

# S2 SOCIAL SUBJECTS HOME LEARNING

Dear Learner and Parent/Carer

This pack has been created to support you with learning at home. Hopefully, enabling you to keep some element of normality and routine in a time which is, frankly, not at all normal or easy. Everyone has different circumstances and we fully understand this. Please complete work at a pace that suits you and your family. Also, we understand that you have many different subjects sending you work and need to manage your time to complete work for all subjects.

We would recommend completing a minimum of 1 section of this pack per week. As you complete a task, you can email it to your teacher or send it through 'show my homework'. This will allow your teacher to give you feedback before you move onto the next task. You can attach your work as a word document or take a picture of work you have handwritten.

If you have any questions, we are also working from home, and will reply to any emails you send. Our email addresses are listed below:

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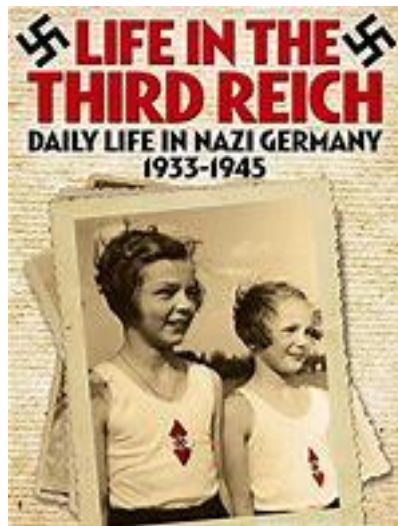
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# Life in Nazi Germany

## S2 Resource Pack



## **Contents**

- 1. Curriculum Links**
- 2. Home Front Rationing Task and Optional Recipes to try at home**
- 3. Treaty of Versailles**
- 4. Who was Hitler?/Aims of the Nazi Party**
- 5. Dictatorship/Propaganda/Censorship**
- 6. Fear/Force/Terror**
- 7. The Night of the Long Knives**
- 8. Nazi Education**
- 9. Hitler Youth/League of Maidens**
- 10. Opposition to the Nazis**
- 11. Life for Jews in Nazi Germany**
- 12. Anne Frank**
- 13. Why we Remember**

## Curriculum for Excellence Levels 2/3/4

curriculum for excellence



Experience and Outcome	Benchmark
<p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p>	<ul style="list-style-type: none"><li>• Uses both primary and secondary sources of evidence in an investigation about the past.</li></ul>
<p>I can use my knowledge of a historical period to interpret the evidence and present an informed view.</p> <p>SOC 3-01a</p>	<ul style="list-style-type: none"><li>• Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.</li></ul>
<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p>SOC 4-01a</p>	<ul style="list-style-type: none"><li>• Demonstrates the ability to provide a valid argument on a historical theme.</li><li>• Provides at least two valid opinions to support the argument.</li></ul>
<p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.</p> <p>SOC 3-05a</p>	<ul style="list-style-type: none"><li>• Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past.</li></ul>

<p>Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.</p> <p style="text-align: right;"><b>SOC 3-06b</b></p>	<ul style="list-style-type: none"> <li>• Identifies at least two possible causes of past conflict, using research methods.</li> <li>• Presents in any appropriate form at least two impacts on people at that time.</li> </ul>
<p>Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.</p> <p style="text-align: right;"><b>SOC 4-06a</b></p>	<ul style="list-style-type: none"> <li>• Uses critical analysis to evaluate the relative importance of the factors which led to an historical event.</li> </ul>
<p>I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.</p> <p style="text-align: right;"><b>SOC 4-06d</b></p>	<ul style="list-style-type: none"> <li>• Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.</li> </ul>

## Home Front Rationing Recipes



### **FOOD RATIONED DURING WWII:**

- Sugar** ..... May 1942 — 1947
- Coffee** ..... November 1942 — July 1943
- Processed foods** ..... March 1943 — August 1945
- Meats, canned fish** ..... March 1943 — November 1945
- Cheese, canned milk, fats** ..... March 1943 — November 1945

### **DISCUSSION QUESTIONS FOR RATIONING:**

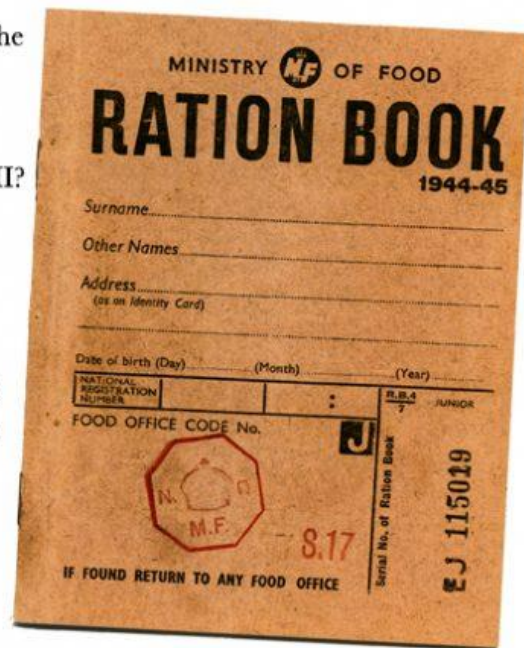
How would you feel if you went to the store and the clerk said, “Sorry, no meat today?”

How do you think people felt during World War II?

Why was rationing important during WWII?

How would your meals change if you had to limit sugar, coffee, processed foods, meats, canned fish, cheese, canned milk, fats?

What would you eat instead?



Task 1 - Answer the questions above.

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As we focused on the Home Front before school finished I have included some recipes to try out that would have been used during Rationing during WWII. Please do not go out and buy ingredients. I just thought this could be a fun, additional task if you have the facility to carry out at home.

Please send your homework pics of your finished food/dishes to your class teacher.

## Home Front Rationing Recipes

### Scones

16 oz flour

2 oz butter

2 oz sultanas

a pinch of salt

2 piled up teaspoonfuls of baking powder

1/4 pint milk

2 oz sugar

Mix together the flour, salt, and baking powder; rub into the butter. Add the sugar and sultanas, and make up into a stiff dough with milk, using the tips of the fingers only. Roll out about one inch thick, and cut into rounds or mark into triangles with a knife to show where to divide when baked. Brush the tops with milk and bake in a hot oven (475 F) for about 20 minutes.





## WWII Ration Chocolate Cake

- 1 1/2 cups flour
- 1 cup sugar
- 1/2 tsp baking soda
- 1/2 tbsp white vinegar
- 1/3 cup vegetable oil
- 1 tsp vanilla extract
- 1 cup water
- 1/4 cup cocoa



Lightly grease an 8 inch square pan (these can also be made as cupcakes)

Combine flour, sugar, baking soda, cocoa and salt in a mixing bowl. Add vinegar, oil, vanilla and water and mix well. Bake at 350 degrees Fahrenheit for 30 minutes.

## Oxford Potato Soup

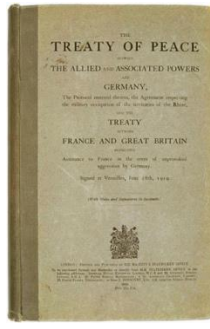
Potatoes were used a lot during WWII as readily available as could be grown in your own back garden but also because they were cheap and filled you up.

- 1 tbsp olive oil
- 2 large Smooth potatoes, peeled and diced
- 1 large onion, sliced
- 4 medium leeks, washed and sliced
- 3 stalks of celery, diced
- 1 tbsp thyme leaves
- 1 litre vegetable stock
- 1 tbsp parsley, chopped



Heat the oil in a saucepan then fry the leeks, celery and onion over a gentle heat for 5 minutes. Add the diced potatoes and thyme then fry for a further 5 minutes. Stir in the stock and bring to a gentle simmer. Cover and cook for 30 minutes until the vegetables are soft then blend until smooth. Loosen with a little more stock if too thick. Season with salt and pepper. Serve in warm bowls with a sprinkling of chopped parsley.

# Treaty of Versailles



## Glossary

Treaty - an agreement between two or more states.

Negotiation - a discussion aimed at reaching an agreement.

**Task 1** - Carry out research on the Treaty of Versailles and answer the following questions,

(Useful website links -

<https://www.britannica.com/event/Treaty-of-Versailles-1919>

<https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/>

1. How did the Treaty of Versailles get its name?

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2. When was it signed?

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3. Who was involved? (Country & leaders of these countries)

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4. Who was excluded from being part of the treaty negotiations?

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5. What terms were agreed by the leaders from each country?  
List at least 4 of the terms below and details about each.

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6. What type of treaty did each leader want for their own country and why? e.g. peaceful.

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7. Why did the people of Germany not like the Treaty of Versailles? Structure your answer as per below,

" The German people did not like the Treaty of Versailles. One reason was because.... Another reason the Germans did not like the Treaty was because..."

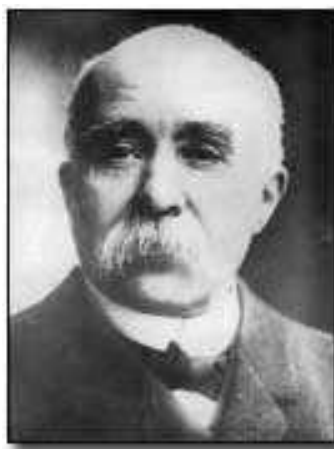
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**Task 2** - You are now going to pretend to be the leader of a country of your choice that you have just learnt about. (Britain, France, USA).



- You must come up with your own terms for the Treaty of Versailles.
- You should decide your terms based on what you know the leaders wanted, and did not want, to happen to *Germany*. There is no right or wrong answer is up to you what you think the terms should be.
- **You should focus your terms around the following areas:**
  - Weapons
  - Finance
  - Land
  - People
  - Blame

You should have least 2 points for each of the headings above.

Weapons -

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Finance -

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Land -

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People -

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Blame -

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**Task 3** - Watch the following video clip and note down and key facts about the Treaty of Versailles.

<https://www.youtube.com/watch?v=KfnEy8FuElc>

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### **Task 4 - The Treaty of Versailles - True or False Quiz**

From what you have researched and learnt about the Treaty of Versailles write down beside each statement whether you think each one is TRUE or FALSE.

- Germany and Austria not allowed to unite
- Germany's army restricted to 1,000,000 soldiers
- Germany split into three parts: Germany, East Prussia & West Prussia
- Germany blamed for causing World War One
- Saarland given to France for 15 years
- Germany lost all its colonies
- Britain got land from Germany
- Germany hated the treaty and wanted revenge
- Britain thought the treaty was too tough on Germany
- Germany was allowed a small air force
- Everyone was happy with the final settlement
- Poland was given access to the sea

- The German navy was limited to 60 ships
- Germany had to pay reparations
- Alsace-Lorraine stayed with Germany
- The decisions at Versailles were rushed as they ran out of time
- France was happy with the punishment of Germany
- Hungary lost a lot of its land
- Turkey kept most of its land
- Austria did not pay any reparations

**Task 5 - Word Search (Fill the blanks below)**

T E K P H O Q H K F V X O L O R C Q S R  
 M A X U Z L A M C Q B G S I A U B H S X  
 V W F Q M T K F D A U Y W N F X Q I P Z  
 M L Q A I U R O R D T Y H X F T D G X F  
 E M I O F M F A Y D W K K N R K G I Q S  
 H C Z D H E D K W Z V O Q F Y G U U Q Z  
 C L Z Y V E R S A I L L E S X L C K N T  
 A E W G Z M Z K O H N L R C L W F Z X E  
 K M U U T Z M K U I N F L A T I O N F W  
 Y E S N V N Y A P C A U H A X T P T Y J  
 J N Z V B P E F N K C H Y W V X J R J M  
 G C U Q F N K F W O O D R O W O G E Z Q  
 R E O M R E P A R A T I O N S D P A O D  
 L A O D F F S F G P S S E C O Q M T R M  
 N U D R O J M Q J F D V U R X R S Y Q T  
 Z F R M G H P O R O G E I G Q P P F H U  
 W H I Y R E C O J R G T O A S D A U F W  
 R K F T Y Q Z R A P I K Q J Z Z H W B J  
 E F F O U R T E E N P O I N T P L A N B  
 V X M A W C H A W E W B D Z C G E T O L

1. Name the 'Big Three': W\_\_\_\_\_ and L\_\_\_\_\_ and C\_\_\_\_\_
2. Name given to President Wilson's ideas: F\_\_\_\_\_ P\_\_\_\_\_ P\_\_\_\_\_
3. The money that Germany had to pay for the cost of the war: R\_\_\_\_\_
4. The place the treaty was signed V\_\_\_\_\_
5. The problem caused by Germany printing money: I\_\_\_\_\_
6. Area invaded by France & Belgium in 1923: R\_\_\_\_\_

### Colour, Symbol, Image

**Task 6** - Now that we have explored The Treaty of Versailles use your knowledge of everything you have learnt to complete your colour, symbol, image template. (Template supplied on next page or create your own in your jotter, paper etc.)

- choose a colour that you feel best represents or captures how Germany felt about the Treaty.
- choose a symbol that you feel best represents or captures how Germany felt about the Treaty.
- choose an image that you feel best represents or captures how Germany felt about the Treaty.



# Colour - Symbol - Image

 <u>COLOUR</u> What colour best represents this?	 <u>SYMBOL</u> What symbols best represents this?	 <u>IMAGE</u> What image best represents this?
Why did you choose this colour?	Why did you choose this symbol?	Why did you choose this image?

**Who was Hitler?**  
**& Aims of the Nazi Party**

**Task 1** - From what you researched about Hitler note down 10 key facts that you learnt about him. Try not look back at your notes. Try to give as much detail as possible.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Task 2** - What do you think the difference between an aim and a belief is? Note your answer below.

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### Task 3 - Read

An aim is something you hope to achieve.

A belief is having trust, faith, or confidence in (someone or something) without being able to see it.

# KEY BELIEFS

Aryan race = 'Perfect race'  
Blonde hair, blue eyes.

## NATIONALISM

A strong Germany should unite all German speaking people who were members of the superior Aryan Race.

## DISCUSS:

Would Hitler have been able to be part of his 'Aryan Race'?  
Why would he be so keen to promote it?

## NAZI BELIEFS

## ANTI-SEMITIC

This is the hatred of the Jews. The Jews were an inferior race who had caused all of Germany's problems.

# AIMS OF THE NAZIS



## Task 4 -

Based on the aims/beliefs of the Nazi party note down who you think might have supported the Nazis. Think about those perhaps angered by The Treaty of Versailles.

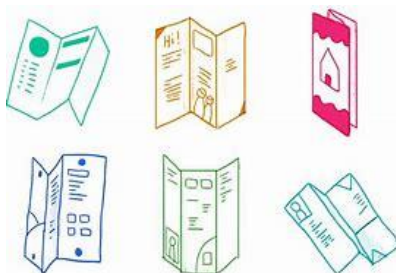
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## Task 5 - Leaflet Task



Using the information that you have just read above on the Nazi aims and beliefs create a leaflet showing clearly the aims of the Nazi party and why people should join. You can create your leaflet on paper, in your jotter, on word etc.

To be successful in this task what do you think your success criteria should be? Note them down below. The first two have been done for you.

1. At least 3 aims of the Nazi Party
2. Colourful
- 3.
- 4.
- 5.

Once you have completed your leaflet check to see if you have ticked off all of your success criteria.

## Dictatorship/Propaganda/Censorship

### Task 1 - Read

## WHAT IS A DICTATORSHIP?

A DICTATORSHIP IS ONE PERSON KEEPS ALL OF THE CONTROL. IN ORDER TO DO THIS THEY MUST TOTALLY CONTROL THE INFORMATION PEOPLE RECEIVE.

Propaganda means you feed people the things that you want them to believe.

Censorship means you hide from people the things that you do not want them to know.

## METHODS OF CENSORSHIP



The man in charge of controlling information was Joseph Goebbels.

JOSEPH GOEBBELS

WHAT KINDS OF THINGS WOULD YOU WANT TO CENSOR IN ORDER TO KEEP CONTROL?

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# VIDEO

**Task 2** - Watch the following video clip and take notes on how and what Joseph Goebbels and the Nazi party controlled in Germany.

<https://www.bbc.co.uk/bitesize/guides/zsvhk7h/revision/>

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**Task 3** - Below is 2 types of propaganda used by the Nazi party. Analyse both and answer the questions in the boxes.



How is Hitler shown here? What message does this give the audience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What colours and font have been used? Why do you think these were chosen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think is meant by the text? How is this persuasive to German people? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*This is a piece of Nazi propaganda from 1938. Hitler had already been chancellor for five years. The text reads 'Germany is free'*

**Extension Task**  
Evaluate how useful you think this poster was in persuading German people to continue their support for Hitler in 1938? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the main image that has been used here? Why do you think the Nazis chose to use it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**My dear fellow Germans!**

The German People are required to make reparations which exceed the entire wealth of the nation. France does not want reparations; it wants the destruction of Germany, the fulfilment of an age-old dream; a Europe dominated by France.

"Reparations" are nothing but a "legal device" intended to bring a state to its knees.

So the only way that the Government could satisfy France was by liquidating the German Reich, by bringing about its dissolution.

To satisfy France Germany would have to be destroyed completely. Only that will satisfy France... But it is the fire in the hearts of Germany's young folk which will bring us ultimate victory. It will be they who will sustain the state which they will create for themselves. New young warriors are coming forward in Germany, young men who have already shed their blood for their Fatherland but know full well that because of those who rule Germany today their blood was shed in vain.

Germany can be saved only by the dictatorship of the national will and determination to take action.

Our task is to shape the sword that he will need when he comes. Our task is to provide the leader with a nation which is ready for him when he comes!

**My fellow Germans, awaken! The new day is dawning!**

This is part of a propaganda speech given by Adolph Hitler on May 4 1923 just after French and Belgian troops occupied the Ruhr because Germany had not met the demands for reparations made by the victors in the First World War.

Why has Hitler chosen to address the nation in this way? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What does Hitler want Germans to think about France and the reparations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hitler is specifically addressing young people here, why do you think he did this? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does Hitler make his speech emotive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think Hitler means by this? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Extension Task

Think about the content of the above text and its historical context. If you were a young German in 1923 do you think any of Hitler's speech would have appealed to you? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_

## Fear, Force & Terror

In a **Dictatorship**, fear and intimidation is used as a means of control. If people are terrified and feel intimidated they are less likely to fight back and challenge actions taken by the Government.

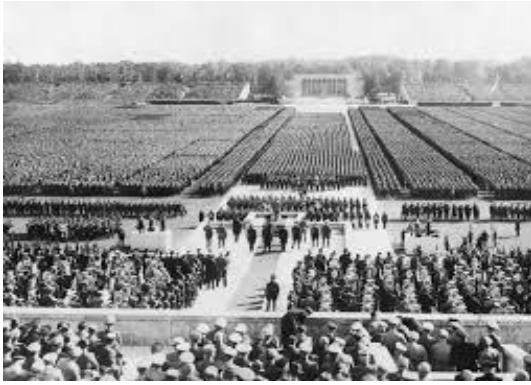


The Nazis wanted total control over the lives of the people. This is what is known as a totalitarian state; it also watches people very closely to make sure no one tries to threaten their power.  
If you spoke out against the Nazis... you disappeared.

### Task 1 -

Create a mind map with the following heading in the middle. From the following few slides & pictures note down in your mind map how the Nazis controlled the German population.

How did the Nazis control the German population?



## THE SS



Heinrich Himmler was the leader of the SS

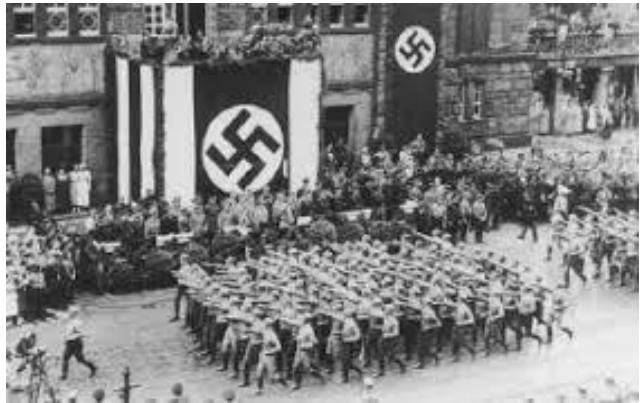
The SS (or Blackshirts as they were also known) began as Hitler's bodyguard.



## MAIN PARTS OF THE SS

**CONCENTRATION CAMPS**

- Started in 1933
- First used to house Hitler's "enemies"
- Later used for "undesirables"



## MAIN PARTS OF THE SS



**DEATH HEAD UNITS**

- Guarded concentration camps
- Ran the gas chambers

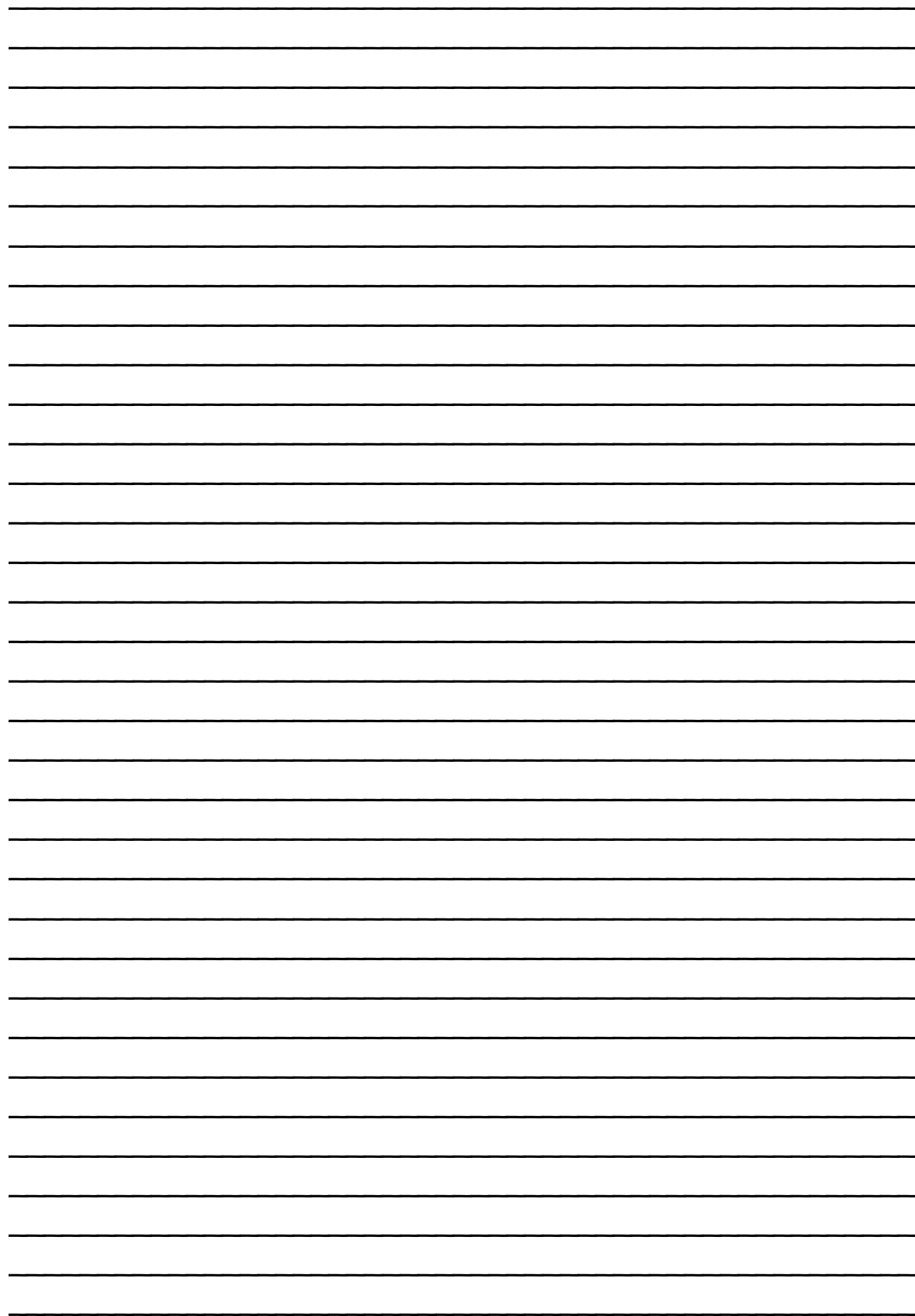
## MAIN PARTS OF THE SS

**GESTAPO**

- Imprisoned people without trial
- Sent people to camps
- Tapped phones
- Spied on people









**Task 2** - Discover the answers to be able to complete the next task. Some of the answers you will have from the last task and others you will have to discover yourself by going online.

**Circle the odd one(s) out**

1. Who is head of the SA?
  - a) Himmler
  - b) Hitler
  - c) Rohm
  
2. Who did Rohm want the SA to merge with?
  - a) the police
  - b) the army
  - c) the SS
  
3. Why did the SA not like Hitler's policies?
  - a) he was helping the working classes
  - b) he had formed very close links with capitalist business men
  - c) he was Chancellor
  
4. The Night of the Long Knives was also known as
  - a) Operation hummingbird
  - b) Operation pigeon
  - c) Operation batman
  
5. Apart from SA leaders who else did Hitler kill?
  - a) His father
  - b) Elvis Presley
  - c) Von Schleicher and other opposition to the Nazis
  
6. Why did Hitler remove the SA?
  - a) he wanted the support of the police
  - b) he wanted the support of Germany
  - c) he wanted the support of the army

### Task 3 - Radio Broadcast

Imagine you are a German journalist and you have been asked to prepare a radio report for the morning after the Night of the Long Knives

- You must decide whether or not you support the actions of the Nazi's and Hitler.
- Write a summary of the events that took place during the night and the result afterwards.
- At the end write your opinion on whether or not the German people will support Hitler's actions and his new role.
- Your report should last 45 seconds.

You should write your radio broadcast below. You can also film it on your phone, ipad etc and send it to your teacher.

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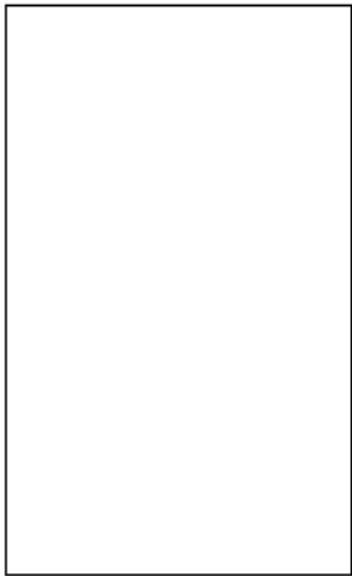
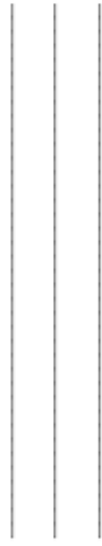
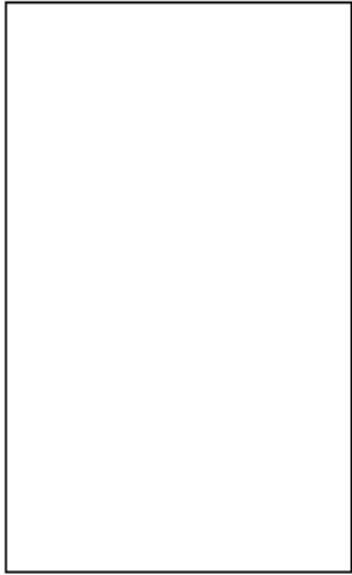
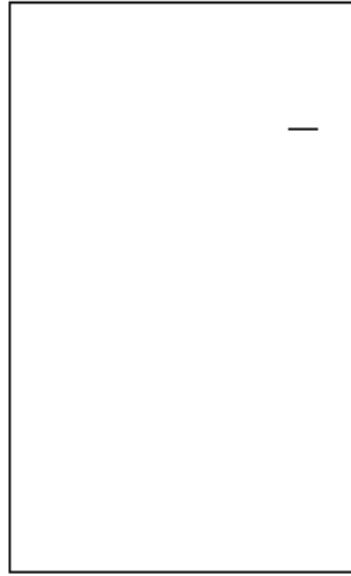
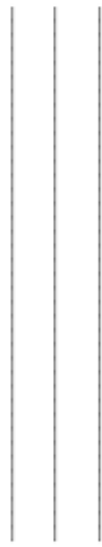
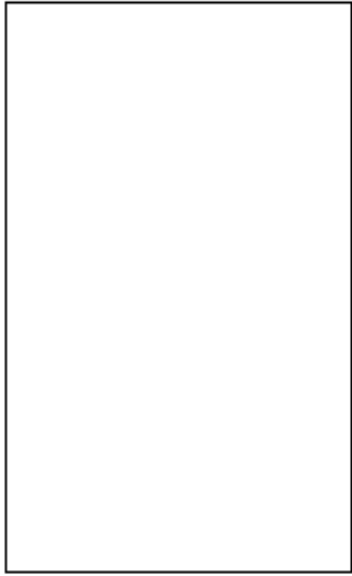
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Task 4 - Now create a storyboard using the template on the next page to illustrate what happened the Night of the Long Knives. Don't worry if you need to use stick men for your drawings. The important part is the detail at the bottom.





## Nazi Education

Using education was a critical part in helping "brainwash" children into supporting the Nazis. When the Nazis came into power they checked all of the teachers. Any teacher considered disloyal was sacked. Teachers were encouraged to attend Nazi courses in the Summer in order that they would be able to deliver the Nazi curriculum and over 97% of all teachers joined the Nazi Teachers Association.

All subjects and school textbooks were re-written in order that they preached Nazi policies.

**Task 1** - Answer the questions about each source below in the boxes provided.

How did Nazi educational policy affect the education of girls?

What does this source tell us about the lessons taken by girls?

A visit to a Nazi girls' school, recorded in 'Education for Death' by Gregor Ziemer in 1942.

'The school bell called the girls...before I visited the classes I spoke to the head teacher. She told me that every class in the school was built around a course called 'Activities of women'. This course was divided into handwork, domestic science, cooking, house and garden work - and the most section - breeding and hygiene. This section dealt with sex education, birth, childcare...'

How did Nazi educational policy affect the education of boys?

What was the purpose of this lesson?

Extracts from A Boy in Your Situation, 1988

In the History classes the French were the hereditary enemy and all the lessons were about the wars against the enemies of Germany. There were no History textbooks. They had all been withdrawn and until new National Socialist versions come out there was nothing but the teacher, who dictated notes and gave inspiring addresses. He was a reserve officer in the army. He told boys all about it. 'We have got marvellous tanks now, fantastic; and good guns to use against French tanks.'

How did Nazi educational policy affect Jewish school children?

What does the source tell us about the treatment of Jews within German schools?

Extracts from 'A Boy in Your Situation', 1988.

Karl had a new problem at school - the German teacher Mr Bartholomeus. He had a little swastika badge in his lapel that Karl came to dread. Teachers who wore that badge always seemed to go out of their way to say something unpleasant to Karl, in front of the whole class.

Then one day the newspaper said: 'No Aryan German child is to sit next to a Jew in school.' That was it. Karl felt an enormous sense of relief. He would not have to go back to school.

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**Task 2** - Below is a list of subjects and descriptions of what was taught in German schools. Match up the subject to the correct statement/description using the arrows provided below.



<b>HISTORY</b>	Fast, fit army of young men and those who could suffer pain Over 15% of the school's weekly timetable was made up by PE Boxing was made a compulsory subject for boys in the hope that it would toughen them up.
<b>BIOLOGY</b>	Taught pupils about the land Germany had lost after the end of WW1. This went onto explain why the Lebensraum programme of securing new living space was vital to the growth of Germany as the biggest superpower in the world.
<b>GEOGRAPHY</b>	Blood purity - marrying only people from the German race (Aryan) Mental/physical disabilities
<b>SCIENCE</b>	Was all about the military. It included subjects like shooting, military aviation science; bridge building and the impact of poisonous gasses. This was all about creating the soldiers and militarists of the future.
<b>PE</b>	Glory of Germany Germany's defeat in WW1 was blamed on Jews and Marxist spies Jewish people were held responsible for any economic or historic problems Germany had faced in the past.

### Task 3 - See Think Wonder



**What do you see in this picture?**

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**What do you think is going on in this picture?**

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**What questions do you have about this picture?**

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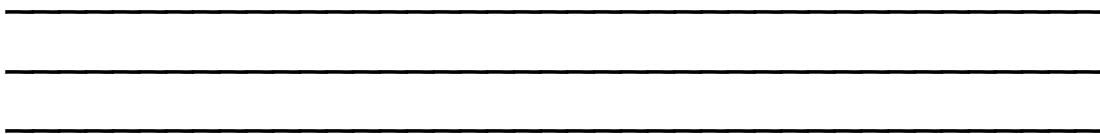
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**Whenever possible, Nazi teachers were encouraged to make an example of the Jews in front of the class and tease them about their race.**

In 1935 a series of laws called the Nuremburg Laws were introduced.

These took away the civil rights of the Jews such as banning Jewish children from Nazi schools the Nazi government said it was because the Jews were 'dirty' and would contaminate the German pupils if they sat next to them in class.





**Textbook Front Page**

# The Hitler Youth & League of Maidens



## Task 1 - Read

### Background

The Nazis believed that if Hitler and the Party were going to gain power in Germany, the support of young people would be vital to them gaining that power. The youth, if controlled and inspired, would bring enthusiasm and energy, dedication and loyalty to the Nazi Party. The children were, after all, the future of Germany.

The Nazis needed to brainwash young Germans. To gain more control over what children saw and heard, they **founded the Hitler Youth (HJ) in 1926.**

This organisation offered excitement to many young people: **hikes, camps and comradeship.** Members were provided with uniforms and were made to feel important.



Boys were given instruction in skills such as **orienteering and military drill**, while girls were taught how to **care for young children and the home.**

By early 1932, one year before Hitler became Chancellor of Germany



there were 108,000 members of the Hitler Youth. By 1939, just before the outbreak of World War Two there were 7.3 million.

**Task 2** - Why do you think there were such an increase in membership between 1933 and 1939?

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**In 1936 The Hitler Youth Law was passed.** This announced that 'all German young people, apart from being educated at home and at school, will be educated in the Hitler Youth physically, intellectually, and morally in the spirit of National Socialism to serve the nation and the community.' Membership of the Hitler Youth became compulsory in 1939.

For many young people and their families who were suffering from the effects of Depression during the 1920's, and especially after The Wall Street Crash of 1929, the Hitler Youth offered an opportunity for youths to **enjoy**



**activities in the fresh air of the countryside, away from the hardships experienced at home. The chance to go away on adventure weekends, hiking and camping in the outdoors must have been appealing.** Healthy food was often cooked in the open and everyone joined together in activities and team sports that had been organised.

Both boys and girls were encouraged to take part in activities that would increase their fitness levels and general physique. Both were **taught Party Beliefs and to sing folk and Nazi Party songs.** There was a **militaristic approach to boys activities: war games, rifle**



**practice, hiking and orienteering.** The girls were encouraged to engage in **domestic tasks, learning the skills necessary to bring up a healthy and happy family.**

### **Task 3 -**

Using the website links below and what you have just read above create a mind map noting down as many of the activities that the Hitler Youth and the League of Maidens offered the young people of Germany that you have learnt about.

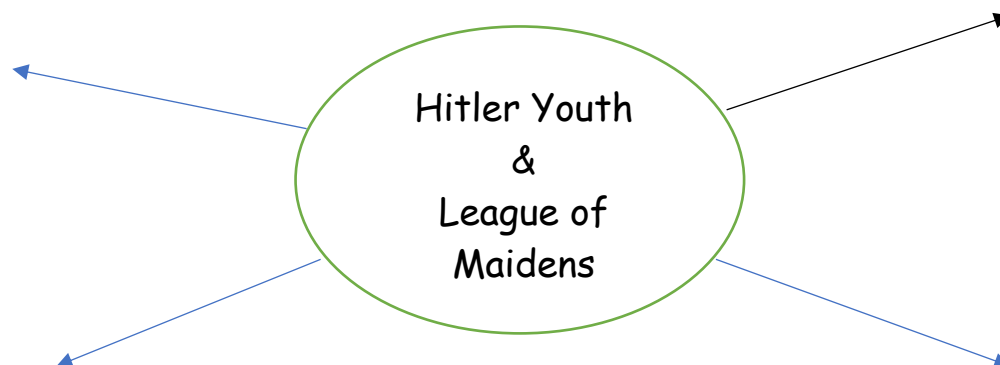
#### Website links

<https://www.historylearningsite.co.uk/nazi-germany/hitler-youth-movement/>

<https://www.britannica.com/topic/Hitler-Youth>

<https://www.bbc.co.uk/bitesize/guides/z897pbk/revision/3>

<https://www.holocaust.org.uk/the-league-of-german-girls>



## Opposition to the Nazis



**Task 1** - Research the following opposition groups,

White Rose Movement

Edelweiss Pirates

Meuten

The Army

The Navajos Gang

The Kittelbach Pirates

Who were they?

Who were their leader(s) if they had one?

How did they gain support from the people of Germany?

What methods did they use?

Any additional information

White Rose Movement

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## Edelweiss Pirates

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## Meuten

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## The Army

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### The Navajos Gang

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### The Kittelbach Pirates

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## Task 2 -



You are now going to create your own opposition group against the Nazi Party. You will be designing materials that your party would use. Be creative!

Although different types of media didn't exist then they do now so some ideas for you to use could be a leaflet, poster, podcast, video, radio or tv broadcast, it is entirely up to you. **Pick at least 2 methods of getting your message across!**

You should also have the following,

- Design Logo, Motto, Name of your opposition group.
- Manifesto (document that states your policies): Why are you against the Nazis (at least 3 points) and what do you stand for (at least 3 points)?
- Precautions of the political movement. What would you do as a group to make sure that you don't get caught?

You can either create all of your ideas below or create and take pics to send to your class teacher.

**Opposition Group Work/Ideas**



## Task 2-

### Research Task



Find out the answers to the below questions. After the questions there is space provided to write your answers.

#### Shop Boycott

What is a boycott?

When was the shop boycott?

Why did the Nazis boycott Jewish shops?

Did the boycott work?

#### Employment

Find some facts and figures about the number of Jews in different jobs before 1933.

Use your own knowledge - name one job that Jews were no longer allowed to do.

#### Nuremberg Laws

When were the Laws brought in?

What is the name of the two different sections of the Nuremberg Laws?

According to the video, what was one of the things the Laws said Jews were no longer allowed to do?

Find one more of the Laws of what Jews were not allowed to do.

#### Kristallnacht (The Night of Broken Glass)

When was Kristallnacht?

Why was it known as the Night of Broken Glass? What happened?

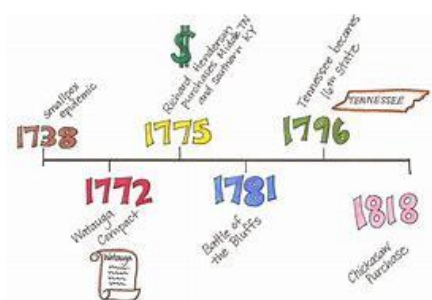
What actually caused Kristallnacht?







### Task 3 - Timeline Task



From what you have learnt from the video clip and your research place the following events on the timeline in the correct order on the next page.

- Violence and intimidation from the SS and Gestapo
- Propaganda used to control the country and turn Germans against the Jews (newspaper, radio, cinema, rallies, posters, books, jokes, etc...)
- Jews were sometimes forced to live separately and wear yellow badges.
- School curriculum changed to match Nazi ideology - against the Jews.
  - Jews sent to concentration camps.
- Nuremberg Laws passed against Germans Jews - including removal of citizenship and a law making it illegal for Jews and Germans to get married.
- Children were actively encouraged to join all Hitler Youth organisations - by 1939 membership was compulsory

Timeline

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### Task 4 -

Looking at your timeline;

1. What do they notice happens over the years?

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2. How do these laws relate to wider events in *Germany* and *Europe*?

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3. Identify a single law that would;

- a) Make you feel angry

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- b) Make you feel sad

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- c) Be a nuisance

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- d) Leave you scared

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### Task 6 -

### Real Life Testimonies

Read, watch and listen to the following real life testimonies of Jews who lived in the *Ghettos* and who survived the death camps. This will help you with the next task.

#### Testimony 1

The transports were carried out as follows: at the beginning, when we arrived, when a Jewish transport came there was a "selection." First the old women, the mothers and the children. They were told to get

on trucks, together with the sick and people who looked weak. They kept only young girls, young women and young men; the latter were sent to the men's camp.

In general, it was rare for more than 250 out of a transport of 1,000 to 1,500 to reach the camp, and that was the maximum; the others were sent to the gas chambers straight away.

At this "selection" healthy women between 20 and 30 years old were also chosen, and sent to the Experimental Block. Girls and women, who were a little older or not chosen for this purpose, were sent to the camp and, like us, had their heads shaved and they were tattooed.

### Testimony 2

They were taken to a red brick building with a sign that said "Baths." There they were told to get undressed and given a towel before they were taken to the so-called shower room. Later, at the time of the large transports from Hungary, there was no time left for any degree of concealment. They were undressed brutally. I know of these particulars because I was acquainted with a little Jewess from France, who had lived on the Place de la Republique....

### Testimony 3

**Conditions** - inside the Warsaw Ghetto were very **poor**. An average of over **seven people shared each room**. Whilst the Jewish Council administered the ghetto, they did so at the jurisdiction of the Nazis. The Warsaw Jewish Council was led by its chairman, Adam Czerniaków.

**Food** - From the outset, **rations for food were minimal and starvation was common**. Rations were initially set at approximately 800 calories a day - less than half of the daily recommended allowance for women (2000 calories per day) and men (2500 calories per day). **The rations consisted of bread, potatoes, and ersatz fat**. In

attempts to supplement their diets, ghetto inhabitants organised a thriving black market where goods could be exchanged for food.

**Smuggling food into the ghetto became a common survival method.** Children often wriggled through the sewers to enter the city outside of the ghetto and sneak food back in. Others paid off Nazi gate guards, and some even climbed the 10ft wall. Some of those outside the ghetto also used the inhabitants' unfortunate circumstances to their advantage, importing food and medicine into the ghetto to the highest bidder.

**Work** - Almost a year prior to the establishment of the ghetto, on 26 October 1939, forced labour was made compulsory for all Jewish men and boys aged 14 - 60. This was extended to men and boys aged 12-60 in January 1940. Some Jews managed to keep their jobs following ghettoisation in Warsaw, but most were made unemployed.

As the war effort continued, the need for cheap, and preferably free, labour increased. **The Nazis increasingly turned to utilising the incarcerated Jews for forced labour such as construction work.** By the summer of 1940, the Jewish Council in Warsaw was asked to supply lists of able-bodied Jewish men to work in labour camps. Failure to supply the amount of men asked for resulted in random round-ups of Jewish men in the streets. **Conditions in the camps were abysmal, and workers sent there would often die as a result of the lethal conditions, or return back to the ghetto scarred by their experiences. Workers were not paid for their efforts.**

**Hygiene** - With over 400,000 people crowded into an area of 1.3 square miles, hygiene immediately became an issue in the ghetto. Many homes did not have access to running water. Soap was sparse and of poor quality. In addition to this, there were just five public bath houses, serving approximately 17,000 people a month.

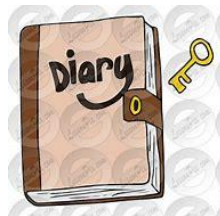
## Testimony 4

<https://www.bbc.co.uk/programmes/articles/4W3yzYG6DzPBH08Ld0H9L9j/six-stories-of-children-who-survived-the-holocaust>

## Testimony 5

[http://ww2history.com/testimony/Holocaust/Prisoner in Auschwitz](http://ww2history.com/testimony/Holocaust/Prisoner_in_Auschwitz)

### Task 5 - My Diary: From Ghetto to Camp



You are a Jewish boy/girl who has ended up at Auschwitz camp. You have managed to get a hold of your diary since you were evicted from your home and ordered to go live in the Warsaw ghetto.

Create a diary entry to try explain to the reader the following,

Your emotional feelings (angry, upset etc)

Your physical feelings (weak, tired etc)

Examples of how the Jews were treated by the Nazi officers

The events that led you from one place to another.

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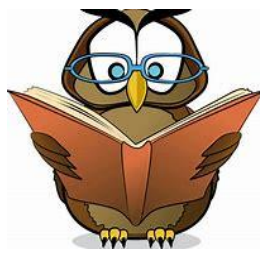
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## Anne Frank's Diary



**Task 1** - Read Anne Frank's Diary. The following link provides the whole book and can be downloaded in different formats.

[https://archive.org/stream/AnneFrankTheDiaryOfAYoungGirl\\_201606/Anne-Frank-The-Diary-Of-A-Young-Girl\\_djvu.txt](https://archive.org/stream/AnneFrankTheDiaryOfAYoungGirl_201606/Anne-Frank-The-Diary-Of-A-Young-Girl_djvu.txt)









### Why we remember?

It is believed by the majority of people that this period of history and in particular, the Holocaust should be remembered to avoid a tragedy like this ever happening again.

Some people have taken this a step further and have created memorials so that it will live on in people's minds such as the ones below:



## Task 1 -

Your challenge is to decide on an appropriate memorial for the Holocaust. The themes for this task should be of **respect**, **regret** and **remembrance**.

You could illustrate this through a poster of what your memorial would be like with details on each part, use a graphics programme on your computer to create it and add in written detail. The way you present it is entirely up to you but most of all should be respectful.