

Chapter 5: Nazi economic, social and racial policy.

Title: Nazi Policies towards Education.

Task 4 pages 55-57

Reich =	In German, this has many meanings – state, kingdom, empire. When used by the Nazis it tended to mean ‘empire’ or ‘Germany’.
Aryan =	Nazi term for a non-Jewish German, someone of supposedly ‘pure’ German stock.
Heil Hitler =	To cheer, salute, or greet; welcome. to acclaim; approve enthusiastically to Hitler.
Nazi Teachers’ League	Teachers and university lecturers had to join, which would question their suitability to teach. They were forced to teach a very specific curriculum.
Anti-Semitism =	Hostility toward or discrimination against Jews as a religious or racial group.
Hitler Youth =	German Hitlerjugend, organization set up by Adolf Hitler in 1933 for educating and training male youth in Nazi principles. The Hitler Youth catered for 10 to 18 year olds. There were separate organisations for boys and girls. The task of the boys section was to prepare the boys for military service. For girls, the organisation prepared them for motherhood.

Overview:

<https://www.bbc.co.uk/bitesize/guides/zsdf82/revision/4>

<https://www.bbc.co.uk/bitesize/guides/zw6s7p3/revision/5>

Hitler was well aware of the importance of the young. He wanted to develop an education system that would provide political and military training. The man he chose to run Germany’s schools was Bernhard Rust and under him, German schools were Nazified. The content of lessons also changed.

TEXTBOOKS
These were rewritten to fit the Nazi view of history and racial purity. All textbooks had to be approved by the Ministry of Education. *Mein Kampf* became a standard text.

TEACHERS
School teachers had to swear an oath of loyalty to Hitler and join the **Nazi Teachers’ League**. By 1937, 97 per cent of teachers had joined. Teachers had to promote Nazi ideals in the classroom and many were dismissed if they did not show that they were committed to Nazism. By 1936, 36 per cent of teachers were members of the Nazi Party.

LESSONS
These began and ended with the students saluting and saying ‘**Heil Hitler**’. Nazi themes were presented through every subject. Maths problems dealt with social issues. Geography lessons were used to show how Germany was surrounded by hostile neighbours. In history lessons, students were taught about the evils of communism and the severity of the Treaty of Versailles.

CURRICULUM
Under the Nazis the school curriculum was changed to prepare students for their future roles. Hitler wanted healthy, fit men and women so 15 per cent of time was devoted to physical education. With the boys the emphasis was on preparation for the military. There was also great emphasis on Germany’s past and the **Aryan** race. Students were taught that Aryans were superior and should not marry inferior races such as Jews. Girls took needlework and home crafts, especially cookery, to become good homemakers and mothers. New subjects such as race studies were introduced to put across Nazi ideas on race and population control. Children were taught how to measure their skulls and to classify racial types. Religious education became optional.

Teachers would have to be greeted at the start of lessons with a Nazi salute. The content of lessons and textbooks was carefully controlled to emphasize Nazi beliefs and values. In particular history and biology lessons gave the Nazi interpretation of the injustices of the Treaty of Versailles, the evils of communism, Jews and betrayal, and Nazi views on racial superiority. To start with, Jewish children were singled out for humiliating

treatment in class. The amount of time given to physical education was dramatically increased.

A.) Complete questions 1-4 on page 55 in full sentences.

Sub title: The Hitler Youth Movement

Just like the Strength through Joy (KdF) program, Hitler wanted to control the leisure time of young people as well as their school time.

Overview: <https://www.bbc.co.uk/bitesize/clips/zh44d2p>

- All other youth organisations were banned.
- From 1939 membership of the Hitler Youth was compulsory.
- By 1939 there were 7 million members.

Hitler Youth males	Hitler Youth females
	
<p>▲ Source S: A recruiting poster for the Hitler Youth, 1933, which says in the poster 'Come to us!' and at the foot: 'Join the Hitler Youth'</p>	<p>▲ Source T: A recruiting poster for the Young Girls which says 'Every ten-year-old to us'</p>
<p>Boys joined the German Young People (<i>Jungvolk</i>) at the age of ten. From fourteen to eighteen they were members of the Hitler Youth (<i>Hitlerjugend</i>). They learned Nazi songs and ideas and took part in athletics, hiking and camping. As they got older they practised marching, map reading and military skills. Many enjoyed the comradeship. It is also possible they enjoyed the fact that their camps were often near to those of the League of German Maidens.</p>	<p>Girls joined the Young Girls (<i>Jungmädel</i>) at the age of ten. From fourteen to eighteen they were members of the League of German Maidens (<i>Bund Deutsche Mädchen</i>). They did much the same as the boys except they also learned domestic skills in preparation for motherhood and marriage. There was much less emphasis on military training.</p>

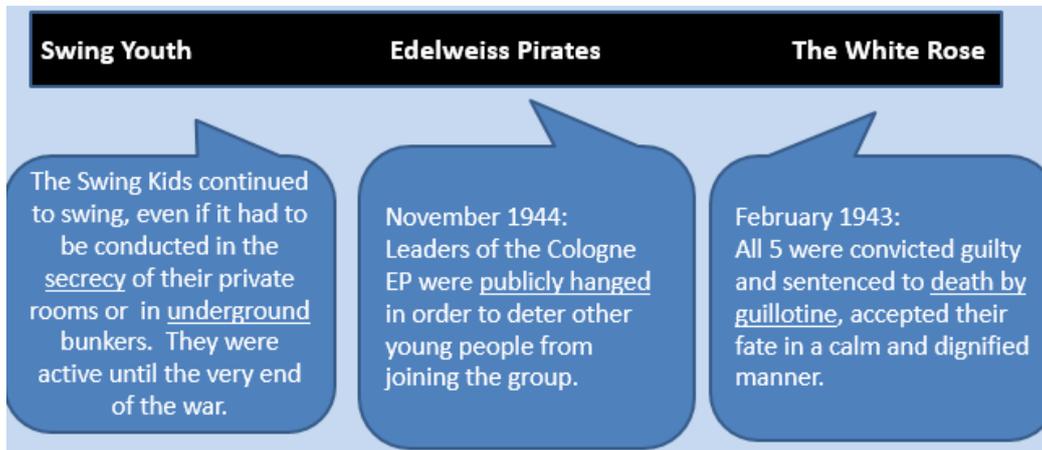
B.) Source S suggests the Hitler Youth movement...

C.) Source T suggests the Hitler Youth movement...

How successful were these policies? Page 57

Although many young Germans joined the Hitler Youth, it was not popular with some of its members.

Here a couple of youth resistant groups who attempted to disrupt the Nazi regime.



Overview: <https://www.bbc.co.uk/bitesize/clips/zwffb9q>

C.) How useful are Sources U and V to an historian studying the Hitler Youth Movement?

Source U is useful because...

The content tells us about...

It was written by... in ...

This means it could be useful because....

However we must also be wary of this source because ...

At the time in Germany...

It is less useful because...

Source U: The memories of a Hitler Youth leader given during an interview in the 1980s
What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the Young People at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: 'Young People are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips! Is anything nicer than enjoying the splendours of the homeland in the company of one's comrades?

Source V is useful because...

The content tells us about...

It was written by... in ...

This means it could be useful because.

However we must also be wary of this source because ...

At the time in Germany...

It is less useful because...

Source V: From an article on the Hitler Youth published in a British magazine in 1938
There seems little enthusiasm for the Hitler Youth, with membership falling. Many no longer want to be commanded, but wish to do as they like. Usually only a third of a group appears for roll-call. At evening meetings it is a great event if 20 turn up out of 80, but usually there are only about 10 or 12.

Overall the most useful source is... because....

Chapter 5: Nazi economic, social and racial policy.

Title: Nazi Policies towards Jews

Task 5 pages 58-63

Herrenvolk =	Master Race/Aryan
Aryan =	Nazi term for a non-Jewish German, someone of supposedly 'pure' German stock.
Untermenschen =	Subhuman, in the Nazis opinion this included Jews and Slavs.
Selective breeding =	Selective breeding is the process by which humans control the breeding of organisms (or Humans in the Nazis case) in order to exhibit or eliminate a particular characteristic.
Anti-Semitism =	Hostility toward or discrimination against Jews as a religious or racial group.
Persecution =	Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression. i.e. mistreat, harass, punish.

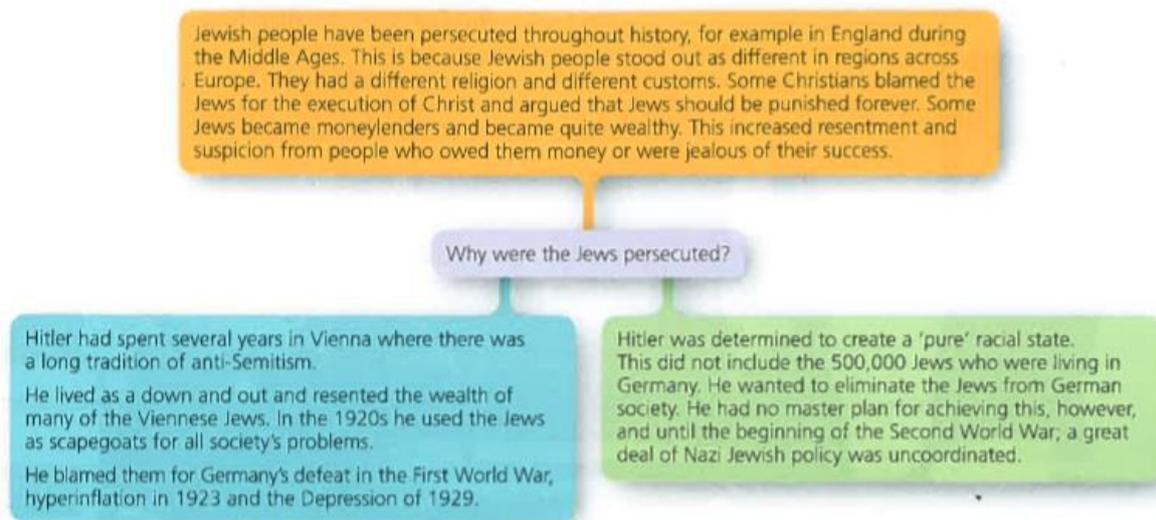
Overview:

<https://www.bbc.co.uk/bitesize/guides/zw6s7p3/revision/7>

<https://www.bbc.co.uk/bitesize/guides/zw6s7p3/revision/8>

A.) Complete questions 1-2 on page 58 in full sentences.

Anti-Semitism is nothing new sadly and goes back to the Middle Ages.



▲ Figure 5.4: Reasons for the persecution of the Jews

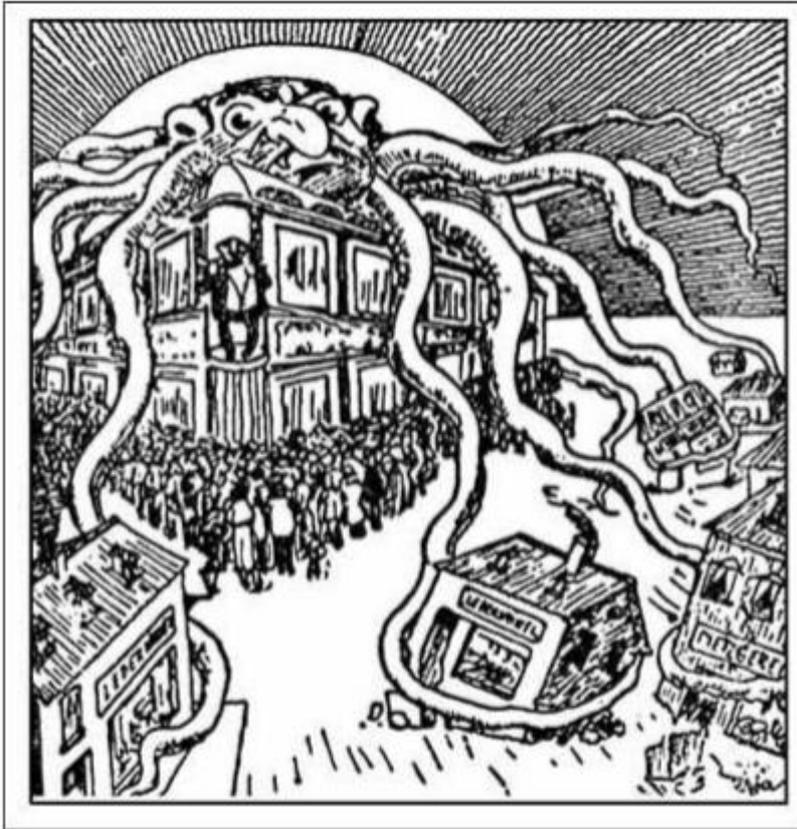
B.) Copy & complete:

There are many reasons why Jews have persecuted for centuries...

Hitler also had his own personal reasons why he was anti-Semitic...

Source BB:

A Nazi cartoon of the early 1930's. Translated, the title reads 'Jewish department store octopus'.



In order to understand this image better we need to add some context.

Teacher verbal explanation:

https://egguckland.sharepoint.com/:u:/g/History/EbMaxb6BRKIHk9p6_lvm6WMB9o_9Exd6vwzLg6JtDHJK6w?e=tTNbKT

C.) Study Source BB. Why was the cartoon published in the early 1930's? (HINT, Hitler's leadership)

Anti-Semitism in schools page 60

D.) Skim and scan the text on page 60 and answer the following questions.

- i.) How were German children taught about Anti-Semitism?
- ii.) Who controlled the schools teaching materials and textbooks?
- iii.) In what year were Jewish teachers no longer allowed to give private tuition to German students?
- iv.) In what year were Jewish children expelled from German schools?

C.) How useful are Sources DD and EE to an historian studying how education was used to encourage hatred of Jews?

Q+C+E+A+HC x2

J

Source DD: From the memoirs of a German mother, written after the Second World War, *Germany 1918–45* by J. Brooman (Longman, 1996)

One day my daughter came home humiliated. 'It was not so nice today,' 'What happened?' I asked. The teacher had sent the Aryan children to one side of the classroom, and the non-Aryans to the other. Then the teacher told the Aryans to study the appearance of the others and to point out the marks of their Jewish race. They stood separated as if by a gulf, children who had played together as friends the day before.

Source DD is useful because...

The content tells us about...

It was written by... in ...

This means it could be useful because....

However we must also be wary of this source because ...

At the time in Germany...

It is less useful because...

Source EE is useful because...

The content tells us about...

It was written by... in ...

This means it could be useful because....

However we must also be wary of this source because ...

At the time in Germany...

It is less useful because...

Overall the most useful source is... because....

Source EE: An extract from the textbook *Germany 1918–45* by R. Radway (Hodder, 1998)

Inge sits in the doctor's waiting room. Again and again her mind dwells on the warnings of the BDM leader: 'A German must not consult a Jewish doctor! And particularly not a German girl! Many a girl who has gone to a Jewish doctor to be cured has found disease and disgrace. The door opens. Inge looks in. There stands the Jew. She screams. She's so frightened she drops the magazine. Her eyes stare into the Jewish doctor's face. His face is the face of the devil. In the middle of the devil's face is a huge crooked nose. Behind the spectacles two criminal eyes. And thick lips that are grinning. 'Now, I've got you at last, a little German girl.'