their own country (their official status became Reichsangehöriger, "subject of the state"). This meant that they had no basic civil rights, such as the right to vote. (Keep in mind that at this time the right to vote for the non-Jewish Germans only meant the obligation to vote for the Nazi party.) This removal of basic citizens’ rights preceded harsher laws to be passed in the future against Jews.

In 1936, Jews were banned from all professional jobs, effectively preventing them from exerting any influence in education, politics, higher education and industry.

Source: http://www.newworldencyclopedia.org/entry/Jews_in_Germany
The Nazis coordinated an attack on Jewish people and their property in Germany and German-controlled lands as a part of Hitler’s anti-Semitic policy. On November 7, 1938, Herschel Grynszpan, a 17-year old German Jew enraged by his family’s expulsion from Germany, walked into the German Embassy in Paris and fired five shots at a junior diplomat, Ernst vom Rath. Two days later, the diplomat died and Germany was in the grip of skillfully orchestrated anti-Jewish violence.

Kristallnacht was a pogrom [a mob action targeting any specific ethnic or religious group] in Nazi Germany on November 9–10, 1938. On a single night, 91 Jews were murdered, and 25,000–30,000 were arrested and deported to concentration camps. In the early hours of November 10, an orgy of coordinated destruction broke out in cities, towns and villages throughout the Third Reich. The consequences of this violence were disastrous for the Jews of the Third Reich. In a single night, Kristallnacht saw the destruction of more than 1,000 Synagogues, and the ransacking of tens of thousands of Jewish businesses and homes. It marked the beginning of the systematic eradication of a people in Germany who could trace their ancestry to Roman times, and served as a prelude to the Holocaust that was to follow.

Directions: Examine the images and read the excerpt above. Respond to the questions.
1. What was Kristallnacht? What impact did Kristallnacht have on Jewish people in Germany?
An important tool of Nazi terror and control was the Protective Squad (*Schutzstaffel*), or SS. The SS began as a special guard for Hitler and other important Nazi party leaders. In 1934, the SS became the private army of the Nazi party. The secret police used cruel methods throughout Germany to identify, arrest and murder political opponents. The sought to eliminate all opposition. They would sometimes go door to door looking for Hitler’s enemies or anyone who’d ever spoken against Hitler. Camps were set up all over Germany in abandoned warehouses where political opponents were held and persecuted.

**Directions:** Examine the images and read the excerpt above. Respond to the questions.

1. What was the SS and Gestapo?

2. What techniques did the SS and Gestapo use to maintain control in Germany?

3. Who were the SS and Gestapo protecting? Who were the SS and Gestapo targeting?

4. What does this political cartoon reveal about the SS and Gestapo in Nazi Germany?
Propaganda

Nazi propagandists drew upon the successful techniques and strategies used by the Allies, Socialists, Communists, and Italian Fascists to advance their political campaigns, win public support, and to wage war. Once in power, the Nazis eliminated the "marketplace of ideas" through terror and media manipulation and mobilized propaganda as a weapon to unite the German people around a "leader" and to facilitate aggression, mass murder, and genocide.

Source: https://www.ushmm.org/propaganda/resources/

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Image Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German children read an anti-Jewish propaganda book titled DER GIFTPIILZ (&quot;The Poisonous Mushroom&quot;).</strong> The girl on the left holds a companion volume, the translated title of which is &quot;Trust No Fox.&quot; Germany, ca. 1938.</td>
<td><img src="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH" alt="Image of children reading" /></td>
<td><a href="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH">Source</a></td>
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<td><strong>Illustration from a German anti-semitic children's book titled &quot;Trust No Fox in the Green Meadow and No Jew on his Oath.&quot;</strong> The headlines depicted in the image say &quot;Jews are our misfortune&quot; and &quot;How the Jew cheats.&quot; Germany, 1936.</td>
<td><img src="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH" alt="Image of illustration" /></td>
<td><a href="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH">Source</a></td>
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<td><strong>Nazi propaganda photo depicts friendship between an &quot;Aryan&quot; and a black woman.</strong> The caption states: &quot;The result! A loss of racial pride.&quot; Germany, prewar.</td>
<td><img src="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH" alt="Image of friendship" /></td>
<td><a href="http://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&amp;MediaType=PH">Source</a></td>
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The Nazis believed in propaganda as a vital tool in achieving their goals. Adolf Hitler, Germany's Führer, was impressed by the power of Allied propaganda during World War I and believed that it had been a primary cause of the collapse of morale and revolts in the German home front and Navy in 1918.

Along with posters, the Nazis produced a number of films and books to spread their beliefs. Most propaganda in Germany was produced by the Ministry for Public Enlightenment and Propaganda. Joseph Goebbels was placed in charge of this ministry shortly after Hitler took power in 1933. All journalists, writers, and artists were required to register with one of the Ministry's subordinate chambers for the press, fine arts, music, theater, film, literature, or radio. Hitler met frequently with Goebbels to discuss the news. Goebbels would then meet with senior Ministry officials and pass down the official Party line on world events. Broadcasters and journalists required prior approval before their works were disseminated.

Source: [http://www.newworldencyclopedia.org/entry/Propaganda](http://www.newworldencyclopedia.org/entry/Propaganda)
Directions: Examine the images and read the excerpts. Respond to the questions.

1. What forms of media did Hitler and the Nazi party use to propagandize?

2. What was the purpose of propaganda in Nazi Germany?

3. Who benefited from Nazi propaganda? Who was hurt by Nazi propaganda? Explain.

4. Why were broadcasters and journalists required to receive prior approval before their works were disseminated?
Rearmament and New Alliances

In March 1935, Hitler repudiated [rejected] the Treaty of Versailles by reintroducing conscription [mandatory enlistment into the military] in Germany. He set about building a massive military machine, including a new navy (the Kriegsmarine) and an air force (the Luftwaffe). The enlistment of vast numbers of men and women in the new military seemed to solve unemployment problems but seriously distorted the economy. For the first time in a generation, Germany’s armed forces were as strong as those of her neighbor, France.

In March 1936, Hitler again violated the Treaty of Versailles by reoccupying the demilitarized zone in the Rhineland. When Britain and France did nothing, he grew bolder. In fact, Hitler claimed that if one of those countries actually tried to stop him, he would have been defeated easily and the outbreak of war in Europe would probably have been prevented. In July 1936, the Spanish Civil War began when the military, led by General Francisco Franco, rebelled against the elected Popular Front government of Spain. Hitler sent troops to support Franco, and Spain served as a testing ground for Germany’s new armed forces and their methods, including the bombing of undefended towns such as Guernica, which was destroyed by the Luftwaffe in April 1937 and served as the inspiration for Pablo Picasso’s famous eponymous painting.

An axis was declared between Germany and Italy by Galeazzo Ciano, foreign minister of Fascist dictator Benito Mussolini, on October 25, 1936. This alliance was later expanded to include Japan, Hungary, Romania, and Bulgaria. They were collectively known as the Axis Powers.

Directions: Examine the images and read the excerpt above. Respond to the questions.
1. Why did Hitler choose to rearm in 1935?
2. How did rearmament impact Germany’s power in comparison to other European nations?
3. What new alliances did Hitler form? Why?
1. What was a major reason for Adolf Hitler’s rise to power?
   (1) provisions of the Treaty of Versailles
   (2) Germany’s military support of Poland and France
   (3) strong German economy
   (4) refusal by the League of Nations to admit Germany as a member

2. After World War I, the rise of Benito Mussolini in Italy and the rise of Adolf Hitler in Germany are most closely associated with
   (1) the development of fascism
   (2) the desire for containment
   (3) an emphasis on democratic traditions
   (4) a return to conservative religious practices

3. Which political leader gained power as a result of the failing economy of the Weimar Republic?
   (1) Adolf Hitler
   (2) Francisco Franco
   (3) Benito Mussolini
   (4) Charles de Gaulle

4. During the 1930s, the Nazi (National Socialist) Party received support from the German people because it promised to
   (1) abide by the Versailles Treaty
   (2) improve economic conditions in Germany
   (3) promote policies that ensured ethnic equality
   (4) utilize international organizations to solve problems

5. The major impact of the Treaty of Versailles on Germany was that the treaty led to
   (1) an era of peace and international good will in Germany
   (2) a stable Germany that was both democratic and strong
   (3) an increase in Germany’s desire to regain its power and prestige
   (4) a leadership position for Germany in the League of Nations

6. What was a key cause for the rise of fascism in nations such as Italy and Germany?
   (1) collectivization
   (2) economic hardship
   (3) genocide
   (4) secret treaties

7. Which statement expresses the main idea of the passage?
   (1) The people have a right to overthrow ineffective governments.
   (2) The state is more important than the individuals within it.
   (3) The state gets its authority from the power of individuals.
   (4) The establishment of an empire will cause division and chaos.

8. During the 1930s and 1940s, Nazis in Germany and Fascists in Italy promoted policies that emphasized
   (1) national and racial supremacy
   (2) worldwide Communist revolutions
   (3) international peacekeeping efforts
   (4) economic cooperation in Europe

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"... The key-stone of the Fascist doctrine is its conception of the State, of its essence, its functions, and its aims. For Fascism the State is absolute, individuals and groups relative. Individuals and groups are admissible in so far as they come within the State. Instead of directing the game and guiding the material and moral progress of the community, the liberal State restricts its activities to recording results. The Fascist State is wide awake and has a will of its own. For this reason it can be described as ethical..."

— Benito Mussolini, Fascism: Doctrine and Institutions, Howard Fertig, 1932