

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 7

Case Study: Nazi Germany Part 3

In this unit learners will learn the following:

- The concept of genocide
- Stages 1-7 of Stanton's 10 Stages of Genocide
- The preparation for the genocide of the Jews of Europe (The Holocaust)

In this Unit, learners cover the build up to the Holocaust. By the end of the Unit, learners should understand:

- *How* the Nazi government used propaganda to build up to genocide
- *What* tactics are used in the early stages of genocide

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 7:

- 1. What was the name given to the laws at the heart of Nazi discrimination against Jewish Germans, and when were these laws passed? [1]**

Nuremberg Laws which were passed in 1935

- 2. Why did the Nazis use the hammer and sickle to symbolise communism?[1]**

This was the symbol of the Soviet Union , which was a large communist nation.

- 3. Why do genocidal governments polarise their nations? Give reasons for your answer.[2]**

It is easier to motivate genocide when you have created an 'other' a scapegoat.

Separating people and stereotyping them makes the targeted group easier to dislike and dehumanise.

Learners can give a range of reasonable responses but should provide at least two reasons for their answer.

- 4. What name is given to the organised anti-Jewish riots that took place across Germany on 9-10 November 1938 and why was it given this name?[2]**

Kristallnacht/Night of the broken glass. [1]

The Nazis called it this because so many shops and houses were smashed and broken into that the streets were filled with broken glass.[1]

- 5. Explain the term 'euphemism' in your own words.[1]**

A polite way of saying something unpleasant.

- 6. Apartheid was a crime against humanity which included many stages toward genocide, even though a genocide never took place. Choose a stage of genocide discussed in this Unit, and compare and contrast how it manifested in Nazi Germany and in Apartheid South Africa. [3]**

Classification took place in apartheid South Africa according to racial categories and every single person had their 'race' labelled in their ID books. This was widely accepted as being 'real' (as discussed extensively in Unit1). People were stereotyped according to their race, with those classified as 'White' being portrayed as better and smarter than those classified as 'Black', 'Coloured', or 'Indian.'

In Nazi Germany Jews were classified and stereotyped as being capitalists and communists and evil. They were scapegoated.

While Classification took place in both contexts, the stereotypes were different but the prejudice and consequence were very similar.

Discrimination was very widespread in both contexts. Learners can draw parallels between the laws that existed in both countries.

Learner should show careful thinking and reflection on the topic in order to receive full marks.

[10]

Enrichment

When it comes to the Holocaust and additional reading this can include both non-fiction and fiction. A very useful book for additional information is:

The Holocaust: A New History by Laurence Rees.

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

Events in the History of the Holocaust:

<https://www.theholocaustexplained.org/events-in-the-history-of-the-holocaust-1933-to-1939/>

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

How the Nazis “Normalized” Anti-Semitism by Appealing to Children:

<https://www.smithsonianmag.com/history/how-nazi-normalized-anti-semitism-appealing-children-180959539/>

Nazi Propaganda:

http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml

Nazi Germany and the Jews 1933-1939:

<https://www.yadvashem.org/holocaust/about/nazi-germany-1933-39.html>

Frequently Asked Questions: <https://www.yadvashem.org/holocaust/faqs.html>