

## Source analysis skills for the 'Germany in transition' exam – young people in Nazi Germany

How did we live in Camp S\_\_\_\_, which is supposed to be an example to all the camps? We practically didn't have a minute of the day to ourselves. This isn't camp life, no sir! It's military barrack life! Drill starts right after a meagre breakfast. We would like to have athletics, but there isn't any. Instead we have military exercises, down in the mud, till the tongue hangs out of your mouth. And we have only one wish: sleep, sleep...

A letter written by a member of the Hitler Youth to his parents, 1936.

### **What is the purpose of the source? (Q2 from exam)**

What type of source is it? Why are these types of sources created? Why did the creator want this message given out at this time?

### **What can be learnt from this source? (Like Q1 from exam)**

Describe it... What can you see? What is the message of the source?

Bullet point supporting information (own knowledge) about young people in Nazi Germany:

### **How useful is this source? (Q4 of exam)**

Who created this source? Does this make the source more or less useful? Why?

When was the source created? Does this make the source more or less useful? Why?

Whose perspective is the source from? Is this useful to an historian? Why?

Does the source give a broad or narrow view about young people in Nazi Germany?

What IS the source useful for?

What does the source NOT tell us? (limitations...)