COURSE: Grade 10 Canadian History Academic (CHC2D)
OVERALL EXPECTATION EXPLORED: C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 – 1945.
ABSTRACT: Our objective is to introduce students to the preconditions of World War II in a thought-provoking manner. Using inquiry based activities within our lessons, we gradually allow for students to develop a deeper understanding of Hitler as a leader and his appeal to the German people. We explore the economic disparity of the population and prompt students throughout the lessons to think about how Canada would react in a similar situation. We analyze propaganda and ask students to find primary source documents to explore and compare, with particular emphasis on pre-war Canada during such task. We place value on teaching the students how to ask good questions and think critically about primary and secondary source material. We have accomplished the task of introducing students to the pre-conditions of WWII and have contextualized the events and trends that occurred leading to Hitler’s eventual invasion of Poland in 1939 through interactive simulations and historical thinking processes.
KEYWORDS: Cause and Consequence; historical actors; cultural conditions; rise of Hitler; road to World War II; power; manipulation; Great Depression; Treaty of Versailles; communism; casualties; Evidence; sourcing; propaganda; primary source interpretation; WWII experience; becoming historians; Germany elects Hitler; identity; citizenship; Historical Significance; asking good questions; war guilt; Historical Perspectives; voting simulation.
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"Stepping stones to glory" by David Low, 8 July 1936. The names on the backs of the leaders read: Rearmament, Rhineland Fortification, Danzig (League of Nations controlled city in the Polish Corridor)

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Lesson 1: Hitler: The Boogeyman of History

COURSE: Grade 10 Canadian History Academic (CHC2D)
OVERALL EXPECTATION: C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 – 1945.

LEARNING GOALS:
- Students will reflect on the way a Canadian leader of the past thought of Hitler and how this might affect Canadian society prior to the war beginning.
- Students will read a news article and thoughtfully engage in discussion about the material being presented by the author.
- Students will act as historians and analyze the claims made in the article being explored and learn to challenge and comment on such claims.
- Students will transfer the skills they have developed by investigating primary source evidence and apply said skills to their “Staking a Historical Claim” worksheet.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance: How do we decide what is important to learn about the past? With emphasis on Guidepost 3: Historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in the narrative.

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence: How do we know what we know about the past? With emphasis on Guidepost 2: Asking good questions about a source can turn it into evidence.

LESSON # 1: Students will be introduced to Hitler through an inquiry-based activity within this lesson. Students will become historians and begin to think about Hitler and his place in history through the analysis of primary and secondary sources in small groups.

TITLE OF STORY: Becoming good historians: Analyzing Hitler’s popularity and rise to power

OVERVIEW: We will begin by thinking about a Canadian perspective on Hitler before WWII through the words of former Prime Minister William Lyon Mackenzie King. Students will be prompted to keep Canadian perspective in mind throughout the lesson. A video of Hitler being greeted by supporters will be shown and analyzed in terms of context and significance. The main activity of this lesson is called “Becoming a Historian” and has been adapted from The New York Times Learning Network, which can be found here. Students will be asked to stake their own historical claim using the techniques implemented and explored in this introductory lesson for homework.

APPENDICES:
1. Primary Source Documents:
   - PSD 1.1: Mackenzie King visits Hitler and appeases Germany on the brink of the Second World War (June 1937)
   - PSD 1.2: The Anschluss. Adolf Hitler cheered by huge crowd in Vienna, Austria.
     https://www.youtube.com/watch?v=885yrixipVQ
   - PSD 1.3: The 1934 New York Times front-page article "Hitler Endorsed by 9 to 1 in Poll on His Dictatorship, But Opposition is Doubled"
   - PSD 1.4: Exhibit on Hitler and the Germans
   - PSD 1.5: About.com’s collection of photographs of Hitler
     http://history1900s.about.com/od/hitleradolf/tp/hitlerpictures.htm
2.Black Line Masters:
- Teacher will need laptop and appropriate adaptor cable to connect to PowerPoint. Projection screen must be on and in working order.
- Students will need laptops or personal devices for this class.
BLM 1.1: Article: “Hitler Exhibition Explores a Wider Circle of Guilt”
http://www.nytimes.com/2010/10/16/world/europe/16hitler.html
BLM 1.2: Spiegel Online’s graph of German election results from 1928 to 1933
http://www.spiegel.de/international/germany/grossbild-531909-1081634.html
BLM 1.3: Questions to accompany “Hitler Exhibition Explores a Wider Circle of Guilt”
BLM 1.4: Handout: Staking a Historical Claim

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
- Show quote by William Lyon Mackenzie King to students on the board:
  "He smiled very pleasantly, and indeed had a sort of appealing and affectionate look in his eyes. My sizing up of the man as I sat and talked with him was that he is really one who truly loves his fellow man and his country ... his eyes impressed me most of all. There was a liquid quality about them which indicated keen perception and profound sympathy (calm, composed) - and one could see how particularly humble folk would come to have a profound love for the man."
  - Mackenzie King visits Hitler and appeases Germany on the brink of the Second World War (June 1937)
  - The quote is taken from King’s trip to Berlin in 1939 after he met Hitler. Photo to accompany the quote will also be projected.
  - Guiding questions to pose and discuss with students: What do you think of Mackenzie King? How do you think working-class Canadians felt about Hitler? Does the way he describe Hitler remind you of the way any other historically significant figure is or has been described?

Step 2: Discussion (10 minutes)
- Show students clip of Hitler being greeted by huge crowds in Austria. Ask students to write down everything they see in the video, with particular emphasis on emotion and the message being conveyed by the Nazi party.
- Guiding questions: What does this video reveal about the time and place it was recorded? What have you learned about Hitler and Nazi’s in the past? What do you think of the people who supported Hitler? How do you recognize Hitler’s popularity in viewing this video? What do people think of Hitler today?

Step 3: Modeling (20 minutes)
- Handout article entitled “Hitler Exhibition Explores a Wider Circle of Guilt,” by Michael Slackman. Explain to students that this article explores the guilt aspect of Hitler rising to power and speaks about a Hitler exhibition that ran in Germany in 2010.
- We will read through the article together. The students practice and enjoy spirit reading. Spirit reading is a reading exercise that allows students to pick up where
another classmate left off without being called on by the teacher. This group responds well to the practice and will participate accordingly.

- Once the reading is complete, give each group a copy of the questions to be answered and discussed in relation to the article. Allow students to think about their answers and encourage class discussion on the topic.

**Step 4: Guided Practice (30 minutes)**

- **Activity: Becoming Historians.** Teacher writes the following quotations from the Slackman article on the board to begin: “Hitler did not corral the Germans as much as the Germans elevated Hitler” and “The Germans were the first victims of Hitler.” Remind students that in order to practice good historical thinking, we must always inquire into the minds of the society being studied without imposing our own ideas and present day values on the past. We are going to become historians today and think about the claims Slackman makes in his article and find evidence to refute and/or support his arguments.
  1. Students will be split into small groups of five or six people. Number off the students so they have the opportunity to work with colleagues in the classroom they have yet to study with.
  2. Each group must have a computer. Give students the links to each primary/secondary source starting point. Starting point sources include: The 1934 New York Times front-page article “Hitler Endorsed by 9 to 1 in Poll on His Dictatorship, But Opposition is Doubled”; Exhibit on Hitler and the Germans; About.com’s collection of photographs of Hitler; Spiegel Online’s graph of German election results from 1928 to 1933.
  3. Encourage students to also explore other online resources that challenge or speak to one of the claims presented on the board.
  4. Each group will present their findings to the class when ready.

**Step 6: Sharing/Discussing/Teaching (10 minutes)**

- Students will now return to their desks for an independent activity. Each student will be given a copy of the handout “Staking a Historical Claim.” Using the primary and secondary sources given to the students at the beginning of the historian activity, instruct students to make their own historical claim that can be supported well with multiple sources of evidence. Other sources can be used if found online and verified by the teacher.
- Tell students this will be due at the beginning of next class.
- Encourage students to practice good historical mindedness techniques when exploring sources. Tell students that events, people, or developments have historical significance if they are revealing, which we have clearly seen and experienced in our exploration of Hitler’s popularity and rise to power thus far.

**ASSESSMENT:**

- Teacher will be able to recognize that learning goals were achieved if students are actively engaged with the material and interested in further learning. Students should be able to contribute to the group activity in a thoughtful and effective manner. Assessment for learning will occur through the guiding questions at the top of class. The teacher will be able to understand how much the students know about Hitler and Nazi Germany already. Assessment as learning will also occur,
as students will advocate for their own learning by asking questions and applying what they have learning to the “Staking a Historical Claim” handout.

Lesson 1 Appendices

Primary Source Documents:

1.1: 

1.2: https://www.youtube.com/watch?v=885yrixipVQ

1.3: 

1.4: Slideshow of “Hitler and the Germans” exhibit found here.

1.5: Collection of photographs of Hitler found here.

**Black Line Masters:**


1.2:

1.3: “Hitler Exhibition Explores a Wider Circle of Guilt” by Michael Slackman

Questions to Consider:

1. What does it mean that the exhibition is “intentionally prosaic”? Why was it designed that way?
2. What is the message of the exhibition? Is this a new way for you to think about Hitler and pre-World War II Germany?
3. Why does the curator of the exhibition think that Germans today need to hear this particular story about Hitler and the Germans who supported him? Do you think the message of this exhibition could be valuable for people in your community? Why or why not?
4. Why does Hans-Ulrich Thamer believe that extremists need to be isolated from society? Do you agree? Why or why not?

5. Klaus Peter Triebel says, “Our teachers in the past were integrated in that system.” What system is he talking about? What role does education play in how we remember history? Why does it matter how teachers tell the story of Hitler?

1.4:

**Staking a Historical Claim**

**Directions:** Examine the primary sources available to you and make a historical claim that is well supported by those sources. After articulating your claim and the evidence you cite to support it, answer the questions below.

**Historical Claim:**

**Supporting Evidence (including citations):**

1. 

2. 

3. 

4. 

5. 

What additional information would enable you to further validate your claim? Is it available?

What other interpretation(s) of your historical evidence could also, plausibly, be made? Why do you think your interpretation is more valid than the other(s)? How might others take issue with the conclusions that you have drawn? Why?

What questions do you still have?
Lesson 2: A Vote for Hitler

COURSE: Grade 10 Canadian History Academic (CHC2D)

SPECIFIC EXPECTATION: C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945.

LEARNING GOALS:

- Students will be able to understand the different political parties during 1930s Germany.
- Students will examine seven different case studies to obtain a better understanding of why and how people voted a certain way.
- Students will participate in a voting simulation to obtain a more clear understanding of the voting outcome.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives: How can we better understand the people of the past? With emphasis on Guidepost 4: Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence.

LESSON # 2: Students will be learning about the different political parties in Germany during the 1930s. This will allow students to examine each political party as well as individual case studies so students can obtain a better understanding of how and why people voted they way they did during the election that led to Hitler’s leadership.

TITLE OF STORY: Why Germans Voted For Hitler

OVERVIEW: Throughout this lesson students will be participating in a voting simulation that allows them to examine each of the political parties that arose during the Germany election in the 1930s. The three political parties the students will be looking at are the Social Democratic Party, the Communist party, and the Nazi party. Once students have been given sufficient time to examine the three differing political parties, students will also be examining individual case studies that allow them to look at and understand why the Germans voted for certain political parties at this moment in history. This lesson is modified from United States Holocaust Memorial Museum website. ¹

APPENDICES:

1. Primary Source Documents:
PSD 2.1: On This Day: Nazis Ban All Other Political Parties: Hitler addresses the Reichstag before the passage of the Enabling Act, March 1933.
http://www.findingdulcinea.com/news/on-this-day/July-August-08/On-this-Day--Nazis-Ban-All-Other-Political-Parties.html

2. Black Line Masters:
- Teacher will need laptop and appropriate adaptor cable to connect to PowerPoint. Projection screen must be on and in working order.

BLM 2.1 PowerPoint Slides: The Rise of Evil
https://www.teacherspayteachers.com/Product/Appesament-and-the-Road-to-World-War-Two-Package-20-PagesSlides-of-Resources-952295

BLM 2.2 Handout of the three Political Parties (Social Democrats, Nazi, Communist)

¹ Why Did Germans Vote for the Nazi Party?
https://www.ushmm.org/educators/lesson-plans/why-did-germans-vote-for-the-nazi-party
PLAN OF INSTRUCTION:

Step 1: Warm Up (10 minutes)

- Collect “Staking Historical Claim” worksheet from last period. Students will begin the class by examining PowerPoint slides explaining how Hitler came into power. This will allow students to obtain a better understanding of the steps that Hitler took in order to obtain political power during the 1930s. Photo of Hitler addressing the Reichstag will be projected for the students to see and examine as they settle into their seats.

Step 2: Modeling (5 minutes)

- Students will be spending this period participating in a simulation. The simulation allows students to gain a better understanding of why Germans voted for Hitler, which other political parties were also a part of the election, as well as look at seven different individual cases that showcase and explain why people of the time voted for a certain political party. Teacher will split students into groups to prepare for the activity.

Step 3: Independent Activity (50 minutes)

- **Activity: Why was Hitler an attractive leader?** This simulation will be split into three different sections:

  1. Section 1: students are split into 3 groups of 8. Each group will examine the differing political parties and their platforms (Social Democratic Party, Nazi Party, Communist Party). Once students have been given sufficient time, there will be a class discussion and each group will summarize the political parties and their aims. Students should be spending approximately 25 minutes on this section.
  2. Section 2: once students have completed Section 1, students will then be split into three groups of seven (dependent on class size). During this section, students will be examining seven different case studies of people who voted during the election, the rational for their ballot in support of a particular political party, and an explanation of who they are. Students should be spending approximately 20 minutes on this section.
  3. Section 3: after students have completed their case study analysis, they will then be participating in a voting simulation based on the information presented in each assigned case study. Students will be given a blank voting sheet they are to fill out individually. The voting sheets asks: **Name of Voter, Profession, Social/Class Status | Vote C/N/SD | Why? What Appealed?**
Step 4: Sharing/Discussing /Teaching (10 minutes)

- Once each student has submitted their voting sheet, return as a class and examine the outcome in discussion. Guiding Questions: What is the overall outcome? Why do you think one political party was more popular than the others? While examining your case studies, what are some reasons people voted a certain way?
- Homework: Students are to complete a one page written reflection to demonstrate their knowledge, and experience while participating in the simulation. On the chalkboard, write the following questions: Describe what the Nazi Party promised during the 1930s election. When examining the individual case studies, why do you think people were persuaded to vote for Hitler?

ASSESSMENT:

- Assessment as learning: Students will be asked to complete a one page written reflection to demonstrate their knowledge about the simulation they have participated in. This will allow students to reflect on some of the reasons that Germans voted for Hitler and the Nazi party during the 1930s. Teacher will also be able to conduct assessment of learning during simulation exercise. If students are fully engaged and examining the case study thoughtfully and critically, the teacher can infer that inquiry based learning techniques are allowing for a deeper experience of history itself.

Primary Source Documents:

2.1:
Black Line Masters:

2.1:

THE RISE OF EVIL

HITLER’S ROAD TO POWER

LECTURE OUTLINE

• Throughout history there have been many terrible dictators. One of the worst was Adolf Hitler. But how did someone so horrible gain power? This lecture will outline his rise to power:

  - Chancellor
  - Reichstag Fire
  - Enabling Act
  - Night of Long Knives
  - Death of Hindenburg
  - Loyalty to Hitler

HITLER’S IDEOLOGY

• Hitler remade Germany around the ideology of “fascism.”
  - Extreme nationalism where a nation is willing to eliminate other ethnic groups in an attempt to assert their dominance.

HITLER’S SYSTEM OF GOVERNMENT

• Hitler became a “totalitarian” leader. A totalitarian leader:
  - Uses the military and secret police to control society.
  - Uses fear as a primary motivator.
  - Controls the flow of information.
  - Remakes society around a specific ideology.

THE REICHSTAG FIRE

• In February of 1933 the Reichstag was burned. Hitler blamed the communists for the fire.
• This event gave Hitler emergency powers.

THE ENABLING ACT

• The burning of the Reichstag allowed Hitler to enact new emergency legislation called, “The Enabling Act.”
• He suspended the activities of the Reichstag and banned other political parties.
2.2: Political Platforms

In 1932, Hitler narrowly lost his race for the German presidency to the conservative incumbent and legendary World War I general, Paul von Hindenburg. Eighty-four percent of all eligible voters cast ballots. Parliamentary elections that year were no less spirited, for German voters had to decide which party offered the best solution to the nation’s seemingly endless problems—unemployment, political violence and upheaval, and national humiliation. The decision was not an easy one, and the German electorate was deeply divided. To appreciate the choices faced by German voters at the time, compare the platforms of the Social Democratic Party (SPD), the Communist Party (KPD), and the Nazis (NSDAP).

1. SOCIAL DEMOCRATIC PARTY PLATFORM

We are committed to maintaining the Republic and a policy that will allow Germany to take its rightful place among the free governments of Europe.
We will support the present German Republic so that freedom, democracy, and justice will live in the hearts of our German countrymen.

We will honor all of Germany’s obligations, political and financial, in order that Germany’s honor and respect will not be decreased in the eyes of the world.

We plan to create more jobs by undertaking an extensive program of public works.

We will cut government expenditures to lower taxes.

We believe in the right of those who disagree with the party to speak and write on those issues without interference.

2. COMMUNIST PARTY PLATFORM

We are committed to the overthrow of the presently existing, oppressive Republic and all of its economic and social institutions. We favor:

The abolition of private property.

The establishment of land reform programs, so that the government can take over the land and distribute it for the common good.

Government ownership of all industrial productive forces, so that they can be run for the benefit of the people rather than the capitalists.

To the German people: The cause of your misery is the fact that French, British, and American capitalists are exploiting German workers to get rich themselves. Germans, unite to get rid of this terrible burden.

3. NAZI PARTY PLATFORM

We demand the following:

5 A union of all Germans to form a great Germany on the basis of the right to self-determination of peoples.
6 Abolition of the Treaty of Versailles.
7 Return lands lost in World War I and colonies to give German adequate living space.
8 German blood as a requirement for German citizenship. No Jew can be a member of the nation.
9 Non-citizens can live in Germany only as foreigners, subject to the law of aliens.
10 Only citizens can vote or hold public office.
11 The state insures that every citizen live decently and earn his livelihood. If it is impossible to provide food for the whole population, then aliens must be expelled.
12 Guarantee for jobs and benefits for workers.
13 No further immigration of non-Germans. Any non-German who entered Germany after August 2, 1914, shall leave immediately.
14 A thorough reconstruction of our national system of education. The science of citizenship shall be taught from the beginning.
2.3: Case Studies

These case studies are based on actual German voters.

Case Study #1

ERIC VON RONHEIM

Eric von Ronheim, the head of a Frankfurt textile factory, is very concerned about the depression. Sales are down and so are profits. If only Germany had not been treated so ruthlessly at Versailles, he argues, the nation would be far better off. Instead the government has had to impose heavy taxes to pay reparations to its former enemies. As a result, Germans are overtaxed with little money to spend on textiles and other consumer goods. The worldwide depression has made matters worse by eliminating possible foreign markets for German products. Even if the depression were over, Ronheim does not think taxes would come down because of reparation payments. Ronheim considers the Communists a serious threat to Germany. He fears that if they set up a government like the one in the Soviet Union, capitalists like him would receive no mercy from the workers. He also thinks that Germany would become subservient to its old enemy, the Soviet Union.

Case Study #2

HERMANN STRUTS

Hermann Struts, a major in the German army, fought bravely during the war. He comes from a long line of army officers and is himself a graduate of the German military academy. Struts has always taken pride in the army's able defense of the nation and its strong leadership.

Yet Struts is bitter about the fact that he has not had a promotion in over ten years. Few soldiers have, mainly because the German army was so drastically reduced by the Treaty of Versailles. In the old army, Struts would have been at least a captain by now and possibly a major. The treaty, he argues, has done irreparable harm not only to Germany’s honor but also to his own honor as a soldier. He feels that if the civilian government had refused to sign the treaty and allowed the army to fight, both he and Germany would be better off.

Case Study #3

WILHELM SCHULTZ

Wilhelm Schultz works with his father on the family farm in eastern Brandenburg near the Polish border. The Versailles treaty has had a profound effect on Schultz and his family. The treaty turned part of Pomerania, Poznan, and West Prussia over to Poland. Even though his uncle lives just a few miles away, his home is now in Poland rather than Germany. Schultz’s grandfather lives in Danzig, now an independent city under the mandate of the League of Nations. Schultz can only visit his grandfather by traveling through Poland; he now needs a passport and other official documents. This does not seem right to Schultz. As a child, he was taught to admire Germany’s heroes, some of whom fought the
Poles. So, he is dismayed that his government signed the treaty of Versailles that has subjected many Germans, including his uncle, to Polish rule.

Case Study #4

OTTO HAUPTMANN

Otto Hauptmann works in a factory in Berlin. Although his trade union has actively worked for better conditions and higher wages, it has recently been losing ground in the Depression. Hauptmann blames their lack of success on the 1923 inflation and the current depression. He believes that the union would be more successful if the economy were more stable. Still, it is the union that has kept him employed. At a time when many of his friends have been laid off, his union persuaded the owners of his factory to keep men with seniority. In factories with weaker unions, managers kept only the young, claiming they would be more productive. As long as the Depression deepens, however, the chances that he will keep his job diminish.

Hauptmann worries about some of the ideas his fellow workers have expressed recently. They argue that when the owners are forced to cut back production, they take it out on the workers. So, the only way to end the depression is to let the workers control the factories and the government. Hauptmann disagrees. He thinks that the workers do get fair treatment as long as they have a strong union. Moreover, he believes that managing the factories and government should be left to those who understand these complicated jobs.

Case Study #5

GERDA MUNCHEN

Gerda Munchen is the owner of a small Munich grocery store started by her parents. For years, her parents had saved to send her to the university. But Munchen chose not to go and the money stayed in the bank. In 1923, she had planned to use the money to pay for her children’s education. But that year hyper-inflation hit Germany because the government had printed so much money, as she was told, to pay reparations invoked by the Versailles treaty. Just before her older daughter was to leave for the university, the bank informed the family that its savings were worthless. This was a blow to Munchen, but even more of a blow to her daughter, whose future hung in the balance.

Munchen does not think she will ever regain her savings. With so many people out of work, sales are down sharply. In addition, Munchen’s small grocery is having a tough time competing with the large chain stores, which can offer far lower prices. She and her children question a system that has made life so difficult for hardworking people.

Case Study #6

ELISABETH VON KOHLER

Elisabeth von Kohler, a prominent attorney who attended the University of Bonn, has a strong sense of the German cultural, literary, and historical traditions. She believes that her people’s contributions to
Western civilization have been ignored. Kohler would like to see the republic lead a democratic Europe. She disapproves of the methods the Weimar Republic often uses to repress extremist parties. Her sense of justice is even more outraged by the way the Allies, particularly France, view Germany. She, and others like her, who believe in Germany and its traditions, would like to prove to these countries that the Germans are a great race. She is proud to be an attorney and a German woman in the Weimar Republic.

Case Study #7

KARL SCHMIDT

Karl Schmidt is an unemployed worker who lives in the rich steel-producing Ruhr Valley. Like so many men in the Ruhr, he lost his job because of the Depression. Many steel mills have been forced to shut down until there is a market for their goods. On the day that Karl’s mill closed, the owners announced that shrinking profits made it impossible to keep the workers on their jobs.

Such might be the case, Karl states, yet he notes that the owners of the steel mills still live in big houses and drive expensive cars. Why are they protected from the Depression while their former employees suffer? Although the government did provide unemployment compensation, the money was barely enough to support Schmidt, his wife, and their two children. The government claims that it could not afford to continue even these payments any longer.

Schmidt feels that the government would be in a stronger position to help people if it cut off all reparation payments. But he also knows that if the government did so, the French might occupy the Ruhr Valley just as they did in 1923. What is needed is a government that is responsive to the workers—perhaps even one that is run by the workers, as some of his friends maintain. And he is convinced that Germany needs a government strong enough to stop reparation payments.

2.4 Instructor Guide (Answer Key) for Voter Chart Completion

KEY: Voter; Profession/social class; probable vote

Why/what was the appeal?

HAUPTMANN: employed factory worker; SD
Status quo not great, but better than alternatives; disagrees with colleagues who are more for worker rights

MUNCHEN: middle-class shop owner; N
Anti-Communist, would lose shop; anti-Weimar, economic policies hurt middle class

SCHMIDT: unemployed factory worker; C
Anti-Weimar (SD); economic policies not helping workers; favors worker rights

SCHULTZ: peasant farmer; N
Against Versailles Treaty (loss of land and population, border change); anti-Communist, would lose farm

STRUTS: career military; N
Against Versailles treaty (demobilization); nationalistic
VON KOHLER: attorney; wealthy; SD or N
Nationalistic; prefers rule of law; anti-Communist

VON RONHEIM: factory executive; wealthy; N
Against Versailles treaty; especially anti-Communist (would lose factory)

2.5 **Blank Voter Chart**

Name of Voter
1. Profession
2. Social/Class Status | Vote C/N/SD | Why? What Appealed?

Otto Hauptmann

1.

2.
Gerda Munchen

1.

2.
Karl Schmidt

1.

2.
Wilhelm Schultz

1.

2.
Hermann Struts

1.

2.
Elisabeth von Kohler

1.

2.
Eric von Ronheim

1.

2.
COURSE: Grade 10 Canadian History Academic (CHC2D)
OVERALL EXPECTATION: C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945; and assess their impact on different groups in Canada.
LEARNING GOALS:
• Students will be able to understand how distressed the German population was and why Hitler seemed like an attractive solution to their problems.
• Students will relate their own past and future to their present personal narrative.
• Students will analyze the Treaty of Versailles and see how it was damaging in a number of different ways to the German people.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence: Why do events happen, and what are their impacts? With emphasis on Guidepost 3: Events result from the interplay of two types of factors: (1) Historical actors, who are people (individuals or groups) who take actions that cause historical events, and (2) the social, political, economic, and cultural conditions within which the actors operate.

LESSON # 3: Students have learned and studied the rise of Hitler in Germany. Hitler became Chancellor of Germany in 1933 and this is where our lesson begins.

TITLE OF STORY: Hitler Becomes German Chancellor, Now What?
OVERVIEW: We will explore how and why the road to war began with Hitler being elected and asserting power over the distressed and marginalized German populace. We will think about cause and consequence and how this relates to thinking about historical preconditions in terms of major events and thought shifts. We will focus particularly on the aim of Hitler to abolish the Treaty of Versailles and the damaging effects of its clauses. We will also look at primary source photographs of Germany during the 1930’s to aid in the explanation of why someone like Hitler was able to gain control.

APPENDICES:

1. Primary Source Documents:
   PSD 3.1: Hitler Named Chancellor.
   http://www.historyplace.com/worldwar2/riseofhitler/named.htm
   PSD 3.2: Hitler speech after winning election.
   https://www.youtube.com/watch?v=e9fEM-MFSiU
   http://www.historyplace.com/worldwar2/riseofhitler/begins.htm
   PSD 3.4: Image 2 - May Day 1930 brings a huge turnout of pro-communist Berliners expressing admiration of Soviet Russia.
   http://www.historyplace.com/worldwar2/riseofhitler/begins.htm
   PSD 3.5: Image 3 - Woman fuelling a fire with German Marks.
   http://differentlensesofthegreatdepression.weebly.com/germany1.html
   PSD 3.6: Image 4 - Hitler at a ceremony for the completion of the Reichsatoubahn highway.
   https://www.quora.com/How-was-Germany-before-World-War-II
   PSD 3.7: Image 5 - Thousands of young men flocked to hang upon the words of their leader, Reichsfuhrer Adolf Hitler, as he addressed the convention of the National Socialist Party in Nuremberg, Germany.

2. Black Line Masters:
   • Teacher will need laptop and appropriate adaptor cable to connect to PowerPoint.
     Projection screen must be on and in working order.
PLAN OF INSTRUCTION:

Step 1: Warm up (7 minutes)

- Show students graphic that lists the casualties of World War II across the world. Prompt students to keep these capacious numbers in mind as we explore the pre-conditions that led to war. Also show students the pie chart, which displays the number of people who perished in the Holocaust. In order to understand how and why this happened, we must go back and assess the pre-conditions of war. How and why did millions of people suffer and die? What was gained, at such a loss? Tell students these are all questions they should keep in mind while navigating the complicated and multifaceted road to war.

Step 2: Discussion (8 minutes)

- We have explored Hitler's rise to power. Recall with students everything they have learned about Hitler so far. Write down responses on the board to begin.
- Guiding Questions: Why did he become Chancellor of Germany in 1933, in your opinion? What steps did he take to gain power? What words would we use to describe the Hitler we know so far? What did he believe in? What did Canadians think of him?
- Show students photo of Hitler after he is elected Chancellor. Ask them to explain what they see. What emotions are conveyed? How is this divergent from what you know happens next?

Step 3: Modeling (10 minutes)

Activity: How I Got Here². In order to understand how World War II began once Hitler came into power, we must think about cause and consequence. Students will create a personal timeline during this activity.

1. Teacher will model the activity. Draw a large “X” in the centre of the board and label it “Present”. Suggest to students the various decisions or actions that said teacher took to arrive at this present place and time. On the left hand side of the “X”, record the conditions of becoming a classroom teacher. For example: Passing university exams,

acceptance into Faculty of Education program, working as a supply teacher for a number of years. Remind students to also include any outside influences on the left side of the “X” that helped propel the present moment. For example, parental support, financial assistance, etc. On the right side of the “X”, show students the consequences associated with the present. What will being a teacher lead to? Benefits, stability, etc. On their own “X”, make sure students include both short term and long term possibilities.

2. Give students time to complete their own “X” activity. Circulate to answer questions and see if more prompting or explanation is needed.

3. As a class, discuss how this is related to understanding Germany before World War II. When we think about history, remind students we must think about how cause and consequence interact with one another to set the tone for a moment or event.

Step 4: Guided Practice (15 minutes)

• Show video of Hitler speaking once he was elected. Guiding Questions: What is the tone of his message? How does watching this video make you feel? Is his move into power a cause or a consequence of action (or inaction)? Can you think of any Canadian individuals, from either the past or present, who speak in a similar way?
• Begin by explaining to students what Hitler aimed to do once he arrived in power. Ask students to record notes as we go through the slides and think of one question, to hand in as an exit card, still looming about the road to war.
• Show PowerPoint explaining Hitler’s main concerns with primary source quotes to explain. (Destroy communism, abolish Treaty of Versailles, lebensraum). Tell students we will be focusing on the Treaty of Versailles today. Slides 1-5 for this lesson.

Step 5: Independent Activity (20 minutes)

• In order to understand the causes of World War II, we must explore the Treaty of Versailles in particular and how the German people felt about it.
• Give each group a copy of the “Why did the Germans hate the Treaty of Versailles so much?” handout. Ask students to fill in chart based on the information given about the clauses of the treaty itself.
• Ask students to think about drawing an “X” for World War II. Where would the Treaty of Versailles sit, in relation to the war, and why?

Step 6: Sharing / Discussing / Teaching (15 minutes)

• Ask students to share what they learned about the Treaty of Versailles and the conditions placed upon the German people. Go around to each table and ask the groups to explain a clause and describe how it was damaging to the Germans.
• Guiding Questions: Why would a figure like Hitler be attractive to those who are strictly regulated? Why do you think the German people hated the Treaty? If the document were ever enacted in Canada, how would it make you feel?
• Show students multiple primary source photographs of Germany before World War II. Ask what each image evokes or explains. Remind students that during the Great Depression, money became virtually worthless in many countries. As the images are displayed, come up with a short caption as a class to explain
what is happening in the photograph. Compare created caption with cited explanation.
• Ask students to hand in the exit card that details one question left unanswered about the material being explored.

ASSESSMENT:
• Assessment will be formative in nature for this lesson. Assessment for learning will be conducted continuously by the teacher in a diagnostic manner to see how well the students are grasping the material being presented. Students should be able to participate in class discussion, apply what they have read about the Treaty of Versailles to the chart handout, and create a caption for the photos being presented at the conclusion of class. Assessment as learning will also occur as the students reflect on what they know and submit an exit card with further questions.

Lesson 3 Appendices

Primary Source Documents:

3.1: [Image]

3.2: [Link]

3.3: [Image]
3.4:

3.5:

3.6:
3.7:

Black Line Masters:

3.1:

**World War II Casualties**

Death toll as a percentage of each country's 1939 population

<table>
<thead>
<tr>
<th>Country</th>
<th>Casualties</th>
<th>Death toll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>649,000</td>
<td>27.2%</td>
</tr>
<tr>
<td>Soviet Union</td>
<td>25,000</td>
<td>11.0%</td>
</tr>
<tr>
<td>Yugoslavia</td>
<td>1,700</td>
<td>8.8%</td>
</tr>
<tr>
<td>Germany</td>
<td>440,000</td>
<td>6.0%</td>
</tr>
<tr>
<td>Greece</td>
<td>60,000</td>
<td>4.7%</td>
</tr>
<tr>
<td>Hungary</td>
<td>115,000</td>
<td>3.5%</td>
</tr>
<tr>
<td>China</td>
<td>400,000</td>
<td>3.1%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>220,000</td>
<td>2.4%</td>
</tr>
<tr>
<td>Finland</td>
<td>180,000</td>
<td>2.2%</td>
</tr>
<tr>
<td>France</td>
<td>110,000</td>
<td>1.9%</td>
</tr>
<tr>
<td>Romania</td>
<td>979,000</td>
<td>1.9%</td>
</tr>
<tr>
<td>Japan</td>
<td>100,000</td>
<td>1.8%</td>
</tr>
<tr>
<td>Belgium</td>
<td>80,000</td>
<td>1.1%</td>
</tr>
<tr>
<td>Philippines</td>
<td>110,000</td>
<td>0.9%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>300,000</td>
<td>0.8%</td>
</tr>
<tr>
<td>Italy</td>
<td>80,000</td>
<td>0.7%</td>
</tr>
<tr>
<td>Australia</td>
<td>20,000</td>
<td>0.4%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>20,000</td>
<td>0.3%</td>
</tr>
<tr>
<td>Canada</td>
<td>10,000</td>
<td>0.3%</td>
</tr>
<tr>
<td>Norway</td>
<td>300,000</td>
<td>0.3%</td>
</tr>
<tr>
<td>USA</td>
<td>400,000</td>
<td>0.3%</td>
</tr>
</tbody>
</table>


3.2:

**Holocaust Deaths**

- Polish Jews: 24%
- Soviet Jews: 8%
- Hungarian Jews: 2%
- Czechoslovak Jews: 2%
- Romanian Jews: 4%
- Soviet Prisoners of War: 29%
- Ethnic Poles, Ukrainians & Belarusians: 22%
- Roma: 2%
- Disabled: 1%
- Other: 1%
- Political: 10%
- Yugoslavia: 3%
Why did the Germans hate the Treaty of Versailles so much?

This is important to understand, because the way that the Germans reacted to the signing of the Treaty was a major factor in Hitler's rise to power.

In order to understand why the Germans hated the Treaty so much, we need to take a closer look at what some of the clauses within the treaty said.

1. **Germany had to accept total responsibility for starting the war.** This was called the 'War Guilt Clause', or Article 231.
2. **Germany had to pay $6.6 million to the Allies** to cover the damage it had caused during the war. This was a form of compensation known as reparations.

3. **Germany had to hand over 70,000 square kilometres of land to the Allies.** The allies shared this land out amongst countries within Europe. For example, Alsace-Lorraine was returned to France (the Germans had taken it off France in 1871), West Prussia and Posen were given to Poland, and Eupen and Malmedy were given to Belgium. This was supposed to make Germany weaker, and make other European countries stronger. This would help to prevent Germany invading its neighbours within Europe in future years.

4. **Germany had to hand over all its colonies to the Allies**

   Colonies are areas of land that are governed by a Parent State although they are outside of that state – they are abroad. Germany’s colonial Empire amounted to about one million square miles. One of the largest areas to be taken from Germany was in Africa. The Union of South Africa administered German South-West Africa. Britain, France and Belgium divided up the rest of the African land governed by Germany.

5. **The German armed forces were to be reduced greatly.** The Reichwehr (Army) were only allowed 100,000 men, and were not allowed to use conscription (forcing ordinary men to join the army for a period of time). The Navy was limited to 15,000 sailors.

6. **The German navy had to be reduced greatly.** They were only allowed to keep 6 battle ships. They were only allowed 15,000 men.

7. **The use and production of weaponry was limited.**

   The Germans were not allowed an air force or any submarines. The Navy was only allowed six battleships and the buying of any further war materials was banned.

8. **The Rhineland had to be occupied by Allied troops.**

   This area bordered France and was meant to give the French greater security. The occupation was to last for fifteen years and no German troops were to be allowed into the area.

1. **What impact would this type of treaty have on Germany?**

2. **Complete the table to show how you think the treaty would have affected Germany.**

   **The Treaty of Versailles**

<table>
<thead>
<tr>
<th>Point from the Treaty</th>
<th>Damage Germany economically</th>
<th>Damage Germany militarily</th>
<th>Damage Germany’s pride</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Lesson 4: In Their Shoes: Exploring War Propaganda

COURSE: Grade 10 Canadian History Academic (CHC2D)

OVERALL EXPECTATION: C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 – 1945.

LEARNING GOALS:
• Students will be able to ask good questions about primary source photographs.
• Students will infer how evidence in history allows a deeper understanding of a society or country that is divergent from their own.
• Students will understand the reasons and reactions to Hitler’s initiatives once becoming Chancellor in 1933.
• Students will find and discuss primary source propaganda that circulated before the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence: How do we know what we know about the past? With emphasis on Guidepost #3: Sourcing often begins before a source is read, with questions about who created it and when it was created. It involves inferring from the source the author’s or creator’s purposes, values, and worldview, either conscious or unconscious.

LESSON #4: Students have learned about the German reaction to the Treaty of Versailles and have explored primary source photographs from the pre-war era. Now, students will divulge a deeper understanding of German society with the introduction to Hitler’s aims once in power and an exploration of the propaganda that circulated during the time.

TITLE OF STORY: How would you feel? Thinking about propaganda leading to WWIl

OVERVIEW: The lesson begins with a reminder once again of the consequences of World War II. Photographs of cities reduced to rubble will be projected and commented on at the top of class. Students will then be introduced to the initial steps Hitler took leading up to the invasion of Poland in 1939. The reason and reaction behind each step will be outlined and explained clearly as the lesson progresses. Students will then work with primary source propaganda material and conduct an online scavenger hunt with Canadian perspective in mind.

APPENDICES:

1. Primary Source Documents:
   https://mic.com/articles/89585/before-and-after-photos-show-what-9-cities-looked-like-before-they-were-destroyed-by-war
   PSD 4.2: Jasna Street and Swietokrzyska Street on Sept. 9, 1943 during the siege of the Polish capital.
   http://www.apimages.com/metadata/Index/Watchf-Associated-Press-International-News-Pola/-8d2cec76813d43b0959e3260faa2cecc
   https://mic.com/articles/89585/before-and-after-photos-show-what-9-cities-looked-like-before-they-were-destroyed-by-war
   PSD 4.4: German children read an anti-Jewish propaganda book titled "The Poisonous Mushroom". The girl on the left holds a companion volume, the translated title of which is "Trust No Fox." Germany, ca. 1938.
   PSD 4.5: Illustration from a German anti-Semitic children's book titled "Trust No Fox in the Green Meadow and No Jew on his Oath" (translation from German). The headlines depicted in the image say "Jews are our misfortune" and "How the Jew cheats."
   Germany, 1936.
PSD 4.6: German propaganda photograph of a kindergarten for German infants promotes the nurturing role of women on the home front. Germany, 1941. [link to image]

PSD 4.7: Nazi propaganda poster warning Germans about the dangers of eastern European "subhumans." Germany, date uncertain. [link to image]

PSD 4.8: Nazi propaganda photo depicts friendship between an "Aryan" and a black woman. The caption states: "The result! A loss of racial pride." Germany, prewar. [link to image]

2. Black Line Masters:
   - Teacher will need laptop and appropriate adaptor cable to connect to PowerPoint. Projection screen must be on and in working order.

BLM 4.1: PowerPoint Presentation: “Road to WWII” continued. [link to presentation]

PLAN OF INSTRUCTION:

Step 1: Warm up (3 minutes)
   - Teacher will prompt students to recall the vast amount of casualties during World War II and students will be asked to continually keep this in mind as we move through the unit. Images will be displayed on the projector of the destruction after World War II in many parts of the world. Remind students that in order to understand the past, we must fully engage in the challenge of interpreting history and considering context. Teacher will initiate discussion of what is seen with the following questions:
     1. What do you see in the photos? Make a list independently and share with the class.
     2. What do you think these places looked like before? What could you infer was lost or destroyed?
     3. Do you think some cities in the world are still recovering from the destruction of World War II? How do you think Canada was impacted?

Step 2: Discussion (2 minutes)
   - Ask students to recall what we learned in last class about the preconditions of war, in particular the attraction of Hitler's aims in a dismantled and economically desperate Germany. Discuss potential responses to exit card questions and address any questions left unanswered. Tell students we will be largely exploring propaganda in this lesson as a way to deepen our understanding of the World War II experience.

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Step 3: Modeling (15 minutes)

- In order to put ourselves in the shoes of someone who lived during World War II, we must first tease out what happened after Hitler established his aims as Chancellor of Germany.
  1. Introduce students to the “Road to WWII” PowerPoint as a continuation of information presented last class.
  2. 5 steps and reactions will be introduced in this class. The remaining steps to war will be introduced in the following class so students do not become overwhelmed or exhausted by the material being presented.
  3. Explain the reasons and reactions slides with specific emphasis. Ask students to think about why no action was taken against Hitler in many instances. Ask students to consider the position of Canada at this pivotal moment.

Step 4: Guided Practice (30 minutes)

Explain to students that learning about history is learning about interpretation. In order to fully immerse ourselves in the World War II experience, we must look at the messages that were presented and capitulated leading up to the invasion of Poland in 1939 (which we will talk about during next class).

- Ask students to split into 5 groups of their own choosing and sit with their chosen partners. Teacher should monitor group choices and add anyone who has not formed a group immediately to an already formed circle so as to leave no one out.
- Each group will be given a role to play. Roles include: mother, child, teenager, father, teacher, and grandmother.
- The group will be given a piece of propaganda that circulated during the time leading up to the beginning of the war. From the perspective of the person they have been assigned to role play, each group must answer and present the following information about the primary source:  
  1. What is the image’s purpose? What is the message it communicates?
  2. Why is it important for this message to be delivered to this audience at this moment in time?
  3. Who is the audience for this image?
  4. What does the image suggest about the audience’s beliefs and values? How accurate are these beliefs?
  5. What are the author’s motives for creating this message? How might the writer personally benefit from the audience’s acceptance of the message?
  6. What would happen if Canadians accepted this message?

Step 5: Independent Activity (15 minutes)

Once each group has presented their answers, students will now have the opportunity to conduct an online scavenger hunt using chrome books or personal devices.

- Ask students to research and find two examples of propaganda that circulated prior to World War II beginning that was not used in class already. Emphasize

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4 Analyzing a World War II Poster: http://www.readwritethink.org/files/resources/AnalyzingWorldWarII-Poster.htm
that chronology is important in this task and the item must be dated before 1939 for accurate contextualization.

- The propaganda item can be an illustration, a video or a photograph. Particularly looking for a Canadian perspective on pre-war conditions, as examples discussed earlier all derive from Europe.
- Found items will be discussed and explored next class.
- Teacher should circulate and be available for questions during online search task.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Teacher will now tell students how important it is to ask good questions when evaluating and attempting to understand propaganda. Questions posed to the students will be reflective in nature and will include:

1. *In your groups and when searching independently, how did your thinking change as you studied the source?*
2. *What changed when you read the description?*
3. *What is the source not telling us?*

**ASSESSMENT:**

Assessment will be formative for this lesson and will include an assessment as learning component. All activities in this story allow for students to reflect on their own learning and understanding of material based on what they know so far. The teacher will also circulate during the online scavenger hunt and primary source discussions to facilitate assessment for learning. Teacher will be able to measure and diagnose how well the students understand the concept of propaganda, how it relates to the civil unrest of war, and any further clarification needed before continuing further in the unit.

**Lesson 4 Appendices**

**Primary Source Documents:**

4.1:

4.2:
Black Line Masters:

4.1:

**Step One - Austria 1934**

- Failed attempt at Austrian Anschluss
  - Hitler persuaded Austrian Nazis to stir up trouble in Austria
  - They took over the Chancellory and shot Chancellor Dollfuss dead
  - Hitler offered to send German troops in to keep peace

 Mussolini of Italy did not like Hitler at this stage
 Sent Italian troops up to the border with Austria - clear threat to fight if Hitler moved German troops in
 Hitler had not built up German Army enough to take on Italy yet - he backed down

This showed that Hitler could be stopped by force

**Step Two**

- Re-armament
  - He began in secret - e.g. setting up the 'German Gliding Club' to train pilots.
  - Also in 1935 he introduced new weapons, increasing spending on arms and said the German Army would increase to 500,000 men.
  - In 1935 Germany signed the Anglo-German Naval Treaty - German Navy limited to 35% of British.
  - In 1935 he abandoned secrecy & announced the creation of the new German Luftwaffe.

**Reasons and Reactions**

- No Action taken
  - Britain sympathized with Austria, believing that the Treaty of Versailles had been too unfair on them. They also believed that a strong Germany would act as a barrier against Communism.
  - The French were angry with Britain, but there was little they could do.

**Step Three**

- The Saar Plebiscite in 1935
  - Saar coalfields had been under League of Nations control since Treaty of Versailles
  - Treaty of Versailles said after 15 years Saarlanders could decide by plebiscite whether to join Germany
  - Massive majority (90%) voted to go back to Germany

Easy success for Hitler... and perfectly legal

**Step Four**

- Remilitarisation of the Rhineland
  - The Treaty of Versailles forbade Germany to have any troops or fortifications in the Rhineland area, bordering France.
  - On March 7th 1936 Hitler took a huge gamble and ordered German troops to march into the Rhineland. This directly broke the terms of the Treaty of Versailles.
  - They had secret sealed orders to retreat if Britain or France objected.
  - Hitler had ordered his generals, commanding 22,000 men, to entrust if France showed any sign of retaliation. This did not occur. German soldiers and armed policemen marched straight into the Rhineland.

**Step Five**

- Anschluss with Austria (1938)
  - Hitler had now allied with Mussolini, after Mussolini was angered by League of Nations sanctions on Italy after the invasion of Abyssinia
  - Hitler told Austrian Nazis to stir up trouble in Vienna again.
  - Then he put pressure on chancellor Schuschnigg to invite German troops in to keep peace.
  - Schuschnigg panicked & called for a plebiscite, hoping Austrians would say no, and make it impossible for Hitler to invade.
  - Hitler did not wait, moved his troops to the border of Austria and threatened to invade if Schuschnigg did not resign. Schuschnigg foolishly resigned and a Nazi supporter replaced him. Hitler's troops marched into Austria a few days before the plebiscite, and used German troops to supervise the voting. Not surprisingly he got a 99.7% vote in favour of Austria joining Germany.

Anschluss achieved!

**Reasons and Reactions**

- France and Britain refused to help Austria. The British prime minister Neville Chamberlain felt the Treaty of Versailles was wrong and that Austria and Germany should be united. This was justified by the fact that they were both German speaking nations.
  - Hitler was now even more convinced that Britain and France would not stand in his way in the future.