

Twentieth Century Conflict – Lesson 4

How did Hitler rise to power in the 1930s?

Subject Knowledge Notes

Adolf Hitler's rise to power began in Germany in September 1919 when Hitler joined the political party then known as the Deutsche Arbeiterpartei – DAP (German Workers' Party). The name was changed in 1920 to the Nationalsozialistische Deutsche Arbeiterpartei – NSDAP (National Socialist German Workers' Party, commonly known as the Nazi Party). It was anti-Marxist and opposed to the democratic post-war government of the Weimar Republic and the Treaty of Versailles, advocating extreme nationalism and Pan-Germanism as well as virulent anti-Semitism. Hitler's "rise" can be considered to have ended in March 1933, after the Reichstag adopted the Enabling Act of 1933 in that month. President Paul von Hindenburg had already appointed Hitler as Chancellor on 30 January 1933 after a series of parliamentary elections and associated backroom intrigues. The Enabling Act—when used ruthlessly and with authority—virtually assured that Hitler could thereafter constitutionally exercise dictatorial power without legal objection.

Adolf Hitler rose to a place of prominence in the early years of the party. Being one of its best speakers, he told the other members to either make him leader of the party or he would never return. He was aided in part by his willingness to use violence in advancing his political objectives and to recruit party members who were willing to do the same. The Beer Hall Putsch in November 1923 and the later release of his book *Mein Kampf* (Translation: My Struggle) expanded Hitler's audience. In the mid-1920s, the party engaged in electoral battles in which Hitler participated as a speaker and organizer,[a] as well as in street battles and violence between the Rotfrontkämpferbund and the Nazis' Sturmabteilung (SA). Through the late 1920s and early 1930s, the Nazis gathered enough electoral support to become the largest political party in the Reichstag, and Hitler's blend of political acuity, deceptiveness and cunning converted the party's non-majority but plurality status into effective governing power in the ailing Weimar Republic of 1933.

Once in power, the Nazis created a mythology surrounding the rise to power, and they described the period that roughly corresponds to the scope of this article as either the *Kampfzeit* (the time of struggle) or the *Kampfbahre* (years of struggle).

Taken from Wikipedia: https://en.wikipedia.org/wiki/Adolf_Hitler%27s_rise_to_power

Further Reading

<https://www.bbc.com/bitesize/guides/zwmddfrd/revision/1>
<https://www.britannica.com/biography/Adolf-Hitler/Rise-to-power>
<https://www.livescience.com/54441-how-hitler-rose-to-power.html>

Videos

https://www.youtube.com/watch?v=kybjUg4kw_s
<https://www.youtube.com/watch?v=jFICRFKtAc4>
<https://www.khanacademy.org/humanities/world-history/euro-hist/hitler-nazis/v/hitler-and-the-nazis-come-to-power>
<https://www.youtube.com/watch?v=Br-QxsOJ-Jg>

Lesson Four: How did Hitler rise to power in the 1930s?



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 **Post World War 1 Europe** (note to pupils that 'post' means after).
- Revisit previous lesson and how the Treaty of the Versailles was incredibly punishing and humiliating for the German people, for many reasons.
- Ask pupils to discuss the reasons to help rehearse them.
- Then continue reading about **Germany after World War One**

Twentieth Century Conflict – Lesson 4

How did Hitler rise to power in the 1930s?

| | |
|---|---|
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Ask pupils to search the text to find how America helped. Pupils may want to ponder why America would do this (to cushion the blow of the Treaty of Versailles, to prevent the country becoming bankrupt, to exercise power in central Europe, to gain economic dominance across Europe...) |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Continue reading, and display the Swastika (slide 6) Make sure that pupils have a clear understanding of the term nationalism (you may like to compare with patriotism (feeling proud of your country and serving your country)) Ask pupils if they have heard of any other examples of nationalism. Read Germany's Struggle. |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Ask pupils to study the photograph showing baskets of notes (slide 7), because money had become almost worthless. Pupils should discuss the effect that this would have on ordinary people's lives. Explain that this led to a countrywide sense of despair. Things were not going well for people in Germany. |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Read Hitler's power grab. Note the aims set out by Hitler in Mein Kampf (slide 8). Ask pupils to complete the sentence in question 5 (pupils should note that Hitler was not initially taken seriously, was seen as an outsider and a fringe politician). |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Read the People's Community. Ask pupils how they feel about these views Read the Great Depression (slide 9) and explain that this was another factor which helped Hitler gain more power. Pupils should reflect and write about how the Great Depression helped Hitler gain popular support. |
|  <p>10 minutes</p> | <ul style="list-style-type: none"> Read about how Hitler was a great orator in Why did people support the Nazis? (slide 10) (Note that this was not the only reason, there were many, some in Hitler's control, some luck or circumstance). Pupils may wish to consider other great orators they know about. Ask pupils how this would help the Nazi party. This should help pupils to reflect on how great oration can persuade people to believe awful things as well as good things. |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Continue reading about why people supported the Nazi Party, and the Hitler's path to Dictatorship. Ensure that pupils have a clear understanding of what a dictator is (a political leader with complete and sole power of a country, and who is able to make all of the decisions on their own. Often gains and keeps the power through force). |
|  <p>5 minutes</p> | <ul style="list-style-type: none"> Pupils should complete their learning review on page 3. This may be a good opportunity to ask pupils to consider the most important factor that helped Hitler gain power. Though they should recognise that many factors played a part, and that he probably wouldn't have been able to become leader without all of them. |