

# 5

## The extended essay in history

Not all of you will be doing an extended essay in history. However, if you enjoy the subject, then this is an opportunity to apply yourself in an in-depth extended research task and to become an expert on a specific historical topic. If you are considering choosing to study history at college or university level, then you should definitely choose this as your extended essay subject, as you can cite your question on your university applications or personal statements. Working on your extended essay will have given you first-hand experience of historical research and you will be able to discuss your work at any interviews you have during your application process. It is an element of the diploma course that sets you apart from students taking other courses as it is a rigorously academic piece of work.



### What is the extended essay?

It is a piece of personal research into a topic of your choice which has to be presented in the format of a formal research paper of around 4,000 words.

### How do I choose a topic?

This is completely up to you and it does not have to be part of the IB Diploma Programme that you have studied. However, there are some key considerations which you need to bear in mind when choosing the topic:

- It should be a 'narrow' topic which allows you to analyse effectively within 4,000 words. For example, if your interest is the Second World War, limit yourself to investigating the role of one person; a particular battle; or a limited geographical area, such as a village, town or region.
- Find a topic that will allow you to investigate a historical question and to carry out analysis rather than a description (see pages 65–66).
- You should not choose a topic from the last 10 years as there will not yet be enough objective written resources to make this a worthwhile investigation.
- Consider what resources are available to you. If you are writing your extended essay over the summer vacation, for example, consider where you will be and if this will give you access to any useful sources. Check that the books you want to use are in the library or can be ordered easily.

Do not plan to use only Internet sites (see page 104). If you plan to use local sources, for example from local archives, check that these are accessible to you.

- Your chosen topic must clearly be a history topic – if it overlaps with art, psychology or economics it must still be dealt with as a historical investigation from a historical perspective.
- You should be genuinely interested in the topic you choose.

**‘Research questions that do not lead to systematic investigation, critical analysis and detailed understanding are unlikely to be suitable.’**

*IB DIPLOMA PROGRAMME  
EXTENDED ESSAY GUIDE,  
MARCH 2007, PG. 81*

## How do I choose a research question?

Once you have a topic, you need to decide what question you can ask within that topic. This will involve reading around your topic to find out what the key issues are and where there could be an opportunity for historical debate and analysis. This could involve:

- skim reading specialized history books to identify key issues (see page 8)
- searching for articles on your topic which cover certain angles and/or raise controversial questions
- consulting your school or college librarian to help you find whether there has been any other research in this area; the librarian may be able to find other research papers on your topic for you and you can then read the abstracts to these papers.

It is unlikely that you will start off with your perfect question. You will probably start with a few possible questions and will need to discuss and refine these with your supervisor in order to get to your final question. For example, a student who chooses the Rwandan genocide as a topic might initially want to focus on the legacy of imperialism but find that there is more evidence on the role of international community at the time, including the UN, and so would switch the focus.

Here are some examples of topics and questions used for extended essays that have led to effective investigations.

<b>Topic</b>	Non-intervention in the Spanish Civil War
<b>Question</b>	Why did Britain pursue a policy of non-intervention in the Spanish Civil War during 1936?
<b>Topic</b>	The Mau Mau Rebellion
<b>Question</b>	To what extent were British economic policies towards the Kikuyu tribe the main cause of the Mau Mau rebellion of 1952 in Kenya?
<b>Topic</b>	The Malayan Emergency
<b>Question</b>	To what extent was the British victory against the communists during the Malayan Emergency due mainly to the actions of the High Commissioner, General Templer?
<b>Topic</b>	The Danish Resistance Movement in the Second World War
<b>Question</b>	To what extent was the Danish Resistance Movement successful in disrupting the Nazi occupation of Denmark (1940–1945)?
<b>Topic</b>	The Second World War in Asia
<b>Question</b>	To what extent was the Jaywick Raid on Singapore Harbour in 1943 successful?
<b>Topic</b>	The ‘troubles’ in Northern Ireland
<b>Question</b>	To what extent was the Battle of the Bogside in August 1969 in Northern Ireland brought about by the actions of civil rights activists?

<b>Topic</b>	The RAF's policy regarding bombing of Auschwitz
<b>Question</b>	To what extent was the RAF'S decision not to bomb the Auschwitz Concentration Camp, between 1941 and 1944, based on military reasons?
<b>Topic</b>	The Falklands/Malvinas War 1982
<b>Question</b>	How significant was the role of Galtieri in determining the outcome of the Malvinas War?
<b>Topic</b>	The Nigerian Civil War, 1967–1970
<b>Question</b>	How significant was the role of foreign mercenaries in the Biafran army?

### Your supervisor



At all stages in the process of writing your extended essay, you will have the opportunity to work closely with your supervisor. Your supervisor will discuss with you your choice of topic and question, will guide you in your research and in your writing of the essay – checking (though not editing) your draft essay. When you have handed in your essay, your supervisor will also interview you about it. In all, your supervisor will probably spend around 3–5 hours helping you and it is a good idea to keep on good terms with your supervisor, for example by sticking to deadlines!

## The research process

### Finding sources

Start looking for sources as soon as you have identified the topic you are interested in. You will ultimately need around 20 different sources. These should include a range of both primary and secondary sources, books and articles by historians and relevant websites. Note that you should have a mix of these sources and overreliance on one type of source, for example Internet sources, could penalize you in criteria C of the mark scheme.

Talk to your supervisor and your librarian about useful books and articles (see the list on the next page). You also need to be critical in your use of

sources and keep in mind the source evaluation skills that you have developed for Paper 1 and also your IA. You will be expected at some point in your extended essay to comment on the value and limitations of the sources that you have used (see pages 39–40).

#### **Where can you find useful resources?**

- Your library may have access to Questia (or another online library); you can access thousands of books and periodicals through this library.
- Check bookshops online (such as Amazon) to see what books have been published on the topic that you plan to study. Check dates of publication (to ensure they include up-to-date research) and reviews.
- Find websites with useful articles such as Google Scholar. Always check the credentials of any author whose work you read online.
- If you have a university or further education nearby, check to see if you can use its library.
- Investigate museums on your topic; often these have archives.
- Don't forget memoirs, biographies and autobiographies by key figures.
- For primary sources also consider diaries, government papers and public broadcasts.
- Can you interview anyone about your topic? If so, the interview will need to be written up and included in an appendix.
- Look at the references of any article or book that you read as this may lead you to other useful sources.

## **Reading and note taking**

Make sure that you make a note of all sources you use along with the page numbers of all specific information and quotes. This will be essential for your footnotes (or endnotes) and the referencing section at the end of your essay.

Follow the guidelines set out on pages 8–9 on how to read effectively. Use the note-taking techniques outlined on pages 9–16 to record all your findings.

## **Writing the essay**

### **Structure**

You should follow the following structure in writing your essay:

- title page
- abstract
- contents page
- introduction
- body of the essay – it is advisable to divide this into chapters which will help you structure and develop your argument
- conclusion
- references and bibliography
- appendices.

**This is not the order in which you will write the essay, however.**

It is probably best to start with the main body of the essay and once that is complete, come back to the introduction. The last parts that you write will be the conclusion, abstract, title page and contents page.



## Using the assessment criteria

Your essay will be marked against a clear set of criteria which you should read carefully **before** writing your essay and which you should refer to regularly **during** the writing process. These criteria and marks are used for all IB Diploma Programme subjects. They are given below along with an introductory explanation of how they apply to an essay in history.

### Extended essay assessment criteria

#### Criterion A: Research question

*For your history essay, this means your question must be concerned with a meaningful historical question, it must be clearly worded and focused and it must be stated both in the abstract and in your introduction.*

- 0 The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
- 1 The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.
- 2 The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.

#### Criterion B: Introduction

*Do not use this as an opportunity to give lots of descriptive background to your topic! Instead, you should use the introduction to explain why your topic is worth researching and to put it into context.*

- 0 Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
- 1 Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
- 2 The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

#### Criterion C: Investigation

*This criterion assesses your collection and use of sources. As explained on page 104, you need to use a variety of primary and secondary sources in your essay and to use historiography where appropriate to support your arguments.*

- 0 There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
- 1 A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
- 2 A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
- 3 A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
- 4 An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.



### Criterion D: Knowledge and understanding of the topic studied

*This criterion is testing your in-depth knowledge – your essay should indicate that you have a genuine understanding of the issues that you cover, including any historical debate.*

- 0 The essay demonstrates no real knowledge or understanding of the topic studied.
- 1 The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
- 2 The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.
- 3 The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
- 4 The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

### Criterion E: Reasoned argument

*This is where the essay-writing skills that you have been developing for Papers 2 and 3 come in to good use. You need to ensure that you have structured your answer so that it clearly develops an argument which addresses the question that you have set. Refer back to pages 65–66 for suggestions on how to structure your essay in an analytical way. All your arguments also need to be supported with precise evidence.*

- 0 There is no attempt to develop a reasoned argument in relation to the research question.
- 1 There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
- 2 There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
- 3 Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
- 4 Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

### Criterion F: Application of analytical and evaluative skills appropriate to the subject

*As already stated, you need to ensure that you remain analytical rather than descriptive in your approach to answering the question. You also need to use your analytical skills to comment on the evidence that you have used. As with the IA, you need to be aware of the value and limitations of the sources that you are using. However, unlike in the IA, you should not have a separate section in your essay addressing this. Rather, you should incorporate comments on the sources that you have used into the main body of the essay.*

- 0 The essay shows no application of appropriate analytical and evaluative skills.
- 1 The essay shows little application of appropriate analytical and evaluative skills.
- 2 The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
- 3 The essay shows sound application of appropriate analytical and evaluative skills.
- 4 The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.







### Criterion G: Use of language appropriate to the subject

*As with any good essay writing in history, you need to ensure that you use the historical terminology appropriate to your topic. Also avoid generalizations, vague unsupported assertions or colloquial language.*

- 0 The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
- 1 The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
- 2 The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
- 3 The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
- 4 The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

### Criterion H: Conclusion

*Your conclusion should answer your question. It should also reflect the weight of your arguments and evidence in the main body of your essay; there should be no surprises and no new evidence presented in your conclusion.*

- 0 Little or no attempt is made to provide a conclusion that is relevant to the research question.
- 1 A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
- 2 An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

### Criterion I: Formal presentation

*It should be easy to get full marks in this section. You need to ensure that you include in your essay all of the following required elements: title page, table of contents, page numbers. You also need to ensure that you follow the guidelines for referencing and bibliography set out on pages 90–93. Keeping to the word count of 4,000 words is also essential. You can include an appendix with information that you think is relevant, such as maps or tables of statistics, but this must be mentioned in the essay via footnotes to make it worthwhile including.*

- 0 The formal presentation is unacceptable, or the essay exceeds 4,000 words.
- 1 The formal presentation is poor.
- 2 The formal presentation is satisfactory.
- 3 The formal presentation is good.
- 4 The formal presentation is excellent.

### Criterion J: Abstract

*This will probably be the last part of the essay that you write as it sets out your research question, the full scope of your essay and it also presents your conclusion. By reading an abstract the reader should have a clear idea of the contents of the extended essay.*

- 0 The abstract exceeds 300 words or one or more of the required elements of an abstract is missing.
- 1 The abstract contains the elements listed above but they are not all clearly stated.
- 2 The abstract clearly states all the elements listed above.



## Criterion K: Holistic judgment

Marks under this criterion are given to reward 'intellectual initiative'; that is, choosing a less well-explored topic or investigating an original angle on a topic and/or for 'insight and depth of understanding'.

- 0 The essay shows no evidence of such qualities.
- 1 The essay shows little evidence of such qualities.
- 2 The essay shows some evidence of such qualities.
- 3 The essay shows clear evidence of such qualities.
- 4 The essay shows considerable evidence of such qualities.

from *IB History guide* © International Baccalaureate 2008

### Activity

#### Task 1

The abstract will probably be one of the last things you do. It is also something that you will have no experience of doing. Read the abstract below and check that it meets the requirements for criterion J. Highlight where it sets out:

- the research question
- the scope of the essay
- the conclusion of the essay.

#### To what extent was Juan Peron's fall from power in 1955 a consequence of Eva Peron's death?

##### Abstract

The objective of this essay is to assess the extent to which Juan Domingo Peron's fall from power in 1955 was a consequence of the death of Eva Peron.

This essay will firstly address issues contributing to Peron's downfall associated with Eva's death, for example the loss of popularity that arose from it. Other factors such as Eva's contribution to Argentinean politics and the depression into which Peron fell after her death will also be discussed.

However, it is not sufficient only to consider Eva's role in Peron's downfall; the wider context of life in Argentina is therefore reviewed. This essay will examine the economic pressures in Argentina in the 1940s and 1950s, focusing on the railway problems and the unemployment and strikes in the cities, highlighting the fact that Peron's political reforms and policies played a role in his downfall.

This essay will also consider the part played by Peron's disagreements with the church. It will address the issues arising from the successful competition with UES and the reasons why the short-term disagreements with the church were to blame for Peron's fall.

Finally, the military played an important role in Peron's fall from power and this essay will examine the reasons why this was so, for example the coups and strikes that finally determined Peron's fall.

Undoubtedly the death of Eva Peron contributed greatly to her husband's fall from power, both directly and indirectly. However, her death alone cannot explain the ending of Peron's regime. The conclusion of this essay is that it was the coincidence of all previously mentioned factors that brought about the end of Peron. Had any one factor been absent, his government may have survived.

#### Task 2

Read the introduction below.

Refer back to criterion B for getting full marks for an introduction. Highlight where the student has:

- explained why the topic is worthy of investigation
- put the topic into context.





### To what extent was the Battle of the Bogside in August 1969 in Northern Ireland brought about by the actions of the civil rights activists?

#### Introduction

In August 1969, the 'troubles' in Northern Ireland were drastically brought to the attention of the British public, and were catapulted to the forefront of British politics for nearly 30 years. This topic is very significant as the 'troubles' in Northern Ireland continued up until the Good Friday Agreement in 1998, with the conflict often spilling over to the British mainland as the IRA bombed targets in London, Brighton and several other cities in the United Kingdom.

The Battle of the Bogside began in Derry, where the Protestant Apprentice Boys' Parade turned into a standoff between the Catholic dominated Bogside area and the local police, the Royal Ulster Constabulary, ending in several violent clashes between 12 and 14 August. These riots were echoed across Northern Ireland, including in the capital, Belfast, with many smaller riots breaking out across the country. There are many reasons why the rioting and clashes with the police began, such as a long history of religious division in the country and the actions of the British government. However, one of the main triggers was the development of a civil rights movement in Northern Ireland.

#### Task 3

The extract below is **one** chapter from the main body of the extended essay: **Why did Britain pursue a policy of non-intervention in the Spanish Civil War during 1936?**

Refer back to the extended essay criteria on pages 105-108 and consider how far this extract meets the requirement of the criteria set out in D (knowledge and understanding of the topic studied), E (reasoned argument), F (application of analytical and evaluative skills appropriate to the subject) and G (use of language appropriate to the subject).

#### The goal of non-intervention was to prevent Italian or German expansion

Rather than merely appeasing the aggressors to prevent the spread of war from Spain, Britain can also be seen as astutely using diplomacy to limit intervention in Spain, thus limiting any upset of the balance of the Mediterranean. The British can be seen as creating a policy of non-intervention, and subsequently the Non-Intervention Committee, to prevent German or Italian aid from escalating to levels with which those countries would be able to gain concessions from Franco. The existence of the committee meant that aid would be limited and partially clandestine. This committee relied on Britain constantly pursuing strict non-intervention.

As stated in Secret British Foreign Office Documents, Britain was concerned with the possibility that the Spanish Civil War would lead to 'Italy taking some action which might upset the existing balance in the Western Mediterranean'.<sup>1</sup> Key to British trade were the Straits of Gibraltar and the Suez Canal which 'in a war with a European Power would be essential to (British interests)'.<sup>2</sup> The ultimate fear was that because Italy had little control in the Mediterranean it would attempt to aid Spain in the hope of gaining more power which would 'make (British) control of the Straits and use of Gibraltar as a naval and air base extremely difficult'.<sup>3</sup> Explicitly it is not an ideological argument as the documents state, 'whether Fascist or Communist emerge from the present struggle the question of the security of our base at Gibraltar will require serious examination'.<sup>4</sup> Further suggesting

1 Cabinet Office Paper 'Western Med: Situation arising from the Spanish Civil War', Eden, A., Foreign Office, London, 31 August 1936. Accessed 5 September 2009.

2 *ibid.*

3 *ibid.*

4 *ibid.*



it is Italy that Britain was concerned with, the document states 'Italy is the only enemy, in contemplation'.<sup>5</sup>

All this information led to statements concluding that a policy of non-intervention would be pursued, as 'if a universal agreement can be reached and enforced there would be no reason for the winning side in Spain to grant territorial concessions'. Therefore British policy was directed against Italy and non-intervention was a way of limiting Italian aid so Italy could gain no concessions in the Mediterranean that would interfere with British power.

At the beginning of the crisis Britain saw the need to prevent the Axis from intervening at all, but as the crisis played out the British had to prevent large-scale German and Italian aid entering which could turn the tide of war and grant the Axis concessions in the Mediterranean. By early August 1936, Germany and Italy had begun to pursue a more non-interventionist policy even though light tanks and aircraft continued to flow into Spain until October 1936.<sup>6</sup> After British diplomats had convinced French leaders that intervention in Spain, even sending supplies, was dangerous, the French proposed that the policy of non-intervention be legitimated through some form of committee on the 2nd of August.<sup>7</sup> To the British preventing any further intervention would localize the conflict. Eden therefore put an embargo on Spain in August 1936 hoping it would 'induce... Germany and Italy to follow suit...' in effect limiting their aid.<sup>8</sup>

However, this matter was complicated by Soviet intervention in October 1936 as the Soviets began to supply the Republic with arms and light tanks.<sup>9</sup> By November 1936 the infamous German Condor Legion had been sent to Spain and Italy had sent in over 100 aircraft.<sup>10</sup> This looked like the build-up for a possible ideological conflict erupting in Spain and now made it imperative that the war be limited. Therefore the Non-Intervention Committee 'debarred states and private enterprises from providing aid to either side in the Spanish Civil War'.<sup>11</sup> Britain continued to pursue its policy of non-intervention in direct reaction to increased German and Italian intervention.

While overtly the goal of the Non-Intervention Committee was for all the powers that signed it (including the USSR, Germany and Italy) to have no intervention, there was tacit acknowledgment it could not adhere to this. Eden stated that it was 'tattered and full of holes no doubt, but better than total war in Spain, a European war out of that'.<sup>12</sup> The shift from merely a policy of non-intervention to attempting to bring other nations into a policy of non-intervention suggests the goal was to prevent the Axis from intervening to a large extent. As the committee had no international laws behind it, it allowed German or Italian aid to be sent there covertly and therefore at low levels. Germany and Italy could break the rules only to the extent to which the British were content their interests would not be impacted. This policy was directly focused at preventing the Axis from intervening as the committee came about not long after the escalation by the Axis, as both the timing and rhetoric of that time suggest.

Eden's memoirs, *Facing the Dictators*, have been frequently cited in arguments about the different factors of appeasement which influenced British policy within this essay; thus determining the value and limitations of this source will have implications for the strength of this evidence.

---

5 *ibid.*

6 Forrest, *op. cit.*, pg. 71.

7 Preston, *op. cit.*, pg. 141.

8 Manchester, W., 1988, *The Last Lion: Winston Spencer Churchill, alone 1932-1940*, London: Little, Brown and Company, pg. 201.

9 Forrest, *op. cit.*, pg. 71.

10 Forrest, *op. cit.*, pg. 71.

11 Graham, H., 2005, *The Spanish Civil War: A very short introduction*, New York: Oxford University Press, pg. 38.

12 Eden, *op. cit.*, pg. 466.



Eden was the British foreign minister from 1935 to 1938 as well as serving in the Foreign Office before this period, making his memoirs a valuable source.<sup>13</sup> As foreign minister he was responsible for meeting with foreign leaders and a key adviser in cabinet meetings of the British government to decide foreign policies. Therefore, his views of the Spanish conflict as well as his reasoning are valuable in examining the reasons for British foreign policy. His view of Spain as anachronistic and that war must be averted at any cost are clear from his memoirs and this view would have been passed to the British cabinet. It is therefore Eden as the origin of the source that makes it valuable for my question.

Most of the memoirs were written based on personal letters, official letters and official documents that he either possessed or requested, which suggests Eden has information from all offices of the British foreign service and therefore would be able to provide exhaustive details for all British agencies.<sup>14</sup> He would also have the many documents that the foreign office wrote at the time which means he has information from the key intelligence and Spanish specialists. This makes the source valuable in helping us understand what the British foreign office thought of the crisis as well as the justification for its policy decisions.

However, the source was written in 1962, decades after the conflict when there was a whole new world order. The source may stress more ideological struggles because of the Cold War context or it may attempt to paint the author in a better light. Eden had retired from an unsuccessful time as prime minister and might have used these memoirs to point out previous successes. His failure during the Suez crisis could have led to him trying to paint himself as an astute diplomat. Therefore, the origin of the source being so close to his failure at Suez and there being a possible ulterior purpose suggest the source could be limited in understanding Eden's role in the Spanish crisis. This limits evidence garnered from the source for understanding Britain's role in the Spanish conflict.

<sup>13</sup> Eden, A., 1962, *Facing the Dictators*, London: Cassell, pg. 1.

<sup>14</sup> Eden, *op. cit.* pg. 1.

## The vive voce

After you have handed in your essay, your supervisor will give you a short interview about your essay. This will last about 10–15 minutes and will give you the opportunity to talk about the writing process – what you found difficult, what you enjoyed and what you have learned – to share your passion for your topic, we would hope! It is also an opportunity for your supervisor to check for plagiarism.

The viva voce helps your supervisor to write his or her extended essay report on your essay. This in turn assists the IB examiner in rewarding the 'holistic' points for the essay, for example for your engagement with the process.

### Plagiarism

As with the IA, you need to ensure that the extended essay is your own original work. If you are found to have plagiarized material to include in your essay you may well be disqualified from the IB Diploma Programme. Your supervisor may ask you to submit your extended essay via plagiarism-checking software.

## Common problems

### Problems with the research and writing process

- Students realize too late that there are not enough resources for their chosen topic.
- The focus of the question is not narrow enough.
- Students do not keep to deadlines and so do not benefit from constructive feedback from their supervisors.
- The writing process is left too late and is rushed at the end.
- Students do not check the marking criteria until after they have written the essay. Instead, refer to these at all stages of your writing.
- Students lose work on the computer. Keep back-ups!

### Problems with the final extended essay

- The research question is not clearly set out in the introduction.
- School textbooks and/or general or inappropriate websites are used for research.
- There is poor referencing and/or bibliography.

#### Activity

Use the checklist below to ensure that you have covered all of the elements of the extended essay.

Extended essay component	Checked ✓
Title page	
Abstract	
Contents page	
Page numbers throughout	
Introduction	
Main body	
Evaluation of sources used	
Chapter headings	
Conclusion	
References	
Works cited listed in alphabetical order by author	
Appendices	

Here is an example of a full Extended essay. Examiner's comments are given throughout the essay and there is an evaluation and mark sheet at the end.



## Extended essay

**Name:** Jo Smith

**Candidate number:** XXXXXXXX

**Topic:** Danish resistance in the second world war

**Research question:** To what extent was the Danish Resistance Movement successful in disrupting the Nazi occupation of Denmark (1940–1945)?

**Word count:** 3,998

### Abstract: To what extent was the Danish Resistance Movement successful in disrupting the Nazi occupation of Denmark (1940–1945)?

The main aim of this essay is to evaluate how successful the Danish Resistance Movement was in disrupting Nazi rule in Denmark between 1945 and its liberation in 1950. The essay explores the methods used by the Danes to cause havoc for their occupiers throughout the occupation. Firstly, the essay analyses the importance of national unity in being the key to causing strikes throughout the occupation. Strikes would prove to be fundamental in disrupting Nazi rule as they were one of the key reasons for the declaration of a state of emergency in 1944. Secondly, the essay evaluates the importance of the media, and communication with Britain, in disrupting Nazi rule. The essay goes on to discuss the different acts of sabotage performed by the resistance and evaluate how successful they were in disrupting Nazi rule. Finally, the essay finishes with the key event that disrupted Nazi rule, the evacuation of Danish Jews to Sweden.

The evidence discussed throughout the essay leads to the conclusion that the Danish Resistance Movement was successful in disrupting Nazi occupation in Denmark as the Nazis were forced to declare a state of emergency in 1944. The movement may not have managed to force the Nazis out, as liberation was brought about when Germany surrendered to the allies, but nevertheless the resistance made the occupation for the Nazis far from an easy task.

### Contents

Introduction	1
Chapter 1: Strikes	2
Chapter 2: Media and communication with Britain	3
Chapter 3: Sabotage	5
Chapter 4: The evacuation of the Danish Jews	6
Conclusion	8
Appendices	9
Bibliography	10

### Introduction

Denmark was neutral throughout the first world war and supported the League of Nations in attempting to keep the peace between the European powers. However, the situation for the Danes in the Second World War would be very different. Despite having signed a non-aggression pact with Germany the year before, on 9 April 1940

The research question is clearly stated

#### Examiner's comment

Title page, page numbering and contents page are all included

The scope of the research question is described

The conclusion is stated

The research question is put into context



German troops attacked neutral Denmark. The Danish military was small as it was only intended for a position of neutrality and 'to prevent unnecessary sacrifice of life in an obviously losing cause'.<sup>1</sup> The King of Denmark, Christian X, called for cease fire<sup>2</sup> and with only 16 casualties<sup>3</sup> at the end of the day, Denmark became occupied by Hitler's Germany. As Denmark wasn't officially at war, life didn't change dramatically. Christian X and the Danish government agreed to 'co operation' with the Nazis and in turn the Nazis wouldn't intervene in Danish domestic affairs. By following the 'co operation policy' Denmark remained peaceful, being known as an 'exemplary protectorate'<sup>4</sup> in Berlin but as 'Hitler's Pet Canary'<sup>5</sup> by the Allies.

Nevertheless, 'beneath this impeccable veneer of calm acceptance were boiling feelings of defiance against the occupation'.<sup>6</sup> Despite being slow in getting organized, starting with little acts of defiance, such as shunning all German salutes and giving them 'the cold shoulder', the resistance eventually became a national movement which involved the whole population. After 1943, the Danish resistance caused constant problems for their Nazi occupiers with bombings of factories, regular strikes, millions of resistance leaflets and newspapers such as *Frit Danmark* being published and the evacuation of their Jewish population to neutral Sweden. In the Germans' eyes 'Denmark caused us more difficulties than anything else'.<sup>7</sup>

## Chapter 1: Strikes

Early resistance began as 'symbolic resistance' and this would carry on throughout the war as an undertone of protest. Symbols varied from allied flags to RAF caps, and lapel badges with inscriptions partly in Morse code translating into 'Denmark = Against Nazi-Denmark'.<sup>8</sup> In itself symbolic resistance caused little disruption but it was very successful in the sense that it brought the Danish population together as it symbolized national unity and rejection of Nazi rule. The uniting of the population led to 'another headache'<sup>9</sup> for the Nazis. The Danes went on strike against different parts of the Nazi regime that they greatly disagreed with as well as different laws that the Nazis passed or attempted to pass. Some were smaller strikes limited to particular groups of people but others united the entire population to stand up against their occupiers.

The earliest strike that marked the first open protest against the government's policy of 'co operation' was the student protest against Denmark joining the Anti-Comintern Pact on 25 November 1941. Most Danes feared that the signing of the pact would mean that they would be considered official allies of the Axis powers. The demonstrators weren't supporters of communists, 'it was foremost a protest against the government policy of negotiation'.<sup>10</sup> The protest lasted for several days and even though it was supposed to be a peaceful protest the Danish police attacked the demonstrators. The shock of seeing Danish police beating and arresting fellow Danes was the beginning of active resistance for some.

'Union members with communists at the helm'<sup>11</sup> would lead the largest number of strikes throughout the summer of 1943, known as the August Uprisings. They began

1 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.52.

2 See Appendix.

3 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.52.

4 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

5 [www.holocaustresearchproject.org/revolt/danishresistance.html](http://www.holocaustresearchproject.org/revolt/danishresistance.html), Winston Churchill. Accessed 22 August 2009.

6 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.53.

7 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf) Adolph Eichmann.

8 See Appendix.

9 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.60.

10 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.32.

11 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.23.

The significance of the topic is identified

Clear chapter headings identify the key themes





at a shipyard in Odense with shipyard workers dropping their tools and walking out when German troops marched in with guns. 'In an act of solidarity'<sup>12</sup> all the workers in every factory in Odense also walked out. The strikes in Odense were followed by clashes with the German authorities where several people were wounded when the Germans opened fire on the crowd. Strikes in other Danish towns such as Esbjerg also occurred where everyone in town including police, civil servants and other labourers walked out from their jobs. In an attempt to restore order the Germans enforced a curfew but had to lift it soon after as the people 'thronged to the streets leading to confrontations with the police and soldiers.'<sup>13</sup> The August Uprisings spread all the way from Aalborg over to Zealand. The strikes throughout the August Uprisings were key in disrupting Nazi rule in Denmark as they forced Best to demand a 'state of emergency' as 'Danish authorities had lost control of the strikes and demonstrations.'<sup>14</sup>

The largest and most successful strike of 1944 occurred when the Germans imposed a curfew from 8pm to 5am on 25 June 1944: the whole population of Copenhagen went on strike by not reporting for work. The Germans attempted to stop the strike by cutting off all food, water and electricity supplies to the city but nevertheless the strike continued. On 3 July '5,000 fires illuminated the streets during blackout hours'<sup>15</sup> which again was an act of protest against Nazi rule. Despite political leaders urging the strike to stop, it continued until 4 July 'as the leaders of the Resistance, the Freedom Council, urged a continuation until certain demands had been met.'<sup>16</sup> The strike was a huge success as the curfew was lifted and the much hated Schalburg Corps were removed from the streets. When Germans tried to deport Danish police Copenhagen went on strike a second time in the autumn and 'civilians flocked to the resistance movement and enrolment exceeded 45,000 at its largest point'.<sup>17</sup>

The strikes proved to be a very successful method of defying Nazi rule in Denmark. When they were organized and well coordinated the resistance managed to get the demands they wished for, which was seen in the Copenhagen strikes in 1944 when they demanded the removal of the imposed curfew. The strikes caused great havoc for the Nazis as due to the government not being able to control the strikes, Best had to declare a state of emergency. The Danes proved that by uniting and working together they managed to cause great distress to the Germans.

At the end of the chapter there is analysis of points and a link back to the research question

## Chapter 2: Media and communication with Britain

In the early years of the occupation the resistance was not very well organized and therefore there was not a lot of violent resistance taking place against the Germans. There were, however, lots of different newspapers and pamphlets being printed in Denmark's illegal underground press, which roused resistance for the country's German occupiers and 'even established parties wished to have a voice in the illegal press'<sup>18</sup> in the final years of the war, showing the resistance's growing influence. The aim of the illegal newspapers was to communicate underground news and to 'foster an understanding for the resistance movement among the Danish population'.<sup>19</sup> The newspapers ranged from local to national and by the end of the occupation there

Has referred to appendices in the footnotes

12 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.60.

13 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.60.

14 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.23. See Appendix.

15 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.66.

16 The Museum of Danish Resistance under 'Folkestrejken 1944'.

17 [www.holocaustresearchproject.org/revolt/danishresistance.html](http://www.holocaustresearchproject.org/revolt/danishresistance.html)

18 The Museum of Danish Resistance under 'Illegal Presse'.

19 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.11.



were more than 530<sup>20</sup> illegal papers and 6.3 million copies<sup>21</sup> of one newspaper alone, *Frit Danmark*, were printed.

The newspapers were important as they encouraged acts of sabotage. The press became the centre for encouragement and praise for the work of the resistance, which kept morale high for the resistance and population. One issue of *Boycott* read ‘the least we can do – and we all can – is to boycott the axis’<sup>22</sup> showing how the press encouraged the population to stand up and defy their Nazi occupiers. There were also other tabloids that angrily made Nazi ‘calaborators’ known to the rest of the Danish population. *Vaememagstens Damebekendtskaber* published the names of women who fraternized with German officers, calling them ‘feltmaddraser – field mattresses’,<sup>23</sup> while *Den Blaa Blogen* listed businesses who were working with the Nazis.

The underground press was successful in disrupting Nazi occupation as the Germans realized the success of the illegal newspapers and were therefore always trying to prevent their publication. Nazi officers would constantly search for the printing presses and the journalists who wrote the articles but as the printing of the newspapers was done in complete secret and in so many places it was very difficult to find them and therefore many copies were printed, keeping up morale throughout the occupation. These illegal newspapers are a useful source for showing the view of the Danish about the Nazi occupiers and the actions of the resistance, though as these publishers’ primary aim was to keep Danish morale high, they may not have written about events when the resistance was unsuccessful and this is a limitation to using this source for this essay.

Contact with the Allies, in particular Britain, was a key to the success of the resistance movement. The BBC made broadcasts in Danish which the Danes would listen to, their own radios being filled with German propaganda. Despite the Germans’ attempts to jam the signals from Britain, the Danes were able to listen and stay in contact with Britain throughout the war.

The key role that Britain played in helping the resistance was that ‘Fra 1943 nedkastede SOE sabotageudstyr og våben til modstandsbevægelsen’.<sup>24</sup> Communication with Britain and being able to listen to broadcasts were key as the BBC would broadcast ‘code words in the form of nonsensical phrases to tip them off to arms drops and other covert activity’.<sup>25</sup> Many Danes lent their houses to the underground signallers. This was very dangerous because if they were caught by Germans they would face imprisonment or deportation to concentration camps.

The British made many successful arms drops in the last years of the war. The first took place on 11 March 1943 and more followed but it was in August 1944 when ‘more than 95% of the total amount of equipment received was dropped’.<sup>26</sup> Using British bombers, arms would be dropped in huge containers which took many men to carry. Therefore, the area where containers would be dropped had to be known exactly as it took a lot of effort to carry them to safety before they were spotted by the Germans.

By keeping contact with Britain the resistance gravely defied Nazi rule. The supply of British weapons in the last years allowed for more successful and larger sabotage attacks. The broadcasts were important in keeping the Danish population informed

Precise evidence is given to support arguments

Has evaluated the sources being used for evidence

20 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.36.

21 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.53.

22 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, pp.54–55.

23 The Museum of Danish Resistance under ‘The ‘whipped cream front’.

24 [www.natmus.dk/sw4607.asp](http://www.natmus.dk/sw4607.asp). Translation from 1943 – the SOE dropped sabotage gear and weapons to the resistance.

25 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.55.

26 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.19.



about war events. Many Danish officials had fled to England before the war and were communicating and helping the resistance from London headquarters. Communicating with Britain also meant that Danes were able to train there and would later be dropped and parachuted into Denmark, performing the earliest acts of sabotage.

### Chapter 3: Sabotage

Sabotage proved to be the most effective method to disrupt Nazi rule in Denmark. It became much more effective and a real problem for the Nazis after arms drops where the Danes received weapons from Britain. Early sabotage started in 1942 and was mainly done by 'boy's groups' such the Churchill Club from Aalborg (who were all caught and executed in May 1942) and groups made up of members from the illegal communist party using homemade weapons. As the occupation continued, more groups from the resistance carried out sabotage throughout Denmark, concentrating on hitting the industrial sector.

The Communist Party formed the earliest sabotage groups, performing small-scale sabotage in the beginning of the occupation using homemade firebombs and later stolen explosives from Danish stockpiles. Most of the saboteurs had had previous experience as volunteers in the Spanish civil war in the 1930s, which proved to be very helpful in the fight against their occupiers. The communist sabotage leader in Copenhagen, Eigil Larsen, produced the 'cook book' manual for sabotage<sup>27</sup> showing how to make homemade bombs which was used by his fellow saboteurs. They also performed the first railway sabotage where they 'derailed a north going German ammunition-train'<sup>28</sup> in Northern Zealand. The damage done by the saboteurs in 1942 was minor yet 'the Germans' reaction would prove sabotage to be one of the main problems underlying the Dano-German relationship'.<sup>29</sup>

The number of sabotage missions greatly increased in 1943, reaching 220 by the end of August<sup>30</sup>, mainly hitting armament factories and businesses. Danish factories, machine works, shipyards and small businesses all helped with the German war effort and it was businesses like these that were hit. There were 2,600 sabotage actions in all.<sup>31</sup> The resistance group Borgelige Partisaner (BOPA) had many members who were or had been apprentices in large factories and this proved useful in identifying targets which were supplying the German military. There were many acts of sabotage on arms factories such as Burmeister, Wain and Riffelsyndikatet in 1943, Riffelsyndikatet (again) and Global in 1944 and Always in 1945. The Riffle Syndicate produced the Madsen machine guns and 20mm cannon and this sabotage act 'was the most extensive caused by sabotage in Denmark'.<sup>32</sup> In order for BOPA members to recognize each other they wore white scarves during their sabotage of the Globus factory.

Sabotage acts continued and on 28 July 1943 the German Minelayer LINZ was hit. Danskernes modstandslegender<sup>33</sup>, Citronen and Flammen were key members in the resistance group Holger Danske and altogether 'gennemførte de 11 drab'.<sup>34</sup> On 24 August 1943 they played a pivotal role in what would be the trigger for the Nazis to declare a 'state of emergency' in Denmark when they blew the Forum, the largest public hall in Copenhagen, to smithereens. They cleverly hid the explosions in a

Clear conclusion to the chapter linking back to the research question

Introductory paragraphs to each chapter clearly set out the argument of the chapter and link to the research question

Precise evidence is given to support arguments

27 See Appendix.

28 The Museum of Danish resistance under 'Early sabotage 1942'.

29 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.14.

30 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.56.

31 Kjeldbæk, E. *The Museum of Danish Resistance 1940–45*, published by the Museum of Danish Resistance, Copenhagen, p.22.

32 The Museum of Danish resistance under 'Industrial sabotage 1943–44'.

33 [www.natmus.dk/sw54418.asp](http://www.natmus.dk/sw54418.asp) translation – the Danish resistance legends.

34 [www.natmus.dk/sw54420.asp](http://www.natmus.dk/sw54420.asp) translation – were involved in 11 sabotage acts.

Carlsberg beer crate.<sup>35</sup> The sabotage on the Forum was a key breakthrough in the fight against the Nazis as it was the trigger to the Germans calling a 'state of emergency' demanding the government introduce the death penalty for saboteurs. However, the Danish government rejected the ultimatum.

Finally, in the last years of the war, the freedom council sent saboteurs down to Jutland 'as Germans desperately attempted to dispatch reinforcements to the battle of Ardennes'.<sup>36</sup> They blew up the railways, which caused more than 1,500 interruptions<sup>37</sup> lasting from hours to days, delaying the German reinforcements for a total of three days. The resistance movement believed the more Germans were in Denmark the fewer there were to fight the battles in France.

Sabotage caused constant disturbances for Nazi rule as in the end it was sabotage that forced them to declare a state of emergency as disturbances were disrupting the Nazi occupation so much. The blowing up of arms factories slowed down weapon production for the German military, and the exploding of railways and bridges caused great disturbances to German communication and transportation.

## Chapter 4: The evacuation of the Danish Jews

The most successful operation carried out by the Danish resistance, which hugely disrupted the Nazi occupation in Denmark, was the defiance of the Nazi plans of 'the final solution' for Danish Jews. The Danes' success in saving their Jewish population from certain death from the Nazis came from helping Danish Jews into hiding and eventually evacuating 95% of them to Sweden.

The source *Darkness over Denmark* by Ellen Levine was particularly useful for this section of the essay as it includes biographies of people who experienced the occupation, some of whom took part in this evacuation of the Jews. However, as Levine carried out her interviews many years after the war, it is possible that some of the information in this book is inaccurate or exaggerated by people who wanted to make the occupation seem worse than it actually was.

The Jewish population of Denmark lived freely under German occupation up until late 1942 when anti-Semitic acts started by Nazi soldiers such as 'painting swastikas on the walls of Copenhagen synagogue'<sup>38</sup> and plans to carry out 'the final solution' on the Jewish Danes started. King Christian X said, 'There is no Jewish question in this country. There is only my people.'<sup>39</sup> Hitler, however, found the freedom of the Danish Jews 'loathsome' and was enraged when Danish police defended the Jews.

When a military state of emergency was declared on 29 August 1943, Best wrote to Hitler that he 'intend[ed] to govern the Danes with a heavy hand'<sup>40</sup> and sent a telegram to Berlin saying 'the time has come to turn our attention to the solution of the Jewish question'.<sup>41</sup> Hitler formally approved a plan for the deportation of the 8,000 Jewish Danes. 'The final solution' had reached Denmark.

Best believed that the Danes would resist by a general strike and provoke 'a cessation of all cooperation from Danish governmental bodies'<sup>42</sup> in order to protect their Jewish population. He requested extra police from Berlin, believing it was necessary

There is a clear conclusion to the chapter linking back to the research question

Indicates the line of argument in the opening sentence

Includes an analysis of sources used

<sup>35</sup> See Appendix.

<sup>36</sup> Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.67.

<sup>37</sup> Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.67.

<sup>38</sup> Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.57.

<sup>39</sup> Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.57.

<sup>40</sup> [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

<sup>41</sup> [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

<sup>42</sup> Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.65.





if they were going to round up all the Jews in one go. Gestapo agents, additional German SS troops and men from the office of Jewish affairs arrived in Denmark. A German police battalion was set up under Dr Rudolf Midner, leader of the political department at Auschwitz, and later two ships arrived which would be used to deport Jews to Theresienstadt concentration camp in Czechoslovakia. Most Jews still believed that the Germans would bring them no harm as Best and Svenningsen confirmed that the Jewish communities were in no danger. However, Georg F. Duckwitz, a close friend of the Social Democrats party, was informed of the round-up of the Danish Jews by Best and quickly informed the social democrats of the Nazis' intentions saying, 'the disaster is here! Everything is planned in detail.'<sup>43</sup> The democrats quickly informed Jewish leaders, who told their people the next morning that they had to go into immediate hiding. Non-Jewish Danes spread the news of the planned raids as many who weren't involved in the resistance joined. By being a united nation and spreading the news quickly, the Danish resistance prevented a successful round-up of the Jews on the night between 1 October and 2 October 1943. It was a huge blow to Best and the Nazi plans as nearly 95% of the Jews<sup>44</sup> had gone into hiding. The Nazis only managed to capture 284<sup>45</sup> Jews out of 8,000. Adolph Eichmann, organizer of the deportation of the Danish Jews, was extremely annoyed by the fiasco saying, 'Denmark caused us more difficulties than anything else.'<sup>46</sup>

Thousands of Danes were now hiding Jews in their churches, attics, country homes and residences to wait for a safe passage across the sea to Sweden. Due to the Danish population being protective of their Jewish population, believing that 'det værste de(Tyskarna) endnu har bagaaet'<sup>47</sup> and 'forbavselsen kan vi ikke deltage i'<sup>48</sup>, many Danes felt the need to help the Jews by conveying warnings and finding hiding places, food and transportation to the coast. Hospitals in Copenhagen were also vital transit stations. The hospitals would hide the Jews in rooms for staff or Jews were admitted with fictitious ailments. During the October Days 2,000<sup>49</sup> Jews passed through Bispebjerg Hospital. As historian Lenil Yahil said, 'a living wall raised by the Danish people in one night protected their country men'<sup>50</sup> and therefore very few Jews were caught or betrayed while in hiding, making it extremely difficult for the Nazis.

The resistance disrupted the Nazi plan even further and the 'Danish population as a whole became an instrument of defiance'<sup>51</sup> when the Danes organized the successful evacuation of the Jews to Sweden. These evacuations departed from various harbours along the coast as well as some open beaches.<sup>52</sup> Fishermen took a huge risk helping the Jews, facing imprisonment and forfeiture of their boats if caught taking them to Sweden as well as the danger of crossing a sea full of mines. The movement organized the evacuation as well as finding means for financing the procedure; most money came from wealthy Danes who wanted to play their part. Resistant leader Jorgen Kieler told the resistance, 'Money and boats, that's what we need.'<sup>53</sup> The Jews were

43 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.68.

44 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.73.

45 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.64.

46 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

47 [www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf](http://www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf). p.3. Translation - the worst the Germans have done up till now.

48 [www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf](http://www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf). p.3. Translation - this we can't be a part of.

49 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

50 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.74.

Quoted in Lenil Yahil, *The Rescue of Danish Jewry*, 1984, Jewish Publication Society of America, Philadelphia, PA, p.188.

51 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.66.

52 See Appendix.

53 Levine, E. *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, 2000, Holiday House, New York, p.80.





transported across the sea to Sweden by many different methods, some in large fishing boats, others in small kayaks and rowboats. The elderly and young were also smuggled inside freight cars on the regular ferries between Denmark and Sweden.

Gilleleje was a very important escape route: in total about one fifth<sup>54</sup> of the Danish Jews escaped from here. However, 'October's greatest tragedy'<sup>55</sup> took place here as the Gestapo were suspicious of the busy activity in the harbours on the first few days of the evacuation (1 October and 2 October) and, on 6 October, 80 Jews were betrayed by a Danish girl in love with a German officer and were rounded up by the Gestapo when hiding in the attic of the church. The resistance moved the operations to smaller more remote places along the coast as all further sailing from Gilleleje was impossible.

The evacuation of the Danish Jews was a huge success. In total only 481<sup>56</sup> out of 8,000 were rounded up and sent to the concentration camp in Czechoslovakia<sup>57</sup> and at the end of the war Denmark had one of the lowest statistical casualty rates for Jews in the war due to the coordination and commitment of the Danish nation and resistance against their Nazi occupiers. The resistance delayed Hitler's plan for the Jewish population and in the end even went so far as to prevent it completely. The evacuation also benefited the resistance in the long run as the Danes had made contacts and a whole illegal network of service routes was developed, including The Danish-Swedish Refugee Service. This was notably the Danish resistance's biggest achievement in defying and disrupting Nazi rule.

## Conclusion

The surrender of Germany in Denmark was announced on the BBC news in Danish on 4 May 1945 at 8.35pm, and become effective on 5 May at 8am. The Danish resistance itself did not cause the surrender of the Germans as it was the victory of the allies that forced Germany to surrender Denmark. Nevertheless, the Danish Resistance Movement was successful throughout the five-year occupation in disrupting Nazi rule. The Danes refused to be seen as being official allies of Germany and caused havoc for their occupiers throughout the years, reaching a peak in 1943 when Best declared a state of emergency.

The Danes used all the methods they could to cause disturbances for the Nazis whether they were violent methods, like constant sabotage of industries or strikes which led to violence with the German troops, or peaceful methods, such as publishing millions of pamphlets and newspapers. They used their proximity to Sweden to great effect, managing to evacuate nearly all their Jewish population there by sea. The support for the allies that the resistance showed throughout the occupation caused disruption for the Nazis to a great extent too: it was the equipment from Britain that supplied the saboteurs with weapons as well as being used to train men who would later parachute into Denmark to help with the resistance.

At the end of the second world war Denmark was officially recognized as one of the Allies by the rest of the world. The Danes had primarily received this title due to the nationalistic movement of the resistance in denying their occupier's rule by causing disturbances for the Nazis throughout the war<sup>58</sup>. Half of the Danish post-war government were key representatives of the resistance<sup>59</sup>, showing that they had a huge impact not only on the Nazi occupation but also in rebuilding post-war Denmark.

54 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

55 [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)

56 Lande, D. A. *Resistance! Occupied Europe and its defiance of Hitler*, 2000, MBI Publishing Company, St. Paul, MN, p.65.

57 See Appendix.

58 Translated from Weibull, J. *Böckers Lexicon*, 1984, Bokförlaget Bra Böcker AB Höganas, p.194.

59 Translated from *Nationalencyklopedin Fjärde Bandet Bokförlaget Bra Böcker*, 1990, Bokförlaget Bra Böcker AB Höganas.

There is a clear link back to the research question at the end of the chapter

Links back to the research question and answers it. Consistent with the evidence in the essay.



## Appendices

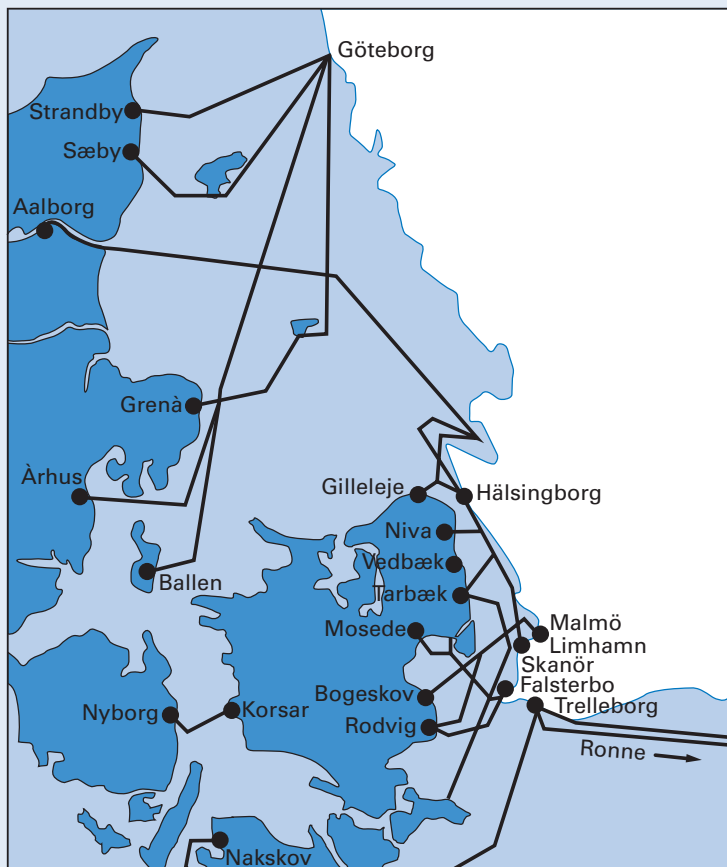
Below are only examples of the appendices included in this essay.

- 1 Clash between a non-commissioned German officer and a crowd in Ålborg, 24 August 1943



The Museum of Danish Resistance under 'Symbolsk modstand'

- 2 The different routes used to evacuate the Jews from the Danish coasts to the Swedish coasts



Appendices are referred to in the footnotes, making their inclusion in the essay relevant

## Bibliography

### Museum

- The Museum of Danish Resistance  
Churchillparken  
DK-1263 Copenhagen K  
Denmark

### Books

- Kjeldbæk, E. (1990) *The Museum of Danish Resistance 1940–45*, published by The Museum of Danish Resistance, Copenhagen.
- Lande, D. A. (2000) *Resistance! Occupied Europe and its defiance of Hitler*, MBI Publishing Company, St Paul, MN.
- Levine, E. (2000) *Darkness over Denmark, The Danish resistance and the rescue of the Jews*, Holiday House, New York.
- Weibull, J. (1984) *Bra Böckers Lexicon*, Bokförlaget Bra Böcker AB Höganäs

### Encyclopaedias

- *Nationalencyklopedin Fjärde Bandet* Bokförlaget Bra Böcker (1990) Bokförlaget Bra Böcker AB Höganäs

### Websites

- [www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf](http://www.befrielsen1945.dk/temaer/samarbejdemodstand/modstand/kilder/fd1943.pdf)  
Accessed 27 August 2009
- [www.historylearningsite.co.uk/danish\\_resistance.htm](http://www.historylearningsite.co.uk/danish_resistance.htm)  
Accessed 5 July 2009
- [www.holocaustresearchproject.org/revolt/danishresistance.html](http://www.holocaustresearchproject.org/revolt/danishresistance.html)  
Accessed 10 July 2009
- [www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200\\_ml.pdf](http://www.nationalmuseet.dk/graphics/danske/Frihedsmuseet/October1943-200_ml.pdf)  
Accessed 29 August 2009
- [www.natmus.dk/sw4607.asp](http://www.natmus.dk/sw4607.asp)  
Accessed 2 September 2009
- [www.natmus.dk/sw54418.asp](http://www.natmus.dk/sw54418.asp)  
Accessed 21 August 2009

Footnotes and referencing are set out in acceptable and consistent format



## Overall assessment

	Criterion	Mark	Maximum	Comments
A	Research question	2	2	Clearly stated and sharply focused.
B	Introduction	2	2	All elements are included.
C	Investigation	3	4	A range of sources is used, including museum, primary and secondary and Internet sources. Possibly could do with a greater number of sources though. Thorough planning evident.
D	Knowledge and understanding	4	4	A thorough understanding of the topic is shown.
E	Reasoned argument	4	4	The argument is presented logically and clearly – a range of factors is presented leading through to the most significant factor in support of the argument in the final chapter.
F	Analysis and evaluation	3	4	Each chapter analyses the evidence rather than just describing it –and links continuously back to the overall research question. There is some evaluation of the evidence used.
G	Use of subject language	4	4	Appropriate language relevant to the topic is used and the ideas of the essay are communicated clearly.
H	Conclusion	2	2	This links back to the research question and is consistent with the evidence presented
I	Formal presentation	4	4	All aspects of presentation are covered.
J	Abstract	2	2	It contains the research question, its scope and the conclusion of the essay.
K	Holistic judgement	3	4	This is a less well-explored topic and the student has showed initiative in visiting the resistance museum in Denmark and in putting together a convincing argument with the evidence she has researched.

Total out of 36 marks: 33