**Title:** **How did the German People Respond to Nazism?**

**Introduction to Lessons**

These lessons use the case study of The White Rose Movement as an example of how German people resisted Nazism. Following a consideration of the nature of democracy and dictatorship, learners piece together the story of Sophie and Hans Scholl using historical sources (photographs and campaign leaflets) and consider whether they are supporters or critics of Nazism. Learners are asked to consider whether the White Rose Movement could be considered as a success or failure and whether we should focus on individual heroes/heroines in movements for change.

**Curriculum links:** RSHE, Citizenship, History, English

**Learning outcomes:**

* To know how and why some Germans resisted the Nazis non-violently.

**Concepts:**

Resistance

Democracy

**Key vocabulary:**

Dictatorship

Democracy

Trial

Defendant

Gestapo

Rally

Anti-Semitism

Citizen

Elect

**Resources**

PowerPoint

Resource Sheet 43: Information and photographic evidence about Sophie and Hans Scholl (download extra photos using the links provided).

**Lesson 1**

**a. Starter activity**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. In pairs sort into 2 columns from the PowerPoint list, those that are examples of democratic and those that might be dictatorial (extremist) actions. | 5 mins. |
| 2. Pairs share their thoughts. Which of these should be allowed? Which banned? And Why? Correct list completed by whole class accurately | 10 mins. |

**b. Main activities**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| **1. What do you think we learn about how some Germans responded to Nazism?** Look at the source photograph of the members of the League of German Maidens on the PowerPoint and discuss the following questions in pairs:   * What might we learn about Sophie from this source? * What do you notice about hairstyles, dress? * What more would you ask Sophie, to find out more about German attitudes to Nazism? | 5 mins. |
| **2. By 1936 what do you think we learn about how the Nazis dealt with Germany’s youth?** Look at the source photograph on the PowerPoint and discuss the following questions in pairs:   * What is happening * What do you think is the purpose of the flags? Standards? * What do you think Hans is thinking? * What impression does the source give of Adolf Hitler e.g. clothing? * How is Hans dressed?   Mention that Hans was Sophie’s sibling. Did anyone raise this possibility or that he was the elder of the two? | 5 mins. |
| 4. **Spotlight on Hans and Sophie Scholl**  Using the former 2 photographs as evidence consider individually whether each of Hans and Sophie was a Nazi sympathiser/Nazi supporter/Nazi war criminal. Write down answers  What punishment should Hans and Sophie face if found guilty? OR What would be an attitude, word or actions that make them seem innocent?  Learners keep their answers brief and focus on just one picture. Ask a few to share their answers especially if you can get varied opinions and reasons why the siblings should be put on trial. | 10 mins. |
| **5. Hans and Sophie’s stories**  In small groups some focussing on Hans and others on Sophie:  Either:   * Using further photographic evidence (see RS43) piece together Hans’ story. Do his actions show him to be a supporter or critic of Nazism? Explain opinions with examples. What further evidence would help you to decide?   (Was Hans ever a whole-hearted follower? When and why did he start moving away from Nazism?)  Or:   * Using further photographic evidence and information (see RS43) piece together Sophie’s story. Do you think she was a supporter or a critic of Nazism? Explain your opinion with examples.   (Note – Sophie went through troubled teenage years and/or how she struggles to develop her own outlook on life, which can seem to many others as contrary e.g. love of Jewish writer but has a ‘patriotic’ boyfriend)  NB photographs and information could be downloaded and printed out by teacher in advance. | 20 mins. |
| **6. So in 1939 what action should the Scholls take to show their disgust/displeasure with Nazism?**  In small groups – each take a different case study scenario and discuss the possible outcomes in relation to the background on society under the Nazis in 1939 (on PowerPoint):  1.Take a legal civil case against the Nazi party e.g. against its willingness for women to become SS ‘baby machines’.  2. Write a series of newspaper articles critical of the Nazi party sending Jewish people and other minorities to ‘work’ camps.  3. Organise a ‘work’ demonstration to demand people are not forced to do National Service in an arms factory.  4. Write to the President about the Chancellor’s actions.  5. Produce a film about ‘war crimes’ by the German army, especially on the Eastern Front.  (Optional PowerPoint slide on how German society changed under Nazism) | 10 mins. |
| **6. Each group to present case study to rest of class** | 10 mins. |
| **7. Explain Research task**  RESEARCH – Find out more about the White Rose & the Scholls  Choose one person from the White Rose Movement (PowerPoint slide with Inge and Elisabeth Scholl, Christophe Probst, Kurt Huber and Jurgen Wittenstein, Fritz Hartnagel, Marie-Louise Jahn and Hans Leipelt, Alexander Schmorrell, Werner Scholl and Robert Scholl) and find out what did they do (actions) connected to the White Rose. (Using Spartacus Education <https://spartacus-educational.com/ExamRHU11.htm> and [whiterose.neocities.org](https://whiterose.neocities.org) and other websites).  Can you suggest a motive (reason) for them being involved? | 2 mins. |

**Lesson 2**

**a. Starter activity**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. Learners indicate which of the following are examples of democracy:  A. Laws obeyed by all  B. Freedom of speech  C. No elections  D. Free press e.g. newspapers  E. Trade Unions allowed  F. Torture and prison camps  G. No religious freedom  H. Secret police  I. Control of press, radio and newspapers  J. Votes for all | 5 mins. |

**b. Main activities**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. Show slide of key points of White Rose movement. | 5 mins. |
| 2. Learners share information they have researched about their chosen person (as whole class as presentations or in small groups taking turns to tell each other as appropriate). | 30 mins. |
| 3. Show ‘The White Rose Movement Key Points’ 2nd slide:  2nd Leaflet – June 1942.  Since the conquest of Poland, 300,000 Jews have been murdered in … the most bestial crime against human dignity, a crime that is unparalleled in the whole of history. For Jews, too are human beings.  Third Leaflet - July 1942.  ‘The meaning and goal of passive resistance is to topple National Socialism’.  5th leaflet – January 1943.  ‘Freedom of speech, freedom of religion, the protection of individual citizens from the regimes vile abuses… these will be the bases of the New Europe’.  Ask learners where these comments might have come from e.g. 2nd leaflet from the experiences of Hans Scholl at the Russian Front and especially his encounter with the Jewish girl during his train journey East. Consider 5th leaflet as a manifesto for a new European way of life. It was written when the prospect seemed far from possible. | 10 mins. |
| 4. Show slide from starter activity on democracy with correct answers. | 2 mins. |

**c. Reflection / evaluation**

Slide – What do you know about the German response to Nazism?

A. Can you give the names of at least 3 members of the Scholl family?

B. Can you give the names of at least 2 other members of the White Rose movement?

C. Can you state how many pamphlet runs White Rose printed?

D. Give 2 arguments used by White Rose against the Nazi government.

E. Can you give at least one argument for the success or failure of the White Rose Movement?

**d. Suggested follow-up activities**

Final slide: Consider was the White Rose Movement a success or failure? Where should the spotlight be? Is it right to just focus on Hans and Sophie? Should we consider how they are portrayed and by whom? Why? What is the legacy of the movement on German society? Is there any relevance in the lives and actions of the individuals or collectively the group?

This could lead into a P4C discussion.