

NAME: _____

School/class: _____

HMLC/2018

IN THE MUSEUM: **THE RISE OF NAZISM**

“Did Hitler really think he could get away with this?”—Student question

Exercise: The Pyramid of Hate. See exercise handouts.

Watch the video that begins with the quotation from Heinrich Heine: “Where they have burned books, they will end in burning human beings.”

✦ Name 5 authors whose books were burned. Why were they targeted?

✦ What characteristics do these targets have in common? What does this tell us about the Nazis’ values and fears?

The timeline outlines the legal steps that Nazis took to progressively circumscribe Jewish life in Germany. What specific laws were enacted to accomplish the following goals?

- Isolation from other Germans

- Segregation from German civic and economic life

- Regulation of social relationships

Want to know more?

- *It Can't Happen Here*. Sinclair Lewis. Doubleday, 1935
- *The Plot Against America*. Philip Roth. Houghton Mifflin, 2004
- *The Boys in the Boat*. Daniel James Brown. Penguin, 2014
- *The Roots of Evil*. Ervin Staub. “The Bystander Effect”
- *Gentleman's Agreement*. Film, directed by Elia Kazan, 1947. Gregory Peck & Celeste Holm

The Noose Tightens: Life became more and more restricted for Jews.

✪ Within Germany, what kinds of permissions did Jews need to conduct their daily lives?

✪ To have permission to leave Germany, what were Jews required to do?

✪ What role did these play in helping Jews leave Germany?

- The Evian Conference

- Shanghai

- The *Saint Louis*

- Denmark

FOR FURTHER DISCUSSION

See handout sheets.

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Exercise: Pyramid of Hate. See exercise handouts.

From the HMLC Exhibit—note that these elements were common in the US as well as policy in Germany:

- *Protocols of the Elders of Zion*. World-wide Jewish conspiracy. [In US: Henry Ford published & promoted this pamphlet]
- Exclusion of Jews from clubs, hotels, housing; quotas for admission to schools. [in US: country clubs, Harvard, Yale & Princeton; covenants for housing; see the film, *Gentlemen's Agreement*]
- Categorizing entire groups as “enemies of the state”.
- Identifying a common threat to the welfare of the people. [In US: Germans in WWI; Japanese in WW II]
- Repeated broadcasts of name-calling and accusations of harm. IN Germany: Josef Goebbels. In US: Father Coughlin

Watch the video that begins with the quotation from Heinrich Heine: “Where they have burned books, they will end in burning human beings.”

✦ Whose books were burned? Why?

- Author of the Weimar Constitution
- Zionist
- Pacifist
- Communist
- Satirist
- Blind/deaf
- Political opponent
- Hispanic
- Human Rights activist
- Socialist critic of conditions

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✪ What characteristics do these targets have in common? What does this tell us about the Nazis' values and fears?

- The “other” is the enemy and to be feared
- Political opposition or criticism is to be suppressed
- Physical deformity is unacceptable in the “pure” Aryan race
- Social and political decline must be identified and averted

The timeline outlines the legal steps that Nazis took to progressively circumscribe Jewish life in Germany. What specific laws were enacted to accomplish the following goals?

- Isolation from other Germans: Quotas for number of Jews allowed in public schools. 1933. Restriction of movement from place to place; segregated housing.
- Segregation from German civic and economic life: Lawyers, judges, teachers, railroad workers, doctors, & nurses dismissed from their jobs. 1933. Jews lose citizenship and are not allowed to vote. 1935.
- Regulation of social relationships: Marriage between Jews and Reich citizens forbidden. 1935

The Noose Tightens: Life became more and more restricted for Jews.

✪ Within Germany, what kinds of permissions did Jews need to conduct their daily lives?

- Receive and send mail
- Certification of good conduct to leave a place
- Identification cards

✪ To have permission to leave Germany, what were Jews required to do?

- Acquire an exit visa—issued only if the quota of the receiving country had not yet been exceeded
- Owe no taxes
- Provide an affidavit ascertaining they have “good character”
- Pay extra for goods to take out of country

✪ What role did these play in helping Jews leave Germany?

- The Evian Conference: 1938. Gathering of representatives of 32 nations to discuss the dire situation of the Jews in Germany. However, 31 of 32 refused to raise their immigration quotas for Jews.
- Shanghai: 1938. After *Kristallnacht*, Ho Feng-Shan issued nearly 2000 visas to Viennese Jews so they could emigrate to Shanghai.

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- The *Saint Louis*: 1939. Failed attempt to emigrate to Cuba; ship turned back at Cuba, the US, and England.
- Denmark: 1943. Guarded its Jews and helped them escape to Sweden by boat when the Germans announced they would move the Jews to concentration camps

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FOR FURTHER DISCUSSION

- Irwin Staub's *Roots of Evil* has an excellent discussion of the dynamics of "groupthink" (chapter 5, 10 pages) and the psychology of bystanders (chapter 11, 10 pages)
- The ABC series, *What Would You Do?* (on YouTube) promote lively discussions.
 - Provides 5-7 minute dramatized dilemmas that asks viewers to consider what action are available for onlookers in difficult situations.
 - There are racial, sexual, religious, look-ist and other categories.
- Awareness → Attention → Action.
 - Social scientists and philosophers recognize the this sequence as the most likely to result in actively solving a human problem.
 - Sometimes, people do not immediately recognize the need for moral action. A longer-term project for the classroom would be to identify an issue and embark on an exercise that involves observation, research, and a proposal for ameliorating or tackling the difficulty.
 - In the museum, the area *Change Begins With Me* is modeled on the ADL Pyramid of Hate and demonstrates occasions of bias, discrimination and genocide from around the world.

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