

Year 9 Mastery Homework

History

Half Term 5

First name	
Last name	
Advisory	
Class	
Teacher	

Purpose:

This homework booklet is designed to support you in two areas:

- 1) Retrieval of key information on topics covered so far
- 2) Practising application of knowledge to 7 mark source questions

Deadlines:

You will have one piece of History homework to complete each week in addition to your read, cover, write, check.

You should spend no longer than 30 minutes on your mastery homework task. If it is taking you longer than this, speak to your History teacher.

Your History homework will be due in on the first lesson of each week:

	Week A:	Week B:
9A/Hi1 – Mrs Vessey	Wednesday P5	Thursday P4
9B/Hi1 – Mr Ashcroft	Monday P4	Monday P5

Retrieval Practice:

Identify the correct key term with the description:

- *Scrap the Treaty of Versailles*
- Living Space (Lebensraum)
- Social-Darwinism
- Volksgemeinschaft ('People's Community')
- Bread and Work (Brot und Arbeit)
- Race Struggle and Aryan Supremacy
- Winterhilfswerk
- Worldwide Jewish-Bolshevik Conspiracy

Nazi Ideology and Demands	
	This humiliating peace treaty had restricted the German armed forces (army limited to 100,000 men, no tanks, aircraft or submarines). The Nazis wanted to build up the armed forces and taken back land lost to Poland and Czechoslovakia .
	Bread and work was promised to the millions of unemployed in 1933. The German people would be united and contented.
	The Nazis believed that the Bolsheviks (Russian Communists) were led by Jews. The Jews were thought to control governments, particularly in Britain and the USA. This enemy had to be destroyed of the Aryan race was to survive.
	The Nazis believed that the Aryan race was biologically superior to any other. Eastern Europeans and Jews were untersmenschen (sub-human) and a threat to the Germanic race.
	The Nazis thought that conflict in the world was not only inevitable but vital for the survival of a race. If a race was not tested, racial decay would set in. War was the ultimate test.
	The Nazis believed that Germany was overpopulated and that the survival of the Aryan race could only be assured through invading Eastern Europe (Poland and Russia).
	The Nazis sought to create a racially pure Germany. There would be no class divisions – every German citizen would be united by a single purpose – to work only for Germany.
	Winter Relief of the German People A Nazi charity to help the poor, providing them with food, warmth and clothing.

When was the Munich Putsch?

How long was Hitler in prison for?

What did Hitler write while he was in prison?

7 Mark Source Practice:

‘What can source A tell us about ...’ Use the source and your own knowledge to support your answer. (7 marks)

Annotating the source:	Writing up your response:
<p>POND:</p> <p>P – Purpose (What does the source tell you about what the Nazis are worried/thinking about at the time?)</p> <p>O – Origin – (Who? When? Where?)</p> <p>N – Nature – (What is it?)</p> <p>D – Date – (Is the date significant?)</p> <p>REMEMBER! When you are annotating your source, you are always trying to work out WHY the source was created and what the creator was trying to achieve – this is your PURPOSE.</p> <p>Circle/highlight quotes/evidence that you can use in your response. THINK! Is the evidence you are selecting linked to the focus of the question?</p>	<p>IOKEE:</p> <p>I – Inference – make an inference made on Purpose/Content ‘The source suggests that...’ ‘The source implies that...’</p> <p>OK – Own Knowledge – what do you know about the event? ‘At the time the source was produced...’ ‘In (date), the Nazis were...’</p> <p>E – Evidence – Specific evidence from the source ‘The source shows...’ ‘This is shown in the source by...’</p> <p>E – Explain – Explain what the source shows about the Nazi perspective at that time – always link this to the focus of the question. ‘Therefore, the purpose of the source was to...’ ‘This source would have been created because...’</p>

‘What can source A tell us about what the Nazis believed about the Treaty of Versailles?’

Use the source and your own knowledge to support your answer. (7 marks)



Source A: A German political cartoon illustrating the "Stab-in-the-back myth" that circulated after World War I.

Translation:
 ‘That’s you, you scoundrel!’
 ‘German’s, Remember this!’

Purpose:	
Origin:	
Nature:	
Date:	

Retrieval Practice:

- 1) What is Lebensraum?
- 2) What does 'Arbeit and Brot' translate to?
- 3) What did the Nazis call the politicians who signed the Treaty of Versailles?
- 4) What does 'Mein Kampf' translate to?
- 5) When was Hitler made chancellor?
- 6) Which two politicians thought that they could control Hitler when he got this position?
- 7) What is the date of the Reichstag Fire?
- 8) What is the date of the Reichstag Fire decree?
- 9) What did the Riechstag Fire decree enable the government to do? Give 2 examples.
- 10) Who was blamed for setting the Reichstag Fire? (Name the person)

7 Mark Source Practice:

'What can source A tell us about' Use the source and your own knowledge to support your answer. (7 marks)

Annotating the source:	Writing up your response:
<p>POND:</p> <p>P – Purpose (What does the source tell you about what the Nazis are worried/thinking about at the time?)</p> <p>O – Origin – (Who? When? Where?)</p> <p>N – Nature – (What is it?)</p> <p>D – Date – (Is the date significant?)</p> <p>REMEMBER! When you are annotating your source, you are always trying to work out WHY the source was created and what the creator was trying to achieve – this is your PURPOSE.</p> <p>Circle/highlight quotes/evidence that you can use in your response. THINK! Is the evidence you are selecting linked to the focus of the question?</p>	<p>IOKEE:</p> <p>I – Inference – make an inference made on Purpose/Content</p> <p>'The source suggests that...'</p> <p>'The source implies that...'</p> <p>OK – Own Knowledge – what do you know about the event?</p> <p>'At the time the source was produced...'</p> <p>'In (date), the Nazis were...'</p> <p>E – Evidence – Specific evidence from the source</p> <p>'The source shows...'</p> <p>'This is shown in the source by...'</p> <p>E – Explain – Explain what the source shows about the Nazi perspective at that time – always link this to the focus of the question.</p> <p>'Therefore, the purpose of the source was to...'</p> <p>'This source would have been created because...'</p>

'What can source A tell us about what how Hitler used the Reichstag Fire to increase his power?'**Use the source and your own knowledge to support your answer. (7 marks)**

'There will be no mercy now. Anyone who stands in our way will be cut down. The German people will not tolerate leniency. Every communist official will be shot where he is found. Everybody in league with the Communists must be arrested.'

Source A: Hitler speaking to Nazi leaders as he watched the Reichstag burning on 27 February 1933

Purpose:	
Origin:	
Nature:	
Date:	

Retrieval Practice:

- 1) Who was arrested and prosecuted for the Reichstag Fire?
- 2) What role was Hitler given in January 1933?
- 3) What did Article 48 achieve?
- 4) What did the Enabling Act do?
- 5) What is the date of the Reichstag Fire?
- 6) What percentage of the votes did the Nazis get in the March elections?
- 7) Which party did the Nazi Party make a coalition with?
- 8) What does anti-semitism mean?
- 9) Who was the leader of the SA?
- 10) Who was the leader of the SS?

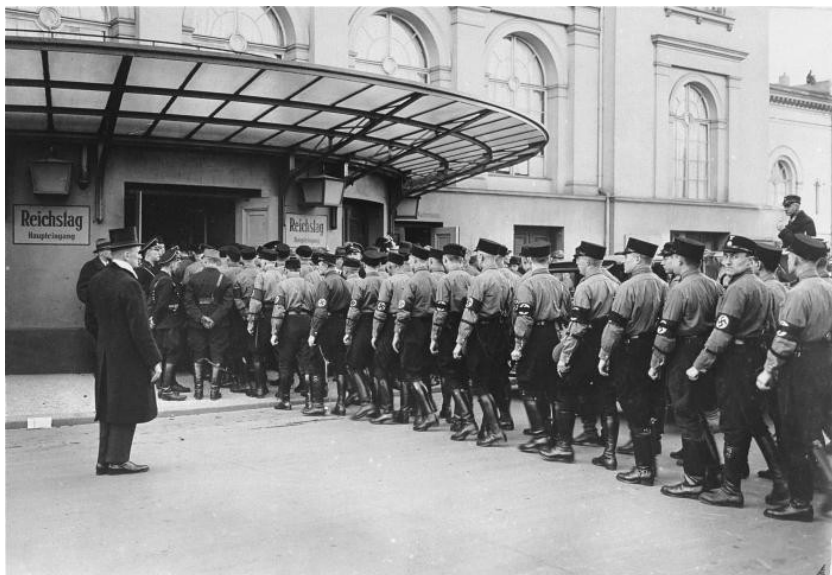
7 Mark Source Practice:

'What can source A tell us about' Use the source and your own knowledge to support your answer. (7 marks)

Annotating the source:	Writing up your response:
<p>POND:</p> <p>P – Purpose (What does the source tell you about what the Nazis are worried/thinking about at the time?)</p> <p>O – Origin – (Who? When? Where?)</p> <p>N – Nature – (What is it?)</p> <p>D – Date – (Is the date significant?)</p> <p>REMEMBER! When you are annotating your source, you are always trying to work out WHY the source was created and what the creator was trying to achieve – this is your PURPOSE.</p> <p>Circle/highlight quotes/evidence that you can use in your response. THINK! Is the evidence you are selecting linked to the focus of the question?</p>	<p>IOKEE:</p> <p>I – Inference – make an inference made on Purpose/Content 'The source suggests that...' 'The source implies that...'</p> <p>OK – Own Knowledge – what do you know about the event? 'At the time the source was produced...' 'In (date), the Nazis were...'</p> <p>E – Evidence – Specific evidence from the source 'The source shows...' 'This is shown in the source by...'</p> <p>E – Explain – Explain what the source shows about the Nazi perspective at that time – always link this to the focus of the question. 'Therefore, the purpose of the source was to...' 'This source would have been created because...'</p>

'What can source A tell us about ?'

Use the source and your own knowledge to support your answer. (7 marks)



Source A SS troops sent into the makeshift Reichstag building, formerly the Kroll Opera, to intimidate other political parties.

Berlin, Germany, March 23, 1933.

Purpose:	
Origin:	
Nature:	
Date:	

Retrieval Practice:

1. Name one type of government worker the Nazis wanted to bring into line.
2. Who did the Nazis blame for defeat in WW1?
3. Who was the minister for propaganda?
4. When did Hitler have the Enabling Act passed?
5. Who was the head of the SD?
6. When did Hindenburg die?
7. What was the purpose of the army oath of loyalty?
8. Give 3 examples of propaganda used by the nazis.
 - 1.
 - 2.
 - 3.

Fill in the gaps:

President – political – intimidate – Enabling Act - private

The role of the SA (brownshirts or stormtroopers)

- Hitler's _____ army.
- Used to attack other _____ parties during elections.
- _____ voters during the March 1933 election.
- Threatened Reichstag members when voting on the _____

The German Army:

- The army was loyal to the _____, not Hitler and the Nazis.
- The army resented the actions and attitude of the SA.

7 Mark Source Practice:

'What can source A tell us about' Use the source and your own knowledge to support your answer. (7 marks)

Annotating the source:	Writing up your response:
<p>POND:</p> <p>P – Purpose (What does the source tell you about what the Nazis are worried/thinking about at the time?)</p> <p>O – Origin – (Who? When? Where?)</p> <p>N – Nature – (What is it?)</p> <p>D – Date – (Is the date significant?)</p> <p>REMEMBER! When you are annotating your source, you are always trying to work out WHY the source was created and what the creator was trying to achieve – this is your PURPOSE.</p> <p>Circle/highlight quotes/evidence that you can use in your response. THINK! Is the evidence you are selecting linked to the focus of the question?</p>	<p>IOKEE:</p> <p>I – Inference – make an inference made on Purpose/Content 'The source suggests that...' 'The source implies that...'</p> <p>OK – Own Knowledge – what do you know about the event? 'At the time the source was produced...' 'In (date), the Nazis were...'</p> <p>E – Evidence – Specific evidence from the source 'The source shows...' 'This is shown in the source by...'</p> <p>E – Explain – Explain what the source shows about the Nazi perspective at that time – always link this to the focus of the question. 'Therefore, the purpose of the source was to...' 'This source would have been created because...'</p>

'What can source A tell us about how the nazis brought people into line?'

Use the source and your own knowledge to support your answer. (7 marks)



Source A: Books and writings deemed "un-German" are burned at the Opernplatz (Opera Square).
 Berlin, Germany, May 10, 1933.

Purpose:	
Origin:	
Nature:	
Date:	

Retrieval Practice:

Complete the key events in the timeline to Hitler becoming Fuhrer:

Hitler's Rise to Power Timeline:		
Event:	Date:	Check and Change:
	28 June 1919	
	8 November 1923	
	30 January 1933	
	27 February 1933	
	28 February 1933	
	5 March 1933	
	24 March 1933	
	1 April 1933	
	7 April 1933	
	2 May 1933	
	14 July 1933	
	29-3 June 1934	
	2 August 1934	

7 Mark Source Practice:

'What can source A tell us about' Use the source and your own knowledge to support your answer. (7 marks)

Annotating the source:	Writing up your response:
<p>POND:</p> <p>P – Purpose (What does the source tell you about what the Nazis are worried/thinking about at the time?)</p> <p>O – Origin – (Who? When? Where?)</p> <p>N – Nature – (What is it?)</p> <p>D – Date – (Is the date significant?)</p> <p>REMEMBER! When you are annotating your source, you are always trying to work out WHY the source was created and what the creator was trying to achieve – this is your PURPOSE.</p> <p>Circle/highlight quotes/evidence that you can use in your response. THINK! Is the evidence you are selecting linked to the focus of the question?</p>	<p>IOKEE:</p> <p>I – Inference – make an inference made on Purpose/Content 'The source suggests that...' 'The source implies that...'</p> <p>OK – Own Knowledge – what do you know about the event? 'At the time the source was produced...' 'In (date), the Nazis were...'</p> <p>E – Evidence – Specific evidence from the source 'The source shows...' 'This is shown in the source by...'</p> <p>E – Explain – Explain what the source shows about the Nazi perspective at that time – always link this to the focus of the question. 'Therefore, the purpose of the source was to...' 'This source would have been created because...'</p>

'What can source A tell us about how Hitler removed threat to his position as the leader of nazi party?

Use the source and your own knowledge to support your answer. (7 marks)



They salute with both hands, now!

Source A: A British Cartoon by David Low, 'They Salute with both hands now' 3rd July, 1934

Purpose:	
Origin:	
Nature:	
Date:	

