



# Hitler Youth: Growing Up in Hitler's Shadow

By Susan Campbell Bartoletti



LIVING  
LITERATURE  
SERIES

Teacher's Guide  
By Matthew Jewell

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## Synopsis

### Introduction: The Bloody Handprint: The Murder of Herbert Norkus

The book begins by recounting the murder of Herbert Norkus, a Hitler Youth member, in early 1932 by a group of communist youth. Norkus was portrayed as a martyr, and Nazi officials staged an elaborate funeral, complete with a Hitler Youth honor guard.

That summer, the Nazi party won a slight majority in the Reichstag. In October of that year, Hitler addressed a crowd of 70,000 Hitler Youth, asking, "What can happen to a people whose youth sacrifices everything in order to serve its great ideals?" In essence, the following chapters are an in-depth answer to that question.

### Chapter 1: "For the Flag We Are Ready to Die": Hitler's Rise to Power

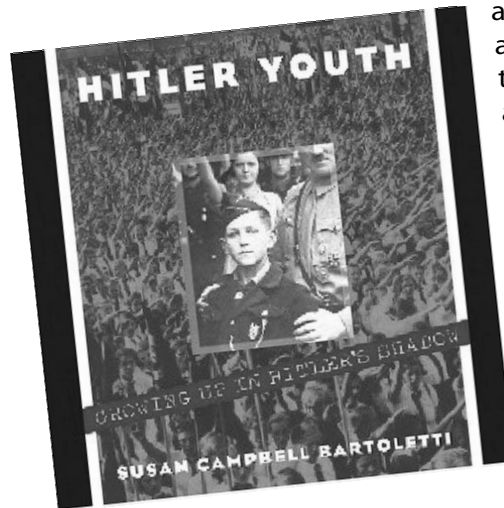
On January 30, 1933, Melita Maschmann attended a victory parade for Hitler, who had been appointed as chancellor that day, making him the second most powerful man in Germany, after president Paul von Hindenburg. Maschmann was carried away by the crowd's emotion and sense of hope, later joining the Bund Deutscher Mädel, the girls' branch of the Hitler Youth, against her parents' wishes. Like many others, Maschmann believed Hitler's promises, which revolved around all-time high unemployment and the perceived humiliation of defeat in World War I.

### Chapter 2: "The Brown Pest": Organizing the Hitler Youth

In celebration of Hitler's birthday, there were ceremonies across Germany on April 20, 1936 to induct new Hitler Youth members. Twelve-year-old Karl Schnibbe was among the inductees, solemnly

swearing personal allegiance to Hitler. In order to fully join, youth had to pass written examinations showing that they had internalized Nazi ideals, provide proof of Aryan descent, and demonstrate physical fitness.

Three years earlier on April 3, 1933, the Nazis had eliminated all competing youth groups. Fifty Hitler Youth stormed the Berlin headquarter of the Committee of German Youth, confiscating files on 6 million German youth who belonged to other youth groups. More than 400 groups disappeared as a result. Hitler Youth and BDM membership soared in the following years, reaching almost 4 million members by 1935, doubling by 1939. Membership became mandatory in 1936.



### Chapter 3: "Where One Burns Books": A Nazi Education

Seeking to indoctrinate German youth early, the Nazis took incremental measures to inject party values into curricula and to remove Jewish students from schools. Teachers were pressured to ensure 100 percent Hitler Youth membership in their classes. In April of 1933,

the Law Against the Overcrowding of German Schools was passed, limiting the number of Jewish students allowed to attend German schools. They would later be excluded entirely. Control of the educational system played into Hitler's stated goal of a "violently active, dominating, intrepid, brutal youth."

### Chapter 4: "This Thing About the Jews": Nazi Persecution of the Jews

A nationwide boycott of Jewish businesses on April 1, 1933 marked the beginning of the German campaign against Jews. Anti-Semitism became official policy in 1935, and the Nuremberg Race Laws were passed over the next three years, even-

tually stripping German Jews of citizenship. "Kristallnacht," the orchestrated riots of November 9-10, 1938 marked the beginning of large-scale violence against Jews. Many German Jews fled the country, seeking haven in other countries, but they were often turned away. The United States and other countries stopped accepting German Jewish refugees in 1939, forcing many would-be émigrés back to Germany. In 1941, German laws forced Jews to wear the yellow star and forbade Jews between the ages of 18 and 45 from emigrating.

### **Chapter 5: "Muscle-tearing Hard Work": Preparing for War**

Hitler used Germany's youth to made good on his promises to cure unemployment. In 1935, the Reichsarbeitsdienst, the Reich Labor Service, was introduced. Hitler Youth were required to serve for six months after completing high school, clearing forests and swamps for farmland and building infrastructure. The manual labor was arduous. In 1936, the RLS requested that BDM members volunteer after high school. By 1938, the RLS had cleared almost enough viable farmland to compensate for the land lost in the Treaty of Versailles.

In 1937, Hitler withdrew from the treaty and increased paramilitary training for the Hitler Youth. Members attended three-week summer infantry camps to prepare for military life. After completing RL service, boys reported for two years of military service. On March 12, 1938, German forces marched into Austria, where they were greeted with flowers. Three days later, German troops marched into parts of Czechoslovakia.

### **Chapter 6: "Body and Soul": The German War Machine**

On August 31, 1939, German troops disguised as Polish soldiers attacked a German radio station in southwest Poland. Germany used the false attack as justification for invading Poland. France and Britain declared war on Germany on September 3. As Nazis evicted Poles from home and farms, BDM members helped German families relocate to "Germanize" Poland. A string of successful invasions followed. Norway, Denmark, the Netherlands, Luxembourg, and Belgium fell in the spring of 1940. France fell six weeks after the May 10, 1940 invasion. On June 22, 1941, Germany betrayed its ally Russia and invaded, meeting early success, then bogging down in the Russian winter. Hitler Youth enforced blackouts during bombings, helped run countryside camps for children evacu-

ated from cities, and dug anti-tank ditches. On January 26, 1943, all Flakhelfer Hitler Youth older than fifteen were ordered to man anti-aircraft batteries.

### **Chapter 7: "Serving a Mass Murderer": The Holocaust Begins**

In the fall of 1938, the parents of a physically and mentally disabled child petitioned Hitler to be allowed to have their child euthanized. After an examination by his personal physician, Hitler granted permission. A year later, Hitler authorized the official euthanasia program, Aktion-T4. Secret killing centers were founded for the euthanization of the mentally and physically disabled, developing the technology that would later be used in the concentration camps. Public backlash in the summer of 1941 forced the official end of the program, though it continued in secret.

Meanwhile, the Holocaust began with the invasion of Poland. Jews, homosexuals, Roma, communists, and other "Enemies of Germany" were executed. The SS killed 500,000 people in the first six months of the war. Between 1941 and 1943, the SS killed approximately 2 million people, usually lining them up and shooting them. Heinrich Himmler, after one massacre, deemed the process inefficient and wasteful of munitions and sought a more streamlined process of mass murder. Thus six concentration camps were expanded and outfitted with gas chambers and crematoriums, technology developed for Atkion-T4.

### **Chapter 8: "Long Live Freedom": Hitler Youth and Resistance**

Not all Hitler Youth complacently went along with Nazi policy. Early in 1941, Helmuth Hübener received a broken shortwave radio, which he repaired and used to listen to BBC broadcasts. Noting the discrepancies between British and German war news, he concluded that the Nazis were lying to the public. Collaborating with two friends, he began typing essays with titles like "Hitler the Murderer" and "Don't Believe the Nazi Party" and distributing them around Hamburg. A coworker reported him on February 4, 1942, and he was arrested by the Gestapo and tortured until he revealed the names of his co-conspirators. After a trial, he was beheaded on October 27, 1942.

Meanwhile in Munich, the White Rose resistance group was distributing anti-Nazi leaflets as well. Sophie Scholl joined her brother Hans Scholl at the

University of Munich in 1942. Though Hans doubtless intended to keep his sister uninformed and thus protected, she discovered that he and his friends comprised the White Rose. After a hiatus for war service in Russia, the members of the White Rose intensified their campaign, printing and distributing thousands of leaflets. Sophie and Hans were apprehended on February 18, 1943 while littering a school building with leaflets. They were executed on February 22.

**Chapter 9: “Fanatical Fighters”: Hitler’s Boy Soldiers 1943-1945**

An elite teen division was created early in 1943 to compensate for the appalling losses on the Russian front. The SS-HJ division was comprised on Hitler Youth born in 1926. Ten thousand young recruits were sent to Belgium for training, growing to 20,000 by April 1944, when they were deployed to Normandy for further training. That spring, they were reported ready for duty and fought in the Normandy campaign following the Allied invasion, taking heavy casualties but earning a reputation for fearlessness and brutality.

In the fall of 1944, they were reorganized and deployed to the Ardennes forest in France and participated in the Battle of the Bulge in December 1944 and January 1945. One day after Germany surrendered unconditionally to the Allies, the SS-HJ surrendered to Allied forces and became prisoners of war.

**Chapter 10: “I Could Not Help But Cry”: Conclusion**

After Germany surrendered to the Allies on May 7, 1945, top Nazi officials were arrested and tried by the International Military Tribunal in Nuremberg for crimes against humanity, intent to wage aggressive war, widespread use of slave labor, and many other crimes. Nineteen top Nazis were found guilty, twelve of whom were sentenced to death. Adolph Hitler, Joseph Goebbels, and Heinrich Himmler committed suicide before they could be tried, and Adolph Eichmann escaped to Argentina, though he was captured fifteen years later by Israeli agents. Hitler Youth leaders were among those tried. Baldur von Schirach, the first Reich leader of the Hitler Youth, was sentenced to twenty years imprisonment. Kurt Meyer, the commander of the 12th SS-HJ division was sentenced to death. The sentence was later commuted to life in prison and then reduced to fourteen years. No

Hitler Youth members were tried.

**Hitler Youth Timeline**

<b>1926</b>	The Hitler Youth is officially formed; membership totals 6,000.
<b>1929</b>	The Hitler Youth is declared the official youth group of the Nazi Party; membership totals 13,000.
<b>1930</b>	The BDM is founded; BDM and Hitler Youth membership totals 26,000.
<b>1931</b>	Hitler Youth membership totals 63,700.
<b>1932</b>	Hitler Youth membership totals 99,586.
<b>1933</b>	Hitler Youth membership totals 2,292,041.
<b>30 January 1933</b>	Adolph Hitler becomes Chancellor of Germany.
<b>1 April 1933</b>	The Nazis organize a boycott of all Jewish-owned businesses.
<b>April 1933</b>	The Hitler Youth raids the headquarters of the German Youth Association.
<b>1934</b>	The Reich Land Service assigns urban youth to work on farms; Hitler Youth membership totals 3,577,565.
<b>1935</b>	Hitler Youth membership totals 3,942,303.
<b>1936</b>	Hitler Youth membership totals 5,437,602.
<b>August 1936</b>	Berlin hosts the Summer Olympic Games.

<b>December 1936</b>	Hitler Youth membership is made mandatory for all eligible youth.
<b>1937</b>	Hitler Youth membership totals 5,879,955.
<b>1938</b>	Hitler Youth membership totals 7,031,226.
<b>1939</b>	Hitler Youth membership totals 7,287,470.
<b>13 March 1938</b>	Germany occupies Austria.
<b>15 March 1939</b>	Germany occupies Czechoslovakia.
<b>1 September 1939</b>	Germany invades Poland.
<b>3 September 1939</b>	Britain and France declare war on Germany.
<b>9 April 1940</b>	Germany invades Denmark and Norway.
<b>10 May 1940</b>	Germany invades Belgium, France, Luxembourg, and the Netherlands.
<b>12 September 1940</b>	Germany invades Romania.
<b>22 June 1941</b>	Germany attacks the Soviet Union.
<b>January 1943</b>	Antiaircraft facilities are operated solely by Hitler Youth.
<b>June 1943</b>	The 12th SS Panzer Grenadier Hitlerjugend Division is officially activated.
<b>March 1944</b>	Germany invades Hungary.
<b>6 June 1944</b>	D-Day Allied invasion of Normandy.
<b>30 April 1945</b>	Hitler commits suicide.
<b>7 May 1945</b>	Germany surrenders unconditionally to the Allies.

## Author Sketch

Susan Campbell Bartoletti was born November 18, 1958 in Harrisburg, Pennsylvania. Though she loved to read as a child, she never imagined growing up to be a writer. She skipped the final year of high school to start college early, first studying art, then transferring schools and studying literature and writing. She married her high school sweetheart at the end of her sophomore year, and started teaching 8th grade after graduation.

Bartoletti began writing while teaching, selling her first short story in 1989 and her first picture book, *Silver at Night*, in 1992. For the next four years, she got up at 4:00 a.m. to work on writing projects before school. In 1997, she made a difficult decision to give up teaching in order to write full-time. She has since garnered numerous prestigious literary awards, including a Newberry Honor, NCTE Orbis Pictus Award for Nonfiction, SCBWI Golden Kite Award for Nonfiction, and a Jane Addams Children's Book Award. She now resides in Moscow, Pennsylvania, where she continues to write. Her most recent novel, *The Boy Who Dared*, is based on Helmuth Hübener, one of the characters from *Hitler Youth: Growing Up in Hitler's Shadow*.

## Critic's Corner

A Newbery Medal winner, Susan Campbell Bartoletti's *Hitler Youth: Growing Up in Hitler's Shadow*, has been roundly praised by both critics and educators. Much of the praise focuses on Bartoletti's presentation of an often neglected aspect of Nazi Germany, the role the Hitler Youth played in the Third Reich. Bartoletti outlines the historical and social circumstances that contributed to the enlistment of Germany's young people, contextualizing their actions without excusing them. Her use of case studies personalizes broad social currents, allowing students to imagine being confronted with similar decisions, and her clear prose, thorough documentation, and well-chosen historical photographs present a well-rounded picture of life for youth in Nazi Germany.

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Schneider, Dean. "Bringing History to Life." *Book Links*. 17.6 (2008): 9-12.

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Watson, Jamie. "Kafka on the Beach." *School Library Journal*. April 2006 Supplement: 22-25. Vol. 52.

## Selected Other Works by Susan Campbell Bartoletti

### Nonfiction

*Black Potatoes: The Story of the Great Irish Famine 1845-1850*, Houghton Mifflin, 2001

*Kids on Strike!*, Houghton Mifflin, 1999

*Growing Up in Coal Country*, Houghton Mifflin, 1996

### Fiction

*The Boy Who Dared*, Scholastic, 2008

*The Journal of Finn Reardon, Newsie, New York City, 1899*, Scholastic, 2003

*A Coal Miner's Bride: The Diary of Anetka Kaminska, 1896*, Scholastic, 2000

*No Man's Land: A Young Soldier's Story*, Scholastic, 1999

### Picture Books

*Nobody's Diggier Than a Dog*, Hyperion, 2005

*Nobody's Nosier Than a Cat*, Hyperion, 2003

*The Flag Maker: A Story of the Star Spangled Banner*, Houghton Mifflin, 2004

*The Christmas Promise*, Scholastic, 2001

*Silver at Night*, Crown Books for Children, 1994

### Audiobook

*Hitler Youth*, Random House, unabridged CD, 2006

## General Objectives

1. To read a nonfiction book
2. To develop critical reading, writing, and thinking skills
3. To expand vocabulary
4. To prepare for standardized testing
5. To follow a nonlinear account of historical events
6. To contextualize case studies in a wider historical context
7. To comment on the relationship between the individual and society
8. To evaluate nonfiction as a literary genre
9. To formulate an understanding of the Hitler Youth
10. To develop a critical understanding of propaganda

## Specific Objectives

1. To evaluate Bartoletti's tone and style
2. To track individual stories within the book's wider historical framework
3. To write responses to the characters and themes presented in the book
4. To arrange the book's events in chronological order
5. To understand the social and political circumstances of the Hitler Youth's formation and growth
6. To evaluate the Hitler Youth's role in WW II and the Holocaust
7. To list the specific German terms for the Hitler Youth and associated groups
8. To create a chronology of the Hitler Youth's development
9. To perform independent research on selected topics
10. To comment on the book's use of photographs

## Literary Terms and Application

For a better understanding of Susan Campbell Bartoletti's style, present the following terms and applications to the book:

**Nonfiction:** prose that relates information about actual people, places, and events. The genre subdivides into a number of granular genres like biography, autobiography, history, essays, memoirs, journalistic articles, and literary interpretation.

**Oral History:** personal accounts of historical events and lives related by word of mouth.

Bartoletti's research includes much oral history, including interviews conducted by the author.

**Tone:** the attitude a writer adopts in relation to the subject matter. Bartoletti's tone is relatively neutral, relating historical events with little emotive commentary. The primary result of her tone is to present information in an ostensibly unbiased manner.

## Cross-Curricular Sources

### Film/Video

*Amen*, Kino Video, 2002  
*Au Revoir, Les Enfants*, MK2, 1987  
*The Boy in the Striped Pajamas*, Miramax, 2008  
*Conspiracy*, HBO, 2001  
*The Grey Zone*, Lions Gate, 2001  
*Jakob the Liar*, Sony, 1999  
*Judgment at Nuremberg*, MGM, 1961  
*Invincible*, New Line, 2001  
*Life Is Beautiful*, Miramax, 1997  
*Max*, Lions Gate, 2002  
*The Pianist*, Universal, 2002  
*Schindler's List*, Universal, 1993  
*Swing Kids*, Hollywood Pictures, 1993

### Literature

Jennifer Armstrong and Irene Gut Opdyke, *In My Hands: Memories of a Holocaust Rescuer*  
John Boyle, *The Boy in the Striped Pajamas*  
Anne Frank, *The Diary of a Young Girl*  
Denise Giardina, *Saints and Villains*  
Bette Greene, *Summer of My German Soldier*  
Laura Hillman, *I Will Plant You a Lilac Tree: A Memoir of a Schindler's List Survivor*  
Anne Isaacs, *Torn Thread*  
Louis Lowry, *Number the Stars*  
Johanna Reiss, *The Upstairs Room*  
Erich Maria Remarque, *All Quiet on the Western Front*  
Art Spiegelman, *Maus*, vols. 1,2  
William Styron, *Sophie's Choice*

Andrea Warren, *Surviving Hitler: A Boy in the Nazi Death Camps*

Elie Wiesel, *Night*

Jane Yolen, *Briar Rose; The Devil's Arithmetic*

Markus Zusak, *The Book Thief*

### Maps

*Collins Atlas of the Second World War*, Collins

*The Routledge Atlas of the Holocaust*, Third Edition, Routledge

### Internet

"Holocaust Timeline,"

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

"A Teacher's Guide to the Holocaust,"

<http://fcit.usf.edu/HOLOCAUST/timeline/naziris2.HTM>

### Nonfiction

Alfons Heck, *Child of Hitler: Germany in the Days When God Wore a Swastika*

Michael H. Kater, *Hitler Youth*

## Themes and Motifs

### Themes

- war
- youth
- fanaticism
- rebellion
- ideology
- courage
- despair
- intolerance
- history
- manipulation

### Motifs

- The effects of propaganda on impressionable youths
- The role of Germany's youth in World War II and the Holocaust
- Clandestine resistance to Nazi rule and propaganda
- Conscious use of misinformation to shape perceptions
- The role of Germany's youth in rebuilding German infrastructure
- The struggle between individuality and conformity

## Meaning Study

1. This is not a book about Adolph Hitler. p. 7  
*(In the foreword, Bartoletti begins by saying that the book is not about Hitler, that it is about the youth who served him. It seems strange to attempt to discuss the Hitler Youth without also discussing Hitler, but Bartoletti mostly succeeds, focusing on the experiences of young Germans and only discussing Hitler when needed to elucidate motivations or provide historical context.)*
  
2. I believed the National Socialists when they promised to do away with unemployment and poverty. ... I believed them when they said they would reunite the German nation. p. 21  
*(This quote summarizes Melita Maschmann's reaction to Adolph Hitler's February 1, 1933, radio address, his first radio speech to the German people. Melita Maschmann would go on to secretly join the BDM against her parents' wishes, sneaking out to meetings held in a cellar. She would later be stationed in East Prussia and then Poland. The quote explains the social circumstances surrounding Hitler's rise to power and Germany's often enthusiastic acceptance of him. Though many people dismissed Hitler's promise to cure the social ills plaguing Germany, others like Melita grasped at the hope he offered.)*
  
3. In the presence of this Blood banner, which represents our Führer, I swear to devote all my energies and my strength to the Savior of our country, Adolph Hitler. I am willing and ready to give up my life for him, so help me, God. p. 24  
*(This quote is the Hitler Youth oath that young people took upon induction. The lines are quoted in reference to Karl Schnibbe's induction to the Jungvolk, the branch open to boys aged ten to fourteen, on April 20, 1936. The ceremonies took place on April 20 to celebrate Hitler's birthday. It is, thus, unsurprising that the oath promises devotion to Hitler personally, rather than to Germany as a nation. The promise to give up one's life is indicative of the level of fanatical devotion that the Hitler Youth encouraged. While the capitalization of "Savior" appears to reinforce this point, all nouns are capitalized in German. Jungvolk members graduated to the Hitlerjugend at age fourteen. Members of the Jungmädel, the analogous organization for girls, graduated to the Bund Deutscher Mädel.)*
  
4. Surely so many cannot be wrong in their choice while you are the only one who is right. p. 40  
*(Henry Metelmann's teacher pressured a classmate balking at joining the Hitler Youth with the quote above. Nazi officials insisted that teachers produce 100 percent Hitler Youth membership in their classes. This pressure was, in turn, transferred to the students. The quote illustrates two important themes from the book. Firstly, the Nazis focused on the educational system as a means of indoctrination. Since teachers are figures of both power and respect in the eyes of their students, forcing teachers to mouth Nazi propaganda served to add an air of legitimacy and importance to the ideas. Secondly, the quote demonstrates the air of enforced intellectual conformity that made it difficult to resist indoctrination.)*
  
5. Where one burns books, one will, in the end, burn people. p. 47  
*(The line above is from Heinrich Heine's 1821 play Almansor. The original German reads: Dort, wo man Bücher verbrennt, verbrennt man am Ende auch Menschen. Originally in reference to the burning of the Qur'an during the Spanish Inquisition, the line reads as poignantly prophetic in retrospect, especially since Heine was a German writer of Jewish origin. The line gets at the fundamental connection between books and people. Books contain the ideas and identities of people, and book-burning is a form of immolation by proxy.)*
  
6. Destruction is never pretty, but this was a spontaneous action of the people to show international Jewry that it can't get away with the murder of German diplomats. p. 55  
*(Herr Becker, Alfons Heck's teacher, explained the events of Kristallnacht to his students with the above quote, which refers to Nazi assertions that the riots, murders, and destruction of property were a spontaneous reaction to a young Jewish man's killing of a Nazi official. The events were, in actuality, carefully orchestrated by Joseph Goebbels and the Nazi government. The quote shows two important ideas. Firstly, it is another example of the use of the educational system to legitimize propaganda. Secondly, it is an example of displacement of blame that made the*

*persecution of the Jews palatable to many Germans.)*

7. Even if I work myself to death by the age of twenty-five, I would not think of sparing myself. What matters now is for us to build a firm foundation for the Third Reich. We are needed now. p. 64  
*(In 1936, Melita Maschmann volunteered to work in East Prussia, a German territory sandwiched between Lithuania and Poland, for the Reichsarbeitsdienst, the Reich Labor Service. She worked as many as fifteen hours a day during the harvest, often performing back-breaking manual labor like many young people serving the RLS. She replied to her father's worries with the above line, which demonstrates the level of devotion and self-sacrifice many members of the Hitler Youth and BDM sustained.)*
8. These answers satisfied us. ... We never realized that there could not possibly be enough farms standing empty for all those who had been expelled. p. 80  
*(After serving in East Prussia, Melita Maschmann was stationed in Poland after Germany's successful invasion to help settle German families who were displacing Polish families from their homes. When she asked an SS officer what became of the displaced Polish families, he told her that they were sent to other farms or were relocated to southeast Poland. She describes her acceptance of the facile answer with the above quote, which demonstrates how the Nazis hid their pogroms from the German public. Of course, many critics have pointed out that a level of collusion between the public and Nazi officials existed, that the public accepted facile explanations.)*
9. Hasn't it occurred to you yet that you and I are serving a mass murderer? p. 91  
*(A superior officer said to Alfons Heck, "Do you know that we are slaughtering tens of thousands of Jews and other subhumans every day in Poland and Russia?" Heck was shocked and refused to believe the man, who replied with the above line. The conversation illustrates the slow building of awareness that eventually made acceptance of Nazi official propaganda impossible for many Germans.)*

10. He quietly stepped from his place in the ranks and slapped the cadre leader. ... That put an end to his career as Fähnleinführer. p. 110  
*(In the quote above, Inge Scholl describes the altercation that led the dismissal from the Hitler Youth officer corps of her brother, Hans Scholl. Hans's squad had made a unique banner. When a superior officer demanded that the banner be handed over and that they use the same one as every other unit, Hans slapped him. The exchange demonstrates the Hitler Youth's discouragement of individuality and its preference for solidarity and conformity. The event also probably marked turning point for Hans, who would later be executed, along with his sister, Sophie, for distributing anti-Nazi leaflets.)*

## Comprehension Study

1. Who was Herbert Norkus and how did he die?  
*(Herbert Norkus was killed in a street fight with "Reds," a group of young communist sympathizers, on January 24, 1932. He and his companion, Johannes Kirsch, were accosted while distributing Nazi flyers in Berlin. Nazi officials staged an elaborate funeral for Norkus and the Hitler Youth provided a guard of honor for twenty-four hours. He was held up as a Nazi hero, having "sacrificed" his life in service to Hitler.)*
2. What resentments did Germans feel about the conclusion of World War I?  
*(Germans resented the Treaty of Versailles, signed at the conclusion of World War I. The treaty was reviled both because it stripped Germany of territory and because it was seen as "humiliating." Aside from losing territory, Germany was forced to accept responsibility for the war and pay enormous monetary reparations. The treaty also severely limited the size of the German military and set parameters on its disposition.)*
3. Why did young Germans enroll in the Hitler Youth and BDM?  
*(The reasons young Germans enrolled in the Hitler Youth were varied and personal, but a few reasons span many classes and ages. Some young people joined the organization out of hope for the future and belief in Hitler's claims*



to cure Germany's social ills. Many Germans joined simply because their peers did. Eventually, people joined because their elders and teachers coerced them to and then because service was mandatory. The Nazis also boosted enrollment by pandering to adolescent tastes for uniforms and hero-worship.)

4. What were the requirements to join the Hitler Youth?  
(Young boys were eligible for the Jungvolk and young girls were eligible for the Jungmädel at age ten. They then were eligible for the Hitlerjugend and Bund Deutscher Mädel, respectively, at age fourteen. Children were required to pass written examinations on Nazi politics and racial theories and had to provide proof that they were of Aryan descent. They also had to prove that they were physically healthy and had no hereditary diseases. Young girls completed a mandatory two-hour hike; young boys were required to complete a three-day hike and pass a courage test that involved jumping from one or two stories into water or onto a canvas.)
5. What was the Reich Labor Service and what did it accomplish?  
(The Reichsarbeitsdienst, the Reich Labor Service, was introduced in 1935 as one means of combating unemployment. Boys were required to serve six months service after graduating from high school. They cleared land for farms, draining swamps and cutting forests. They also developed infrastructure, building roads. The new farmland created new jobs. Girls in the BDM were asked to volunteer for RLS service starting in 1936. By 1938, the RLS has cleared almost enough land to offset the loss of territory from the Treaty of Versailles. Three years after WW I began, RLS service became mandatory and was extended to one year.)
6. What is the relationship between text and image in the book?  
(The images in the book perform three main functions. The large photos at the beginning of each chapter illustrate the chapter's primary theme. The majority of photos within each chapter provide historical context by illustrating the events or places described in the text. The occasional portraits show people on which the text focuses, usually serving to humanize the

youth described. The relationship between the text and image is largely illustrative, though the humanizing effect of the portraits is also tangentially emotive.)

7. What was the White Rose?  
(The White Rose is one of the more famous German resistance groups of World War II. It was led by Hans Scholl, a one-time Hitler Youth patrol leader. The group was comprised of students at the University of Munich, including Sophie Scholl, Hans's sister, and his friends Alexander Schmorell, Christoph Probst, and Willi Graf. Kurt Huber, one of their professors, was also aligned with the group and wrote some of the anti-Nazi materials that they clandestinely distributed. Hans and Sophie were apprehended by a janitor while distributing anti-Nazi leaflets and handed over to the Gestapo. Hans, Sophie, and Christoph were executed on February 22, 1943. Alexander, Willi, and Kurt were executed within the next few months.)
8. Describe the development and decline of the Aktion-t4 program.  
(In 1938, the parents of a physically and mentally disabled baby petitioned Hitler for permission for their doctor to euthanize their child. After an examination by his personal doctor, Hitler granted their request. This event was, perhaps, the inspiration for Aktion-5, the Nazi mass euthanization program, authorized in October 1939. Reich doctors evaluated physically and mentally disabled patients, from newborns to the elderly, and decided whether they were "useful." Those determined to be without value to the Third Reich were sent to one of six killing centers, usually killed by lethal injection. In 1941, the program was expanded to include non-disabled elderly Germans. News of the program leaked to the public, and the following public outcry caused Hitler to officially end the program, though it is suspected that the killings continued secretly.)
9. Provide an account of Helmuth Hübener's anti-Nazi activities.  
(In 1941, Gerhard Kunkel returned from military service in France brought home a broken short-wave radio, which he gave to Helmuth Hübener, his younger half-brother. Hübener repaired the radio and used it to listen to BBC war reports.

*From discrepancies between German and British news reports, he concluded that the Nazis were lying to the German public. Eventually, he asked his friends Karl Schnibbe and Rudi Wobbe to join him to listen to the proscribed broadcasts. Resolving to inform the German public about the truth, he typed and reproduced anti-Nazi essays, which he and the other two boys distributed around Hamburg. A co-worker reported Hübener to officials in early 1942 and he was arrested by the Gestapo, who beat him until he revealed the names of his co-conspirators. He took full responsibility for the group's actions, saving the lives of Schnibbe and Wobbe. Hübener was executed on October 27, 1942. Schnibbe was sentenced to five years of hard labor; Wobbe was sentenced to ten years.)*

10. Tell the operational history of the SS-HJ division. *(The SS-HJ, the 12th SS Panzer Grenadier Hitlerjugend Division, was formed in 1943, partially to compensate for the appalling casualties of the Russian campaign. Ten thousand youth were shipped to a training facility in Belgium, where they underwent rigorous training. More than another ten thousand joined the division before it was reported ready for action on June 1, 1944. The division was officially activated on June 6, 1944 to counter the Allied invasion of Normandy. They fought throughout the disastrous Normandy campaign, earning a reputation for fanatical fighting and brutality. They remained fighting in Normandy until August 21, 1944, allowing 300,000 other German soldiers to escape and regroup. In the autumn of 1944, the SS-HJ was deployed to the Ardennes forest in France, where they launched a surprise attack on American forces. They were driven back into Germany by the end of January, 1945. They surrendered to Allied forces on May 8, 1945.)*

## How Language Works

1. The introduction concludes with young Germans shouting "Heil Hitler!" in response to Hitler's question, "What can happen to a people whose youth sacrifices everything in order to serve its great ideals?" (p. 13). The conclusion returns to the question (p. 157), serving to frame the book, which is, in a very real way, a long exploration of the myriad answers.

2. Manfred Rommel, the son of Field Marshall Erwin Rommel, was rebuffed when he praised the interruption of church services by Hitler Youth. The elder Rommel angrily snapped, "I don't want to hear it!" (31) The scene is interesting because it contrasts sharply with the many scenes of Nazi officials praising such activities and matches up with similar parental responses to Hitler Youth activities, painting Rommel as a parent first and Nazi second.
3. Speaking of her dismissal from school because of her Jewish background, Marianne Silberberg says, "I cried the whole way home . . . I didn't know what I had done wrong" (p. 43). The reaction reminds the reader of the humanity of individual victims of German anti-Semitism, ameliorating the tendency to speak of them en masse. It also illustrates children's tendency to take general events personally.
4. Speaking of Kristallnacht, Henry Metelmann says, "though I felt a pinch of dislike, I thought that it was perhaps all a part of the necessary ethnic cleansing of Germany" (p. 55). The line demonstrates the tension between personal conscience and indoctrinated beliefs in many young Germans.
5. Elisabeth Vetter's parents voice the frustration of many parents of Hitler Youth: "If you belong to Hitler, then go to him now" (p. 83).
6. The final line of the conclusion reads: "What are you willing to do to prevent such a shadow from falling over you and others?" (p. 157) The question is aimed at young adult readers, asking them to internalize the content of the book and imagine themselves facing decisions similar to the ones confronting the young Germans described.

## Across the Curriculum

### Drama

1. Read the play *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett and read scenes aloud. Compare and contrast Anne's experiences as a youth to those of the young people in Hitler Youth.

2. Collaborating in a group, choose what you consider to be the most evocative event in one of the personal narratives and script it as a scene in a play. Act the scenes out for the class.

**Gender Studies**

1. List the differences between the Hitler Youth and the BDM. Examining the differences, formulate an understanding of how German society viewed boys and girls differently. What can you extrapolate about the relative gender roles?
2. Contrast what you know about Sophie Scholl and Melita Maschmann in relation to what you learned in the previous exercise. How did each compare to the ideals of the BDM? How did each fit into their contemporary gender roles?

**Art**

1. Using either the internet or a library, research Hitler Youth and BDM recruitment posters. Evaluate them in terms of composition, color, arrangement, and theme. How are the graphic elements intended to appeal to young people? How does the text relate to the image?
2. Choose one person from the book and create a collage timeline of their life, using illustrations, drawings, and pictures instead of words. Present and discuss your timelines.
3. Choose twenty photographs from the book and photocopy or scan them. Arranging the images to tell a story, paste or import each image and write your own captions.
4. Select one event from the book and draw or paint a representation of it. Present and explain your image.

**Social Science**

1. Research the experience of Japanese youth in Japan during World War II. How were their experiences similar to German youth? How were they different? Present and discuss your findings. Alternately, perform the same activity for the youth of any other nation involved in the war.
2. Research the history of book burning and produce a website about the practice that includes explanatory text, illustrative images,

and a timeline.

**Film/Video**

1. Choose and watch one of the movies from the Cross-Curricular Sources list in this guide. Discuss how the film changes your understanding of the events and themes of the book..
2. Script and produce a ten minute documentary about one of the young Germans from the book. Supplement your knowledge about the person with library and internet research.

**Journalism**

1. Helmuth Hübener concluded that Nazi officials were lying to the German public after contrasting British and German radio broadcasts. Find examples of British and German wartime journalism and contrast them for tone, style, and accuracy.
2. Examine and research Bartoletti's bibliography. Evaluate her sources as if you were a newspaper editor evaluating a journalist's sources.
3. Choose one of the historical events related in the book. Research the event and write a journalistic article about it.
4. Compose a review of the book. Examine online and print literary reviews and mimic the general format. Include a summary, comparisons to other nonfiction works, and a judgment of its literary merit.

**Language**

1. Make a glossary of the German terms used in the book. Include definition, literal translation, and notes on pronunciation.
2. Compile a list of twenty people, events, places, and ideas from the novel and make a crossword puzzle using an online crossword puzzle generator like the one available at <http://www.crosswordpuzzlegames.com/create.html>. Print your puzzles, then exchange them with partners and solve them.
3. Choose a significant paragraph and rewrite it in your own words. Discuss how your writing style differs from Bartoletti's. What is lost in the

conversion? What is gained?

4. Keep a vocabulary journal as you read, noting every word that you do not know. Look up each one and provide its definition, pronunciation, a sample sentence, antonyms, and synonyms.

### Composition

1. Choose what you consider to be the most historically important or emotionally compelling scene described in the book and rewrite it as the action of a short story.
2. Compose entries in Sophie Scholl's diary that reflect her changing perspectives on Germany and Hitler. Be sure that the dates correspond to actual historical events and stages in her life.
3. Write a series of poems about life in Germany during World War II from the perspective of a young person.
4. Write a short story dramatizing a key event in the life of one of the young people from the book.

### Literature

1. Compose an essay detailing a specific nonfiction genre like biography, autobiography, history, memoir, literary essay, criticism, etc. Include defining characteristics and examples of important writers and works in the genre. You should use MLA citations and include a Works Cited page.
2. Research the literature of the Holocaust and choose one important writer. In a chalk talk, present the writer, his or her personal history, major works, and relative importance to Holocaust writing.

### Alternate Assessment

1. Make a list of the social forces that compelled young Germans to join the Hitler Youth and compare them to your own experience. Which ones are similar? Which ones are different? How would you react in similar circumstances?

2. Read one of the books listed in Bartoletti's bibliography as a class and discuss it. What information did Bartoletti use in her book? What new information did you glean?
3. Research the Battle of Stalingrad and write a short story, series of poems, or plot from the perspective of a Russian youth. Discuss your work as a class and compare and contrast the experiences of Russian and German youths in World War II.
4. Read the *Maus* graphic novels by Art Spiegelman. Discuss how the graphic novel format affects the subject matter. Compare the use of images in the graphic novel with the use of photos in Bartoletti's book.

### Standardized Test Preparation

#### Vocabulary

1. Keep a vocabulary journal while you read the book. Note and least ten English words in each chapter that you do not know, look them up, and write a sample sentence demonstrating each word's meaning. Then add a list of synonyms and antonyms for each word.
2. Make a glossary, choosing twenty of these words:
  - affable
  - animosity
  - appall
  - arid
  - audacious
  - auspicious
  - blatant
  - callous
  - capitulate
  - castigate
  - caustic
  - compliance
  - copious
  - culpable
  - desecrate
  - deplorable
  - despondent
  - deterrent
  - detriment
  - elated
  - emulate

- exemplify
- flippant
- forlorn
- frugal
- fruition
- genial
- gloat
- gratuitous
- hiatus
- immutable
- imperative
- inconsolable
- innate
- innocuous
- irrefutable
- iridescent
- jocular
- lament
- litany
- ludicrous
- luminary
- lustrous
- machinations
- melancholy
- miscreant
- misogynist
- morose
- nefarious
- nonchalance
- opaque
- ostracism
- pallid
- pensive
- perplex
- placid
- plethora
- ponderous
- prudent
- relinquish
- relieve
- reprimand
- slander
- sporadic
- tact
- temerity
- tentative
- tepid
- trepidation
- vehement
- vociferous

**Grammar and Mechanics**

1. Select ten sentences from the book, including a variety of simple, compound, and complex sentences, and diagram them, using either the Reed-Kellogg system or X-bar trees.
2. There are seven ways to correctly use a comma in the English language. List each way and select an illustrative example from the novel.

**Writing**

1. Compose an essay analyzing the role of German youth in Hitler's Germany. Focus on one specific facet of their role and cite specific examples. You should have an introduction with a thesis statement, at least three body paragraphs with a main idea each, and a conclusion. Use MLA documentation when citing quotes.

## Vocabulary Test

Circle the definition that best fits the word.

1. Creed

- a) core set of beliefs
- b) sense of cultural or personal superiority
- c) bravery
- d) beliefs propagated by an organization

2. Compulsory

- a) automatic
- b) unstoppable
- c) unceasing
- d) mandatory

3. Derogatory

- a) complimentary to the character of someone or something
- b) descriptive of the character of someone or something
- c) analytic of the character of someone or something
- d) derisive of the character of someone or something

4. Intrepid

- a) precocious
- b) dauntless
- c) arrogant
- d) merciless

5. Pogrom

- a) organized distribution of false information
- b) sequestration of a specific population
- c) organized mass killing
- d) systematic denial of legal rights

6. Emigrate

- a) to leave one's homeland
- b) to arrive in a new country
- c) to travel through a series of countries
- d) to go into hiding

7. Tenement

- a) core belief
- b) military camp
- c) apartment house, often crowded
- d) proscribed media outlet

8. Apathetic

- a) indifferent
- b) slow, slothful
- c) self-indulgent
- d) aggregate

9. Exorbitant

- a) superlative

- b) highly excessive
- c) delicious
- d) stolen or commandeered

10. Requisition

- a) ream of official paperwork
- b) military or paramilitary orders
- c) authoritative demand for a good or service
- d) list of ingredients

11. Sanctity

- a) solitude, isolation
- b) peace and quiet
- c) purity
- d) holiness or saintliness

12. Propaganda

- a) doctrines and beliefs disseminated by an organization
- b) information distributed by underground networks
- c) factual descriptions of world events
- d) secret governmental documents

13. Abhor

- a) to persecute
- b) to loathe
- c) to physically recoil
- d) to taunt

14. Instigate

- a) to inspect the causes of an action or state of affairs
- b) to describe an action or state of affairs
- c) to provoke an action or state of affairs
- d) to receive an action or state of affairs

15. Euthanasia

- a) public execution
- b) the act of elevating segments of a society for political reasons
- c) organized mass killing
- d) the act of putting to death or allowing to die in a painless manner

## Comprehension Test A

### Part I: Character Identification (30 points)

Name the character(s) who fits these descriptions.

- \_\_\_\_\_ 1. Ordered to march into an icy river because of his unit's unenthusiastic singing
- \_\_\_\_\_ 2. Murdered by a group of Reds on January 24, 1932
- \_\_\_\_\_ 3. Olympic athlete whose performance contradicted Nazi ideas of racial superiority
- \_\_\_\_\_ 4. Executed for such essays as "Hitler is the Guilty One" and "Don't Believe the Nazi Party"
- \_\_\_\_\_ 5. Nazi minister of propaganda
- \_\_\_\_\_ 6. Head of the SS
- \_\_\_\_\_ 7. Expelled from the Hitler Youth for punching his unit leader
- \_\_\_\_\_ 8. Stripped of his Hitler Youth rank after an incident involving a unique banner
- \_\_\_\_\_ 9. SS official who escaped to Argentina and was eventually captured by Israeli agents
- \_\_\_\_\_ 10. "The Führer"
- \_\_\_\_\_ 11. Executed with her brother for distributing anti-Nazi leaflets
- \_\_\_\_\_ 12. Given a broken short-wave radio by his older half-brother
- \_\_\_\_\_ 13. Stationed in East Prussia and then Poland by the BDM
- \_\_\_\_\_ 14. Hitler Youth who attended the 1938 Nazi rally in Nuremberg
- \_\_\_\_\_ 15. One of Sophie Scholl's favorite writers

### Part II: Fact or Opinion (20 points)

Mark the following statements either T for true, F for false or O for opinion.

- \_\_\_\_\_ 1. Hitler Youth members were convicted at the Nuremberg Trials after WW II.
- \_\_\_\_\_ 2. Hitler Youth membership remained optional throughout the war.
- \_\_\_\_\_ 3. Hitler Youth leaders were convicted at the Nuremberg Trials after WW II.
- \_\_\_\_\_ 4. The White Rose resistance group was named after a Spanish novel.
- \_\_\_\_\_ 5. The Germans won a swift victory at Stalingrad.
- \_\_\_\_\_ 6. The SS-HJ division was the most fanatical German fighting unit.
- \_\_\_\_\_ 7. Nazi concentration camps used technology developed for Germany's euthanasia program.
- \_\_\_\_\_ 8. The White Rose resistance group urged violent resistance to the Nazis.
- \_\_\_\_\_ 9. The Nuremberg Race Laws stripped German Jews of citizenship.
- \_\_\_\_\_ 10. Adolph Hitler's promises of economic reform were obviously fraudulent to educated citizens.

### Part III: Timeline (20 points)

Write the correct year from the list next to the appropriate event.

- |  |      |
|--|------|
| _____ 1. German troops march into Austria.                           | 1933 |
| _____ 2. Germany invades France.                                     | 1934 |
| _____ 3. Hitler addresses Germany over the radio for the first time. | 1935 |
| _____ 4. The SS-HJ division is deployed to Normandy.                 | 1938 |
| _____ 5. Adolph Hitler commits suicide in his bunker.                | 1939 |
| _____ 6. Members of The White Rose are executed in Munich.           | 1940 |
| _____ 7. Adolph Hitler becomes Führer.                               | 1941 |
| _____ 8. Germany invades Russia.                                     | 1943 |
| _____ 9. German troops march into Czechoslovakia.                    | 1944 |
| _____ 10. The Reich Labor Service is introduced.                     | 1945 |

### Part IV: Essay Questions (30 points)

1. Discuss an instance of personal bravery from the book.
2. Detail Hitler's rise to power in Germany.
3. Sketch a timeline of the Hitler Youth's formation and development.
4. Explain the allure of the Hitler Youth to young Germans.
5. Create a character portrait of Henry Metelmann.



## Comprehension Test B

### Part I: Identification (30 points)

Identify speakers of quotations.

- \_\_\_\_\_ 1. the pain was worth it when our leader handed us the coveted dagger with its inscription BLOOD AND HONOR.
- \_\_\_\_\_ 2. A violently active, dominating, intrepid, brutal youth—that is what I am after.
- \_\_\_\_\_ 3. My tormenter was no older than I was, so I told him to leave me alone.
- \_\_\_\_\_ 4. I hate [the Allies] for what they did to us. ... I kept my mind busy with thinking about how one day I could help turn the tables. ...
- \_\_\_\_\_ 5. I believed the National Socialists when they promised to do away with unemployment and poverty. ...
- \_\_\_\_\_ 6. I just can't grasp that now people's lives are under constant threat from other people. ... Don't go telling me it's for the Fatherland.
- \_\_\_\_\_ 7. I just want the German people to think. Don't you think everybody in Hamburg is entitled to the truth?
- \_\_\_\_\_ 8. My parents were devastated. They called it "Scham Night," Night of Shame.
- \_\_\_\_\_ 9. What can happen to a people whose youth sacrifices everything in order to serve its great ideals?
- \_\_\_\_\_ 10. Where one burns books, one will, in the end, burn people.
- \_\_\_\_\_ 11. Both of my parents were arrested, and I didn't see them again for three or four weeks. We never discussed it again.
- \_\_\_\_\_ 12. Though a tank man myself, I had never looked at them from this position. ... I had never given thought to how the Russian civilians must have felt when they saw us rolling into their towns and villages.
- \_\_\_\_\_ 13. Sometimes I had no choice but to make the Poles unload one of their carts. ...
- \_\_\_\_\_ 14. He who doesn't know Heinrich Heine, doesn't know German Literature.
- \_\_\_\_\_ 15. We cursed him bitterly under our breath, but not one of us refused. That would have been the unthinkable crime of disobeying a direct order.

### Part II: Short Answer (20 points)

Provide an answer to each of these questions:

- \_\_\_\_\_ 1. What does "Hitlerjugend" mean?
- \_\_\_\_\_ 2. What was the code name for the Nazi euthanasia program?
- \_\_\_\_\_ 3. What was the night of planned attacks on Jews on November 9-10, 1938 called?
- \_\_\_\_\_ 4. What does "Bund Deutscher Mädel" mean?
- \_\_\_\_\_ 5. To which army did Germans prefer to surrender?
- \_\_\_\_\_ 6. What did the allies call the SS-HJ Division?
- \_\_\_\_\_ 7. At what school were the members of The White Rose students?
- \_\_\_\_\_ 8. When did Germany host the Summer Olympics in Berlin?
- \_\_\_\_\_ 9. When were East and West Germany reunited?
- \_\_\_\_\_ 10. What treaty was resented by many Germans?

### Part III: Endings (20 points)

In the blank provided, write the name of the person described.

- \_\_\_\_\_ 1. Married an American soldier in 1951, eventually settling in Texas.
- \_\_\_\_\_ 2. Executed October 26, 1942
- \_\_\_\_\_ 3. Emigrated to the United States in 1952, settling in Utah and working as a painter.
- \_\_\_\_\_ 4. Dedicated her life to working for peace and honoring the memory of her executed brother and sister.
- \_\_\_\_\_ 5. Settled in Britain after being released in 1948.
- \_\_\_\_\_ 6. Won an Emmy and a Peabody award for the HBO documentary on his life.
- \_\_\_\_\_ 7. Emigrated to the United States in 1949, settling in Georgia.

- \_\_\_\_\_ 8. Murdered on the street in 1932.
- \_\_\_\_\_ 9. Escaped to Argentina, but was apprehended by Israeli agents in 1962.
- \_\_\_\_\_ 10. Changed her name and moved to India after writing two books about her experiences in the Hitler Youth.

**Part IV: Essay Questions (30 points)**

1. Explain the Hitler Youth's impact on German education.
2. Evaluate German reactions to revelations about the Holocaust.
3. Detail the social and economic circumstances surrounding Hitler's rise to power.
4. What was the Hitler Youth's relationship to the German military?
5. What aftereffects of WW I did German people resent?

## Answer Key

### VOCABULARY TEST

1. A
2. D
3. D
4. B
5. C
6. A
7. C
8. A
9. B
10. C
11. D
12. A
13. B
14. C
15. D

### COMPREHENSION TEST A

#### Part I: Character Identification (30 points)

1. Alfons Heck
2. Herbert Norkus
3. Jesse Owens
4. Helmuth Hübener
5. Joseph Goebbels
6. Heinrich Himmler
7. Karl Schnibbe
8. Hans Scholl
9. Adolph Eichmann
10. Adolph Hitler
11. Sophie Scholl
12. Helmuth Hübener
13. Melita Maschmann
14. Alfons Heck
15. Heinrich Heine

#### Part II: Fact or Opinion (20 points)

Mark the following statements either T for true, F for false or O for opinion.

1. F
2. F
3. T
4. O
5. F
6. O
7. T
8. F
9. T
10. O

**Part III: Timeline (20 points)**

Write the correct year from the list next to the appropriate event..

1. 1938
2. 1940
3. 1933
4. 1944
5. 1945
6. 1943
7. 1934
8. 1941
9. 1939
10. 1935

**Part IV: Essay Questions (30 points)**

Answers will vary.

**COMPREHENSION TEST B**

**Part I: Identification (30 points)**

Identify speakers of quotations.

1. Alfons Heck
2. Adolph Hitler
3. Karl Schnibbe
4. Henry Metelmann
5. Melita Maschmann
6. Sophie Scholl
7. Helmuth Hübener
8. Henry Metelmann
9. Adolph Hitler
10. Heinrich Heine
11. Elisabeth Vetter
12. Henry Metelmann
13. Melita Maschmann
14. Sophie Scholl
15. Alfons Heck

**Part II: Short Answer (20 points)**

1. Hitler Youth
2. Aktion t4
3. Kristallnacht
4. League of German Girls
5. American
6. the "Baby Milk Division"
7. The University of Munich
8. 1936
9. 1990
10. The Treaty of Versailles

**PART III: ENDINGS (20 POINTS)**

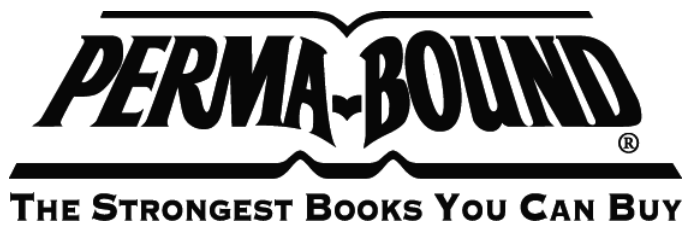
In the blank provided, write the name of the person described.

1. Elisabeth Vetter
2. Helmuth Hübener
3. Karl-Heinz Schnibbe
4. Inge Scholl
5. Henry Metelmann
6. Alfons Heck
7. Dagobert (Bert) Lewyn
8. Herbert Norkus
9. Adolph Eichmann
10. Melita Maschmann

**Part IV: Essay Questions (30 points)**

Answers will vary.





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