

UNIT 4: ANTISEMITISM, PREJUDICE AND STEREOTYPING

LESSON PLANS:

Discrimination (4.1)

Racism in Action (4.2)

ACTIONS:

After lesson 4.1, class should visit the Sydney Jewish Museum

STUDENT MATERIALS

Handout 4.1: The Nazi Race, 1929

Handout 4.2: The Nazi weekly "Racial Research"

Handout 4.3: Nordic (Aryan) Stereotype

Handout 4.4: German children salute Hitler

Handout 4.5 Nazi Race Science

Handout 4.6: The Judenstern (Jewish Star)

OBJECTIVES:

1. To establish the definition of:
 - anti-Semitism
 - identity
 - persecution
 - prejudice
 - racism
 - stereotype
2. To sensitise students to some of the effects of prejudice and stereotyping;
3. To develop empathy with victims of stereotyping and to relate this to the Jewish experience in Nazi Germany.

4.1 LESSON PLAN DISCRIMINATION

PREPARATION:

Photocopy & distribute Handouts 4.1 – 4.5

1. Begin the lesson by discussing the definitions of anti-Semitism, identity, persecution, prejudice, racism and stereotype.
2. Consider the commonalities between anti-Semitism and prejudice, and racism and stereotyping.
3. Discuss the ways in which the concept of 'identity' and 'stereotype' are antithetical.
4. Explore reasons for the development of stereotypes and their negative connotations.
5. Ask students to describe some stereotypes that have currency today. Compare these descriptions to people whom the students know and who are members of such groups.
6. Examine Handouts 4.1 – 4.5 and list the characteristics of an ideal 'Aryan' type on the board. Ask students to consider whether they would fit this 'ideal type'.
7. Ask for a show of hands to see how representative the 'ideal type' is of the class composition.
8. Debate the advantages and, more particularly, the disadvantages of people looking the same, thinking the same and acting the same.



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4.2 LESSON PLAN RACISM IN ACTION

PREPARATION:

- i. Ask students to bring a passport-size photograph of themselves to class and to make their own personal passport. They will be asked to exhibit their final product and discuss it with the class. The passport should reflect the student's identity so that he/she can be immediately identified. It may take any form—collage, self-portrait, personal images and/or documents.
 - ii. Ask students to make a label/badge that highlights a personal attribute (e.g. short, thin, athletic), their religious faith or their ethnicity etc.
 - iii. Photocopy & distribute Handouts 4.2, 4.3, 4.5 & 4.6
1. Ask each student to present his/her passports to the class.
 2. After the students make their presentations, display the passports on a board so that they can be referred to during the course of the lesson.
 3. Compare passports and ask students to consider whether there are any generic personality and character traits that appear on all passports.
 4. For each suggestion of commonality, ask the students to indicate by a show of hands whether they feel that they share in the commonality (this will demonstrate the prevalence of each trait in the class).
 5. Explore the finding that even with such a small number of people as one class, who in fact do have certain things in common (the same school, approximately the same age, often from similar socio-economic backgrounds), it is still difficult to find any **single characteristic** that **applies to all** (this is because a class consists of individuals).
 6. Examine Handouts 4.3 and 4.4 – ask students how they would feel if they were not permitted to be part of this 'ideal set'.
 7. Tell students that Nazi propaganda portrayed Jews in the most negative and obscene ways – fat, ugly, sinister, lecherous, corrupt, mean and dangerous.
 8. Use Handout 4.5 to show that every facet of the Nazi state was infused with anti-Semitic images – primary and secondary school textbooks, newspapers, magazines, films and posters.
 9. Ask your students how they would feel if they were described in such odious ways.
 10. Ask your students to relate how **they** think the Jews in Nazi Germany must have felt. Ask them to give reasons for their responses.
 11. Ask your students to:
 - affix their labels/badges;
 - walk in front of the class, one by one, and focus on how it feels to be publicly labelled in this way;
 - consider how it would feel to have to wear such a badge all the time;
 - consider the message **they** send about **themselves** to others by wearing such labels/badges;
 12. Examine Handout 4.6 and discuss the reaction that the Nazis wanted to elicit from the German and all occupied populations towards someone wearing the *Judenstern* (Jewish Star).
 13. What was the hidden agenda of the Nazi's *Judenstern* edict? How did it impact on Jewish morale?
 14. Examine handout 4.6 again. Do the people in the Handout bear any similarity to the stereotypes created by the Nazis?
 15. Discuss the dangers of prejudice and stereotyping and the ways in which they **destroy individuality** by attributing negative characteristics to the whole group.



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HANDOUT 4.1:

SOURCE 1:

THE NAZI RACE, 1929

‘The Nordic (Aryan) race is tall, long-legged, slimmale height of above 1.74m. The race is narrow-faced with a narrow forehead, a narrow high-built nose and a lower jaw and prominent chin, the skin is rosy, bright and the blood shines through ...the hair is smooth straight or wavy—possibly curly in childhood. The colour is blonde.’

Source: Lacey, G. & Shepherd, K. 2001 “Germany 1918-1945”, John Murray Publishers, London, p.103

SOURCE 2:

THE NAZI WEEKLY “RACIAL RESEARCH”

“We demand of a member of this noble race that he marry only a blue-eyed, oval-faced, red-cheeked and thin-nosed blonde woman. We demand that the blue-eyed Aryan hero marry an Aryan girl who like himself is of pure and unblemished past.”

Source: Lacey, G. & Shepherd, K. 2001 “Germany 1918-1945”, John Murray Publishers, London, p.103



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SOURCE 3:
NORDIC (ARYAN) STEREOTYPE



3A: THE ARYAN "IDEAL"

Source: Lacey, G. & Shepherd, K. 2001
"Germany 1918-1945", John Murray Publishers,
London, p.103



3B: THE GERMAN LABOUR ARMY

Source: Anderson, L. & Buckingham, P. 1999
"Germany Culture and Change in the 20th
Century", Longman, New Zealand, p.24

SOURCE 4:
**GERMAN CHILDREN SALUTE
HITLER**



Source: Anderson, L. & Buckingham, P. 1999
"Germany Culture and Change in the 20th
Century", Longman, New Zealand, p.22

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SOURCE 5:
NAZI RACE SCIENCE



5A: A PAGE IN A NAZI'S CHILDREN'S BOOK.

'Trust No Fox and No Jew' compares an Aryan man "who can fight and work" with a Jew "the greatest scoundrel in the whole world".

Source: Anderson, L. & Buckingham, P. 1999 "Germany Culture and Change in the 20th Century", Longman, New Zealand, p.33



5B: POSTER FOR THE FILM "THE ETERNAL JEW"

Source: Lacey, G. & Shepherd, K. 2001 "Germany 1918-1945", John Murray Publishers, London, p.112

SOURCE 6:
THE JUDENSTERN
(JEWISH STAR)



Source: Gutman, I. (ed) 1990, "Encyclopedia of the Holocaust" Vol I, Macmillan, New York, p. 79.