



ABOUT THIS LESSON

RATIONALE

This lesson provides an opportunity for students to learn how the Nazis and their collaborators were able to commit the atrocities during World War II and the Holocaust. This introduction lays the groundwork to understanding the long reach of the events of the Holocaust before and after the events were over.

As part of the Holocaust Centre of New Zealand's mission, this lesson inspired and empowers action against antisemitism, discrimination, and apathy by remembering, education, and bearing witness to the Holocaust. Students examine primary and secondary materials to understand the global impact the Holocaust had on international law and subsequent generations.

CURRICULUM CONNECTIONS

Social Sciences Curriculum Refresh

- The course of Aotearoa New Zealand's history has been shaped by the use of power.
- People participate in communities by acting on their beliefs and through the roles they hold
- Interactions change societies and environments

New Zealand Curriculum (2007) Social Science Achievement Objectives:

Level 4

- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

Level 5

- Understand how cultural interaction impacts on cultures and societies.
- Understand that people move between places and how this has consequences for the people and the places.
- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
- Understand how people define and seek human rights

Level 6

- Understand how individuals, groups, and institutions work to promote social justice and human rights.
- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.



Level 7

- Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.
- Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

OBJECTIVES

- Students will understand the importance of individual rights and freedoms.
- Students will analyse the effects of bystanders had on allowing Nazis and the collaborators to commit their crimes.
- Students will comprehend the lasting effects of Nazi crimes on their victims and future generations.
- Students will explore witness testimony and examine the memories of the Holocaust through different lenses.

KEYWORDS

Bystander
Upstander
Collaborator

Trauma
Testimony
Human Rights

Concentration Camp
Death march
SS (Schutzstaffel)

Einsatzgruppen
Civil Rights
Subjects

Day 1 Activity: Civil Rights vs Human Rights

This activity introduces the concept of civil rights and how they differ from human rights. At the end of this activity, students should understand why civil rights can be taken away and human rights are inalienable, and you are born with them.

Starter Activity



Activity:

Divide your students into six groups based on the categories of the starter activity. Have your students research how each human right is protected in New Zealand, threats to human rights in New Zealand, and New Zealand's role in protecting those rights around the world. Students should also write how they individually work to protect their own and others' human rights here in NZ.

Afterward, have each group present their research to the class. At the end, students should create an action plan on what they can do around campus to promote human rights.



Day 2 Activity: Nuremberg Laws Translations

Starter Activity:

This starter activity is to get students to start thinking about how they view themselves vs how they are viewed by society. Have them write, on their own paper, the answers to the following:

- My cultural background
- My physical features
- My hopes and dreams
- My strengths
- Significant people in my life
- My beliefs and values
- My habits and behaviours

Before sharing with the class, either in groups or individually to all, have a class discussion on the importance of identity and how it is impacted by external forces, like society, family, and friends.

Activity:

Either electronically or printed, give students the translation of the Nuremberg Laws, charts explaining the Nuremberg Laws, and the photo after Kristallnacht.

Using these documents, have students analyse them and answer the following:

1. What is the Reich Citizenship Law saying about German subjects?
2. The picture shows the aftereffects of the pogrom known as Kristallnacht. In what ways was Kristallnacht a result of the Nuremberg Laws? Use the Reich Citizenship Law, Law for the Protection of German Blood, and the charts to answer the question.
3. Why are Articles 1 and 2 in the Law for the Protection of German Blood important to writing the Nuremberg Laws?



4. What is the purpose of Article 4 in the Law for the Protection of German Blood?
5. How does the picture of the mixed couple and the picture of the Jews wearing yellow stars related to Article 4 in the Law for the Protection of German Blood?
6. Considering the picture with the Jews wearing the yellow stars, why would the Nazis want the Jews to wear these stars?
7. Using all of the sources, in what ways were Jews human rights being discriminated against?
8. How would the Nuremberg Laws lead to the events of the Holocaust?



Reich Citizenship Law of September 15, 1935

(Translated from *Reichsgesetzblatt I*, 1935, p. 1146.)

The Reichstag has unanimously enacted the following law, which is promulgated herewith:

Article 1

1. A subject of the state is a person who enjoys the protection of the German Reich and who in consequence has specific obligations toward it.
2. The status of subject of the state is acquired in accordance with the provisions of the Reich and the Reich Citizenship Law.

Article 2

1. A Reich citizen is a subject of the state who is of German or related blood, and proves by his conduct that he is willing and fit to faithfully serve the German people and Reich.
2. Reich citizenship is acquired through the granting of a Reich citizenship certificate.
3. The Reich citizen is the sole bearer of full political rights in accordance with the law.

Article 3

The Reich Minister of the Interior, in coordination with the Deputy of the Führer, will issue the legal and administrative orders required to implement and complete this law.

Law for the Protection of German Blood and German Honor of September 15, 1935

(Translated from *Reichsgesetzblatt I*, 1935, pp. 1146-7.)

Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

Article 1

1. Marriages between Jews and citizens of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
2. Annulment proceedings can be initiated only by the state prosecutor.

Article 2

Extramarital relations between Jews and citizens of German or related blood are forbidden.

Article 3

Jews may not employ in their households female subjects of the state of Germany or related blood who are under 45 years old.



Article 4

1. Jews are forbidden to fly the Reich or national flag or display Reich colours.
2. They are, on the other hand, permitted to display the Jewish colours. The exercise of this right is protected by the state.

Article 5

1. Any person who violates the prohibition under Article 1 will be punished with a prison sentence with hard labour.
2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence with hard labour.
3. Any person violating the provisions under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.

Article 6

The Reich Minister of the Interior, in coordination with the Deputy of the Führer and the Reich Minister of Justice, will issue the legal and administrative regulations required to implement and complete this law.

Article 7

The law takes effect on the day following promulgation, except for Article 3, which goes into force on January 1, 1936.



A Jewish-run shop in Berlin after being vandalised during Kristallnacht with antisemitic graffiti, November 10, 1938.

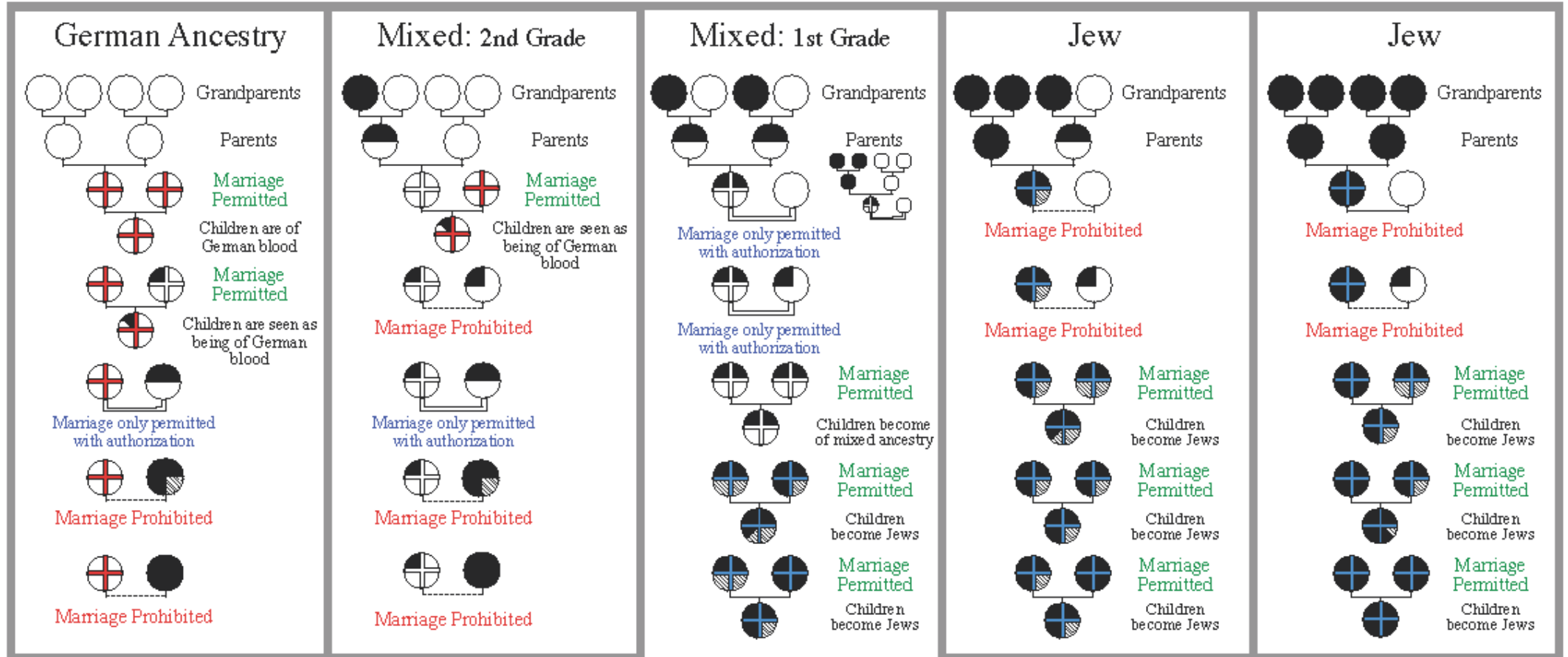


In 1933, a Jewish businessman and his Christian girlfriend are forced to carry signs discouraging Jewish-German integration. Relationships like this were outlawed in 1935.



Group of Jews in German controlled Poland wearing the yellow star to identify themselves as Jews. They were made to wear these stars in all public areas, on the outside of their clothing, at all times.

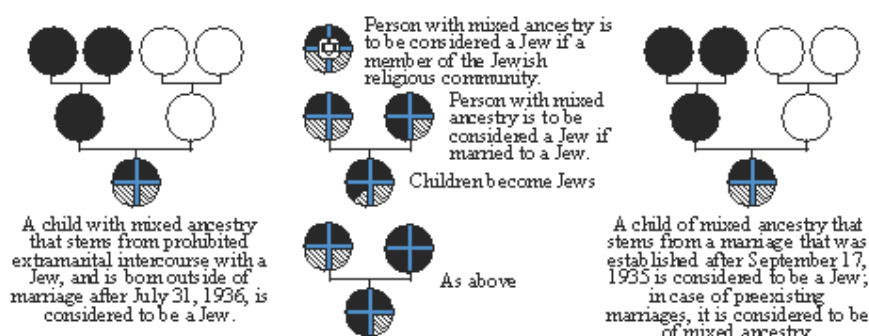
THE NUREMBERG LAWS



Key

German Ancestry			Belongs to the German blood and People's-community, can become a citizen of the Reich.
Mixed Ancestry 2nd Grade			Only belongs to the German People's-community, can become a citizen of the Reich.
Mixed Ancestry 1st Grade			Only belongs to the German People's-community, can become a citizen of the Reich.
Jew			Belongs to the Jewish blood and People's-community, cannot become a citizen of the Reich.
Jew			Belongs to the Jewish blood and People's-community, cannot become a citizen of the Reich.

Special Cases Involving Mixed Ancestry of the 1st Grade



Reich Citizen Law from September 15, 1935

1st Act from November 14, 1935

The bestowment of Reich citizenship is decided individually in every single case.

Law for the Protection of the German Blood and Honor from September 15, 1935

1st Act from November 14, 1935

Existing marriages are unaffected

Reich law papers
Nr. 100 from August 16, 1935
Nr. 125 from November 14, 1935

The Nuremberg Laws (German: Nürnberger Gesetze) 1935 (Anti-Semitic laws in Nazi Germany)

Instructional Chart

Issued to help bureaucrats distinguish Jews from Mischlinge (mixed race persons) and Aryans.

The white figures = Aryans; The black figures = Jews; The shaded figures = Mischlinge

Dr. Achin Gercke instituted a division between Aryans and non-Aryans. Jews (defined as anyone with at least one Jewish grandparent) were deprived of citizenship.

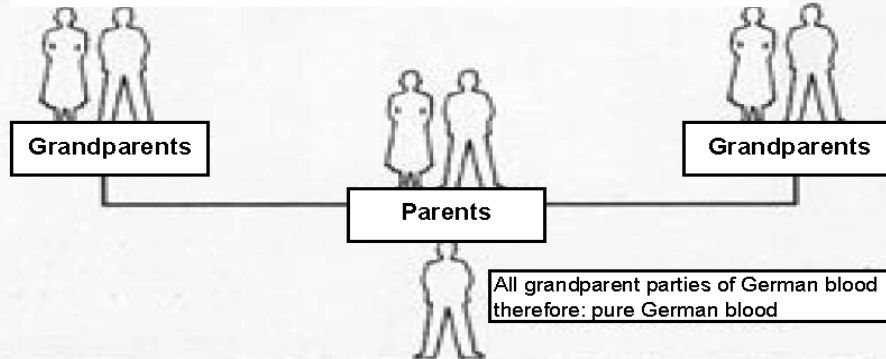
The Law distinguishes between:



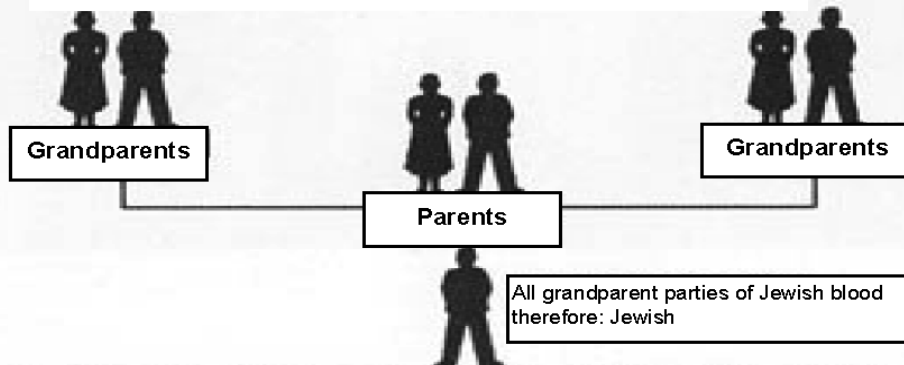
<p>Those of German Blood belong to the the German blood-and national community and can become citizens of the Reich.</p>	<p>Jews A person with either three or four Jewish grandparents is considered to be a Jew.</p>	<p>Mischlinge of the 2nd degree belong only to the German community and can become citizens of the Reich.</p>	<p>Mischlinge of the 1st degree belong only to the German community and can become citizens of the Reich.</p>
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Membership in one of these groups is determined by racial membership of the grandparents

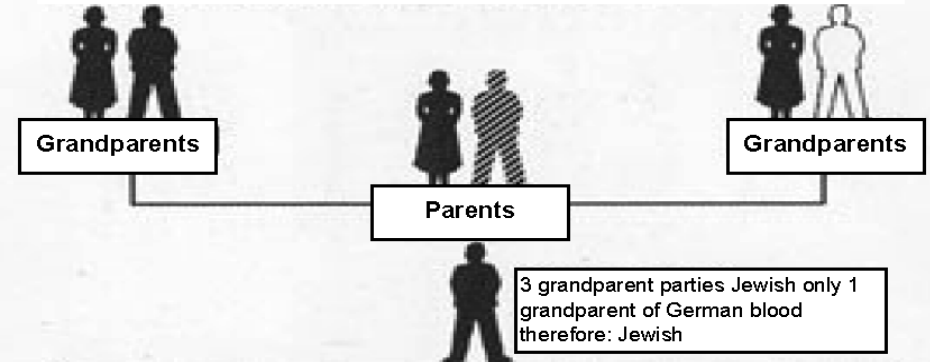
Who is German blood ?



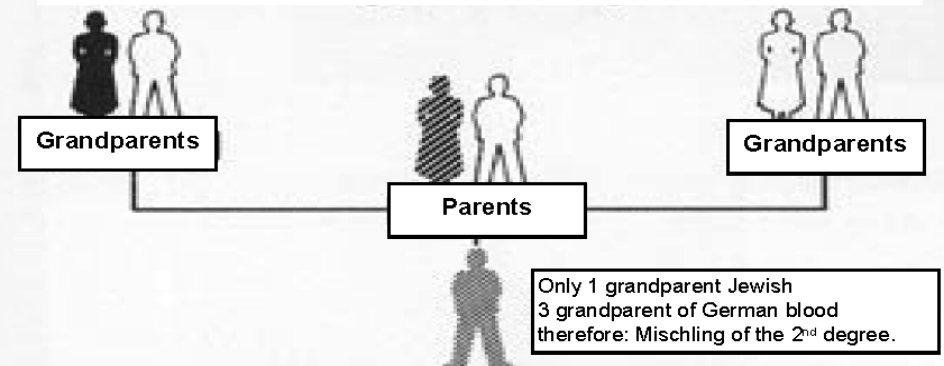
Who is a Jew ?



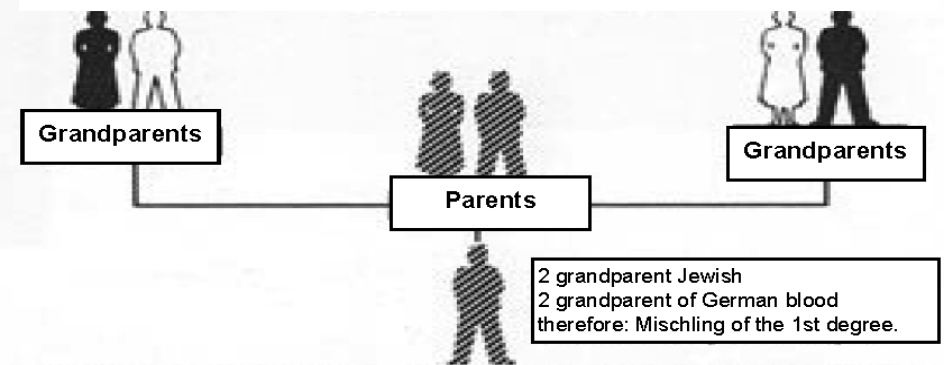
Also belonging to the Jewish race:



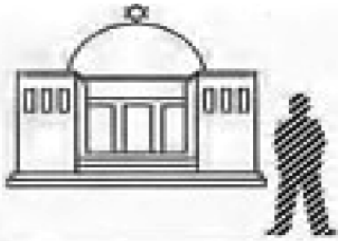
Who is a Mischling of the 2nd degree ?



Who is a Mischling of the 1st degree ?



Nuremberg laws also made it forbidden for Jews to marry or have a relationship with Aryans or employ young Aryan women as household help.



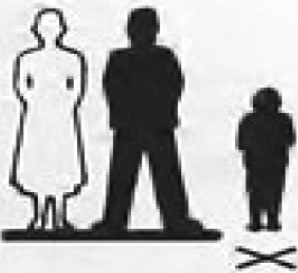
Also regarded as a JEW:

A Mischling who is a member of the Jewish religious community



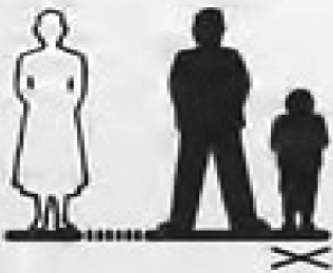
Also regarded as a JEW:

A Mischling who is married to a Jew. The children will be Jews



Also regarded as a JEW:

A Mischling coming from a marriage with a Jew that took place after September 17 1935



Also regarded as a JEW:

A Mischling coming from forbidden extramarital relations with a Jew and who was born out of wedlock after July 31, 1936

Which marriages are forbidden ?

It should be taken into account that marriages already existing will remain unaffected.

Also to be regarded as races, whose blood is not related to German blood are e.g. Negroes (case 4) and Gypsies



Between those of German blood and Jews



Between Jews and Mischling of the 2nd degree



Between those Mischling of the 2nd degree



Further one should not enter into marriage if it is expected that the offspring will jeopardise maintaining the purity of the German blood



Day 3: Being an Upstander

Starter Activity:

As a class, ask students to define words bully, upstander, and bystander. Create a word map on the board with their answers. Discuss with them how these terms relate to them in their daily interactions with each other, around the school, and in their lives.

Activity:

“Raise your hand if you have ever witnessed someone else being bullied or treated unkindly by other people.” (IMPORTANT: Remind students not to use anyone’s name in order to respect privacy.)

Pair students and ask them to respond to the following:

- Think of one of those times you saw someone being treated this way.
- What did it feel like to witness someone being treated that way?
- How did you respond when you saw that happen?
- How did you feel about your response?
- Would you do the same thing again?”

Have a few volunteers share their responses.

Explain that you are going to turn your attention to what we can do when we see, or witness someone being treated unkindly.

“Sometime when a person witnesses something happen, we say that the person was a “bystander,” which can mean that the person is “standing by” or not taking any action.”

It could be argued that the person stays on the Outer Edge if they choose not to act, or that by not acting, they are implicitly supporting the bullying, and they move into the Inner Circle. There’s not a “right” answer, but it’s a good question to spark dialogue.

“You may think the person who is bullying has all the power, but witnesses or bystanders have tremendous power, especially if they work together and support each other. The more people who make the choice to help, the greater the chance the bullying will stop.”

Write “Upstander” at the top of a piece of chart paper. Write the following definition: Someone who takes action or stands up for someone when he or she witnesses someone being bullied or being treated unkindly or when he or she is being bullied or treated unkindly.



IMPORTANT: Emphasize to students that if they see someone being hurt physically or see an interaction that might escalate into physical violence, they should not confront the bully. Rather, they should quickly go and get help from an adult. Discuss with students signs that might indicate such a physical threat (very angry voices, someone crying, the aggressor being in someone's personal space, threats being made.) As mentioned above, students should report any incidences they believe to be bullying to an adult. Note that students will confuse conflicts and bullying as they continue to learn. You will hear many reports of bullying that are not, in fact, bullying. Praise the child who comes to you for caring and for trying to help.

NOTE: You may want to go over Telling vs. Tattling: Telling is trying to help someone, tattling is trying to get someone in trouble.

Brainstorm as a group some things you can do when you see someone being hurt or bullied or you are being hurt or bullied.

Record children's ideas on the chart under your "Upstander" definition using two columns:

1. ideas that mean confronting the person who is bullying
2. ideas that do not involve confrontation. Some possible suggestions include:
 - Refuse to join in (doesn't involve confrontation).
 - Report bullying you know about or see to an adult (doesn't involve confrontation).
 - Invite the person being hurt to join your group (might involve confrontation).
 - Speak out using an "I" message. Say, "I don't like it when you treat him like that."
 - "I want you to stop calling him that name." "I'm going to tell a teacher right now."

(Does involve confrontation.)

Be a friend to the person who has been bullied by showing him you care about him:

- Put an arm around him, give him a put-up, etc. (doesn't involve confrontation).

Distract the bully with a joke or something else so she stops the behaviour (does involve confrontation).

Now tell students they will do an activity where they will practice responding to bullying or unkindness with assertive (strong, but not mean) messages.