

CLUSTER ONE

Analyzing

I. Present this definition to students.

In analyzing you break down a topic or subject into parts so that it is easier to understand.

II. Discuss with students how they already use analysis by sharing the situations below.

You use analysis when

- you study the good moves of an outstanding athlete
- you pick out a new hair style or go shopping for new clothes
- you learn the rules for a new game or learn how to use new software

You might invite students to suggest other situations where analysis would be used.

III. Explain to students that they will analyze the selections in Cluster One to determine the roots of the Holocaust. Use the following steps to show how to analyze a selection.

A. Use the reproducible “Analyzing the Roots of the Holocaust” on page 11 as an overhead transparency or blackline master.

B. Show how a reader analyzed Model A to determine attitudes that were prevalent in German society and that helped fuel the Holocaust.

C. Ask students to analyze Model B. Help students find the following passages, and share how these passages reveal attitudes at the root of the Holocaust.

- Using the phrase “good-for-nothing Jewboy” stereotypes all Jews as “good-for-nothing.”
- The sentence “First you ruin our business with your department stores, then you rob us on top of it!” shows how the woman blames an entire group for her problems. You might introduce the term stereotyping at this time.
- The sentence “Just you wait, Hitler will show you yet!” shows how much appeal Hitler’s anti-Semitism has for the German masses.

Analyzing the Roots of the Holocaust

Cluster Question: How could the Holocaust happen?

Analysis With analysis you break down a topic or subject into parts so that it is easier to understand.

Directions: Notice how a reader analyzed Model A and highlighted attitudes that helped fuel the Holocaust. Notice also the way the reader explained the highlighted text. Analyze Model B for similar attitudes and roots.

Model A

Hitler's hatred of Jews didn't dampen his image in most people's minds. Good Aryans paid little attention to their hero's darker side. Few of them objected to the many unfair laws that were now being forced upon the Jews. One of their newest demanded that all German Jews use only Jewish first names. If you were Jewish with a common first name like Karl or Heidi, the Nazis said you must change it to something "obviously Jewish" like Abraham or Sarah so you could be identified more easily.

All across Germany, the fate of the Jews was beginning to look more and more bleak. Headlines like this one screamed off the pages of the *Völkischer Beobachter*, the Nazi Party newspaper:

JEWS ABANDON ALL HOPE!
OUR NET IS SO FINE THAT THERE IS NOT A HOLE
THROUGH WHICH YOU CAN SLIP

from "Serving Mein Führer," page 26

Root: People are willing to put up with unfair laws as long as the laws don't hurt them.

Root: Laws made the "enemy" easier to identify.

Root: Widespread, public intimidation of Jews.

Model B

"This good-for-nothing Jewboy here broke my shop window," she told everyone who cared to listen. "He wants to rob me." She turned to Friedrich. "But you didn't quite make it this time, did you. Because I'm always watching. I know you, you won't get away from me. You pack of Jews, they should get rid of you. First you ruin our business with your department stores, then you rob us on top of it! Just you wait, Hitler will show you yet!" And she shook Friedrich violently.

from "The Ball," pages 17-18

How Could the Holocaust Happen?

Thinking Skill: Analyzing

1. From the selections in this cluster and what you already know, analyze the roots of the Holocaust. (To analyze means to break something into parts and study each part.) You might use a chart such as the one below to record your analysis.
Encourage students to continue the chart begun on p. 54 of the text. Their responses might resemble the chart below.

Selection	Your Analysis
Serving Mein Führer	Teenagers came to believe that Germany was threatened by "evil Jews and gypsies." Hitler was a strong leader who would save Germany and restore its power.
Family Album	Many people had an innocent outlook on life and could not have predicted the horror of the Holocaust.
An Anti-Semitic Demonstration	A "mob" mentality overtook those who blamed the Jews for problems in Europe.
Broken Glass, Broken Lives	Widespread prejudice against Jews enabled an event such as Kristallnacht to be explained away as a "spontaneous citizens' outburst."
Address Unknown	Martin's attitudes toward Jews are born of his belief that Jews are a "sore spot" and that Hitler's policies toward them will lead to Germany's rebirth.

2. Why do you think so many young Germans were attracted to the Hitler Youth movement? Use examples from the selection(s) to support your answer. Answers will vary. Many students will focus on "Serving Mein Führer," pointing out that Hitler and the Nazis flattered many German youths into believing that they represented a strong and glorious future for Germany.
3. In the poems "Family Album" and "Anti-Semitic Demonstration" which lines did you find most powerful? Explain. Answers will vary. In "Family Album" some students may focus on the lines "tomorrow winds its arms / and twists tighter round their necks." The lines present not only a vivid image but have a strong sense of foreboding. In "An Anti-Semitic Demonstration" some students may focus on the speaker's anguish in the poem's final four lines.
4. Compare the poem "Crystal Night" with the autobiographical essay "Broken Glass, Broken Lives." What did you learn about Kristallnacht (Crystal Night) from the poem that you did not learn from the essay? Answers will vary. Some students may focus on the strong images of "Crystal Night," saying that they give immediacy and concreteness to the events as they might have affected everyone involved. "Broken Glass, Broken Lives," in contrast, is a more literal, fact-based account of the effects of the event on one family.
5. In "Address Unknown" explain how Max Eisenstein gets revenge for the death of his sister. Max started embedding Jewish references, such as "The God of Moses be at your right hand," in letters and telegrams to Martin. Max knew that Martin's mail was being read by Nazi authorities and that those authorities would sooner or later arrest Martin for being involved in a "subversive" Jewish organization.

Writing Activity: Analyzing the Roots of the Holocaust

The handout on the next page provides a graphic organizer to help students with the writing activity. You may wish to use the Writing Activity Handout as an assessment. See also page 65 for a sample rubric to use with student essays.