8-2011

Hitler: The Spread of Nazism 1919-1945

Peter C. Osadnick

The College at Brockport

Follow this and additional works at: http://digitalcommons.brockport.edu/ehd_theses

Part of the Education Commons

To learn more about our programs visit: http://www.brockport.edu/ehd/

Repository Citation
http://digitalcommons.brockport.edu/ehd_theses/62

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master’s Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.
Hitler: The Spread of Nazism
1919-1945

by

Peter C. Osadnick

Approved by:

[Signatures with dates]
TABLE OF CONTENTS

Title Page ................................................................. 1
Signature Page .......................................................... 2
Table of Contents ...................................................... 3
Individual Components .............................................. 4
Appendices .............................................................. 79
Section I

The purpose of this paper is to look at the causes of Nazi Germany's rise and its eventual era of violence. The Nazi party was the political party led by Adolf Hitler that took control in Germany from 1933-1945. Their political stance was to unify a broken Germany and to spread hatred against Jewish people. They wanted to use Jews as the scapegoat for their problems. Hitler took over the presidency in 1933 after then-president Paul von Hindenburg died. He fused together the presidency with his previously held chancellorship into a dictatorship. Furthermore, the Nazi party was known as the Nationalsozialistische Deutsche Arbeiterpartei (NSDAP). Throughout the paper NSDAP and Nazi party will be used interchangeably because they are the same political party. Nazi party is the term used for research because there are not many articles in the field of history titled Nationalsozialistische Deutsche Arbeiterpartei, or NSDAP. It is easier to use Nazi than NSDAP because millions of people know what the researcher is talking about when they say use it compared to NSDAP.

Anti-Semitism is a prejudice way of thinking regarding Jewish people. This mindset has existed for centuries. It dates back to the ancient Egyptians, who used Jewish people as slaves and eventually expelled them into the desert. Several times throughout history the Jews have been forced on a diaspora, or movement of an entire ethnic group from one area and usually displaced into several different areas, many times. Many myths spread against the Jews painting them in a negative picture. For centuries they were solely blamed for the crucifixion and death of Jesus Christ. They were given the nickname “Christ-killers” which stuck. Another myth existed where people believed Jews would steal Christian babies and sacrifice them for their blood. Throughout history
Jewish people have been labeled with several unfair stereotypes, too many to name. Hitler and the Nazi party shrewdly used several stereotypes in order to get more people to demand the expulsion of the Jews. Anti-Semitism is the correct use for research because several articles come up with that title and it is more appropriate than using “Anti-Jewish” or some other term.

Following defeat in World War I Germany was forced into a democracy known as the **Weimar Republic**. It started immediately after World War I in 1918 and ended in 1933 once Hitler and the Nazi party took control. The Weimar Republic was bound for failure, as it needed to implement the clauses of the **Treaty of Versailles**. This treaty placed the blame of World War I on Germany and they had to pay billions of dollars to the winners of WWI. The Weimar Republic went into debt once forced to pay their enemies and the German people could not find work. The treaty forced Germany to reduce its army to approximately one hundred thousand troops. It became a shell of its former self. Millions of former troops were forced out of the military and into the unemployment lines. Although the Weimar Republic cannot be blamed for the fall of Germany, the Nazi party took advantage of the Treaty of Versailles and its effects on the country. The Weimar Republic was bound for failure because Germany was not used to having a democracy and did not have enough time to develop it. Hitler took democracy and made it into a weakness, calling for a stronger and unified Germany. He used the Treaty of Versailles and Jewish people as tools for his eventual rise to the German dictatorship. Using the term Weimar Republic is important because historically Germany was labeled the Weimar Republic during this time period. It simplifies research and cuts down the time period of Germany to 1918-1933. Finally, Treaty of Versailles is an
essential term because it is one of the most impactful treaties in history. It brings up several articles and it helped bring almost the entire world to battle, resulting in millions of deaths.

Tir and Jasinski discuss how a country’s leader can create domestic diversions to gain popularity and keep power (Tir & Jasinski, 2008). A domestic diversion is an alternative focus created by a leader, or political group so they can try to control public opinion (Tir & Jasinski, 2008). It pertains to the diversionary war theory where leaders try to blame a minority group, such as an ethnic group, for their own policy failures. Countries have switched from foreign diversionary war to domestic because many neighboring nations are either their allies, or might have powerful allies, making it a full-scale battle (Tir & Jasinski, 2008). Leaders want the conflict to be quick and decisive because a drawn-out quagmire, or defeat, will cause the leaders’ popularity to drop, or lose their power (Tir & Jasinski, 2008). It can be easy for leaders to get ethnic minorities isolated from the rest population because certain minority groups have a stronger alliance with their group than their respective country (Tir & Jasinski, 2008). Domestic diversion is a more beneficial and less risky procedure than foreign diversions because external intervention is less likely (i.e. the initial rise of Nazi Germany & Darfur).

The Nazis initially used domestic diversion in Germany because they needed a distraction from their country’s previous failures. Germany lost World War I and took the blame for the entire war. When Germany signed the Treaty of Versailles they accepted the “war guilt clause.” Along with the blame, they needed to pay in excess of thirty-one billion American dollars to France, Great Britain, and the United States.
Furthermore, the German army needed to disband and were allowed to have one hundred thousand soldiers in their military and had to ban the draft.

Germany experienced over twenty-five percent unemployment rate before Hitler gained total power. The disintegration of their military did not help the job situation. Germany’s unemployment rate in 2009 was 7.8 percent (http://www.indexmundi.com/germany/unemployment_rate.html). Today the world economy is considered poor as several countries suffer through high jobless rates. During the Great Depression Germany’s jobless rate was over three times worse than it is today.

The Germans suffered through hyperinflation, which is when the value of currency worsens. In 1923 the United States dollar was worth four trillion German marks (pbs.org.) Once a student at Freiburg University ordered a cup of coffee at a café and the price on the menu was 5,000 Marks. He ordered a second cup during his visit. The bill came to 14,000 marks. When he complained to the café workers their response was, "If you want to save money and you want two cups of coffee, you should order them both at the same time" (pbs.org). Prices of products soared within minutes as people wanted to purchase daily goods such as eggs, bread, and milk.

Tir and Jaskinski’s article is beneficial because it gives explanations how countries can pick out a minority and use them as a scapegoat. In Germany’s case they used Jewish people as their scapegoat. Adolf Hitler wrote about them in his autobiography Mein Kampf and built Germany’s pre-existing hatred towards Jews. This is an excellent article for a researcher to begin when researching topics such as genocide. The authors mention it is a calculated risk by leaders to pick out a minority and have the
entire country treat them as the enemy. Hitler and the Nazi party successfully achieved this quickly once they came to power. The article would have been more beneficial if the authors wrote more about Nazi Germany. It mentioned Germany along with other areas where domestic diversion existed. However, the article still works because it goes into detail how countries use domestic diversion in order for its leaders to increase their domestic popularity and the Nazis used it to their advantage.

Adolf Hitler and the Nazi party wanted to increase the birthrate in Germany because the years of economic despair led to significant decrease in birthrates. Hitler anticipated the third Reich to last for centuries; therefore, Germany needed a larger population. Germany needed more males because they wanted to shape them into soldiers for the third Reich. As they prepared to expand into other counties and rule the world it made sense to increase their military.

Dudley Kirk looks at how employment correlated with birthrates in the Weimar Republic and eventual Nazi Germany. He hypothesized the following: A) In the short run, changes in the birthrate are closely associated with employment levels. B) The relationship should have increased as fertility declined. C) The relationship should be greater in urban and industrial regions compared to rural areas (Kirk, 1942). By 1939 only 40,000 people remained unemployed compared to the 6,000,000 in 1933 when Hitler became Chancellor (Kirk, 1942). Kirk provides graphs showing employment rates and birthrates in Germany. It shows the correlation was +.79 from 1931-1939. When unemployment was at its worst in 1933, birthrates were at their lowest point. By 1934 birthrates and employment started to rise again. Figure 4 in Kirk’s article shows these rates, along with the rate of marriage increasing. The article explained the inclusion of
marriage rate with the previous rates because the new marriages, along with job security, brought these families their first children. The graphs show a steady increase in childbirths and employment as the marriage rates declines, then plateaus. The plateau shows proof of families adding children to their families and having job security necessary to have more children.

Kirk’s hypotheses are correct because part A showed when employment levels lowered the birthrates declined. Part B showed the relationship between unemployment and birthrates rise drastically during times of economic crisis. The correlation between the two went to + .88 during the difficult times of 1926-1929 (Kirk, 1942). Furthermore, part C showed a clearly stronger relationship of unemployment to birthrate in the urban areas compared to rural areas. Families in the urban areas could not afford to have more children during the Weimar Republic’s economic crisis following World War I. Adults were more concerned with finding work than raising children. Parents were unable to afford costs for themselves and multiple children. People from rural areas were more likely to have children during difficult times because of their occupation. Many of them were farmers and produced their own crops. Also, families in rural areas could use the children to do work on the land such as farming, cooking and other various chores adults usually did.

This article is beneficial because it gives hard data regarding the affects of unemployment on birthrates in Germany. Kirk provides several graphs to help prove his reasoning. His hypotheses were strong and made sense after reading his article. If he needed to work on anything it would be his final hypothesis regarding birthrates between urban and rural areas and how urban birthrates would be more affected by unemployment.
in the country. Kirk did not provide much hard data or graphs regarding the topic which would potentially strengthen his already excellent article.

The Nazis studied eugenics because they wanted a racially pure Germany, free of hereditary flaws. Eugenics is the study of selective breeding while trying to create a racially pure species. The authors of *Abortion and Eugenics in Nazi Germany* mention abortion was illegal in the nineteenth century unless the mother’s life is in danger (David, Fleischhacker & Horn, 1988). Anyone found guilty of having either his or her child aborted, or being involved in the abortion could spend five to ten years in prison. By the mid 1920s abortion laws became less stringent and turned into a misdemeanor (David, Fleischhacker & Horn, 1988). In 1930 the Nazi party introduced a bill foreshadowing their stance on “race mixing.” They wanted to legalize abortion whenever someone of Jewish blood was having a child with a non-Jewish person (David, Fleischhacker & Horn, 1988). The Nazi party did not want Jewish people having children with the rest of the German population. Their goal was a racially pure German Arian race and having half-Jews mixed into the population detracted from achieving their goal. Once they got to power the Nazis wanted the right to eliminate anyone with Jewish blood. This shows their initial movement towards ridding Germany of Jewish and/or partial Jewish children from the population.

Although religious groups such as the Roman Catholic Church opposed all forms of abortion, more than 50% of the population favored giving abortion as an option, no matter the reason (David, Fleischhacker & Horn, 1988). Studies show the net reproduction rate was 1.44 from 1881-90 and drastically dropping to 0.71 in 1933 (David, Fleischhacker & Horn, 1988). The authors argue birthrate decline showed the country
was in peril. Women were more likely to have abortions because many worked in factories and could not financially afford having more children. Eventually Nazis wanted to ban abortion and birth control, unless it had to do with “racial hygiene,” or “race mixing.” Hitler’s personal stance was, “the use of contraceptives means a violation of nature, a degradation of womanhood, motherhood, and love” (David, Fleischhacker & Horn, 1988). Basically, Hitler did not want women to have abortions because he needed as many children in Nazi Germany as possible. He needed to shape them into future soldiers in the Hitler Youth and keep the third Reich moving. Therefore, he took a hard stance against abortion so he could increase population.

*Abortion and Eugenics in Nazi Germany* is a good article to use because it helps explain Hitler’s desperation for having a larger population. It can be compared with the Dudley Kirk article because it shows how the birthrates drastically dropped during the Weimar Republic. People could not afford having more children during this time period because they struggled just to feed themselves. Also, women could not afford going on maternity leave to raise a child. They needed to work and make money when possible. Families could not afford paying for childcare and future bills such as doctor visits, food, and clothing and childhood activities. The article could be improved if the authors had more data about those found guilty committing abortions. Researchers could benefit from percentages between upper and lower class abortions. It would be interesting to see if a large gap existed between socio-economic statuses, or by their professions. Did government officials participate in abortions? How many unemployed families participated?
Richard F. Hamilton writes how the National Socialist Party came to rise because of the lower middle class of Germany. Data from the 1932 election in the Weimar Republic shows the National Socialist Party (Nazi Party) getting 70-80%, even 100% of the votes in smaller villages, from the Protestant followers (Hamilton, 1986). This was significant because the vast majority of the Protestants were middle/lower-middle class workers. In larger cities the Nazi party received a smaller percentage of votes from the lower classes (Hamilton, 1986). However, people voted for more diverse political parties during the elections. Hamilton mentions WWI, the Treaty of Versailles, hyperinflation, and the worldwide depression as reasons to why people sided with the rise of Hitler (Hamilton, 1986). When a country experiences extremely poor luck after losing a hard fought war it is unlikely people will keep strong ties to their past political parties. Hamilton believes the National Socialists used two important means to spread their party platform. They used the media and activists in their own party to spread their word (Hamilton, 1986).

Thomas Childers criticized Hamilton’s findings in his articles and his book *Who Voted for Hitler*? with an article of his own. *Who, Indeed, Did Vote for Hitler?* Childers analyzed Hamilton’s writings regarding who voted for Adolf Hitler in the 1930 election. Childers argued the Nazi rise involved more than the socio-economic status of voters. He did not accept Hamilton’s argument that the lower-middle class was responsible for the rise of the NSDAP (Childers, 1984). Childers argued low-ranking civil servants earning a low salary did not behave politically like a coal miner (Childers, 1984). He mentions Germany did not have census figures for towns (except Berlin and Hamburg) where Hamilton stated lower-middle class Protestants voted for the Nazi party. It is extremely
difficult for one to ascertain religious, occupational, or economic structure of towns without census data (Childers, 1984). Also, Childers believed Hamilton’s lack of looking at the importance of roles peoples’ occupation showed a North American bias because of his look into socio-economic status (Childers, 1984).

It is important to look into what peer reviewers have to say about the original article because it gives multiple points of view. Thomas Childers gave critiques about Hamilton’s writings because they lacked important census data on smaller towns, which is an important aspect of Hamilton’s data. Also, explaining how Hamilton’s use of socio-economics is an American bias helped poke holes in Hamilton’s arguments. Childers’ article convinced this researcher not to use Hamilton’s writings because data flaws exist and it has an American bias. This thesis will focus on more European aspects and attempt avoiding American biases. If a researcher provided better census and population data in smaller towns and cities from early twentieth century Germany, it would give Richard Hamilton more concrete information and allow more valid interpretations.

The Geography of the Nazi Vote the affect geography played in the rise of the Nazi party compared to the socio-economic status of the German voters. Initial articles stated the authors’ belief the lower-middle class was where the NSDAP received most of their support. O’Loughlin, Flint, and Anselin explain the Nazi party adjusted their propaganda and platform based on the where in Germany they campaigned. Regions with centuries of cultural-historical legacies, such as lower Saxony and the city of Marburg played up the proud Germany angle (O’Loughlin, Flint, & Anselin 1994). Middle Franconia, parts of Hesse, and Westphalia-Rhineland had a history of strong anti-Semitism. The Nazi party took advantage by emphasizing the myth of Jewish threat to
German economic sovereignty (O’Loughlin, Flint, & Anselin 1994). Fear and disdain towards Jewish people increased and the German people grew more willing to follow Adolf Hitler and the Nazis. Surprisingly, the NSDAP emphasized anti-capitalist views in urban areas such as Berlin and Hamburg, when most believe the Nazi party as anti-communist. Following the invasion of Warsaw in 1939 everyone knew Germany as a fascist state and hated Stalin’s communist state with every fiber of their being. Even when Hitler was chancellor he ordered law enforcement to arrest and murder his political opponents, mainly communists disagreeing with his policies.

The authors mention several interesting schools of thought relating to Hitler’s rise to power. One school of thought involved the theory of mass society (O’Loughlin, Flint, & Anselin 1994). Following the defeat in World War I numerous people felt alienated by the signing of the Treaty of Versailles. The media told them the entire time they were winning and victory was inevitable. The German people felt bamboozled by the powers that be and felt disillusioned. People longed to be part of something special and believed Hitler’s Nazi party gave them this feeling. Young voters, previous non-voters, and the unemployed tended to fit within this school of thought (O’Loughlin, Flint, & Anselin 1994). The article mentions several regions in Germany voted in patterns because they were loyal to their regions compared to their socio-economic status (O’Loughlin, Flint, & Anselin 1994). This is interesting because it helps disprove Hamilton’s theory concerning the German vote having to do with socio-economic status.

Another school of thought involved the Nazi party being the “catch-all protest party” (O’Loughlin, Flint, & Anselin 1994). The German people grew upset over their military and economic failures over the years and needed a breath of fresh air. They felt
Hitler had the charisma, energy, and ideas to pull Germany out of its decade-plus old hardships. The authors wrote that this theory fits because it does not need as deep an explanation, such as the Germans revolted because of anti-Semitism. Someone advocating the “catch-all protest party” theory can point to several ideas such as youth revolt, unemployment, anti-Semitism, and etc. A researcher does not need to dive in as deeply into this theory because they can fire off several different reasons instead of researching one theory (O’Loughlin, Flint, & Anselin 1994). One can see where some researchers may scoff at this theory, but the fact is there are several reasons why Hitler came to power and naming just one will not entirely answer the question.

O’Loughlin, Flint, and Anselin write a fascinating article because it gives the researcher more ideas to ponder. Geography played a major role in the rise of the Nazi party. Hitler and his men were politically shrewd and used the peoples’ fears to their advantage. Whether it was advocating for a stronger and prouder Germany, creating a larger fear and hatred of Jewish people, promising more jobs, or re-establishing a strong military, Adolf Hitler knew how to push the German people’s buttons. The Nazi party went from an afterthought with 2.6% of the vote in 1924 to the second largest political party with 18.3% of the vote in 1930 (O’Loughlin, Flint, & Anselin 1994). The spike in votes allowed Hitler to be granted the chancellorship in 1930 where he waited until President Paul von Hindenburg’s death in 1933 to fuse the chancellorship and presidency into a dictatorship.

The Youth of Nazi Germany explains to the reader how Germany was susceptible to dictatorship because it never experienced a phase of democratic life (Kunzer, 1938). It came as no surprise to Edward J. Kunzer the Republic quickly disintegrated because
Germany’s government was not strong enough to survive following President Paul Von Hindenburg death in 1933. The youth movement in Germany became important as millions of younger people sided with Adolf Hitler and his party’s philosophies. Youth movements in Germany started in the early 1900s (Kunzer, 1938). This generation felt bitter because they were born into a losing war and an era of depression. The Nazi party needed the youth because if their 3rd Reich expanded as they anticipated, they would grow into adults familiar with the Nazi way. Furthermore, many of them did fight for their country at extremely young ages, some as young as 12, and died for Germany as they needed more soldiers towards the end of World War II.

Several youths evolved from a group of young students and workers looking for a break from their mundane lives to a faction that wanted power and a chance to shape the government’s policies (Kunzer, 1938). Also, by the early 1930s a struggle existed between young communists and those sided with the extreme right. Members of the communist party blamed the bourgeoisie and wanted the lower/middle class to revolt against the Weimar Republic (Kunzer, 1938). The NSDAP members wanted an authoritarian dictatorship because they believed in Hitler’s ideals, along with a desire for a stronger and prouder Germany (Kunzer, 1938). As Hitler rose to power it became pointless to remain a communist because its members were hunted down and placed in prison, or concentration camps.

According to Dieter D. Hartmann’s article Anti-Semitism and the Appeal of Nazism, anti-Semitism was not as important to the majority of Germans when siding with the Nazi party as many suspect. Most people found anti-Jewish sentiments familiar and nothing much to worry about (Hartmann, 1984). Hartmann mentions researchers
concluded, “people were drawn to anti-Semitism because they were drawn to Nazism, not the other way around” (Hartmann, 1984). Jewish people were expected to cease being Jewish (Hartmann, 1984). In order to survive they needed to assimilate and avoid sticking out to everyday people. He noticed possible flaws with eyewitness accounts with contemporary eyewitness accounts. Numerous German citizens may have hidden guilt and shame from the Nazi era (Hartmann, 1984). Participants in violence during Hitler’s reign likely did not see anything wrong with that they did. Furthermore, researchers should maintain a critical eye when viewing transcripts of eyewitnesses during this time period.

The German people viewed the Holocaust as a sideshow they were willing to live with (Hartmann, 1984). Anti-Semitism was a part of everyday life for them (Hartmann, 1984). Jewish people needed to assimilate to German customs, or else they might experience discrimination (Hartmann, 1984). Most of the German people did not want violence against the Jews because they did not want a feeling of lawlessness. Germans favored discriminatory legislation against the Jews, but they did not want to murder them in the streets (Hartmann, 1984). It became an era of apathy because the overwhelming majority of Germans went with the flow. Many city councils placed pre-emptive bans against Jews, but did not want violence. In fact, citizens vehemently protested the Nazis murdering of the insane and the Nazis orders to remove crucifixes from classrooms (Hartmann, 1984).

This article is unique because Hartmann lived in Germany during the Nazi era. He witnessed first-hand the discrimination Jewish people experienced during this period. He goes into detail how he first saw discrimination against the Jewish people when his
neighborhood pool had a sign banning all Jewish families from using it (Hartmann, 1984). It gives the researcher a first-hand look at Nazi discrimination and it would be extremely beneficial if researchers had access to more historians with first-hand accounts from this era.

Hermann Beck writes how the DNVP (German National People’s Party) is wrongly viewed in history as a moderator of anti-Semitism, even historians saying the DNVP slowed Hitler’s movement to eradicate the Jews from Germany (Beck, 2006). The DNVP was a conservative party in Germany that reached out to all proud Germans, including Jewish people, during the Weimar Republic. However, once the Nazis picked up pace, the political party started excluding Jewish members of the DNVP, even kicking out members who were half-Jewish. Interestingly enough, several prominent leaders of the party opposed anti-Semitism. They believed it was immoral to discriminate against someone who served their country during WWI because they were Jewish. However, most of these leaders did not actually speak out against anti-Semitism. They wrote to one another and maintained private conversations. Members of the DNVP straddled the fence regarding anti-Semitism because they formed a faction with the Nazi party and did not want to upset them and potentially lose power.

The DNVP is an example of how many German people did not agree with anti-Semitism taking place. However, these people were not willing to stick their neck out for the Jews. This article relates to Dieter Hermann’s article because both articles argue numerous people opposed violent discrimination against Jewish people. Beck’s article goes more into detail regarding the silent dissent and the fear of publicly speaking out
against Hitler. Sadly, the DNVP had potential to prevent some of the discrimination from taking place, but their fear of losing power trumped their principles.

Richard Bessel’s article *The Nazi Capture of Power* mentions during the Nazis rise to power; anti-Semitism was not the sole factor for Hitler’s rise (Bessel, 2004). People grew tired of the Weimar Republic because it was a constant reminder they lost World War I (Bessel, 2004). The results of the previous war cast a large shadow on the republic, as it was due to fail. Adolf Hitler wanted to create a militaristic dictatorship because he knew he could increase troop levels when he pleased. With many people unemployed and disillusioned he realized the military was the answer to his problem (Bessel, 2004). He could use the German people, who were in desperate need of purpose and work, to his advantage by giving them firearms and uniforms. Bessel mentions initial Nazi attacks against Jewish people were of secondary purpose. Mainly they focused on attacking the far left because getting rid of their main political opposition gave them more power in the long run. As the attack on the left can be looked at as a means towards an end, the attacks against Jews is looked upon as an end.

*The Nazi Capture of Power* brings in similarities to O’Loughlin, Flint, and Anselin’s article *The Geography of the Nazi Vote* because both mention the attacks against communists. The Nazis wanted to get rid of them because they were the main political opposition. Bessel’s article re-iterates German disdain for the Treaty of Versailles and interestingly brings up the point Germany was not used to democracy. The Weimar Republic was bound to fail with all the bitterness revolving around the country for such a long period of time.
In *German Reactions to Nazi Atrocities* Morris Janowitz writes about interviews concerning German peoples’ reaction to Nazi atrocities committed during Hitler’s regime. Almost all people interviewed by the British and American occupiers at least knew concentration camps existed prior to Allied troops arrival (Janowitz, 1946). Of the seventy people interviewed only fifteen percent thought people placed in concentration camps were treated horribly. They figured Jews, communists, and political opponents went there and worked long hours and were possibly underfed (Janowitz, 1946). Most people believed if prisoners died while in captivity it was at the hands of a few cruel guards (Janowitz, 1946). Those with a higher education and located west of the Rhine were more likely to accept the facts of the Nazi atrocities than people from central Germany, where Nazism penetrated more deeply (Janowitz, 1946). Overall, the German people denied guilt because they felt there was no way for someone to stand up to Hitler without being sent to a concentration camp.

Janowitz’s article raises questions regarding how much the civilians really knew what was going on in concentration camps. Did they know about the executions? Did they know about people being gassed in showers? Did anyone speak up against it? No one was likely to speak out against it because they feared being sent to a concentration camp for dissent. Similar to Bessel’s article, Germans did not want to get caught up and lose their feeling of empowerment. Janowitz does bring up the fact some of the people interviewed may have lied about their knowledge of Nazi activity. With the Nuremberg Trials taking place during this time and the interviewers were American and British occupiers; the German people were not as likely to divulge entirely what they know. The
article could be beneficial though because many of the people interviewed likely told the truth. It is difficult to measure how honest they were during the interviews.

Historians have overwhelmingly used more qualitative data than quantitative data regarding the rise of Nazi Germany. The benefit of using qualitative data is that the researcher does not need to interview as many people as a quantitative researcher and can go in depth with their questions. It was easier for historians to use qualitative data after World War II because they could use sit down with first hand participants from World War II and Nazi Germany. Quantitative research can be beneficial because it gives the researcher hard data to look at. Also, it is easier for the researcher to use quantitative data now because such a long time period has passed since Nazi Germany, many people have died and people can go back and look at the hard numbers and graphs. Both methods can benefit the history field because it brings more data to future researchers.

Dudley Kirk brought in abundant amounts of quantitative data because they used numbers and statistics and created graphs showing the correlation between birthrates and unemployment rates. Dieter Hartmann’s article brings excellent quantitative data because he brings personal accounts from what he saw when he lived in Germany during the Nazi regime. The history field would benefit from more quantitative data for the Nazi era. Initially researchers such as Hamilton could not find early census reports, but O’Loughlin, Flint, and Anselin found census reports later and placed them in their article. More quantitative researchers should look into voting records and even the deep records and documentation the Nazi kept regarding experiments and write about these areas impacted Germany before, during, and after the Nazi era. Historians have not done an adequate job doing this previously and should prepare to do so as less and less new
qualitative data will become available. Furthermore, qualitative researchers should try interviewing as many Holocaust survivors as possible because they are getting older and will all pass away within the next decade or two. Any researcher with new quantitative data on Nazi Germany should publish it in a scholarly form. Many, with in-depth interviews of Holocaust survivors, tend to publish their material in non-scholarly books so they can make a larger profit.

Researching the rise of Nazi Germany is important because its impact was tremendous. Twelve million people, six million of them being Jewish, were murdered by the Nazis in concentration camps and in the streets. These people were not murdered because they were an actual threat to Germany. Hitler wanted them executed because they shared different beliefs. Survivors are still among the population, but they are dwindling because it has been almost sixty-five years since the conclusion of World War II. Phenomenal works such as Schindler’s List, The Pianist, The Diary of Anne Frank, and Night came out after the war helping describe the Holocaust and how genocide is such a horrible crime against humanity. The Nazis performed acts of genocide and the human race should prevent this from ever happening again. Whenever people hear about genocides taking place in Croatia, Serbia, or Darfur we think about the previous atrocities committed in Germany. It is important to learn about Nazi Germany so we can prevent terrible acts of atrocities from happening again. Also, it is important to realize the hardships Jewish people have experienced throughout history and the Holocaust is one of their biggest hardships. Jewish people were used as scapegoats as Germany went through a period of a poor economy, high unemployment, and the burden of losing World War I.
Germans wanted someone to blame and the Jews became the easy diversion to their problems.
Works Cited


Section II

Primary Documents in Nazi Germany

It is important for educators to analyze primary resources to obtain a better understanding of the material they teach. Also, they should share these primary documents with their students for their benefit as well. With the New York state regents’ exam, students need to have the ability to analyze primary documents. Throughout the multiple choice section of the exam students will encounter maps, quotes, and other primary resources they will need to interpret in order to succeed. In the document-based question section (DBQ), students must answer questions about nine primary documents concerning a certain topic. When students are exposed to primary resources in class, they are more likely to succeed during future assessments in a high stakes testing society.

Nazi Germany provided several primary documents during its time that teachers can use to their advantage. Adolf Hitler’s Mein Kampf gives the reader a look into Hitler’s psyche and his hope to lead Germany. Filip Muller’s Eyewitness Auschwitz: Three Years in the Gas Chambers and Elie Wiesel’s Night provide first-hand accounts detailing the horrific atrocities executed by the Nazis during the Holocaust. Several political cartoons, writings, and other pieces of propaganda allow educators to obtain knowledge regarding the madness called Nazi Germany. Also, students who are exposed to these resources can get a further understanding of an important time in history. When they are able to analyze these documents, they are honing an important skill that shows up on their final exam. Also, they learn important critical thinking skills which can be used in the future. Whether they use these skills for future essays, or interpreting political cartoons in the newspaper, these students will be more educated because they are exposed to primary documents.
Adolf Hitler wrote *Mein Kampf* in 1925 and gave the reader an overview of his early life. Also, he explained why he became anti-Semitic and fascist. Hitler went into great detail about how he formed his political beliefs and predicted his eventual control of Germany. First, Hitler joined the German Workers’ Party (DAP) as a decorated World War I veteran. It started as a small group of ultra-nationalists, but they eventually formed into the Nazi Party (NSDAP), and eventually took complete control of Germany.

He grew up in Austria where he clashed with his father over what he should do for his future occupation. Hitler wanted to attend art school and become a famous painter and artist (Hitler, 1925). His father loathed that idea because professions in the arts do not have job security. He did not want Hitler suffering through long periods of unemployment (Hitler, 1925). However, Hitler had the utmost faith in his artistic abilities and wanted to pursue his career (Hitler, 1925). Being a retired civil servant, Hitler’s father, Alois Hitler, believed his son should follow his footsteps and become a civil servant (Hitler, 1925). Alois Hitler wanted his son to have the job security he experienced (Hitler, 1925). Hitler assumed his stubbornness came from his father because they clashed mightily over this topic and felt strongly about their respective side (Hitler, 1925). Alois Hitler died in 1903 at the age of 65 when he visited a bar (Hitler, 1925). Adolf Hitler was fourteen when his father died, likely being a catalyst to him acting out and eventually being expelled from school (Hitler, 1925). In the end, he decided to pursue his dream and become an artist.

Anti-Semitism entered Hitler’s mind during early adolescence. He felt heavy mistrust towards the Jewish community when he was fourteen or fifteen years old (Hitler, 1925). Hitler felt cautious feelings and slight distaste for Jewish children on his school
playground (Hitler, 1925). All his fellow classmates did not socialize with the Jewish children, so he decided to do the same (Hitler, 1925). By the time he grew older he did not believe Jewish people were actually human (Hitler, 1925). “There were few Jews in Linz. In the course of centuries their outward appearance had become Europeanized and had taken a human look; in fact I had even took them for Germans” (Hitler, 1925). In Mein Kampf Hitler wrote Germany needed to be unified in order to restore its prestige (Hitler, 1925). He believed the use of propaganda would bring the nation together and the Jewish people became his scapegoat (Hitler, 1925). Hitler viewed the Jewish community as sub-human and wanted the German people to share his views. Throughout history Europeans looked down on Jewish people and Hitler certainly was no exception.

The Academy of Fine Arts Vienna rejected Adolf Hitler twice in 1907 and 1908 because they did not believe he was talented enough for art school. Hitler grew extremely frustrated and jilted over his rejections. He placed the blame on the Jewish community because they had influence in the arts community (Hitler, 1925). Initially, Hitler’s anti-Semitism wavered and he had second thoughts, but his multiple rejections from the Academy of Fine Arts Vienna sent him over the edge (Hitler, 1925). Hitler wrote, “if you cut even cautiously into such an abscess, you found, like a maggot in a rotting body, often dazzled by the sudden light – a kike” (Hitler, 1925). Essentially Hitler grew paranoid of the Jewish community and he viewed them as an infection of the German people. He did not trust them and developed a deep hatred for the Jewish people. Because the Jewish community was influential in the arts community, they became the scapegoats for Adolf Hitler’s artistic failures.
Adolf Hitler’s hatred for Marxism and communism developed at a young age. When Hitler worked at one of his first jobs he encountered several Marxists (Hitler, 1925). During lunch breaks the Marxists discussed politics and potential overthrowing the government (Hitler, 1925). They told Hitler nations were created by capitalistic classes (Hitler, 1925). Secondly, the concept of fatherland was an instrument of the bourgeoisie as a way to oppress the working class (Hitler, 1925). Thirdly, they believed law and authority was a way to oppress the proletariat (Hitler, 1925). Furthermore, Hitler stated the Marxists believed schools and education bred slaves and slave owners and religion allowed people to be easily manipulated (Hitler, 1925). This made people more willing to conform to the government and bourgeoisie, according to the Marxists.

The philosophies of Marxism and communism did not sit well with the future leader of the Third Reich. He went home and read several books and pamphlets so he could debate the Marxists he encountered at work (Hitler, 1925). Hitler acknowledged their calls for a safer work area (Hitler, 1925). He realized the upper class ignored the unsafe work conditions, factories lacked safety devices, women needed protection in the work area, and child labor needed to be abolished (Hitler, 1925). Despite his acknowledgment for the need of safer working conditions, he did not agree with their economic beliefs. “A grave economic system of decay was the slow disappearance of the right of private property, and the gradual transference of the entire economy to the ownership of stock companies” (Hitler, 1925). When Hitler returned and presented his side of the argument, the Marxists did not take his arguments kindly. They told him he needed to leave, or else they would throw him off the scaffolding (Hitler, 1925). Hitler asked himself, “are they human beings? Do they deserve to belong to such a great
nation” (Hitler, 1925)? The bullying Adolf Hitler experienced at the hand of the Marxists during his early adulthood helped form his fascist beliefs. By the early 1930s the German Marxists and communists felt his wrath and by the early 1940s the Soviet Union experienced similar wrath.

In Hitler’s book he believed a connection existed between the Jewish community and communism. He believed Germany’s loss in World War I was not the fault of the armed forces (Hitler, 1925). According to Hitler, the Jewish community grew tired the war and wanted to spread its Marxist ideas and wreak havoc on Germany (Hitler, 1925). Hitler thought Jewish people infiltrated their way into the media and government (Hitler, 1925). This allowed them to spread havoc throughout the country (Hitler, 1925). He exclaimed, “It required the whole bottomless falsehoods of the Jews and their Marxist fighting organization to lay the foundation of our collapse” (Hitler, 1925). Also, Adolf Hitler felt the Jewish community used class warfare to better their cause. He stated, “Scarcely has the new class grown out of the general economic shift than the Jew, clearly and distinctly, realizes it can open the way for their own further advancement” (Hitler, 1925). He went on to say, “He used the bourgeoisie as a battering-ram against the feudal world, then the worker against the bourgeois world” (Hitler, 1925). Hitler feared the Jewish population used the German people for their own benefit. It left him angry and vengeful.

Jewish people experienced persecution for thousands of years. Many times in history people hid their Jewish faith, or converted to other religions to avoid discrimination. Hitler felt the Jewish community gained too much power and clout in Germany. He believed they were a foreign race and should not be allowed power, let
alone citizenship (Hitler, 1925). Hitler wrote, “The Jew’s domination in the state seems so assured that now not only can he call himself a Jew again, but ruthlessly he admits his own political goals and designs” (Hitler, 1925). The future Third Reich leader felt the Jewish community had too much power and did not want them in the country.

Hitler believed the Aryan race was the superior human being. People with Nordic decent and displayed blonde hair and blue eyes were part of the “master race.” He believed when other races bred with the Aryans, it destroyed that race (Hitler, 1925). Hitler theorized it was natural for people of conquering nations to have sex with the conquered people (Hitler, 1925). He theorized it is what happened in North America when Europeans conquered the Native Americans and the Mexican people (Hitler, 1925). The conquerors were strong at first, but with each generation they mixed with other races, they became weaker (Hitler, 1925). According to Hitler, this is why the Roman Empire collapsed (Hitler, 1925). Adolf Hitler felt race mixing was dangerous and led to the fall of vast empires.

The fall of the German Empire, in Adolf Hitler’s mind, was because race mixing weakened the country. He believed Jewish people infiltrated into position of power and purposely mixed their race into the German people to weaken the country (Hitler, 1925). Hitler wrote, “They are responsible for the general weakening and the poisoning of the German blood” (Hitler, 1925). He blamed the Jewish community for the mass contamination of the nation’s blood (Hitler, 1925). Apparently, he believed it brought the original race down and lowered its overall intelligence (Hitler, 1925). Hitler stated, “Blood sin and desecration of race are the original sin of this world and the end of
humanity which surrenders to it” (Hitler, 1925). These quotes and findings help explain why Hitler supported abortion of any fetus with Jewish blood, and hated race mixing.

The Nazi Party used propaganda in order to spread its message of ultranationalism and disdain for the Jewish people. Germany had a humor magazine during this time period called Lustige Blätter. It is similar to Mad magazine because they drew their own cartoons and produced satire of popular figures. Lustige Blätter ran from 1896 until 1944 and fell in line with the Nazi regime by the time Hitler became chancellor (German Propaganda Archive).

One of the Lustige Blätter’s cartoons has a caption that states, “England’s leadership is in good hands” (Issue #44, 1940). The cartoon shows Winston Churchill, Prime Minister of England at the time, smoking a cigar and led hand-in-hand by a shady figure Issue #44, 1940 Churchill’s appearance was the stereotype the Nazis used (Issue #44, 1940). The shady Jewish figure has a long beard and greenish skin while wearing
all black (Issue #44, 1940). This cartoon shows the British government as a patsy to the Jewish agenda. Hitler believed the Jews found ways to infiltrate into the media and eventually into governments. This anti-Semitic propaganda re-enforced Hitler’s belief as the Jews are in control of the British government and forming their policies.

Another cartoon showed Winston Churchill looking out his window with a caption saying, “Philosophy of a Madman: Our empire is so large that it hardly matters if a small island burns down” (Issue #47, 1940). Churchill sees Great Britain severely damaged and in rubble because of German bombing (Issue #47, 1940). The cartoon makes Prime Minister Churchill appear aloof because he does not mind Britain being bombed to smithereens. The British Empire obtained vast quantities of land throughout history. There is a famous quote, “the sun never sets on the British Empire.” This caption made it seem Churchill was accepting of Germany’s eventual capture of England.
Although this assumption is the furthest from the truth, the Nazi propagandists wanted Churchill and the British Empire to appear in deep trouble and accepting eventual defeat.

Germany wanted England portrayed as criminals during World War II. *Lustige Blätter* created a cartoon that enhanced their belief. Prime Minister Churchill sits in a prison cell scratching off names of British cities bombed by the Germans with the shadow of a noose on the wall (Issue #1, 1941). This propaganda gave the German people a sense of comfort because each city Churchill crossed off meant the Germans militarily succeeded in these cities. Churchill has a dejected look on his face while wearing a prison jumpsuit (Issue #1, 1941). Also, on Churchill’s shirt are the initials “WC” (Issue #1, 1941). People might think it stands for “Winston Churchill,” but the initials could also mean “War Criminal” because the Germans wanted Churchill portrayed as a tyrant. Along with the noose on the wall, *Lustige Blätter* added a caption that stated, “The Calendar of a Condemned Man” (Issue #1, 1941). The Nazi party
wanted to re-assure Germany was succeeding on the Western front and political cartoons such as this helped gain support in their country.

When World War II first broke out the Soviet Union and Germany had a non-aggression treaty. The Treaty of Non-Aggression between Germany and the Soviet Union was signed by German Foreign Minister Joachim von Ribbentrop and Soviet Foreign Minister Vyacheslav Molotov in August 1939. It was also known as the Molotov-Ribbentrop Pact. This treaty lasted until June 1941 when Nazi Germany attacked the Soviet Union known as Operation Barbarossa and they became bitter enemies.

After a few months of fighting the Soviet Union the Germans put out a cartoon with Soviet dictator Joseph Stalin. It shows Stalin biting down on a German helmet with several teeth falling to the ground (Issue #22, 1942). The caption reads, “The results of his winter offensive. He has bitten steal” (Issue #22, 1942). This cartoon shows a
German army apparently being too strong for the Soviets. The giant red Stalin represents the entire Soviet Union and when he lost his teeth, it shows the Soviets suffering a weakening blow from the German army. In reality, the Soviets did very well during the winter offensive and the German army nearly collapsed on the Eastern front. This cartoon showed the Nazi propagandists working hard to show their people the army succeeding on the Eastern front, when they actually struggled mightily against the Soviets.

Further into World War II Lustige Blätter created a cartoon showing the Jewish community taking advantage of the Soviet Union. The cartoon shows a person pumping blood from a well into a bucket with a star on it (Issue #35, 1944). The spigot draining the blood had a Soviet emblem (Issue #35, 1944). The bucket with a star represented the Jewish people (Issue #35, 1944). The reader can interpret the cartoon saying the Soviet
Union is sacrificing human lives for the Jewish cause. Hitler and the Nazi party linked the Jewish community to communism. *Lustige Blätter* wanted the German people to believe the Soviets had a direct link with the Jewish community.

Once the Soviet Union joined the Allies in 1941, Germany wanted to show Great Britain as a patsy. In this *Lustige Blätter* edition it showed Soviet dictator Joseph Stalin with Winston Churchill riding a horse and chariot (Issue #31, 1941). The caption stated, “I thought things would start going better for us once you were on our side” (Issue #31, 1941). The political cartoon is entirely in red, except for Prime Minister Churchill, who is completely white (Issue #31, 1941). This allowed the readers to interpret the communist Soviet’s involvement in World War II as a complete takeover of the Allies. Churchill is scrunched in the background and looked weak compared to the stoic Stalin at the helm (Issue #31, 1941). Furthermore, the reader saw Stalin as someone who took
over the Allied operations and possible foreshadowing if the Allies defeated Germany.

The fascist Germans did not want communists, such as the Soviet Union, taking control of Germany.

The Nazi party wanted the Soviet Union to appear as monsters to the German people. *Lustige Blätter* showed a giant red figure in the cartoon with a knife in his mouth (Issue #18, 1942). The red monster is grabbing a concerned looking woman, while Prime Minister Churchill looks on (Issue #18, 1942). The cartoon says, “You have to trust him, Britannia. He only wants to protect you” (Issue #18, 1942). The woman named Britannia is a representative of the British people. Winston Churchill attempts to reassure the British people the alliance with Stalin and the Soviet Union will work. The Germans emphasize the patsy role as the British appear weak compared to the USSR. England appears as a damsel in distress in the cartoon and appear to be in trouble.
Hitler and the Nazi regime needed the German people to think everything was going smoothly after the Battle of Stalingrad. The Nazis desperately wanted to seize Stalingrad from the Soviets, but failed after fighting for months in the city. It was a turning point because the loss at Stalingrad made it nearly impossible to win on the Eastern front. In order to show the people military success the Nazis had *Lustige Blätter* publish a cartoon emphasizing Germany’s recent naval success. The cartoon has four British naval ships talking to each other underwater (Issue #18, 1943). After conversing the ships conclude a terrible storm is responsible for sinking them, even though they have giant holes on their sides (Issue #18, 1943). This cartoon is an example of the Germans creating a diversion for the people. In reality, they suffered a devastating loss at Stalingrad and wanted their people on the home front to think they are winning.
Another political cartoon showed Great Britain as a shell of itself takes place in a bar consisting of two characters. The bartender is Winston Churchill and the patron is an emaciated lion (Issue #17, 1942). The lion represents the British Empire in the cartoon (Issue #17, 1942). The German propagandists wanted the once proud British Empire to look weak and downtrodden. The beverages available are blood and tears (from the motto blood, sweat and tears) as Churchill mixes a drink (Issue #17, 1942). The caption states, “This cocktail doesn’t seem to agree with him” (Issue #17, 1942). The lion appears baffled and confused, which is meant to represent the confusion and befuddlement the British are supposedly experiencing (Issue #17, 1942). One might interpret the lion as an intoxicated creature as the bartender (Churchill) keeps feeding the lion (the British people) intoxicating lies and deceit. The Nazi party wanted Great Britain to look on the verge of defeat and ready to drown their sorrows.
*Lustige Blätter* created a political cartoon where Winston Churchill tried to fix a cracked and broken Great Britain during World War II. England has several cracks along its boarder and Churchill attempts several repairs (Issue #23, 1942). He tries holding the empire together with boards and nails (Issue #23, 1942). Churchill has a butler holding the nails in a basket with “Lies” written across it (Issue #23, 1942). Germany wanted Churchill to appear a liar and the British soon to be broken beyond repair as the Nazis continued their air and naval assault on Great Britain.

When World War II erupted President Franklin D. Roosevelt wanted the United States to remain neutral. The country was trying to fight out of the Great Depression and the president did not want to place soldiers into a full scale war. However, on December 4, 1941 the Empire of Japan flew into Pearl Harbor and attacked United States battleships, cruisers, destroyers, and anti-aircraft training ships. Over two-thousand four
hundred men were killed and over one thousand two hundred were injured. The United States declared war on Japan on December 8, 1941. Three days later Germany and Italy declared war on America, placing them fully into the second World War.

Soon after Nazi Germany declared war on the Americans they began their propaganda smear. In one of the first issues of Lustige Blätter in 1942 they show President Franklin D. Roosevelt with a sword in his mouth (Issue #2, 1942). The sword has Japan written down the blade (Issue #2, 1942). The caption states, “The sword of the Samurai. Defeated the big mouth” (Issue #2, 1942). The Germans felt the United States brought the attack on Pearl Harbor upon themselves. On September 11, 1941 Roosevelt declared he ordered the American Navy and Air Force to attack any German vessel they felt compromised American safety. Germany felt since the United States was willing to attack German vessels, it go what it deserved from the German ally.
Once the United States was in the war, the Germans initially did not take them seriously. One cartoon, named “American Giganticism,” had the caption, “Isn’t it wonderful? The motor is so powerful that it flies all by itself, saving us the airplane and the pilots” (Issue #23, 1942). The engine exploded in the cartoon and the propeller is shattered into numerous pieces (Issue #23, 1942). The pilot is launched from the cockpit and in the air as onlookers view the scene (Issue #23, 1942). This cartoon makes the United States military and its engineers look inept and unable to create effective aircraft. Nazi Germany wanted their military aircraft and engineering too look superior and did a good job looking that way thanks to Lustige Blätter’s propaganda from this edition.
The Nazi regime wanted to re-enforce old stereotypes about the United States. President Franklin D. Roosevelt is wearing a vest, cowboy hat, and boots (Issue #6, 1942). He is hiding a pair of shackles behind his back (Issue #6, 1942). In front of the president is a woman wearing a hat that says South America (Issue #6, 1942). It appears Roosevelt is talking to her and trying to reassure her of something (Issue #6, 1942). The caption from the cartoon states, “What do you have behind your back, Franklin” (Issue #6, 1942)? President Roosevelt responds. “Our wedding rings” (Issue #6, 1942). The cartoon makes the United States out as a country looking to obtain land from World War II. Lustige Blätter wanted the German people to look at the Americans as an imperialistic country looking to expand its influence. Also, they wanted the United States to appear willing to enslave the people from places they are able to conquer. It is rather ironic Nazi Germany wanted America to appear as reckless cowboys, willing to
imprison other people when Germany imprisoned millions of people based on their religion, political ideology, or other reasons.

In 1942 Germany linked the United States to the Jewish community. Lustige Blätter published a cartoon with President Franklin D. Roosevelt on an American flag.
carrying a menorah with a star of David (Issue #27, 1942). The menorah is a sacred piece to the Jewish religion used during the celebration of Hanukkah. In this cartoon the Germans portray the United States as a country fulfilling the Jewish platform. America comes off as a patsy to the Jewish people, trying to destroy Nazi Germany. Also, the Nazis portrayed the Americans as liars with cartoons. Lustige Blätter created a cartoon titled, “Information from the USA” where Uncle Sam gives a radio speech (Issue #45, 1943). Next to Uncle Sam is a statue upside down with the word “truth” at the base of it (Issue #45, 1943). The Germans are implying the United States is lying to its people because the truth is “standing on its head.” However, looking back one can conclude the Nazis were the ones standing on their head because the United States and the Allies defeated the Nazis and the Axis powers.

The United States used African American soldiers during World War II. It was the first war they were allowed to pilot airplanes. These pilots were known as the
Tuskegee Airmen because they graduated from the Tuskegee pilot training school. As African Americans became more prominent in the military, they became a target for Nazi propaganda. One cartoon has a group of African Americans talking with each other (Issue #34, 1944). They appear to be Tuskegee Airmen because one man is wearing pilot gear and another man has pilot wings on his uniform (Issue #34, 1944). The Germans emphasize African American stereotypes by giving the soldiers large lips (Issue #34, 1944). One of the soldiers say, “Hey Bimbo, look at the funny factories they have here in Europe” (Issue #34, 1944). The Nazis portrayed African American soldiers as an ignorant group of people, incapable of winning the war in Europe. Also, the reader can interpret the Germans belief their infrastructure and technology was superior, especially when the one soldier stated he had never seen such buildings in the United States. It is another example of Germany trying to show their superiority.

Lustige Blätter published several cartoons with Great Britain, the United States, and the Soviet Union together. An early one depicts all three as puppets to a Jewish
puppet master (Issue #5, 1942). The puppeteer is Jewish because the Germans gave him the stereotypical hooked nose. Hitler believed all along that the Jewish people manipulated their way into power and this cartoon shows a Jewish person prepared to manipulate Stalin, Roosevelt, and Churchill for his benefit. Beneath the puppeteer are several broken puppets (Issue #5, 1942). One of the broken puppets is former British Prime Minister Neville Chamberlain (Issue #5, 1942). The Joseph Stalin puppet appears on the verge of breaking (Issue #5, 1942). This cartoon insinuates the Jewish puppeteer will manipulate the puppets, or world leaders, until they are no longer in power, or he destroys them. Lustige Blätter wanted the reader to see the Jewish community as manipulative and showing them as a puppeteer, with several broken pieces scattered on the ground, certainly has that affect.
Another cartoon published by *Lustige Blätter* showed the Jewish community controlling the Allies. A squid-like figure is meant to represent the Jewish people because it has a hat with the Jewish star, along with the stereotypical nose, a beard, and the curls Hasidic Jewish men wear (Issue #27, 1943). The character has his tentacles wrapped around Allied members Great Britain, the Soviet Union, China, and the United States (Issue #27, 1943). Each of the countries is turning red, making one think the Jewish community has a stranglehold on them (Issue #27, 1943). Also, *Lustige Blätter* created a cartoon with a lion (Great Britain), being eaten by Uncle Sam (America) (Issue #29, 1943). At the same time Uncle Sam is being eaten by a Chinese person (Issue #29, 1943). The Chinese person is being eaten by a Jewish man wearing a top hat (Issue #29, 1943). The caption states, “One eats the other and the Jew devours them all” (Issue #29, 1943). These are examples of Nazi Germany using propaganda to have its people believe
the Jewish people were using the Allies in World War II for their own benefit and the destruction of Germany.

Nazi Germany grew fearful of potential spies within its country. *Lustige Blätter* created a cartoon that made the German people aware of potential espionage. The two characters in the piece are a boyfriend and girlfriend, each with the Aryan blonde hair and blue eyes (Issue #17, 1944). The boyfriend is wearing a German soldier uniform and is in the midst of a conversation (Issue #17, 1944). There is a large shadow of a man who is supposed to be a spy (Issue #17, 1944). The shadowy figure is wearing a trench coat and a Stetson hat, clothing of a stereotypical spy (Issue #17, 1944). The boyfriend is about to tell his girlfriend about a new piece of German weaponry (Issue #17, 1944). She quiets him because there are potential spies in the area and she does not want them to hear (Issue #17, 1944). This propaganda is meant to warn people to cut back on public conversations because potential espionage put Nazi Germany at a greater risk.
The final cartoon this paper will look at comes towards the end of Germany’s involvement in World War II. There is a large monster looking similar to Bigfoot walking through a dark, hazy scene (Issue #37, 1944). The monster displayed American, Soviet, British, and Soviet symbols on its body (Issue #37, 1944). Also, the monster is carrying a bomb with a fuse near expiration (Issue #37, 1944). A caption states, “His way to ‘liberate’ Europe” (Issue #37, 1944). The Nazi regime wanted their people to see the Allies as monsters who wanted to destroy all of Germany and the rest of Europe. The further Germany got into battle with the Allies, and the worse off they became, the Germans pictured the Allies in a darker and grimmer point of view.

Elie Wiesel is one of millions who suffered at the hands of Adolf Hitler during the Holocaust. He gave a first-hand account of his experience as an eighteen year old boy in his book Night. Wiesel and his family lived in Romania and forced into ghettos in 1944.
(Wiesel, 2006). On May 16, 1944 the Wiesel family was placed on a train and transported to Auschwitz (Wiesel, 2006). He explained the fear and uncertainty not knowing his fate (Wiesel, 2006). The thought of a teenager forced to endure troubling experiences such as being placed in a ghetto or on a train not knowing one’s fate is frightening.

Wiesel experienced extreme emotional trauma the first day he stepped foot in Auschwitz. He saw dozens of murdered children placed into ovens and cremated (Wiesel, 2006). “Never shall I forget that night, the first night in camp that turned my life into one long night seven times sealed. Never shall I forget that smoke. Never shall I forget the small faces of the children whose bodies I saw transform into smoke under a silent sky” (Wiesel, 2006). Many prisoners recited Kaddish, a Jewish prayer for the dead because most feared their demise was inevitable (Wiesel, 2006). Wiesel wrote, “Never shall I forget those flames that consumed my faith forever. Never shall I forget the moments that murdered my God and my soul and turned my dreams into ashes. Never shall I forget those things, even if I were condemned to live as long as God Himself” (Wiesel, 2006). Watching deceased children thrown into a crematorium is a traumatic event for an eighteen year old and Elie Wiesel does an excellent job conveying the horrific moment.

The most painful parts to read concerned Elie Wiesel’s father, Shlomo. He received constant abuse during his imprisonment. The first day at Auschwitz Shlomo asked for the location of the restroom (Wiesel, 2006). He was slapped so hard in the face for asking a question, that he fell to the ground (Wiesel, 2006). All Elie could do was look in complete shock because the aggressor’s actions shocked him (Wiesel, 2006).
One instance when a German soldier grew upset over his father’s speed of work, he beat Shlomo with a metal bar (Wiesel, 2006). Elie did not stick up for his father because he feared he would receive a beating similar, or worse, than his father (Wiesel, 2006). One of the kapos, a prisoner given power in the concentration camps, wanted Elie’s golden tooth (Wiesel, 2006). When Shlomo told the kapo he could not have it, he beat Shlomo until Elie conceded and removed his tooth, with the help of a camp physician and a rusty spoon (Wiesel, 2006).

Unfortunately, the abuse against Shlomo Wiesel lasted all eight months Elie and his father were together. The prisoners were moved from Auschwitz to Buchenwald and Shlomo’s health deteriorated (Wiesel, 2006). He suffered from dysentery and grew weaker from hard work (Wiesel, 2006). When they arrived at Buchenwald, Shlomo was so tired, he fell in the snow and wanted to sleep (Wiesel, 2006). Elie pleaded with him to get up, but he is so tired he is too weak to move (Wiesel, 2006). “The discussion continued for some time. I knew I was no longer arguing with him, but with Death itself, with Death that he already chosen” (Wiesel, 2006). Shlomo grew too weak take care of himself (Wiesel, 2006). Three prisoners beat him and took his bread rations (Wiesel, 2006). Finally, on January 29, 1945 when Elie went to visit his father, he was no longer in his bed (Wiesel, 2006). Wiesel looked his father’s death as a blessing because he longer had to suffer (Wiesel, 2006). The prisoners were freed by Patton’s Third Army on April 11, 1945 (Wiesel, 2006). Wiesel did not remember the time between his father’s death and liberation because he no longer cared (Wiesel, 2006). Watching your father take the amount of abuse Shlomo experienced must be difficult on a son. Having to
watch your father wither away must take a toll on one’s psyche. It took great amounts of
courage and strength for Elie Wiesel to write *Night*.

Filip Muller lived in Auschwitz for three years as a prisoner because he was
Jewish. He wrote *Eyewitness Auschwitz: Three Years in the Gas Chambers* as a first-
hand account of the Holocaust. In order to survive Muller took a job moving dead bodies
into the crematorium and maintain the oven (Muller, 1999). The soldiers in charge of
Auschwitz used to make a sport of drilling prisoners to death with calisthenics, or tedious
work (Muller, 1999). One man tried to speak out against the mistreatment of prisoners
(Muller, 1999). A soldier took out his nightstick and beat the dissenter to death (Muller,
1999). Muller wrote, “He failed to realize that in Auschwitz the laws and values which
formed the basis of civilization were obsolete. He had not grasped the fact that we were
now in a place where there were no laws for prisoners” (Muller, 1999). Muller learned
quickly to keep his mouth shut because he did not want to be beaten to death.

Muller got an opportunity for a new job where he took care of the recently
murdered bodies. He helped cremate the bodies and search for valuables such as gold
teeth, or jewelry (Muller, 1999). His first day was filled with shock because he never
handled dead bodies before (Muller, 1999). One man yelled at the new workers, “Strip
the stiffs” (Muller, 1999). They needed to disrobe the dead bodies and look for valuables
(Muller, 1999). One man went to each body and pried their mouths open with a crowbar
to see if any gold teeth, or jewels were present (Muller, 1999). Muller realized this was
his only chance to survive Auschwitz and accepted the job (Muller, 1999). When
someone is desperate to survive, then they will do whatever job necessary.
Working in the crematorium was grueling and exhausting for Muller and the other workers. Carrying bodies and working with machines made Muller extremely tired and sometimes thought about giving up hope (Muller, 1999). He needed to poke dead bodies in the ovens with pitchforks; similar to someone poking at a fireplace ensuring the fire stayed alive (Muller, 1999). One time he traveled in a truck full of the dead bodies and nearly suffocated because several of them fell on top of him (Muller, 1999). Also, he dragged bodies into a mass grave and eventually out of the grave, so the Nazis could build another crematorium (Muller, 1999). The hard work paid off because it allowed Muller certain privileges such as more food and special favors (Muller, 1999). One favor he obtained was for his father (Muller, 1999). He knew his father could do certain jobs and hard labor was not one of them (Muller, 1999). Muller got his father an easier job and near him, so he could meet with him (Muller, 1999). Filip talked to his father and realized he looked paler and weaker (Muller, 1999). One day when he unloaded a truck of dead bodies, he found his father in the pile (Muller, 1999). Fortunately, he was able to hold a small funeral service for him before they cremated him (Muller, 1999). After meeting with his father, he felt resigned to the fact his father likely would not survive (Muller, 1999). Unlike Elie Wiesel, Filip Mueller was able to say goodbye to his father.

Muller experienced several moral dilemmas during his stay in Auschwitz. He listened to the yells and screams of victims being gassed to death (Muller, 1999). One guard joked, “Why are they screaming so much in the shower? Is the water too hot” (Muller, 1999)? He wanted to strike the guards, but he could not do anything because he would be beaten to death if he attacked Nazi soldiers (Muller, 1999). When new prisoners came to Auschwitz the SS told them they were going to have jobs, be fed, and
take showers (Muller, 1999). Once the prisoners went into the rooms they thought were showers, they were gassed to death (Muller, 1999). One day, Muller desperately wanted to tell the new group of prisoners arriving (Muller, 1999). However, he wrote, “Did we have the right to take such a risk and, in taking it, to gamble away our chance to go on living for the time being” (Muller, 1999)? He went on to ask himself, “What was more important: a few hundred men and women, still alive, but facing imminent death from which there is no saving them, or a handful of witnesses, one or two of whom might, at the price of suffering and denial of self, survive to bear witness against these murderers one day” (Muller, 1999). Muller recognized he needed to survive, so he could live to tell about the atrocities in Auschwitz. It took great courage to keep living and tell his story. He lost his entire family and forged on to live a full life.

Primary sources are excellent means of learning. They can help teachers better understand the topics they teach. Also, students develop critical thinking skills the deeper they go into topics such as the rise of Nazi Germany and the Holocaust. *Mein Kampf* is a great sources for teachers because it goes in depth about Hitler’s hatred for the Jewish community and it digs into his psyche. It would not be a great source to have students read because it is an eight hundred page book and students will probably lose interest after a while. The *Lustige Blätter* is an excellent source for teachers and students. They are able to use their critical thinking skills and learn about the propaganda used in Nazi Germany. First-hand accounts such as the books by Elie Wiesel and Filip Muller are wonderful sources because they go into detail about the horrible acts the Nazis did to them and their families.
Works Cited


Once a person researches the Holocaust, it becomes clear it needs to be covered more than schools allow. Most school curriculums give teachers a couple days to go over the Holocaust while teaching World War II. Sometimes teachers will spend one day talking about the Holocaust and two to three days watching a movie such as *The Boy in the Striped Pajamas*, or *Schindler's List*. Teachers resort to quick teaching of the Holocaust because they feel pressure to move on to the next topic. The New York State Regents exams in June pressures educators to move on to the next topic because they need to cover a wide variety of units before the big test. After researching the horrors of Hitler’s regime, students should have an entire unit on the Holocaust where they spend a couple weeks learning how Hitler’s rise to power impacted the twentieth century. A larger Holocaust unit would greatly benefit students because there is a plethora of primary documents they can analyze and develop deeper critical thinking skills for the Regents exam. One of the problems with the Regents’ curriculum is it reaches broad topics, but does not dig deeply into areas of history. Despite what Iranian president Mahmoud Ahmadinejad might believe, the Holocaust did happen and it is something that does not get covered enough in our Social Studies classes. This is a compelling topic that needs to be investigated more deeply by students.

Several areas of the Holocaust are overlooked because teachers do not have enough time in the curriculum. If an educator had free reign for a longer time to teach the Holocaust (two to three weeks or an entire class on Holocaust & genocide) they could read an article similar to the Tir & Jasinski article mentioned in section I. Students will benefit from learning about domestic diversions and diversionary wars. This explains
Hitler’s use of the Jewish people as a domestic diversion. The article explains how leaders use a minority group within its country to sometimes gain support of the majority (Tir & Jasinski, 2008). Students will grasp a deeper understanding that Jewish people were a minority and an easy scapegoat for Germany. After losing World War I, getting the brunt of the blame with the Treaty of Versailles, and the following economic hyperinflation, Hitler and the Nazis found their minority group and targeted their venom towards the Jewish community.

The Nazis did not gain power over night. It took approximately fourteen years from its creation to be considered a power player within the German government. The main ways they spread their word was through Adolf Hitler’s Mein Kampf and through grassroots campaigning. Students can read the O’Loughlin, Flint, and Anselin article, or one similar, explaining Nazi campaign strategy. They emphasized ideas based on where they were. Sometimes their platform was anti-socialism, while in other areas in Germany they preached a pro-socialism platform (O’Loughlin, Flint, and Anselin, 1994).

Another aspect curriculums should look at is how the Nazi party campaigned to get elected into power. The United States Presidential campaign of 1960 is considered an important time in history because it signified an era of change. Also, the televised debates helped Senator John F. Kennedy gain an advantage over Vice-President Richard M. Nixon. While this paper certainly does not compare the end results of the 1960 presidential election to the 1933 elections in the Weimar Republic (President Kennedy did not order the extermination of over twelve million people), the use of technology and the fact both had a great impact on their respective country’s. Hitler used technological advances to promote his anti-Semitic causes. The Nazi party used films, such as Triumph
*de Willens* (1935), directed by Leni Riefenstahl to push their propaganda across to the German people. Adolf Hitler is known as one of the best public speakers of the twentieth century. Because they did not have the twenty-four hour news channels during this time period, they needed a different way to spread his speeches. One way the Nazi party did that was by selling his speeches on vinyl records. Nowadays, someone might do their speech on a podcast and sell them on iTunes. This medium allowed Adolf Hitler to have his voice heard, as well as earn a profit for his political party.

When educators are creating a curriculum they need to think of important questions to ask their students. Something students should be asked is, “with today’s technology, do you think a party like the Nazis could come to power?” When they think about how the Nazis pandered to the German people based on their region, hopefully the students realize this strategy would not work in today’s western hemisphere. With many twenty-four hour news stations such as CNN, MSNBC, the BBC and Fox News it seems likely one of these stations would pick up on Hitler and the Nazi party’s contradictions. Also, everyday people have access to social media sites such as twitter, facebook, and myspace and could post video, audio, or type their own words regarding the hate-filled speeches Hitler would give and its contradictions. Social media helped expose the uprisings in Iran, Egypt, and Libya and certainly could help expose a group of people with venomous hate speech. It would be an interesting discussion teacher can have with students how technology helps today. Also, they can discuss how modern technology would help or harm the Nazi movement.

Students learn about how the youth helped bring about protest and the eventual end of the Vietnam War. With research found regarding the Nazi regime, students should
learn how the German youth was brainwashed and an entire generation of its people destroyed as a result. The Hitler Youth started as a small group for boys after the Beer Hall Putsch and eventually grew into a group for boys and girls. Youths wore uniforms and went through basic training to learn different skills. The boys learned basic combat skills, while girls learned services such as medical care and became nurses or aides during World War II. After Kristallnacht (the night of broken glass) took place in November, 1938, people grew extremely weary of the Jewish community because they thought Jewish people were untrustworthy and murderous. During their time as a Hitler Youth they were indoctrinated with a strong sense of patriotism, learned all things German, and strengthened their hatred for the Jewish community.

A teacher could theoretically discuss with students how a modern day version could have happened after the September 11, 2001 attacks. In theory, the United States could have become so upset that they stopped teaching Global Studies in order to strengthen students’ United States history skills. Also, school districts could have taught anti-Muslim material and done things to discriminate against those who practiced Islam. Thankfully, we are a nation that is tolerant of other cultures, despite what a few extremists did on that day.

The Hitler Youth should hit home with students because they are the same age as those kids. It would benefit high school students to view a foreign film titled Europa. Europa because it is a compelling story of a Polish kid, who pretends to be German once he is about to be placed in a Nazi death camp. It shows his life as a member of the Hitler Youth and how the children were brainwashed by the adults. The film shows how the girls gave in to propaganda and wanted to start having their own children at a young age,
in order to help the Fuhrer. There are several interesting stories and facts pertaining to the Hitler Youth that many students will want to learn about them. They were the same age as these kids, many who died fighting for the Nazis at the end of World War II. Also, this shows the moral dilemmas German adolescence experienced during the first half of the twentieth century. Having a section about the Hitler Youth should give students interesting thoughts and areas of discussion where they can try to put themselves in the Hitler Youths’ shoes.

Another the Holocaust needs to be emphasized greater in New York State Social Studies curriculum is because there is so much literature on the subject. Social Studies teachers and English teachers can work together and do plenty of inter-disciplinary teaching. Students can read Elie Wiesel’s *Night*, or Filip Mueller’s *Eyewitness Auschwitz: Three Years in the Gas Chambers* because they are excellent first-hand accounts students can read and learn the horrors of the Holocaust. These are great books for high school students because they go more into detail about two individuals who survived the concentration camps. It is a shame students do not get as much exposure to these first-hand accounts in high school. The only reason I found this material is because I took advanced college courses and went out of my way to find the material. Most high school students do not have the initiative to go out on their own and find reading material on the Holocaust. Providing this material in the curriculum is a great idea because it allows students to work on their literacy skills and they learn about first-hand accounts of Holocaust survivors.

Propaganda played such a major role in the rise of Nazi Germany and the Holocaust that students should be exposed to it. The Nazi portrayed the Jewish
community as a group or liars and deceivers. They used Hitler's speeches, his book, newspapers, radio, magazines such as *Lustige blätter* in order to spread their word to the German people. They wanted their enemies to look like pawns of the Jewish community. Also, they wanted the majority of its people to fear a Jewish takeover of the economy and eventually the country.

Teachers could spend a few days going over different pieces of propaganda alone. There is so much information out there about the Holocaust there should be more time allotted. It could take a few weeks to learn about the propaganda, the literature, films, and primary documents from the Nazi regime. In the second part of this section it will go over the benefits of taking a field trip to the National Holocaust Museum in Washington, DC. Although it might not be economically feasible for all schools, this paper goes under the theoretical concept of everyone being able to afford the trip. An entire section of the curriculum should focus on the Holocaust/Genocide because students need to learn about the horrendous crimes performed by Adolf Hitler and his Nazi regime.
When students think of field trips they might think of it as a day off from learning. If every high school student went on a field trip to the United States Holocaust Memorial Museum they would realize this trip is far different. This is a large exhibit with many different pieces from the Holocaust. It forces the visitor to realize this is not ancient history and this museum is not like the typical museum Mom and Dad grew up visiting. It is an interactive place with several video presentations along with objects from various concentration camps and places revolving around the Holocaust. Education has become stale and boring for many students. They are tired of always listening to lectures and taking a test afterward. Having them take engaging field trips such as the one they can take at the United States National Holocaust Memorial Museum in Washington, DC gives them a breath of fresh air (figuratively AND literally). This field trip will have an emotional affect and make their learning more individualized. While they will not retain every piece of information learned at the museum, they will figure out that they can go out on their own and learn.

The United States National Holocaust Memorial Museum is a multi-story building with each floor having its own theme pertaining to the Holocaust. The exhibit starts on the top floor. Before you enter the elevator, there are little booklets for visitors to pick up called “Identification Cards.” The booklet tells the story of an individual who lived during the Holocaust. Each page in the identification card has to do with each floor of the exhibit. The card I picked up is the story of Jewish man named Jeno Gabor Braun, a Czechoslovakian watchmaker. His store eventually gets taken over by a non-Jewish person because he was banned from owning a store. Also, his family is forced to move
into a ghetto before they are split up and deported to Auschwitz. Jeno is moved to Kochendorf, where he is beaten to death on his forty-second birthday because he did not wake up on time for the five o’clock AM work detail. The identification card is a great example of putting a face with the museum experience. As the visitor walks through the exhibit they can put a name and a face with this tragic event.

Once the visitor gets to the opening floor (the top floor) they see when the American troops first encountered Nazi concentration camps. General Dwight D. Eisenhower is shown visiting the newly liberated Ohrdruf concentration camp in April, 1945. Next to the photograph is a large sign with the following Eisenhower quote, “the things I saw beggar description… The visual evidence and the verbal testimony of starvation, cruelty and bestiality were… overpowering…” General Eisenhower wanted the world to know these acts of atrocity took place at the hands of Adolf Hitler and his Nazi regime. “I made the visit deliberately, in order to be in a position to give first-hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations merely to ‘propaganda’.” Essentially, General Eisenhower wanted to make sure the world had primary resources to disprove any Holocaust deniers. The United States Holocaust Memorial Museum should be a place for any Holocaust denier, such as Iranian president Mahmoud Ahmadinejad, so they can see first-hand the horrors that European Jews experienced during the Holocaust.

The opening floor of the exhibit is titled Nazi Assault: 1933-1939. This time period covers from the Nazi party’s initial rise to power until the opening of World War II. The exhibit explains within six months of the Nazis rise to power, they took the Weimar Republic and turned it into a German police state. In the middle of the opening
floor exhibit are sections where short movies are shown. One is a thirteen minute clip titled *Nazi Rise to Power* and a fourteen minute clip titled *Antisemitism*. These are good clips for young adults because usually a person has a twenty minute attention span when it comes to learning. The clips are informative and to the point.

*Nazi Assault: 1933-1939* displays highly effective propaganda techniques to indoctrinate the German people. They wanted the German people to know who enemies of the state were. One of the ways the Nazis succeeded from giving children books that demonized the Jewish community. The exhibit shows photographic evidence how the Nazis “scientifically” classed races into “superior” or “inferior” race. They used different strategies such as measuring one’s skull, or looking back into someone’s family history to determine their racial superiority. If a person has a family history of mental illness, then they had no hope of being labeled racially superior. If their family had Jewish blood in it, then they had zero chance as well.

The opening floor sadly shows how poorly the Nazis treated people they deemed racially inferior. Behind one glass case are Torah scrolls desecrated by the Nazis during Kristallnacht in Vienna, Austria and Marburg, Germany. Several photographs show Jewish people desperately seeking a way out of Germany and Austria because they did not want to endure oppression from the Nazi regime.

Few countries took them in as refugees. One picture in particular, shows people lining up to board a passenger ship, the St. Louis, in 1939. Cuba and the United States did not grant these Jewish people refuge. This shows a sad and unfortunate time in our history. Nowadays, the United States is known for helping foreign countries in aid, whether it is Japan and their earthquake crisis, or the Gulf War when President George
H.W. Bush urged America to stand up against Saddam Hussein and Iraq’s invasion of Kuwait. This moment in history was a mistake on the American side, but they eventually joined the Allies and helped bring an end to Hitler and his evil regime.

Towards the end of the opening floor is a room with a hospital bed with straps, and a straight jacket. The sign next to the bed explained this was a hospital bed used in a German psychiatric ward. The Nazis turned psychiatric hospitals into centers for mass murder. In order to create a more racially “pure” Germany, Hitler signed off on the euthanasia program. Over seventy thousand people with disabilities were murdered by lethal injection, or poison gas between 1939 and 1941. Physicians received the ability to label a human being “life unworthy of life” during this period. Essentially, doctors played the role of God for these people with disabilities. This is a sickening moment in history because the Nazis murdered these people based on the fact they did not see any benefit out of having them alive. This is a haunting part of the exhibit because the bed is right there for the visitors to view. Students can look at the bed first hand and realize someone was euthanized in this very bed because they had a disability. This portion of the exhibit should hit home with the students because there is a good chance they are either relate to, or know someone who has a disability. It is upsetting to see a group of people playing the role of God and deciding if someone lives or dies. Students will see how the Nazis wanted to wipe their hands clean of those with disabilities and sadly succeeded.

Students’ attention will be grabbed at the opening floor because it brings different aspects of the Holocaust into play. They learn about the American perspective when they first arrived to concentration camps, they learn about Nazi policy, and how their evil
plans were cruelly orchestrated. It is an effective area because they are several areas where they tell the lives of individuals impacted by the Holocaust. Also, the movie clips and the first-hand sources they are able to see will reinforce learning the Nazi rise to power.

Perhaps the most compelling floor is in the middle, titled The Final Solution: 1940-1945. This floor explains the Nazi transition from Jewish persecution to mass murder of millions. There are several audio sections for students to listen to. This is beneficial because some students are better auditory learners and can use these sections for information. Not everyone enjoys reading at museums all the time, so this is a way the museum helps differentiate learning. This section of the exhibit helps explain how Adolf Hitler and his regime wiped out two-thirds of the European Jewish population with his “Final Solution.”

The middle floor focuses on life in the concentration camp, especially is massive expansion during the 1940s. In an interesting piece of information, the Nazis created thousands of camps to hold the millions of inmates accrued over time. I figured there were only dozens of concentration camps, not thousands. People usually hear the infamous names such as Auschwitz, Sobibor, or Dachau and figure those might be it. These camps held Jewish people, Soviet prisoners of war, Gypsies, political prisoners, homosexuals, Jehovah’s Witnesses, Roman Catholics along with others. Prisoners of the Nazis received dehumanizing treatment, endured hard labor, death, sometimes all of the above. This is a saddening section of the United States Holocaust Memorial Museum (then again, the whole event is saddening), but the reader will see how many people showed bravery during such a difficult and horrendous moment in world history. People
such as Elie Wiesel and Filip Mueller watched their own family members get murdered at the hands of intolerant fanatics.

*The Final Solution: 1940-1945* has many interesting artifacts on its floor. One is an old, rusty milk can. At first glance students might think it is just some old can with little relevance. However, the milk can was used by Jewish people to collect records. Emanuel Ringelbluhm, an historian who was Jewish, secretly recorded Jewish life and death inside the ghettos during Nazi occupation. When the ghetto was near destruction by the Nazis, Ringelbluhm buried the milk can, with records, so it could be found and the world would know of the horrors they endured. This is an example how the Jewish people wanted to preserve their history. Ringelbluhm and those who recorded their hardships deserve recognition for their efforts.

One of the most fascinating parts of the entire exhibit is the railway car used by the Nazis to transport Jewish people to concentration camps. The museum needed to place it in its building via crane. Visitors walk through the railway car in order to move along. The template next to the railway car says it held up to one hundred people at once. When the visitor stands inside they realize there is little light coming into the car once it is shut. The smell of the wood and the darkness brought on by the car brought a chill to my spine. It got me thinking about the fear these people must have felt when placed into these railway cars and led away to an unknown area. This is an excellent part of the museum because students are able to walk into a situation and see first-hand the way Jewish people were transported from their homes to ghettos, or concentration camps. Although they will never feel the same feelings Hitler’s victims experienced, this is a
way for young people to have a small glance into the Jewish community’s trauma during the Holocaust.

Towards the end of The Final Solution: 1940-1945 floor the visitor sees an entire room filled with shoes that belonged to Jewish people. They were forced to remove them when they first arrived to the concentration camps. Also, there is a section where the museum displays other possessions such as combs, toy cars, suit cases, teacups, and other belongings. It is interesting to see the wide variety of possessions these people were forced to give up upon arrival at the camps. Also, it leaves a hole in your heart when you see a child’s doll and you wonder whether or not they survived. The United States Holocaust Memorial Museum also has a room where they display actual barracks from Auschwitz. They slept five or six people in areas where normally two people would sleep. Prisoners were packed extremely tight and it facilitated the spread of disease. This is the most emotional floor of the museum because the visitor is able to see what prisoners had to undergo. It brings a greater understanding and compassion for the prisoners during the Holocaust.

Finally, the permanent exhibit ends with a section called The Last Chapter. This section conveys the end of Nazi Germany, Jewish resistance against the Nazis, and rebuilding the Jewish community in Europe, Israel and America. There is a wall with the names of people in every country who risked their lives and helped the Jewish people (ex. Oskar Schindler). The final floor has a replica boat Danes used to save Jews by transporting them to Sweden, a neutral country. Also, there is a video of Holocaust survivors giving personal testimonials about their struggle to survive. Once visitors are finished they go into the Hall of Remembrance. People can go in here to collect their
thoughts. Also, they can light a candle there as a means of reflection. There is an eternal
flame and underneath is a quote. “Here lies earth gathered from death camps,
centration camps, sites of mass execution, and ghettos in Nazi-occupied Europe, and
from cemeteries of American soldiers who fought and died to defeat Nazi Germany.”

Several emotions arise when people finish going through the United States
Holocaust Memorial Museum. Many feel sadness for those who lost their lives, anger
towards those who executed these mass murders, hope for the future that atrocities such
as this are avoided in the future. This is a fantastic place for people to learn about the
Holocaust. If I had the finds to take students on a field trip to Washington, DC, so they
could visit this place, I would do it in a heartbeat.

As a means of assessment I will have the students write a letter. They are going
to write it from the perspective of an American soldier who comes across a Nazi
concentration camp. They will write about things they see, smell, hear, what emotions
they might feel. They will need to be accurate in the letter and make sure it is well-
written. There will be a rubric to go along with the assignment. I chose to go this route
because it is an alternative way to check for understanding. Students do not necessarily
need to focus on every single aspect of the field trip, but they can look back at exhibits
that impacted them the most.
Section III Pt. III

A field trip to the United States Holocaust Memorial Museum would be extremely beneficial to students because it creates active learning. Instead of only hearing from me about the horrors of the Holocaust, they can look at different life stories and how they were affected. The sad fact is that with a struggling economy more schools are less likely to go on field trips. My proposed field trip is an excellent learning tool, regardless of financial situations, because it shows students what the power of hate can do to an entire continent.

In *Making The Case For Field Trips: What Research Tells Us and What Site Coordinators Have to Say* the researchers mention field trips expand student’s learning and experiences by providing hands-on experiences for learners (Nabors, Edwards & Murray, 2009). Also, field trips increase children’s knowledge and understanding of the world and its events (Nabors, Edwards & Murray, 2009). Field trips enrich students and expand curriculum because children begin to think outside the box as well as outside the classroom (Nabors, Edwards & Murray, 2009). These are important aspects because going on this specific field trip can potentially lead students to have a stronger desire to obtain more knowledge of the Holocaust, or Social Studies as a whole. Going to the United States Holocaust Memorial Museum can increase a student’s sensory learning because they are seeing things up close and personal (Nabors, Edwards & Murray, 2009). Researchers mention field trips enhance students awareness in the local community and the world (Nabors, Edwards & Murray, 2009). They are more likely to take interest in local activities and current events after going on field trips.
Before an educator goes on a field trip they need to plan logistics before committing their time and energy. Teachers need to gain the approval of their administrators, along with getting permission slips signed by parents/guardians before students participate (Nabors, Edwards & Murray, 2009). Also, teachers need to take the trip themselves in advance to make sure it is appropriate for the age groups attending (Nabors, Edwards & Murray, 2009). They need to talk to people in charge of what students will experience (Nabors, Edwards & Murray, 2009). Teachers and site coordinators need to agree on dates and times before the event occurs with a schedule of events (Nabors, Edwards & Murray, 2009). Also, teachers need to make sure medical forms, chaperones, name tags, money, and appropriate clothing are spoken for (Nabors, Edwards & Murray, 2009). Educators need to realize field trips require a lot of work on the teacher’s part. Teachers cannot just expect everyone else to do the work for them. It requires a lot of planning and communication with others. When it comes to the United States Holocaust Memorial Museum, it is worth the work because it is an amazing experience for students.

In order for a field trip to be successful the students need to be prepped ahead of time in several ways. They should learn about the material ahead of time and not just, “go in blind” to the subject (Nabors, Edwards & Murray, 2009). Students should be exposed to primary sources regarding the topic in advance (Coughlin, 2010). If a teacher did not teach the Holocaust before going on the field trip, it would significantly lose its impact on the students. Students should know in advance what a primary source is because they will be greatly exposed to them during a field trip (Coughlin, 2010). In addition, students should have questions written down ahead of time they can ask
curators at the museum (Nabors, Edwards & Murray, 2009). Also, teachers and site coordinators should have informal and formal assessments for the students before, during, and after the field trip (Nabors, Edwards & Murray, 2009). In a survey, site coordinators listed the following attributes of students who were prepared by their teachers ahead of time:

- Students were well behaved.
- There were fewer discipline problems.
- There was less time getting ready for activities and transitions.
- The visit was less confusing regarding expectations and procedures.
- The visitors were more attentive.
- The students showed respect for the well-being of the site’s resources/offering.
- The students demonstrated control and order throughout the experience (Nabors, Edwards & Murray, 2009).

Visiting the United States Holocaust Memorial Museum, or other places outside the classroom, can give some students once in a lifetime experiences (Nabors, Edwards & Murray, 2009). They are able to experience a new way of learning abstract information (Nabors, Edwards & Murray, 2009). Furthermore, students can have positive experiences from field trips such as this one. They can gain enthusiasm for history and discover that learning is actually fun. In order for educators to have a successful field trip they will need to plan everything diligently and make sure everything is organized and safe for students.

Field trips are great for students because it dramatically increases their exposure to primary sources (Coughlin, 2010). In the United States Holocaust Memorial Museum
there are thousands of primary sources students have access to enhance learning. Examples include the railway car they have to walk through on the middle floor, along with viewing the collection of personals collected from concentration camps. The museum took several Holocaust survivors’ oral stories and made them into credible historical resources. This is an important aspect because Social Studies curriculums strongly encourage the use of primary sources. What is a better place in the Unites States for primary sources on the Holocaust?

Teachers need to create assessments for their field trips. It is important to ensure students are learning when they go on a trip. If they do not learn anything, then it is a pointless trip that cost the school district and/or their parents money. Educators need to have informal and formal assessments. During the actual field trip teachers and field trip coordinators can do informal checks for understanding as a form of assessment. “Why did the Nazis choose the Jewish people as a primary target during the Holocaust?” “What methods of execution did the Nazis perform?” “How were Jewish people perceived in the media?” “What are some ways survivors of the Holocaust overcame Nazi repression?” These are just some examples of informal questions that can be asked to students visiting the United States Holocaust Memorial Museum.

After visiting the museum I propose using an alternative assessment as a formal assessment. I would have the students write letters from the past to theoretical relatives where they relay information they learned from the United States Holocaust Memorial Museum. Students write one letter as a German citizen during the “Final Solution” where they have the choice to be a Jewish person, or a non-Jewish citizen. The ideal situation is they write about the propaganda existing and possibly the disappearance of
other people, perhaps family members. The second letter is from the point of view of an American soldier, nurse, or anyone involved with the military. They will encounter a concentration camp and write what they see and what they might feel.

I prefer using an alternative assessment in this scenario, instead of a quiz or multiple choice tests because students should see variety. Field trips are supposed to encourage students to think outside the box. It seems hypocritical of me not to do the same for their assessment. They are not going to remember every single piece of information you do. Therefore, have them write about the things that impacted them the most. Allow them to use their creativity and writing skills, instead of guessing on multiple choice questions. The field trip will be more beneficial to them if they reinforce their learning by writing something creative.

I will use a rubric scale in order to grade the students’ formal assessment. It will be based on a scale of 0-4 (Marzano, Pickering & Pollock, 2001). A 4 is for complete and detailed understanding of the section being graded (Marzano, Pickering & Pollock, 2001). In order for someone to earn a 3 they must show complete understanding of information important to the topic, but might not show all the details needed in the letter (Marzano, Pickering & Pollock, 2001). Someone earning a 2 has an incomplete understanding, or a basic understanding of the topic and its details (Marzano, Pickering & Pollock, 2001). This person’s work would be labeled as “needs improvement.” If a student earns a 1, then they wrote something incomplete, or filled with errors and needs major improvement (Marzano, Pickering & Pollock, 2001). Students with a 0 usually do not hand in the assignment, or wrote completely off topic (Marzano, Pickering & Pollock, 2001). This is a way for students to get feedback on how well they performed, instead of
just writing a letter grade without explaining why they earned it. Also, the rubric should be passed out ahead of time, in order for students to see the benchmarks for earning the best grade possible. Using an alternative assessment, such as letter writing, can be an effective way for students to enhance their understanding. It individualizes their learning by making it more personal.

Research shows that field trips are an extremely effective way to help students learn. It is a hands-on approach where they can think outside the box. Also, they learn about new ways to learn and potentially gain interest in Social Studies. Going to the United States Holocaust Memorial Museum allows them to see the horrors of Nazi Germany in ways they have never seen before. It takes a lot of planning and preparation on the teacher’s part, but is worth the extra mile. Furthermore, creating an alternative assessment makes the experience more personal because they have to try and walk a mile in the shoes of those from the past.
Works Cited


# Letter-Writing: The Holocaust

Teacher Name: **Mr. Osadnick**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Accuracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter contains at least 8 accurate facts about the topic.</td>
<td>The letter contains 6-7 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 3 or less accurate facts about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter is 4 or more paragraphs.</td>
<td>The letter is 3-4 paragraphs.</td>
<td>The letter is 2-3 paragraphs.</td>
<td>The letter is less than 2 paragraphs.</td>
<td></td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentences &amp; Paragraphs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
<td></td>
</tr>
</tbody>
</table>

Date Created: **Jul 26, 2011 08:03 am (UTC)**