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HISTORY

Nazism and the Rise of Hitler

India and the Contemporary World - I

(NCERT Book)



German society was utterly destroyed and shattered by the rise of Hitler and the politics of Nazism. Nazi leaders inflicted horrific atrocities and acts of brutality on men, women, and children in Nazi Germany. By using a long history of anti-Semitic sentiment to persecute Jews and by fighting against democracy and socialism, Nazism denied a number of minorities the right to exist. Violence is not the only aspect of Nazism. It also discusses a complex and terrifying political structure that functioned on several levels. While some Indians found Hitler's beliefs inspiring, the majority were horrified by the development of Nazism.

Topic Notes

- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi Worldview
- Youth in Nazi Germany
- Ordinary People and the Crimes Against Humanity

This chapter underlines Hitler's determination to make Germany a mighty power and his ambition of conquering all of Europe. The birth of Nazism and horrendous actions associated with this ideology destroyed more than half of Germany's population. Nazis devised an unprecedented means of killing people by gassing them in various killing centres like Auschwitz. Nazism did not include one or two isolated acts. It was but a system, a structure of ideas about the world and politics.

Hitler's ambition and actions made him the most popular and the most hated man in all of Europe. As a result of his actions, Hitler and his propaganda minister Goebbels and his entire family committed suicide collectively in his Berlin bunker in April. At the end of the war, an International Military Tribunal at Nuremberg was set up to prosecute Nazi war criminals for Crimes against Peace, for War Crimes and Crimes against Humanity. The retribution did come, yet the punishment of the Nazis was far short of the brutality and extent of their crimes.

TOPIC 1

BIRTH OF THE WEIMAR REPUBLIC

Learning Objectives

- Students will learn about the possible reasons why Germans felt humiliated after the First World War.
- Students will read more about how German political setup was recast after the treaty of Versailles.
- Students will learn about the consequences of the Treaty of Versailles.
- Students will learn about the impact of the First World War on Germany.
- Students will understand more about economic crisis in Germany and the pressure inflicted by the Depression upon it.

Learning Outcomes

- Students will be able to understand the dire economic situation in Germany after the Treaty of Versailles.
- Students will be able to trace the influence of the war and its aftermath on the German economy.
- Students will be able to learn more about the great depression of 1929.

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

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

In an effort to recast the German polity, the National Assembly met at Weimar and established a democratic constitution with a federal structure. The deputies were elected to the German Parliament (Reichstag). The republic, however, was not received well by its own people, because of the humiliating terms it was forced to accept after Germany's defeat at the end of the First World War. Many Germans held the new Weimar Republic responsible for not only the defeat in the war, but also the disgrace faced at Versailles.

Important

- Germany had to accept a war guilt clause which held it responsible for the First World War and damages that the Allied countries suffered.



Germany after the Versailles Treaty

Germany had to suffer from the following due to the Treaty of Versailles:

- 1) Germany lost its overseas colonies, a tenth of its population, 13 percent of its territories, 75 percent of its iron and 26 percent of its coal to France, Poland, Denmark and Lithuania due to a humiliating and harsh Treaty of Versailles inflicted upon it.

- (2) It had to pay a compensation amounting to £6 billion to the Allied countries.
- (3) The resource-rich Rhineland was occupied by military of Allied.
- (4) The Allied Powers demilitarised Germany to weaken its power.

Example 1. Read the following passage and answer the questions that follow.

This 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. The Peace Treaty at Versailles with the Allies was a harsh and humiliating peace. Germany lost its overseas colonies, a tenth of its population, 13 percent of its territories, 75 percent of its iron and 26 percent of its coal to France, Poland, Denmark and Lithuania. The Allied Powers demilitarised Germany to weaken its power. The War Guilt Clause held Germany responsible for the war and damages the Allied countries suffered. Germany was forced to pay compensation amounting to £6 billion. The Allied armies also occupied the resource-rich Rhineland for much of the 1920s. Many Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles.

(A) Which of the following regions was taken away from Germany through the Treaty of Versailles?

- | | |
|-------------|---------------|
| (a) Algeria | (b) Lithuania |
| (c) Poland | (d) Rhineland |

(Remember)

(B) Which of the following statements is/are true?

- (I) Germany lost its overseas colonies after the Treaty of Versailles.
- (II) Half of the German population was killed in the war.
- (III) Germany lost its petroleum to France, Poland, Denmark and Lithuania.
- (IV) Germany was a part of the Central powers in the First World War.
- (V) Allied countries lost the First World War.

Options:

- (a) (I), (II) and (III)
- (b) (II), (III) and (IV)
- (c) (I), (III) and (V) only
- (d) (I) and (IV)

(Evaluate)

(C) Why was the Treaty of Versailles signed?

(Understand)

(D) How did the Treaty of Versailles become responsible for the hate for Weimer Republic?

(Understand)

(E) Assertion (A): The German republic, however, was not received well by its own people.

Reason (R): German people didn't like the authorities.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong.
- (d) (A) is wrong but (R) is correct. *(Analyse)*

Ans. (A) (d) Rhineland

Explanation: The Allied armies occupied the resource-rich Rhineland for much of the 1920s.

- (B) (d) (I) and (IV)**

Explanation: Germany lost its overseas colonies after the treaty of Versailles. A tenth of the German population was lost after the war as per the treaty. Germany was a part of the Central powers in the first world war along with Austria-Hungary, Ottoman Empire and Bulgaria. They lost the war to the Allied powers.

Related Theory

→ Germany lost a significant percentage of its coal to France, Poland, Denmark and Lithuania because of the treaty.

Caution

→ Statement-Combo questions are hard to attempt. Interpreting even one statement wrong can make the students lose their marks.

(C) The Allied countries had defeated the Central powers in the First World War. The Treaty of Versailles was signed as a treaty of truce or peace between the two sides to ensure war compensation and harmony.

(D) The Treaty of Versailles get responsible for the hate for Weimer Republic in the following ways:

- (1) Economic consequences of the war and the consequential treaty of Versailles were catastrophic. This led Germany into a huge crisis.
- (2) The then German government had accepted these humiliating terms of agreement because they had no other choice. So, the public deemed them responsible for their miserable conditions.

(Any one point)

Related Theory

→ When Hitler came up with Nazism, he promised a better economic situation in the near future if he were to come to power. Thus, these miserable conditions and dissatisfaction with the government gave impetus to Nazism in its infancy.

- (E) (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).

Explanation: The German population didn't like the new Weimar Republic because they believed the authorities were responsible for their pitiable condition after the First World War.



Related Theory

- Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles too.

The Effect of War

The war had a devastating impact on the entire continent both psychologically and financially. Europe became debtor by the end as opposed to its reputation as a rich lender in the beginning of the war. The supporters of the Weimar Republic (Socialists, Catholics and Democrats) 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.



Important

- The supporters of the Weimar Republic were mockingly called as "November criminals".

The First World War left a lasting impact on the European society and polity. The politicians and the publicists laid great stress on the need for men to be aggressive, strong, and masculine.

The lives of soldiers were glorified but their reality was dirty and miserable. Popular support grew for conservative dictatorships that recently emerged.

Political Radicalism and Economic Crises

Weimar Republic was born at the same time as the revolutionary uprising of the Spartacist League on the pattern of the Bolshevik Revolution in Russia. Soviets of workers and sailors were established in many cities. Soviet-style governance was high in demand in Berlin.

Socialists, Democrats, and Catholics met in Weimar to give shape to the democratic republic. This uprising was crushed with the help of a war veterans' organisation called Free Corps.

The anguished Spartacists founded the Communist Party of Germany. Communists and Socialists henceforth became irreconcilable enemies. They could not unite for a common cause against Hitler. Both revolutionaries and militant nationalists craved radical answers. Political radicalisation was heightened by the economic crisis of 1923.

Germany had fought the war largely on loans. It had to pay war reparations in gold. Resources were scarce. The repayment was adding to this scarcity. In 1923, Germany refused to pay, and the French occupied its leading industrial area, Ruhr, to claim their coal.

Germany retaliated with printing paper currency recklessly. The value of the German mark collapsed. Prices of goods soared. There was hyperinflation.



Days of Hyperinflation



Frequently Asked

- The image of Germans carrying cartloads of currency notes to buy a loaf of bread was widely publicised evoking worldwide sympathy. The value of the US dollar was 24,000 marks in April, 353,000 marks in July, 4,621,000 marks in August, and 98,860,000 marks in December and it had reached trillions.

Eventually, the Americans intervened and bailed Germany out of the crisis by introducing the Dawes Plan, which reworked the terms of reparation to ease the financial burden on Germans.

The Year of Depression

Despite some stability in 1924-28, Germany was still in ruins. The German investments and industrial recovery was totally dependent on short-term loans, largely from the USA.

This support was withdrawn when the Wall Street Exchange crashed in 1929. People madly started selling their shares. This led to the Great Economic Depression. The US economy was hit hard by this depression. The German economy was worst hit by this economic crisis. By 1932, its industrial production was reduced to 40 percent of the 1929 level. Workers lost their jobs or were paid reduced wages.

As jobs disappeared, the youth took to criminal activities and total despair became common place. The economic crisis created deep anxieties and fears in people.

Only the organised workers could manage to keep their heads above water, but unemployment weakened their bargaining power. Large business establishments were in crisis. They were scared of being reduced to the ranks of the working class. The large mass of peasantry was affected by a sharp fall in agricultural prices and women, unable to fill their children's stomachs, were filled with a sense of deep despair.

The Weimar constitution had some inherent defects, which made it politically unstable and vulnerable to dictatorship. One was proportional representation. This made achieving a majority by any one party difficult, leading to a rule by coalitions. Another defect was Article 48, which gave the President the

powers to impose emergency, suspend civil rights, and rule by decree.

Within its short life, the Weimar Republic saw twenty different cabinets lasting on an average of 239 days, and a liberal use of Article 48. People lost confidence in the democratic parliamentary system which seemed to offer no answers.

TOPIC 2

HITLER'S RISE TO POWER

Learning Objectives

- Students will learn about Hitler's background and his rise to power.
- Students will know about the birth and growth of the Nazi party and the ideology of Nazism.
- Students will understand about the steps taken by Hitler to destroy democracy in Germany.
- Students will write the meaning of new German terms like Gestapo, Reichstag, Swastika etc.
- Students will also learn about Hitler's reconstruction of Germany by occupation of neighbouring territories.

Learning Outcomes

- Students will be able to learn more about Hitler's invincible ambition and his measures to make Germany stronger.
- Students will be able to understand about the consequence of destroying democracy and raising dictatorship.
- Students will be able to recall the changing political set-up of Germany after Hitler's rise to power.
- Students will be able to understand about Hitler's economic and social reconstruction of Germany.
- Students will be able to know about the reason to start the second world war and USA's participation in the same.

The crisis in Germany's economy, polity, and society formed the background to Hitler's rise to power. Hitler was born in a poor family in Austria in 1889. When the First World War broke out, he enrolled in 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. He joined a small group called the German Workers Party in 1919. He took over the organisation and renamed it the National Socialist German Workers' Party, which came to be known as Nazi Party.

In 1923, Hitler planned to seize control of Bavaria, march to Berlin and capture power in Berlin. He failed, was arrested and tried for treason. He was released later. The Nazis could not effectively mobilise popular support till the early 1930s. It was during the Great Depression that Nazism became a mass movement.

Example 2. Discuss why Nazism became popular in Germany by 1930. **(Understand) [NCERT]**

Ans. In 1919, Adolf Hitler took over the German Workers' Party and called it the Nazi Party, giving birth to Nazism in Germany.

During the Great Economic Depression, Nazism gained popularity. It emerged as a glimmer of hope amidst the collapse of banks and shutting down of businesses. In his powerful speeches, Hitler promised to build a strong nation, restore the dignity of the Germans and provide employment for all. Numerous public meetings were held by the Nazi Party to instill unity among the people.

In 1928, the Nazi Party got no more than 2.6 percent votes in the Reichstag, the German parliament.

By 1932, it had become the largest party with 37 percent votes. Hitler's passion and his words moved people. He promised to build a strong nation, provide employment, undo the injustice of the Versailles Treaty and restore the dignity of the German people.

He promised to weed out all foreign influences 'conspiracies' against Germany. Hitler devised a new style of politics. He understood the significance of rituals and spectacle in mass mobilisation.

Nazis held massive rallies and public meetings to demonstrate their support for Hitler and instill 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. Nazi propaganda skilfully projected Hitler as a messiah, a saviour to deliver people from their distress.



Nuremberg Rally, 1936

This image captured the imagination of people whose sense of dignity and pride had been shattered and who were living in a time of acute economic and political crises.

Important

→ Otto von Bismarck, who became the chief minister of Prussia (Germany) was the architect of the process of unification of Germany, which he carried out with the help of the Prussian army and bureaucracy. He cooperated with King Wilhelm I of Prussia to unify the various German states. He led three wars over seven years – with Austria, Denmark and France – which ended in Prussian victory and completed the process of unification in 1871.

→ Both Bismarck and Hitler were violent, passionate individuals who loved power and authority and wanted to make Germany an invincible power. Unlike Hitler, Bismarck did not want to purify the German race. He wanted to instead unify Germany into a nation. He was able to achieve the same through violent confrontations and wars. Bismarck did not want to establish his dictatorship even though he was every bit an authoritarian and a close-minded individual as Hitler.

The Destruction of Democracy

On 30 January 1933, President Hindenburg offered the Chancellorship to Hitler. Nazis had rallied the conservatives to their cause. Having acquired power, Hitler set out to dismantle the structures of democratic rule and began the destruction of democracy. A mysterious fire that broke out in the German Parliament building in February helped him in the pursuit.



Adolf Hitler, center, and members of the Nazi party march through downtown Munich 1937

○ Extra content given according to the latest syllabus uploaded by CBSE.

Some other steps taken by Hitler were:

- (1) The Fire Decree of 28 February 1933 indefinitely suspended civic rights like freedom of speech, press, and assembly that had been guaranteed by the Weimar constitution.
- (2) He turned on his arch enemies, the Communists, most of whom were hurriedly packed off to the newly established concentration camps. The repression of the Communists was severe.
- (3) He persecuted 52 types of victims across the country.
- (4) On 3 March 1933, the famous Enabling Act was passed. This Act established a dictatorship in Germany.
- (5) It gave Hitler all powers to sideline Parliament and rule by decree.
- (6) All political parties and trade unions were banned except for the Nazi party and its affiliates.
- (7) The state established complete control over the economy, media, army, and judiciary. Special surveillance and security forces were created to control the society.

Newly created forces included regular police in green uniform and the SA or the Storm Troopers, at the Gestapo (secret state police), the SS (the protection squads), criminal police, and the Security Service (SD). They had a bunch of extra-constitutional powers which gave the Nazi state its reputation as the most dreaded criminal state.

People could be detained in Gestapo torture chambers, rounded up and sent to concentration camps, deported at will, or arrested without any legal procedures. The police forces acquired powers to rule with impunity.

Example 3. Case Based:

Read the following passage and answer the questions that follow.

The following steps were taken by Hitler to destroy the democracy of German:

- (1) The 'fire decree' of 28 February 1933 suspended civic rights like freedom of speeches, press assembly that had been granted by the Weimar constitution.
 - (2) The communists were sent to the concentration camps.
 - (3) On 3 March, 1933 the Enabling Act was passed. This act gave Hitler all powers to rule by decree.
 - (4) All political parties and trade unions were banned except for the Nazi parties and its affiliate.
- (A) What was the purpose of the Reichstag Fire Decree issued on February 28, 1933?
- (a) To promote freedom of speech and assembly.

- (b) To suspend civil liberties and arrest political opponents.
- (c) To hold new elections for the Reichstag.
- (d) To establish a new constitution.

(Understand)

- (B) What is the destruction of democracy?

(Understand)

- (C) What steps were taken to destroy democracy in Germany?

(Remember)

- (D) Fill in the blank.

The Fire Decree of 1933 suspended guaranteed by the Weimar constitution.

- (a) Political rights
- (b) Social rights
- (c) Civic rights
- (d) Economic rights

(Remember)

- (E) Assertion (A): The Enabling Act established dictatorship in Germany.

Reason (R): All political parties were banned except for the Nazi Party and its affiliates.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong.
- (d) (A) is wrong but (R) is correct.

(Analyse)

- Ans. (A) (b) To suspend civil liberties and arrest political opponents.

Explanation: It was the first step of Hitler towards the establishment of dictatorship and abolishment of democratic Germany, by suspending the civic rights.

- (B) Destruction of democracy refers to the process by which democratic principles, institutions, and freedoms are systematically dismantled, leading to authoritarian rule. In the passage, Hitler destroyed democracy in Germany by suspending Civic Rights, passing the Enabling Act, banning political parties and trade unions, etc.

- (C) The following steps were taken to destroy Democracy in Germany:

- (1) The Communists were sent to the concentration camps.
- (2) The Enabling Act was passed.
- (3) The state established complete control over the media and army.

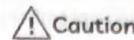
- (D) (c) Civic rights

Explanation: Civic rights are the rights that people have in a society- owing to their membership in a community or society- to equal treatment and equal opportunities, whatever their race, sex, or religion. These rights are freedom of speech, press and assembly have been guaranteed by the Weimar constitution.



Related Theory

→ Civil and political rights are a class of rights that protect individuals' freedom from violation by governments, social organisations, and private individuals.



→ Civic and Civil rights, terms which are usually used interchangeably, do not mean the same things at all times. Civil rights are the rights which are inalienable to humans.

→ Civic rights are rights which are guaranteed to an individual owing to their membership in a society or community.

- (E) (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).

Explanation: The enabling act gave Hitler the power to sideline the Parliament and rule by decree. This is how the enabling act established a dictatorship.

Reconstruction

Economist Hjalmar Schacht was given the sole responsibility of economic recovery. This was to be done through a state funded, employment providing economic programme. Volkswagen was produced through this programme.



Adolf Hitler with Hjalmar Schacht

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 took Sudetenland from Czechoslovakia.



Important

→ England sympathised with Germany after its humiliating defeat in the First World War and the Treaty of Versailles. Hitler had the unspoken support of England.

He chose war as a way out of the Economic Crisis. Resources were to be accumulated through the expansion of territory. Hitler fired Schacht because he had advised Hitler against investing heavily in rearmament as the state still ran on deficit financing. Hitler didn't want to stop. His ambitions were too high and strong for him to pay any attention to caution.

In September 1939, Germany invaded Poland. This started a war with France and England. In September 1940, Hitler planned a Tripartite Pact between Germany, Italy and Japan, strengthening his claim to international power. He helped install puppet regimes across Europe. During this time, Hitler was most powerful and influential.

Hitler wanted to capture Eastern Europe to ensure food supplies and living space for Germans. He attacked the Soviet Union in June 1941. He exposed the German western front to British bombing and eastern front to Soviet armies.

Later, the Soviet Red Army delivered a crushing and humiliating defeat to Germany at Stalingrad. The army also exploited the German soldiers and captured Berlin established the Soviet hegemony over the entire Eastern Europe for the next fifty years.

The USA resisted involvement in the war. But when Japan extended its support to Hitler, the USA officially entered the war when Pearl Harbour faced bombardment. The war ended in May 1945 with Hitler's defeat and the USA's bombing of Hiroshima and Nagasaki in Japan.



Expansion of Nazi power: Europe 1942

Example 4. In what ways did the Nazi state seek to establish total control over its people?

(Understand) [NCERT]

Ans. The Nazi state tried to establish total control over its people. Special Forces were created to control the society, in the way Nazis wanted.

- (1) Apart from SA or the Storm Troopers, and regular police, who wore a green uniform, these included the Gestapo (secret state police) and SS (the protection squads), criminal police, and the Security Service (SD).
- (2) They were given extra-constitutional powers that gave the Nazi state its reputation as the most dreaded criminal state.
- (3) People were tortured in Gestapo chambers and sent to concentration camps. People were arrested without any legal procedures.

As soon as Hitler came to power he tried to eliminate the undesirables and the gypsy. The Nazis proceeded to realise their murderous racial ideals.

TOPIC 3

THE NAZI WORLDVIEW

Learning Objectives

- Students will learn about the origin of Hitler's Nazi ideology and associated details.
- Students will read more about the concept of Lebensraum, or living space.
- Students will also learn about Hitler's reconstruction of Germany by distinguishing between desirable and undesirable Germans and by occupying of Poland.
- Students will know about the ill-treatment meted out to undesirable Germans.
- Students will read about various terms like Ghetto, Annihilation, Concentration camps, Nordic Aryans.
- Students will read about Mussolini's fascism.

Learning Outcomes

- Students will be able to understand about why Hitler distinguished between people from different races and regions and preferred a society based on racial hierarchy.
- Students will be able to recall the horrors inflicted upon undesirable Germans, colonised Poles by Hitler and his accomplices.
- Students will be able to learn more about the political and social conditions of Germany during the time of Hitler.
- Students will be able to compare and contrast the ideologies of Nazism and Fascism.

Nazis committed crimes because they were driven by a system of belief and a set of practices. Nazi ideology was synonymous with Hitler's worldview. According to the view, people were not equal. There was a racial hierarchy. Blond, blue-eyed, Nordic German Aryans were at the top, while Jews were placed at the lowest rung.

Jews were considered anti-race and the arch-enemies of the Aryans. All other coloured people were placed in between depending upon their external features. Hitler's racism was borrowed from the theories of Charles Darwin and Herbert Spencer.

Important

- (1) Darwin was a natural scientist who tried to explain the creation of plants and animals through the concept of evolution and natural selection.
- (2) Herbert Spencer added the idea of survival of the fittest to this theory. According to this idea, only those species that survived on earth could adapt themselves to changing climatic conditions.



Frequently Asked

- Darwin never advocated human intervention in what he thought was a purely natural process of selection.

Darwin's ideas were later used by racist thinkers and politicians to justify imperial rule over conquered peoples. The Nazi argument was that the strongest race would survive and the weak ones would perish. They believed Aryan race was the most superior and the strongest. It had to retain its purity, become stronger and dominate the world by excluding the weak.

Hitler's ideology or the Nazi Ideology also believed in the geopolitical concept of Lebensraum, or living space.

He believed that new territories had to be acquired for settlement to enhance the area of the mother country and enable settlers on new lands to retain an intimate link with the place of their origin. This would also add to material resources and power of the German nation.

Hitler intended to extend German boundaries and concentrate all Germans geographically at one place. The experiment began with Poland.

Establishment of the Racial State

Once they assumed power, the Nazis quickly started creating racial community of pure Germans. They physically eliminated all those who were seen as 'undesirable' in the extended empire. Nazis wanted only a society of 'pure, desirable and healthy Nordic Aryans'.



Police escorting gypsies who are being deported to Auschwitz, 1943-1944

Only Aryans were seen worthy of prospering and multiplying against all others who were classed as 'undesirable'. Even Germans who were seen as impure or abnormal had no right to exist.

Jews, Gypsies and Blacks living in Nazi Germany were considered as racial 'inferiors'. They were termed undesirable and were considered to threaten the biological purity of the 'Superior Aryan' race. They were widely punished in an organised manner. Even Russians and Poles were considered subhuman, and hence undeserving of any humanity.

When Germany occupied Poland and parts of Russia, captured civilians were forced to work as slave labour. Most of them died simply out of starvation. Nazi hatred of Jews had a precursor in the traditional Christian hostility towards Jews.

They had been stereotyped as killers of Christ and usurers. Until medieval times, Jews were barred from owning land. They survived mainly through trade and money lending. They were isolated and made to live in ghettos. They were often persecuted through periodic organised violence and expulsion from the land.

However, Hitler's hatred of Jews was based on pseudoscientific theories of race, which held that conversion could not solve '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, 1939-1945, aimed at killing them in gas chambers in Poland.

The Racial Utopia

Under the name of war, he continued to impose his racism ideology. They divided the occupied Poland and made part of Germany. Poles were forced to leave their homes and properties, which were then occupied by Germans.

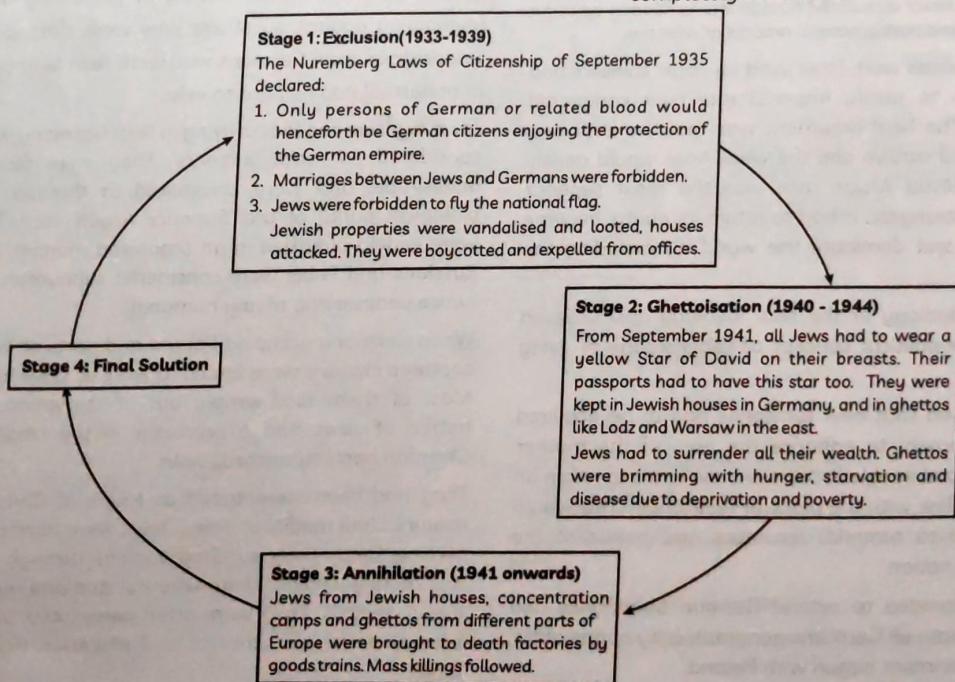
Poles were herded like cattle in the other part of Poland called the General Government. It was the destination of all 'undesirables' of the empire. Polish children who looked like Aryans were forcibly snatched from their mothers and examined by 'race experts'.

If they passed the race tests, they were raised in German families and if not, they were sent to in orphanages, where they perished. The General government with large ghettos and gas chambers worked as the killing fields for the Jews. They were murdered in large number to keep people intellectually and spiritually servile.

Example 5. What are the peculiar features of Nazi thinking? (Understand) [NCERT]

Ans. The peculiar features of Nazi thinking are as follows:

- (1) Nazi ideology was the same as Hitler's worldview. 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 called 'desirables' while Jews (undesirables) were placed at the lowest rung. Hitler's racism was influenced by thinkers like Charles Darwin and Herbert Spencer. The Nazi argument was simple: 'The strongest race would survive, the weak ones would perish.'
- (2) Hitler also believed in Lebensraum or living space. New territories had to be conquered to increase the living space.
- (3) Nazis wanted a society of pure and healthy Nordic Aryans. It meant that even those Germans who were seen as impure or abnormal had no right to live. Under the Euthanasia Programme, the Nazi condemned to death many Germans, who were mentally or physically unfit.
- (4) As soon as Hitler came to power he tried to eliminate the undesirables and the gypsy. The Nazis proceeded to realise their murderous racial ideals.
- (5) Jews remained the worst sufferers in Nazi Germany. They were called 'undesirables'. Hitler's hatred for Jews was based on pseudoscientific theories of race, which held conversion was no answer. They should be completely eliminated.



Example 6. Case Based:

Read the following passage and answer the questions that follow.

"For this earth is not allotted to anyone nor it is 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 plow... 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 the right a vigorous nation will always find ways of adapting its territory to its population size."

Hitler, Secret Book, ed. Telford Taylor.

"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 kilometers."

Hitler, Mein Kampf, p. 644.

- (A) What do they tell you about Hitler's imperial ambition? **(Understand)**
- (B) What according to Hitler was the primary right of a human? Do you think he valued and provided this right to people in his country? **(Evaluate)**
- (C) Why did Gandhiji write a letter to Hitler in 1939?
- To appeal for non-violence
 - To request him to support India
 - To request him to invade Britain
 - To warn him about Britain **(Remember)**
- (D) How did Hitler make Germany, a vigorous nation- adapt its territory to its population size?
- By killing its undesirable population
 - By acquiring new countries and regions
 - By killing cattle
 - By conquering colonies
- Options:
- (I) and (II) only
 - (II), (III) and (IV) only
 - (I), (III) and (V) only
 - (I) and (IV) only **(Understand)**
- (E) Assertion (A): Earth is not a gift.

Reason (R): Primary right of this world is the right to freedom.

- Both (A) and (R) are true and (R) is the correct explanation of (A).
- Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (A) is correct but (R) is wrong.
- (A) is wrong but (R) is correct. **(Analyse)**

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Ans. (A) The two texts describe that Hitler's imperial ambition was to expand the boundaries of Germany till wherever they could possibly reach. He believed that an aggressive nation will find methods to adjust its territory to its population's size. In source 'B' he was comparing Germany's size to that of Russia and wanted Germany to become a world power of similar size.

(B) According to Hitler, the primary right of humans is the right to life. It is only entitled to those humans who have strength and vigour.

Hitler valued this right and ensured it was available only for the strong people. He considered Jews and certain other communities undesirable and subjected them to torture and eventually death.

(C) (a) To appeal for non-violence

Explanation: Hitler's growing power and influence caught Gandhiji's attention. He wrote to Hitler appealing for non-violence. Gandhiji wrote two letters to him — one was written on 23 July 1939 and another on 24 December 1940.

(D) (a) (I) and (II) only

Explanation: Hitler attempted to accommodate the rising population of Germany by acquiring new lands and regions to increase its material and monetary resources. He killed those he considered weak and unworthy of rights and life in general.

Related Theory

→ Hitler's ideology was related to the geopolitical concept of *Lebensraum*, or living space. He believed that new territories had to be acquired for settlement. This would increase the area and enable the settlers on new lands to retain an intimate link with the place of their origin.

(E) (c) (A) is correct but (R) is wrong.

Explanation: The primary right is the right to life according to the given source.

○ Mussolini's Fascism vs Hitler's Nazism

Fascism was a militant movement which came to prominence following the end of World War I in the early 20th century. It first emerged in Italy before spreading to other European nations. Benito Mussolini coined the term "fascism" in 1919 to describe his political movement which was characterised by authoritarian ultranationalism, brutal suppression of dissent, dictatorial authority, and strict control of the state over society and the economy.



Example 7. Highlight any two tenets which are common to both Fascism and Nazism. (*Understand*)

Ans. Nazism and Fascism are both faces of the same coin of totalitarianism. Both ideologies reject the principles of liberalism, democracy and communism.

Comparison between Nazism and Fascism

They be compared and contrasted keeping the following points in mind:

Fascism	Nazism
(1) Emerged in Italy under Mussolini.	Emerged in Germany under Hitler.
(2) Emphasis was on the formation of an organic state in which citizens share lineage, ethnicity and beliefs.	Emphasis was on the formation of a state ruled by a superior race, i.e. the Aryans.
(3) Believed that a state was a means to advance the goal of ultranationalism.	Believed that state was just a tool for the progress of a master race.
(4) Discrimination based on ethnicities was the basis of this ideology.	Discrimination based on race was the basis of Nazism.
(5) The class system was valued by fascism and preserved for a better social structure.	Hitler believed a class-based society was an obstruction to racial unification and hence wanted to get rid of the same.
(6) Characterised by Gender discrimination against women.	Viewed women in a stereotypical care giver role- encouraged them to bear Aryan children and not engage with men from Jews or other impure races.
(7) Characterised by State's Totalitarian rule and complete opposition to liberal democracy.	Characterised by opposition to liberalism and democracy.
(8) Fascist economics encouraged a state-run system of production that accepted a mix of private and public ownership. Nationalist interest was prioritised over personal profit.	War and conquest were the accepted methods to help with economic crises. Believed in the concept of Lebensraum or the living space.

TOPIC 4

YOUTH IN NAZI GERMANY

Learning Objectives

- Students will learn about how children in Germany were conditioned to hate Jews and consider themselves to be superior.
- Students will read more about youth organisations like Jungvolk.
- Students will understand the measures Hitler took to create a cult in Germany by encouraging women to bear Aryan children.
- Students will also learn about Hitler's perspective of women.
- Students will also read about how Hitler used art and literature to spread their propaganda, condition people and manipulate their opinions about Jews and other undesirables.

Learning Outcomes

- Students will be able to learn more about Hitler's propaganda about Jews.
- Students will be able to understand why Hitler distinguished between people from different races and went great lengths to ensure the expansion of Aryan bloodline, its sanctity and purity.
- Students will be able to recall the horrors inflicted upon women in Germany.
- Students will be able to know the art of propaganda and its impact upon Aryans and Jews alike.
- Students will be able to write about the German population- their opinions, aspirations and other views.

Hitler was fanatically interested in the youth in Nazi Germany. He felt that a strong Nazi society could be established only by teaching the children, Nazi ideology from the very beginning.

To make this possible all schools were "cleansed" and "purified". Teachers who were Jews or seen as "politically unreliable" were dismissed. Children were first segregated; Germans and Jew children could not sit together or play together.

Jews, the physically handicapped, Gypsies labelled as undesirable children, were thrown out of schools. They were taken to the gas chambers in 1940s. "Good German" children were subjected to a process of Nazi schooling and a prolonged period of ideological training. School textbooks were rewritten.



Classroom scene depicting a lesson on racial anti-Semitism

Racial science was introduced to justify Nazi ideas of race. Stereotypes about Jews were popularised even through math classes. Children were taught to be loyal and submissive, hate Jews, and worship Hitler. Sports were used to nurture a spirit of violence and aggression among children.

Hitler believed that boxing could make children iron-hearted, strong, and masculine. Youth organisations had to teach the youth, "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 learned to worship war, glorify aggression and violence. They learned to condemn democracy, hate Jews, communists, Gypsies and all those categorised as "undesirable".

Students went through a period of rigorous ideological and physical training and later joined the Labour Service when they turned 18. They had to serve in the armed forces and enter one of the Nazi organisations. The Youth League of the Nazis (later, Hitler Youth) was founded in 1922. To unify the youth movement under Nazi control, all other youth organisations were dissolved and banned.

The Nazi Cult of Motherhood

Children in Nazi Germany were repeatedly told that women were radically different from men.

While boys were taught to be aggressive, violent, masculine and iron hearted, girls were told to be good mothers and rear pure blooded Aryan children only. The government had conditioned them to believe that women's fight for equal rights was wrong.

Girls had to maintain purity of race. They were told to distance themselves from Jews, look after the home and teach their children Nazis values. To encourage women to produce many desirable children, they were given favoured treatment in hospitals, theaters, shops etc. Honour Crosses were awarded. A bronze for four, silver for six and gold for eight or more children.

Important

→ In 1933, Hitler said: "In my state, the mother is the most important citizen." However who bore in Nazi Germany, women were not treated equally. Women who bore racially desirable children were favoured and rewarded with bronze, silver and gold honour crosses, depending upon the number of offsprings. They were also entitled other concessions. Women who bore non-desirable children were punished.

→ Those who maintained relationships with the Jews, Poles and Russians were made to walk in the town with shaved heads, blackened faces and placards hanging around their neck mentioning "I have sullied the honour of the nation." For such criminal offenses, women were even sent to jail.



A German-blooded infant with his mother being brought from occupied Europe to Annexed Poland for settlement

Example 8. 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. (Analyse) [NCERT]

Ans. Women in Nazi Germany:

- (1) Women were expected to focus on Children, Kitchen, Church. The Nazi ideology promoted the idea that a woman's primary duty was to be a homemaker and mother, raising racially "pure" Aryan children.
- (2) Women were discouraged from working in offices or factories and were denied many political and professional rights. The regime introduced policies to increase the birth rate, and incentives for large families.

Comparison with Women in the French Revolution:

- (1) During the French Revolution, women actively participated in political movements, protests, and demands for equal rights.
- (2) They formed groups like the Society of Revolutionary and Republican Women and fought for voting rights, education, and equal treatment under the law.

However, despite their contributions, they were largely excluded from formal political power and in both periods, women were ultimately denied full equality—either through exclusion from politics (French Revolution) or strict traditional roles (Nazi Germany).

The Art of Propaganda

Media and language was used to popularise and garner support for the Government. Nazi ideas were spread through visual images, films, radio, posters, slogans and leaflets. Jews and those opposing the Nazis were stereotyped. Socialists and liberals were attacked as foreign agents.

Many propaganda films were made to create hatred for the Jews. The Nazis played with the minds of the people and turned the attention of the Germans towards people labelled as enemies of the Nazis. The words used to describe treatment meted out to the Jews were deceptive. Nazis used words such as 'special treatment' and 'final answer' for mass killings of the Jews. 'Evacuation' was used to indicate mass deportation of people to gas chambers. Gas chambers were known as 'disinfection areas'.



Frequently Asked

→ Propaganda films like the Eternal Jew were used to instigate hatred against the Jew.

In movies, Jews were shown with flowing beards wearing kaftans.

In reality, it was difficult to distinguish German Jews by their outward appearance because they were highly assimilated.

These Jews were called vermin, rats and pests. Their movements were compared to those of rodents.

Example 9. Explain why Nazi propaganda was effective in creating a hatred for Jews.

(Understand) [NCERT]

Ans. Films were made to create hatred for the Jews.

The film, 'The Eternal Jew', showed the Jews with flowing beards and dressed in kaftans. The Jews were referred to as vermin, rats, and pests. Nazi propaganda compared the Jews to rodents.

Orthodox Jews were stereotyped as killers of Christ and money lenders. Stereotypes about Jews were even popularised through math classes. Children were taught to hate the Jews.

The Nazi propaganda against the Jews was so effective that people felt anger and hatred surge inside them when they saw someone who looked like a Jew.

Example 10. Write one page on history of Germany.

- (A) As a school child in Nazi Germany
- (B) As a Jewish survivor of a concentration camp
- (C) As a political opponent of the Nazi regime

(Apply) [NCERT]

Ans. (A) As a school child in Nazi Germany: I have been conditioned to behave in a disciplined manner since I was three years old. First, I was given a flag to wave, to portray my patriotism. I was told that the roles of men and women in life were totally different. We were told that the fight for equal rights of men and women was a thing of the past as it would destroy our society today. My friends and I were taught to be aggressive, masculine and steel hearted, while the girls were told that they had to rear pure-blooded Aryan children.

I had to take an oath of loyalty to Führer, proclaiming him as the saviour of the country. I have been told that after finishing school, I will have to join the Hitler Youth Organisation. This will be followed by a compulsory military service.

(B) As a Jewish survivor of a concentration camp: I want to thank the Lord for saving my life. I am happy to have survived three years of torturous life in the concentration camp. Of course, I am very weak and ill today, but at least I am still alive.

Many of my friends, relatives and even family members died before my eyes due to the bad treatment meted out to them in the camp. They were regularly beaten, left to starve and worked in very harsh conditions. Many of them were sent to the gas chambers and I was always afraid of being the next target.

(C) As a political opponent of the Nazi regime: Since the Nazis have captured power, they are making life difficult for all the people who do not follow their doctrine. I am not allowed to freely speak my mind.

The bombing by the British on our homes has killed many of my relatives and friends. Aggression on other countries will definitely cause a war and we will also lose men and property in war. The way the Nazis are going about increasing their power, I feel, in the long run, we will lose out, as this war will make all other nations, our enemies, our economy and international reputation might suffer.

TOPIC 5

ORDINARY PEOPLE AND THE CRIMES AGAINST HUMANITY

Learning Objectives

- Students will learn about the treatment meted out by Hitler to Jews and other undesirable communities.
- Students will learn about onlookers in Germany who were not sympathetic towards the Jews.
- Students will read more about the horrors inflicted upon Jews and other undesirable communities through accounts of these onlookers and some Jews themselves.
- Students will also learn about the Holocaust.

Learning Outcomes

- Students will be able to learn more about Hitler's treatment of the Jews during the Holocaust.
- Students will be able to understand the failing reputation of Germany after the world war ended. They will read some stories about the horrors inflicted upon the Jews.
- Students will be able to read about the political and social situation of Germany from the perspective of Jews.
- Students will be able to understand about the lack of feelings of belongingness among the citizens because of Hitler's propaganda and manipulation.

Many saw the world through Nazi eyes and spoke their mind in Nazi language. They were repulsed at the sight of a Jew. They believed Nazism would bring prosperity and improve the general well-being of the country. But not every German was a Nazi. Some offered resistance to Nazi policies and authorities.

However, most Germans were passive onlookers and apathetic witnesses. They were too scared to act or protest against the Nazis. What Jews went through in Nazi Germany, thinkers and authors Charlotte Beradt secretly recorded the treatment and their opinions about it in her diary and published them in *Third Reich of Dreams*.

Important

→ Germans who showed no remorse for Nazi victims did so because of the terror but also because their sense of shared identity and belongingness with the victims was weak. The Nazi government offered an improved economy. Germans who were not Jews were content because they only cared about their own well-being and development. They were not really bothered by the misery of the Jews.

The Jews dreamt of their hooked noses, black hair, eyes, body movements, believing and accepting Nazi stereotypes about themselves. The images published in Nazi press haunted them in their dreams and they died many deaths before they reached the gas chamber because of rampant exclusion and torture meted out of them.

Knowledge About the Holocaust

Information about such Nazi practices spread across the world during the end of the Nazi regime. When Germany was defeated, the world came to realise the extent of these horrors. The Jews wanted the world to remember the sufferings they went through, during the Nazi killing operations. This incident was called the Holocaust.

When the war seemed lost, the Nazi leadership distributed petrol to destroy all the evidence available in the offices. Camp inhabitants wrote diaries, notebooks, and created archives to preserve an account of the incidents they witnessed and went through. The memory of the holocaust lives on in such memories, documentaries, poetry, fiction and in many museums across the world today. These are a tribute to those who resisted it and survived it, an embarrassing reminder to those who collaborated and contributed and a warning to those who watched in silence.

Important

→ The Holocaust, also known as the Shoah, was the genocide of European Jews during World War II. Between 1941 and 1945, Nazi Germany and its collaborators systematically murdered some six million Jews across the German-occupied Europe, around two-thirds of Europe's Jewish population. Their murders were carried out in pogroms and mass shootings; by a policy of extermination through labour in concentration camps; and in gas chambers and gas vans in German extermination camps.



Glossary

- (1) **Mark:** German Currency. Today Euro is the official currency of Germany.
- (2) **The Great Depression:** A worldwide economic slump lasting from 1929 to 1935. During these years, trade between nations dropped, and around 25 million people lost their jobs.
- (3) **Pearl Harbour:** Situated on the Hawaiian island of Honolulu, it was the main base of the US Pacific fleet. Japanese planes launched from aircraft carriers attacked the base on 7 December 1941. They destroyed 120 aircraft and killed 2,400 people.
- (4) **Gestapo:** Short for Geheime Staatspolizei, the secret state police in Nazi Germany. It had the power to arrest people without trial and torture and kill them. As a result, they were the most hated and feared organisation in Nazi-occupied Europe.
- (5) **Holocaust:** It comes from the Greek word *holos* and *kautos* which literally means completely burnt. It is used to describe the persecution and mass murder of Jews by German Nazis between 1933 and 1945.
- (6) **Semite:** Usually someone who belongs to any of the peoples of South-West Asia, especially Jews and Arabs. In Nazi Germany, the word was used to describe only Jewish people.
- (7) **Reichstag:** The name given to the German Parliament.
- (8) **Reparation:** Making up for a wrong done.
- (9) **Wall Street Exchange:** The name of the world's biggest stock exchange located in the U.S.A.
- (10) **Concentration camp:** A camp where people were isolated and detained without the due process of law.
- (11) **Persecution:** Systematic, organised punishment of those belonging to a group or religion.
- (12) **Jung volk:** Nazi youth groups for children below 14 years of age.
- (13) **Pauperised:** Act of depriving someone of food or money or rights. A state of extreme poverty or destitution.
- (14) **Usurers:** A person who lends money at unreasonably high rates of interest.
- (15) **Persecuted:** To treat somebody in a cruel and unfair way, especially because of race, religion or political beliefs.
- (16) **Gypsies:** A member of a people originating in South Asia and traditionally having an itinerant way of life, living widely dispersed across Europe and North and South America and speaking a language (Romani) that is related to Hindi; a Romani person.
- (17) **Arch-enemies:** An archenemy (or arch-enemy) is the main enemy of someone.
- (18) **Proletarianisation:** To become impoverished to the level of working classes.
- (19) **Ghettoisation:** To confine or restrict to a particular area, category or activity.
- (20) **Synagogues:** Place of worship for people of Jewish faith.



Who's Who?

- (1) **Adolf Hitler:** Founder of the Nazi Party, he led Germany during the Second World War and committed suicide on 30 April 1945.
- (2) **Benito Mussolini:** Benito Amilcare Andrea Mussolini was an Italian dictator and journalist who founded and led the National Fascist Party (PNF). He served as the Prime Minister of Italy from the March on Rome in 1922 until his deposition in 1943.
- (3) **Otto von Bismarck:** He was a Prussian and later German statesman and diplomat. He unified Prussia by leading Seven Weeks' wars in 1871.
- (4) **Hjalmar Schacht:** He was the economist. Hitler gave him the responsibility to upheal the economic condition of Germany.



Chronology

1889: Hitler was born in Austria.

1914 to 1918: First World War; Allies defeated the Central powers.

1917: The US entered the Allies in November.

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1919: Hitler joined a small group called German workers party.

1922: The Youth League of the Nazis was founded.

1923: Economic crisis, political radicalisation.

1929: The Wall Street exchange crashed.

From 1933 to 1938: The Nazis terrorised and segregated the news.

1938: Hitler integrated Austria and Germany in September.

1939: Germany invaded Poland September 1940: a tripartite pact was signed between Germany, Italy and Japan June.

1941: Hitler attacked the Soviet Union.

May 1945: The Second World War ended.

May 1945: Germany surrendered to the Allies.

OBJECTIVE Type Questions

[1 mark]

Multiple Choice Questions

1. Which place in Germany had been occupied by the French as Germany refused to pay war reparations in 1923?

(a) Dusseldorf (b) Ruhr
(c) Berlin (d) Nuremberg

[Delhi Gov. QB 2024]

Ans. (b) Ruhr

Explanation: As per the Treaty of Versailles, Germany has to pay the reparations. But the country treasury was used in war expenses. So, they had to repay in gold, which they had refused to pay as in turn France claimed coal in Ruhr and captured it.



Related Theory

- The treaty forced Germany to surrender colonies in Africa, Asia and the Pacific; cede territory to France and Poland; reduce the military size; pay war reparations to affected countries and accept guilt for the war.

2. Consider the statements given below and choose the correct answer:

Statement (I): The Weimar Republic crushed the uprising of soviet style governance with the help of Free Corps.

Statement (II): War veterans were the members of Free Corps.

- (a) Statement (I) is correct and (II) is incorrect.
(b) Statement (I) is incorrect and (II) is correct.
(c) Both (I) and (II) are incorrect.
(d) Both (I) and (II) are correct.

Ans. (d) Both (I) and (II) are correct.

Explanation: They were irregular German or other military volunteer units or paramilitary

that existed from the 18th to 20th century. They were used by the Weimar Republic to crush the uprising against the government.

3. USA intervened and rescued Germany out of Economic Crisis by introducing

- (a) New International Economic Order [NIEO]
(b) Dawes Plan
(c) Jungvolk
(d) Wall Street Exchange

Ans. (b) Dawes Plan

Explanation: After the signing of the Treaty of Versailles, Germany sank deeper in depression and economic crisis because of the war reparations it had to pay. The value of the mark (German currency) kept on falling and Germany's treasury could no longer support its population. America intervened with the Dawes Plan, and successfully resolved the crisis of World War I reparations that Germany had to pay.

4. Read the given table and answer the following question:

Column A	Column B
(I) Undesirable	Aryans
(II) Mother	Most important element of the state

As per the given information, which is the most important element and why?

- (a) Undesirable, Hitler respected women a lot.
(b) Mother, It is the result of protest by womens.
(c) Undesirable, The number of womens in Germany were too low.
(d) Mother, Hitler wanted women to produce many aryan childrens.



Ans. (d) Mother, Hitler wanted women to produce many aryan childrens.

Explanation: According to Hitler, the woman was the most stable element in the preservation of a folk. He believed that she had the most unerring sense of everything that was important to not let a race disappear because it would be her children who would be affected by all this suffering in the first place.



Related Theory

→ To encourage women to produce many children, Honour Crosses were awarded to the women by Hitler. A bronze cross was given for four children, silver for six and gold for eight or more.

5. Which article of the Weimar constitution gave the right to the President to impose emergency and suspend civil rights?

- (a) Article 48 (b) Article 15
(c) Article 365 (d) Article 50

Ans. (a) Article 48

Explanation: Article 48 of the Weimar constitution gave extraordinary rights to impose emergency and suspend civil rights to the German President.



Related Theory

→ This along with proportional representation became the reason for the failure of the Weimar Republic.

6. What was the former name of Nazi Party?

- (a) Weimar Republic
(b) National Socialist German Workers
(c) Proletariat Party
(d) Jungvolk

Ans. (b) National Socialist German Workers

Explanation: The National Socialist Workers Party was joined by Hitler in his youth. It was earlier known as the "German Worker's Party". With the spread of Nazi ideology and ideas of Hitler, this party came to be known as Nazi Party.



Related Theory

→ This party became the largest party in Germany by 1932. Later, it was the only party allowed to function in Germany.

7. Anna, a history student in Berlin, was preparing for her exam on German political history. Her professor asked, "Can you tell me the name of the German Parliament, which played a crucial role during the Weimar Republic and was later manipulated by the Nazis to establish their dictatorship?" Help Anna to identify the name.

- (a) Reichstag

- (b) Duma

- (c) House of Commons

- (d) Weimar

Ans. (a) Reichstag

8. Consider the statements given below and choose the correct answer:

Statement (I): Dawes Plan - Russian economic plan.

Statement (II): Enabling Act - Dictatorship is established in Germany.

(a) Statement (I) is correct and (II) is incorrect.

(b) Statement (I) is incorrect and (II) is correct.

(c) Both (I) and (II) are incorrect.

(d) Both (I) and (II) are correct.

Ans. (b) Statement (I) is incorrect and (II) is correct.

Explanation: The Enabling Act was passed in 1933, to establish dictatorship in Germany. It gave Hitler all the power to sideline the Republic Government and rule by decree.

9. Which of the following statement(s) is/are true about Gestapo?

- (I) A group of war veterans, who protest against the dictatorship in Germany.
(II) A group of children, who participated in war.
(III) A secret State Police, assigned by Hitler to manage the State.
(IV) A secret society of the Jews.

Options:

- (a) Only (I) and (II) are true
(b) Only (I) is true
(c) Only (III) is true
(d) Only (I), (II) and (III) are true

Ans. (c) Only (III) is true

Explanation: After the establishment of dictatorship in Germany, special surveillance and security forces were created to control and moderate the Nazi society. The Gestapo was one of the security forces along with storm troopers (SA), the protection squad (SS), and the security service (SD).

10. Identify the economist who helped in the economic recovery of the war-trodden Germany.

- (a) Hjalmar Schacht
(b) Hindenburg
(c) Heisenberg
(d) Helmut

[DIKSHA]

Ans. (a) Hjalmar Schacht

Explanation: Hjalmar Schacht was appointed by Hitler as an economist to pull the poverty-

stricken nation of Germany out of the economic depressions and losses incurred by Germany as a consequence of the Treaty of Versailles.

11. Hitler's racism was borrowed from?

- (a) Plato and Karl Marx
- (b) Charles Darwin and Plato
- (c) Charles Darwin and Herbert Spencer
- (d) Friedrich Engels and Charles Darwin

[DIKSHA]

Ans. (c) Charles Darwin and Herbert Spencer

Explanation: Darwin was a natural scientist. He studied and explained the concept of evolution and natural selection. Herbert Spencer added the idea of survival of the fittest to this theory. This, together, became the basis of Hitler's theory of Aryan Supremacy later.

12. The 'Third Reich of Dreams' was written by:

- (a) Adolf Hitler
- (b) Joseph Goebbels
- (c) Charlotte Bronte
- (d) Charlotte Beradt

[DIKSHA]

Ans. (d) Charlotte Beradt

Explanation: The Jews, who faced brutalities and death in gas chambers and concentration camps during the holocaust, wanted to tell the tale of Holocaust. Charlotte Beradt secretly recorded the dreams of people in her diary of how the Jews started to believe the Nazi stereotypes about them and how it haunted their dreams and they died many deaths before the actual death.

13. Arrange in chronological order:

- (I) Annihilation (II) Ghettoisation
- (III) Destination (IV) Exclusion

Options:

- (a) (III), (I), (IV), (II)
- (b) (II), (III), (I), (IV)
- (c) (IV), (II), (I), (III)
- (d) (II), (I), (IV), (III)

Ans. (c) (IV), (II), (I), (III)

Explanation: Refer to the chart given in the chapter for details.

14. Which part of above shown region did Hitler occupy?



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- (a) Slovak Republic
- (b) Ruhr
- (c) Sudetenland
- (d) Swaziland

Ans. (c) Sudetenland

15. ◎ Shaina was studying about Fascism and marked the country in which it primarily emerged on the world map as a part of her homework activity. Which of the following is most likely to be the country she marked?

- (a) Germany (b) France
- (c) Spain (d) Italy

Ans. (d) Italy

Explanation: Fascism emerged under Mussolini in Italy first and later spread among various other countries across Europe.



Related Theory

→ Benito Mussolini coined the term "fascism" in 1919 to describe his political movement which was characterised by authoritarian ultranationalism, brutal suppression of dissent, dictatorial authority, and strict control of the state over society and the economy.

16. Observe the given image and choose the most appropriate phrase that describes it.



- (a) The North Sea beach is free of Aryans.
- (b) This North Sea bathing resort is made for Jews.
- (c) The North Sea bathing resort is free of Jews.
- (d) The North Ocean is free for all Germans to enjoy.

Ans. (c) The North Sea bathing resort is free of Jews.

Explanation: During the phase of Exclusion (1933-1939), Jews were thrown out of common areas and facilities. They were excluded from government offices and other places too. Synagogues were burnt. Such boards were hung at different public places to indicate the purity and superiority of such places.

They wanted to indicate the notion that the Jews had no right to co-exist with the Aryans as citizens.



Related Theory

- Synagogues were places of worship for people of Jewish faith.
- 1938 was remembered as 'the night of broken glass' because of such incidents of violence against the Jews.



Caution

- Students must pay attention to each picture in the chapter.

17. Read the given source and answer the following question.

The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices are not only deceptive. They are chilling. Nazis never used the words 'kill' or 'murder' in their official communications.

Which of the following terms was one of the words used to indicate murder of the Jews in the official German communication?

- (a) Good treatment (b) Final selection
(c) Final solution (d) Evacuation

Ans. (c) Final solution

Explanation: Nazis never used the 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.



Related Theory

- Gas chambers were labelled 'disinfection-areas', and looked like bathrooms equipped with fake showerheads.

18. Hitler was fanatically interested in the youth of the country. Which of the following statements in regards to this assertion are correct?

- (I) All schools were 'cleansed' and 'purified' of traitor teachers and possible rebels.
(II) Gypsies were admitted to the schools.
(III) Ten-year-old boys had to enter Jungvolk.
(IV) The Youth League of the Nazis was founded in 1922.

Options:

- (a) (I), (II) and (III) (b) (I), (III) and (IV)
(c) (II), (III) and (IV) (d) (I) and (IV)

Ans. (b) (I), (III) and (IV)

Explanation: Children were first segregated. Germans and Jews could not sit together or play together. 'Undesirable children' – Jews, the physically handicapped, Gypsies – were thrown out of schools. In the 1940s, they were taken to the gas chambers.



Related Theory

- 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, and hate Jews, communists, Gypsies.



Caution

- It is important for students to read every sentence once carefully before trying to identify the wrong sentence. Sometimes, depending only on keywords can mislead students to choose wrong alternatives.

19. Germany retaliated with passive resistance and printed currency recklessly.

- (a) Plastic (b) Paper
(c) Bronze (d) Copper

Ans. (b) Paper

20. After four years of intense battles, millions of soldiers and civilians had suffered heavy losses. In 1918, Daniel, a soldier, received news that his side had emerged victorious. The world hoped for peace, but the consequences of the war would shape history for years to come.

Who won this war after four years of fighting?

- (a) Allies (b) Center
(c) Germany (d) Russia

Ans. (a) Allies

Explanation: The Allied countries included France, the UK, the USA, Russia, Italy and Japan. They were an international military coalition.

21. Match the items in Column A with Column B.

Column A	Column B
(A) Women	(I) Killing operations
(B) Youth League of Nazis	(II) Most important element
(C) Disinfectant area	(III) 1922
(D) Holocaust	(IV) Gas chambers

Options:

- (a) (A) - (I), (B) - (II), (C) - (III), (D) - (IV)
(b) (A) - (II), (B) - (III), (C) - (IV), (D) - (I)
(c) (A) - (III), (B) - (IV), (C) - (III), (D) - (I)
(d) (A) - (III), (B) - (II), (C) - (I), (D) - (IV)

Ans. (b) (A) - (II), (B) - (III), (C) - (IV), (D) - (I)

Explanation: (1) Women - Most important element

(2) Youth League of Nazis - 1922

(3) Disinfectant Area - Gas chambers

(4) Holocaust - Killing operations



22. Match the items in Column A with that of Column B.

Column A	Column B
(A) Jungvolk	(I) Nazi symbol
(B) Charlotte Beradt	(II) Concentration camps
(C) Auschwitz-Birkenau	(III) Nazi Youth Groups
(D) Swastika	(IV) Third Reich of Dreams

Options:

- (a) (A)-(III), (B)-(I), (C)-(IV), (D)-(II)
- (b) (A)-(III), (B)-(IV), (C)-(II), (D)-(I)
- (c) (A)-(II), (B)-(IV), (C)-(I), (D)-(III)
- (d) (A)-(I), (B)-(IV), (C)-(II), (D)-(III)

Ans. (b) (A)-(III), (B)-(IV), (C)-(II), (D)-(I)



Related Theory

→ A concentration camp is where people were isolated and detained without due process of law. Typically, it was surrounded by electrified barbed wire fences.

Assertion-Reason (A-R)

In the following questions, two statements in the form of an Assertion (A) and a Reason (R) have been put forward. Read both statements carefully and choose the most appropriate option:

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong.
- (d) (A) is wrong but (R) is correct.

23. Assertion (A): The schooling system of Nazi Germany popularised hatred against Jews.

Reason (R): Jews were a rich merchant class, who casted brutal attacks on the common German people.

Ans. (c) (A) is correct but (R) is wrong.

Explanation: The schooling system of Nazi Germany taught systematic hatred against Jews and all other people who didn't fit the criterion of pure Aryan race. The idea of Nazism was to establish a hierarchy in race, by the fundamental establishment of resentment against the Jews.

Jews were the victims of brutal violence. They did not perpetrate such crimes against the Germans.

24. Assertion (A): The USA was willing to join the World War II.

Reason (R): The USA feared the economic crises, which was followed by World War I.

Ans. (d) (A) is wrong but (R) is correct.

Explanation: USA was unwilling to join the war and did not participate until Japan led support to the UK. The USA feared economic downfall and hyperinflation as witnessed after World War I.

25. Assertion (A): Goebbels was empowered to sideline the Parliament and rule by decree.

Reason (R): The Enabling Act of 1933 established dictatorship in Germany.

Ans. (d) (A) is wrong but (R) is correct.

Explanation: The Enabling Act of 1933 established dictatorship in Germany. It gave power to the Reich to issue laws without the consent of the parliament.



Related Theory

→ It gave Hitler all powers to sideline the Parliament and rule by decree. All political parties and trade unions were banned except for the Nazi Party and its affiliates. The state had complete control over the economy, media, army and judiciary.

CASE BASED Questions (CBQs)

[4 marks]

Read the following passages and answer the questions that follow.

26. On 30 January 1933, President Hindenburg offered the chancellorship, the highest position in the cabinet of ministers, to Hitler. By now, the Nazis had managed to rally

the conservatives to their cause. Having acquired power, Hitler set out to dismantle the structures of democratic rule. A mysterious fire that broke out in the German Parliament building in February facilitated his move. The Fire Decree of 28 February 1933 indefinitely

suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar Constitution. Then he turned on his arch enemies, the Communists, most of whom were hurriedly packed off to the newly established concentration camps.

(A) Who was the President of Germany before the establishment of dictatorship in Germany?

- (a) Hindenburg
- (b) Goebbels
- (c) Hitler
- (d) Helmuth

(B) What did the fire decree of 28 February 1933 establish?

- (a) Political equality
- (b) Independence from colonisation
- (c) Dictatorship
- (d) Democracy

(C) Which post did President Hindenburg offer to Hitler?

- (a) President
- (b) Prime Minister
- (c) Finance Minister
- (d) Chancellorship

(D) What caused an indefinite suspension of civic rights like freedom of speech, press and assembly?

- (a) Enabling Act
- (b) Fire Decree of 28 Feb 1933
- (c) Formation of Naziarmy
- (d) Immersion of Poland

Ans. (A) (a) Hindenburg

Explanation: Paul Hindenburg was a German field marshal and statesman who led the Imperial German Army during World War I. He was the President of Germany from 1925 until his death in 1934.



Related Theory

→ The Enabling Act gave Hitler all the powers to legislate by sidelining the Parliament.

- (B) (c) Dictatorship
- (C) (d) Chancellorship
- (D) (b) Fire Decree of 28 Feb 1933

Explanation: The Fire Decree was passed on 28 February 1933. Hitler had set out to dismantle the structures of democratic rule. A mysterious fire that broke out in the German Parliament building in February facilitated his move. The fire decree was passed after that.

27. Political Radicalisation was only heightened by the economic crisis of 1923. Germany had fought the war largely on loans and had to pay war reparations in Gold. This depleted

gold reserves at a time when resources were scarce. In 1923 Germany refused to pay, and the French occupied its leading Industrial area, 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, on August 4,621,000 Marks and at 98,860,000 Marks by December, the figure had run into trillions. As the value of the Mark collapsed, prices of goods soared. The image of Germans carrying cartloads of currency notes to buy a loaf of bread was widely publicized, evoking worldwide sympathy. This crisis came to be known as hyperinflation, a situation when prices rise phenomenally high.

(A) What is meant by war reparations?

Which war is mentioned in the given extract?

(B) What was the main cause of hyperinflation in Germany in 1923, and how did it affect the daily lives of people?

(C) Name the country that occupied Ruhr to claim the German coalfield located in the region.

Ans. (A) War reparations can be understood as the compensation allotted for reconstruction and reparation of the destruction caused during a war.

World War I is mentioned in the given source. Germany had been charged with a liability to pay war reparations to the allied countries under the Treaty of Versailles because they had suffered economically during the war.

(B) The main cause of hyperinflation in Germany in 1923 was the reckless printing of paper currency by the government to compensate for war reparations and economic losses. This led to a rapid decline in the value of the German Mark.

(C) After Germany refused to pay its liability, French occupied its leading industrial area—the Ruhr coal field as a compensation.

28. Nazi ideology was synonymous with Hitler's worldview. According to this there was no equality between people, but only a racial hierarchy. In this view blond, blue-eyed, Nordic Germany 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. All other coloured people were placed in between depending upon their external features. Hitler's racism borrowed 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 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. We should bear in mind that 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. 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.

OR

- (D) Herbert Spencer gave the idea of:

 - (a) Evolution
 - (b) Natural selection
 - (c) Survival of the fittest
 - (d) Theory of relativity

[Delhi Gov. SQP 2022]

- Ans. (A) (a) Aryan**

Explanation: According to Hitler's ideology, the world had a racial hierarchy. The blond, blue-eyed, Nordic German Aryans were at the top.

Related Theory

- Jews were the undesirable enemies of Aryans. They were anti-race and impure.

- (C) Charles Darwin
Evolutionism

Explanation: Darwin was a natural scientist who explained the creation of plants and animals by the concept of evolution and natural selection. He was widely known for his contribution to evolutionary biology.

Related Theory

- His theory was interpreted by Hitler according to his own convenience. Darwin never proposed dividing humankind on the basis of their races.

- (C) (c) laws

Explanation: Jews were the arch-enemies of the Aryans. They had been declared undesirable by Hitler.

Related Theory

- Many Gypsies and blacks living in Nazi Germany were considered as racial 'inferiors' who threatened the biological purity of the 'superior Aryan' race.

- (D) (d) a natural scientist

OR

- (D) (c) Survival of the fittest

Explanation: Herbert Spencer was an English philosopher who initiated a philosophy called 'Social Darwinism'. He coined the term 'survival of the fittest' before Darwin's theory.

SHORT ANSWER Type-I Questions (SA-I)

[2 marks]

29. 'The Americans intervened and bailed Germany out of the crisis by introducing the Dawes Plan.' Justify the statement with suitable arguments.

- Ans.** After the Germany's defeat in First World War in 1918, Treaty of Versailles was signed. Making Germany to pay for the huge losses. In 1923, Germany economic condition get

worsen, created the conditions of starvation in the country even for the piece of bread. At that time America came in the scene helping Germany by introducing Dawes Plan. In this plan the terms and conditions of Treaty was revised and give some relief to the country economically.

- 30.** 'Hitler's racism borrowed from thinkers like Charles Darwin and Herbert Spencer.' Provide evidence to support this statement.

Ans. Charles Darwin was a natural scientist and propounded a theory of natural selection and the concept of evolution. Herbert Spencer added the idea of the survival of the fittest. Racist like Hitler and other politicians use these theories to justify their imperial rule and give some basis to the people. According to Hitler and Nazi society there is no such thing as equality, just racial hierarchy exist between them.

- 31.** Who were called "November Criminals" and why?

Ans. Socialists, Catholics and Democrats were called the 'November Criminals'. After the end of First World War, Weimer Republic take hold of the country and pay for the sins of old empire and treaty of Versailles. People of Germany make democratic government responsible for the humiliation, and burden they were facing.

- 32.** 'In June 1941 Hitler made a historic blunder by attacking the Soviet Union in Second World War.' Give any three examples to prove the statement.

Ans. (1) Hitler has divided its army in two parts, western front towards the British and left front towards Soviets, in the aim of conquering Eastern Europe.
(2) Soviet Red Army was very powerful army of workers and peasants, giving humiliating defeat to Germany.
(3) Soviet Army not only retreat German soldiers to the Berlin also rule entire Eastern Europe for half century.

(Any two points)

- 33.** ◎ How did Bismarck manage to unify Prussia?

Ans. Otto Von Bismarck fought three wars against three countries- Austria, France and Denmark to unify Prussia. These wars managed to finally unite Prussia, later Germany, into one nation.

◎ Extra content given according to the latest syllabus uploaded by CBSE.

- 34.** Assess how the newly introduced Weimar constitution was weak and unstable.

Ans. The new constitution was weak and unstable because:

- (1) The newly introduced Weimar constitution had proportional representation, which made it difficult to form a majority government.
- (2) In addition to that, the existence of Article 48 which gave emergency powers to the President. This made the government weak and vulnerable to ouster.

- 35.** What were the terms used by Nazis to convey the words 'kill' or 'murder' in their official communications?

Ans. Following were the terms used by Nazis:

- (1) The Nazis used the words 'special treatment or final solution' to convey mass killing of the Jews.
- (2) The words, 'selection or disinfection' were used for the elimination of the disabled. To deport people to the Gas Chambers the Nazis used the word 'evacuation'.

- 36.** Lena, a schoolteacher in Berlin, noticed that her neighbors had started avoiding her. One day, she saw posters conveying message like "enemies of the state." Soon, she was forced to leave her job, and her family was taken away to a camp. The Nazis claimed they were purifying Germany by eliminating those they saw as "undesirable." Which communities were targeted by the Nazis to maintain a "pure race"?

Ans. Nazis believed in racial superiority and the concept of evolution.

- (1) They believed that a pure Aryan race was superior and wanted to establish a society consisting of pure Aryan race only.
- (2) They targeted Jews, Gypsies and the blacks, even Russians and the Polish along with crippled Germans.

- 37.** Describe the process of Nazi schooling as practised in Nazi Germany.

Ans. In order to establish a strong Nazi society, a prolonged ideological training was provided to school students:

- (1) History was rewritten, and racial science was introduced to justify the Nazi idea of race.
- (2) The children were taught to be loyal and submissive to authority, hate Jews and worship Hitler.

SHORT ANSWER Type-II Questions (SA-II)

[3 marks]

38. Analyse the three-fold plan of Hitler to become the Chancellor of Germany to consolidate the Nazi power.

Ans. Hitler's three-fold plan consisted of steps like capturing the legal authority to rule, crushing the country's political opposition and eliminating rivals within the party. It can be described as:

- (1) In the pursuit of the first step, he used the Reichstag fire incident to clamp down on the Communists. He armed himself with the emergency powers and murdered or jailed the key Communist leaders and suppressed civil liberties.
- (2) In March 1933, the German Reichstag passed the enabling laws, which transferred all the powers from the Reichstag to the government headed by him.
- (3) Further, Hitler turned his attention to the rival political parties. He outlawed all existing and potential opposition institutions. By July 1933, the Nazis were the only legitimate party in Germany.

39. Why was the USA initially hesitant to join the war, and under what circumstances did it join the war?

Ans. The USA faced economic burden during the First World War and was hesitant towards joining the Second World War. Since it was still facing the economic repercussions of the first war.

- (1) It feared the economic burden and crash of the economy, which could've lead to another economic depression.
- (2) However, it couldn't stay out of the war for long, as Japan was expanding its power in the east. It had occupied French-Indo-China and was planning attacks on US naval bases in the Pacific.
- (3) Ultimately, Japan extended its support to Hitler and bombed the US base at Pearl Harbour. This was the action which made USA a part of World War II officially.

40. Nazi ideology was in sync with Hitler's view. According to him blond, blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. Identify three other reasons for Nazi's ideology towards Jews.

Ans. The ideology of the Nazis regarding the Jews was derogatory and depreciating.

- (1) They believed in hierarchy in the societal structure and wanted to cleanse the society of the weak and crippled race.
- (2) It was based on the idea of Charles Darwin and Herbert Spencer, who talked about evolution and the survival of the fittest, respectively.
- (3) All schools were cleansed and purified of Jews under Nazism.
- (4) All the undesirable children—Jews, Gypsies, and the physically handicapped were dismissed from schools and finally, were taken to gas chambers in the 1940s.
(Any three points)

41. Young Karl eagerly walked into his classroom in Nazi Germany, excited to learn. However, instead of regular subjects, his teachers constantly spoke about Nazi ideology. His textbooks were rewritten. Based on Karl's experience, explain what Nazi schooling was?

Ans. All 'Good German' children were subjected to a prolonged period of ideological training—a process of Nazi schooling.

- (1) School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
- (2) Children were taught to be loyal and submissive, hate Jews, and worship Hitler. Even sports was used to nurture a spirit of violence and aggression among children.
- (3) Hitler believed boxing made children iron-hearted, strong and masculine.

42. The Peace Treaty at Versailles with the Allies was harsh and humiliating. Explain the terms of treaty by justifying the statement.

Ans. The main terms of the Treaty of Versailles were as follows:

- (1) Germany had to take/accept the responsibility of causing the war.
- (2) There was an attempt to demilitarise Germany in the treaty so as to prevent it from raising another war.
- (3) All German colonies were to be surrendered and distributed as the League of Nations decides.



- (4) Germany had to return Alsace and Lorraine to France, which resulted in economic burden as the both were industrial states.

43. Trace the 'destruction of democracy' in Germany.

Ans. This came about in January 1933, when President Hindenburg offered the Chancellorship to Hitler. He suspended civic rights like freedom of speech, press and assembly that were guaranteed by the Weimar Constitution in 1933. Then he turned to his arch enemies, the Communists, who were hurriedly packed off to the newly established concentration camps. On 3 March, 1933 dictatorship was established in Germany. It gave all powers for Hitler to sideline parliament and rule by decree. All

political parties and trade unions were banned except the Nazi Party and its affiliates. The state established complete control over the economy, media, army and judiciary.

44. **④ Underline any three differences between Hitler and Otto von Bismarck.**

Ans. Three differences between Hitler and Otto von Bismarck are:

- (1) Otto von Bismarck supported violent confrontations and wars like Hitler but he wanted to unify Germany into a nation.
- (2) Hitler believed in Racial purity and Bismarck did not support any such ideology and discrimination.
- (3) Bismarck was not a dictator while Hitler was a complete totalitarian ruler.

LONG ANSWER Type Questions (LA)

[5 marks]

45. 'By the end of 1940, Hitler was at the pinnacle of his power.' Explain the statement.

[DIKSHA]

- Ans.** (1) By the end of 1940, Hitler was at the pinnacle of his power. With the help of Hjalmar Schacht, he aimed at full production and full employment through a state funded work-creation program.
- (2) In foreign policy, Hitler acquired quick successes. He pulled out of the League of Nations in 1933.
- (3) He reoccupied Finland in 1936 and integrated Austria and Germany in 1938 under the slogan "one people, one empire and one leader".
- (4) Special surveillance and security forces were created to control and order in ways the Nazi wanted.
- (5) He went on to west German-speaking Sutherland from Czechoslovakia and gobbled up the entire country.
- (6) Hitler believed in the survival of the fittest and established an exclusive racial community of Pure Aryans.

(Any five points)

46. Hans, a young German soldier, was initially proud to serve his country under Hitler's leadership. However, as the war progressed, he witnessed horrifying acts. Meanwhile, in France, Marie, a shopkeeper, saw her once-thriving neighborhood destroyed by Nazi.

④ Extra content given according to the latest syllabus uploaded by CBSE.

Based on Hans and Marie's experiences, explain why Nazism was a calamity not only for Germany but for the entire Europe.

Ans. Nazi ideology specified that there was racial hierarchy and no equality between people.

- (1) The blond, blue-eyed Nordic German Aryans were at the top, while the Jews were located somewhere on the lowest rung of the ladder. This created social disintegration in the European society.
- (2) The number of people killed by Nazi Germany was 6 million Jews, 200,000 Gypsies, 1 million Polish civilians, 70,000 Germans.
- (3) Nazism glorified the use of force and brutality. It ridiculed internationalism, peace and democracy. This was opposed to the popular ideas being promoted by the world.
- (4) Nazi Germany became the most dreaded criminal state. Hitler chose war as the way out of approaching the economic crisis.
- (5) Germany invaded Poland. This started a war with France and England in September 1940. Europe was in a crisis because of this ideologies.

47. 'Nazi ideology was based on extreme nationalism, racial superiority, and militarism, which shaped its policies and actions.' Substantiate this statement with suitable answer.

Ans. The features of Nazi thinking can be viewed in the following way:

- (1) In the eyes of Nazis, the state was above all. They believed that all powers should be vested in the state. People existed for the state, not the vice versa.
- (2) They believed that the strong should rule the world and the rest should accept their leadership.
- (3) The Nazis preached hatred for the Jews whom, they thought, were responsible for the economic misery of the Germans. They believed that the Jews were their greatest enemies. So, the Jews were tortured and killed.
- (4) They dreamt of creating a racial state of 'Pure Germans' or 'Nordic Aryans' by eliminating all others who were undesirable to them.
- (5) Women were seen as mere bearers of Aryan culture and race.
- (6) From a very young age, children were indoctrinated both inside and outside school with the Nazi ideology of nationalism and war.
- (7) They considered Germany superior to all other nations and wanted to have her influence all over the world.
- (8) The Nazis believed in the geopolitical concept of Lebensraum or living space, i.e., new territories had to be acquired for the German nation. (Any five points)
- 48. 'After the economic downfall of Germany, Hitler implemented aggressive policies to revive the economy.' Analyse the statement.**
- Ans.** After establishing his dictatorship in Germany, Hitler took major steps towards economic reconstruction:
- (1) 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 program.
 - (2) 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'.
 - (3) He then went on to west, the German-speaking Sudetenland from Czechoslovakia and gobbled up the entire country. He was supported by Britain in this endeavour indirectly.
 - (4) Hitler chose war as the way out of the approaching economic crisis. Resources were to be accumulated through expansion of territory.
- (5) 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.
- 49. Jews remained the worst sufferers in the Nazi Germany. Do you agree with this statement? Why or why not? [DIKSHA]**
- Ans.** Yes, I agree that Jews were the worst sufferers, as there was a systemic exclusion and removal of Jews from the society.
- (1) They were alienated, annihilated, humiliated and killed. They suffered multiple deaths before their actual death.
 - (2) They were classified as undesirable.
 - (3) The Jews were considered as the killers of Christ and usurers.
 - (4) They were considered as racial inferiors and widely persecuted.
 - (5) They were banned from owning land and were made to live in separately marked areas.
- There was a mass level genocide and a mass hatred against Jews in their society where they had been living.
- 50. During the visit of students to museum collection works of Mahatma Gandhi Vol. 76 and Vol. 79 shows, Gandhi wrote two letters to Hitler. What message did Mahatma Gandhi convey to Hitler in those letters?**
- Ans.** Mahatma Gandhi was an "Apostle of Peace". He sent two letters to Hitler to urge him to choose non-violence. This can be supported by these points.
- (1) In his letters to Hitler, he conveyed the message of non-violence and urged him to stop the war.
 - (2) He said, "It is quite clear that you are today the one person in the world who can prevent a war which may reduce humanity to the savage state".
 - (3) We, in India, have found non-violence a force which, if organised, can match itself against a combination of all the most violent forces in the world doubtlessly.
 - (4) In the technique of non-violence there is no such thing as defeat. It is all 'do or die' without killing or hurting.
 - (5) Mahatma Gandhi appealed to Hitler in the name of humanity to stop war.
- 51. ◎ How can Fascism be compared to Nazism? Highlight any five points.**
- Ans.** Fascism can be compared to Nazism using the following points:

◎ Extra content given according to the latest syllabus uploaded by CBSE.

Fascism	Nazism
(1) Fascism believes in the corporatisation of all elements to form an 'Organic State'.	Nazism emphasises on the superiority of a state ruled by a particular race.
(2) Fascism believes that state is the ultimate unit and must prevail above everything.	Nazism believes in racial superiority. State is only a means to establish the rule of a particular superior race.
(3) Fascism believes in a class-based social order.	Nazism believes in a classless society-with residents belonging to only one race-standing united against impure races like Jews.
(4) Women were discriminated against heavily.	Women were stereotyped as mothers and care givers.
(5) Ethnicity and shared lineage was politicised.	Race was politicised.

52. 'In multiple steps Adolf Hitler destructed democracy of the Germany.' Substantiate the statement.

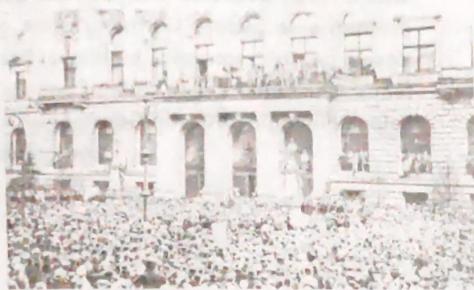
Ans. The following steps were taken by Hitler for the destruction of democracy:

- (1) A mysterious fire that broke out in the German Parliament building in February 1933 indefinitely suspended civic rights. He was controversially held responsible indirectly.
- (2) The Fire Decree of 28 February 1933 indefinitely suspended civic rights such as freedom of expression, speech, press and assembly that had been guaranteed by the Weimar Constitution.
- (3) Hitler's enemies, the German Communists were quickly packed off to the newly established concentration camps.
- (4) The repression of the Communists was severe. 51 other groups and communities disliked by Hitler were persecuted by the Nazis across the country.
- (5) On 3 March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany and gave Adolf Hitler all political and administrative powers to sideline German Parliament and rule by decree.

SELF ASSESSMENT

Multiple Choice Questions

1. Which of the following statements best defines a Jungvolk?
 - (a) Nazi youth groups for adults
 - (b) Nazi training schools for women and mothers
 - (c) Nazi youth groups for children below 14
 - (d) Youth organisations in Germany organised for Jews
(Remember 1)
 2. Identify the country where the given uprising occurred.



- (a) India (b) Greece
(c) Russia (d) Germany

(Remember) 1

- ### **3. Arrange in chronological order.**

- (I) Hitler was born.
 - (II) President Hindenburg offered the Chancellorship to Hitler.
 - (III) Enabling Act was passed.
 - (IV) Treaty of Versailles was signed.

Options:

- (a) (IV), (II), (III), (I)
 (b) (I), (IV), (II), (III)
 (c) (III), (II), (I), (IV)
 (d) (II), (I), (IV), (III)

4. The Soviet Red Army inflicted a crushing and humiliating defeat on Germany at

- (a) Stalingrad (b) St. Petersburg
 (c) Norway (d) Sudetenland

Assertion-Reason (A-R)

In the following questions, two statements in the form of an Assertion (A) and a Reason (R) have been put forward. Read both statements carefully and choose the most appropriate option:

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
 - (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
 - (c) (A) is correct but (R) is wrong.
 - (d) (A) is wrong but (R) is correct.

5. Assertion (A): Allies will do to us what we did to the crippled and Jews.

Reason (R): Allies isolated and exterminated Jews.

(Analyse) 1

6. Assertion (A): This Republic was not received well by its own people.

Reason (R): Germans were not happy with the Republic government as they wanted a dictatorship. (Analyse) 1

Case Based Question

7. Read the following passage and answer the questions that follow.

In 1923, Hitler planned to seize control of Bavaria, march to Berlin and capture power. He failed, was arrested, tried for treason, and later released. The Nazis could not effectively mobilise popular support till the early 1930s. It was during the Great Depression that Nazism became a mass movement. As we have seen, after 1929, banks collapsed and businesses shut down, workers lost their jobs and the middle classes were threatened with destitution. In such a situation Nazi propaganda stirred hopes of a better future. In 1928, the Nazi Party got no more than 2.6 percent votes in the Reichstag – the German parliament. By 1932, it had become the largest party with 37 percent votes.

- (A) Who was Hitler? Where was he born?
(Remember) 1
- (B) ⓐ Compare and contrast the ideology of Nazism with Fascism using two points.
(Analyse) 1
- (C) Why did Nazi party gain immense popularity in 1932? (Remember) 2

Short Answer Type-I Questions

8. What were the implications of the genocidal war waged by Germany under the guise of the Second World War? (Understand) 2
9. David, a young Jewish boy in Nazi Germany, loved learning and dreamed of becoming a doctor. However, one day, his school teacher began lessons on "racial science". Over time, David's best friend, started avoiding him, believing what he was taught.
Based on David experience, how was education used to spread hatred among Aryans against Jews in Nazi Germany?
(Analyse) 2

Short Answer Type-II Questions

10. How were the Jews affected by the treatment meted out to them by Hitler and his followers? Analyse. (Analyse) 3
11. Compare the political ideologies of Gandhi and Hitler using three points. (Analyse) 3

Long Answer Type Question

12. In the early 1930s, Germany was in crisis. Factories were shutting down, people were jobless, and there was growing anger towards the Treaty of Versailles. Franz, an unemployed worker, attended a rally where Hitler delivered a passionate speech, promising to restore Germany's lost glory. Based on this scenario, highlight five key features of Hitler's new style of politics that helped him gain power in Germany.
(Understand) 5



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