

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 19th and 20th Centuries – *What were the consequences when pseudo-scientific ideas of race became integral to government policies and legislation in the 19th and 20th Centuries?*

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

Unit 6

Case Study: Nazi Germany Part 2

In this unit learners will learn the following:

- Nazi Germany's forced sterilisation policies
- Nazi Germany's "euthanasia" programme

In this Unit, learners cover the negative Eugenics policies employed by Nazi Germany, specifically forced sterilisation and 'euthanasia'. By the end of the Unit, learners should understand:

- *Who* was affected by forced sterilisation programmes in Nazi Germany
- *Who* was affected by 'euthanasia' programmes
- *Who* performed the killing of the disabled
- *The consequences of these policies*

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 6:

- 1. What was the name of the law which gave the Nazis the right to forcibly sterilise citizens?[1]**

Law for the Prevention of Hereditarily Diseased Offspring.

- 2. Why did the Nazis use the euphemistic term ‘euthanasia’ for their first mass killing programme? Give reasons for your answer.[2]**

The euthanasia programme targeted many ‘pure Germans; whose families may have supported the Nazis – but would not have supported the killing of family members, so the term was deliberately misleading to encourage support from the general public. [2]

Genocidal governments never use accurate terminology like ‘murder’ or ‘killing’ they use dehumanising terminology instead, and ‘euthanasia’ here can be seen as reinforcing Nazi propaganda that the disabled were ‘life unworthy of life’ and that killing disabled people was a ‘mercy’. [2]

Any other reasonable response can be given.

- 3. Why did the ‘euthanasia’ programme start in 1939? Give reasons for your answer.[1]**

The war started in 1939 and people were distracted, allowing the government to act without mass public scrutiny.

- 4. Which population group was targeted by the Nazi ‘euthanasia’ programme?[1]**

Disabled Germans regardless of ‘race’.

- 5. Nurses and doctors were overrepresented in the Nazi Party, and were fully responsible for the ‘euthanasia’ murders in hospitals. Critically reflect on possible reasons for this, bringing in your own knowledge and content from prior Units. [5]**

A range of reasonable responses may be given, as long as clear links to the widespread belief in pseudoscientific ideas are made, as discussed in earlier Units. It could be argued that:

Nurses and doctors thought they were doing a public good given that whole university departments argued for Eugenics.

From additional information it might be argued that the Nazi Party's support for research also led to massive support from doctors and nurses.

Learners need to show critical thinking and careful reflection on the topic in order to receive full marks.

[10]

Enrichment

Content should focus on the involvement of doctors and nurses in these programmes. The United States Holocaust Memorial Museum's online exhibition *Deadly Medicine; Creating the Master Race* is a good source of additional information

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

Cape Town Holocaust & Genocide Centre YouTube:
<https://www.youtube.com/channel/UCwVBUs5VqvsumuDdzYIAaQ>

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>