**National Socialism (Nazi) research assignment**

Name and date submitted (3 pts):

Background:

In this assignment, we continue to study *comparative forms of Government*.

In the 1920’s-30’s, two forms of *Socialism* were swept onto the World’s stage. In the Soviet Union (also known as Russia), Josef Stalin ruled a brutal Communist dictatorship, murdering and starving to death tens of millions of Soviet citizens. We studied the Soviet Union in a previous assignment. At the same time, in the 1930’s, another brand of Socialism – called *National Socialism* – arose in Germany under the dictator Adolph Hitler. Its full name – “National Socialist German Workers’ Party” – was shortened to one word, “Nazi”.

National Socialism had many of the same goals as Soviet Communism – the dominance of its neighboring countries, a Socialist or State-run economy, and the murder of millions of its own citizens. National Socialism (Nazism) used racial purity (of the German-speaking peoples) as its impetus; while *International* Socialism (Soviet Communism) was built on a foundation of class envy (the Proletariat vs. the Bourgeoisie, as described by Marx).

The Nazi Party came to power in Germany in the early 1930’s. At this time, the people of Germany were unemployed and hungry, and there was street violence everywhere. Hitler was able to play off people’s sentiments at this time – and use raw violence - to get elected and bring his Party into power. He rebuilt Germany’s armed forces, and by 1939 was ready to invade neighboring countries to ‘take back’ the German territory which had been stripped after the end of World War I (1914-1918). By 1940-41, it appeared that Hitler might conquer all of Europe and establish a sizeable German empire. It is also well known that the Nazi’s set about killing millions of Jewish people – simply for the crime of being Jewish. What is not well-known is that the National Socialists and Soviet Communists worked hand-in-hand initially, seeing each other as a Brotherhood-of-Men. This is detailed in the next portion of our documentary, “The Soviet Story”.

 “The Soviet Story” is a moving account of what went on in the Soviet Union (and Nazi Germany) during the last century. It is a graphic documentary, but is suitable for high school students 10th grade and above. If your parents object to you watching the film, please let me know and I can assign something else for you.

The Fascist ideas of Hitler and Stalin shaped much of the 20th Century, and continue to be an important topic; that is why we are taking the time to study them in this course on Economics and Government.

Instructions: (39 questions, 100 points)

For this assignment, you will need to watch 18-minutes of the documentary, from 29:00 to 47:00. As you watch it, answer the questions below. Use this handout as a template. For some of the questions, you will need to do Internet research. When your work is completed, turn it in as an email attachment by the due date.

Questions:

1. (29:35) Do Internet research on Adolph Hitler. Where was he born? Birth – death dates? Who was he, in a few brief sentences?
2. (29:37-30:00) “The Holocaust”. Do Internet research and give a very brief overview. A few sentences.
3. (30:05) The insulting sign hanging over the concentration camps, “Arbeit Macht Frei”. What does this phrase mean? Translate it. Why would a Dictator put that sign above the entrance to a labor-death camp?
4. (30:00 and following) Hitler began World War II (1939-1945) by annexing Austria (known as the Anschluss) and moving his army into Czechoslovakia (called the Sudetenland).
	1. Where are Austria and Czechoslovakia located in relation to Germany?
	2. Do Internet research. What was his pretext (official reason) for invading these countries?
	3. Why didn’t anyone stop him? (Britain or France?)
5. (30:40-31:25) Stalin didn’t stop Hitler, either. What was Stalin’s secret plan at this time?
6. (31.25-32.05) On August 29, 1939, Hitler and Stalin made a secret pact (The “Molotov-Ribbentrop Pact”).
	1. Look-up the “Molotov-Ribbentrop Pact”. What nations did Hitler and Stalin agree to divide and conquer between themselves?
	2. Ribbentrop was the Nazi Minister of Foreign Affairs. This is like our “Secretary of State” in the U.S. He was an intelligent and pleasant man, but decided to use his talents in the service of the Nazi regime. How did Ribbentrop meet his end?
	3. Molotov was a Soviet diplomat who signed the death warrants of 10 million innocent Ukrainians by slowly starving them to death (refer to our previous assignment). He had a lot of blood on his hands. When and how did Molotov meet his end?
7. (32.05-32.45) One month later, in September, 1939, Hitler invaded Poland – a peaceful country, which has the misfortune of being located in-between Germany and Russia.
	1. How did Hitler and Stalin carve-up Poland?
	2. What form of government does Poland currently have today?
8. (32.45) The Luftwaffe bombers attacked Polish cities, and who was guiding them to their targets?
9. (33.05-33.30) The Red Army entered the war side-by-side with the “SS”.
	1. The ‘SS’ was Hitler’s personal army. Why would a dictator need a personal army made up of millions of special soldiers with different uniforms? You will need to think like a dictator to answer this…
	2. What is meant by the “Red Army”?
10. (33.30-33.42) How did the local population in Poland address these two Armies?
11. (33.42-33.57) Totalitarian Monsters
	1. What did the two “totalitarian monsters” do to Poland?
	2. What is a totalitarian government? What are the characteristics of a totalitarian government?
12. (33.57) The Soviet press
	1. How did the Soviet press depict the invasion of Poland?
	2. What were “peace loving” Nazi Germany and the Soviet Union supposedly fighting?
	3. The Soviet newspaper was named “Pravda”. What does the word “Pravda” mean in Russian?
13. (34.10-34.35) Unknown to the world, Hitler and Stalin had secretly agreed to the division of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. (35.10) By the secret agreement, Hitler gave the green light for Stalin to occupy \_\_\_\_\_\_\_\_\_\_\_
15. (35.20 and following) Finland: “The Winter War”.
	1. Where is Finland? What and where is Helsinki?
16. (35.50-36.00) Russia labeled Finland a “Fascist” regime. Research and explain “Fascism”. What are the characteristics of a Fascist government?
17. (36.20-36.45) Tiny Finland held back the world’s largest army.
	1. What was the price for not having a “democratic society” next to them?
	2. Internet research: What are the characteristics of a democratic society?
18. (36.45-37.24) The horrors of war
	1. Describe what it’s like for civilians when a despotic regime invades your country with bombers and machine guns.
	2. Should a government ever launch an attack against another nation? If so, what would constitute a valid reason, assuming you live in a civilized society?
19. (36.00-36.20) Results of the Winter War. Do some Internet research.
	1. How did it work for the Russian army? How many Russian soldiers were lost in the invasion?
	2. What did Finland have to give up? (Research the “Moscow Peace Treaty”)
20. (37.22-38.02) For invading Finland, the Soviets were kicked out of the “League of Nations”.
	1. What was the League of Nations? (very briefly)
	2. Do you think Stalin cared? (your opinion, based on what you know about Stalin)
	3. Should the free, Democratic nations of the world have responded differently to Stalin at this time? Why didn’t they? (your opinion, now that you’re seeing how “power” politics works)
	4. Now Stalin only had one ally left…. Hitler. Why was Hitler still his ally?
21. (38.02) Hitler’s “Blitzkrieg” begins.
	1. What does the word “Blitzkrieg” mean?
	2. What countries did the Nazi’s invade?
22. (38.15 and following) The invasion of Norway. The Nazis invaded Norway (1940 – “Operation Weserubung”).
	1. What pretext (official excuse) was given by Hitler for the invasion of Norway?
	2. Give the background. (very briefly)
23. The Nazis used a Norwegian traitor named “Quisling” to overthrow the government and set up a Nazi government in Norway. The word “Quisling” became a synonym for “traitor”.
	1. What is a traitor, in political terms?
	2. What is treason? Define.
	3. How did Vidkun Quisling meet his end?
24. King Haakon VII was forced to evacuate, but refused to turn over control of the government to Quisling. Today he is regarded as a national hero.
	1. Norway has a “Constitutional Monarchy”. Do some Internet research. How does Norway’s Constitutional Monarchy function today? (briefly)
	2. King Haakon was an “Elected Monarch”. What does that mean?
	3. How does that compare to a “Hereditary Monarch”? Contrast the two…
25. Norway’s Prime Minister, Johan Nygaardsvold, was also evacuated, and oversaw the “Government-in-exile” from London during the Nazi occupation.
	1. What is a Prime Minister? It varies a little from country to country, but try to define…
	2. Differences between a “President” and a “Prime Minister”? Try to contrast the two offices….
	3. What is meant by a “Government-in-exile”?
26. (38.18) How did Stalin help the Nazi’s invade Norway? Why do you think he did this? (possible strategic reasons?)
27. (38.57) Stalin and Hitler’s friendship was “sealed by blood”. What did he mean by this?
28. (39.43-40.23) What resources did the Soviet Union supply to the Nazis?
29. (40.23-41.01) Brotherhood of Man
	1. What weird, warped, “Brotherhood of Man” are they talking about?
	2. What is the political meaning of the term “Brotherhood of Man”?
30. (41.35) The Blitzkrieg continues: In June, 1940, Hitler invaded and conquered France in just six weeks (The “Battle of France”). Hitler now had an advanced army and air force at his disposal, and took France by surprise. He set up a pro-German government – known as the Vichy Regime – headed by Marshal Petain. The French police began persecuting Protestants, Jews, Freemasons, and other undesirables. 76,000 French Jews would be rounded up and deported and killed in concentration camps.
	1. What is a Protestant?
	2. What is a Freemason? (briefly)
	3. Marshal Petain was a Nazi collaborator – the same as Quisling in Norway. How did he meet his end?
	4. Why does a conquering nation often set up a “collaborator” to rule, instead of just bringing in their own “governor” type of person? Marshal Petain had previously been a national hero to France, having been a highly decorated war-hero in World War I (1914-1918). Why set him up as your puppet/stooge, instead of just bringing in a German governor to rule France? Think about it….
31. (41.45) Stalin next invaded the three “Baltic Nations”. What, and where, are the three Baltic States?
32. (41.50) By this time, the only country left in Europe resisting the Nazis was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
33. (41.50-42.20) In December, 1940, President Roosevelt (Franklin D. Roosevelt) gave his famous “Arsenal of Democracy” speech on the radio. (you can read this important speech online if you’re interested). President Roosevelt called on America to start producing tanks, planes, ships, and guns as fast as possible to defeat the Axis Powers and to prevent an invasion of American soil. He told Americans that German bombers could soon reach America, and that the Axis Powers would soon control the “high seas”, and America would be in great peril.
	1. Who were the “Axis Powers”?
	2. The President of the United States heads the Executive Branch of government. What is the Executive Branch responsible for?
	3. What are the other two (2) branches of government in the U.S. government?
34. (42.30 -43.00) Molotov meets Hitler to “carve up the world”. The other leaders are entertained at another table by Goebbels (in the picture). Joseph Goebbels was a particularly disgusting human being. He hated Jews, and was an extremely violent man.
	1. Goebbels was the Nazi “Minister of Enlightenment and Propaganda”. What is meant by the term “propaganda”? What is political propaganda?
	2. Why does a totalitarian or Fascist government need a “propaganda minister”? Think about it…
	3. What if a U.S. President wanted a “Secretary of Enlightenment and Propaganda”? Do you think that would go over well? Do you think the American public would stand for that?
	4. What is meant by the term, “political censorship”?
	5. How did Goebbels meet his end? What did he do to his six beautiful children?
	6. How does a person in government become so depraved as Goebbels? So messed-up? (personal opinion, think about it)
35. (43.00-44.00) Molotov announces that “Fighting Nazism is a crime”.
	1. Why was “fighting Nazism” made a crime in the Soviet Union?
	2. The signs: How were the Nazi and Soviet entrance signs at their concentration camps similar?
36. (44.00-44.25) Mass extermination of people. Molotov had been responsible for murdering millions and millions of Soviet citizens (refer to our previous assignment). He had a lot of innocent blood on his hands. Himmler (pictured) likewise wanted to exterminate millions and millions of innocent people (Jews).
	1. Heinrich Himmler was head of the “SS” and the “Gestapo”. He was known as the “Architect of the Holocaust”. He built and directed the extermination camps that murdered around 6 million Jews - and many other people - in giant gas chambers. It was industrial-scale genocide. What is meant by the term “genocide”?
	2. How did Himmler meet his end? He tried to escape. Finish the story…
	3. Molotov was one of the bloodiest men in history. How did he meet his end?
37. (46.05-46.35) Many Jews escaped the Nazis by fleeing to Russia. What did Stalin do with them?
38. Mass murder. We learned in a previous assignment that Karl Marx, the founder of Communism, believed that “racial trash” must be exterminated to make way for the “New Man”. In the same way, the Nazis believed that “racially inferior” people must be eliminated to make way for the “Master Race”, and the Soviets, also, had their “New Soviet Man” idea.
	1. The idea of creating the “Perfect Man” sounds appealing; it appeals to our sense of pride (at least if we are part of the chosen group!) Do you think this should this be the job of government… to create a “Perfect Race”?
	2. What should be the purpose(s) of good government? You can research this…
	3. What is meant by the term “social engineering”?
39. Lessons learned
	1. We live in a Democratic society. (Technically, the U.S. is a “Representative Republic”). How can we hold our government officials accountable?
	2. How can we prevent a dictator from seizing power in the U.S.? Does our Constitution have safeguards? What are they? (I know we haven’t covered the Constitution yet, but try your best to research this question).
	3. What is the “best” form of government, from an honest citizen’s viewpoint? (briefly outline)