This week in Year 9 History we will carry on with our study of the Holocaust.

- We will be looking this week at what happened to Nazis after the Second World War. Throughout the slides this week, you will find it useful to make notes as we go, and there are questions to guide you. These can just be rough notes. You only need to submit the ‘apply’ task (on the second to last slide) to your Learning Consultants. As a guide the whole lesson, including all the activities, should take approximately 2 hours.
- Don’t forget, you should be using your Q4K to support you in your work. There are useful terms and facts there to support your writing.
- On some of the slides there are yellow boxes with a link to a short video from Dr McKay. The content of the video will be clear from the box. Some of these boxes will be there to give extra support – for example, reading through and explaining the information, just as would happen in the classroom. Other boxes will add thoughts on the material, modelling the way you might respond. These clips are there to support your learning and are part of the lesson.
- Send your work in to your normal History Learning Consultant (Dr McKay or Mr Dale).
- Don’t forget, you should only be studying the lessons you would be normally be taking in Cycle 4 in the Academy. So X Band in Year 9 are now studying History, whereas Y Band are now studying Geography.

Complete the activities on the following slides. Where possible, use lined paper and a biro to complete your answers. Please date your work and title with “History Year 9 WC 06.07.20” – this will help you to keep your work organised!
Nazi Racial Policy, which led to the deaths of millions of people, drew on a range of ideas common in many countries at the time, including eugenics, Fascism and the racism of imperialism. Nazi Racial Policy was made up of a wide range of different laws and crimes, designed to protect the ‘purity’ of the Aryan ‘Master Race’. These included, for example, the 1935 Nuremberg Laws setting out those who belonged to, and were excluded from, the Master Race, the Aktion T4 euthanasia programme, and the murder of 6 million Jews in the Holocaust. However, the monstrous nature of the Nazis’ crimes should not blind us to the fact that some of the ideas behind their policies were more widely shared. Racial hierarchy and the idea of white superiority was central to European imperialism, summed up by Kipling’s 1899 poem ‘The White Man's Burden’. Moreover, imperialism led to many examples of great suffering and exploitation for those people taken over by European powers. Belgium’s exploitation of the Congo for its natural resources is a prime example of this, as are the millions of deaths in the 1943 Bengal Famine, which at best was made far worse by British mismanagement. As with racism, the Fascist ideology which underpinned Nazism was also widespread in Europe. Benito Mussolini (leader of Italy, 1922-1943) is seen as the founder of Fascism, an ideology that inspired Hitler, and led to Oswald Mosley setting up the British Union of Fascists (BUF) in 1932. Finally, the ideas of eugenics, seeking to make sure that only the ‘best’ members of society had children and passed on their characteristics, were also shared beyond the Nazi Party. Inspired by his cousin Charles Darwin's Theory of Evolution, Francis Galton was a leading eugenicist in Britain. In 1927, in the Buck vs Bell case, the United States Supreme Court upheld the right of states to carry out compulsory (no-choice) sterilisation for those with some mental disabilities. Around 70,000 Americans were forcibly sterilised in the twentieth century. This is not to suggest that Nazism was supported by everyone around the world. However, it is equally wrong to imagine that the ideas inspiring Nazism were not shared by other leaders and countries at the time.
Year 9 – WC 06.07.20 – Review and Reflection

Explain the different ideas that inspired (led to) Nazi Racial Policy.

Whole Class Feedback

SPAG errors

This week and last week I have been noticing a lot of mistakes with proper nouns in people’s work.

These are the names of specific people, places and things, and always have a capital letter, wherever they come in a sentence.

What does that look like in our work?

Nazis, Germany, Holocaust, Auschwitz, Jews, Hitler, USA, Britain – all of these, and all proper nouns, always have a capital letter at the start!

Fantastic work!

Already this week I have seen some amazing work from the following students:

• Priya R
• Simran T
• Harleen S
• Alisha S
• Jack M
• Luke H

The piece of work that has completely blown me away this week came from:

• Luca W

Well done to all those students, keep up the great effort!

If you want your work to be in with a chance of a shout out, you need to get it in to Dr McKay or Mr Dale by Wednesday at the latest.

Misconceptions

The biggest misconception that seems to be cropping up in work this week is the balance between explanations and examples (contextual knowledge, or facts and figures).

I am seeing lots of wonderful explanations, but they are pretty lonely if each one isn’t allowed to hang out with at least a couple of examples!

We always need both, ladies and gents. I am suggesting for these paragraphs that each one has around ten separate pieces of CK. Look to the Wagoll to see how I share these out, and how examples and explanations are spread out through the writing.
Soviet dictator Josef Stalin, American President Franklin Roosevelt, and British Prime Minister Winston Churchill, pictured in 1943.

Imagine you are advising the Allied powers (Soviet Russia, USA, UK) towards the end of the Second World War.

They ask you what should be done about the Nazis in Germany.

Should they be forgiven, letting Germany rebuild itself, or should they be made to face justice for their crimes?

What would your advice be, and why?
The idea of blame and guilt for the Holocaust has different layers to it. Many people’s response would be to blame Hitler and the Nazis, and clearly they have huge responsibility for the genocide. At the same time, the Holocaust was an event that took place across several years, in different countries, killing millions of people. It is not enough to say that it was ‘just Hitler’ or ‘just the top Nazis’ – it was too big for that.

One way we can think about responsibility is by using these different categories:

1. **Perpetrator** - Someone who joined in with persecuting and murdering the Jews. A guard at Auschwitz could be seen as a perpetrator.
2. **Collaborator** - Someone who didn’t persecute or murder Jews themselves, but might have helped the Nazis with their work. A train operator that organised the transport of Jews out of a country might be seen as a collaborator.
3. **Bystander** - Someone who saw or heard something of the events of the Holocaust at the time, and didn’t do anything about it. Maybe a person living nearby to the Walsall Ghetto could be a bystander.
4. **Resister** - Someone who acted in a way to try and stop Nazi actions. This could include helping to hide Jews to stop them being captured.

Look at the four examples below. On a rough piece of paper, explain which category you would put them in, and why.

- **a)** An architect working on a project for a new client – to design a gas chamber.
- **b)** Walking past a group of Nazis who are publicly cutting off an elderly Jewish man’s beard and sidelocks.
- **c)** Hiding Jews in a sewer, initially for money, but then continuing to protect and look after them once this runs out.
- **d)** Joining an angry mob of civilians in murdering a group of Jewish townspeople, without any orders to do so.
Watch the following video. It argues how important it is that we don’t just say that people responsible for the Holocaust were monsters. If we do that, we forget that they were human beings, and it becomes harder to believe that something like the Holocaust could happen again.

https://www.youtube.com/watch?v=G2yiT8Nr0Pk

Again, on a rough piece of paper, make notes on the case-study of Paul Salitter. Make sure you include:

• Who he was
• What he did
• How he felt about it afterwards
• What happened to him after the war
• What category you would put him in (perpetrator, collaborator, bystander, resister) and why
Read the following web pages on what happened to Germany and the Nazis after the war. There are two (short) pages of information.

https://www.bbc.co.uk/bitesize/guides/zcqxs6f/revision/1

As you read, make rough notes on the following points:
• What happened to Hitler at the end of the War.
• What happened to Germany at the end of the War.
• What the Nuremberg Trials were (dates, purpose, people put on trial, sentences)
• What Denazification was (purpose, two or three examples)
We have digested lots of information about what happened in Germany after WWII.

Now it is time for a quick progress check.

Follow this link to the Socrative student page: [https://b.socrative.com/login/student/](https://b.socrative.com/login/student/)

Once there, use this Room Code to see five quick short answer questions: DRMCKAY

If you get all of them correct, that’s great, well done!

If you don’t, go back through the slides and remind yourself of the key information we have covered so far.
What about the Nazis who escaped justice?

It would be wrong to assume that everyone who committed Nazi crimes ended up facing justice. Many killed themselves before being captured or tried, escaped altogether, or were treated leniently (faced less serious punishments) by the courts.

For example:

- Hitler shot himself before he could be captured, and therefore avoided being held to account for his crimes.
- Josef Mengele, an infamous Nazi who conducted countless barbaric experiments on prisoners in Auschwitz, escaped at the end of the war and was never captured.
- Millions were involved in the crimes of the Nazis, yet only thousands ever faced a court for their crimes. Therefore proportionally, the vast majority escaped justice.
- In West Germany alone (one of the states Germany was split up into, after the Second World War) 106,000 suspects were investigated, yet only 6000 people ended up in court, with only 4000 being punished.
Write a paragraph on the following question: Explain how Nazis were brought to justice (punished) in Germany after the Second World War.

Make sure you introduce your paragraph with a topic sentence (for example, At the end of the Second World War in 1945, Nazis were brought to justice in a range of ways, including at the Nuremberg Trials, and the influence of Nazism was removed from Germany).

Use at least ten pieces of contextual knowledge (CK – facts and figures) in your answer, and make sure you explain how they help to answer the question.

Things to include:
• Use and explain the terms perpetrator, collaborator, bystander and resister to show you understand different levels of guilt
• What happened to Germany at the end of the war (who invaded, when, how the country was divided up)
• What the Nuremberg trials were, who stood trial and what happened to them
• What happened under ‘denazification’ (removing the influence of the Nazi Party from Germany)
• Use Paul Salitter as a case-study of how the process of justice worked for more junior (less important) figures
• Discuss how not everyone who was guilty of Nazi crimes ended up facing justice
That is the end of this week’s lesson. Do you want to find out more?

The Nuremberg Trials were not the end of the efforts to bring Nazi war criminals to justice. Someone who worked to hunt down former Nazis all their life was Simon Wiesenthal. You can find out about his life story from his obituary (a media article about someone’s life published when they die), here: http://news.bbc.co.uk/1/hi/world/europe/1170395.stm

A tiny number of former Nazis are still alive today. In one recent case, a 94 year old man was put on trial to answer for Nazi crimes he was accused of committing when he was an 18 year old SS guard. You can read about the case here: https://www.theguardian.com/world/2018/sep/21/nazi-war-crimes-suspect-faces-trial-german-youth-court

Something to think about…

• Do you think it is right that the man was put on trial in his 90s, for crimes he was accused of as a teenager?
• Does your knowledge of the seriousness of the Nazis’ crimes influence your view?