

## GRADE 11 EDUCATOR GUIDE

The Cape Town Holocaust & Genocide Centre is pleased to offer a series of eight (8) units covering the following Grade 11 CAPS topic:

**Ideas of Race in the late 19<sup>th</sup> and 20<sup>th</sup> Centuries** – *What were the consequences when pseudo-scientific ideas of race became integral to government policies and legislation in the 19<sup>th</sup> and 20<sup>th</sup> Centuries?*

*Case studies: **Australia** and the indigenous Australians; **Nazi Germany** and the Holocaust*

### Unit 5

#### Case Study: Nazi Germany Part 1

*In this unit learners will learn the following:*

- Recap of Grade 9 CAPS content on 'Rise of Nazism'
- The Nazi Party's racial ideology
- Nazi Germany's use of positive and negative eugenics

In this Unit, learners receive an explanation of rassenhygiene (race hygiene) and the Nazi government's particular brands of Eugenics. By the end of the Unit, all learners should be able to understand:

- *What* the Nazi racial ideology was
- *How* rassenhygiene (race hygiene) differed from worldwide Eugenicist practice

You may choose to award marks for the Q&A below – if so suggested mark allocations are provided, of course you are free to allocate marks as suits your learning outcomes. Alternatively you may wish to use the questions as revision, self-study or extension work.

## **Questions and Answers for Unit 5:**

- 1. Draw up a brief timeline of the Rise of Nazism (1919-1933), using this unit, your own knowledge and any additional material you may have.**

Allocate marks in accordance with how detailed you would want learners' timelines to be. A possible answer could be:

1918 – WW1 ends

September 1919 Adolf Hitler joins the Nazi Party

October 1919 Treaty of Versailles ratified/ approved/ endorsed

1923 – Munich Putsch (coup d 'etat/ attempted overthrow of government) fails

1924 – Dawes Plan brings US loans to Weimar Germany

1925 – Mein Kampf published

1925-1928 – Nazis campaign for parliament (called Reichstag) with little success

1929 – Wall Street Crash and Great Depression

1929 – President Von Hindenberg invokes emergency powers that do not require ratification (approval) by the parliament (Reichstag)

1930 – Nazis become second largest party in Parliament (Reichstag)

1932 – Hitler runs for president but loses (receives 37% of the vote)

January 1933 – Hitler appointed Chancellor to lead coalition government

27 February 1933 – the Reichstag (parliament) is burnt down Hitler blames Communists

28 February 1933 – Reichstag Fire Decree gives Hitler emergency powers

24 March 1933 – Enabling Act gives Chancellor the powers to act without parliament

1934 Presidential power is given to the Chancellor and Hitler is the dictator and democracy is dead.

## 2. What term did the Nazis use in place of ‘eugenics’?

Rassenhygiene/ Race hygiene [mark can be awarded for either term].

## 3. Choose one of the two posters on page 4 of Unit 5 showing German families and critically analyse the visual elements. How does the poster communicate Nazi ideology?[4]

The eagle of war is present in the posters that include men to signify the importance of war to the Nazi party. [2]

The men shield the women to signify their role as protectors of their families and country and this communicates Nazi ideology regarding gender roles. [2]

The people are all blond and blue eyed which clearly communicates Nazi party racial ideologies with regard to who is and isn't considered German. [2]

The women all hold children to signify the role of women as homemakers and mothers. [2]

Any two of the above or any other reasonable response which identifies a visual element and places it in the framework of Nazi ideology will be acceptable.

## 4. Describe in detail one of the positive ‘Eugenics/Rassenhygiene policies in Nazi Germany. [2]

In accordance with the Battle for Births military accolades were awarded to ‘racially pure’ women who had many children. If an ‘Aryan’ woman had 4 or 5 babies she got a bronze medal, 6 or 7 babies merited a silver medal and 8 or more received a gold medal.

Learners may research and detail alternative policies such as marriage questionnaires or the Lebensborn programme.

## 5. Remember, the word ‘Eugenics’ comes from the Greek meaning ‘well-born’ or ‘good creation’. Compare and contrast the use of this word and the Nazi term ‘rassenhygiene’. [2]

Even though Eugenicists believed in scientific intervention, the term implies an accidental or natural approach through the term ‘creation.’[1]

The use of the word ‘hygiene’ immediately signifies human interventions being necessary to keep the German ‘race’ clean. [1]

Both terms imply a ‘bad’ creation or ‘dirtiness’ being possible so they immediately have negative undertones. [1]

Any two of the above or any other reasonable response can be given.

## Enrichment

Content should focus on the Lebensborn Programme and the devastating consequences of such policies. The BBC documentary Children of the Master Race (2009) is an excellent resource for educators and learners seeking additional information.

Cape Town Holocaust & Genocide Centre: <http://ctholocaust.co.za/>

Cape Town Holocaust & Genocide Centre YouTube:  
<https://www.youtube.com/channel/UCwVBUs5VqvsumuwDdzYIAaQ>

Nazi Germany Timeline: <https://www.historyonthenet.com/nazi-germany-timeline>

Roots of Nazi ideology: <https://www.youtube.com/watch?v=dvCkw87FLZk>

The Biological State: Nazi Racial Hygiene, 1933-1939:  
<https://encyclopedia.ushmm.org/content/en/article/the-biological-state-nazi-racial-hygiene-1933-1939>

Deadly Medicine: Creating the Master Race:  
<https://www.ushmm.org/information/exhibitions/online-exhibitions/deadly-medicine-creating-the-master-race>

Racial hygiene and Nazism:  
<https://eugenicsarchive.ca/discover/tree/545134d251854fef65000001>

Under the cover of law: <https://www.facinghistory.org/resource-library/under-cover-law>