

Lesson 3 NAZI GERMANY

Making Connections

The additional activities and projects listed below can be integrated directly into the lesson or can be used to extend the lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the lesson.

1. Visit IWitness (iwitness.usc.edu) for activities specific to Lesson 3: Nazi Germany.
2. After conducting research on another group targeted by the Nazis (e.g., homosexuals, Sinti-Roma, Jehovah's Witnesses, people with disabilities, political dissidents), have students prepare a written, oral, or multimedia report on their findings. Students should consult multiple sources of information presented in diverse formats and media as part of their research.
3. Share a copy of Reverend Martin Niemöller's quotation from Part 3 of this lesson with students (available in poem form in the **Additional Resources** section of the **Lesson Components**). Review the historical context for the quotation. Have students think about events taking place in their time and "update" the text to reflect their feelings about a particular situation taking place in their school, community, country, or in the world at large. Have students post their work on the class wiki, blog, or website and invite discussion on the topics raised.
4. Have students use online resources to research and prepare a graphic that shows the immigration of German and Austrian Jews from 1933–1939. The graphic might include the number of Jews who relocated to Israel (then known as Palestine), the United States, Canada, Latin American countries, Shanghai, Spain, and other areas of Europe; quota systems that were in place in various countries; what was needed to emigrate from Germany and Austria, etc. Students should be prepared to explain their findings.
5. Dr. Seuss, born Theodor Seuss Geisel, drew nearly 400 political cartoons for the New York daily newspaper *PM* between January 1941 and January 1943. In the cartoons, he expressed his support for the war against Hitler while criticizing the slow-to-act American political bureaucracy and organizations/politicians that were opposed to the war. Have students select one or more of these political cartoons, which can be found online or in *Dr. Seuss Goes to War* (New Press, 2001) and determine the artist's point of view or purpose in creating the cartoon; analyze both the message and the medium; and comment on the overall effectiveness of the cartoon.
6. Survivors in both Lessons 2 and 3 describe the verbal and physical harassment they suffered at the hands of the *Hitlerjugend* (Hitler Youth). To help students better understand the history and purpose of the Hitler Youth, provide an opportunity for them to gather relevant information from multiple print and digital sources about this organization and present their findings in a form of their choice (written, oral, visual). Encourage students to explore Susan Campbell Baroletti's *Hitler Youth: Growing Up in Hitler's Shadow* (Scholastic, 2005) for diaries, letters, oral histories, and historical photos from youth who followed the Nazi Party.

The class might be divided into small groups, each responsible for a particular aspect of the whole

topic. Suggested questions for research are outlined below, but students should be encouraged to develop their own questions as well.

- When was the Hitler Youth started and by whom?
- What was the original purpose of the Hitler Youth?
- How did the Hitler Youth change over time?
- Who was expected to participate in the *Hitlerjugend* and at what age?
- How many boys belonged to the Hitler Youth at any one time?
- What were some of the activities that boys would participate in as members of the Hitler Youth?
- What messages were conveyed to the members of the Hitler Youth? How were these messages reinforced in the classroom?
- What were the goals and activities of the League of German Girls (*Bund Deutscher Mädel*), the female counterpart to the Hitler Youth?
- What role did propaganda play in shaping the beliefs, thinking, and actions of German youth?