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Subject Support

History

Developing students' abilities in identifying
the techniques of mass propaganda and
subjecting these to critical analysis

Case study: *The Nuremberg Rallies*

October 2023

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Any inadvertent errors are regretted.

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**Developing students' abilities in identifying the techniques of mass
propaganda:
*The Nuremberg Rallies***

In exploring the case study, *The Nuremberg Rallies*, students are looking at a series of episodes, occurring annually, which share many common features, but also show development and variation over time. Concepts such as propaganda and 'cult of personality' loom large and students need to be made aware of the strategies and technologies that underlay the propaganda techniques deployed. In exploring these concepts with students, we have a great opportunity to develop their ability to think critically, which is one of the stated objectives of the syllabus, and an increasingly cherished aim of senior cycle education.

At previous history in-service sessions, it has been argued that some of the best ways in which students' critical thinking can be generated include:

- the use of the enquiry-focused approach
- the use of 'critical skills' exercises that involve group discussion and judgement-forming

Both approaches are drawn on in the following exploration of the case study.

The enquiry-focused approach

The enquiry-focused approach involves organising a set of lessons around an enquiry question on which the teaching and learning activities are focused. It aims to give a clear focus to a series of lessons, to clarify for all concerned what the learning purposes are and to ensure that the sequence of lessons is leading to improved understanding on the part of the students.

In her book, *The Twentieth Century World* (The Historical Association, 1997), Christine Counsell outlines the rationale behind the approach. The following is an edited extract:

Choosing a sequence of interesting historical enquiries gives a clear focus to any scheme of work. This approach has a number of advantages:

- (i) It prevents a superficial run through the content and leads pupils into deeper levels of historical understanding.
 - (ii) It allows students to engage in real historical debate. Historians usually begin with a question.
 - (iii) It motivates students by giving a clear focus to their work. Identifying key questions is a powerful way of 'sharing clarity with learners'. Teachers are thus reinforcing that the whole point of a sequence of lessons or activities is to build towards some attempt at answering the question. Some teachers who use this approach will refer to such a question in every single lesson. Pupils are constantly reminded of what they are trying to do and why.
 - (iv) Key questions can shape and limit an otherwise sprawling content.
 - (v) It encourages pupils to produce more substantial and significant outcomes at the end of a section of work.
- (pp.30-31)

Linking your work on the case study to the National Literacy Strategy

The following quote comes from *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People* (Department of Education and Skills, 2011, p.8)

Traditionally we have thought about **literacy** as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. **Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.** Throughout this document, when we refer to “literacy” we mean this broader understanding of the skill, including speaking and listening, as well as communication using not only traditional writing and print but also digital media.

The student activities set down in this resource are designed to improve students’ “capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.”

As the literacy strategy makes clear, a key element in developing literacy is promoting students’ listening, talking, reading and writing skills, as well as their ability to critically assess visual images and other broadcast material. Some of the ways in which material from this booklet can be used to achieve this objective are as follows:

- The worksheet on the film clip encourages students to watch and listen carefully, and it includes questions designed to develop their ability to think critically.
- The questions/points for discussion that follow the sources are intended to form the basis for purposeful discussion among students and educative interaction between teacher and students. As well as promoting literacy, the teaching and learning conversation which this type of interaction underlies is a key component of all strategies for promoting assessment for learning in the classroom.
- The enquiry approach exemplified in this resource is designed to keep the learning outcomes constantly in the forefront of students’ minds. This is important in all strategies to improve literacy and is a key component of strategies for assessment for learning.
- The critical skills exercise is a type of card sorting exercise which helps to develop students listening skills and oral skills, as well as their ability to think critically.
- The importance of consolidating learning through carefully-designed written tasks is fundamental to student learning. The enquiry approach exemplified here concludes with an activity for students: “Your conclusions on the enquiry”. Also, some of the “Questions and points for discussion” set down for each step of the enquiry can be used as the basis for written tasks as deemed appropriate by the teacher.

Linking your work on the case study to the National Numeracy Strategy

The following quote comes from *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People* (Department of Education and Skills, 2011, p.8)

Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. **Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings.** To have this ability, a young person needs to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems.

Some of the resources provided and the activities set down in this booklet may be used to enable young people “to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems.”

For example:

- Questions on the frequency and duration of Nuremberg Rallies can help students “to think and communicate quantitatively”.
- Questions on the numbers in attendance at rallies, whether these varied from year to year and what significance these variations may have can help students “to make sense of data”.
- Questions on the photographic images and the online film clips can help students “to have a spatial awareness” in respect of the scale of the Nuremberg Rallies and the grounds in which these were held.
- Questions on recurring themes at the rallies and the manner in which different qualities received emphasis at individual rallies can help students “to understand patterns and sequences”.
- Hamilton T. Burden refers to the Nazis’ “ominous genius for organization”. (See Secondary Source 1, p. 22.) Questions on data such as that in Secondary Source 1 and Source 1 (p. 23) can help students “to recognise situations where mathematical reasoning can be applied to solve problems” e.g. the problem of how a totalitarian dictatorship exercises control over its citizens.

The Nuremberg Rallies: a contextual overview of the case study

Although there were earlier rallies of the Nazi Party in Nuremberg (in 1923, 1926, 1927 and 1929), it is the rallies held in the city between 1933 and 1938 after Hitler came to power that showed Germans and the world how huge gatherings with tremendous spectacle and displays of strength could be used to shape the views and feelings of many millions of German people

In choosing Nuremberg as the venue for Nazi Party rallies, Hitler and his associates wanted to emphasise the continuity of German history. Nuremberg had been a major medieval town, at the junction of a number of significant trade routes. It was also the birthplace of the great Renaissance artist Albrecht Dürer, and the centre of a strong tradition of popular poetry and song known as *Meistersänger* (mastersingers). Thus, to Hitler and other Nazi leaders Nuremberg seemed to provide a suitable backdrop and arena for their displays of power and the broadcasting of the messages that their propagandists designed to win support for their policies.

Of the earlier rallies, the 1929 rally (2nd-5th August) was the first truly spectacular one. All major buildings in Nuremberg were used for meetings and the major open spaces were used for large-scale dramatic spectacles. On the second day, bands played ear-piercing overtures from Hitler's favourite composer, Wagner; athletes paraded with burning torches, human swastikas were formed; Hitler made a speech lasting two hours, followed by a dazzling display of fireworks. However, the rallies that followed Hitler's coming to power were even more spectacular.

The 1933 rally, held from 31st August to 3rd September, was called the Congress of Victory. To accommodate half a million Nazis, public buildings, factories and churches were taken over, and huge tent cities were set up complete with kitchens and outdoor toilets. A big grandstand was built overnight to accommodate 60,000 people to listen to Hitler speak. On the morning of 1st September, new party flags were consecrated. This ceremony involved Hitler touching each flag in turn with one hand while his other hand held the *Blutfahne*. ('Blood banner'. See glossary.) The rally ended with speeches, notably Hitler's fiery address, following days of parades and fireworks.

The 1934 rally was the first to last a full week (3rd-10th September) and it was filmed by Leni Riefenstahl. The resulting film, *The Triumph of the Will*, lasted three hours but a shorter version was produced for greater impact in German cinemas and elsewhere. From the opening shots of Hitler descending from the clouds in his plane to the torchlight processions and rhythmic goose-stepping, the images were designed to be dramatic and awe-inspiring.

At the 1935 rally, held in mid-September, Hitler introduced the anti-Jewish Nuremberg Laws. For the first time, some of the fruits of Germany's rearmament programme were put on display, including new tanks, armoured cars and aircraft. The emphasis on growing military power was repeated at the 1936 rally. One of Nuremberg's open spaces, the *Zeppelinwiese*, was enlarged to accommodate 250,000 party members and 70,000 spectators. At the 1937 rally, Hitler told his listeners that the Third Reich would last 1,000 years.

The final rally, in 1938, ran from 5th to 12th September and was the biggest ever. The theme was 'Greater Germany' and each day was devoted to a separate topic: Welcome, Congress of Labour, Fellowship, Politics, Youth, Storm Troopers and Armed Forces. The experience of the previous rallies was drawn on to ensure the effectiveness of the parades, banners, speeches, torchlight processions and fireworks. Attended by over one million people, the events were recorded by hundreds of reporters from all over the world. However, this was the final Nuremberg spectacle: a year later, Germany was at war.

Glossary of important terms: develop your historical literacy skills

Aryan	<p>The term has its origins in the rise of nationalism in Germany in the nineteenth century. Many nationalists of the time assumed the white race was superior to the non-white races and some believed that, within the white race, certain groups were superior to others. The myth of Aryan superiority developed from this belief. The term was borrowed from the work of Friedrich Max Müller (1823-1900), a German philologist, who used it to describe the Indo-European group of languages. Racialists used the term to describe 'true' Germans as a supposedly superior race whose 'nobility' of blood must not be tainted by marriage with 'inferior races'. Hitler made this racial doctrine the cultural core of his Third Reich. Its consequences can be seen in the Nuremberg Laws of 1935 and the other measures undertaken to persecute German Jews.</p>
Blutfahne	<p>The name means 'blood banner'. This was a special Nazi, blood-soaked flag used at ceremonies where new Nazi flags were being 'consecrated'. It was claimed that the flag had been drenched in the blood of the Nazi 'martyrs' killed during the unsuccessful Munich Putsch of 1923. At the Nuremberg Rallies each year, Hitler 'consecrated' new flags by touching each flag with one hand whilst his other hand grasped the cloth of the Blutfahne.</p>
Führerprinzip	<p>This means 'leadership principle'. The concept, outlined by Hitler in Mein Kampf meant that the new Germany must be an authoritarian state with power emanating from the leader at the top. As early as 1921, Hitler insisted that the Führerprinzip should be the law of the Nazi Party. He denounced democracy as weak and made it clear that the Third Reich he planned would be a dictatorship.</p>
Gauleiter	<p>The word means 'district leader'. These were the highest-ranking Nazi officials below the top Reich leadership. A Gauleiter was responsible for all political and economic activities in his district. In some areas, the Gauleiter took on police duties. Most were appointed directly by Hitler (e.g. Goebbels, who was Gauleiter for Berlin-Brandenburg). All were required to swear unconditional allegiance to him.</p>

Gleichschaltung

The word means 'coordination'. The policy involved the complete coordination of all political and other activities by the Nazi regime. To strengthen his dictatorship, Hitler planned to bring every element of German life under Nazi control. For example, trade unions were now consolidated into one body with the militaristic name, German Labour Front.

Lebensraum

The word means 'living space'. It was a slogan popular before World War I and associated with the belief that Germany was overpopulated in relation to its available arable land and needed territorial expansion. Before 1914 the term was used to justify colonial expansion. After 1919 it was used to express a demand for the return of territory taken from Germany in the Treaty of Versailles. Hitler used the term to justify expansion into neighbouring territories, especially to the east where the 'Ukrainian breadbasket' offered the prospect of greatly improved supplies of food.

Swastika

Also known as the *Hakenkreuz* (hooked cross), this was the most important symbol of the Nazi Party and its use was popularized by Goebbels' propaganda machine. The symbol is one of the oldest and most popular of all ornamental forms. It was used on ceramics in Iran in the fourth millennium B.C. and later in Troy, Greece, India, Tibet and Japan. Sometimes it was used as a religious symbol; at other times it was used to denote the movement of the sun. In Germany, it was used as early as 1910 as a symbol of the allegedly superior 'Aryan race'.

Third Reich

The term 'Reich' means empire. This was the official Nazi term for the regime in power in Germany from January 1933 to May 1945. Hitler saw his government as a logical extension of two previous German empires. The First Reich was the Holy Roman Empire, which began with the coronation in Rome in A.D. 962 of Otto the Great and was abolished by the French emperor, Napoleon, in 1806. The Second Reich was the empire established by Otto von Bismarck in 1871 which lasted until 1918. Hitler regarded his Third Reich as the greatest of all German empires and predicted that it would last 1,000 years.

WHAT IS 'PROPAGANDA'?

Note: The notes that follow are adapted from the book, *State of Deception: The Power of Nazi Propaganda*, by Steven Luckert and Susan Bachrach, published by the United States Holocaust Museum in 2009.

The original meaning of the Latin word *propaganda* was the biological reproduction of flora and fauna. During the Reformation, as the Catholic Church attempted to restrict the rise of Protestantism and clarify Catholic doctrine, the Papacy established the Office of *Propaganda Fide* (Propaganda of the Faith) to try to achieve these objectives. Increasingly, as time went on, the term 'propaganda' was used in a political context to describe the actions and statements of opposing governments or political groups as they sought to influence – and, sometimes, control – public opinion.

In his book, *Nazi Propaganda and the Second World War* (Palgrave Macmillan, 2005, p.1), Aristotle A. Kallis characterises propaganda as a form of mass communication and persuasion developed in modern societies: "a systematic process of information management geared to promoting a particular goal and to guaranteeing a popular response as desired by the propagandist."

Twentieth century historians and their twenty-first century successors generally use the term 'propaganda' to describe the dissemination of information (whether true, partly true, or totally false) that aims to shape public opinion and behaviour. Propaganda simplifies complex issues for mass consumption in a biased way and is generally geared towards achieving a particular end. Those engaged in propaganda (known as 'propagandists') transmit only information that strengthens their case and they deliberately conceal or suppress contrary information. Propagandists generally use slogans and symbols to reinforce the simple messages and the sense of identification that they wish their audiences to take on board.

It is important to emphasise that propaganda is not always successful. Its effectiveness depends on many factors including how receptive the audience is to the messages it is hearing and seeing, and the wider social context in which the propaganda is being transmitted. As German employment increased and the economy appeared to recover, many Germans were receptive to the messages of Nazi propagandists, and this receptiveness increased as Germany's international profile appeared to improve. However, in World War II, as Germany's losses mounted, the impact of Nazi propaganda declined. While propaganda may have helped to prolong German resistance to the Allies, it could not bring Germany victory.

Biographical notes

Paul Joseph Goebbels (1897-1945)

Key personality



http://en.wikipedia.org/wiki/Joseph_Goebbels, accessed 18--2015

High-ranking Nazi politician, close friend of Hitler and propaganda expert of the Third Reich.

Born in Rheydt in the Rhineland, the son of a manual worker in a strict Catholic family, Goebbels was rejected for army service in World War I because of a crippled foot and a permanent limp. Between 1917 and 1921, with help from the Catholic Albertus Magnus Society, he studied at a number of German universities (Freiburg, Bonn, Würzburg, Cologne, Munich and Heidelberg), his principal interests being German language, literature, history and philosophy.

Throughout his life Goebbels suffered from what he regarded as the stigma of being unable to serve his country in a time of war. Despite his intelligence and skill in swaying crowds through the power of his speech, he constantly suspected others of mocking him for his infirmity behind his back. The obvious contrast between the Aryan ideal of tall, healthy, blue-eyed German manhood and his own slight stature and physical infirmity was another likely source of insecurity. All of this fuelled his determination to be associated with the restoration of German pride and power.

Goebbels joined the Nazi Party in 1922. In 1924, he moved to the Ruhr district and began a career in journalism as editor of *People's Freedom* in Elberfeld. In 1925, he was appointed business manager of the Rhineland-North district of the Nazi Party. From 1926 Goebbels became an increasingly vocal supporter of Hitler's ideas and actions. In 1926, he was appointed *Gauleiter* (see Glossary) of the party in Berlin-Brandenburg. In the capital city the young Rhinelander began to display his talent for agitation and propaganda.

From 1927 to 1933 Goebbels edited his own weekly newspaper, *Der Angriff* (*The Assault*), devoted to spreading the ideas of National Socialism. In public speaking, with his deep, booming voice, he showed himself to be almost the equal of Hitler. In 1928, he

was elected to the Reichstag as a representative for Berlin. When Horst Wessel, a young Nazi, was killed in a brawl in Berlin in 1930, Goebbels made him a political martyr and promoted a song written by Wessel as the official party (and, later, national) anthem.

Hitler was so impressed with Goebbels' work in Berlin that he appointed him as Reich propaganda leader of the Nazi Party in 1929. In this role, Goebbels contributed more than any other individual to Hitler's rise to power. In 1932 he organised Hitler's two campaigns for the Presidency and revitalised the party campaign for seats in the Reichstag, doubling its percentage of the votes cast. After Hitler became Chancellor in January 1933, on 13th March he appointed Goebbels Reich Minister for Public Enlightenment and Propaganda with orders to use the full resources of the state for Nazi Gleichschaltung (see Glossary).

Goebbels brought every element of national life – newspapers, radio, film, theatre and sport – under Nazi control, becoming, in effect, the dictator of the cultural life of the nation. To satisfy Hitler, Jews were continually denigrated and denounced. Goebbels became one of Hitler's closest advisors, alongside Heinrich Himmler and Martin Bormann.

When World War II began, Goebbels was given responsibility for maintaining morale behind the lines, a task that became increasingly difficult as the tide of war changed in favour of the allies. In 1944, Hitler made him General Plenipotentiary for the Mobilisation of Total War, giving him control over all manpower and resources, but it was too late to turn around Germany's fortunes. As other Nazi leaders abandoned Hitler in face of the Allied onslaught, Goebbels stayed loyal and was rewarded when, in Hitler's testament, he was appointed the Führer's successor as Reich Chancellor. Immediately after Hitler's suicide, Goebbels and Bormann made a last-ditch attempt to negotiate with the Russians. When this proved impossible, Goebbels decided to commit suicide. His wife, Magda, poisoned their six children and killed herself. Goebbels then took his own life.

Adolf Hitler (1889-1945)

Key personality



http://en.wikipedia.org/wiki/Adolf_Hitler, accessed 18-2-2015

Austrian-born politician who became German Chancellor and Führer (leader) of the Third Reich from 1933 until his death in 1945.

Hitler was born in the border village of Braunau on the river Inn on 20th April, 1889, the son of an Austrian customs official who was hot-tempered and a strict disciplinarian. He had little interest in school but developed an ambition to become a painter. The only teacher he admired was a Dr. Leopold Poetsch, a fervent pan-nationalist who taught the young Hitler to despise the Hapsburg rulers of Austria-Hungary and support the cause of German nationalism.

In October 1907, when he was eighteen, Hitler moved to Vienna. On failing the admission examination for entry to the Vienna Academy of Fine Arts, he was bitterly disappointed and, for the next five years, earned what little he could from selling sketches and doing odd jobs. Forced to depend on charity at times, he became more deeply embittered, seeing democracy as a force for weakness and identifying Jews and Marxists as the greatest threats to his dream of a great and glorious Germany. In 1913, Hitler moved to Munich but saw no improvement in his fortunes.

When World War I broke out in 1914, Hitler joined the German army (16th Bavarian Infantry) and was sent to the front after a few weeks of training. He was wounded twice, incurring a leg wound in 1916 and, more seriously, in 1918, just four weeks before the end of the war, he was badly gassed and spent three months in hospital near Berlin. He won two awards, the Iron Cross (Second Class) in 1914 and the Iron Cross (First Class) in August 1918. The latter medal – rarely given to a common soldier – was for the capture of an enemy officer and fifteen men.

After the war, angered by the humiliation of Germany's defeat and surrender, Hitler returned to Munich and decided to become involved in politics in order to oppose more effectively the Treaty of Versailles and the new German democracy of the Weimar

Republic. Working initially for some disaffected army officers as a spy on political parties, Hitler discovered a small nationalistic group, the German Workers' Party, whose few definite ideas coincided with his own. Within two years, Hitler became leader and changed the party's name to the National Socialist German Workers' Party, generally referred to as the NSDAP or Nazi Party. In his party programme of Twenty-Five Points, announced in February 1920, Hitler included ideas he had picked up during his time in Vienna: anti-Semitism, extreme nationalism, the concept of Aryan racial supremacy, and the Führerprinzip or leadership principle. (See Glossary). He introduced the swastika as the party symbol and the greeting, "Heil!" As a trained militia to guard his meetings, he organised the Sturmabteilung (SA), the brown-shirted Stormtroopers, under the command of his friend, Captain Ernst Röhm. A second unit, the Schutzstaffel (SS) was a black-shirted, highly disciplined personal bodyguard for Hitler himself, who pledged to fight to the death for him.

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On his release from prison in December 1924, Hitler set about rebuilding the Nazi Party with the help of two close followers, Joseph Goebbels and Hermann Göring, a World War I flying ace.

Hitler received increasing support from industrialists who saw him as their best protection against troublesome unions and the threat of communism. However, in the 1928 Reichstag elections the Nazis won only 12 seats to the Communists' 54. It was the economic depression beginning in 1929 that transformed the party's fortunes. Hitler co-operated with the Nationalist Alfred Hugenberg in attacking government policies. In the 1930 elections, the Nazis won more than 6 million votes and 107 delegates were elected to the Reichstag, making the Nazis the second largest party.

In 1932, Hitler decided to test his party's strength by running for the Presidency against the elderly incumbent, Paul von Hindenburg. In the presidential election of March, Hitler won over 30% of the vote, depriving Hindenburg of an absolute majority. In the run-off election of 10th April Hindenburg won, with Hitler finishing in second place. In the elections of July 1932 the Nazis won 230 seats in the Reichstag and became the largest political party. Further elections in November saw the number of Nazi deputies drop to 196. Street fighting between Nazis and communists became more common. The political situation became increasingly unstable as chancellor succeeded chancellor in quick succession.

Chancellor Heinrich Brüning felt compelled to rule by decree, setting a precedent that Hitler was to use to his advantage later. Brüning was dismissed by Hindenburg in May

1932. Brüning was succeeded by Franz von Papen and then by General Kurt von Schleicher who favoured a military dictatorship. In January 1933, Hitler and Papen agreed to work together for a government in which Hitler would be Chancellor and Papen's associates would hold important ministries.

President von Hindenburg was persuaded that there was no alternative if Germany was to be saved from the threat of communism. On 30th January, he appointed Hitler as Chancellor.

Once in power, Hitler moved to create an absolute dictatorship. He received permission from Hindenburg to call fresh elections as a majority could not be obtained in the Reichstag. Before the elections were held in March, the Reichstag fire of 27th February gave him the opportunity to consolidate his power and set the ground for a totalitarian system of government. A Dutch communist, Marinus van der Lubbe, was convicted of starting the fire but some observers believed that the Nazis themselves were responsible. Hitler made frequent accusations of a 'red terror' that was threatening Germany and that required strong government to defeat it. Following success in the March elections, with the Nazis increasing their number of Reichstag seats from 196 to 288, Hitler introduced an Enabling Act on 24th March which removed power from the Reichstag and transferred it to the Reich Cabinet. Within a few months all other political parties were banned, trade unions were dissolved and Nazi governors were given control of the various German states.

Internal dissent was dealt with ruthlessly. The SA leader Röhm and his supporters wanted a 'continuing revolution', including a greater role in the army, a move that army leaders opposed. With the support of party and army leaders, and the SS under the leadership of Heinrich Himmler, Hitler had Röhm and other SA leaders murdered on 30th June, 1934, in what became known as the 'Blood Purge' or 'Night of the Long Knives'. In August, following the death of Hindenburg, the positions of Chancellor and President were united in the person of Hitler who now became known as 'Der Führer' (the Leader). Under his propaganda minister, Goebbels, a cult of Führer worship was encouraged and '*Heil Hitler!*' became an obligatory form of greeting.

From this point on, Hitler's main focus was on foreign affairs. On the domestic front, he made clear to his leading officials – including Göring, Goebbels and Himmler – what his broad lines of policy were and allowed each to exercise arbitrary power within his own area of responsibility. Hitler watched them carefully, making sure that no one agency became strong enough to challenge his own authority. He encouraged Himmler to develop a concentration camp system to deal with domestic enemies. Through the 1935 Nuremberg Laws on citizenship and race, he deprived German Jews of their citizenship rights. The mass rallies held annually at Nuremberg, worked on the emotions of his followers and helped to prepare them for the aggressive foreign policies that lay ahead.

Hitler's decision to withdraw Germany from the League of Nations in October 1933 set the scene for what was to follow. In 1935, he announced an increase in the size of the army in contravention of the Treaty of Versailles. In 1936 he sent his troops into the demilitarised Rhineland. In the same year, when civil war broke out in Spain, Hitler sent aid to the Nationalist forces under General Franco. In 1938 he achieved *Anschluss*, uniting Austria and Germany politically. In the same year, the Munich Agreement saw Hitler granted substantial territory by Czechoslovakia. When Hitler moved against the remainder of

Czechoslovakia in March 1939 and made claims on the Polish Corridor and Danzig, Britain and France took steps to guarantee Polish independence. However, the Nazi-Soviet Pact of August 1939 caused shock waves worldwide and its secret clauses made the partition of Poland inevitable. When German forces invaded Poland on 1st September, Britain and France went to war with Germany.

Hitler's early successes in the war gave the German Reich unprecedented power over large swathes of European territory. However, following the decisive Battle of Stalingrad, November 1942-February 1943, Hitler's fortunes went into decline, his health suffered and doubts about his leadership grew. As the Allied troops closed in on his Berlin 'bunker' – an underground refuge below the Chancellery garden – Hitler married his mistress, Eva Braun, on 29th April. On the following day he committed suicide by shooting himself while Eva Braun took poison to end her life. In accordance with his instructions, both bodies were thrown into a trough in the Chancellery garden, doused with petrol and burned.

Leni Riefenstahl (1902-2003)

Key personality



http://commons.wikimedia.org/wiki/File:Leni-Riefenstahl_-_Profile.jpg, accessed 09- 2023

Film-maker, actress and Nazi propagandist.

Born in Berlin, Riefenstahl began her career as a dancer, studying at the Berlin School of Crafts and performing with the Russian Ballet. She gradually moved into film making, appearing in front of and behind the camera (as actress and director). In 1931, she founded her own film company and, in the same year, wrote, produced, directed and played the leading role in *The Blue Light* which was awarded a gold medal at the Venice Film Biennale in 1932.

In 1933, Hitler appointed Riefenstahl as producer and director of films for the Nazi Party. The following year she made the film *The Triumph of the Will* which celebrated Hitler's leadership of the German people as displayed at the 1934 Nuremberg Rally. On its release in 1936, the film received a National State Prize, a gold medal at the Venice Film Festival and a Grand Prix at the Paris Film Festival. In a book published in 1935, *Behind the Scenes of the Reich Party Congress*, Riefenstahl described how the arrangements for the 1934 rally took into account her requirements for the shooting of the film.

In April 1938, Riefenstahl's film *Olympia* was released. The film presented the 1936 Olympics in Berlin and received widespread acclaim both in Germany and abroad. Hitler

said, “She has given the film of our time its mission and destination. It is a unique and incomparable glorification of the strength and beauty of our party.” The film – released in two parts – won first prize at the Venice Biennale and earned Riefenstahl an award from the International Olympic Committee in 1948.

In interviews after the fall of the Third Reich, Riefenstahl argued that she had no interest in politics and did not understand Hitler’s real intentions. She was never a member of the Nazi Party but, after an extensive process of ‘de-Nazification’, she was adjudged a ‘Nazi sympathiser’ in 1949. In her later career, she switched from film-making to photography – including underwater photography – but her association with Hitler and the Nazis continued to dog her. The late Irish film historian, Liam O’Leary, said of her: “Artistically she is a genius and politically she is a nitwit.”

(Source: http://www.historylearningsite.co.uk/leni_riefenstahl.htm)

Albert Speer (1905-1981)



http://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_146II-277,_Albert_Speer.jpg, accessed 09- 2023

Hitler’s personal architect and city planner.

Born in Mannheim, Speer studied architecture and became an assistant at the Berlin Technical College. In 1931, he joined the Nazi Party and, in 1932, he became a member of the SS. He was commissioned to carry out a number of architectural jobs by local party leaders in Berlin and, in 1933, was entrusted with the technical arrangements for a large party rally at Templehof Field in Berlin on 1st May. His skill in the use of rapidly-raised flagpoles and unusual lighting effects gave the Nazi mass rallies the style that became particularly associated with the Nuremberg events. In 1934, he was commissioned to design the party rally grounds at Nuremberg.

These successes brought Speer to the attention of Hitler, who saw in him a means of bringing to fruition his own dreams of an architecture that would exhibit the power of the German Reich. Numerous appointments followed: Hitler made Speer a section leader of the German Labour Front and appointed him to the Deputy Führer’s staff. In 1937, Speer became General Architectural Inspector of the Reich and was told to “turn Berlin into a real and true capital of the German Reich.” His work impressed Hitler so much that he was conferred with the party’s Golden Badge of Honour in 1938.

During World War II Speer’s role widened and, in 1942, he was given the important role of Minister of Armaments and War Production, a role in which he enjoyed great success

achieving targets that others had considered impossible. Towards the end of the war he had doubts about Hitler's leadership, and, in the final weeks, opposed Hitler's orders to leave mayhem and destruction behind them. He was the only defendant at the Nuremberg trials to admit his guilt, claiming however, that his work was "technological and economic" not political. In October 1946, he was sentenced to twenty years' imprisonment in Spandau Prison in Berlin from which he was released in 1966. Published in 1970, his book *Inside the Third Reich* became a worldwide bestseller.

Julius Streicher (1885-1946)



http://it.wikipedia.org/wiki/Julius_Streicher

Nazi politician, widely known for his extreme anti-Semitism and baiting of Jews.

Born in the village of Fleinhausen, Upper Bavaria, Streicher became a teacher in a school in Nuremberg in 1909. He served with a Bavarian regiment in World War I, after which he returned to Nuremberg and became involved in right-wing politics. In 1919, he founded a party based solely on anti-Semitism, but two years later he joined the fledgling Nazi Party bringing the rest of his party members with him.

In 1923 Streicher founded a newspaper, *Der Stürmer*, which was to gain a reputation as Germany's most violently anti-Semitic journal. In 1925 he was named *Gauleiter* (district leader) of the Nazi Party for Franconia, with headquarters in Nuremberg. He was elected to the Bavarian *Landtag* (parliament) in 1929 as a Nazi representative for Franconia. Streicher became a rabble-rouser for the party, continually inciting violence against Jews in speeches and articles. He was elected to the Reichstag in 1933 as a Nazi delegate from Thuringia. In the same year he was given the title of leader of the Central Committee for Counteracting Jewish Atrocity Tales and Boycotts. He was appointed *SS-Gruppenführer* (lieutenant-general) in 1934.

Streicher was a strong advocate of the 1935 Nuremberg Laws on citizenship and race which were directed against the Jews. On 10th November, 1938, he spoke publicly in favour of the nationwide pogrom then taking place. On 10th August, 1939, he urged the demolition of the synagogue in Nuremberg. During World War II, he called for the extermination of the Jews in the occupied eastern territories.

Streicher's personal behaviour antagonised more moderate supporters of Hitler. His brutality, his use of pornography in *Der Stürmer*, his corrupt dealings and his scorn for all who opposed him eventually prompted Hitler to impose a speaking ban on him. In 1940, Göring appointed a commission to examine Streicher's personal life and business transactions. The result was his dismissal from party posts, although this did little to curb

his activities. At the Nuremberg Trials, he was indicted for writing and publishing his 'propaganda of death' and he was hanged at Nuremberg on 16th October, 1946.

The Nuremberg Rallies: contextual timeline of important developments

1923	January	First (and smallest) major Nazi Party rally held in Munich. Approximately 20,000 attended. Consecration of flags took place: this was a feature of all subsequent rallies.
	August	At the suggestion of Julius Streicher, Nuremberg was used for this second rally of 1923. Included a two-hour parade of 80,000 Nazis.
1926	July	Due to restrictions on Hitler speaking in most cities, including Nuremberg, rally held in Weimar. This rally marked the rise to prominence of Goebbels, who made a speech filled with praise for Hitler.
1927	August	Three-day rally held in Nuremberg. Highlight was a torchlight procession through the narrow streets.
1929	August	First truly spectacular rally held in Nuremberg. All major buildings used for meetings. Open spaces used for dramatic spectacles, including formation of human swastikas and fireworks displays.
1933	August-Sept.	Rally called 'Congress of Victory, celebrating Hitler's coming to power. Huge logistical challenge to accommodate half a million Nazis: huge tent cities constructed. Huge grandstand was built overnight on one of the open spaces, Luitpoldhain, for 60,000 people to hear Hitler speak.
1934	September	First rally to last full week. Speer had re-designed the rally grounds. Leni Riefenstahl, invited by Hitler to the film rally, produced <i>The Triumph of the Will</i> (released in 1936). Shots included Hitler coming to earth in a plane; panoramic shots of 300,000 spectators; unfurling of 21,000 flags; rhythmic 'goose-stepping'; torchlight processions.

1935	September	Hitler presented the Nuremberg Laws removing citizenship rights of German Jews. He also displayed the results of German rearmament, including new tanks, armoured cars and aircraft.
1936	September	Strong military motif, as in 1935, though in his speeches Hitler claimed that Germany wanted peace. Strong criticism of Soviet Union and 'Bolshevism'. Hitler contrasted Germany's shortage of land with Soviet Russia's great wealth of territory
1937	September	Diplomatic representatives of most Western countries attended
1938	September	Final and greatest rally. Theme: Greater Germany. All accumulated experience of previous rallies used in parades, banners, speeches, torchlight processions and fireworks. More than one million people involved. Final day of rally dedicated to Germany's armed forces.
1939	September	Planned rally abandoned on 26 th August, on eve of conflict with Poland.

The Nuremberg Rallies: a possible line of enquiry

If students are to understand the themes of the case study, and the carefully-planned propaganda techniques that underlay the propagation of Hitler's key messages, they will need to explore the purposes for which key rallies were held and the messages they sought to disseminate; the careful planning and the propaganda techniques employed by Hitler and his acolytes; and the impact these messages and techniques had at the time. An enquiry question such as the following may be helpful in this regard:

A great deal of planning and preparation was put into the organisation of the Nuremberg Rallies, especially after Hitler came to power in 1933. Why was this?

One way of approaching this enquiry is to focus first on the organisation of the rallies, at the planning and preparation involved, the logistical challenges and the management and scale of the resources involved. The next stage of the enquiry would then focus on the 'why' question: why did Hitler commit such resources to these party gatherings? This stage of the enquiry would focus on the key propaganda messages and techniques that underlay the rallies.

While the focus is likely to be on the rallies following Hitler's accession to power, it may be worthwhile looking briefly at the 1929 rally for purposes of comparison and contrast.

Stage 1: What did the planning and preparation of a Nuremberg Rally involve?

Stage 2: Why were the Nuremberg Rallies so carefully planned?

(Suggested sub-questions to be introduced as enquiry progresses: What were the key messages Hitler wanted to convey? What were the propaganda techniques employed to convey these messages?)

What are the potential benefits of using these questions to focus on the subject matter of the case study?

In the pages that follow, for both stages of the enquiry a list of 'factors identified in commentaries' is followed by a selection of linked primary source extracts and some secondary source extracts.

While most sources have undergone some degree of editing, teachers may decide to engage in further editing of some documents to facilitate use with their own classes.

A possible 'hook'

One could begin with a YouTube film clip relating to the march and use this as a 'launching' point for the enquiry. A suitable clip is available at <http://www.britishpathe.com/video/nazi-congress>

ALTERNATIVE FILM CLIP TRANSCRIPT AND WORKSHEET

Transcript of YouTube film clip

History hangs in the balance at Nuremberg – and while the ranks of disciplined Nazis swing across the broad stadium, the man who holds the destiny of the German people in his hands still ponders his course. Nazism celebrates its triumphs and parades its amazing organisation. Under the eye of Sir Neville Henderson, British Ambassador, the legions of uniformed labour pass line upon line carrying their shovels.

Each man in this orderly multitude waits upon the Führer's word – but vast as it is, this huge assembly is only a fragment of his audience, not Germany alone but the whole world waits upon words and signs which will spell peace.

At Nuremberg, history hangs in the balance.

Notes:

1. The presence of Sir Neville Henderson and the reference to “the legions of uniformed labour” identify this as the 1937 rally where the theme was ‘Labour’.
2. Movietone is a newsreel company that operated in the USA from 1928 to 1963 and in Britain from 1929 to 1979. Newsreel companies produced short news reports for display in cinemas worldwide.

WORKSHEET

Questions/points of discussion on the film clip/visual images

1. What are the first words to appear on screen? To what do they refer?
2. What impressions of Hitler does the film clip convey?
3. What Nazi symbol is seen several times in the film clip? How many different uses of the symbol can you identify?
4. How does the camera convey the size of the attendance at the rally?
5. How does the camera convey the discipline of those taking part in the rally?
6. With what form of words do participants greet Hitler?

Questions/points for discussion on the narration/transcript

1. The year is 1937. What do you think is meant by, “History hangs in the balance at Nuremberg”?
2. Comment on the use of the term, “disciplined Nazis”.
3. Why do you think Hitler is described as “the man who holds the destiny of the German people in his hands”?
4. What do you think is meant when we read that Hitler, “still ponders his course”?
5. “Nazism celebrates its triumphs”. What triumphs do you think the transcript has in mind?
6. What is the world waiting for according to the transcript? Explain what it means.

Enquiry, Stage 1

What did the planning and preparation of a Nuremberg Rally involve?

Among the factors identified in commentaries are:

- Control and manipulation of transport systems to ensure that Nazi members and leaders were moved quickly and efficiently to Nuremberg and back home again.
- Careful selection of participants who excelled in marching, singing and other required areas of activity.
- Construction of tent 'cities' to accommodate the vast numbers for whom normal lodgings could not be provided.
- Sound amplification to ensure that speeches could be clearly heard.
- The careful choreography of the march past Hitler of up to hundreds of thousands of party members.

Relevant sources

Secondary Source 1

The National Socialists understood the cohesive power of organization and became masters at its use. The National Socialist state had penetrated German society with a bureaucracy so highly organized that it had divided and subdivided the nation down to the smallest street block.

This ominous genius for organization found its most striking application in the preparations for and the conduct of the party rallies in Nuremberg. The rallies were planned by an organization committee headed by Dr. Ley. Each committee member had a clearly defined area of responsibility and was expected to plan his limited organizational detail to perfection.

The preparations were the same each year, but the process became more and more streamlined and the realization of each rally's blueprint increasingly efficient.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, pp.113- 114, p.138,

Note: Robert Ley was a chemist by profession and an early member of the Nazi Party, noted for his loyalty to Hitler. From 1933, he was the leader of the German Labour Front.

Questions and points for discussion

1. Reading the first paragraph carefully, discuss what the writer means by "the cohesive power of organization".
2. What insights into the planning of the Nuremberg Rallies do we get from the second paragraph?
3. Explain the point made by the writer in the third paragraph.

Source 1

The following is an eye-witness description of some of the transport arrangements for travelling to Nuremberg.

During the last two weeks before the departure, every participant received several special slips with all necessary information about the trip, the arrival and the quarters. There was a green slip on which were printed the province, the participant's unit (e.g. Hitler Youth Choir), his town and his number – every participant was given a number. There was a yellow slip on which were printed the participant's name, home town, the number of the truck on which he would travel, his place of departure, time of departure, and the number of his seat on the truck. There was a red slip on which were his name, number section of the tent camp in Nuremberg, number of the tent in which he was to sleep. There were, furthermore, all kinds of coupons for meals, refreshments, special excursions etc. The flat fee for myself for the trip, tent bed, meals was twenty-five marks ...

The speed with which the actual departure was possible is remarkable, considering the great number of participants and trucks. However, the moment of departure was so well organized through the slips, numbered seats etc. that the departure took place without the slightest delay.

Cited in Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, pp.1115-1116.

Questions and points for discussion

1. To what extent does Source 1 support the points made about the 'power of organization' in Secondary Source 1?
2. See if you can identify the main purpose of the different coloured slips of paper (green, yellow, red) given to each participant, as described in the first paragraph.
3. Explain what the eye-witness meant by the following statement: "The speed with which the actual departure was possible is remarkable ...".

Source 2

The following report describes curbs on air traffic at the 1938 rally.

Police aeroplanes will be on guard to-morrow at Nuremberg, where the annual Nazi Party rally, bringing 800,000 visitors to this medieval town, opens to-morrow.

The aviators have orders to give warning by signal shots to any unauthorized aircraft that approaches the town. Only machines carrying high Nazi leaders will be permitted. Aeroplanes which break this regulation will be ordered to land on the Nuremberg aerodrome. Should they disregard the warning, the air police will use firearms.

The Irish Times, 5th September, 1938

© The Irish Times

Questions and points for discussion

1. How many visitors were expected to attend the 1938 rally?
2. What were the only aircraft allowed to approach the city of Nuremberg?
3. What action were the air police allowed to take if unauthorized aircraft approached Nuremberg?

Secondary Source 2

The much-admired discipline, show marching, and precise choreography of the vast masses at the rallies were by no means spontaneous manifestations of a national spirit. They were the result of long, grueling displays that were conducted the year round in the local chapters of the NSDAP. Participants were selected many months in advance. Men and boys were selected in towns and villages all over the country because they excelled in marching or as members of their local brass bands or music groups. Girls were selected because they were the best singers in their choirs or performed outstandingly in their athletic groups. Thus, from all the party's factions and activities, the outstanding members were chosen to represent their local organization at the rallies.

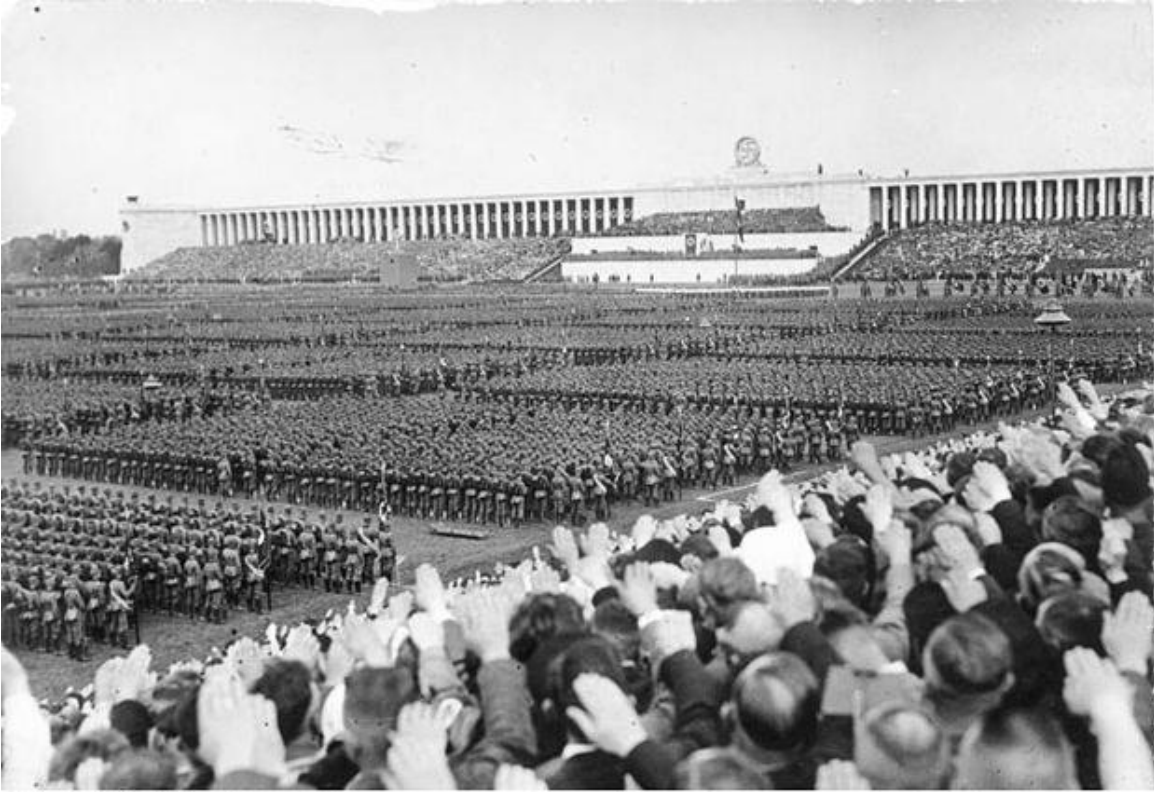
Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, p.115

Questions and points to consider

1. What features of the rallies were much-admired, according to the writer?
2. The writer explains how these features of the rallies were achieved by the Nazi Party (NSDAP): in your own words, what are the main points he makes?



http://en.wikipedia.org/wiki/Nuremberg_Rally, accessed 16-2-2015



The arena at Nuremberg designed by Albert Speer
http://it.wikipedia.org/wiki/Raduno_di_Norimberga, accessed 16-2-2015

Source 3

The following is an edited extract from an Irish Times article.

One hundred and sixty thousand trees have been used for landscaping and gardening. From the new Reich motor road ... now in construction ... a splendid view may be enjoyed over the entire Reich Party Congress area and the city of Nürnberg [Nuremberg], with the Imperial Castle in the background. In the rear is the high water-tower ... which provides the camp with water and has a capacity of 20,000 cub[ic] metres, later on to be increased to 60,000 cub[ic] metres. The entire length of the pipe-lines amounts to about 37 miles.

The Irish Times, 4th September, 1938

© The Irish Times

Questions and points for discussion

1. Discuss why the planting of trees was a part of the preparations for the rally.
2. What aspects of the “splendid view” to which the writer refers do you think would have been important to Nazi officials? Explain why.
3. How does the writer make clear the importance and significance of the water-tower?

Secondary Source 3

Sound amplification was one of the major problems at the outdoor meetings. The sound had to carry over many square miles and yet remain at even, pleasant volume. To accomplish this, twenty loudspeaker systems were used. The high degree of fidelity achieved was described by a visitor: "The power of the means used for amplifying the sound was tremendous. For example, when the master switch of the amplifiers was turned on in the quiet, empty fields, the soft sound of a wristwatch ticking would make the whole field resound as if it were the noise of boiler makers hammering." Large, mushroom-shaped loudspeakers, constructed to avoid echo effects, were designed for use in the large stadiums.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, pp.118- 119

Questions and points for discussion

1. Explain why sound amplification was one of the major challenges that the organisers of the Nuremberg Rallies had to deal with.
2. What did the organisers of the rallies do to address the challenge of ensuring that speeches could be heard clearly?
3. How successful were Nazi engineers in meeting the amplification challenges? What evidence do we have for this?



<http://en.wikipedia.org/wiki/Nuremberg>, accessed 09/23

Enquiry, Stage 2: Why were the Nuremberg Rallies so carefully planned?

Among the factors identified in commentaries are:

- Hitler wanted to overwhelm and entrance the German people with visible displays of his power and the emotional punch of his oratory, delivered in dramatic settings.
- At each rally, Hitler had a specific theme that was designed to highlight some significant element of party policy that Hitler wanted the German people to take on board
- To justify and win support for his policies, he saw the role of propaganda as crucial and the Nuremberg Rallies as the supreme arena for the repetition and intensification of his propaganda messages.

Theme of the 1933 rally: Victory

To celebrate their rise to power, the Nazis planned to make this the biggest rally to date. For the first time, it was intended to have a truly national dimension. All the mass media of Germany were used to spread the messages and reinforce the impact of the rally.

Source 4

Hundreds of thousands of Nazis, all wearing their brown shirt uniforms, all with arms raised to support their leader this is the scene which will greet spectators at Nuremberg on Sunday, when Nazis are expected to give the greatest demonstration of the physical power of the movement yet witnessed. In their masses they will pass in review before Hitler. The event is to mark the last day of the first convention of the Nazi Party since Hitler assumed power. ... Every known method of making an impression on the masses has been pressed into service for this convention. There will be military parades, illuminated streets, gaily- decorated houses and shops, a gigantic display of fireworks, lectures on Nazi endeavours and achievements, and three speeches by Hitler.

The Irish Times, 29th August, 1933

© The Irish Times

Questions and points for discussion

1. How does the writer describe the scene which will greet visitors who come to Nuremberg for the 1933 rally?
2. What was the special significance of the 1933 rally?
3. "... making an impression on the masses" was a key purpose of the rallies. What methods of achieving this does the writer identify in relation to the 1933

rally?

Source 5

Eye-witness account of the 1933 Nuremberg Rally

At 6:00 a.m. we had to leave for the big meeting in the Stadium. We had to play for four hours from the speaker's platform to entertain the assembling formations while they were waiting. It was one of the most overwhelming sights to see from this high platform how the vast Stadium filled slowly and very orderly with hundreds of thousands of uniformed men and women. In the field itself, only uniformed groups assembled, while huge crowds of civilian gathered on the side. Finally Hitler appeared with his staff. He sat down about six feet away from us. At this point I noticed the most interesting thing about this strange man. As he was sitting in front of us (it was by now about 9:00 a.m. and chilly rather than warm), I could see that Hitler began to sweat. He stared at the crowd which he could see but which could not see him yet. Slowly the back of his shirt began to discolour, a gradually growing dark spot began to show until his whole back was completely soaking wet. His apprehension seemed under control when he finally got up. We played the 'Crusaders' Fanfare' and he began to address the crowds.

Cited in Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, pp.69-70.

Questions and points for discussion

1. What part did this eye-witness play in the 1933 rally?
2. Describe the scene which the eye-witness says was "one of the most overwhelming sights".
3. What, for this eye-witness was, "one of the most interesting things about this strange man"?

Source 6

Although the Nazi rally is over, many thousands of the uniformed men who took part in it are remaining a day or two in Nuremberg. The Anti-Jewish note struck by Herr Hitler in his rally proclamation on Friday, and by Herr Goebbels in his address on Saturday, has been followed by a boycott against several Jewish shops, which has gone on all day without interference by the authorities. People attempting to enter these shops this morning were met by pickets, who turned them away. Members of the Nazi Women's League played a prominent part in the boycotting.

The Irish Times, 5th September, 1933

© The Irish Times

Questions and points for discussion

1. Suggest a reason why "thousands of uniformed men" remained in Nuremberg for a day or two after the rally ended.
2. Which speakers at the rally are mentioned as having made Anti-Jewish remarks?
3. (a) Discuss your understanding of the term 'boycott'.
(b) In this case, who were the people carrying out the boycott?

Theme of the 1934 rally: Unity/Power

Both titles were used. The period between September 1933 and September 1934 had seen Hitler's consolidation of power and attempts to deal with internal opposition and ensure future party unity. This is the rally that was filmed by Leni Riefenstahl for her film, *The Triumph of the Will*.

Secondary Source 4: Hamilton T. Burden on Hitler's speech on 5th September, 1934

[Hitler] announced that the press in Germany had been placed entirely at the disposal of the new government, and he hailed this actual loss of freedom as an important step toward greater national unity and strength ...

He then warned churchmen who were opposed to the government's control of the church. He insisted that it would be illogical to continue the system of separate provincial churches ... the various provincial church groups should now be united into one national church, the Reichskirche ...

Lukewarm party sympathizers also came under sharp criticism: "we will purify our National Socialist fraternity of all those who give only lip service, of all those who are not absolutely devoted to the National Socialist idea." For the first time, the hitherto hidden stranglehold of the totalitarian regime became visible. Before the seizure of power, the party had been grateful for any form and degree of interest displayed toward its program; after the purge, the party leaders demanded absolute obedience to the state.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, pp.81,82.

Questions and points to consider

1. According to the writer, how did Hitler justify to his audience the curbs he was putting on freedom of the press in Germany?
2. How did Hitler propose to bring the German Churches under greater government control, according to the writer?
3. Try to find out what well-known episode of Nazi history is described here by the writer as "the purge".
4. How did the party's attitude towards its members change after the 'purge', according to the writer?

Source 7



<http://en.wikipedia.org>

Questions and points for discussion

1. Name the two 'key personalities' shown in Source 7.
2. Are there any clues in the picture that these two people did not get on with each other very well? Explain your answer.

Source 8: Speech by Hitler at the 1934 Nuremberg Rally

We want to be a peace-loving people, but at the same time courageous. That is why you must be peaceful and courageous at the same time. We want our people to be honour-loving; to that end you must, from earliest childhood, learn the conception of honour. We want to be a proud people, and you must be proud; proud to be the youthful members of the greatest nation. We want an obedient people and you must learn to practice obedience. We want a people that is not soft, but hard as flint, and we want you from early youth to learn to overcome hardships and privations. ... All we expect of the Germany of the future, we expect of you. We shall pass on, but Germany will live in you.

Cited in Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, p.87.

Questions and points for discussion

1. Who do you think Hitler was addressing in this speech?
2. Hitler says, "We want to be a peace-loving people ..." Discuss whether any of his other words appear to contradict this.
3. Does Hitler give any reason as to why Germans should be proud?
4. Suggest reasons why Hitler told his audience, "We want an obedient people ...".

**Leni Riefenstahl and Heinrich Himmler during shooting of
*The Triumph of the Will***



http://en.wikipedia.org/wiki/Leni_Riefenstahl, accessed 09/2023

Source 9

Germany is one of the few countries that are using the cinema definitely as a weapon of propaganda, and the latest product of her policy in this line has just had a very successful *première* in Berlin. The film, “The Triumph of the Will”, presses home the Nazi doctrine on the public, and is a dramatic record of the Party Congress which was held last September at Nuremberg. Hitler, to the accompaniment of impressive music, is shown flying in his aeroplane to Nuremberg, and the scenes of discipline and enthusiasm at his arrival are depicted with such skill that the film has had a marked effect on its audiences.

The Irish Times, 1st April, 1935

© The Irish Times

Questions and points for discussion

1. What does the writer mean when he says that the film, *The Triumph of the Will*, “presses home the Nazi doctrine on the public”?
2. Which Nuremberg rally was depicted in *The Triumph of the Will*?
3. What element(s) of the film does the writer identify as having had “a marked effect on its audiences”?

Note:

Teachers may wish to show students a clip from *The Triumph of the Will* – showing Hitler arriving by plane in Nuremberg – in conjunction with the reading of Source 9.

Theme of the 1935 rally: Freedom

As Hitler began to reveal his hand in foreign policy, the theme of this rally made clear that he was not prepared to accept restrictions on his (or Germany's) freedom of action.

The anti-Semitic 'Nuremberg Laws', introduced at this rally, were to have far-reaching consequences.

Secondary Source 5: Hamilton T. Burden on the background to the 1935 rally

Hitler refused to join the other nations in signing an Eastern Locarno Pact, for he did not want to restrict his freedom of action. He skilfully played on Poland's fear of a German-Russian agreement, which might easily result in another division of her territory and lured her into closer relations with Germany. Another decisive foreign policy step, in 1935, was the Nazis' demand for a plebiscite in the Saar territory, with the intention of annexing this region. In January, 1935, the people of the Saar voted themselves back into the Reich by a majority of 90 per cent, and the Saarland was formally occupied by the Germans on March 1, 1935. Hitler's next move came when the French government doubled the period of military service and reduced enlistment age; Hitler reacted eagerly, announcing the necessity of German rearmament under the pretext of national defense.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, p.101.

Note:

The 1926 Locarno Pact involved Germany recognising its western borders (with France and Belgium). An attempt in 1935 to have a similar agreement in respect of Germany's eastern borders was not acceptable to Hitler.

Questions and points for discussion

1. Explain why Hitler refused to sign "an Eastern Locarno Pact".
2. Explain how Hitler "skilfully played on Poland's fear".
3. What measures taken by Hitler in 1935 were directly contrary to the Treaty of Versailles, 1919? Explain your answer.

People reading publicly-displayed pages from *Der Stürmer*



http://en.wikipedia.org/wiki/Der_Stürmer, accessed 09- 2023

Source 10

In celebration of the opening to-morrow of the Nazi Party Congress at Nuremberg, Herr Streicher, the Nazi Governor of the city and an intimate friend of Herr Hitler, has produced a special number of his anti-Jewish paper, the *Stuermer*. This issue bears the general title of “Murderers from the Beginning”, and has tales of murder and brutality attributed to the Jews from early times to the days of the Cheka in Soviet Russia.

The Irish Times, 10th September, 1935

© The Irish Times

Questions and points for discussion

1. What propaganda role did Julius Streicher play within the Nazi Party?
2. What purpose in Hitler’s plans did Streicher’s paper play, in your judgement?
3. Suggest a reason why Streicher made reference to the Cheka in Soviet Russia.

Source 11

Herr Hitler’s speech to the special meeting of the Reichstag at Nuremberg ... was a master stroke of party stagecraft and the one hour session provided speeches by the Fuhrer and General Goering, and three new laws. Henceforward the Swastika flag, till now the emblem of the National Socialist movement, is to be the official flag of the German Reich ... The other two laws impose severe conditions for full German citizenship, so as to exclude Jews and forbid marriage between Aryans and Jews, or the engagement of German girls as domestic servants in Jewish houses.

The Irish Times, 17th September, 1935

© The Irish Times

Questions and points for discussion

1. Discuss what the writer means in describing Hitler’s speech as “a master stroke of party stagecraft”.
2. Of the three new laws announced by the Nazis at the 1935 rally, which one is mentioned first by the writer?
3. (a) What term is normally used to describe “The other two laws ...” mentioned by the writer?
(b) What details of the two laws does the writer give?
(c) Why were German Jews vulnerable to further attack as a result of the two laws introduced in 1935?



Hitler at SA parade in Nuremberg, 1935 rally

http://en.wikipedia.org/wiki/List_of_SS_personnel, accessed 16-2-2015



Bundesarchiv, Bild 119-01-12-34
Foto: o. Ang. | September 1935

http://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_119-01-12-34,_Nürnberg,_Reichsparteitag,_Flugzeugparade.jpg

Nuremberg, 1st September, 1935 (See Source 2, p.23)

Theme of the 1936 rally: Honour

Nazis believed that honour had been restored to Germany with the remilitarization of the Rhineland in March 1936, and the building-up of a stronger, more modern army.

The dominant theme of the rally – and of the year - was anti-Bolshevism.

Source 12

Herr Hitler set out to convince his audience – which, in effect, was the whole German people – that he and his party had more than justified their existence during their comparatively brief term of office. Their doctrine, he declared, had been confirmed again and again by visible successes. All around Germany, other countries were embarrassed by disturbances of various kinds, whereas in the Fatherland all was at peace ... The German people definitely had overcome their period of dishonor. If there had been strikes and labour disturbances all this work of national progress would have been impossible; but the Nazi Party has guaranteed social peace and, if wages were not so high as they might be, the working classes could take consolation from the fact that Germany was strong again, that she had a mighty army to protect her against her potential enemies and that, however Bolshevik doctrines might corrupt the lives of her neighbours, they need have no fear.

The Irish Times, 10th September, 1936

© The Irish Times

Questions and points for discussion

1. Why does the writer say that Hitler's audience, "in effect, was the whole German people"?
2. Hitler's speech mentioned "visible successes" in a relatively short term of office. What successes do you think he had in mind?
3. To what was Hitler referring when he claimed that, "The German people definitely had overcome their period of dishonor"?
4. Hitler claims that the Nazis had "guaranteed social peace".
 - (a) What steps had the Nazis taken to achieve this?
 - (b) To what extent can the claim be said to be true?
5.
 - (a) According to Hitler, what '-ism' or ideology was a threat to other European countries?
 - (b) According to Hitler, what kept Germany safe from "potential enemies"?

Joseph Goebbels and Hermann Göring in conversation at the 1936 rally



http://en.wikipedia.org/wiki/Franz_Xaver_Schwarz, accessed 9/2023

Source 13: Speech by Hitler at the 1936 Nuremberg Rally

How Germany has to work to wrest a few square kilometres from the ocean and from the swamps, while others are swimming in superfluity of land – if I had the Ural Mountains, with their incalculable stores of treasures in raw materials, Siberia, with its vast forests, and the Ukraine, with its tremendous wheat fields, Germany under the National Socialist leadership would swim in plenty. P.130

Cited in Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967.

Questions and points for discussion

1. What does Hitler mean by wresting “a few square kilometres from the ocean and from the swamps”?
2. (a) When Hitler accuses others of having “superfluity of land”, his follow-up remarks would seem to suggest that he had which country in mind?
(b) What specific benefits would Germany expect to gain if it controlled the lands to which Hitler refers?

Theme of the 1937 rally: Labour

After four years of political and economic success, Hitler appealed to the nation to increase its economic and industrial efforts and so ensure a prosperous and secure future.

Source 14

Goose-stepping like soldiers of long standing, the men of the German Labour Service filed into the Nazi Party Congress arena at Nuremberg ... before Herr Hitler for more than an hour yesterday. The tens of thousands of spades flashing on their shoulders in the brilliant sun turned the Stadium into a sea of glittering steel.

... When the men had filed in, Herr Hitler went down the line of the leaders of the Women's Labour Service, and smilingly shook hands with each ...

Herr Hitler confined himself in his speech to emphasizing the importance to Germany of the Labour Service ...

... He told the men: "You are permanent, you have become as important as the army, you have become our weapon for peace. Generation after generation you will form a new guarantee for Germany.

If others could get a glimpse of you they would realize what has been done in four short years, and that here a new people is arising, determined not to surrender to anyone their right to live."

The Irish Times, 9th September, 1937

© The Irish Times

Source 15

Hitler speaking to a gathering of Hitler Youth at the 1937 Nuremberg Rally

It is good for once that the sun does not shine today, for we want to train people not for sunshine alone, but for stormy days. The whole education of our people would be in vain if the result was not a nation that could hold its own, even under the hardest conditions. Boys between eighteen and twenty like yourselves were once brought up for amusement alone. Now we bring them up for self-denial, sacrifice, and the discipline of a healthy, hardy body.

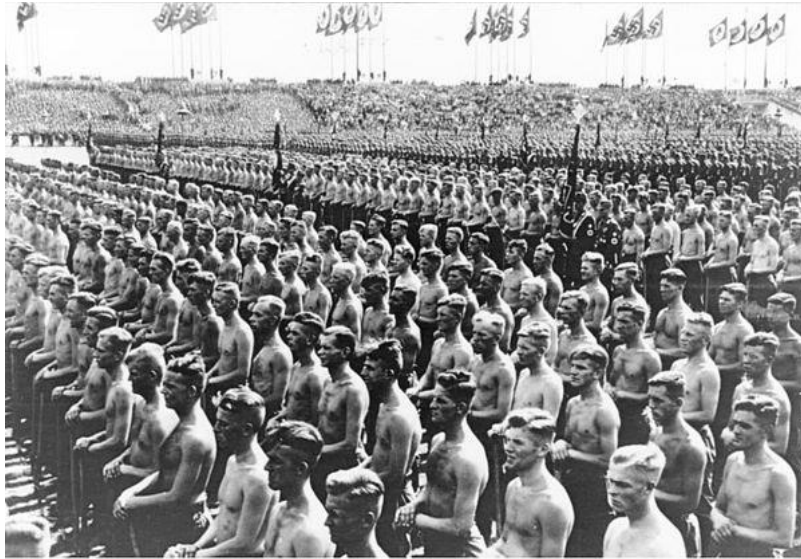
Cited in Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-39*. Pall Mall Press, London Press, 1967, p.143.

Questions and points for discussion

1. What evidence in there in Source 15 that the men of the German Labour Force were, in some ways, like soldiers?
2. Discuss Hitler's statement in Source 15 to the men of the Labour Front that "you have become our weapon for peace".
3. In Source 16, what do you think Hitler means when he tells members of Hitler Youth that "we want to train people not for sunshine alone, but for stormy days"?
4. What evidence can you find in either Source 15 or Source 16 that Hitler was preparing his audience for the possibility of war?

Note:

Clips from *The Triumph of the Will* are relevant to Sources 14 and 15 respectively and teachers may wish to show them to students in conjunction with the reading of the sources:



Bundesarchiv, Bild 146-1075-050-24A
Foto: o. Ang. | September 1937

Workmen on parade at the 1937 rally

http://en.wikipedia.org/wiki/Festliches_Nürnberg, accessed 9/2023



Nuremberg Rallies

https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_183-C12660,_N%C3%BCrnberg,_Reichsparteitag,_RAD-Parade.jpg

Theme of the 1938 rally: Greater Germany

In March, Hitler had achieved *Anschluss* when German troops crossed the border and annexed Austria. This marked a huge step towards Hitler's dream of a 'Greater Germany' uniting all Germans. Hitler's major speech on the last day of the rally demanded an end to the 'oppression' of Sudeten Germans in Czechoslovakia.

Source 16

The Sudeten German problem has receded into the background with the opening of the Party Congress in Nuremberg.

The *Deutsche Allgemeine Zeitung* is the only paper to link it up with the Congress. It points out that at Nuremberg account is being given by the party and Government leaders of what has been done in the past, and continues: "The German Reich is interested in the fate of Germans outside its frontiers. This interest is an inalienable obligation of loyalty.

The Irish Times, 6th September, 1938

© The Irish Times

Questions and points for discussion

1. Explain what the writer means by the "Sudeten German problem".
2. What appears to be the attitude of the *Deutsche Allgemeine Zeitung* towards the Sudeten German problem? Explain your answer.

Source 17

Chancellor Hitler made his first clear public reference to the Sudeten Germans when he spoke at a parade of 120,000 uniformed Nazis in the Luitpold arena (which he himself designed) at Nuremberg to-day.

"I see before me", he declared, "a Germany happy in its unity. There are other Germans to whom this happiness is at present still denied. Our hearts fly out to them, just as we know that their hearts are with us at this hour."

"We all have a feeling of mutual obligations," the Fuehrer added.

Herr Hitler extended a special welcome to the Austrian detachments, who for the first time were officially taking part in the rally.

The Irish Times, 12th September, 1938

© The Irish Times

Questions and points for discussion

1. Why did Hitler have more reason to be pleased than in previous years when he talked about "a Germany happy in its unity"?
2. In referring to "other Germans to whom this happiness is at present still denied", does Hitler appeal to the 'heart' (people's emotions) or to the 'head' (people's intellect)? Explain your answer.
3. Explain why Hitler "extended a special welcome to the Austrian detachments".

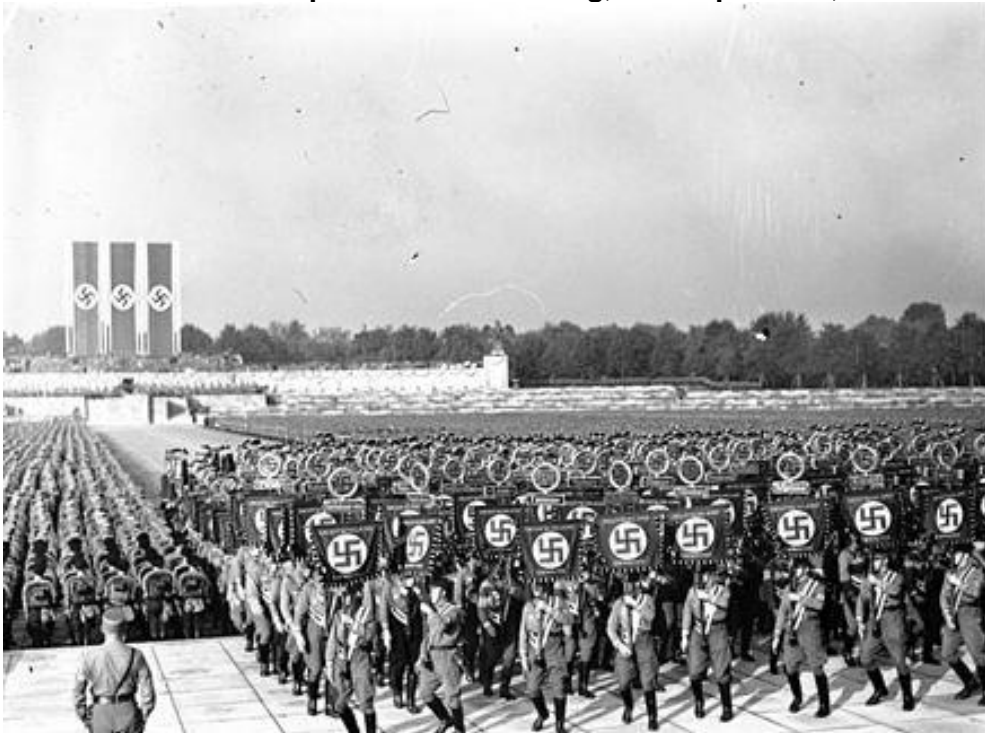
Hitler and other leading Nazis, Nuremberg, 6th September, 1938



Bundesarchiv, Bild 121-0048
Foto: o. Ang. | 6. September 1938

http://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_121-0048,_Nürnberg,_Reichsparteitag,_Eröffnung.jpg, accessed 9/2023

Nazi forces parade at Nuremberg, 10th September, 1938



<http://de.wikipedia.org/wiki/Reichsparteitag>, accessed 9/2023

Postscript

In September 1938, the *Evening Standard* published a cartoon by the well-known cartoonist, David Low, with the caption, "Nightmare Waiting List". Teachers may wish to view the cartoon with students and discuss the questions below.

<https://archive.cartoons.ac.uk/GetMultimedia.ashx?db=Catalog&type=default&fname=LSE2559.jpg>

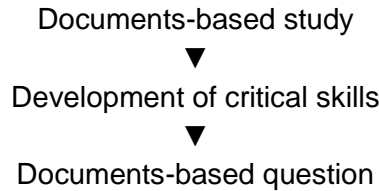
The cartoon and others which are similar may also be viewed at:

<https://www.historyhit.com/culture/anti-nazi-david-low-cartoons/>

Questions and points for discussion

1. What connection(s) can you make between this cartoon and the issues mentioned in Sources 16 and 17?
2. Which crisis referred to in the cartoon led directly to the outbreak of World War II in September 1939?

A critical skills exercise



The Leaving Certificate History syllabus states that the documents-based study is “the primary means of developing [students’] skills in working with evidence”. (p.5)

The syllabus also states that, in the examination, the documents-based question “will test candidates’ ability to interrogate, correlate and evaluate a particular body of evidence”. (p.15)

Rationale for card sorts

In a card sort, cards with text (single words, phrases, sentences) are grouped or ranked according to particular criteria. Card sorts are good in helping students to make connections and form judgements. By having the text on cards, students can move them around, group them and, when necessary, change their minds. This approach promotes discussion and collaborative learning.

The intention of the critical skills exercise on the pages that follow is to illustrate in a practical and active manner the type of critical skills that the documents-based study is designed to develop. Essentially, the purpose of the exercise is to encourage students to THINK by discussing snippets of evidence and making judgements on their import by deciding whether they support or oppose the given proposition. The PLAY element is important and the exercise should be an engaging one for students. The intention is not to come up with answers that are either ‘right’ or ‘wrong’: much of the value of the exercise is in the process itself. That said, it should be possible to reach consensus in most cases and to clarify misunderstandings – where these arise – in the process.

In literacy development, such approaches can play a pivotal role as students engage together in purposeful reading and discussion of text and are active participants in the learning process.

What is involved in the critical skills exercise

Each group of 4-5 students is given an A4 sheet with the proposition at the top of the page and two columns headed: **Agrees** and **Disagrees**. Each group is also given an envelope containing 8 short documentary extracts – each on its own small strip of paper or cardboard – and the task is to discuss with each other the appropriate column in which to place each extract. When each group has reached its conclusions, the outcome of the exercise is discussed in a whole group setting.

Proposition: The Nuremberg Rallies showed that Hitler was popular with ordinary German people.

Place each of the source extracts in the appropriate column, depending on whether you think it agrees or disagrees with the above proposition. If the group cannot agree on whether a particular extract agrees or disagrees with the proposition, place it along the dividing line in the middle and wait to hear what other groups have to say about the extract.

Agrees	Disagrees

<p style="text-align: center;">Source A</p> <p>The ordinary Nuremberg citizen has no anti-Semitic prejudices and wants to patronize the Jewish stores but the amount of intimidation in the city, already great before the rally, is now enormously increased.</p>	<p style="text-align: center;">Source E</p> <p>At 3.45 p.m., Adolf Hitler arrived in his aeroplane, and made his triumphant entry into the city. The streets ... were lined by members of his black bodyguard, behind which thousands of cheering men, women and children packed the pavements.</p>
<p style="text-align: center;">Source B</p> <p>Hitler walked down the steps through the group awaiting him and slowly a procession with him at the head marched across the field to the tribune. The thunderous cheers quite drowned the music of the massed bands playing him in.</p>	<p style="text-align: center;">Source F</p> <p>Despite a downpour of rain, an enormous crowd lined the road all along the way to the building where Herr Hitler was speaking, and, as usual, he received a tremendous ovation. Thousands of people are still pouring into Nuremberg.</p>
<p style="text-align: center;">Source C</p> <p>As the cheers from the hall following the "Sieg Heil" with which [Hitler] concluded died away, the hotel audience to a man and a woman rose to its feet with arms raised in the Nazi salute.</p>	<p style="text-align: center;">Source G</p> <p>The importance to the outside world of the Nuremberg Rally is that it is the German people who are assembled there, eager to accept as the word of a god whatever may fall from the lips of the Fuehrer. Opposition is crushed.</p>
<p style="text-align: center;">Source D</p> <p>We will purify our National Socialist fraternity of all those who give only lip service, of all those that are not absolutely devoted to the National Socialist idea. (Hitler, 1934 rally)</p>	<p style="text-align: center;">Source H</p> <p>At every pause the deep baying of the huge crowd gathered under the stars and the roar of "Sieg Heil! Sieg Heil!" supplied a sinister background. At last the one-time agitator of the Munich beer halls had the world for an audience.</p>

<p style="text-align: center;">Source E</p> <p style="text-align: center;"><i>The Irish Times</i></p> <p style="text-align: center;">7 September, 1937</p>	<p style="text-align: center;">Source A</p> <p style="text-align: center;"><i>The New York Times</i></p> <p style="text-align: center;">5 September, 1933</p>
<p style="text-align: center;">Source F</p> <p style="text-align: center;"><i>The Irish Times</i></p> <p style="text-align: center;">2 September, 1933</p>	<p style="text-align: center;">Source B</p> <p style="text-align: center;"><i>The New York Times</i></p> <p style="text-align: center;">12 September, 1936</p>
<p style="text-align: center;">Source G</p> <p style="text-align: center;"><i>The Daily Telegraph</i></p> <p style="text-align: center;">5 September, 1938</p>	<p style="text-align: center;">Source C</p> <p style="text-align: center;"><i>The New York Times</i></p> <p style="text-align: center;">15 September, 1937</p>
<p style="text-align: center;">Source H</p> <p style="text-align: center;">Alan Bullock</p> <p style="text-align: center;"><i>A Study in Tyranny</i></p> <p style="text-align: center;">p.414</p>	<p style="text-align: center;">Source D</p> <p style="text-align: center;">Adolf Hitler (as reported in)</p> <p style="text-align: center;"><i>The New York Times</i></p> <p style="text-align: center;">6 September, 1934</p>

Historians' views about the Nuremberg Rallies

Secondary Source A

Once it was decided that the party rallies would be held in Nuremberg, the Nazis started a large-scale campaign to publicize the city all over Germany. Photographs of famous Nuremberg buildings appeared by the thousands in every German newspaper and magazine. Every aspect of the city was exploited to present the new Nazi theme, the fusion of past and present as seen in the modern rallies held in historic 'Old German' settings. German history itself had provided the Nazis with a magnificent stage; on it, during the course of the next fifteen years, would take place the most breathtaking and demonic displays the world had ever seen.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-1939*. Pall Mall Press (London), 1967, p.9.

Secondary Source B

The Nuremberg rallies will probably remain one of the most startling chapters of twentieth-century history. They are a frightening example of the awesome power of modern propaganda techniques. Borrowing from pagan cults, church rituals and Wagnerian theater, and other ways of reaching the thoughts and dreams of the masses, the absolute state perfected, in Nuremberg, its ability to dominate man's mind.

Hamilton T. Burden, *The Nuremberg Party Rallies: 1923-1939*. Pall Mall Press (London), 1967, p.166.

Secondary Source C

... National Socialism's monumental celebration places were not only expressions of architectural megalomania. Far more important, they provided a carefully structured framework within which the feeling of 'community' could be created, and where the mechanism of mass suggestion could operate. The Zeppelinfeld in Nuremberg for instance could hold almost a quarter of a million people. At one end towered a massive construction of terraces some four hundred metres long, topped by a white stone column. This centrepiece was flanked by two further stone pillars on which 'eternal flames' burnt. A forest of flags and swastika banners on these three ramparts formed a spectacular backdrop to the speaker on the main-tribune ...

... the architectural surroundings were designed to concentrate the participants' attention upon the centrepiece of the Führer -stand. On this massive column, placed slightly in front of the main platform, Hitler stood alone – above the masses – like a high priest on a temple wall. His 'message' – the word of the Führer – was delivered from this vantage point and heard throughout the arena, thanks to a carefully prepared system of loudspeakers which were placed around the parade ground.

Simon Taylor, *Prelude to Genocide: Nazi Ideology and the Struggle for Power*. Gerald Duckworth & Co. Ltd., 1985, pp.184-185.

Secondary Source D

Many years after Nazi Germany had passed into history, those who were old enough to remember what it was like to live in Hitler's Third Reich invariably recalled that they were emotionally touched by the movement's public spectacles and the dynamic force that compelled people into some form of shared participation. ...

Even today as we watch Leni Riefenstahl's *Triumph of the Will*, we can still vicariously experience the pull of the intense feelings that swept the crowd into wild outbursts of enthusiasm and into a collective, almost religious, adoration of a man who had come to redeem Germany.

Hitler knew the Germans. The safest way to their hearts was by appeal to their religious and romantic sensibilities. No politician in Germany, before or since, has been able to build up such intimate emotional bonds with people.

Klaus P. Fischer, *Nazi Germany: A New History*. Constable and Company Ltd., 1995, p.341

Secondary Source E

An escape from the realities of the present was evident in the overall atmosphere at Nuremberg.

...Spectacle was systematically fabricated – often by means of modern technology, as in Speer's use of 130 searchlights to create a 'cathedral of light' visible to a height of over 20,000 feet in the night sky. What is most striking about the Nuremberg arenas is not just their enormous size but the austerity of the architectural forms. This was deliberate, because the decorative component was to be supplied by the marching masses, their uniforms and their banners.

Peter Labanyi, *Images of Fascism: Visualization and Aestheticism in the Third Reich*, in Michael Laffan (ed.) *The Burden of German History*. Methuen London Ltd., 1988. Pp.151-177, p.169.

Secondary Source F

The great party celebration at Nuremberg in 1934 was above all a vehicle for the transmission of the Führer cult. The Führer had, of course, been the focal point of the proceedings at earlier rallies. But now he towered over the Party, which had come to pay him homage ... On Hitler's express orders, and working to a title, 'The Triumph of the Will', which he himself had devised, the talented young film director Leni Riefenstahl, whose adulation of the Führer never brought her to apply for Nazi Party membership, was commissioned to film the Reich party rally. From beginning to end, her film concentrated so exclusively on Hitler, that even his closest paladins stood completely in his shadow, reduced to the level of film extras ... Those seeing the film were clearly witnessing not a documentary on the Reich Party Rally, but a celluloid exposition of the Führer cult.

Ian Kershaw, *The 'Hitler Myth': Image and Reality in the Third Reich*. Oxford University Press, 1987, pp.69-70.

Secondary Source G

In 1938, at the mystical collective intoxication of the Nuremberg Party Rally, the personality cult approached pure idolatry. Robert Ley described him as the only human being who had never made a mistake; Hans Frank called him lonely, like everything strong in the world, like God himself; and an SS Gruppenführer Schulz from Pomerania asserted that he was greater than Jesus Christ, for the latter had had twelve disloyal disciples, while the Führer stood at the head of a nation of seventy million sworn to loyalty.

Joachim C. Fest, *The Face of the Third Reich*. Weidenfeld & Nicolson, 1970, pp.48-49.

Secondary Source H

The sinister reality was that Hitler made the dramatic arts a technique of mental manipulation and mind control. By merging into the mass, the individual felt he had gained his sense of identity. In the party rallies the German people symbolically enacted their willingness to be used by Hitler at his will ... The rallies were a microcosm of Hitler's ideal world: a people reduced to unthinking automatons subject to the control not of the state, not even of the party but of him personally – and that unto death. Never before was there a clearer example of aesthetics used to promote enslavement and heroic death.

Frederic Spotts, *Hitler and the Power of Aesthetics*. Hutchinson London, 2002, p.69

Interrogating the historians

Our enquiry has focused on the question:

Why was so much planning and preparation put into the organisation of the annual Nuremberg Rallies?

In exploring this question, we have focused on the six rallies from 1933 to 1938.

1. (a) Which historians mention details of the preparations and technical arrangements for the rallies?
(b) What details are given?
2. (a) Which of the historians focus on the psychological and/or emotional impact of the events that took place at the rallies?
(b) What are the main points made about the psychological and/or emotional impact of the rallies?
3. Draw up a list of the various activities that happened at rallies as mentioned in Secondary Sources A-H.
4. Secondary Sources F and G mention, respectively, the “Führer cult” and the “cult of personality”.
(a) Explain what these terms mean in the context of the Nuremberg Rallies.
(b) What means of promoting this cult are mentioned in the two extracts?
(c) Do any of the other extracts add to our understanding of how this cult was promoted at the rallies?
5. (a) Which of the historians highlight the personal devotion to Hitler that was evident at the rallies?
(b) Which historian also mentions the implicit dangers of this personal devotion?

Hitler had no secret that extended beyond his immediate presence. The people whose loyalty and admiration he had won never followed a vision, but only a force. In retrospect his life seems like a steady unfolding of tremendous energy. Its effects were vast; the terror it spread enormous; but when it was over there was little left for memory to hold.

P.76
4

Joachim C. Fest, *Hitler*. Penguin Books, 2002. (First published in Germany, 1973. First English translation, 1974. First published by Penguin, 1977).

Your conclusions on the enquiry



Our enquiry has looked at the careful planning that went into the Nuremberg Rallies and, also, why the rallies were so carefully planned.

Based on the evidence you have encountered in the course of the enquiry, draw up

- (a) a list of three or four ways in which the rallies were carefully planned
- (b) a list of three or four reasons why the rallies were so carefully planned

Make your case in a written report, devoting one paragraph to each of the reasons identified. In a concluding paragraph, give your judgement – based on the evidence you have studied – in relation to the question: *Why was so much planning and preparation put into the organisation of the Nuremberg Rallies?*

OR

Now that we have looked at a wide range of evidence on the Nuremberg Rallies that took place between 1933 and 1938

- What do you think are the THREE most important points about the careful preparation that went into the Nuremberg Rallies?
- What do you think are the THREE most important reasons why the Nuremberg Rallies were so carefully organised?
- For each of the reasons you give, you must back up your reason with evidence from the primary sources (such as newspaper reports, film clips, diary extracts) or secondary sources (such as extracts from the writings of historians) that we have studied.