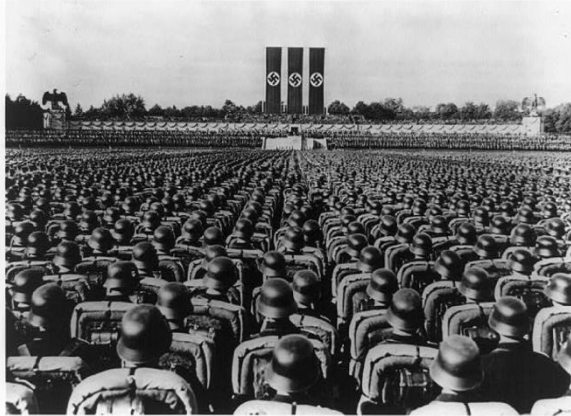


There are so many online resources available these days that knowing where to start can be a bit daunting. Podcasts are a great way to boost your Historical knowledge and, let's be honest, it doesn't take a lot of effort to sit and listen! You can listen whilst jogging, cleaning your room, sitting in the sun...the possibilities are endless! So below are a list of really relevant podcasts from #Versushistory. Listen to the podcasts in order and write a summary of what you've learned at the end. Podcasts also available via [iTunes](#) and [Stitcher](#) and [Spotify](#)
 RSS Feed: <http://historychappy36647.podomatic.com/rss2.xml>
<http://www.versushistory.com/podcasts.html>



Podcast Order	Episode	Subject	What did you learn?
1	4 th November 2019 #83	Weimar Republic and its Constitution	
3	8 th February 2019 #63	Weimar Republic 1918-1923	
10	14 th December 2018 #57	Blowing up the Nazis	
2	6 th October 2018 #47	Was the Treaty of Versailles too harsh on Germany?	
12	28 th April 2018 #25	Tips for the body of History Essays	
11	20 th April 2018 #24	Introductions to History Essays	
13	13 th April 2018 #23	33 Tips to write better History Essays	
5	7 th April 2018 #22	Hitler's Nazi Party after the Munich Putsch, 1924-1929	
9	31 st March 2018 #21	Germany 1933-1939; Standard of living	
7	23 rd March 2018 #20	Hitler, Nazi Germany and Unemployment	
8	2 nd March 2018 #17	Hitler's journey from Chancellor to Fuhrer	
6	23 rd February 2018	Hitler and the Great Depression	
4	8 th February 2018	Weimar Republic 1924-1929	

Democracy and Nazism: An Overview



Lesson Targets:

- To gain an understanding of the key German events that occurred between 1919-1945.
- To analyse how Germany changed as a nation over this time.

Big Picture

- **Who has used a living graph before? What's the purpose of a living graph?**
- In History, we use living graphs to show trends across time.
- Today, we will look at our course as an overview.
- By doing this we will understand how Germany changed over our period of study.
- We will also be able to analyse trends and developments that emerge over this 26 year period.
- **How did Germany react to defeat in WWI? How did Hitler come to power in 1933? How did he manage to lead the world into war within 6 years?**



Democracy and Nazism 1919-1945

Key

■ = Starter

■ = Task 1

Strong and
Prosperous

Living Graph Instructions:

1. Use your textbook to write the correct date on every card.
2. Cut out the cards and place them in chronological order.
3. Glue your cards onto your A3 graph to show change over time.

EXTENSION: Write a paragraph to explain when Germany was at it's weakest and it's strongest.

Weak and
Penniless

1918

1945

<p>Armistice ends WWI: Germany is defeated. The Kaiser abdicates and a new provisional Republic is announced.</p> <p>Year:</p>	<p>Weimar Government formed: Germany will have a democratic government for the first time. The country was deeply unstable. Because of violence in the capital Berlin, the new government was set up in the small town of Weimar, so it was known as the Weimar Republic.</p> <p>Year:</p>	<p>Spartacist Uprising: Left wing strikes and protests aimed at seizing power from the new Weimar Republic. The Government uses ex-servicemen (Freikorps) to end the protests.</p> <p>Year:</p>	<p>Treaty of Versailles: The victorious powers gather to decide what to do with the defeated. Germany is weakened dramatically, losing land, most of it's armed forces, it's empire and having to pay war damages to the victors. They must also agree to causing the war.</p> <p>Year:</p>
<p>Kapp Putsch: A Fascist attempt to seize power. It was supported by parts of the military and other conservative, nationalistic and monarchist forces. The putsch failed after a few days when large sections of the German population followed a call by the government to join a general strike.</p> <p>Year:</p>	<p>Occupation of the Ruhr: Germany fell behind in her reparations payments and France and Belgium occupy the Ruhr area of Germany. German authorities resist the occupation and the German economy collapses, due to the Hyperinflation Crisis.</p> <p>Year:</p>	<p>Gustav Stresemann becomes Chancellor: Stresemann takes charge and ends resistance in the Ruhr. He also introduces the Rentenmark, a new currency designed to rebuild the German economy.</p> <p>Year:</p>	<p>Dawes Plan: A committee proposed that German reparations should be reduced and paid back over a long period of time. Germany is able to comfortably pay reparations.</p> <p>Year:</p>
<p>Locarno Treaty: The Locarno Treaties were signed, which led to all western European countries (including Germany) accepting the western borders outlined at Versailles.</p> <p>Year:</p>	<p>Young Plan: This plan extended German reparations by another 60 years, making payments even more manageable. Both the Dawes and Young Plan were based on US loans to Germany.</p> <p>Year:</p>	<p>Wall Street Crash: New York Stock Exchange collapse creates a world-wide economic depression.</p> <p>Year:</p>	<p>Nazi party grow in support: The Nazi Party receive 18% of votes in the 1930 election and 37% of votes in the 1932 election.</p> <p>Year:</p>
<p>Hitler is made Chancellor: Due to his status as Germany's most popular politician, Hitler is given power by President Hindenburg, due to the belief that Hitler can be tamed.</p> <p>Year:</p>	<p>Reichstag Fire: A Communist sets fire to the Reichstag building. Hitler uses this to persecute Communists and mass arrests follow.</p> <p>Year:</p>	<p>The Enabling Act: Hitler declares Communism to be illegal. This gives him enough support to pass the Enabling Act, which allowed him to govern for 4 years without his parliament. The Act gives Hitler dictatorial powers.</p> <p>Year:</p>	<p>One day Boycott of Jewish shops and businesses: Germans are encouraged not to use Jewish businesses for one day.</p> <p>Year:</p>

<p>Political Parties (other than the Nazis) and trade Unions are banned: All other political parties are banned and Germany becomes a one party state.</p> <p>Year:</p>	<p>The Night of the Long Knives: Worried about threats from inside the Nazi party, Hitler purges the SA. Ernst Rohm and 200 or so 'opponents' are killed.</p> <p>Year:</p>	<p>Nuremburg Laws: Jewish Germans stopped being German citizens, marriage between Jews and non-Jews was made illegal and laws against employment were passed.</p> <p>Year:</p>	<p>Remilitarisation of the Rhineland: Hitler breaks the Treaty of Versailles by remilitarising the Rhineland. Nothing is done to prevent this.</p> <p>Year:</p>
<p>Berlin Olympics: Held in Germany and seen as the perfect opportunity for Hitler to demonstrate to the world, how efficient Nazi Germany was. It was also the perfect opportunity for the Nazis to prove to the world the reality of the Master Race. Nazi persecution is paused due to the Games.</p> <p>Year:</p>	<p>Employment Laws: The Nazis passed a Law to Reduce Unemployment. The RAD (National Labour Service) sent men on public works; eg the autobahns. Unemployment fell to virtually nothing.</p> <p>Year:</p>	<p>German Rearmament: Hitler declares that Germany has an air force and he is reintroducing conscription. Residents of the Saar vote to return to German control.</p> <p>Year:</p>	<p>Anschluss: Hitler breaks the Versailles Treaty by unifying with neighbouring Austria.</p> <p>Year:</p>
<p>Munich Conference: After unrest in the German-Czech border region of the Sudetenland, a meeting is called between France, Germany, Britain and Italy. Hitler demands the Sudetenland be given to German, the other powers agree to keep the peace.</p> <p>Year:</p>	<p>Kristallnacht: A German Jew murdered a German diplomat so revenge attacks were ordered across Germany. Jewish property was destroyed, Jews were murdered and thousands sent to Concentration Camps.</p> <p>Year:</p>	<p>Nazi-Soviet Pact and Polish Invasion: Hitler and Stalin sign the Nazi-Soviet Pact dividing Poland. Hitler invades Poland causing France and Britain to declare war.</p> <p>Year:</p>	<p>D-Day Landings and Soviet Offensive: The Allied invasion of France. Paris is liberated in August. Soviet offensive gathers pace in Eastern Europe. German troops begin retreats.</p> <p>Year:</p>
<p>WWII Begins: German 'Blitzkrieg' overwhelms Belgium, Holland and France. Germany takes over these countries. British victory in Battle of Britain forces Hitler to postpone invasion plans.</p> <p>Year:</p>	<p>Hitler invades the Soviet Union: Hitler begins Operation Barbarossa - the invasion of Russia.</p> <p>Year:</p>	<p>WWII Continues: Germany suffers setbacks at Stalingrad in Russia and El Alamein in North Africa. Mass murder of Jewish people at Auschwitz and the Extermination camps begins.</p> <p>Year:</p>	<p>The End of Nazism: Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May.</p> <p>Year:</p>

Mini-Review: How different is your A3 graph to the one completed at the beginning of the lesson?

Strong and Prosperous

Weak and Penniless

1918

1945

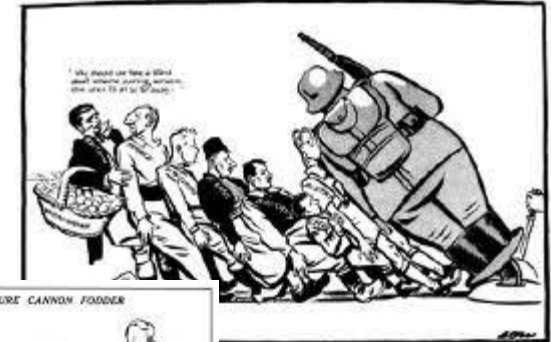
- Your graph must include:
- End of WWI
 - Wall Street Crash
 - Hitler becoming Chancellor
 - Berlin Olympic Games
 - Beginning of WWII
 - End of WWII

Key

- = Starter
- = Task 1

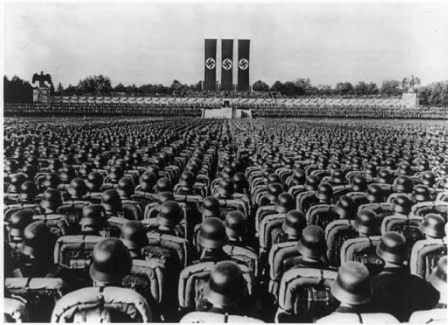
Plenary - Graph Analysis

1. Which event could be seen as the high point of Germany's power?
2. Which event could be seen as the low point?
3. Which events caused the most dramatic change?
4. Was the Second World War inevitable?
5. When does Hitler's dictatorship begin?
6. Historian Ian Kershaw wrote in 1998 Hitler *'Hitler was reactive, dependant on others, inconsistent, lazy, hesitant and nervous. Hitler was of secondary importance...another time, another place, and neither Hitler nor his ideas would have got anywhere'*. Do you agree?



David Low's accurate depiction of the results of appeasement: Using the "spineless leaders of democracy" as stepping stones, a nose-thumbing Hitler marches towards his ultimate goal. (Source: *Locher*, p. 280.)

Creating a useful keyword Glossary



Do you know your
Autarky from your
Autonomy?
Communism from
Constitution? Let's
find out!

Lesson Targets:

- To use visual images to help remember the key words of our course.
- To create a useful Glossary that will aid our studies.

Definitions

- You must understand the **key words** of our new topic.
- Therefore, it is important to **define** these keywords before we begin our studies.
- **Why?**
- We will take today's lesson to do that using a **dictionary** and **textbook**...

How would you work out a definition of a key word?

Why will it be useful to keep this glossary at the front of your folder for future reference?



Task 1 - Keywords

1. Use a **dictionary** and a **textbook** to try and work out the meanings of each word. You can discuss it quietly in tables. First group with all definitions neatly completed wins.

2. When your definitions are complete, add an **image** to each definition to help you remember it.

EXTENSION: Write a coherent paragraph containing as many of the keywords as you can.



Lesson Targets:

- ✓ To use visual images to help remember the key words of our course.
- ✓ To create a useful Glossary that will aid our studies.

Keyword	Definition	Image
Anti-Semitism		
Blood and Soil		
Communism		
Constitution		
Democracy		
Dictatorship		
Diktat		
Fascism		
Führer		
Hyperinflation		
Ideology		
Lebensraum		
Natural Selection		
Plebiscite		
Reich		
Volk		

Mini-Review – What do the following mean?

- Anti-Semitism.
- Communism.
- Democracy.
- Dictatorship.
- Fascism.
- Hyperinflation.
- Lebensraum.
- Reich.
- Volk.



Democracy and Nazism: Remembering Individuals

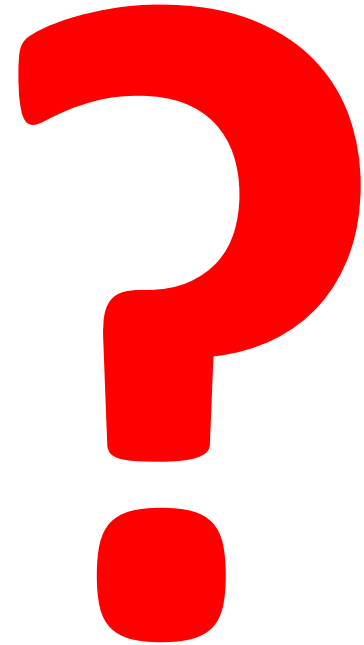


Lesson Targets:

- To make profiles of the key individuals from 1919-1945.
- To assess their influence, strengths and abilities.

Big Picture

- **Understanding the importance and role of certain individuals is important to any Historical study.**
- **Why is this?**
- **History is all about the study of the past but specifically how this story relates to humans.**
- **On a more practical level, confusing individuals is the easiest way to irritate your examiner as it shows a basic lack of knowledge!**
- **TASK – Use the Evans and Jenkins textbook to create profiles for 12 key individuals from Weimar and Nazi Germany.**



Adolf Hitler



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Heinrich Himmler



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Joseph Goebbels



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Herman Goering



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Paul von Hindenburg



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Reinhard Heydrich



- Relevant dates:
- Role:
- Achievements:
- ***Why significant?***

Power / 10:

Wolfgang Kapp



- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Franz von Papen



- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Joachim von Ribbentrop



- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Gustav Stresemann



- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Rudolf Hess



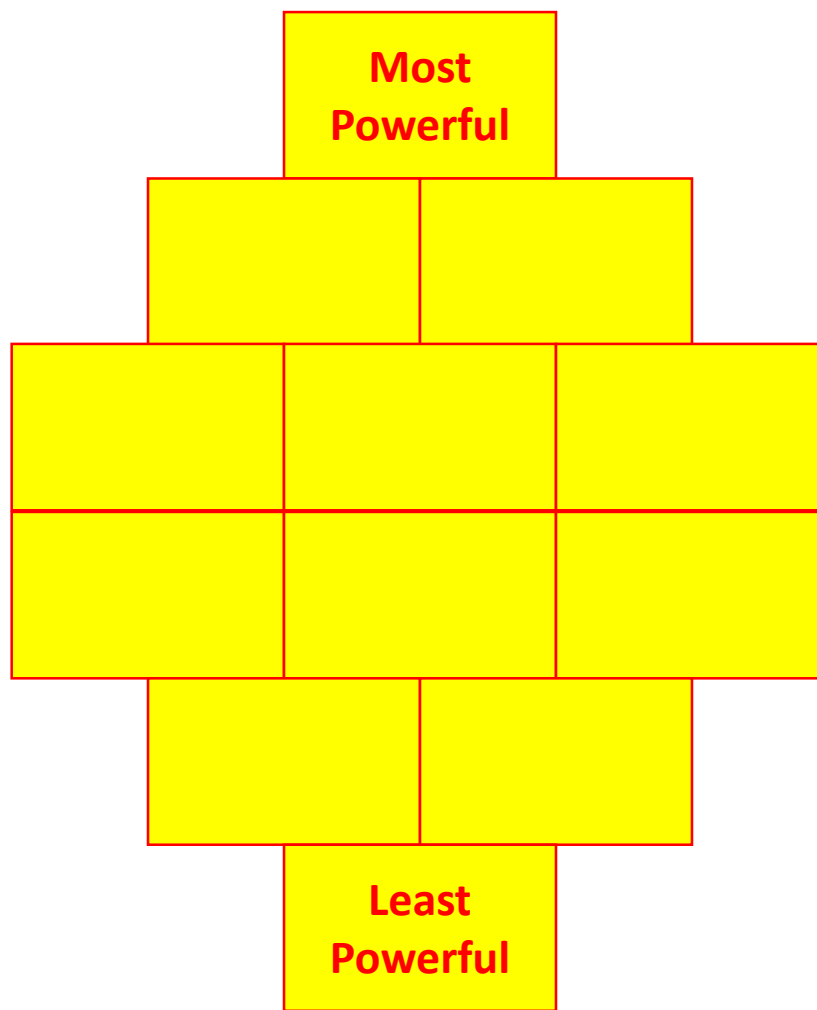
- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Hjalmar Schacht



- Relevant dates:
 - Role:
 - Achievements:
 - ***Why significant?***
- Power / 10:**

Mini-Review: Arrange your 12 cards into a Diamond to show who you think had the most power in Germany over our 26 year period of study



Lesson Targets:

- To make profiles of the key individuals from 1919-1945.
- To assess their influence, strengths and abilities.

Task 2 - Situations

- Now that we are aware of the most important individuals from our period of study, we are going to select 3 individuals that we think would be best suited for each situation.
- Choose 3 individuals...
 1. To make decisions about economic policy.
 2. To make persuasive speeches to the German public.
 3. To make decisions about the German military.
 4. To make decisions about foreign policy.
 5. To be in charge of Germany's secret police force.

Question – How many times did Hitler make it into your top 3? What does this suggest about the way he governed Nazi Germany?



Lesson Targets:

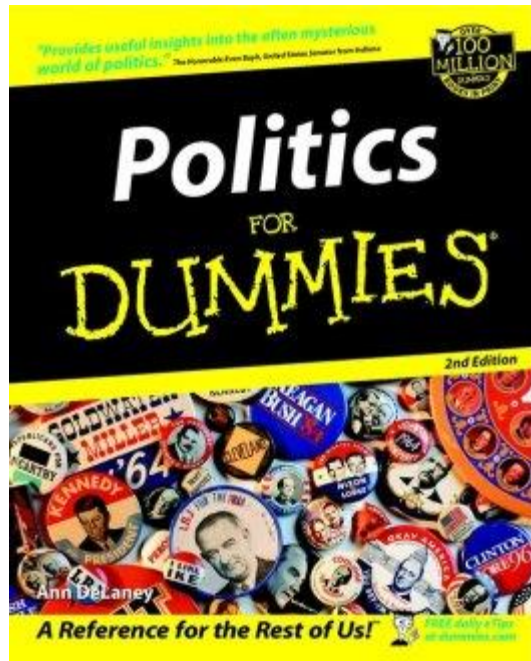
- To make profiles of the key individuals from 1919-1945.
- To assess their influence, strengths and abilities.

Starter – Watch the following videos

- What promises are these politicians making?
- What do their Parties stand for?
- Which Party do you think best represents your views about the future of the UK?
- <https://www.youtube.com/watch?v=vaSdGbkWBkl>
- <https://www.youtube.com/watch?v=XMcfqU4EGjA>
- <https://www.youtube.com/watch?v=t6gYhc42dVI>



A Dummies Guide to Politics: The difference between Left, Right and all those isms!



Not that I condone fascism, or any -ism for that matter. -ism's in my opinion are not good. A person should not believe in an -ism, he should believe in himself.



Lesson Targets:

- To understand the differences between the major political ideologies of 20th Century History.
- To assess your own political views!

Big Picture

- **Politics** (from Greek for relating to citizens) is the practice and theory of influencing other people. More narrowly, it refers to achieving and exercising positions of governance or organized control over a human community.
- Furthermore, politics is the study or practice of the distribution of power and resources within a given community.
- Let's face it, political ideologies are confusing things!
- Today we are going to create a guide to the major political ideas that inspire people to get involved in politics (either democratically or undemocratically).
- We will also complete a self-assessment to determine your own political ideology.



Left-wing: political short-hand for progressive parties; socialists, communists and their sympathisers. They promote equality and encourage the state to look after the welfare of its citizens.



Right-wing: a term used politically to describe individuals and parties in favour of tradition, order, continuity and authority. They are often described as ‘conservative’ (small ‘c’!) due to their liking of the status-quo.



Task 1 – Understanding Political beliefs and Creating Flashcards

- Create a flashcard for each ideology listed.
- Make sure you explain political beliefs and you design a simple logo to represent each ideology.



Name:

Beliefs:

-
-
-
-
-

EXTENSION: Name a Political Party that represents these beliefs:

Name:

Beliefs:

-
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-

EXTENSION: Name a Political Party that represents these beliefs :

Name:

Beliefs:

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EXTENSION: Name a Political Party that represents these beliefs :

Name:

Beliefs:

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EXTENSION: Name a Political Party that represents these beliefs :

Name:

Beliefs:

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EXTENSION: Name a Political Party that represents these beliefs :

Name:

Beliefs:

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-

EXTENSION: Name a Political Party that represents these beliefs :

Anarchism

- **Anarchism:** Can be grouped around socialistic or individualistic strains.
- Anarchists believe that the state and forms of compulsory government are harmful or unnecessary to people's lives.
- Anarchism is usually considered a radical left-wing ideology, and much of anarchist economics and anarchist legal philosophy reflect anti-authoritarian interpretations of communism.



Socialism

- **Socialism:** Socialists are motivated by the desire to improve the quality of life for all members of society.
- They believe in a political system characterised by strong state direction in political and economic policy.
- Another key idea is the redistribution of resources to redress inequalities inherent in a free-market economy.



Conservatism

- **Conservatism:**
Conservative thought is coloured by the belief that – over time – history has produced institutions and modes of government that function well, and which should be largely preserved for the future.
- They also believe that political change should be organic and gradual, rather than revolutionary.



Liberalism

- **Liberalism:** The belief in protecting the rights of the individual, to ensure their maximum freedom.
- Liberals argue that civil liberties and freedoms must be safeguarded and actively protected by the state.
- **Liberalism** is founded on ideas of liberty and equality. Liberals have a wide array of views depending on their understanding of these principles, but generally they support ideas such as democratic elections, civil rights, freedom of the press, freedom of religion, free trade and private property.



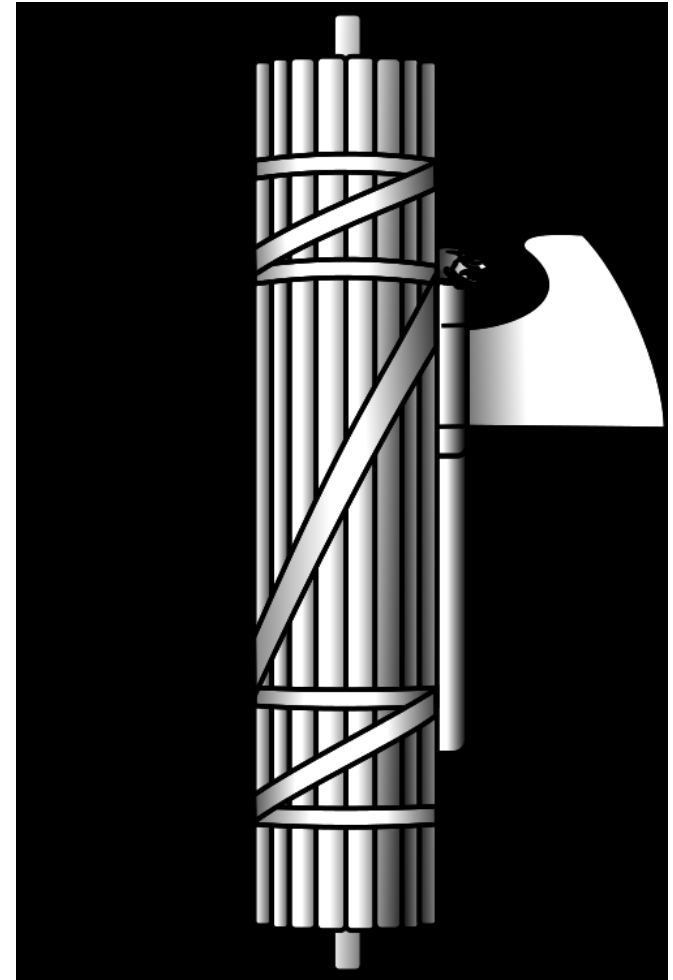
Communism

- **Communism:** Communists believe that the capitalist system is damaging to the interests of the masses, and that workers must unite and overturn it by revolutionary means.
- Communists also believe in the state ownership of all land, natural resources and industry.
- Communism is based on equality and aims to eradicate social classes.
- All resources are owned by the state and distributed fairly amongst the people.



Fascism

- **Fascism:** Fascists view democracy obsolete and regard a totalitarian single-party state as necessary for a nation to be successful. They believe a state must be fully prepared for armed conflict and to respond effectively to economic difficulties, such a totalitarian state is led by a strong leader as a dictator to forge national unity and maintain a stable and orderly society.
- Fascism rejects assertions of violence automatically being negative in nature and views political violence, war, and imperialism as means that can achieve success.
- Fascists advocate a mixed economy, with the principal goal of achieving autarky to secure national self-sufficiency and independence through protectionist and interventionist economic policies



Task 2 - Are you instinctively left or right-wing? Answer YES or NO

1. Do you think we should encourage immigration into our country?
2. Do you think the main aim of the legal system should be to rehabilitate offenders (as oppose to punish them)?
3. Do you think we should take measures to narrow the gap between rich and poor?
4. Do you think richer people should pay more tax than poorer people?
5. Are you shocked by inequality and poverty?
6. Do you think a government has the responsibility to look after it's citizens welfare?
7. Do you think it is wrong that we get cheap goods at the expense of the standard of living of the people who produce the goods?
8. Do you think the West's intervention in the Middle East is really about securing valuable resources?
9. Do you think the poor and disadvantaged people of the world should start a revolution?
10. Do you think it is unfair that some people, due to circumstances, have far more opportunities in life than others?

How many did you answer 'yes' to?

<u>Score</u>	<u>Are you naturally left or right wing leaning?</u>
90-100%	Comrade Commy!
70-80%	Definite left-wing sympathies
50-60%	You believe in a progressive left-leaning democracy
30-40%	You believe in a more insular right-leaning democracy
10-20%	You seem to have 'Victorian Values'
0%	Fascist Pig!

Plenary- Create your own political Spectrum

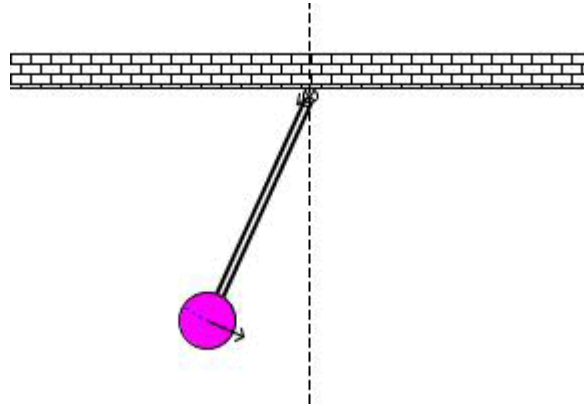
Create your own political ideology spectrum, complete with definitions. Use your score from the ideology questionnaire to position yourself on the spectrum. Add the following definitions: Anarchism, Conservatism, Fascism, Liberalism, Communism, Socialism.

Left-
Wing

Right-
Wing



Madman? Lazy? Demagogue? Determined? How have historians debated the role of Adolf Hitler?

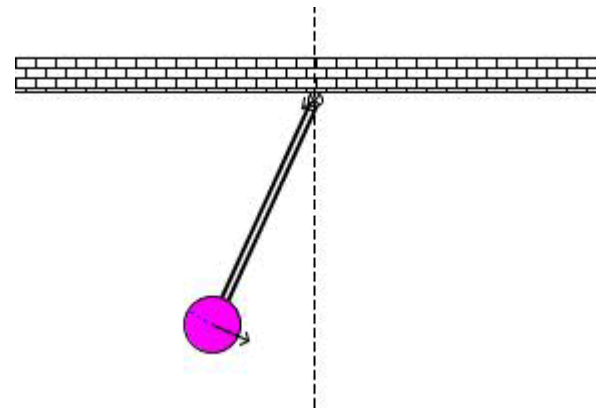


Lesson Targets:

- To gain a basic overview of how the historiographical pendulum has swung since the end of WWII.
- To begin to **evaluate** why different historians have interpreted in the way they have.

Big Picture

- The big difference between GCSE and A-Level = amount focus on **interpretations**.
- As Nazi Germany links to the losses of WWII and the Holocaust it's obviously a very emotive issue and, therefore, a particularly heated, passionate historical debate.
- Hitler varies from being an evil megalomaniac hell-bent on world domination to a misunderstood 'typical' German statesman.
- One way to think of these changing interpretations is as a swinging pendulum, with historians' opinions swinging from one perspective to another over time.
- Was Hitler 'evil'? Was Hitler's rise to power inevitable? Why are people today so fascinated by Hitler? **Today, we will start to explore the debate that surrounds this topic.**



<u>Term</u>	<u>Definition</u>
Intentionalists	Believe individuals play a great part in making History e.g. blaming Hitler for causing WWII.
Structuralists/ Functionalists	Play down the importance of individuals in History. Instead, they stress 'bigger' factors like economic pressures and public opinion.
Traditionalist	They put forward an accepted traditional view of an event
Revisionist	They dramatically change a dominant interpretation of the past.
Post-revisionist	They criticise revisionist interpretations, often synthesising the traditional and revisionist view e.g. by criticising Chamberlain whilst claiming he was partly trapped by circumstances.

The Historical Debate surrounding Adolf Hitler

Determined
Idealist

1945

2015

Opportunistic
Chancer

<p>Hitler: A Study in Tyranny by A Bullock (1952) Bullock presented Hitler as: ‘an entirely unprincipled opportunist’ who was prepared to say, and do, anything necessary to get power. In particular, Bullock drew attention to the political manoeuvring which brought Hitler to power in 1933.</p>	<p>The Mind of Adolf Hitler by H Trevor-Roper (1953) Trevor-Roper presented Hitler as a man ‘convinced of his own rectitude’, who genuinely believed what he told the German people. This view was echoed in the first German biography of Hitler – by Görlitz and Quint. Their Hitler (1952) was a fanatical radical who rose to power because of the weakness of his political opponents.</p>	<p>Europe, Grandeur and Decline by AJP Taylor (1967) Taylor found Hitler ‘loathsome’, with an ‘evil all his own, as though something primitive had emerged from the bowels of the earth’. But Hitler ‘though evil, was great in action’. Taylor was also open in his hatred of Germans!</p>	<p>The Rise and Fall of the Third Reich by W Shirer (1960) Shirer was an American correspondent who worked in Hitler’s Germany. For Shirer, ‘there almost certainly would never have been a Third Reich’ without Hitler, who is an example of ‘the power of personality’ in history. Shirer’s Hitler ‘was possessed of a demonic personality, a granite will, uncanny instincts, a cold ruthlessness, a remarkable intellect [and] a soaring imagination’</p>
<p>Hitler by J Fest (1973) Joachim Fest, a German historian, asserted that if Hitler had died in 1938, ‘few would hesitate to name him as one of the greatest statesmen of Germany’.</p>	<p>Hitler: The policies of seduction by R Zitelman (1985) Zitelmann argues that Hitler <i>intentionally</i> modernised Germany. Zitelmann’s Hitler was ‘far more rational than up to now thought’, and came to power because his ideas were radically revolutionary – and because he had a sound understanding of the economy.</p>	<p>A Plea For the Historicization of National Socialism by M Broszat (1985) Broszat argued that the Nazi period was a chapter of German history and historians needed to stop treating the Nazi times as one of utter evil with no connection to what came before and after in German history. To Broszat, Hitler was a continuation of the German statesman that had preceded him.</p>	<p>Nazi Germany and the Jews by S Friedländer (1997) Freidländer sees the rise of Hitler as complex, but emphasises what he calls ‘redemptive anti-Semitism’ – the mixture of racial and Christian anti-Semitism, mixed with nationalism and fear of Bolshevism. He saw German people as the reason for Hitler’s success, who were seeking a ‘redeemer’ to ‘save’ Germany.</p>
<p>Hitler’s Willing Executioners by D Goldhagen (1996) Germans enthusiastically engaged in the killing of Jews as they are naturally anti-Semitic. Hitler simply manoeuvred an already anti-Semitic nation towards genocide.</p>	<p>Hitler 1889–1936 by I Kershaw (1998) Kershaw seeks to demonstrate that Hitler was created by his environment and propelled to power by it. Kershaw’s Hitler is reactive, dependant on others, inconsistent, lazy, hesitant and nervous. Another time, another place, and neither Hitler nor his ideas would have got anywhere.</p>		

<p>The 1940s to the 1960s: After the war, many historians (particularly British and French writers) believed that it was too soon to write an objective account of Hitler; the horrors and losses of WWII were fresh in the memory.</p>	<p>The Hitler Wave of the 1970s: After 1970, a generation of historians who had not had to fight against Hitler were able to move away from the ‘demonisation’ of Hitler, towards the ‘historicisation’ of Hitler.</p>	<p>The 1980s and 1990s: This time was characterised by (occasionally violent) debates about Hitler. One debate is known as the Historikerstreit – the ‘historian’s quarrel’. It was essentially a clash between writers whose work might be perceived as a ‘rehabilitation’ of Hitler, and those who feared that this symbolised a revival of Nazism.</p>	<p>1990s to the Modern Day: A new debate is that between the ‘intentionalists’ and the ‘functionalists’. Intentionalists believe the Hitler always had a clear plan for Nazi Germany. Functionalists believe that Hitler’s success was due to pragmatism.</p>
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Plenary

1. In no more than 3 bullet points, summarise the major historiographical changes since 1945.

2. List the top 3 factors that you think have influenced the way people have interpreted Nazi Germany.

3. Why do you think the Hitler debate has been so passionate and polarised?

4. Instinctively (we haven't looked at the evidence yet!), which view of Hitler do you favour? Give a brief justification of your view.

