

## Twentieth Century Conflict – Lesson 5

### What was life like in Nazi Germany?

#### Subject Knowledge Notes

##### Education

Primary and secondary education focused on racial biology, population policy, culture, geography, and physical fitness. The curriculum in most subjects, including biology, geography, and even arithmetic, was altered to change the focus to race. Military education became the central component of physical education, and education in physics was oriented toward subjects with military applications, such as ballistics and aerodynamics. Teachers had to take an oath of loyalty and obedience to Hitler, and those who failed to show sufficient conformity to party ideals were often reported by students or fellow teachers and dismissed

##### Women

Women were a cornerstone of Nazi social policy. The Nazis opposed the feminist movement, claiming that it was the creation of Jewish intellectuals, instead advocating a patriarchal society in which the German woman would recognise that her "world is her husband, her family, her children, and her home".

Women were encouraged to leave the workforce, and the creation of large families by racially suitable women was promoted through a propaganda campaign. Women received a bronze award for giving birth to four children, silver for six, and gold for eight or more

##### Health

Nazi Germany had a strong anti-tobacco movement, as pioneering research by Franz H. Müller in 1939 demonstrated a causal link between smoking and lung cancer. The Reich Health Office took measures to try to limit smoking, including producing lectures and pamphlets. Smoking was banned in many workplaces, on trains, and among on-duty members of the military.

Source: Wikipedia: [https://en.wikipedia.org/wiki/Nazi\\_Germany#Society](https://en.wikipedia.org/wiki/Nazi_Germany#Society)

##### Further Reading:

Everyday life in photos: <https://allthatsinteresting.com/life-in-nazi-germany#4>

Life for young people in Nazi Germany: <https://www.bbc.com/bitesize/guides/z897pbk/revision/3>

Life in Nazi Germany: <https://www.bbc.com/bitesize/guides/zpq9p39/revision/1>

## Lesson Five: What was life like in Nazi Germany?



5 minutes

- Display and read the lesson question (slide 3).
- Display the retrieval quiz (slide 4) and ask pupils to complete in silence.
- Display the answers (slide 5) for pupils to self-/peer mark.



10 minutes

- Read the sections **Life in Nazi Germany** and **Economic Improvements**
- Ask pupils to discuss the question.
- Before pupils write their answer have a discussion. Make sure pupils recognise that a stronger economy would have strengthened support for the Nazis (as it always does for the governing party) but also that the improving global economy would have strengthened the economy regardless of the actions the Nazis took.
- Ask pupils to write a response incorporating the discussion. Circulate to check understanding.







5 minutes

- Read the **German Workers** section and ask pupils to discuss the question (Slide 6).
- Take feedback and share that the approach taken was one taken throughout history. Example of 'bread and circuses' from Roman times where people were given food and entertainment and with that supported the Emperor.
- Explain that this was very calculated by the Nazis.

## Twentieth Century Conflict – Lesson 5

### What was life like in Nazi Germany?

 <b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Read the section on school and talk through the day (Slide 7).</li> <li>• Give pupils the opportunity to compare what children were learning about in Nazi Germany compared to now. Explain that Race Study and Eugenics lessons were about inculcating their beliefs.</li> <li>• Before pupils answer the question share the importance of controlling schooling as it influences the next generation. Ask pupils think about this as they answer the question.</li> <li>• Once pupils have written have a discussion and emphasise that when children were in school the Nazis could control what they were doing and what information they were getting. Hence wanting them to be given a lot of information.</li> </ul>
 <b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Read the sections on Youth Groups, Boys, Girls and Women (Slide 8).</li> <li>• Pupils to answer the questions as they go through.</li> <li>• Circulate and check understanding.</li> <li>• Emphasise how many young people were involved in the groups – much, much more than extra-curricular activities today, and these were all closely controlled by the state.</li> </ul>
 <b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Pupils to write a paragraph answering the question.</li> <li>• Model how they should review the text covered throughout the lesson to collate the points they want to make. Make sure they are focusing on the changes the Nazis made and explaining their impact. For example: <i>Nazis changed the school curriculum and day to make sure that pupils were studying a curriculum that aligned with their beliefs and strengthened their power and support.</i></li> <li>• Circulate and pick a strong example to give pupils a model of how to approach this question.</li> </ul>
 <b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Ask pupils to complete their learning review on page 3.</li> <li>• They should write the most important thing they learnt regarding the key question of the lesson.</li> <li>• You could share these as a class.</li> </ul>