

Hate, Anti-Semitism, & Propaganda in the Holocaust

Overview

In this lesson, students will explore controversial symbols, the historical significance behind these symbols, and the harmful effects of such when used today. Students will further explore everyday activities that are important to them and gain a comparative understanding of how Jews were restricted from these same activities based on anti-Semitic laws and regulations passed by the Nazi party. Students will examine the role of anti-Semitic propaganda in schools, as well as Hitler's use of propaganda as a means of setting the stage for mass genocide. This lesson will assist students in understanding the roots and ramifications of prejudice, racism, anti-Semitism, and stereotyping during the Holocaust.

Grade

9

North Carolina Essential Standards for World History

- WH.1.2- Use historical comprehension...
- WH.1.3- Use Historical analysis and interpretation...
- WH.1.4- Use historical research...
- WH.8.1- Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).
- WH.8.2- Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, "911", terrorism, etc.).
- WH.8.3- Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

Essential Questions

- How does history affect how we view certain symbols?
- Why might some people be offended, hurt, or frightened by particular "hate symbols"?
- Why, throughout history, have people often disliked, distrusted, or even hated people who are viewed as "different"?
- What are racism, stereotyping, prejudice, anti-Semitism, and intolerance? What role did these issues play in the Holocaust?
- In what ways was anti-Semitic propaganda used to ostracize Jews and other "non-Aryans"?
- What was the experience of Jewish students in German schools in the early stages of the Holocaust?
- How did Hitler and the Nazis use propaganda to set the stage for genocide in Nazi Germany?
- What examples of racism, stereotyping, prejudice, and anti-Semitism exist today? What can citizens do to counter such intolerance?

Materials

- Hate, Anti-Semitism, & Propaganda in the Holocaust Power Point accompaniment, available in the Database of K-12 Resources (in PDF format)
 - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- Laptop/data projector (if teachers are unable to project images, make photo copies for student viewing)

- The Little Things in Life, worksheet attached
- Timeline of Racist Persecution by the Nazis, attached (cut apart for distribution to groups)
- Timeline of Racist Persecution by the Nazis Response Sheet, attached
- Timeline of Racist Persecution by the Nazis Note Sheet, attached
- Testimony Excerpts-Schools During the Holocaust, attached
- Exploring Propaganda, 6 worksheets attached
- Anti-Semitism Today, attached

Duration

Two class periods

Teacher Preparation

- It is important that a class discussing the themes present in this lesson have a foundation of respect and responsible communication; for suggested activities on building a tolerant classroom community, see the “Activities” section of Carolina K-12’s Database of K-12 Resources and search “Classroom Management/Setting Expectations” and/or “Character Education.”
- Either on the floor or along a wall, label all the numbers between -5 to +5 (with 0 placed directly in the center) along a line that spans the longest length of the classroom.

Student Preparation

Students should have a basic understanding of the events of the Holocaust; see Carolina K-12’s lesson “Introduction to the Holocaust” located in the Database of K-12 Resources.

Procedure

Day 1

Exploring Hate

1. As a warm-up, project the following question for students to silently consider and individually answer:
 - What is “**hate**?”
2. Allow students to free write, do a list of word associations, sketch a picture, or exhibit their thoughts on the word in whatever written manner they choose.
3. After several minutes of consideration and writing, ask a few volunteers to share their initial thoughts with the class. Then, tell students they will further explore the concept of hate by examining and responding to particular images.
4. Direct student attention to the numbers posted on the floor or along a wall of the classroom (see “Teacher Preparation” above). Inform the students that you are going to show them a series of images. Based on the image, they will choose a place to stand along the number line based on the feeling they have towards the picture. Provide these directions for choosing where to stand:
 - If you feel the image represents hate, and/or it arouses a very negative emotion, stand at the -5. You can also choose to stand anywhere between -5 and 0 for lesser degrees of negative feelings.
 - If the symbol arouses no emotion or you feel it symbolizes nothing, stand at the 0.
 - If the image does not represent hate and/or arouses a very positive emotion, stand at the +5. You can also stand in between 0 and +5 to show varying degrees of positive feelings.
5. Project visuals such as those on slides 2-14 of the accompanying Power Point (available in Carolina K-12’s Database of K-12 Resources or by e-mailing a request to CarolinaK12@unc.edu.) Symbols in the Power Point are listed below. After each picture, allow students to share their reasoning for choosing where to stand along the number line.
 - Flag
 - Burning Flag

- Cross
- Burning cross
- Knot
- Noose
- Yin-yang
- Swastika
- Star of David
- Star of Dave “Jude”
- Pink triangle
- Prisoner triangle chart

6. After the students have taken their seats, debrief the activity with the following questions:
- Why did some symbols arouse positive feelings but other symbols aroused negative feelings?
 - Which symbol caused the strongest negative response for you and why?
 - In your opinion, which of these should be classified as hate symbols and why?
 - In what ways do the items in these images have multiple meanings?
 - How much does history affect how we view some of these symbols? What significance do some of these images have historically as well as in our current society?
 - Which images might some people be offended, hurt, or frightened by and why?
7. Again display the following symbols and discuss some of their historical significance:
- **Burning cross:** This symbol is most closely associated with the **Ku Klux Klan (KKK)**, a group advocating for white supremacy. The KKK, first formed by Confederate veterans of the Civil War in 1866, often used terrorism, violence, and intimidation measures such as cross burning and lynching to oppress African Americans and other groups they felt were “different” or “inferior.”
 - **Noose:** “From the 1880s to the 1960s, at least 4,700 men and women were lynched in this country. Lynching is the process of humiliating, torturing, and killing people by mobs acting outside the law. These murders, most of them unpunished, often took the form of hanging and burning. The noose represents this process and remains a terrifying symbol. It continues to be used by racists to intimidate African Americans, who made up more than 70 percent of lynching victims. (Source: *NY Times*)”
 - **Swastika:** The swastika became the symbol of Hitler’s Nazi Party during WWII, when approximately six million European Jews (and others who were considered “different”) were persecuted, tortured, and killed. This period of time and murder is known as the **Holocaust**.
 - **Star of David:** While the Star of David is a religious symbol cherished by people of the Jewish faith, Jews were forced to wear a cloth patch in the shape of the Star of David with “Juden” written on it. This was intended to be a badge of shame associated with anti-Semitism.
 - **Triangles:** Upside down triangles of various colors were used in Nazi concentration camps. The badges, sewn to the uniform of prisoners, were used to identify the reason the prisoners had been placed there. These mandatory badges of shame had specific meanings indicated by their color and shape. The pink triangle symbolized innocent persons imprisoned for being homosexual.

Themes of the Holocaust

8. Instruct students to specifically consider each of the 5 symbols discussed above. Display slide 15 of the Power Point and ask if anyone can identify what they all have in common. Allow students to share their thoughts then focus students on the fact that each of these symbols was used to intimidate, label, restrict the rights of, or harm (emotionally and/or physically) innocent people in various societies who were viewed as “different” or “others.” Focus students on the fact that it was the Nazi’s intolerance towards “others”, or “non-Aryans,” that led to the killing of millions of human beings during the Holocaust.
- Discuss:
- Why do people dislike, distrust, or even hate people who are viewed as “different?” Where does hatred of people who are different than us come from?

- What is your definition or understanding of the following words:
 - Racism
 - Stereotype
 - Prejudice
 - Anti-Semitism
 - Intolerance
 - Propaganda

9. After students have discussed their own understanding of these words, compile a class definition and have students write the definitions down, such as:

- **Racism:** hatred of one person by another -- or the belief that another person is less than human -- because of skin color, language, customs, place of birth, or any factor that supposedly reveals the basic nature of that person. (Source: Anti-Defamation League, <http://www.adl.org/hate-patrol/racism.asp>)
- **Stereotype:** a belief or assumption, often negative, about individual characteristics generalized to all people within a particular group
- **Prejudice:** prejudgment; forming an opinion or making a judgment about a person based on their race, religion, class, etc.
- **Anti-Semitism:** The belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews. (Source: Anti-Defamation League, <http://www.adl.org/hate-patrol/antisemitism.asp>)
- **Intolerance:** unwillingness or refusal to tolerate or respect contrary opinions or beliefs, persons of different races, backgrounds, or cultures, etc.
- **Propaganda:** a type of message aimed at influencing opinions and/or the behavior of people. Propaganda may provide only partial information or be deliberately misleading. Propaganda techniques are often found on television and radio, as well as magazines and newspapers

The Little Things in Life

10. Tell students they will return to these definitions, but that you first want them to consider their lives and the things they value having the right to do. Pass out the attached worksheet, *The Little Things in Life* in which students rank particular actions on a scale of 1-5, based on the importance of the action to them or their level of enjoyment doing such an action. Go over the instructions with students then give them approximately 5 minutes to complete their rankings.

When finished, allow a few student volunteers to share which actions they felt were most important or enjoyable to them. Then, tell students that between the years of 1933-1943, every single one of these actions became illegal for Jews and other “non-Aryans” in Europe. From shopping in stores to sitting on a park bench to owning a puppy, the Nazis ensured the Jews had fewer rights and felt less and less human. Tell students that while it might be impossible to imagine, it actually happened.

11. Tell students they are going to further explore the various actions of Hitler and the Nazis. Divide students into 6 groups and provide each group with copies of one of the 6 timeline segments (attached.) Also provide each student with a copy of the *Timeline of Racist Persecution by the Nazis Response Sheet & Note Sheet* (attached). Give students approximately 10 minutes to read their section of the timeline and discuss the questions posed on the Response Sheet. Explain to students that they will be teaching the remainder of the class about what occurred during their year(s), so it is important for them to read and answer the questions thoroughly. Tell groups to select 1-2 spokespeople who will report the group’s work to the remainder of class. Each group should also be prepared to answer any follow-up questions fellow classmates may have.

12. Once students are ready to present, tell students to listen carefully and fill in their Note Sheet based on what they hear regarding the other years they did not read about. Allow students to ask questions throughout the presentations.

Note: As students work and during the time students report back to the rest of class, teachers may need to further explain or provide background on the words that are in bold on the timeline.

Once all groups have presented on their section of the timeline, discuss:

- Look at your worksheet in which you ranked the importance of particular activities to you. As we have just learned, Jews were restricted over the years during the Holocaust from every single one of these activities. What do you imagine that would be like?
 - Of everything you learned today, what was most shocking or troublesome to you and why? Which restriction do you think would have been the hardest to deal with and why?
 - What do you think it took for Jews and other “non-Aryans” to persevere throughout this unjust treatment?
13. In closing, point out to students that whether they realize it or not, at some point in each of our lives, if not already, we will confront prejudice or discrimination, be it based on our race, our culture, our religious beliefs, our age, our sexual orientation, etc. And on the flip side, most people (sometimes knowingly, sometimes unconsciously) hold anger, hatred, or negative feelings towards people who they feel are “different” than themselves. If we don’t then examine these pieces of ourselves, reflect on our role in the world, and respectfully and honestly discuss with one another, even if it makes us uncomfortable, we are doomed to repeat the mistakes of history.
 14. Given this, ask students to think back to the symbols they examined earlier in class and to discuss (either as a class or in a written reflection) why symbols such as these are dangerous when used today. Explain to students that the Anti-Defamation League argues that hate symbols are more than mere signs: “These symbols are meant to inspire a sense of fear and insecurity. [They] give haters a sense of power and belonging, and a quick way of identifying with others who share their ideology.”

Day 2

Anti-Semitism in Schools

15. As a warm-up, project [slide 16](#) for student examination, a cartoon with the caption “The Jewish Nose is Wide at the End and Looks like the Number Six” (teachers should withhold sharing the cartoon’s caption initially). Allow students to examine the image and respond with their initial thoughts in writing, then discuss as a class:
 - What are your initial thoughts regarding this picture? What specific part of the image struck you first?
 - Yesterday, we discussed the definition of stereotypes and anti-Semitism (have a student volunteer refresh the class’s memory of the definitions.) Do you see any stereotypical or anti-Semitic messages in this picture? Explain. How would you describe the caricatures highlighted on the blackboard in the picture?
 - If you were to give this drawing a title, what would it be?
 - At this point, share the caption translation with students for the picture: “The Jewish Nose is Wide at the End and Looks like the Number Six.”
 - Now that you know the caption of the image, does your impression of it change? Explain.
 - What do you think this image was used for? What is its purpose and who do you think was its intended audience?
16. Explain to students that much of Adolf Hitler’s strategy to ostracize Jews relied on anti-Semitic propaganda, particularly propaganda in the educational system. Just as he became Chancellor of Germany in 1933, many Jewish pupils in public school began feeling ostracized from their peers and teachers. Almost overnight, Jewish students in Nazi Germany had become social outcasts.

“No single target of nazification took higher priority than Germany's young. By 1937, 97% of all teachers belonged to the National Socialist Teachers' Union. Every member of this union had to submit an ancestry table in triplicate with official documents of proof. Courses and textbooks in Nazi schools reflected the aims of Hitler. Of the topics that teachers were required to teach, the most important was racial theory and, by extension, the Jewish “problem.” (Source: <http://www.nizkor.org/hweb/people/m/mills-mary/mills-00.html>)

- Project [slide 17](#) and solicit student interpretation:
 - What do you see here? (have students first point out the features that they notice)
 - What do you think was occurring the moment the picture was taken? What evidence makes you think this?
 - Explain to students that this a 1943 picture from a school for German Girls in which students are being taught about the superior (Aryan) and inferior (non-Aryan) races. Students were constantly barraged with teachings such as this - from teachers pointing out physical differences as seen in this image, to learning skewed historical information that insinuated Jews were responsible for the destruction of certain civilizations, and that if left with their freedom they would destroy Germany. (For more information, see <http://www.nizkor.org/hweb/people/m/mills-mary/mills-00.html>)
- Project [slide 18](#) and have students read the sample Math problem and discuss:
 - Would you classify the math problem as anti-Semitic? Why?
 - Why is this type of anti-Semitism, even when in something as simple as a math problem, dangerous?
 - If you are taught in school, day after day, that a certain group is “less than” or “sub-human” and that you are better than them, or if you are taught that another group of people is the root of all the problems in your community, how might these ongoing stereotypes affect students of different ages?
 - If you are Jewish, and you are continually hearing from your teachers and fellow students that you are “less than” and “different”, how might this affect you?

17. Tell students that as hurtful as being victims of racist and anti-Semitic education in their schools was, the situation in German education worsened when “on November 15, 1938, Jewish children were officially banned from German schools. This law, promulgated after Kristallnacht (the “Night of Broken Glass”) expelled Jewish pupils from the general education system, even where special classes for Jews existed. Even before the official ban, many children had switched from public schools to Jewish schools because of the anti-Semitic climate and harassment on the part of non-Jewish teachers and students.”
(Source: <http://www1.yadvashem.org/education/lessonplan/english/antisemitism/antisemitism.htm>)

18. Cut apart the attached “Testimony Excerpts-Schools During the Holocaust” and ask four student volunteers to read the words aloud. Discuss:
- Which person’s words struck you the most and why?
 - How would you describe the feelings of Rosemarie and Moshe as students in public schools under Nazi rule?
 - Compare and contrast the actions of Moshe’s teacher with those of Rosemarie’s principal. Do you think that Rosemarie’s principal was anti-Semitic? Why or why not? In the end, both Rosemarie and Moshe had to leave school. The way in which both educators related to their students was different, yet the end result was the same. Should we place both educators in the same category? Explain.
 - Point out to students that it is hard to imagine what it was like to experience what Rosemarie and Moshe went through. Many of us take school for granted today because we’ve all always had the right to be here. Some students may even joke that not having to attend school would be preferable. But in truth, we can’t imagine what this type of injustice – to be humiliated then banned from school because of your race, religion, or culture – would truly feel like.

- Consider Nachman’s words as a teacher. What were teachers risking by holding secret classes? What were students risking by attending? Why do you think they all chose to attend secret classes, regardless of the risks?
- Reconsider Neese’s words. What strikes you about this seemingly simple comment?

19. Explain to students that from every angle, young people were being taught to hate fellow human beings for being different. Even the youngest of children were saturated with the same anti-Semitic propaganda. Project slide 19 and discuss:

- What do you see here?
- What do you think this might be and why? What is the message being conveyed? Who do you think the targeted audience is?
- Does anything that you see strike you as stereotypical or anti-Semitic? Explain.
 - Explain to students that the image of the Jew as something less than human, unnatural and/or immoral was often found in picture storybooks for young children. Tell students that the image they are examining is an example of such a book, called a “primer”, and its title reads: “Don’t Trust a Fox in a Green Meadow or the Word of a Jew.”

Exploring Propaganda

20. Tell students that they are going to further explore examples of German propaganda. Teachers should choose one of the following options for leading this activity:

- **Group Carousel:**

- Print 6 examples of propaganda images (if possible in color) and post each at the top of a piece of chart paper (examples can be found on the attached “Exploring Propaganda” worksheets or on slides 21-26 of the accompanying Power Point for this lesson. For additional examples go to <http://www.calvin.edu/academic/cas/gpa/ww2era.htm>.) Under each image, write the following questions (these questions can also be projected using slide 20 of the Power Point):
 - What message does this image send?
 - Who do you think the intended audience was?
 - What do you think its purpose was?
 - What stereotypes or anti-Semitic messages do you identify in this image?

- Hang the chart paper with the propaganda images at the top around the classroom. Divide students into 6 equal groups (or as many groups as there are propaganda images to examine) and place each group at one particular piece of chart paper. Provide each group with a different colored marker. Instruct each group to spend 3 minutes (teachers can choose the time frame they feel is appropriate for their level of students) examining and discussing the image, then answer the questions posed underneath the image. After 3 minutes, use a bell or flick the light switch to signal students to rotate clockwise to the next piece of chart paper. Students should repeat the process, first examining the new image and discussing their thoughts, then reviewing the written thoughts of the previous group regarding the image. The current group can then add any new thoughts to the image, place a check mark by particular comments they strongly agree with, or note counter arguments to previous comments.

- **Seated Partner or Group Work:**

- Make copies of the attached “Exploring Propaganda” worksheets and distribute them to students to examine and complete in partners or groups of 3-4. After students have had time to review their image, teachers can have different partners/groups trade papers with alternate partners/groups and repeat the process, similar to the above process in “Group Carousel.” Teachers can also choose to project the propaganda images (found on slides 21-26) and have each group report their thoughts to the class regarding their image.

21. After students have reviewed the images, discuss:

- We have learned that propaganda, anti-Semitism, stereotypes, etc. were found in just about every area of life during the Holocaust. Summarize how you think this affected Germans. Summarize how you think this affected Jews and other “non-Aryans.”
- Hitler said: "Propaganda attempts to force a doctrine on the whole people... Propaganda works on the general public from the standpoint of an idea and makes them ripe for the victory of this idea." What do you think he meant?
- What is genocide? How did anti-Semitism and propaganda set the stage for genocide in World War II?
- In what ways do anti-Semitism, racism, stereotypes, and other forms of prejudice persist today?
- In what ways is propaganda still evident today? Cite examples that you have recently viewed.
- What can we do to counter such negative images and messages that contain stereotypes, racism, anti-Semitism, etc. – past and present?

22. As a homework assignment, have students complete the attached “Anti-Semitism Today” worksheet.

Additional Activities

- **Create an anti-hate poster**
 - Assign students to create a poster with the purpose of stopping hate and/or promoting tolerance. Posters should contain a clear and creative anti-hate slogan (for example, “Put Your Fists to a Better Use”). Posters must also contain a well thought out and detailed image (for example, a white hand and black hand clasped together in a handshake).
- **Write a Personification Poem**
 - Explain to students that they will be examining one of the themes explored in this lesson further in a creative writing activity (such as hate, prejudice, racism, stereotyping, etc.) For example, assuming a student chose to explore hate, first, help students personify their chosen word by asking them to write down their responses to questions such as:
 - What does hate look like? (*Example responses: he is red and covered in fire; hate looks like a ball of barbed wire and broken glass; hate looks like a black stone*)
 - What does hate eat? (*acid; broken glass; snakes; bullets*)
 - What does hate wear? (*a cloak of knives; a suit of spikes*)
 - Who does hate hang around with? (*Anger; Rage; Violence*)
 - Where does hate live? (*in a cave; in Hell; in the darkness*)
 - What does hate do? (*tease; hit; murder*)
 - Once students understand the concept of personification, allow them to continue brainstorming. Explain that they will compile their creative thoughts into a Personification Poem of hate. For example:

*Hate enters the room with a sneer and a crash.
He storms around seeking windows to smash.
Filling his belly with the jagged, broken glass,
He looks around for someone he can harass.
Swooping his coat of barbed wire around him tight,
He targets the victim of his next fight.
But what cruel, ignorant Hate isn't aware of,
Is behind him stands his arch enemy, Love.
And she is brave and will put herself on the line
To ensure that Hate doesn't overcome this time.
And even if she has to do it all alone,
She's sending Hate packing, back to his cave of a home.*
 - Give students some guidelines for their final project (e.g. the poem does not have to rhyme; the poem must be at least 10 sentences; etc.) and allow them to share their work with the class when finished.
- **Debate/Discuss Free Expression**
 - For a deliberation activity on freedom of expression versus hate speech, go to <http://www.deliberating.org/>. Under the *Lessons tab*, go to “Free Expression” for the lesson materials

and content. The procedure for leading student deliberations on this subject can be found under the *Lessons tab* by clicking on “Lessons Procedure.”

- **Jewish Americans & Prejudice:**

- To further explore the struggles of Jewish Americans, use the activities located at http://www.pbs.org/jewishamericans/jewish_life/anti-semitism.html, or explore “Voices on Anti-Semitism,” a podcast series by the USHMM at <https://www.ushmm.org/confront-antisemitism/antisemitism-podcast>

Name: _____

The Little Things in Life

Consider the things you do during your everyday life. Some of the things you may do because you enjoy them, some of the things you may do out of necessity. Consider the following actions and on a scale of 1-5, give each a score based on how important it is to you (*1 being NOT at all important/something you don't care about not being able to do/something you don't enjoy; and 5 being VERY important/something you love doing or care about very much.*)

Ranking (1-5)

Action

_____	Get a good job (doctor, lawyer, teacher, shop owner)
_____	Read whatever book you are interested in
_____	Play sports/work out at the gym
_____	Date or get married
_____	Hang out in the park with your friends
_____	Eat out at your favorite restaurant
_____	Attend your church
_____	Read your favorite magazine
_____	Attend school
_____	Go to the movies or concerts
_____	Feel safe and protected
_____	Come and go from your home as you please
_____	Use the telephone
_____	Travel
_____	Own a pet
_____	Purchase fresh food.

Of all the actions listed above, which would you say is most important to you and why?

Timeline of Racist Persecution by the Nazis



1933

On January 30, 1933, President Paul von Hindenburg appointed **Adolph Hitler Chancellor**.

On February 27, 1933, the **Reichstag** building (where German Parliament was held; similar to America's White House) went up in flames. **Nazis** immediately claimed that this was the beginning of a **Communist revolution**. (This fact leads many historians to believe that Nazis actually set, or help set the fire. Others believe that a deranged Dutch Communist set the fire. The issue has never been resolved.) This incident prompted Hitler to convince President Hindenburg to issue a **Decree for the Protection of People and State** that granted Nazis sweeping power to deal with the so-called emergency. This laid the foundation for a **police state**.

Within months of Hitler's appointment as Chancellor, the **Dachau concentration camp** was created. The Nazis began arresting **Communists, Socialists, and labor leaders**. Dachau became a training center for concentration camp guards and later commandants who were taught **terror tactics** to **dehumanize** their prisoners. **Parliamentary democracy** ended with the Reichstag passage of the **Enabling Act**, which allowed the government to issue laws without the Reichstag.

In order to gain further control, the Nazis created **Special Courts** to punish **political dissent**. In a parallel move from April to October, the regime passed **civil laws** that barred **Jews** from holding positions in the civil service, in legal and medical professions, and in teaching and university positions. The Nazis encouraged **boycotts** of Jewish-owned shops and businesses and began book burnings of writings by Jews and by others not approved by the Reich.

Jews were barred from all sports and athletic clubs. The production of **Kosher** meat was banned. Laws for the prevention of **Hereditary and Defective Offspring** allowed the forced **sterilization** of **Sinti and Roma**, people with mental and physical disabilities, blacks, and others considered "inferior" or "unfit."

Nazi **Anti-Semitic** legislation and **propaganda** against "**Non-Aryans**" was a thinly disguised attack against anyone who had Jewish parents or grandparents. Jews felt increasingly isolated from the rest of German society.



1934

The **SA (Sturmabteilung)** had been instrumental in Hitler's rise to power. In early 1934, there were 2.5 million SA men compared with 100,000 men in the regular army. Hitler knew that the regular army opposed the SA becoming its core.

Fearing the power of the regular army to force him from office, Hitler curried their favor by attacking the leadership of the SA in the "**Night of the Long Knives**." Hitler arrested Ernst Röhm and scores of other SA leaders and had them shot by the SS, which now rose in importance.

On August 2, 1934, President Hindenburg died. Hitler combined the offices of **Reich Chancellor** and **President**, declaring himself **Führer** and Reich Chancellor, or Reichsführer (Leader of the Reich).

1935

Hitler announced the **Nuremberg Laws** in 1935. These laws stripped **Jews** of their civil rights as German citizens and separated them from Germans legally, socially, and politically. Jews were also defined as a separate race under "**The Law for the Protection of German Blood and Honor**." Being Jewish was now determined by ancestry; thus the Germans used race, not religious beliefs or practices, to define the Jewish people. This law forbade marriages or any romantic relationship between Jews and Germans. Hitler warned darkly that if this law did not resolve the problem, he would turn to the **Nazi Party** for a **final solution**.

More than 120 laws, decrees, and ordinances were enacted after the Nuremberg Laws and before the outbreak of **World War II**, further eroding the rights of German Jews. Many thousands of Germans who had not previously considered themselves Jews found themselves defined as "non-Aryans."

In many places Jews were banned from parks, restaurants, and swimming pools. **Rabbis** and other Jewish leaders were stopped from preaching or speaking publicly. Jewish newspapers and magazines were suspended and Jewish writers and editors were arrested.



1936

In 1936, Berlin hosted the **Olympics**. Hitler viewed this as a perfect opportunity to promote a favorable image of **Nazism** to the world. Monumental stadiums and other Olympic facilities were constructed as Nazi showpieces. Leni Riefenstahl was commissioned to create a film, **Olympia**, for the purpose of Nazi **propaganda**. Some have called her previous film in 1935, *Triumph of the Will*, one of the great propaganda pieces of the century. In it, she portrayed Hitler as a god.

International **political unrest** preceded the games. It was questioned whether the Nazi regime could really accept the terms of the Olympic Charter of participation unrestricted by class, creed, or race. There were calls for a U.S. **boycott** of the games. The Nazis guaranteed that they would allow German **Jews** to participate. The boycott did not occur.

While two Germans with some Jewish ancestry were invited to be on the German Olympic team, the German Jewish athlete Gretel Bergmann, one of the world's most accomplished high jumpers, was not.

The great irony of these Olympics was that, in the land of "Aryan superiority," it was **Jesse Owens**, the African-American track star, who was the undisputed hero of the games.

During the Olympic Games, Berlin's **Sinti** and **Roma** populations were forced to move to a temporary camp outside the city.

Jews were no longer allowed to be vets. Jews were no longer allowed to own electrical and optical equipment, bicycles, typewriters, or records, and were ordered to hand them over to the authorities.

1937

Jews were not allowed to be pharmacists. Sinti and Roma all over Germany were photographed, fingerprinted, and registered as part of a Nazi campaign to "fight the Gypsy Menace."



1938

In March 1938, as part of **Hitler's** quest for uniting all German-speaking people, Germany took over Austria without bloodshed. The take-over occurred with the overwhelming approval of the Austrian people. No countries protested this violation of the **Treaty of Versailles**.

Jews were not allowed to be doctors. Jewish men were made to take "Israel" as a middle name; Jewish women were made to take "Sara" as a middle name. Jews had their passports stamped with a "J" (for "Juden", the German word for Jew); some had their passports removed to prevent them from leaving the country. Jews were banned from owning businesses. Jewish children were banned from attending German schools. Jews were excluded from cinemas, theatres, concerts, exhibitions, beaches, and holiday resorts. Jewish publishing houses and bookshops were closed down. Jewish, **Sinti** and **Roma** children were forbidden to play with "Aryan" children. Large number of Sinti and Roma were imprisoned in **concentration camps**.

In September 1938, Hitler eyed the northwestern area of Czechoslovakia, called the **Sudetenland**, which had three million German-speaking citizens. Hitler did not want to march into the Sudetenland until he was certain that France and Britain would not intervene. First, he met with British Prime Minister Neville Chamberlain and threatened to go to war if he did not receive the territory. Then at the **Munich Conference**, Hitler prevailed upon Britain, France and, Italy to agree to the cession of the Sudetenland. The Western powers chose appeasement rather than military confrontation. Germany occupied the Sudetenland on October 15, 1938.

In Germany, open **Anti-Semitism** became increasingly accepted, climaxing in the "**Night of Broken Glass**" (**Kristallnacht**) on November 9, 1938. Propaganda Minister Joseph Goebbels initiated this free-for-all against the Jews, during which nearly 1,000 synagogues were set on fire and 76 were destroyed. More than 7,000 Jewish businesses and homes were looted, about one hundred Jews were killed and as many as 30,000 Jews were arrested and sent to **concentration camps** to be tormented, many for months.

Within days, the Nazis forced the Jews to transfer their businesses to Aryan hands and expelled all Jewish pupils from public schools. The Nazis further persecuted the Jews by forcing them to pay for the damages of Kristallnacht.



1939

Jews were not allowed to leave their homes after 8 PM (9 PM during the summer). Jews could be evicted from their homes without reason and without notice.

On September 1, 1939, **Hitler** invaded Poland, officially starting **World War II**. Two days later, Britain and France, now obliged by treaty to help Poland, declared war on Germany. Hitler's armies used the tactic of **Blitzkrieg**, or lightning war, a combination of armored attack accompanied by air assault. Before British and French power could be organized in defense, in less than four weeks, Poland collapsed. Germany's military conquest put it in a position to establish the **New Order**, a plan to abuse and eliminate so-called undesirables, notably **Jews** and **Slavs**.

1940

Jews no longer received **ration cards** for clothes. Jews in Berlin were only allowed to purchase groceries between 4PM and 5PM. Jews' telephones were disconnected.

1941

Jews no longer received soap and shaving cream. Jews were only allowed to use public transport on their way to work. All Jews over the age of six had to wear a **Yellow Star** with "Jew" written on it." Jews were not allowed to use public telephones. Jews were banned from public libraries. Jews were banned from using public transport during rush hour and were only allowed to sit down if no one else was standing.

Mass **deportations** of German Jews to overcrowded **ghettos** in Nazi-occupied Poland, Lithuania, and the Ukraine and Czechoslovakia began. Jews were forbidden to leave countries ruled by the Nazis.



1942

Jews were forced to hand over their furs and woolen clothing. Jews were not allowed to buy newspapers and magazines. All Jewish homes were marked with the **Star of David**.

Jews were not allowed to use public transport at any time. Jews were not allowed to have pets. All schools were closed to Jewish children. Jews were not allowed to receive eggs or fresh milk. Jews were not allowed to buy books.

The deportation of German **Sinti** and **Roma** to **Auschwitz** began.

By the end of 1942, 150,000 German Jews had been deported to **ghettos** and **death camps** in eastern Europe.

1943

Early in the year; a further 20,000 German Jews were deported to the east. In May, Berlin was declared "free of Jews."

Jews still living in Germany and Austria lost all of their remaining legal rights and were to surrender to the Nazi secret police—the **Gestapo**.

1945

An order was given to destroy all files dealing with anti-Jewish activities.



Source: <http://www.suite101.com/lesson.cfm/17387/728>

Timeline of Racist Persecution by the Nazis Note Sheet

As you listen to you classmates report back on their assigned year(s), take notes on the following chart.

Date	Restrictions against Jews/"Non-Aryans"	How did Hitler gain additional power this year?
1933		
1934		
1935		
1936		
1937		
1938		
1939		
1940		
1941		
1942		
1943		
1944		
1945		

Testimony Excerpts- Schools During the Holocaust

Rosemarie Moskin, 14 years old during the Holocaust

"I sat down by myself in one of the back rows of the auditorium, wondering what the principal wanted from us. And without really listening to his words I knew what he was going to say. 'Someday you will return - we will welcome you back with open arms. But now we must part. My heart is heavy as I tell you this news. But I have no choice.'"

Source material taken from: I. B. Tatelbaum, *Through Our Eyes: Children Witness the Holocaust (Yad Vashem: Jerusalem, 2004)*.



Moshe Sandberg/Sanbar, 17 years old during the Holocaust

"...One teacher in particular went out of his way to humiliate me. He was a history teacher named Bencur. During one lesson he began to quote from a speech of Hitler's to the effect that the Jews should be wiped off from the face of the earth. Turning to me he asked what I thought of the speech and of that particular sentence. I did not know what to reply and I think I said nothing. So he began to shout, saying that I was treating the question and him and all of the teachers disrespectfully, and he finally dismissed me from the class."

Source material taken from: I. B. Tatelbaum, *Through Our Eyes: Children Witness the Holocaust (Yad Vashem: Jerusalem, 2004)*.



Nachman Koren, a senior teacher

"Some two weeks after the Germans entered, [we] applied for a license to open a Jewish school. We conducted lessons in the hall at the old *Tarbut* school [...] This arrangement was short-lived [...] After the Germans began arresting Polish teachers [in November 1939] they began destroying all the high schools. One day two SS men showed up at the gymnasium hall and ordered all the pupils sent home. They sarcastically said, "From now on, we'll educate the Jewish youth." We'd soon know the meaning of this "education." All public schooling was immediately shut down.

[...] We began searching for ways to get around the orders. Covert education had begun. There were some 100 teachers in Lublin, and most organized secret classes, taught in private homes. Each class had some 10 pupils, mostly from nearby homes, of fitting age and level. The location of these classes would change from time to time, to make them difficult to track down. The children felt very strongly against the oppressive orders. They were aware they were part of an act of defiance, and studied with glee. With thumping hearts, they would study and also keep watch, lest the yell of an SS man be heard."

Source: N. Koren, "The Troubles of Education and Suffering of the Children in the Ghetto," in Blumenthal, N. & Kozhan, M. (eds.), *The Encyclopedia of the Jewish Diaspora. (Jerusalem-Tel Aviv: The Encyclopedia of the Jewish Diaspora Publications, 1957) p. 725. [Hebrew]*



Nesse Godin, survivor of the Siauliai ghetto in Lithuania

I had many friends at the age of 13, and I had many dreams. But my dreams did not come true.

Source: <https://www.ushmm.org/educators/online-workshop/personal-testimony/life-before>

Exploring Propaganda
Image 1



Text translation: "The Eternal Jew"

Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Exploring Propaganda
Image 2



Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Exploring Propaganda
Image 3



Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Exploring Propaganda
Image 4



Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Exploring Propaganda
Image 5

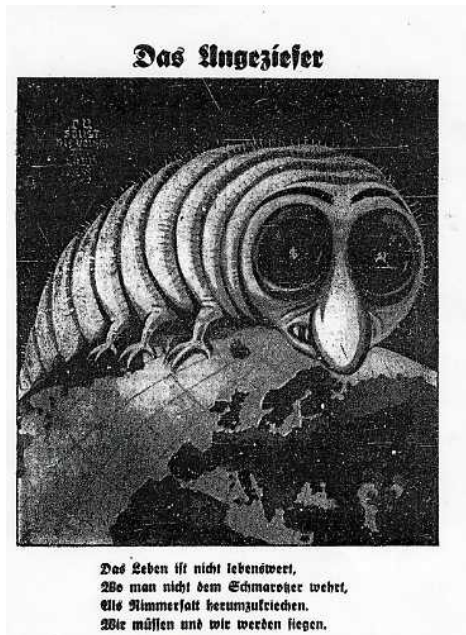


Text translation: "Long Live Germany!"

Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Exploring Propaganda
Image 6



Text Translation:

Life is not worth living
When one does not resist the parasite,
Never satisfied as it creeps about.
We must and will win.
September 1944

Discuss and respond to the following questions based on the above image in your group.

1. What message does this image send?
2. Who do you think the intended audience was?
3. What do you think its purpose was?
4. What stereotypes or anti-Semitic messages do you identify in this image?
5. What might we learn about society based on this image?

Name: _____

Anti-Semitism Today

The Holocaust happened approximately sixty years ago, yet anti-Semitism has not disappeared. We must not simplistically equate today's situation to that of Nazi Germany in the 1930s. After all, Jews in Europe live as equal citizens in democratic nations and they enjoy civil rights protected by law.

However, in several European countries, Jewish pupils and their families have recently been the victims of violent anti-Semitic attacks. Synagogues have been burned, Jewish cemeteries have been desecrated with swastikas, and walls in Jewish neighborhoods have been defaced with graffiti calling for "Death to Jews" and "Jews to Gas Chambers."

In summer 2005, Jewish cemeteries across the European continent were vandalized. For instance, in Budapest approximately 130 graves were desecrated. In the East London district of West Ham, 90 headstones were vandalized. In Prestwich near North Manchester, 96 Jewish graves were smashed, and in Kazan, the capital of Tatarstan, vandals spray-painted red swastikas on 26 tombstones in the local Jewish cemetery.



A national poll of 1,000 American adults by the Anti-Defamation League (ADL) conducted March 10 through April 3, 2015 found that **19%** of Americans - or about 24 million adults - hold views about Jews that are "unquestionably anti-Semitic."

An ADL survey completed in 2016 found that "The number of violent anti-Semitic assaults taking place in the United States rose dramatically last year, contributing to a three (3) percent rise in the total number of anti-Jewish incidents reported in 2015."

Articles taken from: <http://www1.yadvashem.org/education/lessonplan/english/antisemitism/antisemitism.htm> | <http://global100.adl.org/public/ADL-Global-100-Executive-Summary.pdf> | <http://www.adl.org/press-center/press-releases/anti-semitism-usa/2015-audit-anti-semitic-incidents.html#.V-59cpMrLMU>

Discussion Questions (answer on the back of this sheet)

1. Does the spraying of Nazi symbols in Jewish cemeteries hurt the image of today's Europe? Explain your answer.
2. Are you aware of anti-Semitic incidents that have taken place in your school or in your region? Explain. If so, how were they handled by the authorities?
3. Have you seen examples of hate, racism, prejudice, or stereotyping in your community? Explain. If so, how was it handled?
4. What is our responsibility as citizens to counter or speak out against such injustice?