

Open Up the Textbook (OUT)

Hitler Youth

Enlarge

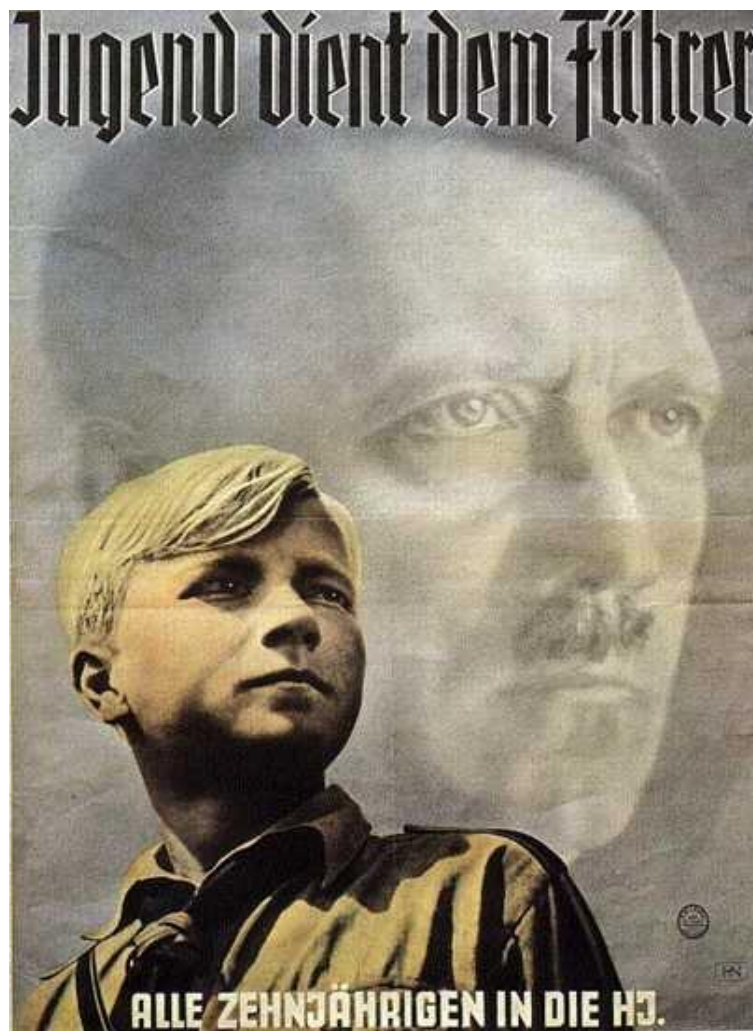
Complicate

Contest

Vivify

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8th Grade US History

In this OUT analysis, 8th grade students will study Hitler Youth in order to better understand Hitler's use of propaganda among the German youth as a weapon in his Aryan supremacy campaign. This OUT analysis provides students with documents that are meant to deliberately enlarge the textbook.



Source A: The Textbook – *United States History* © 2007, Deverell, et. al., p. 827

HORRORS OF THE HOLOCAUST

When Allied forces liberated Europe, they uncovered evidence of horrifying Nazi crimes against humanity. In a program of mass murder that became known as the Holocaust, Hitler and the Nazis had attempted to exterminate the entire Jewish population of Europe in the name of Aryan supremacy.

THE FINAL SOLUTION

Soon after gaining power in Germany, Hitler began his campaign of terror against the Jews. The Nazis stripped German Jews of their citizenship and seized their property. On the “night of broken glass,” or Kristallnacht, many Jewish homes and businesses were destroyed. Many Jews who did not escape the country were imprisoned in concentration camps such as Dachau (DAH-kow), near Munich.

When Germany conquered huge sections of Europe and the Soviet Union early in World War II, nearly 10 million Jews came under Hitler’s control. The Nazis forced many Jews into urban centers called ghettos. Others were sent to concentration camps and used as slave labor. Many died from hunger or disease. The Nazis also formed special killing squads that rounded up groups of Jews, shot them, and buried them in mass graves. When Germans invaded the Soviet Union, these squads murdered more than 33,000 Soviet Jews near Kiev in three days. By the end of 1941, the death squads had executed nearly 1 million people.

Source A Questions for Consideration

1. What was the purpose of the Holocaust?
2. The Nazi’s targeted the Jewish population in the name of Aryan¹ supremacy. Describe the type of people that would be categorized as part of the Aryan supremacy.
3. Connect the term “night of broken glass,” “Kristallnacht,” to the events of that night?
4. Following Germany’s conquering of much of Europe and the Soviet Union, what was the fate of many of the Jews living in those areas?
5. Compare your idea or experiences of camp to that of the Jewish concentration camps².

¹ Aryan is a person, described by the Nazis as a member of the master race, who was non-Jewish and had Nordic (Scandinavia, Finland, Iceland) features.

² Concentration camps are a prison camp for political prisoners.

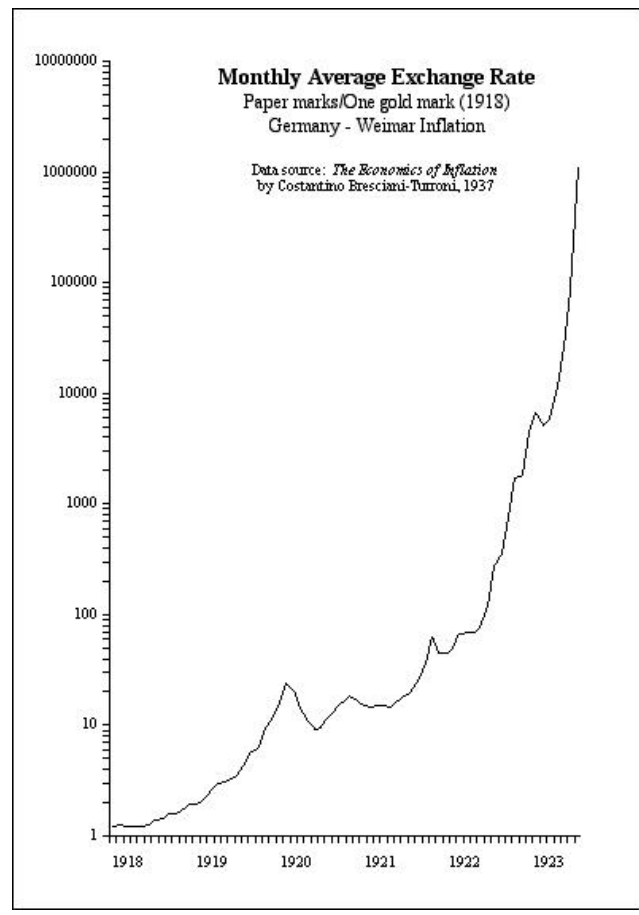
Source B: Primary –



B.1



B.2



B.3

Source B Questions for Consideration

Note: “Mark” was the name of German currency. A “mark note” would be like saying “dollar bill.”

1. What is happening in B.1? Use evidence from the text to explain why she chose to do this.
2. What do you learn about B.3 from the title and subtitle information? List several details.
3. Describe what was happening to the German Mark from 1918- 1923?

4. The exchange rate is the value of a country's paper money compared to the equal amount of gold in the bank. If a loaf of bread costs 2 German Marks in 1918, using the graph, how much would the same loaf of bread cost in 1923?

5. In B.2, what are the children doing with the blocks of marks? Review B.3, and infer what year this photograph might have been taken?

6. What do these three documents tell us about the German economy in 1923?

Source C: Primary – Hitler Youth

C.1

“I begin with the young. We older ones are used up. We are rotten to the marrow. We are cowardly and sentimental. We are bearing the burden of a humiliating past, and have in our blood the dull recollection of serfdom and servility. But my magnificent youngsters! Are there any finer ones in the world? Look at these young men and boys! What material! With them, I can make a new world. This is the heroic stage of youth. Out of it will come the creative man, the man-god.”

Adolf Hitler

(History Place-Hitler Youth: Timeline and Organization Info)

C.2

All subjects - German language, History, Geography, Chemistry and Mathematics - must concentrate on military subjects, the glorification of military service and of German heroes and leaders and the strength of a rebuilt Germany. Chemistry will develop a knowledge of chemical warfare, explosives, etc, while Mathematics will help the young to understand artillery, calculations, and ballistics.

German newspaper (controlled by the Nazis) describes the school curriculum in 1939.

C.3

When Klauss got back from school at five o'clock he bullied me into helping him with his homework ... Here is a math problem picked out at random: 'A plane on take-off carries 12 bombs, each weighing ten kilos. The aircraft makes for Warsaw, the center of international Jewry. It bombs the town. On take-off with all bombs on board and a fuel tank containing 1500 kilos of fuel the aircraft weighed 8 tons. When it returned from the crusade, there were still 230 kilos of fuel left. What is the weight of the aircraft when empty?'

A German father describes a question his child had to answer at school.

Source C Questions for Consideration

1. In C.1, compare Hitler's description of the "older ones" to "the young". Why does he want to focus on "the young"? Cite specific evidence.
2. What is the purpose of the German school curriculum in 1939 cite evidence from Document B?
3. The math word problem in Document C includes specific language used to persuade the document's intended audience? Highlight examples of the persuasive language used.
4. What is the common theme of all three documents? How does the youth of Germany play into Hitler's plan?

Source D: Primary – Nazi Propaganda Posters



"Every girl belongs to us"
League of German Maidens poster



"The German Student Fights for the
Führer and the People"

Source D Questions for Consideration

1. What type of propaganda is used in these two posters?
2. List several symbols the artists use to persuade the audience?
3. How do these posters connect to Hitler's quote in Source C.1? Be specific.

Source E:



Heil Hitler! : Confessions Of A Hitler Youth (HBO Movie)

<https://www.youtube.com/watch?v=JJ6umV7CVY8>

Source E Questions for Consideration

1. Hitler used multiple propaganda techniques to gain the allegiance of the German Youth. Alfons Heck explains how propaganda affected him as a boy? Give examples.
2. Compare Alfons Heck's experience at the NAZI Showcase in Nuremberg to your own experiences away from home.
3. How many members attended the Showcase? They represented how many members of the Hitler Youth?
4. Hitler refers to the children as.....

Writing Task

This is an argumentative writing task based on NVACS standards CCSS ELA-Literacy.WHST.6-8.1, 6-8.4, 6-8.8, and 6-8.9. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and complicated.

Adolf Hitler and the NAZI party controlled Germany from 1933-1945. Hitler began a racial policy in Nazi Germany, the Holocaust, which led to the death and displacement of millions of people. Hitler could not have accomplished this on his own. How was Hitler able to gain the support of the German people? Why do people join horrific causes?

- Answer the above question in approximately one paragraph using evidence from at least three of the texts provided.
- Write a clear claim and provide 3 pieces of evidence to support your idea. After each piece of evidence cited in a direct quote or paraphrase (your own words), please add the source letter in parentheses, for example (Source B Document A).
- For each piece of evidence, clearly reason (explain) why this piece of evidence helps support your claim. Underline your reasoning. Reasoning can be in the same sentence or the evidence or come before or after the sentence that includes the evidence.
- Choose 2 of the important vocabulary terms from the box below to include in your writing. Add at least two context clues for each term to demonstrate your understanding. Circle your context clues for each term.

Holocaust propaganda economy inflation Aryan supremacy education German(y)
Final Solution concentration camps mark Kristallnacht NAZI Europe