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EDEXCEL INTERNATIONAL GCSE (9–1)



HISTORY

DEVELOPMENT OF DICTATORSHIP: GERMANY 1918–1945

Student Book

Victoria Payne

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Series Editor: Nigel Kelly

SAMPLE

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ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) History specification and covers one unit of the course. This unit is Germany: Development of Dictatorship, 1918–45, one of the Depth Studies.

The History course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters which match the five areas of content in the specification:

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924–29
- The rise of Hitler and the Nazis to January 1933
- Nazi Germany, 1933–39
- Germany and the occupied territories during the Second World War

Each chapter is split into multiple sections to break down content into manageable chunks and to ensure full coverage of the specification.

Each chapter features a mix of learning and activities. Sources are embedded throughout to develop your understanding and exam-style questions help you to put learning into practice. Recap pages at the end of each chapter summarise key information and let you check your understanding. Exam guidance pages help you prepare confidently for the exam.

Learning objectives

Each section starts with a list of what you will learn in it. They are carefully tailored to address key assessment objectives central to the course.

Activity

Each chapter includes activities to help check and embed knowledge and understanding.

Extend your knowledge

Interesting facts to encourage wider thought and stimulate discussion. They are closely related to key issues and allow you to add depth to your knowledge and answers.

Timeline

Visual representation of events to clarify the order in which they happened.

NAZI GERMANY 1933–39 **GERMANY, 1918–45** **61**

4.1 SETTING UP THE NAZI DICTATORSHIP

LEARNING OBJECTIVES

- Understand the events and outcomes of the Reichstag fire and the Enabling Act
- Understand the causes of the Night of the Long Knives and the impact on Hitler's power
- Understand how Hitler became Führer.

30 January 1933 Hitler appointed chancellor

27 February Reichstag fire

5 March Elections held. Nazis win 44% of the vote

14 July Law against forming new political parties

30 June Night of the Long Knives

28 February Hindenburg uses Article 48 to issue decrees

24 March Enabling Act passed

15 January 1934 State parliaments dissolved

2 August Hindenburg dies and Hitler becomes head of state

By 30 January 1933, Hitler was the German chancellor. However, there were important limits to his powers.

- Under the Weimar Constitution, there were clear limits to the chancellor's powers to make laws.
- Hindenburg kept all the presidential powers.
- Hitler's cabinet of twelve included only two other Nazis.
- Only a third of the Reichstag members were Nazis.

Although Hitler was head of the government, his authority was dependent upon the support of other parties.

SOURCE A

A torchlight procession of Nazi Party supporters (including SA members) through the Brandenburger Gate. This procession took place on 30 January 1933 after Hitler was appointed Reich chancellor.

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Talented speaker

Appealed to critics of the Weimar Republic

Controlled the NSDAP like a military leader

Suggested the name change that was made in August 1920

Introduced the emblem of the swastika, and the arm salute

Outstayed Drexler and became leader in mid-1921

Used the party newspaper (Völkischer Beobachter) to spread the party's views

Surrounded himself with loyal individuals such as Röhm, Goering and Hess

Developed friendships with powerful Germans such as General Ludendorff (the German army commander in the First World War)

▲ Figure 3.1 Hitler's role in the growth of the Nazi Party, 1920–22

ACTIVITY

Complete a table with the headings 'Hitler's measures' and 'How this helped the Nazi Party'.

EXTEND YOUR KNOWLEDGE

THE VÖLKISCHER BEOBSACHTER – THE PEOPLE'S OBSERVER

The Völkischer Beobachter was the first Nazi newspaper, published between 1920 and 1945. It was not originally a Nazi newspaper – it had started as the Münchener Beobachter (Munich Observer), which focused on lighter news stories and gossip. After the First World War, however, it became a voice of extreme anti-Semitism. On 10 March 1920, the main headline was 'Clean Out the Jews Once and For All'; the article below called for the German government to sweep out the 'Jewish vermin with an iron broom'. In 1920, the paper had money troubles and was bought by members of the German Workers' Party.

THE ORIGINS OF THE STURMABTEILUNG (SA)

KEY TERM

paramilitary force a private group run like a military force

Many ex-soldiers, such as the Freikorps, were attracted to Hitler's ideas. They shared his sense of nationalism and resented the settlement after the First World War. In 1921, Hitler set up the Sturmabteilung (SA), sometimes called the **stormtroopers**, Ernst Röhm, one of Hitler's loyal supporters at the time, became the leader of the SA. The SA wore brown shirts as a uniform, so they were sometimes called the 'Brownshirts'. Members of the SA were provided with uniforms, meals and hotel accommodation. The SA was created as a **paramilitary force**; their role was to disrupt the meetings of opposing political parties and control crowds at Nazi meetings. There was often violence between Communists and SA members.

The power and organisation of the SA impressed many people. The SA paraded in the streets as a show of force and to demonstrate Hitler's strength. Many SA members were untrained characters who could be difficult to control. However, Hitler demanded their complete obedience to him (even though Ernst Röhm was the official head of the SA). Hitler chose the most-trusted members of the SA to be his own personal **bodyguard**, known as the **Stoßtrupp** (Shock Troop).

Source

Photos, cartoons and text sources are used to explain events and show you what people from the period said, thought or created, helping you to build your understanding.

Key term

Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These help understanding of key subject terms and support students whose first language is not English.

Exam-style question

Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique. They also allow for practice responding to the command words used in the exams.

Recap

At the end of each chapter, you will find a page designed to help you consolidate and reflect on the chapter as a whole.

Recall quiz

This quick quiz is ideal for checking your knowledge or for revision.

Skills

Relevant exam questions have been assigned the key skills which you will gain from undertaking them, allowing for a strong focus on particular academic qualities. These transferable skills are highly valued in further study and the workplace.

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ACTIVITY

- 1 Work in small groups to create a series of 'living photographs' by acting out key moments during the Munich Putsch. Use Figure 3.3 to help you identify the key events.
- 2 Perform a selection of your living photographs to the other students and ask them to identify the events you are showing.

EXAM-STYLE QUESTION

A01 A02

SKILLS PROBLEM SOLVING, REASONING, DECISION MAKING, ADAPTIVE LEARNING, INNOVATION

'The most important reason for the failure of the Munich Putsch was Hitler's poor leadership.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Hitler's poor leadership
- The German army.

You **must** also use information of your own. (16 marks)

HINT


- A good answer should:
 - consider the role of Hitler's leadership in the failure of the Munich Putsch
 - include a number of other factors that led to the failure of the putsch
 - make a judgement about how far Hitler's leadership was the reason for the failure of the Munich Putsch.

RESULTS OF THE MUNICH PUTSCH

In February 1924, Hitler, Ludendorff, Röhm and other Nazi leaders were put on trial. Hitler used his trial as a stage: he made speeches attacking the government and claimed the leaders of the Weimar government were traitors, not him (Source E). Newspapers across Germany and in other countries reported the events of the trial. Hitler was seen as a nationalist standing up for German rights and his popularity grew.

SOURCE D

The principal people involved in the Munich Putsch pose outside the court after the end of their trial. From left to right: Heinz Pernet, Friedrich Weber, Wilhelm Frick, Hermann Kriebel, Erich Ludendorff, Adolf Hitler, Wilhelm Brückner, Ernst Röhm and Robert Wagner.



NAZI GERMANY 1933-39 GERMANY, 1918-45 89

RECAP

RECALL QUIZ

- 1 What was the name of the Nazi secret police?
- 2 In which year was the Enabling Act passed?
- 3 Who was the head of the Ministry of Propaganda?
- 4 What was the name of the law that forbade marriage between Jews and Aryans?
- 5 Who was made to swear an oath of allegiance (loyalty) to Hitler from August 1934?
- 6 What was the name of the Nazi youth group that girls were expected to join?
- 7 What organisation was set up to control the Protestant church?
- 8 What does the term Kristallnacht mean?
- 9 What was the name of the Nazi workers' organisation that replaced the trade unions?
- 10 What was autarky?

CHECKPOINT

STRENGTHEN

S1 Name three methods that the Nazis used to control information in Germany.

S2 In what ways did the Nazis try to control the power and influence of the Church in Germany?

S3 In what ways was Nazi education similar and different for boys and girls?

CHALLENGE

C1 How far did the role of women change under the Nazi government, compared with the situation under the Weimar Republic?

C2 How was the Reichstag important in helping Hitler to destroy German democracy?

C3 How important was Goebbels in ensuring Nazi control over the people of Germany?

SUMMARY

- The Reichstag fire gave Hitler the opportunity to start building a dictatorship in Germany.
- The Enabling Act changed Germany's constitution. It gave much more power to Hitler.
- The Night of the Long Knives, which saw SA leaders killed, enabled Hitler to strengthen his control of the Nazi Party.
- After Hindenburg's death, Hitler declared himself Führer.
- Nazi Germany was a police state.
- Religion was closely controlled and the Nazis introduced measures to weaken the influence of the Church in Germany.
- In Nazi Germany, censorship and propaganda were used to control and influence attitudes.
- Young people were controlled in school and outside school through Nazi youth groups.
- Women were expected to focus on 'children, church and kitchen'.
- Jews were persecuted with increasing severity in the period from 1933-39.
- Measures were taken to introduce economic self-sufficiency and reduce unemployment.

Hint

All exam-style questions are accompanied by a hint to help you get started on an answer.

Checkpoint

Checkpoints help you to check and reflect on your learning. The Strengthen section helps you to consolidate knowledge and understanding, and check that you have grasped the basic ideas and skills. The Challenge questions push you to go beyond just understanding the information, and into evaluation and analysis of what you have studied.

Summary

The main points of each chapter are summarised in a series of bullet points. These are great for embedding core knowledge and handy for revision.

Exam guidance

At the end of each chapter, you will find two pages designed to help you better understand the exam questions and how to answer them. Each exam guidance section focuses on a particular question type that you will find in the exam, allowing you to approach them with confidence.

Student answers

Exemplar student answers are used to show what an answer to the exam question may look like. There are often two levels of answers so you can see what you need to do to write better responses.

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EXAM GUIDANCE: PART (A) QUESTIONS

Study Extract A

EXTRACT A

From a history of the modern world published in 2001.

Hitler used his trial to make long speeches and criticise the government. The publicity he received turned him into a national hero. Unusually, at the end of the trial Hitler was sentenced to just five years in prison and he was released after just nine months. Hitler now realised that power could best be achieved in Germany through the ballot box, rather than an armed uprising.

Question to be answered: What impression does the author give about attitudes in Germany at the time of Hitler's trial?

You must use Extract A to explain your answer. (6 marks)

1 Analysis Question 1: What is the question type testing?
In this question, you have to analyse the extract and work out what impression the author set out to create. The key to answering this type of question is to understand that the author deliberately chooses how they write. They will make a choice about the language they use, the tone they adopt and the content they include to create a particular impression.

2 Analysis Question 2: What do I have to do to answer the question well?
You need to read the extract carefully and work out what the author is trying to make you think. Has the author set out to give a positive or negative impression? Are they trying to suggest that an event or policy was significant or insignificant, successful or unsuccessful, and so on?

3 Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful?
This is a 6-mark question and you need to make sure you leave enough time to answer the other two questions fully (they are worth 24 marks in total). This is not an essay and you don't need to give a general introduction or conclusion. All you need to do is answer the question as quickly as you can.

A good way to do this is to state your answer straight away – for example: 'The impression the author is giving about Germany at this time is...'

Now you have to prove what you have said. You can do this by quoting from the answer, for example:

- 'I think this because of the language and tone...' Then quote from the extract to prove what you are saying about language and tone.
- 'I also think this because of the content the author has chosen...' Then quote from Extract A to prove what you are saying about content choice.

Pearson progression

Sample student answers have been given a Pearson step from 1 to 12. This tells you how well the response has met the criteria in the Pearson Progression Map.

Advice on answering the question

Three key questions about the exam question are answered here in order to explain what the question is testing and what you need to do to succeed in the exam.

Commentary

Feedback on the quality of the answer is provided to help you understand their strengths and weaknesses and show how they can be improved.

THE RISE OF HITLER AND THE NAZIS GERMANY, 1918-45 59

Answer A

The author of Extract A gives the impression that the publicity that Hitler received turned him into a national hero. He used his trial to make long speeches and criticise the government.

What are the strengths and weaknesses of Answer A?
Unfortunately, this is a very weak answer. The question asks about the impression given of Germany at the time, but the answer has simply copied parts of Extract A to say that Hitler became a national hero. This barely answers the question and would gain 1 or 2 marks at best.

Answer B

The author of Extract A gives the impression that at this time there was a great deal of sympathy for opponents of the Weimar Republic. We know this by what the author chooses to tell us about. We are told that Hitler made long speeches and was given only a short sentence (suggesting even the legal system was sympathetic to his views). Then we learn that Hitler now decided to use the ballot box to win power. So he must have thought Germans would support his anti-Weimar views. The language used shows that the author thinks that the sympathy shown towards Hitler at this time was surprising, because he says 'Unusually' Hitler got just a short sentence.

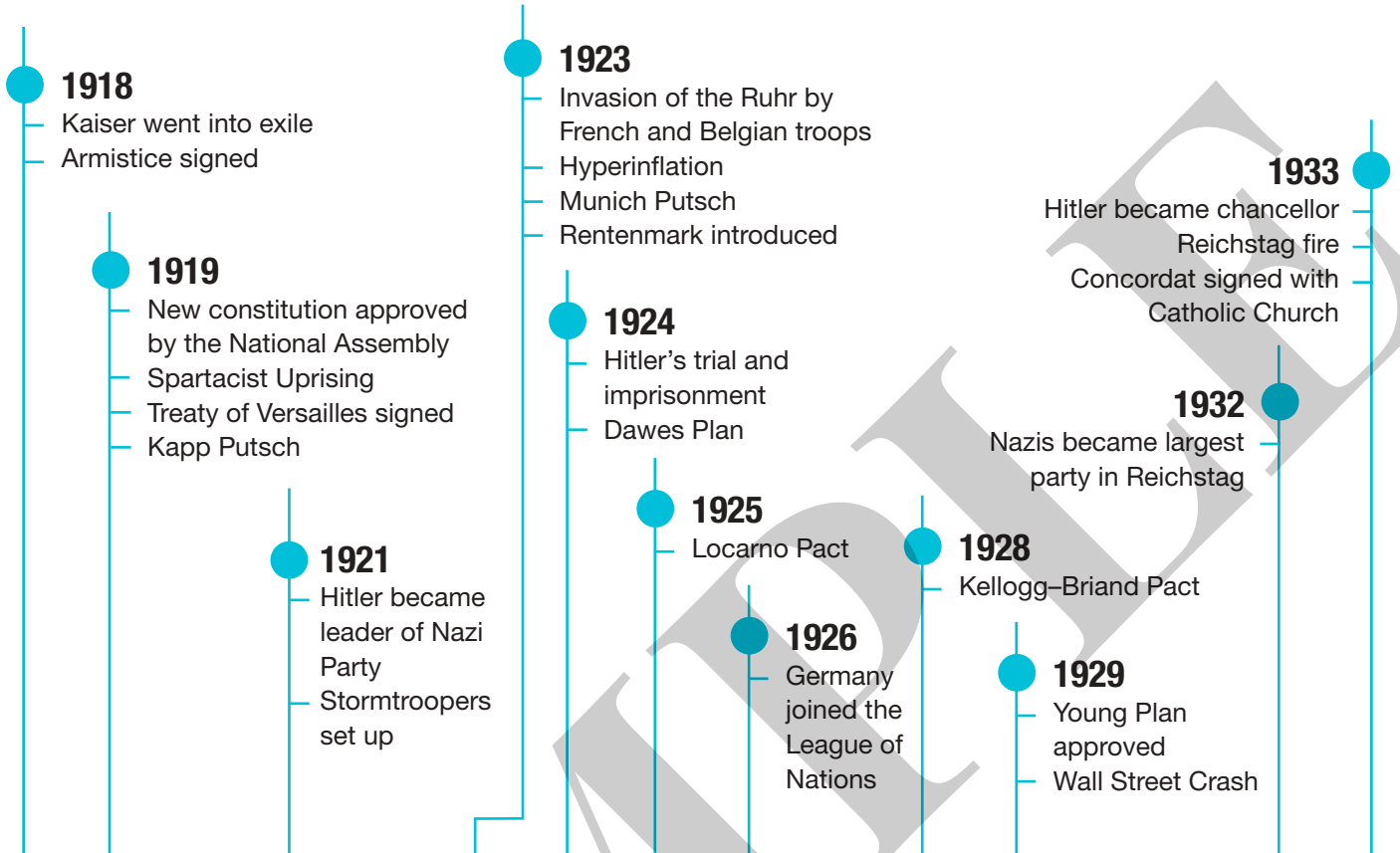
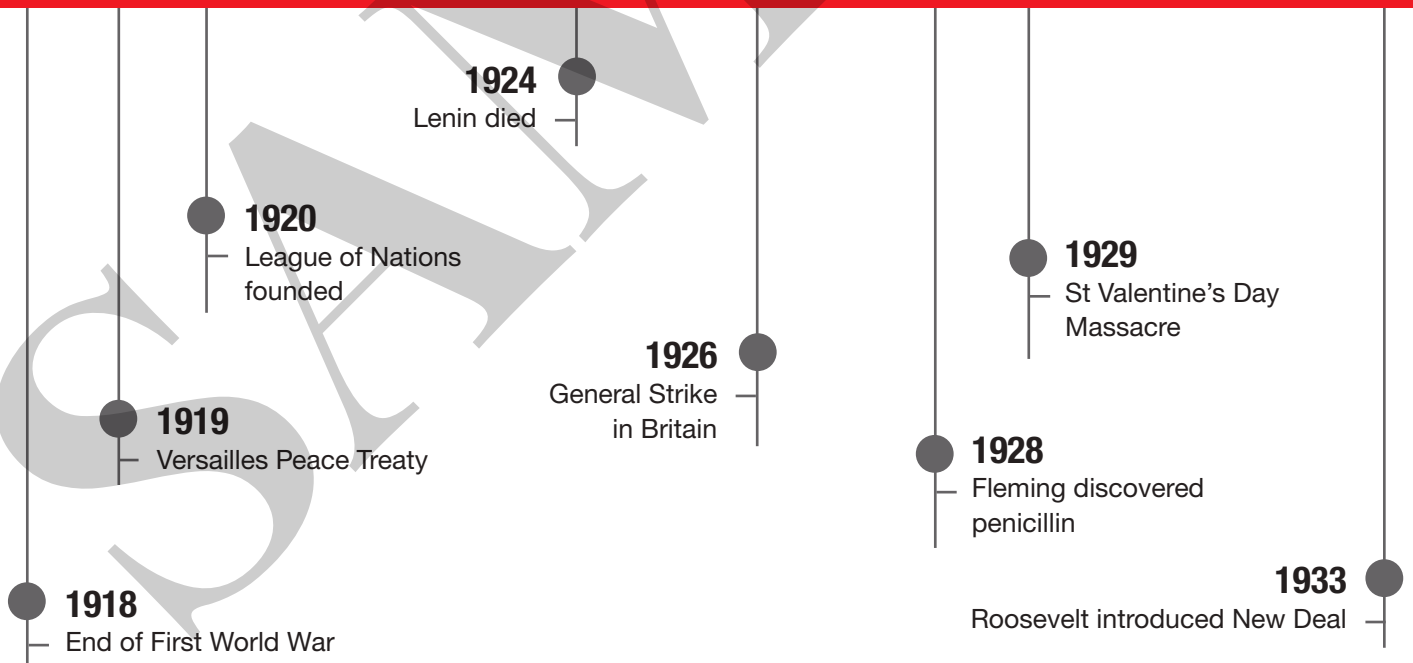
What are the strengths and weaknesses of Answer B?
This is a very good answer. It states the impression given and supports it with information from the extract. It also notes the use of language and it is concise and to the point.

Challenge a friend

Choose an extract from the Student Book and use it to set a part (a) question for a friend. Then look at the answer. Does it do the following things?

- State a valid impression from the extract
- Provide 3-4 lines explaining how language, tone and content choice prove this.

If it does, you can tell your friend that the answer is very good!

TIMELINE – GERMANY, 1918–45**1918****1930****TIMELINE – WORLD**

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- 1934**
 - Ministry of Propaganda and Public Enlightenment set up
 - Enabling Act passed
 - Night of the Long Knives
 - Hindenburg died
 - Hitler became head of state
- 1935**
 - Nuremberg Laws
- 1936**
 - Membership of Hitler Youth compulsory
- 1938**
 - Kristallnacht*
- 1939**
 - Outbreak of Second World War
- 1941**
 - Germany invaded Soviet Union
- 1942**
 - Holocaust began
- 1943**
 - Scholls executed
- 1944**
 - Bomb plot against Hitler
- 1945**
 - Germany surrendered
 - Hitler committed suicide

1940

- 1934**
 - Long March in China
- 1939**
 - Outbreak of Second World War
- 1940**
 - Trotsky murdered
- 1945**
 - End of Second World War
 - United Nations founded

2. THE RECOVERY OF GERMANY, 1924–29

LEARNING OBJECTIVES

- Understand the economic policies used to stabilise Germany's currency
- Understand the measures taken to reduce reparations payments through the Dawes Plan (1924) and the Young Plan (1929)
- Understand Stresemann's foreign policy achievements.

The period 1923–29 is sometimes called the 'Stresemann Era', named after the politician Gustav Stresemann. In 1923, the Weimar Republic was in crisis. Thanks to Stresemann's economic and diplomatic policies, Germany emerged from this crisis in a much healthier position. Stresemann believed it was vital to improve Germany's relations with other countries, so he could negotiate more realistic reparations payments. He hoped this would give Germany a chance to sort out its economic problems. Stresemann's approach relied on finding a way to co-operate with the Allies. He also worked hard to bring the more extreme sections of German society to a more moderate position. This allowed him to build a new, stronger Germany.

2.1 THE WORK OF GUSTAV STRESEMANN – AT HOME

LEARNING OBJECTIVES

- Understand how the introduction of the Rentenmark helped to end the currency crisis
- Understand the aims and outcomes of the Dawes Plan and the Young Plan
- Understand the role of US loans and the recovery of the German economy.

GUSTAV STRESEMANN AND THE GREAT COALITION GOVERNMENT 1923

In 1923, Germany was in crisis. This was due to the effects of hyperinflation and the French occupation of the Ruhr. Within the next few years, however, the Weimar Republic overcame its economic problems, social unrest and political revolutions and entered an age of stability and prosperity.

Much of the credit for this recovery must go to Gustav Stresemann. He became chancellor in 1923 and led the 'Great Coalition' government. This government helped to solve the urgent problem of hyperinflation and brought about important improvements in the state of the economy – for example, a fall in unemployment, more house building and investment in transport systems. Stresemann was chancellor for just 4 months, before becoming foreign secretary. He held this position until his death in October 1929.

SOURCE A

Gustav Stresemann (centre front) was chancellor of the Great Coalition government, 1923.



THE RENTENMARK

As a result of the 1923 hyperinflation crisis, the German mark was worthless. Stresemann needed to stabilise the value of the currency. In November 1923, he introduced a new currency as a temporary solution. This currency was

KEY TERMS

Rentenmark the temporary currency introduced in 1923 to stabilise the German currency after hyperinflation

Reichsbank the new independent German national bank; set up to help build confidence in Germany's financial system

Reichsmark the new permanent currency that replaced the temporary Rentenmark in 1924

known as the **Rentenmark** and the amount of money printed was tightly controlled.

Stresemann based the value of the Rentenmark on Germany's industrial and agricultural worth. He also promised to exchange the notes for shares in German land or industry if the currency failed. This gave the German people confidence in the new currency.

In 1924, a new independent national bank – called the **Reichsbank** – was handed control of the new currency. In the same year, the **Reichsmark** was issued to replace the Rentenmark. The Reichsmark was a new permanent currency that people in Germany and in other countries could now rely on. These measures restored faith in Germany's financial system and were vital in allowing Germany's economy to grow stronger.

SOURCE B

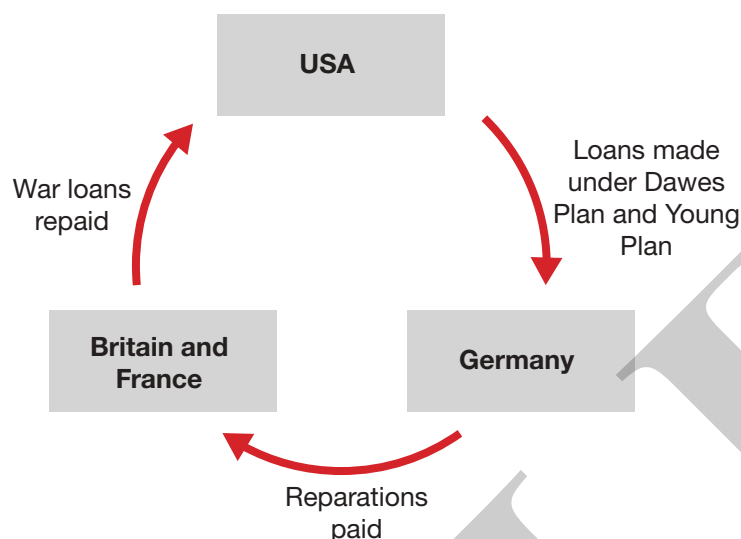
A pile of Rentenmark stored in the basement of the Reichsbank in 1923.

**ACTIVITY**

Draw a flowchart to show how Stresemann stabilised the German currency after the hyperinflation crisis.

US LOANS AND GERMAN ECONOMIC RECOVERY

Stresemann believed that Germany's economy could not recover until the issue of reparations had been solved. He argued that Germany should accept the Treaty of Versailles to improve foreign relations with Britain and France. This was a very unpopular view as most Germans hated the treaty. However, Stresemann also believed it would be possible to negotiate better terms for Germany. The USA, France and Britain had a lot to gain from allowing the German economy to recover. The USA had lent millions of dollars to France and Britain as war loans during the First World War. If the German economy improved, Germany would be able to make its reparations payments; this in turn would provide Britain and France with the money they needed to repay the USA. The Allies would also benefit if Germany was able to become a strong trading partner again.



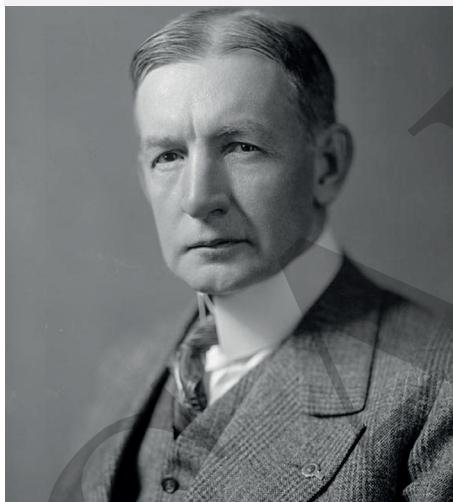
► **Figure 2.1** Loans and repayments between Germany and the Allies

THE DAWES PLAN 1924

Stresemann was right to believe there was a chance to negotiate better terms for reparations payments. In 1923, the USA sent Charles Dawes to Germany to help resolve its economic problems. Dawes advised Stresemann on the establishment of the Reichsbank. France and Britain accepted that Germany wanted to renegotiate the reparations payments and, in 1924, the Dawes Plan was agreed between Germany and the Allies. The key points of the Dawes Plan were as follows.

SOURCE C

Charles Dawes.



- The USA loaned Germany 800 million gold marks; this gave a massive boost to German industry.
- Reparations payments were lowered to 1,000 million marks for the first 5 years, to make them more affordable. After this time, the payments would be increased to 2,500 million marks.
- The Allies agreed to review the payment rate over time, to take account of Germany's economic situation and ability to pay.
- The French agreed to **withdraw** troops from the Ruhr. They also agreed that any missed payments in the future would be dealt with by the Allies together.
- The Allies were given some control of the Reichsbank and the railways in Germany.

Some Germans criticised the government for agreeing to the terms of the Dawes Plan. They felt that Germany was accepting the blame for starting the war by agreeing to continue with reparations payments. However, the Dawes Plan helped to restore Germany's economy and led to further loans from the USA. Over the next 6 years, Germany received more than 25 billion marks in loans. This money allowed German industry to recover.

THE EXTENT OF ECONOMIC RECOVERY

Germany's economy recovered significantly after 1924. The stability in Germany's currency meant that there was more investment in Germany from other countries, especially the USA. Much of that investment was in boosting industry and building factories. The Dawes Plan helped boost industrial output which doubled in the years 1923–29. Wages rose, the cost of living went down and the standard of living improved. Confidence in the economy was restored and the government was able to build new roads, schools and public buildings. The improvements in the economy meant that by 1927 new laws could be introduced to allow people to claim unemployment benefit and 'labour exchanges' were set up to help people still unemployed to find work.

However, foreign investment left the German economy open to risks if there were problems in the world economy. The recovery was based largely on American loans. These loans were invested in projects that would create wealth and allow the loans and interest to be paid off. What would happen if there was a downturn in the world economy? By 1927 there were signs that the German economy was slowing down and the farming industry was beginning to struggle. When the Wall Street Crash came in 1929, the Germans found out how weak their economy still was.

THE YOUNG PLAN 1929

Despite the Dawes Plan and American loans, the German government still did not find it easy to make reparations payments.

- The total reparations bill was reduced to around \$8 billion.
- The payments were to be made over 59 years, at a rate of \$473 million per year.
- Germany was only obliged to pay a third of the annual sum each year. It should pay the rest if it could afford to do so.

EXTEND YOUR KNOWLEDGE

THE MENIN GATE

The Menin Gate is one of four memorials to the missing in Belgian Flanders. It bears the names of 54,000 missing soldiers whose remains were never found. The site of the Menin Gate was chosen because hundreds of thousands of men passed that point on their way to the trenches. It commemorates dead soldiers from the UK, Australia, Canada, South Africa and India, who died in the Ypres Salient area. Since 1928, the Last Post has been played at the Menin Gate every evening at 8 p.m. – except during the German occupation of Ypres in the Second World War (1940–44).

At the same time, the French agreed to leave the Rhineland by June 1930 – 5 years ahead of the previously agreed date of 1935. The reduction in annual payments allowed the government to reduce taxes and released funds that were used to boost the German industry and create jobs for workers.

Many people in Germany opposed the Young Plan. Some nationalist groups were angry that Germany would continue to pay reparations. They felt that the timescale for the payments was far too long and would limit Germany's progress as a nation. Alfred Hugenberg, a media businessman, organised a petition against the plan and managed to get 4 million signatures. However, when a **referendum** was held in December 1929 – allowing people to vote to accept or reject the plan – only 14 per cent voted against it.

There was also some British opposition to the Young Plan. Two **memorials** to Britons killed in the war (at Thiepval and the Menin Gate) had only recently been completed and feelings against the Germans were still strong.

SOURCE D

The Menin Gate.



In the end, the Young Plan came to nothing. In 1929, the Wall Street Crash occurred in the USA; after this, the Americans could not afford to loan any money to Germany. In 1931, the German economy also crashed and the Allies agreed to suspend reparations payments. When Hitler came to power in 1933, he had no intention of paying reparations.

EXAM-STYLE QUESTION

A01

A02

Explain **two** effects on Germany of Stresemann's work to reorganise reparations payments.

(8 marks)

HINT

When you explain an effect on something, you need to include information about how the situation changed.

ACTIVITY

- 1 Copy and complete the table below to compare the terms of the Dawes Plan and the Young Plan.
- 2 Which plan treated Germany more fairly?

	▼ DAWES PLAN 1924	▼ YOUNG PLAN 1929
Amount of reparations		
Timetable for payments		
Terms and conditions		
Effect on Germany		

2.2 STRESEMANN'S SUCCESSES ABROAD

LEARNING OBJECTIVES

- Understand the role of Stresemann in developing relations with other countries
- Understand the challenges and successes of Stresemann's work as foreign secretary
- Understand the criticism that some Germans made about foreign relations at this time.

KEY TERM

diplomacy the use of negotiations and agreements to reach decisions and resolve differences between countries

Stresemann was determined to strengthen Germany's power and wealth. However, he realised that Germany could not challenge the Treaty of Versailles or fight the Allies on military terms. He therefore used **diplomacy** to improve Germany's position. For example, he improved Germany's relationship with other countries, including Britain and France, by ending passive resistance in the Ruhr in 1923. (See page 16 for more information about passive resistance.)

SOURCE E

From a letter written by Stresemann in 1925.

In my opinion there are three great tasks that confront German foreign policy in the immediate future:

- 1 The solution of the reparations problems in a way that is tolerable for Germany.
- 2 The protection of those ten to twelve million Germans who now live under foreign control in foreign lands.
- 3 The readjustment of our eastern frontiers; the recovery of Danzig, the Polish Corridor, and a correction of the frontier in the Upper Silesia.

THE LOCARNO PACT 1925

SOURCE F

Stresemann signing the Locarno Pact. This agreement was negotiated in Locarno, Switzerland and signed in London in 1925.



EXTEND YOUR KNOWLEDGE

GUSTAV STRESEMANN

Gustav Stresemann was the son of a restaurant owner. He was a lonely boy who loved to study. At university, he wrote a paper on the bottled beer trade, but his career was to be in politics. In 1907, aged 29, Stresemann became the youngest member of the Reichstag. He suffered from poor health and was rejected when he attempted to join the German army during the First World War. His health began to decline in 1927 and he was advised to stop work. However, he insisted on continuing as foreign secretary, and held that office until he died of a stroke in October 1929.

In 1925, Germany signed the Locarno Pact. This was a collection of seven treaties involving Germany, France, Belgium, Italy, Britain, Czechoslovakia and Poland.

- Germany agreed to accept its new western borders, and all the countries involved in the Locarno Pact agreed to avoid military force except in self-defence. This provided important reassurance for France and Germany in particular: they shared a long border and the French had invaded the Ruhr in 1923.
- Germany agreed that Alsace-Lorraine would be French. In return, the French agreed not to occupy the Ruhr again.
- All parties agreed that Germany's eastern borders could be settled by 'peaceful means'. Germany, Poland and Czechoslovakia agreed to settle all disputes peacefully through the League of Nations.

Stresemann said the Locarno Pact was a victory, because it made peace in Europe more likely. He said that Germany was now being treated as an equal to the other European powers, rather than being ordered about by them. Despite these arguments, some nationalist parties and groups in Germany were very resentful. They were unhappy that Stresemann was accepting the terms of the Treaty of Versailles, particularly in relation to Germany's borders.

However, the Locarno Pact did lead to a significant improvement in relations between Germany and other countries. Stresemann was awarded the Nobel Peace Prize in 1926 and the period 1925–29 is sometimes called 'the Locarno Honeymoon'.

SOURCE G

Gustav Stresemann talking after the signing of the Locarno Pact in 1925.

The great majority of the German people stands firm for such a peace as this. Relying on this will to peace, we set our signature to this treaty. It is to introduce a new era of cooperation among the nations. It is to close the seven years that followed the War, by a time of real peace, upheld by the will of responsible and far-seeing statesmen, who have shown us the way to such development, and will be supported by their peoples, who know that only in this fashion can prosperity increase. May later generations have cause to bless this day as the beginning of a new era.

ACTIVITY

Read Source G. What can you learn about the Locarno Pact from this source?

SOURCE H

Public protest in Berlin in 1925. This protest was organised by nationalists against the signing of the Locarno treaty.



ACTIVITY

Match up the following statements to make pairs.

▼ STRESEMANN'S STRATEGY	▼ DRAWBACKS
Use diplomacy to improve relations	Germany was getting stronger but was not strong enough to have any genuine power compared with the Allies
Reorganise reparations payments	The nationalists saw building relationships with former enemies as weakness
Build a stronger Germany	Nationalists wanted Germany to refuse to pay altogether
Increase loyalty to the new Weimar Republic	Germany was vulnerable as it relied on loans from the USA
Build an economic recovery	Support for the regime was still limited

SOURCE 1

A German cartoon from 1926, showing the 'mask of peace' worn by the French during the Locarno treaties.



LEAGUE OF NATIONS 1926

The League of Nations was formed at the end of the First World War. This was a new international organisation, which allowed powerful countries to discuss ways of solving the world's problems without using military force. No one wanted a repeat of the horrors of the First World War. The idea for the League of Nations came from the US president, Woodrow Wilson. However, the USA chose not to become involved in European politics after the war had ended, and did not join the league. Germany, like the other defeated nations in the war, was not invited to become a member.

In September 1926, Stresemann persuaded the other great powers to allow Germany to join the League of Nations. This was partly a result of the signing of the Locarno Pact. Germany was given a place on the League of Nations Council – this was significant because the members of this council made the most important decisions.

This was a positive step for moderate political parties who supported Stresemann's **diplomatic** policies and his attempts to improve relations with the other great powers. It also increased many Germans' confidence in the Weimar regime: they could see that their country was once more accepted into the 'international family'. However, some Germans saw the League of Nations as a symbol of the hated Treaty of Versailles. They wanted Germany to have nothing to do with it.

ACTIVITY

Look at Source I.

- 1 What do you think the cartoonist was trying to say?
- 2 Do you think the following people would have agreed with the cartoonist?
 - a Stresemann
 - b a worker in the Ruhr
 - c a soldier who fought in the First World War.

KELLOGG-BRIAND PACT 1928

In August 1928, 62 countries including Germany, the USA and France signed the Kellogg–Briand Pact. The aim of this pact was to prevent a future war, by getting countries to promise not to use military force to settle disagreements. The pact was named after the US secretary of state and the French foreign minister who wrote the agreement. The USA was not in the League of Nations and it saw this pact as a way for it to be involved in building peace with other countries.

SOURCE J

US President Calvin Coolidge signs the Kellogg-Briand Pact in his office. Secretary of State Frank B. Kellogg is seated to the left of the President. The man sitting on Coolidge's right is Charles Dawes.



This pact showed a clear improvement in Germany's relations with other countries.

- Germany had been excluded from the negotiations that led to the Treaty of Versailles. Now, however, Germany was included among the main powers once again.
- It was clear that the Weimar Republic was now a respected, stable state. It had recovered from its troubled beginning.
- This pact gave the German public more confidence that the moderate political parties could be trusted to make Germany strong again.

Of course, there were still many people in Germany who did not approve, because the Kellogg-Briand Pact did nothing to end the hated Treaty of Versailles.

SOURCE K

An account of Stresemann's achievements, published in a German newspaper after his death in October 1929.

To serve Germany he set out a path of understanding. He refused to try to get back land that had gone forever. He offered our former enemies friendship. Being a practical man he saw that any other path would have left Germany without any hope of recovery.

EXTRACT A

From a history textbook for schools, published in 2015.

As the economy improved, so social conditions stabilised and political violence died down. Between 1924 and 1929, no major political figures were assassinated. The Weimar government had been in power for long enough for many people to accept that it was now the political system in Germany – as long as things continued to improve. Support for extremist parties (both left wing and right wing) reduced... Coalition governments were still the norm, although they changed less often: between 1924 and 1929, there were just six different coalitions. Stresemann's influence was vital to this. However, none of the weaknesses of the constitution had been resolved. And in 1929, Stresemann died.

ACTIVITY

Study Source K and Extract A.

- 1 How far do you agree with what the German newspaper said in Source K?
- 2 What impression does Extract A give of Stresemann's impact on politics in Germany?
- 3 Hold a class debate about whether you agree with this statement: 'Gustav Stresemann solved the problems of the Weimar Republic'. One half of the class should agree with the statement and the other half should disagree with it.
- 4 Copy and complete the table below to show how Stresemann's foreign policy helped Germany.

▼ EVENT	▼ IMPACT ON GERMANY
Signing the Locarno Pact	
Joining the League of Nations	
Signing the Kellogg–Briand Pact	

EXAM-STYLE QUESTION

A01

A02

SKILLS

PROBLEM SOLVING, REASONING,
DECISION MAKING, ADAPTIVE
LEARNING, INNOVATION

'The foreign policy of Stresemann was the main reason why Germany recovered in the 1920s.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the foreign policy of Stresemann
- the Dawes Plan 1924.

You **must** also use information of your own.

(16 marks)

HINT

Remember to think about all the reasons why Germany recovered from the problems it faced in the early 1920s. Then explain why at least three of them brought about recovery.

RECAP

RECALL QUIZ

- 1 What name was given to the 1923 government led by Stresemann?
- 2 For how many months did Stresemann hold the position of chancellor?
- 3 What was the name of the new German currency introduced in November 1923?
- 4 What was the Reichsbank?
- 5 Under the terms of the Dawes Plan, how much money was lent to Germany by the USA?
- 6 Which period is sometimes known as the ‘Locarno Honeymoon’?
- 7 What was the League of Nations?
- 8 Who was Briand?
- 9 In 1928, how many countries signed the Kellogg–Briand Pact?
- 10 In which year did Stresemann die?

CHECKPOINT

STRENGTHEN

- S1** Describe the measures taken by Stresemann to stabilise the German currency.
- S2** Summarise the terms of the Locarno Treaty.
- S3** List three points included in the Kellogg–Briand Pact.

CHALLENGE

- C1** Why did Stresemann argue that Germany needed to accept the Treaty of Versailles?
- C2** Explain the key differences between the Dawes Plan and the Young Plan.
- C3** What do you think people meant when they described the years 1925–29 as the ‘Locarno Honeymoon’?

SUMMARY

- The period 1923–29 is sometimes called the ‘Stresemann Era’ because Stresemann played such an important part in German politics at this time.
- Stresemann’s economic and diplomatic policies meant that Germany recovered to a large extent from the crisis of 1923.
- Stresemann focused on improving Germany’s relations with other countries.
- Stresemann believed that Germany needed to restore good relations with other countries before it could address its economic problems.
- Stresemann took a more moderate approach to German politics. He aimed to reduce the threat of political extremism and build a new, stronger Germany.
- Public confidence in the moderate political parties increased. The German public began to believe that these parties could rebuild Germany’s future.
- There were still hardliners in Germany who did not want the Weimar democracy to succeed. They believed that Stresemann’s approach involved unacceptable compromises, such as accepting the Treaty of Versailles.

EXAM GUIDANCE: PART (B) QUESTIONS

A01

A02

Question to be answered: Explain two effects on Germany of the work of Stresemann. (8 marks)

1

Analysis Question 1: What is the question type testing?

In this question, you have to show that you have knowledge and understanding of the key features and characteristics of the period studied.

You also have to analyse historical events and periods so you can explain and make judgements about their effects. In this case, you need to demonstrate your knowledge and understanding of the ways in which Stresemann's work affected Germany.

2

Analysis Question 2: What do I have to do to answer the question well?

Obviously, you have to write about Stresemann's work but don't simply write everything you know. You have to write about two effects – things that Stresemann's work caused to happen. The key to explaining the effects of an event is to explain the links between the event and an outcome. For example, an effect of you doing a lot of revision should be that you can answer the questions in the exam more effectively. You would explain this by emphasising that you know more facts, you have to spend less time trying to remember things, you have looked at more examples of how to answer questions, and so on.

3

Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful?

This is an 8-mark question and you need to make sure you leave enough time to answer the other two questions fully (they are worth 22 marks in total). Remember, you do not need to write an essay – you simply need to identify two effects and provide enough historical detail to explain why the event had these effects.

The question asks for two effects, so it's a good idea to write two paragraphs and to begin each paragraph with a phrase such as: 'One effect was...'; 'Another effect was...'. You should also try to use phrases such as: 'this led to...'; 'as a result of this...'; 'this brought about...'. This will help to show that you are focusing on effects.

The word 'explain' is important because it tells you that you have to do more than just state what the effect was. You need to use your knowledge of the period to explain how the event (Stresemann's work) led to the outcome. So 'this led to...' is simply stating an effect, but 'this led to... because at this time...' is moving towards an explanation.

You cannot get more than 4 marks if you explain only one effect. However, you are required to explain only two effects and you will not gain credit for a third. If you do write about more than two effects, the better two will be marked and the third will be ignored.



Answer A

In 1923 the hyperinflation crisis meant money in Germany became worthless. Stresemann brought in a new currency to fix the problem. His actions helped Germany a lot.

What are the strengths and weaknesses of Answer A?

This is a very weak answer. It identifies one of Stresemann's actions (introducing a new currency) and states that this helped to deal with hyperinflation, but it does not provide sufficient detail. The answer does not explain how Stresemann's actions helped Germany or why the new currency helped to solve the hyperinflation crisis and restore confidence. The answer needs much more detail to score a high mark.



Answer B

One effect of Stresemann's work was that he stabilised the German economy and ended the crisis which was making it so difficult to govern effectively. Hyperinflation had gripped Germany in 1923, but Stresemann's measure to introduce a new temporary currency – the Rentenmark – and link its value to Germany's industrial and agricultural worth restored business and public confidence in the German currency. The new independent Reichsbank was given control of Germany's currency in 1924 which gave longer term stability.

Another feature of Stresemann's work was that Germany's relations with other countries improved dramatically and it rejoined the 'family of nations'. Stresemann was convinced that foreign affairs could benefit Germany at home because improving the terms of reparations payments, for example, could help the German economy. Stresemann successfully negotiated the Locarno Treaties and was responsible for Germany joining the League of Nations in 1926. This meant that Germany was once again seen as a leading power and was more accepted internationally after the shame and humiliation of losing the First World War and the 'diktat' of the Treaty of Versailles.

What are the strengths and weaknesses of Answer B?

This is a very good answer. Two important effects of Stresemann's work – economic effects and improved international relations – are discussed and good details are provided to support the explanation. The events in the Ruhr would have been a very useful alternative factor, as it affected both economic and foreign relations issues.

Challenge a friend

Use the Student Book to set a part (b) question for a friend. Then look at the answer. Does it do the following things?

- Identify two effects
- Provide 3–4 lines of detailed historical knowledge to explain why the event caused each outcome (effect) you have identified.

If it does, you can tell your friend that the answer is very good!