

# 3 Working out how useful a source is

This unit and the next will help to develop your skills in answering the question about 'how useful' a source is. The skills you will build in this unit are to consider:

- the nature of a source – what type of source it is
- the origins of a source – who it was written by or created by
- the purpose of a source – why was the source created?

In the exam, you will be asked to tackle questions such as the one below. This unit and the next will prepare you to **write your own response** to this type of question.

## Exam-style question

Study Sources B and C.

How useful are Sources B and C for an enquiry into what life was like for women in Nazi Germany?

Explain your answer, using Sources B and C and your knowledge of the historical context. **(8 marks)**

**Source B** From a speech by Adolf Hitler in 1934, to the National Socialist Women's League.

*This organisation was the women's wing of the NSDAP.*

If the man's world is said to be the State, his struggle, his readiness to devote his powers to the service of the community, then it may perhaps be said that the woman's is a smaller world. For her world is her husband, her family, her children, and her home. But what would become of the greater world if there were no one to tend and care for the smaller one? The great world cannot survive if the smaller world is not stable. We do not consider it correct for the women to interfere in the world of the man. We consider it natural if these two worlds remain distinct.

**Source C** From a memoir by Martha Dodd published in 1939. Dodd was an American journalist who lived in Berlin between 1933 and 1937.

Despite the fact that Hitler and the other Nazis are always ranting about 'Volk ohne Raum' (a people without space) they command their men and women to have more children. Women have been deprived of all rights except that of childbirth and hard labour. They are not permitted to participate in political life – in fact Hitler's plans eventually include the deprivation of the vote; they are refused opportunities of education and self-expression; careers and professions are closed to them.

The three key questions in the **skills boosts** will help you to identify how the nature, origin and purpose of a source (NOP) affect its usefulness for an enquiry.

**1** How do I use the nature of a source to work out how useful it is?

**2** How do I use the origin of a source to work out how useful it is?

**3** How do I use the purpose of a source to work out how useful it is?

To start, look at Source B from the previous page in more detail.


This tells us the **nature** of the source: what kind of source it is. In this case it is a speech. Other types of source could be diary entries, newspaper articles, posters, official records. Different kinds of source are useful in different sorts of ways.

This tells us the **origin** of the source: who wrote it or made it. In this case it is Adolf Hitler. That is going to be useful for understanding Hitler's intentions for women, but less useful for understanding what life was actually like for women.

**Source B** *From a speech by Adolf Hitler in 1934, to the National Socialist Women's League. This organisation was the women's wing of the NSDAP.*

If the man's world is said to be the State, his struggle, his readiness to devote his powers to the service of the community, then it may perhaps be said that the woman's is a smaller world. For her world is her husband, her family, her children, and her home. But what would become of the greater world if there were no one to tend and care for the smaller one? The great world cannot survive if the smaller world is not stable. We do not consider it correct for the women to interfere in the world of the man. We consider it natural if these two worlds remain distinct.

The **purpose** of the source is about the reason for the source – why it was written or made. This was a speech to women members of the Nazi Party, strong supporters of Hitler. Comparing the purpose of a source with what you know about what was actually happening can be a very good way of judging usefulness.

- 1 Here is the second source from the previous page. Highlight and label  the nature, origin and purpose of the source.

**Source C** *From a memoir by Martha Dodd published in 1939.*

*Dodd was an American journalist who lived in Berlin between 1933 and 1937.*

Despite the fact that Hitler and the other Nazis are always ranting about 'Volk ohne Raum' (a people without space) they command their men and women to have more children. Women have been deprived of all rights except that of childbirth and hard labour. They are not permitted to participate in political life – in fact Hitler's plans eventually include the deprivation of the vote; they are refused opportunities of education and self-expression; careers and professions are closed to them.

# Nazi control and dictatorship

This unit uses the theme of Nazi control and dictatorship to build your skills in working out source 'utility' - how useful a source is. If you need to review your knowledge of this theme, work through these pages.

- 1 Pair  each individual with their respective role in helping Hitler to create a police state.

Heinrich Himmler

Minister for Propaganda

Joseph Goebbels

Head of the SD and Gestapo

Ludwig Müller


Head of the Reich Church

Reinhard Heydrich

Chief Architect

Albert Speer

Head of the SS

- 2 Study the pairs of statements about each individual. Both are correct, but which one of the pair describes how that individual strengthened Nazi control? Circle  the letter, A or B.

## Himmler

A A Nazi Party member from the early 1920s.

B Expanded the secret police to dominate life in Germany.

## Goebbels

A Hitler disapproved of Goebbels for being unfaithful to his wife.

B Masterminded Nazi propaganda.

## Müller

A Provided leadership to a centralised, pro-Nazi, Church.

B Believed that Jesus was not Jewish.

## Heydrich

A Helped to organise the Night of the Long Knives.

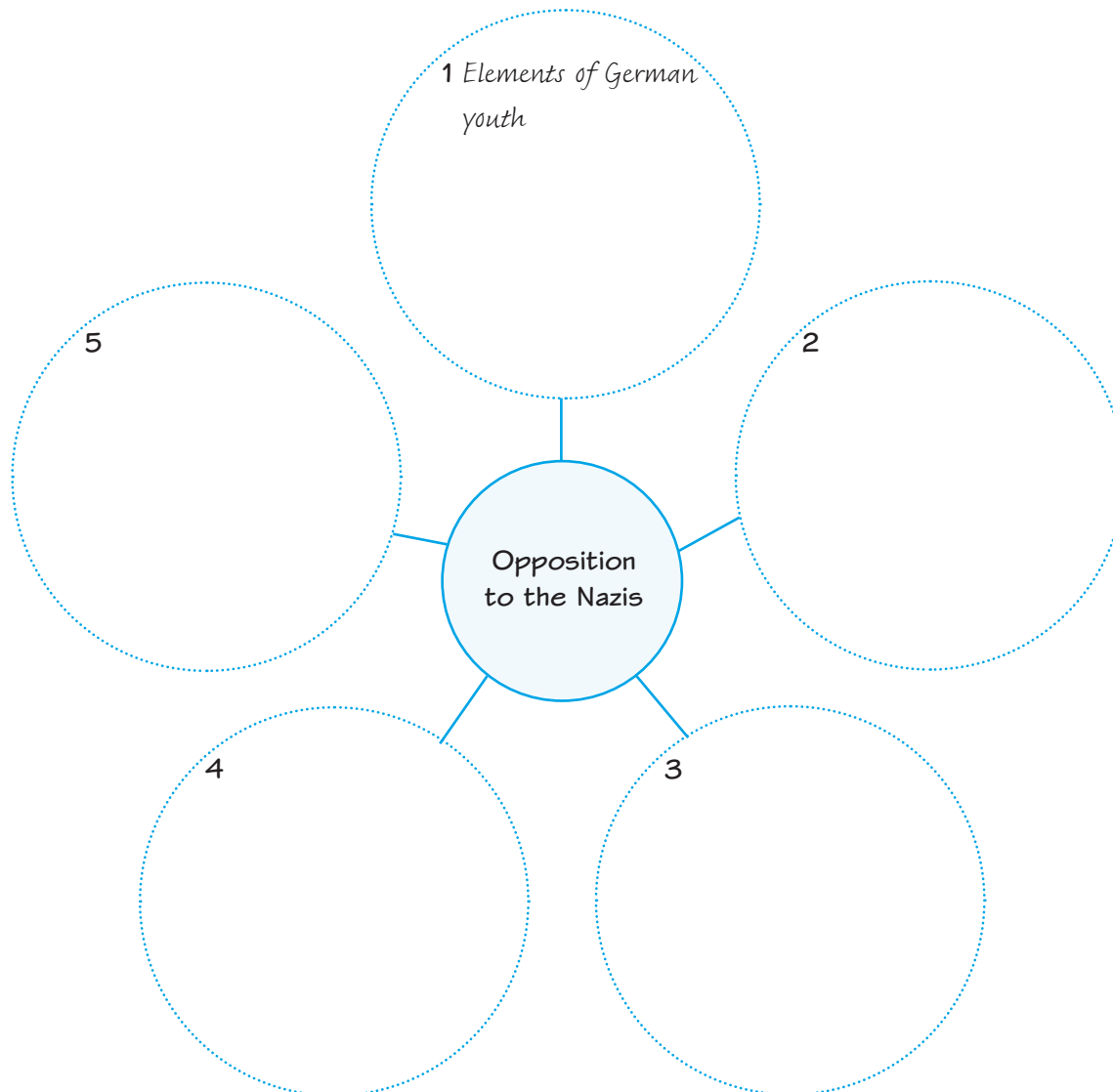
B Was assassinated in Czechoslovakia in 1942.

## Speer

A Created designs which helped to present the new Germany in a strong image.

B Popular with Hitler, who had once planned to be an architect himself.

- 3 Complete the diagram below to show the range of opposition groups to the Nazi Party in the 1930s. One has been done to help you.



- 4 How did these groups resist Hitler? Write one sentence about each group's method of opposition, then score their effectiveness out of 5 (5 = very effective, 1 = very little effect).

Group 1: *Elements of German youth:* ..... /5

.....

Group 2: ..... /5

.....

Group 3: ..... /5

.....

Group 4: ..... /5

.....



Group 5: ..... /5

.....

1

How do I use the nature of a source to work out how useful it is?

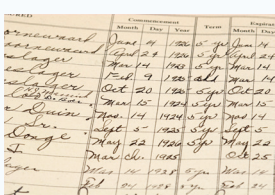
The nature of a source means what type of source it is. Different types of source have different kinds of usefulness.

1 The **nature** of a source can affect its usefulness. Here are four sources with different natures and four different descriptions of usefulness. Match  the source nature to its correct usefulness. Then use a highlighter  to show where each description talks about what makes a source less useful.



A A photo of a crowd

a ...it could be an objective source of facts and figures. However, official reports may not always be objective: sometimes the facts and figures have been changed so they fit with what the government wants to show.



B A government report

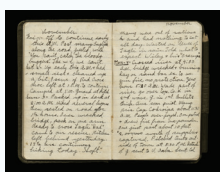
b ...it accurately records a moment in time, e.g. people's emotions. However, this source is selective and can be altered to give different impressions.

...is useful for an enquiry into life for women in Nazi Germany because...



C A propaganda poster

c ...it might record someone's private thoughts instead of what they had to say in public. However, it might be less useful if it was written up some time after the events it describes.



D A diary entry

d ...it shows what the regime wanted people to think or what sort of behaviour or beliefs the regime wanted people to have. However, it is less useful at recording what people actually thought or how they actually behaved.

2

How do I use the origin of a source to work out how useful it is?

The origin of a source is who wrote the source or created it. The origin of a source can have a significant impact on its usefulness.

- 1 Imagine you are a police officer investigating reports of a robbery on an underground train. Which of the following people would you want to interview? Tick ✓ your answers and then explain ✎ your reason.

	People	Reasons why/why not
<input type="checkbox"/>	The victim of the robbery	
<input type="checkbox"/>	The train driver	
<input type="checkbox"/>	A journalist who wrote about the robbery	
<input type="checkbox"/>	A novelist who based a story on the robbery	
<input type="checkbox"/>	The Mayor of London who made a speech about the robbery	
<input type="checkbox"/>	Someone who was sitting opposite the victim on the train	

- 2 Now consider the people making or creating the following sources. How useful do you think they would be for an enquiry into what life was like for women in Nazi Germany? The first one is done for you. Note ✎ your answers in the table.

Origin	Source	How useful is the origin of this source?
Adolf Hitler, Führer	A speech about the role of women in 1934	Useful because government ministers would try to do what Hitler wanted. However, Hitler was setting out his vision for Germany, not a report about what was actually happening for German women.
Martha Dodd, US journalist	A memoir about living in Nazi Germany published in 1939	As an American journalist, Dodd did not have to worry about telling the truth about Nazi Germany. This makes her account useful because
Melita Maschmann, a Nazi supporter and BDM member	A letter to an old school friend written in 1948	As a young female Nazi supporter and BDM member,
Inge Scholl, who opposed Nazi policy	A book about her life in Nazi Germany, published in 1970	

When you are analysing the origin of a source, it can help to think about **reliability**. Are there reasons why the person involved might be giving an unreliable, one-sided view or a view you can trust?

3

How do I use the purpose of a source to work out how useful it is?

The purpose of a source is the reason why a source was created or produced. Analysing nature, origin and purpose (NOP) is a very good way to work out source utility (usefulness).

1 Match each source's description with how useful their purpose makes them for an enquiry into what life was like for women in Nazi Germany.



A Photo taken by official NSDAP photographer of crowds saluting Hitler in 1938

a This is designed as propaganda and it is useful because it shows what the regime thought about women's role in society and their ideal of how women and girls should behave. However, propaganda's purpose is not to accurately record real experiences.



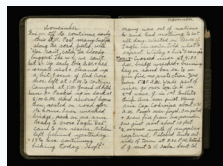
B Page of official report recording the female employees of different factories in Germany in the 1930s

b This was written to be a secret record of events and their impacts on a Jewish girl. Purpose could also affect what the diary author chose to include and exclude, however.



C A propaganda poster from 1935 showing a girl collecting for charity. The text says: 'Build youth hostels and homes'

c The photographer has deliberately captured a photo of two women looking overjoyed to see Hitler. This could be useful in showing how some women strongly supported Hitler, but the purpose means it is not a reliable image.



D A diary entry written in secret by a German Jewish girl in the 1930s

d This gives information on the lives of lots of different women, not just individual reports; also data can be objective. However, we don't understand from it how women felt about their experiences. Also, official reports can be biased; written to prove that government policies are working.

2 Look back at Sources B and C on page 22 and complete the following:

- a The purpose of Source B is useful for the enquiry because: .....
- b The purpose of Source B is less useful for the enquiry because: .....
- c The purpose of Source C is useful for the enquiry because: .....
- d The purpose of Source C is less useful for the enquiry because: .....

# Sample response

Read one student's response to this exam-style question.

## Exam-style question

Study Sources B and C.

How useful are Sources B and C for an enquiry into the persecution of Jews during the 1930s?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8 marks)

**Source B** *From an account of Kristallnacht published in the anti-Jewish newspaper Der Stürmer on 10 November 1938.*




The death of a loyal party member by the Jewish murderer has aroused spontaneous anti-Jewish demonstrations through the Reich. In many places Jewish shops have been smashed. The synagogues from which teachings hostile to the State and People are spread have been set on fire. Well done all of those Germans who have ensured revenge for the murder of an innocent German.

**Source C** *From a diary entry written by Victor Klemperer in 1933. Klemperer was a German Jew who worked as a university teacher.*

Ever more hopeless. The boycott begins tomorrow. Yellow placards, men on guard. Pressure to pay Christian employees two months' salary, to dismiss Jewish ones. No one dares make a move. The Dresden student body made a declaration today and the honour of German students forbids them to come into contact with Jews. They [Jews] are not allowed to enter the Student House. How much Jewish money went towards this Student House only a few years ago!

*Source B is an article from an anti-Jewish newspaper, which is useful for understanding how Kristallnacht was viewed by people who supported Nazi persecution of the Jews. Its purpose is to congratulate people who took part in the violence, and to encourage more persecution. This is very useful in showing that people agreed with the Nazis about persecuting Jews. However, it is not very useful in understanding what ordinary Germans thought because it was written for people who already disliked Jews.*

*Source C is a diary entry, which is useful because it records someone's private thoughts. It is written by a German Jew, which is useful because it helps us understand what Jewish people felt about the persecution. It may have been written because it was the only way for Victor Klemperer to express his feelings about the persecution. This is useful because we do not have many records of how people really felt because of fear of the Gestapo.*

- 1 Underline  any parts of the student's answer where they have talked about nature and usefulness.
- 2 Circle  any parts of the student's answer where they have talked about origin and usefulness.
- 3 Highlight  any parts of the student's answer where they have talked about purpose and usefulness.



# Your turn!

You are now going to **write your own response** to the exam-style question below. Remember to consider:

- the nature of the sources and how that affects the usefulness of their contents for the enquiry
- the origin of the sources and how that affects the usefulness of their contents for the enquiry
- the purpose of the sources and how that affects the usefulness of their contents for the enquiry.

## Exam-style question

Study Sources B and C.

How useful are Sources B and C for an enquiry into what life was like for women in Nazi Germany?


Explain your answer, using Sources B and C and your knowledge of the historical context. **(8 marks)**

**Source B** *From a speech by Adolf Hitler in 1934, to the National Socialist Women's League. This organisation was the women's wing of the NSDAP.*

If the man's world is said to be the State, his struggle, his readiness to devote his powers to the service of the community, then it may perhaps be said that the woman's is a smaller world. For her world is her husband, her family, her children, and her home. But what would become of the greater world if there were no one to tend and care for the smaller one? The great world cannot survive if the smaller world is not stable. We do not consider it correct for the women to interfere in the world of the man. We consider it natural if these two worlds remain distinct.

**Source C** *From a memoir by Martha Dodd written in 1939. Dodd was an American journalist who lived in Berlin between 1933 and 1937.*

Despite the fact that Hitler and the other Nazis are always ranting about 'Volk ohne Raum' (a people without space) they command their men and women to have more children. Women have been deprived of all rights except that of childbirth and hard labour. They are not permitted to participate in political life – in fact Hitler's plans eventually include the deprivation of the vote; they are refused opportunities of education and self-expression; careers and professions are closed to them.

- 1 Write  your answer using all the work you have done in the rest of this unit to help you do your best. Start here and continue on paper if you need to.

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# Review your skills

## Check up

Review your response to the exam-style question on page 29. Tick ✓ the column to show how well you think you have done each of the following.

	Had a go ✓	Nearly there ✓	Got it! ✓
considered the nature of a source for usefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
considered the origin of a source for usefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
considered the purpose of a source for usefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Need more practice?

You might like to use  the exam-style question below to practise your source utility (usefulness) skills.

### Exam-style question

Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi education in the years 1933–39?

Explain your answer, using Sources B and C and your knowledge of the historical context. (8 marks)


**Source B** From a speech by Hitler in 1933. He is speaking about Nazi education policy.

My programme for educating youth is hard... weakness must be hammered away. A new youth will grow up, before which the world will tremble. I want a brutal, domineering, fearless and cruel youth. Youth must be all that. It must bear pain. There must be nothing weak and gentle about it. The free, splendid beast of prey must once again flash from its eyes... That is how I will eradicate thousands of years of human domestication... That is how I will create the New Order.

**Source C** From the post-war memoirs of someone who had been a Hitler Youth leader in the 1930s.

When I became leader in the Hitler Youth the negative aspects became very obvious. I found the compulsion and the requirement of absolute obedience unpleasant. I appreciated that there must be order and discipline in such a large group of boys, but it was exaggerated. It was preferred that people should not have a will of their own and should totally subordinate themselves. But this approach could not educate the boys into becoming strong-willed men.

**subordinate themselves:** do as they are told

How confident do you feel about each of these **skills**? Colour  in the bars.

<p><b>1</b> How do I use the nature of a source to work out how useful it is?</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> </div>	<p><b>2</b> How do I use the origin of a source to work out how useful it is?</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> </div>	<p><b>3</b> How do I use the purpose of a source to work out how useful it is?</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> <div style="width: 20px; height: 20px; background-color: white;"></div> </div>
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