

Grade 9

The Cape Town Holocaust & Genocide Centre is pleased to offer a series of eight (8) units covering the following Grade 9 CAPS topic:

Failure of the Weimar, the rise of Nazi Germany, outbreak of WW2 in Europe, the Holocaust, people's experiences and resistance.

Unit 3

- Rise of Nazi Germany as a racist state part 2

By the end of the unit Learners should be familiar with

1. How the Nazis used Propaganda to convince their population of their ideas
2. How the Nazis used laws to underpin their racist ideology

Ideology : Nazi Worldview

“inferiors” by blood

Jews **Had “bacterial” blood**

Roma **Had “criminal” blood**

People of colour **Had “impure” blood**

The disabled **Had “diseased” blood**

In the last unit, we looked at how the Nazi saw different people as being **inferior because of blood**.

The Nazis believed that they had so-called pure Aryan blood and everybody else's blood was inferior and should not be mixed with theirs. How did they go about creating the “other” creating the scapegoat?

Well, firstly, they categorized on the basis of blood. The Nazis believed that Jewish People had “Jewish Blood” and this blood was the worst and most dangerous blood of all.

STEPS TO CREATING A SCAPEGOAT AND CONVINCING THE POPULATION

CATEGORISE – ON THE BASIS OF BLOOD

- PROPAGANDA CAMPAIGNS
- PASS LAWS – SOCIAL ECONOMIC EDUCATION
- SEPARATE ISOLATE

CATEGORISE BY BLOOD

We have already discussed categorization on the basis of blood.

They taught this to children by creating charts about whose grandmother or grandfather was Jewish and how many grandparents you had with Jewish blood and by teaching race science in school, which of course, is false science.



Propaganda Campaigns

PROPAGANDA: BIASED OR MISLEADING INFORMATION TO PROMOTE A POLITICAL CAUSE OR POINT OF VIEW

Propaganda aimed at the youth, was very important to the Nazis. They started getting children to believe their ideologies at a very young age. Why do you think they did this?

Image 2



Image 1



PROPAGANDA
YOUTH



Image 3

Image 4

- Image 1: The Nazis created books for children. Image one is called The Poisonous Mushroom, and the poisonous mushrooms in this book are portrayed as Jewish people who are to be avoided because they are “poisonous”
- Image 2: They created board games. Image two is called Judenraus: “Get the Jews out!” And if you get six or more Jewish people to leave Germany, then you've won the game
- Image 3: So-called “pure” German youth had to attend a youth movement: one for boys, one for girls. The boys’ movement was called the Hitler Youth. The girls’ movement was called the League of German Girls
- Image 4: This went on year after year starting when the Nazis come into power. So you can see how the youth would really have had their minds and ideologies shaped by the Nazis
- These youth movements used constant propaganda to let these young German people feel that they were the next to rule - not Germany, but the world and they needed to get rid of Jewish people no matter what. The youth movements taught the boys to be soldiers, the girls to be mothers and housewives
- The curriculum in schools reinforced these ideas.

Image 1



Image 3

PROPAGANDA
ADULTS



Image 2



Image 4

What media was available at that time?

Posters, magazines, newspapers, radios and mass rallies

- Image 1: is a poster is telling people they shouldn't be friendly with black people as it diminishes their racial pride
- Image 2: a magazine cover showing a man with his wife and child is sending the message that German men are strong, they are brave, well-built and they are ready to fight for land . The eagle in the background is the eagle of war. He's looking towards the east where he's going to conquer land and she is in his arms with his child. He's going to make babies to populate this land
- Image 3: shows one of the rallies which were held where everybody sang the same songs, marched in time, shouted the racist Nazi slogans, made the racist Nazi salute so that people understood that they were all thinking the same way, they were all doing the same thing and to think differently was not acceptable.
- Image 4: shows radios, which was another form of communication in those days and a very powerful one. Radios were given to people who were not Jewish and taken from people who were Jewish and propaganda programmes were broadcast all the time.



Laws were passed to separate people.

- Image 1: No longer could people sit on the same park benches. This image says Nur für Juden, only for Jews. If you look at the woman sitting on the bench you will see she is covering her face. Think about why she might be doing that?
- Image 2: Jews were not allowed to go to beaches, Nordeney was a little beach town in Germany frequented by Jews for generations, and now there was a sign outside saying: Judenfrei - Free of Jews
- Image 3: a university campus -. Jewish professors were kicked out, Jewish students were kicked out. And if they tried to enter, they were barred from entering. So it wasn't only schools but also universities that got rid of Jewish teachers and students
- Image 4: If shops and businesses were Jewish- owned and Jewish-run, they were marked as such. And so-called "pure" Germans were not allowed to enter those shops or buy from those shopkeepers

You can see how this would work to separate people.

Nuremberg Laws 1935

“Law of the Reich Citizen”

Deprived Jews of German Citizenship designating them “subjects of the state”.

“Law for the protection of German Blood and Honour”

Forbade marriage or sexual relations between Jews and “citizens of German or kindred blood”.

The Nuremberg Laws of 1935 were called that because they were passed at a rally in Nuremberg, a city in Germany, instated two laws among many others that were very difficult for Jewish people.

- Firstly the Law of the Reich citizen. This removed from Jewish people their German citizenship. They were no longer citizens. They were subjects of the state which meant they were at the mercy of the state. They had no rights like everybody else did, and they were no longer citizens which meant they could be treated any way that the government wanted to treat them with no recourse to the law
- Secondly, The Law for the Protection of German Blood and Honour was passed. This meant that marriage between people who were Jewish Germans and non-Jewish Germans was forbidden and of course, no sexual relationships could take place. This led to the further separation and isolation of Jewish people in Germany
- Many Jewish and Christian Germans had married over the years – their situations were very difficult after this law was passed

Isolation – separation – emigration

How did many of the Jewish people react to what was happening?

They tried to get out of Germany.

- Although the Nazis wanted the Jews to go, they still made it difficult for them to leave
- A conference was called in a place called Evian in France. The American president called the conference. Thirty-two countries attended and all refused to take Jewish refugees. Only the Dominican Republic took a few refugees
- In the cartoon is a man sitting in the middle of a swastika. In the middle of the swastika are signs pointing north, south, east and west saying "Go". And at the end of the swastika, it says, "Stop". Nobody wanted them
- An example of this was the St Louis. That's the name of the boat upon which you see all these people, there were approximately nine hundred people on board
- They all had landing certificates to get off the boat in Cuba. When they got to Cuba, the Cuban government refused to honour those landing certificates and did not let them disembark
- The boat left Cuba and sailed to Florida in America, and when they got to Florida, the American government refused to let them disembark
- The boat had to turn around and go back to Germany, where the majority of people on that boat perished at the hands of the Nazis

EMIGRATION

Queueing for visas to leave Germany



1938 Evian Conference



May 1939 the St Louis

On 9th and 10th of November 1938, a riot took place all across Germany, it had been well planned and organized. Jewish shops, Jewish synagogues and Jewish homes were smashed, burnt and violated, and about 30 000 Jewish men were arrested simply because they were Jewish and marched off to prisons. This event was called Kristallnacht (The night of Broken Glass)

Look at the images.

Look at the people who were looking at the men being marched away; think about them. What might they have been thinking? Why were they standing there? Why is a mother letting her little boy march alongside?

Look at the burning synagogue. Why are people standing with their bicycles? They've ridden from home to come and have a look at the synagogue that is in flames.

They are standing with their hands in the pockets watching this happen. Why?

Think about that in terms of what we've been learning up until now.

KRISTALLNACHT : 9TH AND 10TH NOVEMBER 1938



QUESTIONS

1. Why do you think the Nazis wanted children to believe in their ideology?
2. Name 3 ways in which the Nazis made Jewish people outcasts.
3. Can you think of a reason why the countries attending the Evian Conference did not want to take in refugees from Germany?
4. Look at the Kristallnacht images: there is a synagogue (Jewish house of worship) on fire, and there are men being marched through the streets.
 - a) Describe what the onlookers in the photographs are doing?
 - b) Explain why you think they are behaving like they are.

ADDITIONAL RESOURCES

Cape Town Holocaust & Genocide Centre:

<http://ctholocaust.co.za/>

Cape Town Holocaust & Genocide Centre YouTube:

<https://www.youtube.com/channel/UCwVBU5VqvsumuwDdzYIAaQ>

Yadvashem.org

<https://www.yadvashem.org/yv/en/exhibitions/kristallnacht/index.asp>

ushmm.org

<https://www.ushmm.org/learn/timeline-of-events/1933-1938/kristallnacht>