



Teaching the Holocaust:
An Addendum

Jennifer Wilson

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Personal Reflection and Rationale Statement

We need to “re-light” the way...

I have often pondered what began my mission for Holocaust and genocide education. I cannot pinpoint one particular moment. I have been troubled by the unfair treatment of the “oppressed” for about as long as I can remember. In elementary school, I remember watching the not exactly historical but fabulous nonetheless *North and South* miniseries. I was totally aghast at the treatment of the slaves, and perhaps a bit smitten with Patrick Swayze. The African slave trade became a topic of interest for me. In addition, I clearly remember in sixth grade doing a presentation on the Trail of Tears under President Andrew Jackson. Thus began my spark for the subject of history in general. Weirdly I remember my project on Kenya in ninth grade, and my regular current event assignments in tenth. During my senior year in high school, and this is a completely true statement, I literally woke up one day with the lightbulb realization that I wanted to be a history teacher. I’ve never looked back.

Somewhere during high school or perhaps in my early years of college, my sister (who is an avid reader) left two books sitting around which I eventually read: *My Name is Asher Lev*, and *The Gift of Asher Lev* by Chaim Potok. To this day, these two books are among my favorites of all time, and absolutely furthered my interest not only in the Holocaust, but in Judaism in general. Several other items occurred within my years of college, including the appearance of a new history professor from North Carolina during my junior year. Dr. Jenrette came with a fierce passion for women’s rights and a mission to spread feminism and equal rights for all. At about this time though, Schindler’s List also came out. I read the book and saw the movie. My mother and I also went to see a production of Anne Frank at our local JCC of Erie, which over twenty years later is my biggest partner in Holocaust education. In addition I joined Dr. Jenrette’s History Club, and we ventured to the United States Holocaust Memorial Museum within its first year of opening. We did not have tickets for the permanent exhibit; we traveled seven hours one way in a fairly small university van to visit the beautiful entry hall, Daniel’s Story, and a few other items they had available. Nonetheless, I was taken with this museum.

Dr. Jenrette took me on a pathway through feminism and women's rights first before I would focus on the Holocaust. After my initial year of teaching, I began a Master's Degree in Middle and Secondary Instruction with a concentration in Social Studies. All but one of my history electives within this program were with Dr. Jenrette, regarding feminism. The other history elective though was Modern European History with Dr. Spiller. He recently had retired from the military, where the last part of his service was spent in the Balkans. Therefore most of the course was focused on the ethnic conflict that consumed that area. The genocide in Bosnia was still raw, and we discussed the breakup of Yugoslavia and the future of the not-yet independent Kosovo. This experience was logged away in my brain and would later contribute to my mission. However, at the time I was still convinced that my first big professional contribution to my high school (where I still am) would be an elective in Women's History. In my curriculum class for my first Master's degree, I designed the Women's History elective I hoped to teach. At school, I asked the librarian to buy a series of reference books on women's history for me to use, which he did. I was ready to go. The school district was not. They were not against the course; there was just no place in the schedule for a new elective at the time. I shelved my work.

In the meantime, I was asked to chaperone the AP Government trip to Washington DC for four days. The last stop on the trip was the USHMM. That was my first experience with the actual permanent exhibit. Quite honestly, I have been there so many times (gratefully!) since, I struggle to bring up specific memories from this first time except for one-I remember seeing the milk can from Oyneq Shabes (although I truly didn't know at the time what that name meant) and knowing it was significant. Even in its "old" position, not the prominent place that it sits today, I remember having an understanding of just how important the can was, in terms of preserving history. The teaching materials that I gained from this trip and the many subsequent trips that came after were in the form of big books, glossy pictures, and pamphlets that I kept-and I still show and use-although today these materials have been updated, are available online, and may still come in CD's if requested. Also in my first years of teaching, the movie *The Amistad* was released. My students watched the documentary by Debbie Allen and Steven Spielberg

entitled “Ships of Slaves: The Middle Passage” and read information about the Amistad. I started to realize that my passion for the oppressed came together into a common theme: ethnic conflict and genocide. It was a way to use all of my topics of interest-women, slavery, and the Holocaust-to teach lessons against hate, racism, prejudice, antisemitism, and sexism. At first I started to create a new elective on World War II and the Holocaust, but quickly realized that for me, I needed to broaden my lens. My Ethnic Conflict class was born, and fortunately this time my school was ready for a new elective.

My quest has also been shaped over time by many other factors, both large and small, including my regular trips to the USHMM with students, where I educated myself about the Holocaust through the museum. I have a sense of reverence when I walk into that museum...I like to think that six million (plus) souls nod in approval for my mission. In 2012, I went to Europe with the World Affairs Council of Pittsburgh to study the European Union. It has remained my one and only trip to Europe-until next summer hopefully. It was a spiritual experience to say the least. I came home realizing that even though we studied the European Union, my topic of ethnic conflict was constantly present. It came out in discussions we had with European Union officials and with university professors during our “working” lunches and dinners. It came out in the sample lessons we were given on the treatment of Roma in France. It came out in the Fulbright Scholar we met, who was finishing up his project in a related topic. I came back from that trip feeling like I was on a new pathway; I just wasn't sure about the destination.

The following year, I was accepted into the Museum Teacher Fellowship Program through the USHMM. I was completely surprised and elated. I found myself in the company of amazing individuals who inspired me in a variety of ways-and quite frankly I was shocked that I was even chosen. I feel that same way every time I enter into forum with my classes through Gratz. The individuals who are driven by this topic are incredibly special people. I'm sure we are all asked how we can do it-how we can read, watch (although I admit I really, really struggle to watch videos sometimes), view photographs and listen to the voices of the Holocaust. It surely isn't easy. But, as I imagine most of us would say, it won't let me go. And I am fine with that. As they say in the USHMM, “once a Fellow, always a Fellow.” It has

changed the way I view the world, made me a more compassionate person, and made me realize the absolute magic that humanity can create-as well as the evil. Discovering resources such as the “Ten Stages of Genocide” and the “Pyramid of Hate” clearly demonstrated how we can prevent the later stages of genocide and hatred.¹ These resources can show students the power that they have to spread civility, compassion, and tolerance. They also demonstrate that seemingly “normal” negative behaviors that may be considered a “stage” in someone’s life or in a community, such as name calling, ostracism, and stereotyping, can lead to disastrous results. For instance, allowing “boys to be boys” (how many times have we heard that in our lives?!) by letting them intimidate, threaten, and eventually assault women leads to wider misogyny and an acceptance of abuse and the suppression of women that is obviously detrimental to women, but also to their communities. Students need to see these connections.

With that, my rationale is rooted in my own past experiences and the constant question of “why?” Trotten, Feinberg and Fernekes noted that teachers should “constantly” ask themselves “why am I teaching this subject in the first place? What are the most essential topics/questions that need to be addressed within this subject matter, and why is this so?”² I am firmly rooted in why I teach the Holocaust. Not only was it a monumental (typically referred to as “watershed”) global event that reached every corner of the world, but it is a study of humanity at its worst-and its best. It has lessons that transcend time and place and connect to every human being. My constant connection to it throughout my life assures me that I am headed in the right direction, which I know now has no exact ending.³ I used to say that this gut feeling to constantly study this topic is leading me somewhere, and I do believe that is still true; but I don’t believe anymore that there is necessarily a definitive “endgame.” Just a constant quest to educate and learn, with new “places to visit,” so to speak, along the way. Due to this, the way that I project to my students my lifelong experience using the coalescence of the plight of the oppressed and

¹ Gregory H. Stanton, “10 Stages of Genocide,” *Genocide Watch*, <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>; “Pyramid of Hate,” *Anti-Defamation League*, <https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf>

² Sam Trotten and Stephen Feinberg, *Teaching and Studying the Holocaust*, Boston: Allyn and Bacon, pg.2.

the Holocaust is very important; I want to not only teach the content of the historical events of the Holocaust and other cases of ethnic conflict and genocide, but I want my students to internalize the life lessons of these events. These lessons include paying attention, having a voice, and acting with compassion. I want my students to pay attention to hate speech that turns dangerous and to feel compelled to speak their mind and take action in cases of unfair or unjust treatment, and to view all humans with compassion. I want them to realize that their every-day, “normal” behavior matters.

The following lesson plan series specifically focuses on the Holocaust. I have an entire manual that I already created several years ago on how to teach the Holocaust. It can be found on my website in the “handout” link (<http://whiletheywatched.weebly.com/>) which I made as part of my Fellowship project for the USHMM, and then used afterward for professional development programs that I was a part of, or I designed. I honestly have not updated it online recently, but it includes materials of my own, as well as materials from my fellow “Fellows,” the USHMM, and other individuals. I am creating a new series of lesson plans to fill in some of the gaps in this unit plan. I knew that I needed to add to the beginning of this unit plan with lessons on pre-war life for Jews, a more in depth analysis on early antisemitism, and the Weimar Republic, all of which I focused on for this project. I intend to continue to add to my original unit plan over the next several months as well, as I need to insert more primary resource materials that can be used to cover the content and foster more thought provoking analysis. I also need to craft better lessons on rescue and resistance, along with liberation and justice. I intend to put what I create here on my website, to be used by anyone who would like to do so. The topics included in this series of new lesson plans follow the outline below:

- I. Jewish life before the war, and Early/Christian Antisemitism
- II. Racial Science, Changes in Antisemitism; World War I
- III. Impact of World War I and the Weimar Republic
- IV. Failed Democracy and the Rise of the Nazi Party
- V. Redemptive Antisemitism and the beginning of Nazi Germany

Through these topics, I want my students to both explore and uncover the forces that divide us—such as prejudice, discrimination, racism, antisemitism, nationalism, and stereotyping and trace how these forces evolved into the events of the Holocaust. Students should develop an understanding of the historical events (content) of the Holocaust and the context which surrounded the significant moments within these events. Students need to reflect upon the decisions made by human beings and the roles that they played in the course of these events. Students need to know that the Holocaust was not inevitable, and that steps could have, and should have been made to stop the progression of hatred that led to the Final Solution emerging as mass murder. We not only have a civic duty in our own country to maintain our democratic ideals, but a global responsibility to protect human rights.

The symbol of fire is both one of memory and of destruction when it comes to the Holocaust. Candles are often lit in memory of the victims of the Holocaust, and memory is highly valued in Judaism as a source of strength. It cannot be forgotten though that these candles, although beautiful when they are lit, represent the forces that engulfed and destroyed the victims of the Holocaust. By merging the meaning of memory and destruction, a lit candle is a powerful symbol of what we need to remember about the Holocaust. However, candlelight is dim, and negative forces can hide in the shadows. Our responsibility is to help the candles light the way—with knowledge. If people know less about the Holocaust than in the past; if people are facing “Holocaust fatigue” and are resistant or indifferent to its lessons, then we as educators must forge new pathways to knowledge, as well as remove the weeds that have grown over the old pathways. Whatever it takes to enlighten and educate.

“There is divine beauty in learning... To learn means to accept the postulate that life did not begin at my birth. Others have been here before me, and I walk in their footsteps. The books I have read were composed by generations of fathers and sons, mothers and daughters, teachers and disciples. I am the sum total of their experiences, their quests. And so are you.” ~Elie Wiesel, 1992

Teaching the Holocaust

Introduction

The following lessons were designed for my semester elective course entitled “Ethnic Conflict.” This course is taken by tenth through twelfth graders, all of which had at least several lessons in their ninth grade American History course on the Holocaust within their World War II unit. They also all would have read the play version of Anne Frank in 8th grade. In addition, they may have read Elie Wiesel’s *Night* in their sophomore year, if they are a junior or senior. It is also possible, if they are seniors and had my AP European History course, that they read Primo Levi’s *Survival in Auschwitz* as well. I require that they be at least a sophomore for this course so that a basic working knowledge of the Holocaust exists before we add the layers of complexity that come with this course. It is possible then that a student has me for their ninth grade American History course, their eleventh grade AP European History Course, and at some point the Ethnic Conflict Course, all of which cover the Holocaust; therefore I try to use as many different resources as possible to limit redundancy.

Prior to beginning this specific unit on the Holocaust, I will have opened the course with the definition of genocide and a look at the Genocide Convention, a background review of Raphael Lemkin, definitions and discussions regarding the nature of ethnic conflict, as well as activities focusing on what makes up a person’s identity. We will have discussed key, overarching vocabulary related to the course in general. This year, I am including a special focus within the introduction on the “forces that divide us,” which will include racism, antisemitism, and nationalism, plus stereotyping and prejudice, and the use of propaganda to promote all of these. Using these forces as a center core, we will study the cases of genocide that I typically try to cover in my course, one of which is the Holocaust. The Holocaust is where I spend the most time usually as well. I hope to keep this core alive as we pinpoint historical events, namely genocides, where we see these dividing forces at work, to their fullest-and deadliest-extent. The end of the course will focus on the forces that unite us; especially reviewing what made individuals rescue and help others while larger entities with the power and means, did not.

Teaching the Holocaust

Lesson 1: Jews in Pre-War Europe; Early antisemitism

Grade level: 10-12 (This will remain a constant-therefore will not be included again in lesson plans for this unit)

Duration: One to two class periods, 85 minutes each

Goal: To explore life for Jews in Europe prior to the onset of the Nazis, in an effort to stress common human traits that Jews possessed while facing unique circumstances due to their religious affiliation. The earliest antisemitism will also be addressed, especially Christian Antisemitism. Furthermore, this lesson will help to offset the dehumanizing, antisemitic propaganda that will be studied later.

Essential Questions:

1. What was the political and socio-economic position of Jews in Europe prior to 1933?
2. What relationship(s) did Jews have with non-Jews in Europe prior to 1933?
3. Why did antisemitism originally develop prior to the late 19th century?
4. What was “every day” life like for Jews in Europe in the years leading up to 1933? How did this vary depending on religious beliefs and geographical location?

Student objectives (the students will be able to):

1. Trace the general power structures in Europe, especially after the middle ages, and the role of Jews within these structures, namely from the beginning of the “new monarchs” through the Enlightenment (including Haskala), the revolutionary time period, and the rise of nationalism.
2. Identify, in general, the different Jewish groups in Europe especially in the first half of the twentieth century.
3. Analyze the advent of, and examples of early antisemitism.

Day One:

I. Introduction (or other common terms such as “Bell Ringer,” or “Set Induction”)

Students will view the following picture on the smartboard:



(Caption reads: Friends in Shtetl: A group of friends sledding in a shtetl, January 12, 1932)

<https://www.facinghistory.org/resource-library/gallery/pre-war-jewish-life-eastern-europe>

- Without showing the caption at first, ask the students simply what they see in the photograph. Establish what is noted in the caption; that these are Jews, it is 1932, and they are in a shtetl.
- Make sure the word shtetl, or a small Jewish village in Eastern Europe, is defined.

Before further analysis is discussed, students will be handed a half slip of paper to answer three questions that will help to begin today’s lesson. Questions may be adapted to adjust to classroom demographics-if students are Jewish, questions below may be altered or eliminated if information is common knowledge.

- What do you think life was like for Jews in Europe prior to World War II?
- What do you know about Judaism? What stereotypes are you aware of from this time period, or contemporary times?
- Does this picture surprise you or not? Why or why not? Do you think it is representative of all Jews in Europe in the decades prior to World War II? Why or Why not?

- What is your best guess as to how many Jews existed in Europe by the 1930's-in terms of the percentage of the population they represented out of the whole?

After several minutes are given to complete the questions, a discussion should occur assessing the students' preexisting knowledge about life for Jews prior to World War II. Students may also be shown the following map to visualize the population numbers for Jews in Europe prior to World War II:



JEWISH COMMUNITIES IN EUROPE BEFORE THE NAZI RISE TO POWER

[file:///C:/Users/jwilson/Documents/Masters/02-01-01-01_Map_JewishCommunitiesbeforeNaziRisettoPower.doc%20\(1\).pdf](file:///C:/Users/jwilson/Documents/Masters/02-01-01-01_Map_JewishCommunitiesbeforeNaziRisettoPower.doc%20(1).pdf)

II. Procedure

1. Students will be given a short power point presentation regarding the history of Jews in Europe, especially their socio-economic status, using Dwork and van Pelt, *Holocaust: A History*, pages 5-19. Students will be given the power point in the “handout” format, with lines to the right of each slide. With each slide, students will summarize key points in their own words.
2. Students will then expand upon these notes, especially related to the various groups of Jews in Europe prior to the World Wars, using the resources of several important websites. Students will

read several articles from the USHMM and Facing History on Pre-War Jewish Life and fill out the charts mentioned below in #6:

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007689> (Jewish Life in Europe before the Holocaust)

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007052> (Jewish Communities in Pre-War Germany)

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005161>
(Jewish Population)

<https://www.facinghistory.org/sholem-aleichem/historical-background> (Facing History: Historical Background)

3. Next, the students are to watch three video clips from survivors about pre-war (WWII) Jewish life from the Echoes and Reflections website, and then two videos from Facing History about Jews in the modern world.

- a. <https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>
- b. Watch the first three listed on the right: John Graham, Henry Sinason, Margaret Lambert.
- c. Facing History: <https://www.facinghistory.org/sholem-aleichem/world-transition-emanicipation-acculturation-and-antisemitism>
-Sholem Aleichem: A World in Transition: Emancipation, Acculturation, and Antisemitism - part 1 and part 2

4. Finally, students are to read an excerpt from the autobiography of Pauline Wengeroff describing Jewish enlightenment from her perspective.

<https://www.facinghistory.org/resource-library/choices-modern-world>

5. While reading and watching the video clips, students will fill out a chart comparing Jews from Western and Eastern Europe. They will also fill out a similar but separate chart for Jews in

Germany. Finally, they will answer questions related to Pauline Wengeroff's description of Jewish Enlightenment. (This chart is included at the end of this document)

6. As students finish this assignment, they can go on to the photo analysis assignment, as the processing of the information they read, watched, and wrote about will happen next class. For the photo analysis, they are to carefully select two photographs regarding pre-war Jewish life in Europe. They should choose two photographs that show activities that they perceive are from "normal" life. They can use the links below to research and find their selected photographs. For each photograph, they need to copy and paste them on to a word document, and record the information provided-any dates, places, names, and descriptions. They also need to fill out a photo analysis handout for each picture, linked below. They should print out their word document with the pictures and captions.

(This activity has been adapted from the Belfer Lesson created by Aimee Young, available on the USHMM website at: <https://www.ushmm.org/educators/lesson-plans/pre-wwii-european-jewish-life-photo-project>)

Gallery links for photographs

Photo gallery prewar Jewish life:

<https://www.facinghistory.org/resource-library/gallery/pre-war-jewish-life-eastern-europe>

Link to USHMM Pre-War search:

<https://www.ushmm.org/search/results/?q=Pre-War+Jewish+life>

Photo analysis worksheet:

https://www.facinghistory.org/sites/default/files/Photo_Analysis_Prewar_Jewish_Life.pdf

III Closure for Day One:

1. For the last five minutes or so of class, the students as a group should return to the original picture discussed in the introduction of the lesson. After researching Jewish life pre-war, in both western and Eastern Europe, are there any changes to their point of view when they look at this picture now? Does it fit the information about living in a shtetl in Eastern Europe that they researched? Why or why not?
2. Homework- They are to find one-two pictures from home depicting what they consider “normal” life for them, which match the pictures they found in class in some way. They were not told this to begin with; this directive should come after they have already chosen two pictures regarding pre-war Jewish life. They need to bring in their two personal pictures to class next time. Also, they should complete any portion of their chart(s) not completed in class.

Day Two

I. Introduction

Students are to place their picture(s) that they brought from home on their desk. On lined paper or the paper with the photographs, they should answer the following questions:

- a. What did you discover as you looked through your own family’s photos in relation to those that you had researched?
- b. Which did you choose to share? How does it relate to the photos of pre-war Jewish life, and why?
- c. What do these photos, both yours and the photos you selected online, tell you about Jewish life in Europe before World War II?

The students will place their personal picture next to the photographs they found last class on pre-war Jewish life. Students will then have a “gallery walk” around the room, viewing the pictures that their classmates both brought in and discovered.

II: Procedure

1. Once seated, the processing of both the pictures and the charts completed last class should begin. First the students can share general observations about the photographs. What was similar between their own photographs and the photos they found online? What was different? What do the photographs suggest about everyday life then and now? How “different” were Jews from what was considered “normal?” The goal of this discussion is to point out that Jews did common activities (such as sled riding, shown in the introductory picture from last class) that transcend religion, place, and time.
2. While discussing the charts, it can be determined that Jews also had unique experiences that fit their identity as Jews...but every group has features of their identity that make them who they are. A discussion about personal family traditions can be had here if necessary-holiday meals, services or activities that the students partake in, that make them who they are. Hopefully the discussion will also demonstrate that Jews also fit into many different categories and could not, for example, be lumped into orthodox or reformed, living in shtetl’s or being assimilated. The relationships between Jews and non-Jews can be addressed; when and how did they interact with the people around them? When were they in predominantly Jewish communities? Does this mean that they completely isolated themselves? Why or why not? Armed with this information, students will be more aware of how stereotypes misrepresented Jewish identity for the purposes of discrimination and persecution. The chart on German Jews should be discussed after the chart on Eastern and Western Jews. How did German Jews differ? What was noticeable in the video clips from the three German Jews that was different or the same as the chart information, the other video clips, and the photographs of pre-war Jewish life?
3. For enrichment, the video linked here can be viewed on life in Warsaw:
Video: Warsaw

<https://www.facinghistory.org/resource-library/video/day-warsaw>

4. Once the charts and photographs have been discussed, students can staple their materials together (two charts, photographs and photograph analysis sheets) and submit them for assessment points.
5. Next, students will be exposed to early antisemitism. Begin with showing the USHMM's video "European Antisemitism, from its origins to the Holocaust," up to minute 7:33. Review the definition of antisemitism if necessary. This video covers the antisemitism that generated from Christianity, up through the Enlightenment.

Link: <https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>

While watching the film, students should list the examples of antisemitism mentioned in these seven (or so) minutes.

6. After the video, refrain from discussion at first- and pass out the reading and questions from Facing History, linked here:

https://www.facinghistory.org/sites/default/files/Overview_Anti-Judaism_Antisemitism.pdf

Students should read and answer the questions-even though the end surpasses the Enlightenment. It can be used as a preview of the next wave of antisemitism.

7. After most have finished the questions, discuss both the examples of antisemitism that students wrote down from the video, and the answers to the questions in the reading. Why were Jews persecuted in earlier centuries? What happened to their communities as result? How did they cope? What change do they know/predict will happen with the change in century (from the 19th to the 20th) regarding antisemitism? What will it be based upon, using the last portion and question from the reading as a guide?

III Closure for Day Two:

1. Have students write a personal reflection regarding what they have learned about pre-war life for Jews, and early antisemitism. They should reflect upon what they did, and did not know about pre-war life for Jews. They should comment on the accusations that early antisemitism asserted against Jews-why were these accusations created? What motivated(s) prejudice, discrimination and antisemitism? They could also comment on anything else they desired from the last two lessons. Finally, encourage them to generate questions that they still have regarding what they have learned so far.

IV: Assessment

- The objectives for this lesson will be assessed through class discussion and the completion of the following materials. Teachers can choose to collect all or select assignments for point values:
 - a. The completion of the charts comparing Eastern and Western European Jewry, along with the chart on German Jews
 - b. The completion of the photographic analysis activity-students could submit two pictures of pre-war Jewish life plus their analysis papers, along with at least one personal picture and a paragraph reflection addressing the questions they were given.
 - c. Students could submit the questions from the antisemitism reading attached to the list they created from the video, if desired.
 - d. Teachers could, throughout the discussions in this lesson, have students verify their ideas in writing that could be collected for point value

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Lesson Two: Racial Science and Changes in Antisemitism; World War I

Duration: One class period; 85 minutes

Goal: To analyze the “new” antisemitism that emerged at the turn of the century and the reasons for this change, along with evaluating the immediate aftermath of World War I.

Essential Questions:

1. Why did racial science evolve and how was it used in society?
2. How did antisemitism change at the turn of the century with the advent of racial science/ ideologies?
3. What problems did Germany face as a result of World War I?

Student Objectives (the students will be able to):

1. Describe the growth of racial science (eugenics) in the early twentieth century.
2. Discuss the influence of racial science/ideologies on antisemitism in the 20th century.
3. Trace the reasons for and changes in antisemitism over several eras in history.
4. List several problems that emerged in the aftermath of World War I.

I. Introduction

Show the students the “Jews not wanted here” sign from the USHMM website:

https://www.ushmm.org/wlc/en/media_da.php?ModuleId=10005175&MediaId=107

Have the students discuss why, with what they have learned so far, would Jews be excluded from certain areas of life. Did this happen before? When? Why do you think it will continue to happen as the twentieth century opened?

Also, take time here to discuss/review the definition of the word “race,” if necessary. What is racism? Why is racial discrimination different than ethnic or religious? How is it similar? Materials regarding the concept of race can be found here: <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/concept-race> (Facing History) as well as though the Teaching Tolerance website, linked here: <https://www.tolerance.org/magazine/summer-2015/race-dna>

II. Procedure:

1. Show the students the following video from Facing History that takes antisemitism from the Enlightenment up to World War I: <https://www.facinghistory.org/resource-library/video/antisemitism-enlightenment-world-war-i>

Have the students take notes during the video on the differences between the old and the “new” antisemitism and how the concept of race became a factor.

2. Next, have students read how the changing basis for antisemitism affected Jewish identity. They should read and annotate “Antisemitism and Jewish Identity” from Facing History, linked here: <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-4/antisemitism-and-jewish-identity>

The questions at the end can be answered and/or discussed. How do the individuals noted in this reading compare with the videos watched before? What is the “Catch 22” about being both Jewish and German? How can a person be both inferior (Jews) and superior (Germans) at the same time-or could they? Could they actually be both? How does this impact their sense of identity?

*Another resource to review antisemitism up to this point from Echoes and Reflections: https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file_nm=2017/07/02-01-10_StudentHandout_SummaryofAntisemitism.pdf

3. Racial Science segment- Students will be given the “Without Mercy” Power point on Racial Science (Eugenics) and the Nazis. ⁴At this point, slides 1-3, 6-13, and 28-32 will be used to give background on the pseudo-science of eugenics and its influence on twentieth century antisemitism. Students will again write down summary points on the lines next to the slides.
*If time, and the interest, there are some key documents with interpretations found on my website connected to this power point: <http://whiletheywatched.weebly.com/lecture-series.html> Students may find the “Ten Commandments for Choosing a Spouse” especially interesting. All documents included in this segment of my website were prepared (translations, commentary and additional information) by Dr. Amy Carney from the Behrend College, Penn State University. This Power Point is included at the end of this document.
4. Next, finish the last half of the USHMM video “European Antisemitism, from its Origins to the Holocaust” linked again here: <https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>. There may be some redundancy with the Facing History video but eventually it goes beyond World War I and introduces Nazi antisemitism-which will be elaborated upon in a future lesson.
5. When the video is completed, have students make a brief timeline of antisemitism in partners or small groups. Have them group it into time periods (ancient, medieval, etc.) and the type of antisemitism that existed. Another possibility is to have students grouped into small groups *by* each time period and they each make a portion of the timeline, which can then be displayed in the classroom. Students should indicate examples of antisemitism each time period, and what those examples were based upon (Christian antisemitism, racial antisemitism). If students are in partners and groups completing one full timeline, a discussion can happen afterwards as to the time periods they noted, and the types of

⁴ This power point was constructed with help from Dr. Amy Carney from the Behrend College (a local Penn State Campus) during a professional development event we did together using the USHMM’s “Deadly Medicine” exhibit.

antisemitism that occurred within that time period. If the students are broken into groups by time period, each group can complete a brief presentation regarding their portion of the timeline, as each group adds their time period to the overall timeline, which can be displayed on a wall or board.

6. Next, the students will begin to switch gears to the impact of World War I. Let them know though that they will be circling back to antisemitism. To remind students about the issues stemming from World War I, have them read the following from Facing History:
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-3/negotiating-peace>,
and answer the questions below the reading.

*This may be the point where the timeframe of the class ends. If so, end here...#6 could be finished for homework, or the last in class activity for the day.

III: Closure:

Time permitting, a brief discussion regarding their initial perception regarding the legacy of World War I could end the class period-or students could read and answer the questions until the end of the period. For homework if desired, assign the reading “Why Study the Weimar Republic,” linked here:

<https://www.facinghistory.org/weimar-republic-fragility-democracy/readings>. This will be used in the next lesson.

IV: Assessment

- The objectives for this lesson will be assessed through class discussion and the completion of the following materials. Teachers can choose to collect all or select assignments for point values:
 - a. Timeline showing the eras of antisemitism
 - b. Power point notes

Next page...

Lesson Plan Three: World War I and the Weimar Republic

Duration: One to two class periods, 85 minutes each

Goal: To analyze the inter-war time period in terms of the impact of World War I on Europe, namely Germany, and the successes and ultimate failure of the Weimar Republic in Germany.

Essential Questions:

1. In what ways did World War I impact Europe, and Germany specifically?
2. What were the strengths and weaknesses of the newly established, democratic Weimar Republic?
3. Why did the Weimar Republic fail? How did the failure of democracy in Germany impact the attitude of Germans towards Jews?

Student Objectives (the students will be able to):

1. Assess the impact of World War I on various facets of European and German society.
2. Identify the strengths and weaknesses of the Weimar Republic.
3. Evaluate the reasons for the failure of the Weimar Republic.

I. Introduction

What was the legacy of World War I? If students have not yet reviewed the reading assignment completed at the end of last class, then the questions could be discussed here. If they have already discussed the question answers, then do a quick review. Using a visual like the photograph below to stimulate discussion:



Abandoned British trench which was captured by German forces during World War I. German soldiers on horseback view the scene.

— *Library of Congress (taken from USHMM*

https://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10007427&MediaId=8610

A few possible points for discussion:

- While viewing the trench picture, what was life like for soldiers fighting from trenches? How does the brutality in World War I compare to other wars before it?
- In this picture the Germans took the British trench. What was the end result of the war though? Did the Germans win? Did they know their fate during the war? What issues stemmed from this?

II. Procedure:

1. Students are going to explore the impact of World War I on Germany further. Have students read the following articles from the USHMM website about World War I. If it is possible to have printed copies for annotation, that is preferred. If not students should list on paper what they see as crucial statements regarding the impact of World War I. If they are annotating, their mark ups should be with that focus in mind.

USHMM Articles:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007970>

<https://www.ushmm.org/learn/holocaust-encyclopedia/background-aftermath-world-war-i>

(In the “more detail” section at the bottom of this article, time permitting, students may look at the special focus link on World War I, but should not yet look at the film “The Path to Nazi Genocide.”)

2. After reading these articles, students can work in small groups to make a master list that includes information from the two readings from the USHMM, as well as the reading from last class on negotiating peace. What do they see as critical factors that affected Europe, namely Germany, as a result of World War I? They should write their list on larger paper if available, and each group can hang their list at a place in the classroom. This group discussions session should be given a set time. When all groups are finished, students can travel with their groups and review the other groups’ lists to see similarities and differences. Depending on class culture, markers could be left by each poster, where students can add any points that they feel were missing to the other groups’ posters. As students travel through the stations, they should create, after/while viewing each poster, a master list of 4-5 of the most important consequences of World War I. This session could also be timed.
3. When completed, a full class debriefing should follow, where students, as a class, are asked to rank their top five impact statements (which they should have written down) that they feel were the most important consequences of World War I. The teacher can write them on the board, and the students should justify their choices through this class discussion.

*An excellent video to show here would be the first and part of the second segments of the USHMM’s “A Path to Nazi Genocide,” linked here: <https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

-Up to minute 4:22, which ends with a Hitler quotation. It would mean going from this video straight to the next video described in #4-but altogether, it would only be around 11 minutes total for both.

4. When this is completed, show the following video to introduce the Weimar Republic:

Video on “Why Weimar”:

<https://www.facinghistory.org/resource-library/video/facing-history-scholar-reflections-weimar-republic>

Students should take notes on this five minute video regarding the viewpoint of scholar Paul Bookbinder regarding the Weimar Republic.

5. Next, students will read the following readings on the Weimar Republic, authored also by Bookbinder. There may be some redundancy, but watching and reading addresses various learning styles. The first one may have been completed for homework.

Readings:

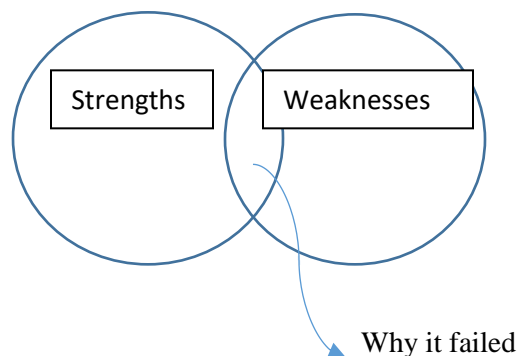
<https://www.facinghistory.org/weimar-republic-fragility-democracy/readings>

This link from Facing History has four articles about the Weimar Republic. The articles are listed in an appropriate order that highlights the importance of the Weimar Republic as well as the challenges that democracies face, the turning point in 1929, the choices that became critical within the Weimar Republic itself, and the political parties. Time may dictate which documents to use. These can be printed out and given as a packet as well-students tend to engage more with the reading when they can annotate or underline/highlight documents. Attached to the articles on the website are primary resources also that students can either discover on their own, or be directed to specific resources. For the next part, they will need one of these primary resources. This reading activity will become the research for the next step.

6. After reading and annotating the required resources on the Weimar Republic, the students will write a “mini-paper” on the importance of the Weimar Republic during the interwar period in

Germany. The paper should reflect upon the strengths and weaknesses of the Weimar Republic- and ultimately why it failed, leading to the takeover of Germany by the Nazi Party. Their mini-paper should be two pages typed, double spaced, with specific citations (in whatever desired format-MLA, Chicago, etc.) to the Facing History readings and (if desired) the USHMM readings about World War I. They also MUST cite and use one specific primary resource given in the “primary sources” link for the topic of Weimar. They can choose a resource on culture, economics, politics or society-or be directed to a specific resource.

*An alternative to a mini-paper could be a Venn diagram or a graphic organizer of choice. The organizer would have to represent the strengths and weaknesses of the Weimar Republic-with abridged citations after each. The organizer should also have a segment denoting why the Weimar Republic ultimately failed. A possible format could be the following:



(This diagram or any graphic organizer would be completed on a full sheet of paper)

*The due date for this assignment is up to the teacher-there really isn't time in this lesson to completely finish it. The teacher could assign it to be completed in its entirety by the next class, or give a due date in the near future. However, the readings themselves at least should be completed either during this lesson or by the next class, so that a processing discussion can occur on the Weimar Republic.

III: Closure

1. Depending on time constraints, the students could work until the class is almost done on the readings for their Weimar assignment, with perhaps a brief discussion at the end as to what they have discovered so far. Another possibility is to assign the Weimar materials, allow the students to work for a bit, and then either discuss what they have completed so far, or circle back to antisemitism and save a discussion on Weimar for the next class. The students can either start to read in class the following articles on how World War I impacted antisemitic stereotypes, or take them home for homework.

USHMM article on World War I and antisemitism:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007166>

Facing History primary resource on antisemitism in 1923:

<https://www.facinghistory.org/weimar-republic-fragility-democracy/society/bertha-pappenheim-letter-antisemitism-1923-society-antisemitism>

*For enrichment, the following article on WWI refugees can be used here, or at any time with a unit on the Holocaust, or a discussion on refugees, both historical and contemporary:

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-3/people-without-papers>.

IV: Assessment

- The objectives for this lesson will be assessed through class discussion and the completion of the following materials. Teachers can choose to collect all or select assignments for point values:
 - a. The lists generated regarding the impact of World War I
 - b. The mini-paper or graphic organizer on the Weimar Republic

Lesson Four: Failed Democracy, and the Rise of the Nazi Party

Duration: One class period, 85 minutes

Goal: To explore the connection between the failure of the Weimar Republic, the new racial antisemitism, and the rise of the Nazi Party.

Essential Questions:

1. How did the failure of the Weimar Republic lead to the growth of radical parties?
2. How did racial ideology and World War I intensify antisemitism?
3. Why were Germans drawn to Nazism?

Student Objectives (the students will be able to):

1. Explain why the Weimar Republic failed to provide security in the interwar period in Germany.
2. Examine the connection between racial science, World War I, and the antisemitism that Jews faced prior to World War II.
3. Analyze the tenets of Nazism that seemed to resonate with the German population in the interwar period.

I. Introduction

- Play the film footage from Hitler's speech about the Weimar Republic from the USHMM:

<https://www.ushmm.org/wlc/en/media fi.php?ModuleId=10008222&MediaId=152>

When done, ask the students what entity Hitler is referring to...and what made him state what he did? What problems of the Weimar Republic did Hitler use to fuel his rhetoric? Have a discussion from the Weimar Republic readings assigned last class. Students should be able to relay the strengths and weaknesses of the Weimar Republic. Students should be able to describe how the impact of World War I, discussed last class, made Germans less apt to tolerate the fledgling

democracy and its mistakes, and more willing to follow radical political parties, such as Nazism and Communism.

- This lesson we will link the issues left from World War I and the failure of the Weimar Republic to the rise of the Nazi party.
- If the students are submitting their mini-essays or graphic organizers today, collect them now. If not, remind them of the due date and address any questions.

II: Procedure:

1. Have the students quickly review their prior reading from Bertha Pappenheim, who described her run in with antisemitism while inspecting foster homes in Germany in 1923. Next, have them also review their prior reading from the USHMM regarding World War I and antisemitism. Can they match the situation Bertha saw on the train with one of the accusations against Jews stemming from World War I? (There isn't a perfect match, but there is a theme in #1 and #2 that at least connects...this also provides a gateway into discussing these new antisemitic accusations).
2. Next, have the students read the following pieces from Yad Vashem regarding antisemitism:

http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203814.pdf (**Diary of Moshe Flinker-Jewish response**)

http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%204021.pdf
(**Christopher Browning Interview-Scholar Response**)

http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203831.pdf
(**Nazi publication before coming to power**)

Discuss the shift that was occurring concerning antisemitism, evident in these documents.

How does the antisemitism that was growing in the interwar period “feel” different? Each document has a different point of view. What contributed and influenced or informed each point of view? This can be done in writing as well.

3. Next: Why Nazism? Read (or show) this quotation from the USHMM to the students:

“I became a National Socialist because the idea of the National Community inspired me. What I had never realized was the number of Germans who were not considered worthy to belong to this community.”

—*Postwar memoirs of a German woman active in Nazi youth programs*

(<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007819>)

What does she mean by the number of “Germans” not being worthy of being in the community?

Review the concept of nationalism and the way that it both unites and divides a population.

4. Next have the students read and annotate the following USHMM article:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007818> (Rallying the Nation) –Up to the section entitled “Preparing the Population for War.”

As they read, they should underline or otherwise note the ways in which the Nazi party reassured the nation that Nazi ideology was right for Germans. After they are done, discuss the following:

Considering the impact of World War I, the instability of and backlash towards the Weimar Republic, and the “cult of personality” portrayed by Adolf Hitler, is it surprising that many Germans felt drawn to the Nazi’s? Why or Why not? Can they see why the woman in the quotation above overlooked the implications of creating a national community for those who were not worthy? What other choice did Germans have besides the Nazis? This last question should not be presented in such a way as to note that there was not a choice. The intention here is to actually draw students back to the Weimar Republic readings-namely the choice reading and “Why Weimar” to point out that democracies are tough to maintain, especially without a precedent for one. However, Germans had the choice to abandon radical ideologies and stick with democratic ideals. What made them chose otherwise? What can students predict, at this point, will continue to allow Germans to look away as the treatment of Jews worsened?

5. Next, students will return back to the “Without Mercy” power point and complete the rest of the slides which are specifically on Nazis and the eugenics movement, which transitioned into euthanasia in Germany. This will provide a segway into Hitler’s version of antisemitism, or what Saul Friedländer deemed “redemptive antisemitism. As they did before, students should write down summary points on the lines next to the slides. Students should see how the eugenics movement fit into the Nazi vision of a national community, by breeding “perfect” Germans. This jumps ahead a bit into content we have yet to discuss, but it will help to analyze the antisemitic propaganda that emerged during the time of Nazi Germany.
6. Next, to link this to Nazi Germany, show the USHMM’s “The Path to Nazi Genocide” from minute 4:22 to minute 12:22. If the first four minutes (plus) were not viewed previously, they can be shown here, as they will also offer a review of the impact of World War I on Germany.

Link to “The Path to Nazi Genocide” film on USHMM:

<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

Or here: (I think this is a newer feature-to separate the video segments)

<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/chapter-1/aftermath-of-world-war-i-and-the-rise-of-nazism-1918-1933>

The transcript of this segment is listed underneath both versions of the video-it would be beneficial to print this out and have it as a handout for students as they watch the video. This can serve as informational notes, along with the previous handout entitled “Rallying the Nation.” They can either underline key elements during the video, or there can be a 5-10 minute session after the video to underline key points. The focus should be on how the Nazi Party, one of many in the Weimar Republic, became the ruling party in Germany. What was the draw to their platform? Did they ever have a majority in the Reichstag? Why did the video state that the Nazi’s

“couldn’t believe” their stroke of luck when Hitler was ASKED by the government to become Chancellor-as a radical party member? Why is this moment critical in the overall timeline of the Holocaust? Going back to the quotation one more time in #3 of this lesson and considering the Power point also on racial science...is it possible to see how this woman “missed” the fact that subscribing to Nazi ideology meant actually dividing the German people? Along with Jews, what other groups were part of the Nazi’s victim groups (in what they can tell so far...)?

III: Closure

1. The students should put into writing what they have been discussing throughout this lesson. This can be in the form of an open ended written reflection, where they are told to write for the last 10 minutes or so of class (depending on time, it could be more or less) on anything they learned today-through watching, reading, or discussion. There could also be a focused prompt to the likes of “how did democracy fail in Germany, and who bared the burden of this failure?” or listing the steps that allowed for the Nazis to come into power in Germany. This could also occur in the form of a diary/journal entry, using the quotation from #3 as a guide, where they assume the role of a person in Germany, reflecting upon the changes that they were witnessing.
2. Depending on class culture, although there were two documents that would help included in this lesson, the students could attempt to write about how these changes in Germany might have been perceived by Jews in Germany. Connecting to the first lesson, which groups of Jews would face hardship immediately with Nazi ideology? Or did that matter? What about non-Jews?
3. If desired for homework, the students could read the following document from the Yad Vashem website: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%201999.pdf

(Hitler Memo)

*The next lesson dives deeper into Nazi ideology and its emergence in the laws and decrees in Germany-this memo could be used as a “preview.”

IV: Assessment

- The objectives for this lesson will be assessed through class discussion and the completion of the following materials. Teachers can choose to collect all or select assignments for point values:
 - a. The annotated articles and video transcript
 - b. The written reflection at the end of the lesson

Next page...

Lesson Five: Redemptive Antisemitism and Nazi Germany

Duration: One to two class periods, 85 minutes each

Goal: To examine Hitler’s brand of antisemitism called “redemptive antisemitism” and examine how this ideology manifested in Nazi laws and propaganda.

Essential Questions:

1. How did Hitler’s metaphysical world view influence his version of antisemitism-and how did his antisemitism also reflect racial science?
2. How did the Nazi Party subsume the government and institute their ideology in the form of laws and decrees?
3. How was Nazi policy promoted through propaganda?

Student objectives (the students will be able to):

1. Describe Hitler’s brand of antisemitism and how he connected it to nationalism, the problems of Germany, and his vision for the future.
2. Identify key laws and decrees instituted once Hitler became Chancellor as manifestations of Nazi ideology and antisemitism.
3. Research and analyze visual antisemitic propaganda pieces.

I. Introduction:

1. Pass out the Nazi Part 25 Point Program and have the students read it over. It can be found in a number of places, linked here:

<https://www.jewishvirtuallibrary.org/platform-of-the-national-socialist-german-workers-rsquo-party> (all points, Jewish Virtual Library)

<https://www.ushmm.org/learn/timeline-of-events/before-1933/nazi-party-platform>

(USHMM image that may be useful to display while students read points)

<https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/nazi-party-platform-politics-political-party-platforms>

(Facing History-not all points, but important questions below the points)

2. After reading these once through, have a discussion about which points sound extreme, and which points do not. These could be underlined as well. This document is from 1920...in this lesson they will compare the laws that the Nazi's decreed compare to their original intentions.

*For enrichment-if students have learned about the Armenian Genocide, it would be interesting to remind students about the "Ten Commandments" of the CUP. Although this is clearly regarding murder and genocide, both groups (Nazis and Young Turks) overtook the government and instituted their radical party policies. Links with the "Ten Commandments"

<http://www.armenian-genocide.org/br-cup-memo-text.html> (Armenian National Institute)

<https://www.facinghistory.org/sites/default/files/Planning%20Mass%20Murder.pdf> (Facing History)

II. Procedure:

1. Students will be given the handouts version of a power point on Hitler and redemptive antisemitism. The students will write down key points as they have been doing on the lines to the right of the slides. In this power point, there are also key concepts in bolded yellow.
2. At the end of the power point are various speeches from Hitler at key points in the rise of Nazi power and the consolidation of Nazi power, including the taking of Austria, Hitler speaking to the youth in 1934 and again in 1939, and his infamous speech to the Reichstag in 1939 regarding the destruction of the Jews. It is up to the teacher as to which speeches to show, and for how long. The purpose for including these speeches is twofold; if students are interested in seeing a Hitler speech, and decide to find them on the internet themselves, they will (not "may," but surely WILL) be exposed to neo-Nazi and denial sites. These sites are often cloaked in euphemistic titles and just as often, they include commentary to these speeches that is simply not correct. Therefore several key speeches are included in this power point, all but one from the USHMM website, to

provide a safer viewing source. The second reason is for students to see the often discussed “powerful” (or, some may say, screaming) oratory of Hitler and the atmosphere created in Nazi rallies, that tended to consume the audience and provide a collective experience that seemed to supersede the negative rhetoric of Nazism.

3. In addition there are two key propaganda films to begin the discussion about the role of propaganda in Nazi Germany. Propaganda was the way that the Nazis created their version of a national, collective identity. The pieces included are two excerpts from Leni Riefenstahl’s *Triumph of the Will* and “Yesterday and Today.” These films can be shown at this point of the lesson, or saved for after the next activity beginning in #6.
4. Next, students will be given the “Documents Relating to the Transition from Democracy to Dictatorship” from the USMM linked here: <https://www.ushmm.org/m/pdfs/20091123-ljh-dictatorship.pdf> While having the original Nazi Party 25 point platform handy, they should read and annotate the packet from the USHMM, marking up portions they believe are of particular importance or that they have a strong reaction to. Then, they should compare the original 25 point platform and the packet on laws actually passed. What are the similarities? Differences? Which is more “radical?” What have they learned so far that would explain why Germans went along with these laws?
5. Next, the students are going to research Nazi propaganda. First, have the students listen to the following podcast from the USHMM on propaganda:

Propaganda podcast

<https://www.ushmm.org/confront-antisemitism/antisemitism-podcast/the-power-of-propaganda>
6. Next, if they haven’t already, have the students watch the propaganda clips at the end of the Redemptive Antisemitism power point. The length shown is up to the teacher. Students should look for persuasive elements that would draw the German people “towards the Fuhrer.” What do the propaganda videos suggest that the Nazis are doing for Germany and its people? What are effective propaganda techniques in general?

7. Next, the students should research and examine propaganda-especially antisemitic-created by the Nazis. Student should use the USHMM website, linked here:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005202> to research propaganda pieces.

This link is to the article; there are various ways to research propaganda using this website.

Students should select a visual piece, and either print it or copy and paste onto a word document and print. The caption and USHMM citation information must be included with the picture.

8. Then, the students should use the link to the national archives website to select the appropriate analysis sheet that matches their example. They should print this sheet, and complete the analysis sheet for their propaganda piece. Depending on time, this activity could be completed during the following class period as well.

National Archives site: <https://www.archives.gov/education/lessons/worksheets>

Depending on time, students can display their propaganda pieces and do a gallery walk. Students can discuss various pieces and how they contributed to the creation of the national community that the Nazis relied upon to consolidate their power. Students should also note the racial antisemitism that is evident in the propaganda, and how the propaganda utilized stereotypes to promote the Nazi racist agenda. Students should compare their prior notes on Jews (from lesson one) to debunk the Nazi images of Jews, and conspiracy statements as false. Students should note however the dangerous (and lethal) combination of this negative propaganda and Nazi laws towards Hitler's perceived "enemies of the state," namely Jews.

III. Closure

1. The students should reflect upon the impact of Nazi policies on Germany and eventually other areas dominated by Germany. Students should read the following excerpts of diaries and letters from the Yad Vashem website and from various countries regarding several Nazi policies.

2. Students can read these until the class ends, and complete the readings for homework. Next class, students will be asked to describe their reaction to these readings, and explain how they reflect the reaction to Nazi policies.

Bicycle in Hungary http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203694.pdf

Jewish property: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203695.pdf

In Greece: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203821.pdf

Germany- book burning http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203269.pdf

Ringelblum 1938: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%207807.pdf

*For enrichment, students can discuss these Facing History documents on Jewish stereotypes

“We don’t control America” Myths

<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/roots-and-impact-antisemitism>

IV: Assessment

- The objectives for this lesson will be assessed through class discussion and the completion of the following materials. Teachers can choose to collect all or select assignments for point values:
 - a. Annotated articles and the power point notes
 - b. Propaganda sample and analysis worksheet

Final Reflection

The lesson plans created in this series were one of the most mentally laborious and challenging projects that I have completed in my current Master's program. I have created, adapted, revised, trashed, re-created, amended, trashed again, and started over many times in the last week. In a little over a year I have read over twenty books and written fifteen papers or so; all of which were easier for me than the previous pages in this document. Considering that creating lesson plans is what I do for a living, it is a little disturbing that I struggled so deeply with this assignment! However, I predicted this possibility when I signed up for this course, which is why I took it. I desperately needed it. I have discovered myself in a bit of a Holocaust education rut. Part of the reason is information overload. I have often read or heard survivors describe the problems that they encounter when attempting to relay their experiences under Nazi tyranny and during the Holocaust. There are either no words in any language that can express adequately how they felt or what they saw during this time; and sometimes it is a language barrier itself in terms of which language is used. For example, what can be said in German, Polish, or Yiddish may not have the same impact when translated to English or French. Recently I have discovered this dilemma in my own way as a Holocaust educator. Sometimes I simply cannot translate all that I want to "cover" regarding the Holocaust into a lesson. In other words, I too find it hard to put into words what happened to Holocaust victims in a way that actually expresses the depth, complexity, and enormity of their experiences. I feel as if the more I learn, the worse this gets!

With that in mind, I took on this project and expected to write lessons for around nine topics that would span one to two class periods per lesson, depending on how much of the lesson was actually performed (I tend to include more than necessary per lesson) and how much time a teacher had in a given period. After spending approximately ten hours on my first lesson, I realized there was no way I was going to craft lessons on the nine core topics that I originally intended by the due date! Therefore, I focused on the topics that I noted in my journal entries as gaps in my existing lessons. Even then, I didn't get to the resistance and rescue lesson that I hoped to. That being said, there are five lessons included in

this document with many resources attached. In the actual execution of these lessons I will adjust and adapt as any teacher would-meaning the projected questions and even some of the activities may change in action. However, I am pleased with the fact that I have now included crucial resources in one place, even if the pedagogy needs some work.

The rest of the topics that I will continue to work on include topics that really begin the time line of Nazi persecution and genocide. The lessons leading up to this point were more conceptual and analyzed Jewish life (to an extent) up to the Nazis, plus the context of the interwar period and the conditions in place that led to the rise of the Nazi Party. From this point on, the topics will address a stricter sense of chronology along with the intensifying Nazi persecution. Each topic would most likely take more than one class period. These topics would include:

VI: Nazi Germany: 1933-1938 (Race and Space, Kristallnacht, Emigration)

VII: War and the Final Solution: 1939-1945 (The “non-decision,” of the Final Solution, Ghettos, Camps, the “Bloodlands” and the Einsatzgruppen)

VIII: Rescue and Resistance (of all types)

IX: Liberation and Justice (I intend to use Ida Fink’s story)

Within these topics I hope to cover the rest of the persecuted victim groups (that mosaic of victims we discussed) and victim voices in the form of more diary entries and video clips. I also intend on inserting perpetrator voices as well-along with the voices “in-between.” I would love to construct a lesson as described by Cynthia in our forum-a 24 hour “day in the life” situation that incorporated the many decisions people were faced with during this time-although the “Some Were Neighbors” online exhibit from the USHMM fits this concept nicely also. I plan to use the examples we were given in this course of rescuers and resistance activities, taking care to assert that rescue was not the norm. The topic of liberation is something I rarely get time to cover; I genuinely hope to do so this year. I still feel overwhelmed by the amount of information that I want to relay and the amazing yet significantly large

amount resources that I want to use. The good news is that even by sticking to the websites that I used predominantly in these plans, such as the USHMM, Facing History, Echoes and Reflections (used sparingly because I will use that more so in a different course) and Yad Vashem, I know that I am providing my students, and any educators who may view these lessons in the future, with excellent and credible resources.

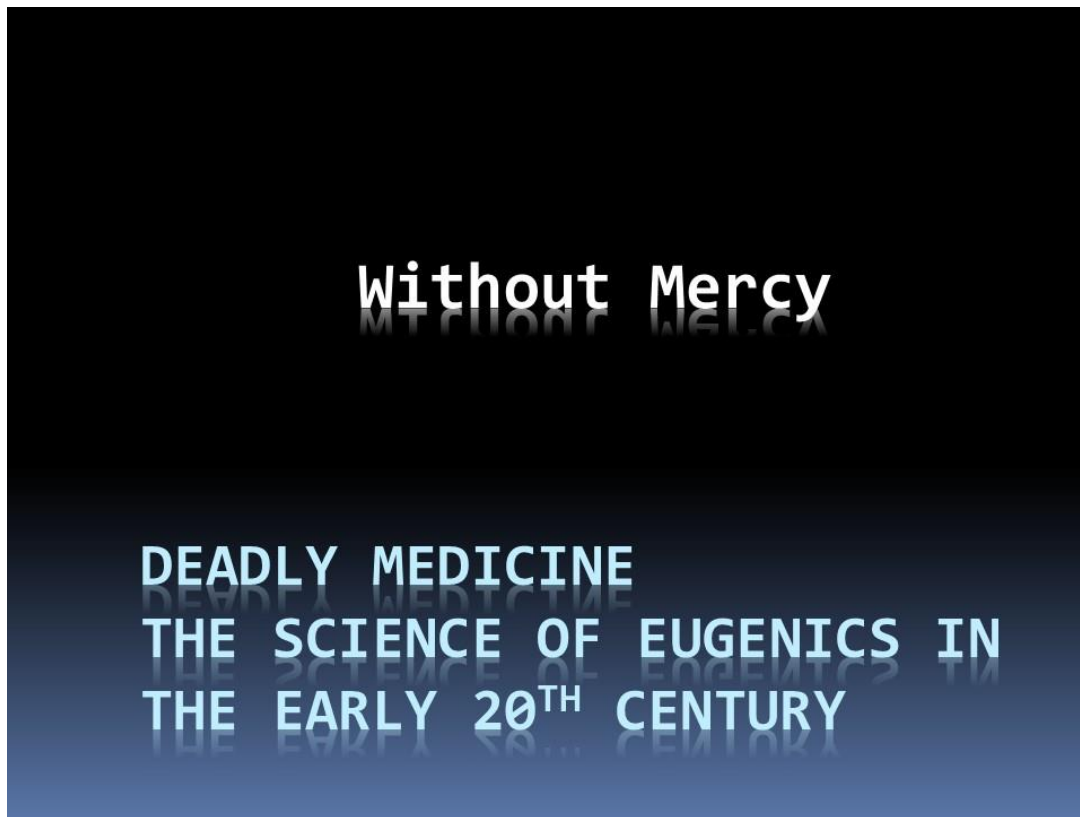
In my own angst over attempting to do this topic justice in the classroom, I am again reminded of the bravery and trauma that Holocaust survivors experience when they describe their experiences and memories. I am also indebted to those who did not live to tell, yet their voices are preserved in important discoveries like the milk cans of Oyneg Shabes, or the buried pages of the Sonderkommandos in Auschwitz, or the many, many letters, diaries, and other resources that survived when their subjects or authors did not. As I noted earlier, I know that there is not a final destination with this mission, just a series of places to stop and visit. I will continue to rework, revise, throw out, dig out of the garbage (well...in some cases the digital garbage of “recovered” documents), recreate, and adapt my lessons using what I have learned along the way to inform my pedagogy. Bearing witness, in the many ways that this occurs, is a lifelong mission.

Appendix

The following pages have power points or worksheets (that I made) that were referenced in the lesson plans.

Power Points

“Without Mercy” on Racial Science and Eugenics; based off of “Deadly Medicine”



"God's mercy can make even the driest land become a garden, can restore life to dry bones (cf. Ez 37:1-14). ... Let us be renewed by God's mercy, let us be loved by Jesus, let us enable the power of his love to transform our lives too; and let us become agents of this mercy, channels through which God can water the earth, protect all creation and make justice and peace flourish."

~Pope Francis, March 31st, 2013

"Our starting point is not the individual, and we do not subscribe to the view that one should feed the hungry, give drink to the thirsty, or clothe the naked....Our objectives are entirely different: we must have a healthy people in order to prevail in the world."

—Joseph Goebbels, Minister of Propaganda,
1938

From 1933 to 1945, Nazi Germany's government led by Adolf Hitler promoted a nationalism that combined territorial expansion with claims of biological superiority—an "Aryan master race"—and virulent antisemitism.

Driven by a racist ideology legitimized by German scientists, the Nazis attempted to eliminate all of Europe's Jews, ultimately killing six million in the Holocaust, from around 1933-1945. Many others also became victims of persecution and murder in the Nazis' campaign to cleanse German society of individuals viewed as threats to the "health" of the nation.

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007063>

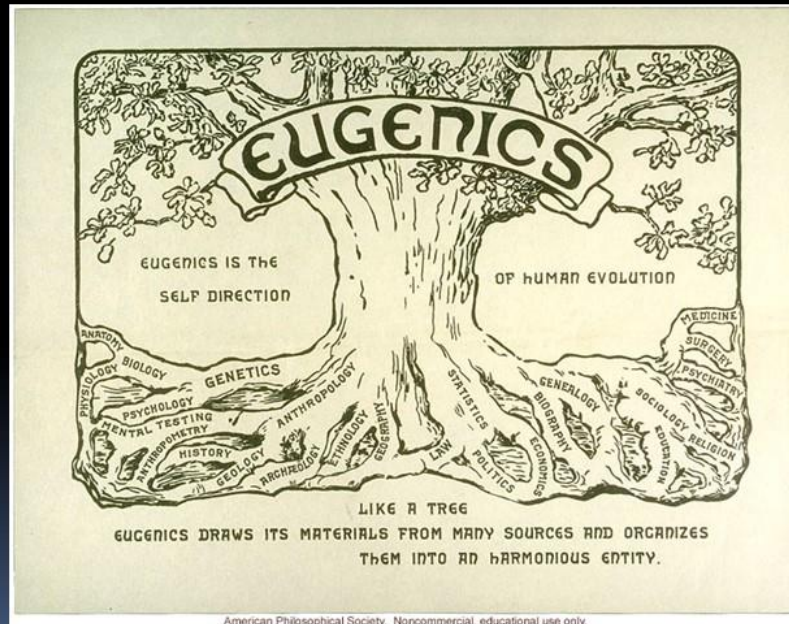
The desire to create the perfect race, or the “strongest” population in one’s country, predates Nazi Germany....to the science of Eugenics.

Origins

Where did Eugenics and racial science come from?

- Charles Darwin...“On the Origin...”
- Evolution through natural selection becomes the core principle
- As the book grew in popularity, people found applications to society...Eugenics followers wanted to use it to apply to society to improve the “health of their people” and make their country better

The "tree" of eugenics is illustrated as being fed by roots representing many disparate fields of human endeavor.



Eugenics "is the self direction of human evolution"-draws from many sources...

Science of Eugenics

Science was at the center...

- Eugenics was deemed a credible science
- Francis Galton, Darwin's cousin, used Darwin's ideas to create the science of Eugenics
- It is a science for producing good offspring-picking desirable characteristics and promoting reproduction
- People with good characteristics are encouraged to reproduce...if you don't have them, don't reproduce
- The standard for good and bad varied from country to country sometimes based on class, religion, ethnicity, race, etc.

Francis Galton

- Inspired by natural selection, wanted to see the implications of it to mankind
- Galton also did weather forecasting (weather maps), science of fingerprinting-well known credible scientist
- Characteristics were important; how can reproduction promote the good characteristics of people?
- Heredity is key...it's not environment, **but heredity**-if everything is predetermined by birth, then intelligent people will produce intelligent children, etc.
- Galton wanted to produce "better children"
 - Lower classes were surviving and thriving in industrial slums...not good for the health of the nation

Galton Continued..

- Selective breeding could IMPROVE MANKIND according to Galton
- End of 19th, beginning of 20th century, Eugenics was a valid science and accepted worldwide
- Becomes a global science...physicians felt that they were stewards of the people-at first they were just promoting sterilization....those sterilized were taken care of.

Question-workers had tougher physical attributes..why were they valued less?

- Totally based on class
- Galton's research shocked audiences by saying if we continue, we will be as low as the "Negro..."
- What if someone has both desirable and undesirable traits?
 - Goal was productivity....if they were productive
 - It was acceptable to feel this way-part of the norm of the day

Government steps in..

- 1927....Government institution begins the movement with the KWIA...Kaiser Wilhelm Institute for Anthropology-the government acted on the science of Eugencis
- Now Eugenics is taken seriously, along with anthropology and human heredity
- Eugen Fischer , well respected anthropologist-was appointed to serve as first director of KWIA
- Will set agenda for institute-investigate human beings and their differences
- This is pre-Hitler-during the Weimar Government – included the Rockefeller organization!

Nazi flags flying on the Kaiser Wilhelm
Institute of Anthropology, Human Heredity and
Eugenics, 1930s.

Image Credit: Archiv zur Geschichte der Max-Planck-Gesellschaft



Eugen Fischer and KWIA

- After WWI, Germany was angry and would not attend the International Eugenics Conference...getting this institute was the first "international event" for Germany in awhile-trying to pull them back into the international community.
- Goal was to do research and promote measures to help society-to make it healthier and better-especially after the extreme losses of the war.
- Research that had PRACTICAL APPLICATIONS FOR SOCIETY...
 - Fischer wanted strong relationship with government-he filled all positions in the institute with colleagues, namely Otmar von Verschuer , a geneticist.
- KWIA offered classes (odd for the time) for public health and government officials -these officials will implement these ideas on the ground

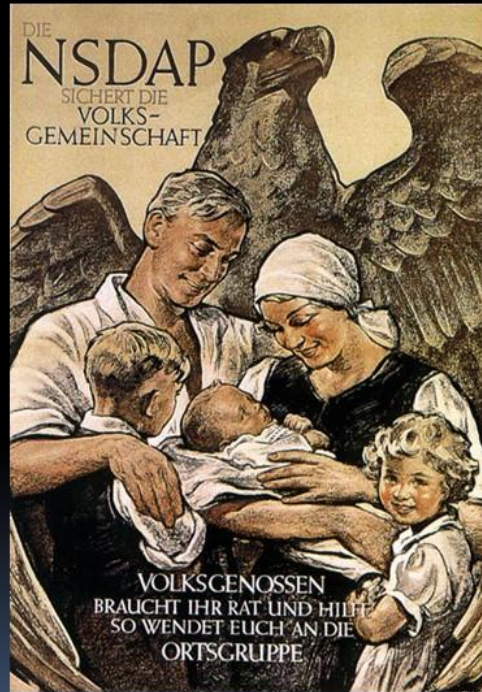
Eugenics and the Nazis

- Racial science fit the Nazi's ideology of "space and race."
- Naturally, the Nazi's loved it...
 - these scientists provided legitimacy for Nazi racial science
- Other scientists also promoted Nazi racial policies
- "It was a symbiosis" when the Nazi's came to power....
- From 1933 onward, racial science became embedded into everyday life.
- It became a foundation that the Nazi's could build on to implement more policies and changes

Nazi Eugenics...

The National Community

- Wanted to create a racial state- THE NATIONAL COMMUNITY
 - promoted by Propaganda
 - marriage-cornerstones of the foundation
 - people needed to choose their spouses wisely
 - Eugenicists had been promoting “perfect marriage” for decades...
- Nazis had their support (wasn't something they created)
 - promoting healthy marriage was something the government and the scientists agreed upon



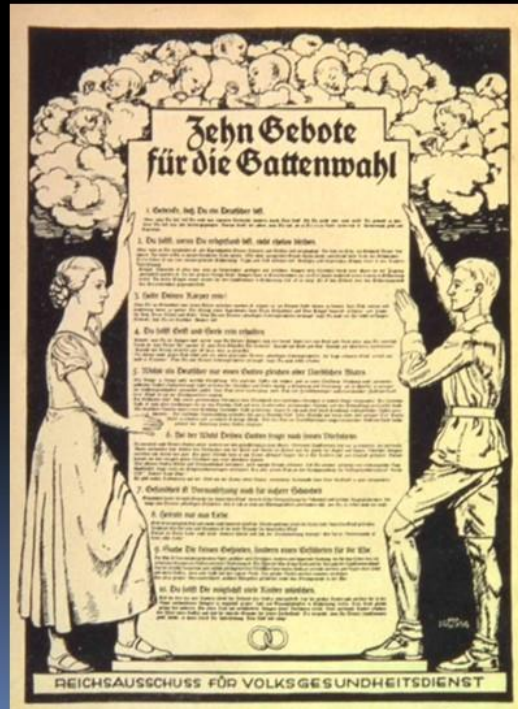
A whole series of Nazi organizations grew up promising to turn German society into a *Volks Gemeinschaft* -- a true Community of the People. This poster offered one of the most powerful images of that vision -- a happy family, lovingly protected by the outstretched wings of the German eagle.

"Comrades who need advice and assistance, turn to your local [Nazi] Group."

Choosing a spouse...

- "Ten Commandments of Choosing a Spouse...."
- How do you know if you are suitable for having children?
 - People wanted to verify their health and heredity...
 - Physical exam by physician-and health officials had to be trained in Eugenics
 - But by 1930's Eugenics was standard course work

Ten Commandments for Choosing a Spouse



PHYSICIANS BECOMING PERPETRATORS

- Looked at family history too
- Building genealogical trees...name, date of birth, date of baptism, marriage, death, occupation-became very popular
- Would the physicians have to be required to report “unhealthy” people?
- Yes, during Nazi era...
- If you were deemed healthy you could get an interest free marriage loan !

The Nuremberg Laws

- Nuremberg Laws, September of 1935
- “Law for protection for German blood and honor (at our national archives!)”
- Prohibits sex and marriage between Germans and Jews
 - No marriage between German and Jew
 - Any marriage existing prior to this law was fine....no divorce was required
 - Over 90% of intermarried Jews survived because of their German spouse

Chart to describe Nuremberg Laws, 1935. The "Nuremberg Laws" established a pseudo-scientific basis for racial identification. Only people with four German grandparents (four white circles in top row left) were of "German blood"

Die Nürnberger Gesetze

| Deutschblütiger | Mischung 2. Grades | Mischung 1. Grades | Jude | Jude |
|---|--|---|---|---|
| <p>Deutschblütiger</p> <p>Eltern: 4 white circles</p> <p>Eltern: 2 white, 2 black circles</p> <p>Ehe verboten</p> <p>Kindern werden Deutschblütigkeit</p> <p>Ehe gestattet</p> <p>Kindern gelten als deutschblütig</p> <p>Ehe nur mit Genehmigung zugestimmt</p> <p>Ehe verboten</p> <p>Ehe verboten</p> | <p>Mischung 2. Grades</p> <p>Eltern: 3 white, 1 black circle</p> <p>Eltern: 2 white, 2 black circles</p> <p>Ehe gestattet</p> <p>Kindern gelten als deutschblütig</p> <p>Ehe verboten</p> <p>Ehe nur mit Genehmigung zugestimmt</p> <p>Ehe verboten</p> <p>Ehe verboten</p> | <p>Mischung 1. Grades</p> <p>Eltern: 2 white, 2 black circles</p> <p>Eltern: 1 white, 3 black circles</p> <p>Ehe nur mit Genehmigung zugestimmt</p> <p>Ehe gestattet</p> <p>Kindern werden Mischlinge</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> | <p>Jude</p> <p>Eltern: 1 white, 3 black circles</p> <p>Eltern: 0 white, 4 black circles</p> <p>Ehe verboten</p> <p>Ehe verboten</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> | <p>Jude</p> <p>Eltern: 0 white, 4 black circles</p> <p>Eltern: 0 white, 4 black circles</p> <p>Ehe verboten</p> <p>Ehe verboten</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> <p>Ehe gestattet</p> <p>Kindern werden Juden</p> |
| <p>Zeichenerklärung</p> <p>Deutschblütiger: 4 white circles</p> <p>Mischung 2. Grades: 3 white, 1 black circle</p> <p>Mischung 1. Grades: 2 white, 2 black circles</p> <p>Jude: 1 white, 3 black circles</p> <p>Jude: 0 white, 4 black circles</p> | <p>Sonderfälle bei Mischlingen 1. Grades</p> <p>Mischung gilt als Jude wenn er bei männlichen Vorfahren 3. Grades</p> <p>Mischung gilt als Jude wenn er mit einem Juden verheiratet ist.</p> <p>Kindern werden Juden.</p> <p>wie oben</p> | <p>Reichsbürgergesetz vom 15. 9. 1935</p> <p>1. Verordnung vom 14. 11. 1935</p> <p>Gesetz zum Schutze des deutschen Blutes und der deutschen Ehre vom 15. 9. 1935</p> <p>1. Verordnung vom 14. 11. 1935</p> | | |

Nuremberg Continues...

- Why the Jews?
- Nazi's didn't have standard definition of Jew...
- New policy November 1935...they begin to define who was a Jew-created complicated chart
- Simplified, it indicated:
 - 3-4 Jewish grandparents =Jew
 - 2 Jewish grandparents =Mischlinge, 1st degree
 - half breed, mongrel
 - part German/Jewish
 - can be legally not a Jew, unless they were raised as Jew, converted to Judaism, or married Jew
 - 1 Jewish grandparent=Mischlinge, 2nd degree
 - unless raised as Jew, or converted to Judaism

What to do with the "Jewish Problem?" How do they create the perfect German?

Answer:

A combination of purposeful breeding and sterilization.

The “Jewish Problem”

- Addressing the “Jewish Problem” with Eugenics.
 - First, just get Jews to leave so they don’t intermarry
- Nazi racial policies are based on Eugenics, but sometimes scientists and Nazis didn’t agree
- Lebensborn program: SS leader Henrich Himmler, an SS officer
 - Purpose is to support “child rich” SS families
 - defined by Eugenicists as four or more healthy children
 - adopted by SS policy-help families have four or more healthy children
 - provided financial stipends

Breeding Nazi Babies

- Himmler said that every SS man had to have four children
- Himmler supported illegitimacy –to the distress of Eugenicists
 - If a woman has a child out of wedlock Eugenicists thought she was inferior....never blamed on the man!
 - But Himmler supported a single woman who had illegitimate child as long as they were “healthy”
- “Lebensborn home” to married and unmarried women giving birth-unmarried women in Lebensborn were usually from SS men.
- Himmler and Heidrich wanted to amend the marriage laws..to allow men to take on more than one wife (surplus of women after WWI)

Nurse taking care of children Lebensborn home •



Sterilization

- Sterilization
 - Promoting healthy people and healthy children was the goal...but if it didn't happen, sterilize
- Starts in Indiana (yes, the US) in 1907-first sterilization law
- Other states followed suit-31 states in US had sterilization law
 - Pennsylvania is not one!
 - Almost 300 PA residents were sterilized though-PA tried twice to pass the law-in 1905 and in 1921, but two different governors vetoed it.

Sterilization in the USA

- Sterilization law would have required “unfit” people to be sterilized
- Without the law, it often happened in penal societies or institutions
- Otherwise it was unlawful under the 14th amendment citizenship rights and the duty of the government to protect the people.

Sterilization in USA cont.

- In US, Eugenacists supported the idea of sterilization
-Harry Laughlin and Charles Davenport in PA-Eugenics record office
- Laughlin was big proponent of Eugenics and sterilization-wrote model sterilization law that states could adopt
- It was designed to stand up to constitutional scrutiny-it passed scrutiny by the Supreme Court- 1922
- Thought it was the best way to curb “degenerate strains” of people
- States used Laughlin’s law after 1922-as did other countries!

Sterilization in Germany

- In 1922, the Weimar government used Laughlin's law as their model
- They were concerned with having money for welfare policies...if less welfare kids, than less state money used to support them.
- July 1933-German Sterilization Law
- No one was sterilized because of race yet, and people could not volunteer to get sterilized just for contraceptive purposes if they were healthy-but you could volunteer to get sterilized if you were "deficient"
- One of the nine hereditary defects though could get you sterilized-by doctor's order

Sterilization in Germany continued...

- Process for sterilization
 - An entire court system and process involved
 - Lawyers, doctors
 - By the end of the Third Reich, 400,000 people sterilized
 - 29,000 in US
- Our laws and their laws very similar in wording
- At this point people being sterilized had a **RIGHT TO LIVE**, but not a right to procreate-although people often died from surgery

This will change with the
emergence of "Mercy Death."

“Mercy” Death

- Euthanasia program begins with Hitler’s authorization in 1939.
- Starts with a father, who wrote a letter to Hitler regarding his son.
- Father living in Saxony, wrote letter to tell Hitler about his son, born blind and lacking part of arm and leg...Father described condition of his child and asked for Hitler’s permission to euthanize his son.

* Asked for “mercy death”

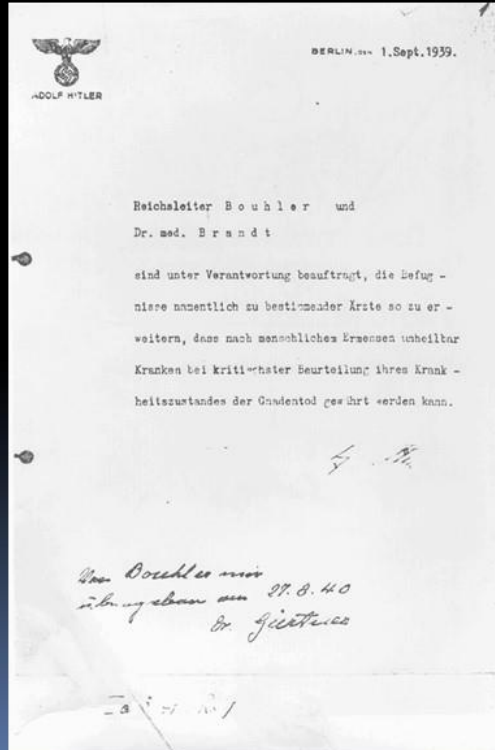
Mercy Death continued...

- Hitler seeks out Karl Brandt, physician, highest ranking in state, considered a dedicated, conscientious physician
- Hitler gave Brandt permission to go visit the Dad and see the child
 - Talked to child's doctor
 - Gave Brandt permission to give mercy death to child
 - Brandt gave authorization for mercy death
 - Child is put to death in July of 1939
- One month later a movement was started to euthanize

Nazi physician Karl Brandt, director of the Euthanasia Program. August 27, 1942.



An "authorization" of Hitler's antedated to 1 September 1939 and lacking any legal force formed the basis for the mass murder of mentally sick people.



Euthanasia

- Euthanasia program-started actually August...
- Report if a child of at least 3 had a hereditary illness
- File would be turned over to a medical committee
- Committee would reviewed; if child was to be euthanized, had to convince the parent to go to a "clinic" to get help...parent did not know it was a euthanasia clinic.
- What if parent didn't want to send child? They could choose to keep at home-but lots of pressure to send child to clinic...
- By October- adults became victims too...

T-4 Program

- Tiergartenstrasse 4 or 'T-4' program..the address for the program
- Send questionnaire to physicians to identify patients for euthanasia of all ages
- Statistical data filled in, sent back to committee for review-looking for critically ill, physical or mentally disabled, emotionally imbalanced, unstable



The headquarters
of the secret
euthanasia
organization
"T4" on
Tiergartenstraße
4, Berlin

Euthanasia To Holocaust

- Once a person was deemed ready for euthanasia-sent to centers in Germany 1940-1945
 - Done by injection, lethal gas,
 - Body cremated
- Letter would be written with fictitious cause of death
 - Euthanasia became an open secret...
- Parents started to talk to their priests about why their kids were dying
- Bishops and cardinals started writing letters requesting info from the Nazi's as to what was going on in these centers-protesting cremation

Der Erzbischof
von München und Freising

München 2, den 6. November 1940

An
Herrn Reichsjustizminister Dr. Gartner
Berlin.

Es ist heute trotz aller Absperren und Bedrohungen öffentliches Geheimnis, daß über die Insassen der Heil- und Pflegeanstalten, ihr Alter, ihre regelmäßigen Besuche, die Dauer ihrer Krankheit Meldebogen angefordert, die Gezeichneten in der Nacht mit der Bahn oder in Autobussen gruppenweise in andere Anstalten verbracht, nach Grafeneck in Württemberg, nach Hartmann bei Linz an der Donau, nach Sonnenstein in Thüringen und nach ungefähr acht Tagen von dort den Angehörigen als plötzlich verstorben gemeldet werden. Gleichzeitig wird den Angehörigen mitgeteilt „auf Grund polizeilicher Anordnung“ oder „aus gesundheitspolizeilichen Gründen“ sei die Leiche eingeäschert worden. Die Angehörigen wenden sich in ihrem Schmerz und ihrer Verbitterung an die kirchlichen Behörden unter Vorlage der schriftlichen Mitteilungen und bitten um ein kirchliches Begräbniß. Die deutschen Bischöfe gewahren, ohne ihren grundsätzlichen Standpunkt gegenüber der Feuerbestattung zu ändern, in diesen Fällen das kirchliche Begräbniß, weil die Einäscherung ohne den Willen des Verstorbenen oder der Angehörigen und gegen deren religiöse Überzeugung erfolgt ist. Aus den Kreisen des Volkes wird aber laut und immer lauter nach einem Wort der deutschen Bischöfe zu dieser Tatsache, astliche Beseitigung von kranken Volksgenossen, gerufen.

Die in Art. 16 des Reichskonkordates vereinbarte Formel des Treueides verpflichtet die Bischöfe, „in der pflichtmäßigen Sorge um das Wohl und Interesse des deutschen Staates jedes Schaden zu verhüten, der zu besorgen könnte“. Sie führt sich der Erzbischof von München auch durch das 14. nicht 15. durch die Gebote Gottes, die unerschütterlichen Aussagen über öffentli-

Bishops letter
protesting...

Connection to Holocaust..

- Catholic Church protested-some centers shut down..but workers familiar with using poison gas were shipped to the East where the newly created gas chambers were in need of their skills.
- The Final Solution, the decision to commit mass murder and genocide, planned by 1941 but officially decided at the Wannsee Conference in 1942, was underway...now with the knowledge gained from euthanasia program.

(Wording for “officially decided” here will be adjusted to “coordinated”)



“What luck for rulers that men do not think.”

—Adolf Hitler

This presentation was created using notes from a lecture given by Dr. Amy Carney of Penn State University, The Behrend College.

HITLER, THE NAZIS, AND REDEMPTIVE ANTISEMITISM

ANTISEMITISM

- Antisemitism in Germany:
 - Germany's **rapid modernization** in the late 1800's **threatened existing power structures** and endangered cultural values-and allowed for a **cultural ascent of the Jews**-who were seen as promoters, carriers, and exploiters of **modernization**.
 - Jew never represented more than **1%** of Germany's population.

- Anti-Jewish hostility spread throughout Germany in a variety of ways-political groups, economic and professional associations, and cultural groups-putting **antisemitic attitudes into the heart of society** in Germany in a way that it didn't exist in other countries.
- **Anti-Jewish attitudes were bolstered by eugenics** and racial science-promoting scientific research and emphasizing the sacred "Aryan Blood."
- With this also came "**redemptive antisemitism**," which came from a **fear of racial "degeneration."**

REDEMPTIVE ANTISEMITISM

- Redemptive Antisemitism:
 - **This became the world view (vision) of Nazi antisemitism**-instead of being one example of a racist attitude in Germany, it became the primary aspect of a racist world view where other racist themes were secondary.
 - It predicted the **demise of "Germanhood"** and the Aryan world if the struggle against the Jews was not won-to them, it was a matter of **life or death**.

- **“Redemption”** would only come if Germany-and later the **world-was liberated from the Jews**, which began with their **expulsion from society**, but turned into **annihilation**-although the idea of **mass murder** was often implicated in **Hitler’s speeches**.
- This antisemitism has roots in **Christian beliefs, Romanticism**, the idea of **Aryanism**, and ultra **conservative nationalism**
- Works like the **“Protocols of the Elders of Zion”** (a proven **forgery**) promoted **Jewish conspiracy theories** and **fear**, leading to seeing Jews as a **“global” threat**

HITLER

- Influenced by various people and ideas, Hitler became the **fanatical leader of redemptive antisemitism**
- Hitler stated that “One can understand the Jew only when one knows toward what he aims for in the end. Beyond the **domination of the world...the destruction of the world...his crown will be the funeral wreath of humanity** and this planet will as it did thousands of years ago move through the ether devoid of human beings.”
- Hitler portrayed **Jews as both superhuman and subhuman**-a **threat** that looms everywhere, like a **“poison gas** spreading over the battlefields of the Great War.”

- “Today I believe I am acting in accordance with the will of the **Almighty Creator**-by defending myself against the Jew, I am fighting for the work of the Lord.” (Hitler)
- National socialism was “nothing but a practical fulfillment of the **teachings of Christ**.” (Hitler’s statement)
- Hitler portrayed himself as both a religious prophet, and a new religion in general.
- Hitler’s tone and personal style of presenting his political vision and personal beliefs was convincing. Add in cold calculation, blind fury, and **fanatical ideology**-and the world saw an era of **unlimited destruction and death**.

- The information provided in the previous slides was from the following source:

Saul Friedländer, *Nazi Germany and the Jews, Volume I: The Years of Persecution, 1933-1939*, New York: Harper Perennial, 1997.

THE SPEECHES HITLER YOUTH 1934

- <https://collections.ushmm.org/search/catalog/irn1000518>
- Hitler speech to Hitler Youth at Nuremberg Rally

TAKING VIENNA

- <https://collections.ushmm.org/search/catalog/irn1000537>
- UFA Anschluss footage; Parade; Hitler speaks

HITLER YOUTH, 1939

- <https://collections.ushmm.org/search/catalog/irn1001241>
- Hitler Youth Rally, April 1939

VARIOUS

- <https://www.youtube.com/watch?v=AnpTWKKWQ1o>
- Collection of speeches from a you tube site...

CONSOLIDATION OF POWER

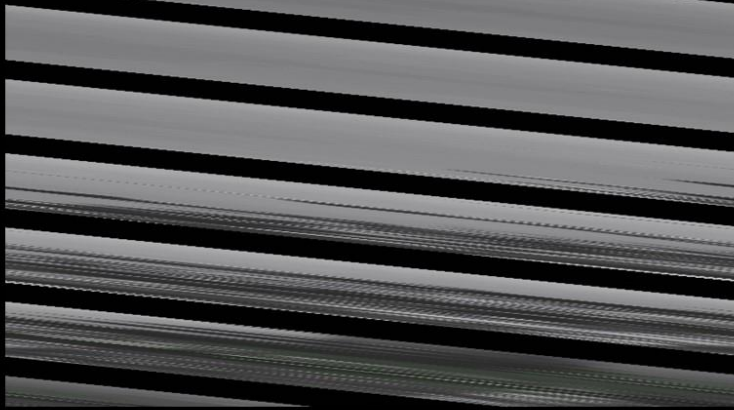
- <https://collections.ushmm.org/search/catalog/irn1001233>
- Speech from USHMM

FORESHADOWING

<https://collections.ushmm.org/search/catalog/irn1001316>

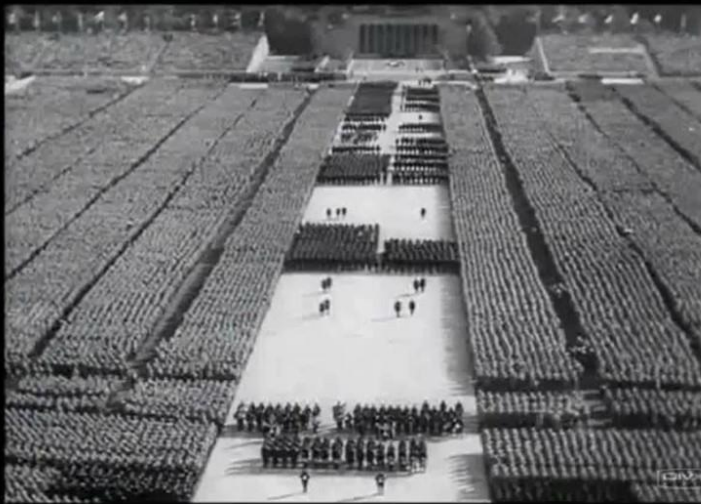
Hitler at Reichstag threatens destruction of Jews if war comes again

TRIUMPH
OF THE
WILL
(OPENING)



PROPAGANDA
FILMS

"TRIUMPH OF THE
WILL"
(HITLER SPEAKING)





YESTERDAY
AND
TODAY"

SUBTITLED BY INTERNATIONAL
HISTORIC FILMS, INC.

Jewish Life in Europe before the Holocaust

While reading the documents on Jews in Europe before World War II, as well as watching the video clips from Sholem Aleichem, please fill in the chart below in order to process this information. You may use this chart, or re-create it on lined paper to allow more space. Please do a separate sheet for the “Jewish Communities in Pre-War Germany” reading and the three video clips from the Echoes and Reflections site. See next page for this template.

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007689> (Jewish Life in Europe before the Holocaust)

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005161> (Jewish Population)

Facing History: <https://www.facinghistory.org/sholem-aleichem/world-transition-emancipation-acculturation-and-antisemitism>

Western European Jews

Eastern European Jews

| | <i>Western European Jews</i> | <i>Eastern European Jews</i> |
|--|------------------------------|------------------------------|
| Countries, cities, and/or towns | | |
| Language(s) | | |
| Professions/jobs/status | | |
| Traditions, unifying factors, strengths | | |
| Concerns and problems | | |

Germany

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007052> (Jewish Communities in Pre-War Germany)

<https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>

Watch the first three listed on the right: John Graham, Henry Sinason, Margaret Lambert

Jews in Germany

| | |
|--|--|
| Cities or towns | |
| Language(s) | |
| Professions/jobs/status | |
| Traditions, unifying factors, strengths | |
| Concerns and problems | |

Bibliography

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United States Holocaust Memorial Museum