

QUESTION BANK IN SOCIAL SCIENCE CLASS-IX (TERM-I)

3

NAZISM AND THE RISE OF HITLER

CONCEPTS

BIRTH OF THE WEIMER REPUBLIC

Germany fought the First World War (1914–1918) along with the Austrian empire and against the Allies (England, France and Russia).

Germany initially made gains by occupying France and Belgium. However, the Allies won defeating Germany and the Central Powers in 1918.

A National Assembly met at Weimer and established a democratic constitution with a federal structure. The republic, however, was not received well by its own people largely because of the terms it was forced to accept after Germany's defeat at the end of the First World War. Many Germans held the new Weimer Republic responsible for not only the defeat in the war but the disgrace at Versailles.

The Effects of the War — The war had a devastating impact on the entire continent both psychologically and financially. From being a creditor, Europe became a debtor. The supporters of the Weimer Republic were criticised and became easy targets of attack in the conservative nationalist circles. Soldiers came to be placed above civilians. Aggressive war propaganda and national honour became important.

Political Radicalism and Economic Crisis : The birth of the Weimer Republic coincided with the uprising of the Spartacist League on the pattern of the Bolshevik Revolution in Russia. The Spartacists founded the Communist Party of Germany.

Political radicalisation was heightened by the economic crisis of 1923. As Germany refused to pay the war reparations, France occupied its leading industrial area, Ruhr. Germany retaliated with printing paper currency recklessly. The value of the mark collapsed. Prices of goods soared. There was hyperinflation.

The Years of Depression

1924–1928 saw some stability, yet it was built on sand. Germany was totally dependent on short-term loans, largely from the USA. This support was withdrawn with the crash in 1929 of the Wall Street Exchange. German economy was hit badly. The middle class and working population was filled with the fear of proletarianisation.

The Weimer Republic had some inherent defects :

1. Proportional Representation
2. Article 48 — which gave the President the powers to impose emergency, suspend civil rights and rule by decree.

HITLER'S RISE TO POWER

Hitler was born in Austria in 1889. He earned many medals for bravery in the First World War. The German defeat horrified him. The Treaty of Versailles made him furious. He joined the German Workers Party and renamed it National Socialist German Workers' Party. This later came to be known as the Nazi Party.

Nazism became a mass movement only during the Great Depression. The Nazi propaganda stirred hopes of a better future. Hitler was a powerful and effective speaker. He promised the people a strong nation where all would get employment.

The Destruction of Democracy — Hitler achieved the highest position in the cabinet of ministries on 30 January 1933. Hitler now set out to dismantle the structures of democratic rule. The Fire Decree of 28 February 1933 suspended civic rights like freedom of speech, press and assembly. Communists were hurriedly packed off to new established concentration camps. All political parties were banned. Special surveillance and security forces were created to control the people and rule with impunity.

Reconstruction : Economist Hjalmar Schacht was given the responsibility of economic recovery. This was to be done through a state funded work creation programme.

Hitler pulled out of the League of Nations in 1933, reoccupied the Rhineland in 1936 and integrated Austria and Germany in 1938 under the slogan : One people, One empire, One leader. He then took Sudetenland from Czechoslovakia. Hitler had the unspoken support of England. Hitler did not stop here. He chose war as a way out of the Economic Crisis.

Resources were to be accumulated through expansion of territory. In September 1940 Germany invaded Poland. This started a war with France and England. USA resisted involvement in the war. But when Japan extended its support to Hitler and bombarded Pearl Harbour, the USA entered the war. The war ended in 1945 with Hitler's defeat and the US bombing of Hiroshima and Nagasaki in Japan.

THE NAZI WORLD VIEW

According to Nazi ideology there was no equality between people, but only racial hierarchy. The Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were considered undesirable. They wanted a society of pure and healthy Nordic Aryans. Jews, gypsies, blacks, Russian, Poles, even certain Germans and abnormals were considered undesirable.

The other aspect of Hitler's ideology related to the geopolitical concept of **Lebensraum**, or living space.

Jews were the worst sufferers in Nazi Germany. Hitler believed in pseudoscientific theories of race which said that conversion was no solution to the Jewish problem. It had to be solved through their total elimination.

From 1933–1938 — the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave the country.

The next phase, 1939–1945, aimed at concentrating them in certain areas and then killing them in gas chambers in Poland.

The Racial Utopia

Genocide and war became two sides of the same coin. Occupied Poland was divided. Poles were forced to leave their homes and properties behind to be occupied by ethnic Germans brought in from occupied Europe.

YOUTH IN NAZI GERMANY

Hitler felt that a strong Nazi society could be established by teaching Nazi ideology to children. All schools were given German teachers. Children were divided into two groups — desirable and

undesirable. Textbooks were rewritten, functions of sports in schools was to nurture the spirit of violence and aggression. Ten-year-olds had to enter Jungvolk. At 14, all boys joined 'Hitler Youth', they joined the Labour Service at 18.

The Nazi Cult of Motherhood — Women were told to be good mothers and rear pure blooded Aryan children. They were encouraged to produce many children.

The Art of Propaganda — The Nazi regime used language and media with care and often to great effect. They used films, pictures, radio, posters, etc. to spread hatred for Jews.

Crimes against Humanity — People saw the world through Nazi eyes and spoke the Nazi language. At times even the Jews began to believe in the Nazi stereotypes about them.

Knowledge about the Holocaust —It was only after the war ended that people came to know about what had happened. The Jews wanted the world to know about the atrocities and sufferings they had endured during the Nazi killing operations. They just wanted to live, even if it was for a few hours, to tell the world about the Holocaust.

I. SUMMATIVE ASSESSMENT

A. NCERT TEXTBOOK QUESTIONS

Q.1. Describe the problems faced by the Weimer Republic.

OR

How was the Weimar Republic born in Germany? Explain. [2010 (T-1)]

Ans. A National Assembly met at Weimer and established a democratic constitution with a federal structure. The republic was, however, not received well by its own people largely because of the terms it was forced to accept after Germany's defeat at the end of the First World War. Many Germans held the new Weimer Republic responsible for not only the defeat in the war but the disgrace at Versailles. This republic was finally crippled by being forced to pay compensation.

There was another problem which the Weimer Republic faced just at its inception. Its birth coincided with the revolutionary uprising of the Spartacist League. The political atmosphere in Berlin was charged with demands for Soviet-style governance. Though the uprising was crushed by the Republic, the Spartacists founded the Communist Party of Germany. Both parties now became enemies and could not combine together with Hitler.

This was followed by the economic crisis of 1923. The value of the German mark fell considerably. The Weimer Republic had to face hyperinflation. Then came the Wall Street Exchange crash in 1929. America had bailed Germany out of the hyperinflation but with this crash it was evident that the stability was just temporary. The USA withdrew its support with the crash. The situation in Germany became worse. The currency lost its value, business was ruined and deep anxiety and fears haunted the people. Unemployment created an atmosphere of crime and total despair.

The Weimer Republic within its span of power saw 20 different cabinets, lasting for an average 239 days and a liberal use of Article 48.

Q.2. Discuss why Nazism became popular in Germany by 1930. (CBSE 2010)

Ans. The Nazis could not effectively mobilise popular support till the early 1930s. Nazism became

a mass movement only during the Great Depression. After 1929, banks collapsed and businesses shut down, workers lost their jobs and the middle classes were threatened with destitution. The Nazi propaganda stirred hopes of a better future at this time. In 1928, the Nazi Party got no more than 2.6 per cent votes in the Reichstag – the German Parliament. By 1932, it had become the largest party with 37 per cent votes.

Hitler was a powerful speaker. He promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. He promised employment for the unemployed, and a secure future for the youth. He promised to weed out all foreign influences and resist all foreign conspiracies against Germany.

Hitler understood the importance of rituals and spectacle in mobilising people. Nazis held massive rallies and public meetings to demonstrate the support for Hitler and instil a sense of unity among the people. The red banners with the Swastika, the Nazi salute, and the ritualised rounds of applause after the speeches were all part of this spectacle of power.

The people whose sense of dignity and pride had been shattered, and who were living in a time of acute economic and political crises, saw in Hitler a messiah and a saviour who would deliver them from their difficulties. This was projected by the Nazi propaganda.

Q.3. What are the peculiar features of Nazi thinking?

Ans. Nazi ideology was synonymous with Hitler worldwide. According to this there was no equality between people, but only a racial hierarchy. In this view, blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, as arch enemies of the Aryans. All other coloured people were placed in between, depending upon their external features. Hitler's racism was borrowed from thinkers like Charles Darwin and Herbert Spencer. The Nazi argument was simple: the strongest race would survive and the weak ones would perish. The Aryan race was the finest. It had to retain its purity, become stronger and dominate the world.

The other aspect of Hitler's ideology related to the geopolitical concept of *Lebensraum*, or living space. He believed that new territories had to be acquired for settlement. This would enhance the area of the mother country, while enabling the settlers on new lands to retain an intimate link with the place of their origin. It would also enhance the material resources and power of the German nation.

Their dream was to create an exclusive racial community of pure Germans by physically eliminating all those who were seen as 'undesirable' in the extended empire. Nazis wanted only a society of 'pure and healthy Nordic Aryans'. They alone were considered 'desirable'. Only they were seen as worthy of prospering and multiplying, others had no such right.

Q.4. Explain why Nazi propaganda was effective in creating a hatred for Jews.

Ans. The Nazi regime used language and media with care, and often to great effect. Media was used to gain support for the regime and to make it popular all over the world. They spread their ideas through visual images, radio, posters, slogans, speeches, films, etc. All enemies of Germans, especially the Jews were mocked, abused and called as evil. They were termed as bad-meaning foreign agents.

The most infamous film "Eternal Jew" was shown all over to the people. All orthodox Jews were stereotyped and shown as supporting long beards and wearing loose clothes. But in reality, it was not so. These Jews were called names such as rats, pests and vermins. Nazi propaganda completely brainwashed the people who began to believe that Jews are to be hated

and dispised. The Nazi propaganda worked on all sections of the society and sought to win their support by glorifying Nazism and suggesting that Nazis alone could solve their problem. Most people began to see Jews through the Nazi vision, they even spoke in the Nazi language. Whenever they sighted a Jew, hatred and anger welled up inside them. Jews were looked upon with suspicion and even their living areas marked.

Q.5. Explain what role women had in Nazi society. Return to Chapter 1 on the French Revolution. Write a paragraph comparing and contrasting the role of women in the two periods.

Ans. It was made obvious that women were radically different from men. Boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and rear pure-blooded Aryan children. They had to be the bearers of the Aryan culture and race. They had to look after the homes and teach children Nazi values. They were encouraged to bear many children. But the children had to be 'desirable children'. Honour crosses were awarded to them. If the Aryan women deviated from the prescribed code of conduct they were publicly condemned and severely punished.

In other parts of Europe, women were actively participating in democratic struggles. In countries like France women formed clubs for protest and were ever involved in violent uprisings. They were politically more aware of their rights and were brave enough to demand them.

Q.6. In what ways did the Nazi state seek to establish total control over its people? [2010 (T-1)]

Ans. The Nazis established control over its people by various means. Propaganda popularising and glorifying Nazism was one. Media was carefully used to win support for the regime and popularise it. Nazism worked on the minds of the people, tapped their emotions and turned their hatred and anger against those marked as 'undesirable'.

Special surveillance and security forces to control and order society in ways that the Nazis wanted, was created. It was the extra-constitutional powers of these newly organised forces that gave the Nazi state its reputation as the most dreaded criminal state. The police forces had powers to rule with impunity.

Genocide also created an atmosphere of fear and repression which helped them to establish total control over its people.

Hitler played on the bitterness of the German people for the defeat in World War I. He promised to restore Germany's military power and told Germans that they were the greatest people in the world. Secondly, he and his party promised to carry out radical changes in Germany and get rid of the leaders who had failed to provide jobs to the German people.

OTHER IMPORTANT QUESTIONS (AS PER CCE PATTERN)

B. MULTIPLE CHOICE QUESTIONS [1 MARK]

Q.1. What was the response of the Germans to the new Weimar Republic?

- (a) They held the new Weimar Republic responsible for Germany's defeat and the disgrace at Versailles
- (b) The republic carried the burden of war guilt and national humiliation
- (c) It became the target of attacks in the conservative national circles
- (d) All the above

Ans. (d)

Q.2. In what ways did the First World War leave a deep imprint on European society and polity?

- (a) Soldiers were put above civilians, trench-life was glorified
- (b) Politicians and publicists laid stress on men to be aggressive and masculine
- (c) Aggressive war propaganda and national honour were given the most support and Conservative dictatorships were welcomed
- (d) All the above

Ans. (d)

Q.3. Which of the following statements is false about soldiers in the World War I?

- (a) The soldiers, in reality, led miserable lives in trenches, survived with feeding on the copras
- (b) They faced poisonous gas and enemy shelling and loss of comrades
- (c) All soldiers were ready to die for their country's honour and personal glory
- (d) Aggressive propaganda glorified war

Ans. (c)

Q.4. The following statements are about Hitler's early life. Which of them is incorrect?

- (a) Hitler was born in 1889 in Austria and spent his youth in poverty
- (b) He joined the army during World War I and earned accolades for bravery
- (c) He was totally unaffected by German defeat in the war and only thought of improving his career
- (d) In 1919 he joined a small group called the German Workers' Party, which later was known as the Nazi Party.

Ans. (c)

Q.5. The Treaty of Versailles (1920) signed at the end of World War I, was harsh and humiliating for Germany, because

- (a) Germany lost its overseas colonies, and 13 percent of its territories
- (b) It lost 75% of its iron and 26% of its coal to France, Poland, Denmark and Lithuania, was forced to pay compensation of 6 billion pounds
- (c) The western powers demilitarised Germany and they occupied resource-rich Rhineland in the 1920s
- (d) All the above

Ans. (d)

Q.6. Which of the following was a special surveillance and security force created by Hitler?

- (a) Regular police force in green uniform and stormtroopers
- (b) Gestapo (secret state police), the SS (the protection squads)
- (c) Criminal police (SD), the security service
- (d) Both (b) and (c)

Ans. (d)

Q.7. What was Hitler's historic blunder and why?

- (a) Attack on Soviet Union in 1941 was a historic blunder by Hitler
- (b) He exposed his western front to British aerial bombing
- (c) The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Stalingrad
- (d) All the above

Ans. (d)

Q.8. Hitler's world view, which was also the Nazi ideology, was

- (a) There was no equality between people, only a racial hierarchy
- (b) The blond, blue-eyed, Nordic German Aryans were at the top and Jews at the bottom. The coloured people were placed in between
- (c) Jews were the anti-race, the arch enemies of the Aryans
- (d) All the above

Ans. (d)

Q.9. Why did Helmuth's father kill himself in the spring of 1945?

- (a) He was depressed by Germany's defeat in Second World War
- (b) He feared that common people would mishandle him and his family
- (c) He feared revenge by the Allied Powers
- (d) He wanted to die because of the crimes he had committed during Nazi rule

Ans. (c)

Q.10. Which of the following countries led the Allied Powers in the Second World War?

- (a) UK and France
- (b) USSR and USA
- (c) Germany and Austria
- (d) Both (a) and (b)

Ans. (d)

Q.11. Which of the following bodies was set up to try and prosecute the Nazi war criminals at the end of World War II?

- (a) International Military Tribunal
- (b) British Military Tribunal
- (c) Allied Military Tribunal
- (d) Allied Judicial Court

Ans. (a)

Q.12. Germany's 'genocidal war' was against which of the following people?

- (a) Jews and political opponents
- (b) Gypsies and Polish civilians
- (c) Germans who were considered mentally and physically disabled
- (d) All the above

Ans. (d)

Q.13. Why did the Nuremburg Tribunal sentence only 11 Nazis to death for such a massive genocide?

- (a) Only these 11 Nazis were found guilty
- (b) The Allies did not want to be harsh on the defeated Germany as they had been after World War I
- (c) Germany promised never to repeat such an act
- (d) Germany was ready to pay a huge compensation to the Allied countries for these killings

Ans. (b)

Q.14. Against which of these countries had Germany fought during World War I (1914-1918) ?

- (a) England
- (b) France
- (c) Russia
- (d) All the above

Ans. (d)

Q.15. What was the most important result of the Spartacus League uprising in Germany in 1918-19 ?

- (a) The Weimar Republic crushed the rebellion

- (b) The Spartacists founded the Communist Party of Germany
- (c) The Weimar government accepted the demands of the Spartacus League
- (d) Both (a) and (b)

Ans. (d)

Q.16. Who were called the 'November criminals'?

- (a) The Opponents of Weimar Republic
- (b) The Emperor who abdicated, and his men
- (c) The supporters of Weimar Republic
- (d) None of the above

Ans. (c)

Q.17. War in 1917 led to the strengthening of Allies and the defeat of Germany because of entry of

- (a) China
- (b) Japan
- (c) the USA
- (d) Spain

Ans. (c)

Q.18. The National Assembly met at Weimar and decided to establish

- (a) a democratic constitution with a federal structure
- (b) a communist form of government
- (c) a powerful monarchy
- (d) a military state

Ans. (a)

Q.19. What was 'Dawes Plan'?

- (a) A plan which imposed more fines on Germany
- (b) A plan which withdrew all punishment from Germany
- (c) A plan which reworked the terms of reparation to ease financial burden on the Germans
- (d) None of the above

Ans. (c)

Q.20. Which of the following statements is true about the economic crisis in Germany in 1923?

- (a) The value of 'Mark' (German currency) collapsed
- (b) Prices of goods soared high
- (c) Weimar Republic brought economic prosperity
- (d) Both (a) and (b)

Ans. (d)

Q.21. What gave Nazi state its reputation as the most dreaded criminal state?

- (a) Extra-constitutional powers were given to the newly organised forces like Gestapo, the SS and SD
- (b) People could be detained in Gestapo torture chambers and sent to concentration camps
- (c) No legal procedures were there for the arrested people
- (d) All the above

Ans. (d)

Q.22. Which of the following was a feature of Hitler's foreign policy?

- (a) He pulled out of the League of Nations in 1933
- (b) He decided not to attack any country
- (c) He thanked the Allied Powers for having put Germany on the right track
- (d) All the above

Ans. (a)

Q.23. What was the slogan coined by Hitler when he followed his aggressive foreign policy?

- (a) Messenger from God (b) Conquer the world
(c) One people, One empire, and One leader (d) We are Aryans, the real rulers

Ans. (c)

Q.24. Which incident led to the start of World War II?

- (a) German invasion of Switzerland (b) German invasion of Poland
(c) Russian invasion of Germany (d) Japan's sinking of ship at Pearl Harbour

Ans. (b)

Q.25. When and among which countries was the Tripartite Pact signed?

- (a) 1940, Germany, Italy and Japan (b) 1939, Germany, Austria and USSR
(c) 1940, England, France and USA (d) 1938, England, Germany and USSR

Ans. (a)

Q.26. When did Germany attack the Soviet Union?

- (a) 1939 (b) 1941 (c) 1942 (d) 1943

Ans. (b)

Q.27. Which incident persuaded the USA to join the war?

- (a) Hitler's attack on Eastern Europe
(b) Hitler's policy of genocide of the Jews
(c) Helplessness of England and France
(d) Japan's attack on the US base at Pearl Harbour

Ans. (d)

Q.28. When did the Second World War come to an end?

- (a) January 1944 (b) May 1945 (c) June 1946 (d) August 1947

Ans. (b)

Q.29. What was Hitler's ideology of 'lebensraum' or living space?

- (a) Multi-storeyed buildings should be built in Germany to increase the living space
(b) The world must be occupied enabling the material resources and power of the German nation.
(c) New territories had to be acquired for settlement
(d) Both (b) and (c)

Ans. (d)

Q.30. According to the Nazis, which people were to be regarded as desirable?

- (a) Pure and healthy Nordic Aryans
(b) German soldiers who helped in territorial expansion
(c) German police of different types
(d) All those who were willing to consider Hitler as God

Ans. (a)

Q.31. Which of these were the reasons of Nazi hatred of the Jews?

- (a) Jews had been stereotyped as killers of Christ
(b) They were 'usurers', i.e. moneylenders
(c) The Jews had always cheated the Nazis
(d) Both (a) and (b)

Ans. (d)

Q.32. In which country did Nazi Germany first try its experiment of ‘concentration of Germans in one area’?

- (a) Poland (b) France (c) Czechoslovakia (d) England

Ans. (a)

Q.33. What was the destination of all ‘undesirables’ of the German Empire called?

- (a) Land of ‘undesirables’ (b) Cursed land
(c) General government (d) Land for the abnormal

Ans. (c)

Q.34. The Nuremberg laws of citizenship of 1935 stated that :

- (a) Only persons of German or related blood would henceforth be German citizens
(b) Marriages between Jews and Germans were forbidden
(c) Jews were forbidden to fly the national flag
(d) All the above

Ans. (d)

Q.35. Who wrote ‘Mein Kampf’?

- (a) Herbert Spencer (b) Charles Darwin (c) Adolf Hitler (d) Goebbels

Ans. (c)

Q.36. What was Nazi Ideology with regard to schoolchildren?

- (a) He believed that education of children was not necessary
(b) A control should be kept over children both inside and outside school
(c) All children should be regarded as equal
(d) None of the above

Ans. (b)

Q.37. What was the process of Nazi schooling for ‘Good German children’?

- (a) Racial science was introduced to justify Nazi ideas of race
(b) School textbooks were rewritten
(c) Even the function of sports was to nurture a spirit of violence and aggression among children
(d) All the above

Ans. (d)

Q.38. What was ‘Jungvolk’ in Nazi Germany?

- (a) Magazine (b) Holocaust camp (c) Youth organisation (d) Schools

Ans. (c)

Q.39. What was the thinking of Nazi Germany about women?

- (a) The fight for equality between men and women was wrong
(b) Girls had to maintain the purity of the race and teach their children Nazi values
(c) Their role was to be of mothers who had to be bearers of the Aryan culture and race
(d) All the above

Ans. (d)

Q.40. Which of the following points about state behaviour towards women in Germany is not correct?

- (a) In Nazi Germany, all mothers were treated equally

- (b) Women who bore racially undesirable children were punished
- (c) Those who produced racially desirable children were awarded
- (d) Honour crosses were awarded to women to produce more children

Ans. (a)

Q.41. What did the term 'Evacuation' mean?

- (a) Living in separately marked areas called ghettos
- (b) Deporting people to gas chambers
- (c) Arrested without any legal procedures
- (d) Detained without due process of law

Ans. (b)

Q.42. Who among the following was assigned the responsibility of economic recovery by Hitler? [2010 (T-1)]

- (a) Goebbels
- (b) Hindenburg
- (c) Hjalmar Schacht
- (d) Adam Smith

Ans. (c)

Q.43. In context of Germany what was 'Holocaust'? [2010 (T-1)]

- (a) Nazi propaganda
- (b) Nazi Honour Crosses
- (c) Nazi killing operations
- (d) A Nazi School

Ans. (c)

Q.44. When did Germany withdraw herself from the League of Nations? [2010 (T-1)]

- (a) 1930
- (b) 1931
- (c) 1932
- (d) 1933

Ans. (d)

Q.45. Who was the propaganda minister of Hitler? [2010 (T-1)]

- (a) Hjalmar Schacht
- (b) Hindenburg
- (c) Goebbels
- (d) Helmuth

Ans. (c)

Q.46. In Germany students between 10-14 years of Age had to join an organisation named : [2010 (T-1)]

- (a) Jungvolk
- (b) Hitler's youth
- (c) Volkswogan
- (d) Young Nazi Party

Ans. (b)

Q.47. What was the name given to gas chambers by Nazis ? [2010 (T-1)]

- (a) Killing Machine
- (b) Solution Areas
- (c) Revolutionary Ground
- (d) Disinfection Areas

Ans. (d)

Q.48. Name the book written by Charlotte Beredt about dreams of Jews : [2010 (T-1)]

- (a) Fearfull Dreams
- (b) Third Reich of Dreams
- (c) Dreams of Death
- (d) Dreams of Reich

Ans. (b)

Q.49. Hitler took over the German Workers Party and re-named it as : [2010 (T-1)]

- (a) Secular German Workers
- (b) Socialist Workers of Germany
- (c) National Socialist Party
- (d) National Workers of Germany

Ans. (c)

- Q.50. Which article of the Weimar Constitution gave the President the powers to impose emergency, suspend civil rights and rule by decree in Germany ? [2010 (T-I)]**
 (a) 46 (b) 47 (c) 48 (d) None of these
Ans. (c)
- Q.51. The Great Depression was a period of : [2010 (T-1)]**
 (a) Economic crisis (b) Global crisis (c) Political crisis (d) Social crisis
Ans. (a)
- Q.52. An infamous film, which was made to create hatred for Jews was : [2010 (T-1)]**
 (a) The Essential Jew (b) The Evergreen Jew
 (c) The Eternal Jew (d) The Emigrant Jew
Ans. (c)
- Q.53. The Nazi party had become the largest party by : [2010 (T-1)]**
 (a) 1930 (b) 1931 (c) 1932 (d) 1933
Ans. (c)
- Q.54. In May 1945, Germany surrendered to : [2010 (T-1)]**
 (a) Britain (b) USA (c) Italy (d) Allies
Ans. (d)
- Q.55. To justify Nazi ideas of race : [2010 (T-1)]**
 (a) Social Science was introduced (b) Racial Science was introduced
 (c) Biological Science was introduced (d) Moral Science was introduced
Ans. (b)
- Q.56. People who supported the Weimar Republic were : [2010 (T-1)]**
 (a) Socialists, Communists, Democrats (b) Democrats only
 (c) Catholics, Protestants, Conservatives (d) Socialists, Catholics, Democrats
Ans. (d)
- Q.57. Who amongst these offered Chancellorship to Hitler ? [2010 (T-1)]**
 (a) Churchill (b) Plato (c) Helmuth (d) Hindenburg
Ans. (d)
- Q.58. Who among the following propounded the theory of the "Survival of the Fittest" ? [2010 (T-1)]**
 (a) Charles Darwin (b) Herbert Spencer (c) Adolf Hitler (d) Isaac Newton
Ans. (b)
- Q.59. The German Parliament is known as : [2010 (T-1)]**
 (a) National Parliament (b) German Legislature
 (c) Duma (d) Reichstag
Ans. (d)
- Q.60. The Treaty of Versailles was hated by Germany because : [2010 (T-1)]**
 (a) Germany lost 75% of its iron (b) Germany was demilitarised
 (c) Both of the above (d) None of these
Ans. (c)

(d) **Ghettoisation and Concentration Camps** : From September 1941, all Jews had to wear a yellow Star of David on their breasts. This identity mark was stamped on their passport, all legal documents and houses. They were kept in Jewish houses in Germany and in ghettos like Lodz and Warsaw in the east. These became sites of extreme misery and poverty. The largest Nazi concentration camp is identified with Auschwitz (Poland). Built in 1940, the camp served as a major element in perpetration of the holocaust, killing around 16 million people of whom 90 % were Jews. The camp was surrounded with barbed wire. The camp held 100,000 prisoners at one time. The camp's main purpose was not internment but extermination. For this purpose, the camp was equipped with four gas chambers, and each chamber could hold 2,500 people at one time.

(e) **Jungvolk** : These were Nazi youth groups for children below 14 years of age. Youth organisations were made responsible for educating German youth in 'the spirit of National Socialism'. Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organisation.

Q.4. Explain the role of women in Hitler's Germany.

OR

What responsibilities did the Nazi state impose on women. (CBSE 2010)

Ans. According to Hitler's ideology, women were radically different from men. The democratic idea of equal rights for men and women was wrong and would destroy society.

While boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and rear pure blooded Aryan children.

Girls had to maintain the purity of the race, distance themselves from Jews, look after the home and teach their children Nazi values. They had to be the bearers of the Aryan culture and race.

Hitler said, "In my state the mother is the most important citizen." But in Nazi Germany all mothers were not treated equally.

Q.5. Explain the main views of Hitler as expressed in his book 'Mein Kampf'.

Ans. Adolf Hitler wrote a book entitled 'Mein Kampf'. Its literal meaning is 'My Struggle'. This book expresses some of the most monstrous ideas of the Nazi movement.

He glorified the use of force and brutalities and the rule by a great leader and ridiculed internationalism, peace and democracy. These principles were accepted by all followers of Hitler. Throughout Germany an atmosphere of terror was created. Hitler glorified violent nationalism and extolled war. He wrote this book at the age of 35, it is an autobiographical book; in this book Hitler has poured out his hatred for democracy, Marxism and the Jews. He also revealed his bitterness over German surrender in World War I.

Q.6. Why is Nazism considered a calamity not only for Germany but for the entire Europe?

OR

How did Hitler destroy democracy in Germany? Explain. [2010 (T-1)]

Ans. Nazi ideology specified that there was racial hierarchy and no equality between people. The blond, blue-eyed Nordic German Aryans were at the top, while the Jews were located somewhere on the lowest rung of the ladder.

The number of people killed by Nazi Germany were 6 million Jews, 200,000 Gypsies, 1 million Polish civilians, 70,000 Germans.

Nazism glorified the use of force and brutality. It ridiculed internationalism, peace and democracy. Nazi Germany became the most dreaded criminal state. Hitler chose war as the way

out of approaching the economic crisis. Germany invaded Poland. This started a war with France and England in September 1940.

Q.7. 'The German economy was the worst hit by the economic crisis.' Discuss.

Ans. The image of a German carrying cartloads of currency notes to buy a loaf of bread was widely publicised evoking worldwide sympathy. This crisis came to be known as a "hyperinflation", a situation when prices rise phenomenally high. The German economy was the worst hit by economic crisis. Industrial production was reduced to 40 percent of the 1929 level. Workers lost their jobs or were paid reduced wages. The number of the unemployed touched an unprecedented 6 million.

On the streets of Germany you could see men with placards around their necks saying, "willing to do any work." The economic crisis created deep anxieties and fears in people. The middle classes, specially the salaried employees and pensioners saw their savings diminish when the currency lost its value.

Small businessmen, the self-employed and retailers suffered as their business got ruined. Only organised workers could manage to keep their heads above water.

The big business was in crisis, the peasantry was affected by a sharp fall in agricultural prices.

Q.8. Explain how the fragility of Weimar Republic led to the rise of Hitler.

Ans. The Peace Treaty at Versailles with the Allies was the biggest problem faced by the Weimar Republic. Due to this treaty, Weimar Republic was not received well by its own people, i.e. the Germans, largely because of the harsh terms it was forced to accept after Germany's defeat in the First World War.

At this time started the Nazi movement. It believed in glorification of state. It also believed in war, colonialism, militarism and expansionism. It was opposed to democracy, liberalism, socialism, world peace and internationalism.

The unpopularity of Weimar Republic paved the way for the rise of Nazism and Hitler. Hitler was a tireless worker and an able organiser. He was an effective orator, he promised to save the country. He won the nationalists by promising to vindicate national honour by repudiating the Treaty of Versailles. The middle class was assured economic relief and the disbanded soldiers' employment. This led to the rise and popularity of Hitler and Nazism in Germany.

Q.9. 'Nazi ideology was synonymous with Hitler's world view.' Explain. (CBSE 2010)

Ans. 'Nazi' ideology was synonymous with Hitler's world view. It said and meant that there was no equality between people but only a racial hierarchy. According to it, blond, blue-eyed Nordic German Aryans were at the top, while Jews were located at the lowest rung of the ladder. They came to be regarded as an anti-race. Darwin was a natural scientist, who tried to explain the creation of plants and animals through the concept of evolution and natural selection. Herbert Spencer later added the idea of the 'survival of the fittest.' Their ideas were borrowed by the Nazis – whose argument was, the "strongest race would survive and the weak ones would perish. The Aryan race was the finest. It had to retain its purity, became stronger and dominate the world."

The other aspect of Hitler's ideology was the concept of 'lebensraum' or living space meaning new territories should be acquired, as it would enhance the area of the mother country.

Q.10. Explain the social utopia of the Nazis.

Ans. According to Hitler and Nazi ideology, there was no equality between people, but only social hierarchy. In this view blond, blue-eyed, Nordic German Aryans were at the top, while Jews

were located at the lowest rung. They came to be regarded as an anti-race, the arch enemies of the Aryans.

Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure German by physically eliminating all those who were seen as 'undesirable' in the extended empire. Nazis wanted in a society of 'pure and healthy Nordic Aryans'. They alone were considered 'desirable'.

Under the shadow of war, the Nazis proceeded to realise their murderous, racial ideal. Genocide and war became two sides of the same coin. Occupied Poland was divided up. Much of north-western Poland was annexed to Germany. Poles were forced to leave their homes and properties behind to be occupied by ethnic Germans brought in from occupied Europe. Poles were then herded like cattle in the other part called the 'General Government', the destination of all 'undesirables' of the empire.

With some of the largest ghettos and gas chambers, the General Government also served as the killing field for the Jews.

Q.11. What happened in schools under Nazism?

OR

How were the schools in Germany 'cleansed' and 'purified' under Nazi rule? [2010 (T-1)]

Ans. All schools were cleansed and purified. This meant that teachers who were Jews or seen as politically unreliable were dismissed. Children were segregated — Germans and Jews could not sit together or play together. Later on the undesirable children — the Jews, the physically handicapped, gypsies — were thrown out of schools. In the 1940s, they were taken to gas chambers. Children in school were taught to be loyal and submissive, hate Jews and worship Hitler. Sports was given great importance. The function of sports was to nurture a spirit of violence and aggression among children. Stereotypes of Jews was propagated through all classes. Schooling was a prolonged period of ideological training.

Q.12. 'In my state the mother is the most important citizen.' Discuss this statement made by Hitler.

Ans. Though Hitler said that in my state the mother is the most important citizen, it was not true. In Nazi Germany, all mothers were not treated equally. Women who bore racially desirable children were awarded, while those who bore racially undesirable children were punished. Women who bore 'desirable' children were entitled to privileges and rewards. They were given special treatment in hospitals and concessions in shops and on theatre tickets and railway fares.

Q.13. What were the steps taken by Hitler as Chancellor to deal with the economic difficulties? Which two things symbolized the economic recovery of Germany? (CBSE 2010)

Ans. (i) First, Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht, who aimed at full production and full employment through a state-funded work creation programme.

(ii) Hitler chose war as the way out of the approaching economic crisis. Resources were to be accumulated through expansion of territory.

The famous German highways and the people's car, the Volkswagen became the symbols of Germany's economic recovery.

Q.14. Describe any three steps taken by Hitler for the destruction of Democracy. (CBSE 2010)

Ans. Refer to Question 2, Long Answer Questions.

Q.15. Describe the main provisions of Treaty of Versailles? (CBSE 2010)

Ans. The Treaty of Versailles was harsh and humiliating peace for the Germans.

- (i) Germany lost all its overseas colonies, a tenth of its population.
- (ii) 13 percent of its territories, 75 percent of its iron and 26 percent of its coal to France.
- (iii) Germany was demilitarised to weaken its power.
- (iv) The war guilt clause held Germany responsible for war and damages the Allied countries suffered. It was forced to pay a compensation amounting to £6 billion.
- (v) The Allied forces occupied the resource-rich Rhineland till the 1920s.

Q.16. Give three factors which contributed to the economic crisis faced by the Weimar Republic in 1923. (CBSE 2010)

Ans. Refer to Question 1, NCERT Textbook Questions and Question 2, Short Answer Type Questions.

Q.17. Give three reasons why Nazism became popular in Germany in the 1930s? (CBSE 2010)

Ans. Refer to Question 2, NCERT Textbook Questions.

Q.18. How did the ordinary Germans react to Nazism? (CBSE 2010)

Ans. Many saw the world through Nazi eyes and spoke their mind in Nazi language. They felt hatred and anger even when some one they thought who looked like a Jew. They reported against suspected Jews and marked their houses. They believed Nazism would make them prosperous and happy.

The large number of Germans were passive onlookers, too scared to act, to differ or protest. They preferred to keep away.

Only a few organised active resistance to Nazism.

Q.19. How did Hitler use scientific principles to further his ideology? Why was it incorrect? (CBSE 2010)

Ans. Refer to Question 3, NCERT Questions Para 1.

Hitler borrowed from Charles Darwin and Herbert Spencer. Who emphasised the survival of the fittest theory. Hitler's ideology was simple – the strongest race would survive and weak ones will perish. The aryan race was the finest, it had to retain its purity, become stronger and dominate the world. But both scientists never advocated human intervention in what they thought was natural process of selection.

Q.20. What were Nazi ideas on race? What was the final solution of the Jewish problem? (CBSE 2010)

Ans. Refer to Question 4, Long Answer Type Questions.

Q.21. What were the inherent defects in the Weimar constitution that made it vulnerable to dictatorships?

Ans. Refer to Question 1, Long Answer Type Questions.

Q.22. In what ways did Nazi state seek to re-establish total control over people? (CBSE 2010)

Ans. Refer to Question 6, NCERT Textbook Questions.

Q.23. Examine any three features of racial hierarchy that was promoted by Hitler in Germany under his Nazi ideology. [2010 (T-1)]

Ans. (i) According to Nazi ideology, there was no equality between people, but only a racial

hierarchy. In this view blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung.

- (ii) Hitler's racism borrowed from thinkers like Charles Darwin and Herbert Spencer. Darwin believed in the theory of natural selection. Herbert Spencer added the idea of survival of the fittest.
- (iii) The Nazi believed that the strongest race would survive and the weak would perish. The Aryan race was the finest. It had to retain its purity, become stronger and dominate the world.

Q.24. From whom did Hitler borrow his racist ideology? Explain. [2010 (T-1)]

Ans. Hitler borrowed his racist ideology from thinkers like Charles Darwin and Herbert Spencer. Darwin was a natural scientist who tried to explain the creation of plants and animals through the concept of evolution and natural selection. Herbert Spencer later on added the idea of survival of the fittest. According to this idea, only those species survived on earth that could adapt themselves to changing climatic conditions. Darwin never advocated human intervention in what he thought was a purely natural process of selection. However, his ideas were used by racist thinkers and politicians to justify imperial rule over conquered peoples.

Q.25. Why did Germany suffer from "Hyperinflation" in 1923? Who bailed her out from this situation? [2010 (T-1)]

Ans. Germany had fought the war largely on loans and had to pay war reparations in gold. This depleted gold reserves at a time resources were scarce. In 1923 Germany refused to pay and the French occupied Ruhr, to claim their coal. Germany retaliated with passive resistance and printed paper currency recklessly. With too much printed money in circulation the value of the German mark fell. In April the US dollar was equal to 24,000 marks, in July 353,000 marks and at 98,860,000 marks by December, the figure had run into trillions. As the value of the marks collapsed, prices of goods soared. This crisis came to be known as hyperinflation, a situation when prices rise phenomenally high.

Q.26. Why did USA enter into the Second World War? [2010 (T-1)]

Ans. When the Second World War broke out, the US announced her neutrality. In July 1941, the Japanese had occupied Vietnam in Indo-China. In October, an even more aggressive government came to power in Japan. On 7 December 1941, the Japanese bombers attacked the US naval base at Pearl Harbour in Hawaii. The US had expected Japanese attack on the British and Dutch colonial possessions in the area and was completely taken by surprise. In bombing, 188 aircraft and many battleships, cruisers and other naval vessels of the US were destroyed and over 2000 sailors and soldiers killed. The US was angry at this development. On 8 December, the US declared war on Japan. On 11 December, Germany and Italy declared war on the US and the US declared war on Germany and Italy.

Q.27. What were the promises made by Hitler to people of Germany? [2010 (T-1)]

Ans. He promised to build a strong nation, undo the injustice of the Versailles treaty and restore the dignity of the German people. He promised employment for those looking for work, and a secure future for the youth. He promised to weed out all foreign influences and resist all foreign conspiracies, against Germany.

worship Hitler. Even the function of sports was to nurture a spirit of violence and aggression among children. Hitler believed that boxing could make children iron-hearted, the strong and masculine.

Youth organisations were made responsible for educating the German youth in 'the spirit of National Socialism'. Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organisation – Hitler youth – where they learnt to worship war, glorify aggression and violence, condemn democracy, hate Jews, Communists, Gypsies and all those termed as 'undesirables'.

After a period of rigorous ideological and physical training, they joined the labour service usually at the age of 18. Then they had to serve in the armed forces and enter one of the Nazi organisations.

(b) His personal qualities : Hitler was a tireless worker and an able organiser. He had a charming personality. He was an effective orator. Bitterly anti-Communist, he promised to save the country from the onslaught of communism. He won over the nationalists by promising to vindicate national honour by repudiating the Treaty of Versailles. Development of the art of propaganda :

(c) The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices were not only deceptive, they were chillings. Nazis never used words "kill" or "murder" in their official communications. Mass killings were termed 'special treatment', final solution (for the Jews), euthanasia (for the disabled), selection and disinfections. 'Evacuation' meant deporting people to gas chambers. The gas chambers were labelled as 'disinfection areas', and looked like bathrooms equipped with fake shower-heads.

Media was carefully used to win support for the regime and popularise its world view. Nazi ideas were spread through usual images, films, radio, posters, catchy slogans and leaflets. In posters, groups identified as the 'enemies' of Germans were stereotyped, mocked, abused and described as evil.

Q.4. Describe in detail Hitler's treatment of the Jews.

(CBSE 2010)

OR

Explain Nazi ideologies regarding the Jews.

[2010 (T-1)]

Ans. Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as "undesirable" in the extended empire were mentally or physically unfit Germans, Gypsies, blacks, Russians, Poles.

But Jews remained the worst sufferers in Nazi Germany. They were stereotyped as 'killers of Christ and usurers'.

Until medieval times, Jews were barred from owning land. They survived mainly through trade and moneylending. They lived in separately marked areas called 'ghettos'. They were often persecuted through periodic organised violence and expulsion from land. All this had a precursor in the traditional Christian hostility towards Jews for being the killers of Christ.

However, Hitler's hatred of the Jews was based on pseudo-scientific theories of race, which held that conversion was no solution to 'the Jewish problem'. It could be solved only through their total elimination.

From 1933 to 1938, the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave the country. The next phase of 1939-1945 aimed at concentrating them in certain areas and eventually killing them in gas chambers in Poland.

Under the shadow of war, the Nazis proceeded to realise their murderous, racial ideal. Genocide and war became two sides of the same coin.

Q.5. “The seeds of the Second World War were sown in the Treaty of Versailles.” Discuss.

OR

What were the effects of peace treaty on Germany after the First World War? [2010 (T-1)]

Ans. The defeat of Germany in World War I made Hitler angry. It horrified him. The Treaty of Versailles made him furious. He joined the German Workers Party and renamed it National Socialist German Workers Party. This later came to be known as the Nazi Party.

Hitler promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. After First World War, Germany was compelled to sign this treaty under the threat of war.

So to undo the wrong of the Versailles Treaty, to put Germany on its feet, to bring financial stability, to realise its dreams of creating a nation of pure Germans who belonged to an exclusive racial community of pure, healthy, Nordic German Aryans, and to make Germany into a mighty power, Hitler choose war.

In September 1939, Germany invaded Poland. This started a war with France and England. In 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler’s claim to international power. Puppet regimes, supportive of Nazi Germany, were installed in a large part of Europe. Hitler then attacked the Soviet Union. But suffered a crushing defeat. After the Pearl Harbour incident, USA entered the war.

Thus we see a direct link from the Treaty of Versailles to World War two.

Q.6. What was the Nazi ideology of Lebensraum? How did they proceed to actualise it?

[2010 (T-1)]

Ans. Lebensraum was the other aspect of Hitler’s ideology related to a geopolitical concept. It meant living space. He believed that new territories had to be acquired for settlement. This would enhance the area of the mother country, while enabling the settlers on new lands to retain an intimate link with the place of their origin. It would also enhance the material resources and power of the German nation.

Hitler intended to extend German boundaries by moving eastwards to concentrate all Germans geographically in one place. Poland became the laboratory for this experimentation.

Hitler wrote (Secret Book, ed. Telford Taylor), “A vigorous nation will always find ways of adapting its territory to its population size.” Thus Hitler turned its attention in conquering Eastern Europe. He wanted to ensure food supplies and Living Space for Germans.

Q.7. “The Nazi regime used language and media with care and often to great effect.” Explain.

Ans. “The Nazi regime used language and media with care and often to great effect. They never used such commonplace revealing terms as “kill, murder” in their official communications. Mass killings were termed special treatment, final solution (for the Jews), euthanasia (for the disabled) selection and disinfections.

'Evacuation' meant deporting people to gas chambers. Gas chambers were called 'disinfection areas'. They looked like bathrooms equipped with fake showerheads.

Media was carefully used to win support for the regime and popularise its world view. Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets for the Jews. The most infamous film was 'The Eternal Jew'. They were shown with flowing beards, wearing Kaftans, whereas in reality it was difficult to distinguish German Jews by their appearance because they were a highly assimilated community.

Q.8. Describe the early life of Hitler prior to his assuming power as the dictator of Nazi Germany. [2010 (T-1)]

Ans. Hitler was born in 1889 in Austria. He spent his youth in poverty. When the first World War broke out, he enrolled for the army, acted as a messenger in the front, became a corporal, and earned medals for bravery. The German defeat horrified him and the Versailles Treaty made him furious. In 1919, he joined a small group called the German Workers' Party. He subsequently took over the organisation and renamed it the National Socialist German Workers' Party. This party was popularly known as the Nazi party.

II. FORMATIVE ASSESSMENT

A. PROJECT

- Topic Covered** : Nazi propaganda and the rise of Hitler
Objective : To create an insight into Nazi propaganda machinery
Skills Developed : Awareness about the role of media in forming public opinion, critical thinking and planning
Time Required : 2 days
Method : (a) Collect speeches of Hitler
(b) Collect information about Nazi rallies, use of signs, symbols, slogans, etc.
(c) Focus on significance of rituals and spectacle in mass mobilisation
(d) Explain how Nazi propaganda stirred hopes of a better future

B. ACTIVITIES

- (1) Read the following two passages and write a short note on the following :
(a) Hitler's imperial ambition
(b) What would be Mahatma Gandhi's views about Hitler's ideas?

Passage - 1

'For this earth is not allotted to anyone, nor is it presented to anyone as a gift. It is awarded by providence to people who in their hearts have the courage to conquer it, the strength to preserve it, and the industry to put it to the plough... The primary right of this world is the right to life, so far as one possesses the strength for this. Hence on the basis of this right a vigorous nation will always find ways of adapting its territory to its population size.

[Hitler, Secret Book, ed. Telford Taylor]

Passage - 2

'In an era when the earth is gradually being divided up among states, some of which embrace

almost entire continents, we cannot speak of a world power in connection with a formation whose political mother country is limited to the absurd area of five hundred kilometres.

[Hitler, Mein Kampf, p. 644.]

C. POSTER MAKING

- (1) Make a big poster on 'steps to death' in Nazi Germany explaining three stages—Exclusion, Ghettoisation, Annihilation.
- (2) Make a Nazi poster mocking and ridiculing the Jews.

D. ASSIGNMENTS

(1) Write a one page history of Germany

- *as a school child in Nazi Germany*
- *as a Jewish survivor of a concentration camp*
- *as a political opponent of the Nazi regime.*

Ans. • **As a school child in Nazi Germany**

Germany is a very strong country. A very strong Nazi society is being set up and this is they say, possible only by teaching children the Nazi ideology and by having a control over the child both inside and outside school.

All the schools are cleansed and purified. There have German teachers to teach children. The children are divided into two groups — the desirable and the undesirable children. The undesirable children do not play with the desirable group and do not mix with them. After some days these children disappear.

People say that they are taken to gas chambers. Most children do not know what this means but they know that these children will never come back as they were not fit to live. Nazi schooling has prolonged periods of ideological training. All school textbooks are re-written.

Children are taught the lessons of hatred against Jews, worship of Hitler and obeying his orders.

Sports is very important for a desirable child but sports are to nurture a spirit of violence and aggression among children.

Ten-year-olds have to enter Jungvolk. All boys are taught to be aggressive and steel-hearted, girls are trained to become good mothers and bring up pure-blooded Aryans. They also are trained to maintain a distance with Jews, look after home and teach their children Nazi values.

Children are taught Nazi values when they are babies. As soon as he/she starts to think he/she is given a flag to wave. The labour force takes control over them from their birth till the time they go to the grave.

• **As a Jewish survivor of a concentration camp**

The crimes the Nazis committed were linked to a system of belief and a set of practices. Nazi ideology specified that there was racial hierarchy and no equality between people. According to them blond, blue-eyed, Nordic German Aryans were at the top, while the Jews were located somewhere on the lowest rung of the ladder. They dreamt of creating an exclusive racial community of pure Germans by physically eliminating all those who

were undesirable in the empire. Even Germans who were abnormal were given no right to exist.

But Jews were not the only community which was known as undesirable. Many gypsies and blacks living in Nazi Germany were considered as racial inferiors who threatened the biological purity of the superior Aryan race.

Jews, however, remained the worst sufferers in Nazi Germany. The Nazis compelled them to leave the country, terrorised, pauperised and segregated them. This phase continued from 1933 to 1938. From 1939 started the second phase. This lasted till 1945 and aimed at concentrating them in certain areas and eventually killing them in gas chambers in Poland.

Jewish children were also segregated in schools and finally sent to gas chambers. Media was carefully used to win support for the regime and popularise it. Propaganda against Jews was carried out through films, posters, slogans, radios, leaflets. All Jews were stereotyped and depicted with long flowing beards and wearing loose kaftans, though this was not the case.

STEPS TO DEATH

Stage 1 : Exclusion 1933–1939

You Have No Right to Live Among Us as Citizens

The Nuremberg Laws of citizenship of September 1935:

1. Only persons of German or related blood would henceforth be German citizens enjoying the protection of the German empire.
2. Marriages between Jews and Germans were forbidden.
3. Extramarital relations between Jews and Germans became a crime.
4. Jews were forbidden to fly the national flag.

Other legal measures included:

- Boycott of Jewish business
- Expulsion from government services
- Forced selling and confiscation of their properties

Besides, Jewish properties were vandalised and looted, houses attacked, synagogues burnt and men arrested in a Pogrom in November, 1938, remembered as ‘the night of broken glass’.

Stage 2 : Ghettoisation 1940–1944

You Have No Right to Live among Us

From September 1941, all Jews had to wear a yellow Star of David on their breasts. This identity mark was stamped on their passport, all legal documents and houses. They were kept in Jewish houses in Germany and in ghettos like Lodz and Warsaw in the east. These became sites of extreme misery and poverty. Jews had to surrender all their wealth before they entered a ghetto. Soon these ghettos were brimming with hunger, starvation and disease due to deprivation and poor hygiene.

Stage 3 : Annihilation 1941 onwards:

You Have No Right to Live

Jews from Jewish houses, concentration camps and ghettos from different parts of Europe were brought to death factories by goods train. In Poland and elsewhere in the east, most notably Belzek, Auschwitz, Sobibor, Treblinka, Chelmno and Majdanek, they were charred in gas chambers. Mass killings took place within minutes with scientific precision.

Auschwitz Concentration Camp

The largest Nazi concentration camp is identified with Auschwitz (Poland). Built in 1940, the camp served as a major element in perpetration of the Holocaust, killing around 16 million people, of whom over 90% were Jews.

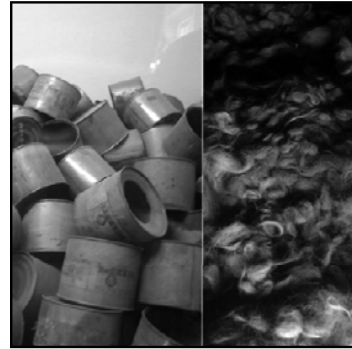
The camp was surrounded with barbed electrified wire. The camp held 100,000 prisoners at one time. The camp's main purpose was not internment but extermination. For this purpose the camp was equipped with four gas chambers, and each chamber could hold 2,500 people at one time. Large scale exterminations started in 1942.



Auschwitz I concentration camp in 2001



Entrance to Auschwitz in 1941. The slogan "Arbeit macht frei" over the gate translates as "Work (shall) make (you) free" (or "work liberates")



Empty poison gas canisters and hair from victims, as seen in the Auschwitz museum

Hitler's concentration camps at Auschwitz and Dachau (Munich, Germany) are blots on the history of mankind. Memorials have been built at these camps to remind people of the inhumanity of the Nazis under Hitler.

Nazism under Hitler was a complete negation of the democratic and liberal values taught by the French Revolution. It also negated socialism, welfare of the workers and the poor brought about by the Russian Revolution. It was indeed one of the most horrible episodes in human history, which must never be repeated.

- **As a Political Opponent of the Nazi Regime**

It was during the Great Depression that Nazism became a mass movement. After 1929, banks collapsed and business shut down, workers lost their jobs and the middle class was

threatened by destitution. The Nazi party propaganda stirred hopes of a better future. By 1932, it became the largest party with 37% votes.

Hitler was a powerful speaker and could influence the people. This was aided by red banners with the Swastika, the Nazi salute, and the ritualised rounds of applause after the speeches, were all part of his spectacle of power. Hitler was depicted and seen by the shattered people as a saviour who would deliver them from their difficulties.

On 30 January 1933, President Hindenburg offered the Chancellorship, the highest position in the cabinet of ministers, to Hitler. By now the conservatives had rallied to their cause. Now, Hitler set out to demolish the structures of democratic rule. A mysterious fire broke out in the German Parliament building in February. This facilitated his move. The Fire Decree of 28 February 1933 suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimer Constitution, indefinitely. Then he turned on his arch enemies, the Communists, most of whom were hurriedly packed off to the newly established **concentration camps**.

On 3 March 1933, the infamous Enabling Act was passed. This established dictatorship in Germany.

Hitler created special surveillance and security forces to control and order society in ways the Nazis wanted.

Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht, who aimed at full production and full employment through a state-funded work-creation programme.

In foreign policy, Hitler pulled out of the League of Nations in 1933, reoccupied the Rhineland in 1936, and integrated Austria and Germany in 1938 under the slogan, *One People, One Empire, and One leader*. He then went on to wrest German-speaking Sudetenland from Czechoslovakia, and took over the entire country.

In September 1939, Germany invaded Poland. This started a war with France and England. In September 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler's claim to international power.

Hitler now moved to achieve his long-term aim of conquering Eastern Europe. He wanted to ensure food supplies and living space for Germans. He attacked the Soviet Union in June 1941. The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at Stalingrad.

Meanwhile, the USA had resisted involvement in the war. When Japan extended its support to Hitler and bombed the US base at Pearl Harbour, the US entered the Second World War. The war ended in May 1945 with Hitler's defeat and the US bombing of Hiroshima and Nagasaki in Japan.

(2) Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.

Ans. I am going to school. Today I will go to grade V. I love school as I have many friends there. Father, I want to tell you something. In school I have many friends from the group which is called the 'undesirable group'. In this group there are many Jewish boys. These boys are my best friends. Father, they are so affectionate and friendly that if you see and meet them you

will also start liking them. I am sure that you will not stop me from becoming their friend. These boys are not like the pictures we see of Jews. They are different. In fact, they are almost like us. I find no difference between them and myself. In fact, my best friend is very good in English language and he helps me. He has promised to visit our house. Father, will you allow this?

E. SKIT

Imagine you are Jewish children arriving at a death factory to be gassed. Enact a skit presenting the horrifying incident, in your class.

[**Guidelines** : Divide the class in groups of 6-10 students. Each group shall present a skit of five minutes.]

F. DEBATE

- (1) Organise a debate in the class on the topic ‘Whether Hitler was justified in doing what he did?’

[**Guidelines** : Each student has to speak for five minutes on the topic. The teacher will give marks to each student on a scale of 20 mark.]

OR

- (2) Have a class debate on “Nobody can be more cruel to man than man himself” (refer to Hitler’s Nazism).

G. QUIZ

The teacher has to prepare a quiz of twenty questions on Hitler and ask each student to answer.

[**Guidelines** : The teacher will ask each student to come and sit beside him / her one by one and then ask the questions so that others don’t hear. He / She will not disclose the correct answer but record the answers of each student. The student answering maximum number of questions will be declared the winner.]

H. CASE STUDY

Prepare a Case Study of the life of Hitler, his role in German life, economy and culture and the effect of his policies on the world.