

The Hitler Youth: Blind Fanaticism

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I've always had an interest in The Holocaust. I've watched films and read books on it for many years. Last summer my grandpa and I were watching a documentary on National Geography about The Hitler Youth. It was fascinating to me how millions of children could believe the ridiculous rhetoric the Nazis preached. I decided it would be a fascinating project and proceeded to rid of my research from my old topic I had thought of.

To begin, I started with doing background research. I learned some interesting information about how the group was started and what kind of activities they took part in from The Holocaust Memorial Museum and books. After some time, I decided I should try to find books written by people who were actually in the Hitler Youth, and found quite a few. After that, I began researching how the Hitler Youth was able to thrive. By that time I had established that the barrier they broke through, which was their ignorance and prejudice, so I started researching how they were able to break through that barrier. Using this knowledge, I looked for textbooks the Nazis had used for the Hitler Youth to teach them, and I also looked at education standards at the time. I looked at letters and diaries written by the Hitler Youth at the time to understand how their feelings and perspectives, and how those thoughts progressed after the war. Then, I began contacting experts on Nazism and World War Two. Lastly, I was able to speak with a woman who had a very unique story and was a young girl in Germany during World War Two and avoided indoctrination by the Nazis.

I decided to do an exhibit because it is what I am best at, and it also fit my topic best. For my past three projects I also chose to do an exhibit because I enjoy putting it together and designing it and I'm an artistic person. An exhibit was also best for my project because there are

many primary documents such as photos, letters and diaries of the Hitler Youth. There is also a vast amount of propaganda used by the Nazis, and artwork depicting Hitler Youth uniforms. This is very important to see because it helps put the Hitler Youth into historical perspective and conveys how the Nazis were able to indoctrinate them.

The Hitler Youth is related to the theme because they had two major breakthroughs. The first was when the Nazis turned innocent children into racist bigots by using extreme indoctrination tactics and convincing them that the Jews were evil, and Hitler was the Fuher. The second was when they were able to break through their barrier of bigotry and Anti-Semitism by taking re-education classes, learning about the Holocaust, and the meaning of democracy. Many former members talk of the pain and guilt they faced after the war, and continue to face today, and how hard it was for them to realize Hitler's true intentions.

Annotated Bibliography

Primary Sources

Adolf, Hitler. *Mein Kampf*. Franz Eher Nachfolger, 1925.

Before the Nazi party's rise to power, they were a small group of individuals who got together to discuss politics, race, and their strong belief that the Jews were to blame for Germany's economic problems. In November of 1923, Hitler and 2,000 Nazis stormed the city of Munich and planned to overthrow the current government. The plan failed miserably and Hitler was tried and found guilty of treason. While in prison, Hitler wrote *Mein Kampf*, a long-rambling autobiography that tried to give logic and reason to describe his blatant hatred of the Jews. The book was extremely popular and helped propel Hitler and his once small Nazi party to fame. The book was helpful to my project because it showed one aspect of how Hitler was able to indoctrinate the Hitler Youth. Once Hitler was appointed Chancellor, many schools required children to read and analyze the book.

AP Archives. "Group of Jews are Escorted from the Warsaw Ghetto by German Soldiers."

April 19, 1943, Warsaw.

AP Archives houses thousands of archival footage and photos from multiple different events in history. In this photo, Jews are holding up their hands as they are escorted out the ghettos. This is important to my project because it establishes what events were going on at the time that impacted the Hitler Youth which was The Holocaust.

D'Asaro, Barbara Sachs. Personal Interview, December 26, 2019.

Barbara Sachs D'Asaro was a young girl when the Nazis came into power. She had been adopted by a Jewish family but was German herself. For years her family shielded her from the growing Anti-Semitism and protected her from having to join the Hitler Youth. After it was apparent that things were only going to get worse, D'Asaro and her family immigrated to the United States where the Nazis true intentions were revealed to her. This interview was very valuable to my project because of how unique her story is. Because she

was not Jewish and did not enter the camps, she was able to see the propaganda and the Nazis from an innocent and naïve perspective of a German child.

Fuhrer de bannes. "National Socialist German Workers Party." Received by Hermann Trost, 11 Nov. 1942, Hamburg, Germany.

This letter was sent by a German army official during World War Two to the father of a Hitler Youth member, informing him that his son had passed away while fighting in the war. The letter was important for my project because in a way it showed how dedicated The Hitler Youth were. Many members were around 10 or 12, and it's sad to think of a young boy dying at that age for such a disgusting cause.

Gierlichs, Paul, et al. *The Nazi Primer*. Harper, 1938.

The Nazi Primer was a textbook used by the Nazis to indoctrinate children in Germany during World War Two. The textbook discusses the Aryan race, why the Aryan race is the supreme race, genetics and how the youth can improve Germany. This is very helpful to my project because it is a first-hand detailed account of the racial prejudices and the supposed "the Nazis taught the youth. This helps prove what led to the rise of the Hitler Youth and how millions of children were indoctrinated.

Heimer, Ernst. *The Poisonous Mushroom*. Julius Streicher, 1938.

The poisonous Mushroom was a children's book with Anti-Semitic messages used to indoctrinate children with racist and Anti-Semitic beliefs. By using childish themes and photos, the Nazis were able to covertly indoctrinate millions of young children, even if they didn't realize it. This is very important to my project because it shows what led up to the Hitler Youth. Using the children's book allowed the Nazis to slowly insert themselves and their ideology into children's lives because of how innocent and small it may seem. But this of course led to much more outright propaganda being used by the Nazis.

Heinrich, Hoffman. "Adolf Hitler poses with young men at a Hitler Youth gathering." Universal History Archive, Germany, 1935.

This is a photo taken in 1935 of Hitler with a group of young Hitler Youth members. This was important to my project because it helps put the Hitler Youth into historical perspective. It also shows how committed the Hitler Youth were to Hitler and his movement because of their outstretched arms towards him, and their comfortableness around him.

"Hitler Threatens to Take Their Children from Parents Who Resist Nazi Program." *The New York Times*, 19 June 1933, pp. 1-1.

This newspaper article in the New York Times was written during the worsening of Hitler's indoctrination of the youth, when Hitler began to become more forceful about children joining the Hitler youth. In the article, they describe how Hitler's new tactic of forcing children to join the Hitler Youth is to threaten to take away parents' children. This helps with my project because since the newspaper article written at the time, it's interesting to read what was going on at the time and what people's perspectives were. It also helps because it shows how indoctrinated the children were, and how hard it would be to break away from the Nazi ideology.

Huhn, Friedhelm. *Hitler Youth Landjahr*. Berlin, 1938.

Friedhelm Huhn was in the Hitler Youth when he was a young boy. This is a collection of photos taken in Berlin in 1938, while he was in the Hitler Youth. In the photos, he is standing or playing with fellow Hitler Youth members and he also has photos of badges or awards he earned while in The Hitler Youth. This is an important source for my project because it shows how the Nazis attempted to normalize being in The Hitler Youth, and tried to make it seem like a fun club when in reality it was to teach them to be ignorant racists. It's also an interesting historical artifact because many of the photos that exist of The Hitler Youth, show them being very serious, but this shows the more childish side of the youth.

Keller, Helen. "To the Student Body of Germany." Received by The Hitler Youth in Berlin, 9 May 1933, Berlin, Germany.

Hellen Keller was an infamous historical figure for her great accomplishments, even though she was deaf and blind. During World War Two, The Hitler Youth took part in burning many infamous and historically significant books, one of them being Keller's. In this letter, she lambasts them for burning her book, but also explains how burning books will not stop the world from academically advancing and thinking critically. This was helpful to my project because it was an interesting, and surprising, historical document.

König Wolfhilde Von. *Wolfhilde's Hitler Youth Diary: 1939-1946*. IUniverse, Inc., 2013.

Wolfhilde Von König was a young girl in the Hitler Youth during World War Two. She kept a diary during that time period where she detailed her daily activities and beliefs in the Hitler Youth. Her diary helped with my project because it's a firsthand account of what the Hitler Youth was like and what effects it had on children. Besides that, because there are so many diaries written by former Hitler Youth members, her diary is unique because most Hitler Youth diaries are written by boys who have a different perspective. Boys were taught to be strong men and go into the military while girls were taught to be simple minded mothers and to raise multiple children.

Mahlendorf, Ursula R. *The Shame of Survival: Working through a Nazi Childhood*. Pennsylvania University Press, 2009.

Ursula Mahdendorf is a former Hitler Youth member. A few years after the war ended, Ursula earned her teaching degree and moved to the United states to teach German literature. In her book, she gives a detailed account of her life in The Hitler Youth and after the war. Her autobiography helps with my project because since it's not a diary, it's a memoir because it describes her whole life. That helps me understand her journey to overcome the indoctrination the Nazis put her through. Her book is also helpful because it goes into detail about other people in her life who made her question the prejudices that the Nazis were teaching which helps me understand the mindset of those in The Hitler Youth.

Maschmann, Melita, and Geoffrey Strachan. *Account Rendered A Dossier on My Former Self*. Abelard-Schuman, 1965.

In *Account Rendered* Melita Maschmann describes her life in The Hitler Youth, and her journey to break free from Nazi ideology. Her book helps with my report because the book is written in the perspective of a letter. It was written to a Jewish friend that she lost contact with during World War Two. Before being an avid member of The Hitler Youth and believing their racism, she was friends with a Jewish girl in her neighborhood. Overtime, Maschmann stopped talking to the girl as she became more indoctrinated. Since the girl was Jewish, Maschmann describes how the prejudices she learned affected her life and her friendship with the girl, which helps me understand more of how indoctrinated the children were.

Newark, Peter. "Fight for The Leader and The People." The Bridgeman Art Library.

This propaganda poster depicts what the desired aryan person was supposed to look like with blond hair and blue eyes and the boy on the cover is calling for all youth to the fight for Hitler. This is very important to the project because it establishes one way the Nazis were able to indoctrinate millions of children. By using the seemingly perfect looking person, blond hair and blue eyes, they were establishing what they desire the youth to act and look like. When they read the message below it is telling them to fight, they were already convinced by the strong figure on the poster and so the message pushed them even further to go along with the Nazi movement.

Office of Military Government, Us. "German Attitude Scale." Survey. 19 Aug. 1946.

This survey was taken not long after the end of WWII by the Office of Military Government, US. The Office of Military Government, US (OMGUS) was the United States military-established government created shortly after the end of the war. Their intended purpose was to carry out civil administration and rid of whatever remained of the Nazi party. The survey asked German citizens a series of questions concerning Jews and how they felt about them. Unfortunately, many people gave hateful and Anti-Semitic answers. This survey helped with my project because it showed percentage wise how many people in Germany were Anti-Semitic during this time. Even though the war had

ended and Hitler's inhumane actions were exposed, there was still quite a few people who hated the Jews.

“Re-Educating the Hitler Youth.” *Old Magazine Articles* , Old Magazine Articles, 1945, www.oldmagazinearticles.com/article.php?Article_Summary=2332#.XhNnKflKjIW. Old Magazine Articles is an organization that provides old magazine articles on various topics, from various different Newspapers. This newspaper article was written soon after the war ended, and it exposed the fact that Germany had indoctrinated youth with Anti-Semitic rhetoric, and forced them to fight in the war even though they were only around ten or thirteen years old. This article was helpful to my project because it described how the British and Americans tried to help the youth break through their ignorance barrier, and it also provides photos of the Hitler Youth in re-education classes.

Schall, Albrecht Franz. “Hitlerjunge Schall: The Journals of a Young Nazi.” *Hitlerjunge Schall: The Journals of a Young Nazi*, Sept. 2016, pp. 15–16.

Albrecht Franz Schall was an avid member in the Hitler Youth during World War two. His diary was extremely helpful to my project because he is unfortunately an excellent example of how profound the Nazis indoctrination was. In his diary, Franz recites multiple propaganda lines he was clearly taught in school, such as Germany is failing and that Hitler is the one true savior who can fix it or that the other previous generations have failed. This is of course what propaganda and Nazi textbooks stated at the time. And Franz reiterates and adds on to those statements, which shows how strong the Nazis indoctrination was.

Steinhoff, Hans. *Hitlerjunge Quex (Our Flag Leads Us Forward)*, Director, Universum Film AG, September 11, 1933.

The movie *Hitlerjunge Quex (Our Flag Leads Us Forward)* set in Nazi Germany, followed the fictional character Heini Volker who longs to join the Hitler Youth. But his parents are communists, so he begins secretly communicating with and hanging around The Hitler Youth. The communists find out about this and shoot him, although he survives. The movie was very helpful to my project because it is a prime example of how the Nazis indoctrinated the youth of Germany. By creating a movie with a strong and patriotic hero

as the main character and evil antagonists, combined with a character their age, young children can easily fall the manipulation and propaganda.

Tharoor, Ishaan. "What Americans Thought of Jewish Refugees on the Eve of World War II."

The Washington Post, WP Company, 17 Nov. 2015,

www.washingtonpost.com/news/worldviews/wp/2015/11/17/what-americans-thought-of-jewish-refugees-on-the-eve-of-world-war-ii/.

This is a chart showing the results of a survey taken in 1938 showing that a large majority of Americans didn't want German, Austrian and other political refugees to come into the country. This was helpful to my project because it helps to establish the fact that Anti-Semitism was a very widespread issue. Because the Jews were the main targets of the Nazis, it makes sense that a majority of those political refugees would be Jewish. This shows that Germany is not the only country to have a history of having a negative attitude towards Jews.

The United States Holocaust Museum. "Behind the enemy powers: the Jew." 1942.

This is a propaganda poster which depicts an inaccurate crude drawing of a Jew and it was used show how Jewish people were corrupting the world, even though that was of course not true. This is important to my project because Hitler showed the youth a lot of propaganda and much of it was aimed at spreading lies about Jewish people concerning their motives and looks. This led to the deep-hatred and anti-Semitic attitudes towards the Jewish community by the Hitler Youth.

Universal History Archive. "*Joseph Goebbels*." Germany, 1938.

Joseph Goebbels, one the most notorious Nazis, was a coldhearted emotionless man who was responsible for creating propaganda and sending it out to Germany. He was often heard on the radio, especially when it was apparent that Germany was losing the war, convincing the German people to have faith in their Fuhrer. This is a photo taken of him in 1938 and it was very important to my project because propaganda was one of the main ways the Nazis indoctrinated children, and this helps put that into historical context.

Wiener Holocaust Library, “Culture in Nazi Germany”, *Wiener Holocaust Library*, Everyday Life in Nazi Germany.

The Wiener Holocaust Library is a non-profit organization that has multiple online documents pertaining to the Holocaust. In this article, they went over different aspects of Nazi Germany such as religion, education and culture. For the culture in Germany they had multiple photos of propaganda that was used in Nazi Germany to make the Germans look like strong people. This helps with my project because to understand the mindset of the Hitler Youth and how they fell for Hitler’s propaganda, one has to understand their culture and surroundings.

Wiener Holocaust Library. “Education in Nazi Germany”, *Wiener Holocaust Library*, Everyday Life in Nazi Germany.

In their background on Nazi Germany, the Wiener Library also discussed education in Nazi Germany, and had many photos of the notes German children took and what their schoolwork looked like. This is helpful to my project because when the Nazis infused themselves into the youth’s education system, it was easier for them to indoctrinate them. The photos of the child’s notebook are very eye-opening because of how they describe Jewish people with racist drawings and language.

Wiener Holocaust Library. “Young People in Nazi Germany”, *Wiener Holocaust Library*, Everyday Life in Nazi Germany.

In this photo collection, the Wiener Holocaust Library shows photos of the Hitler Youth being involved in daily activities such as swimming, playing and stretching. This is helpful to my project because it shows how much the Nazis attempted to normalize the children’s lives. While they were being taught incredibly outrageous racist ideology, the Nazis were taking them out for fun outdoor activities. This was also of course going on while millions of Jews, homosexuals, and many other groups were dying in concentration camps.

Secondary Sources

Anti-Defamation League. "Are White Supremacists Coming for Your Teens?" *Anti-Defamation League*, ADL, 25 Nov. 2019, www.adl.org/blog/are-white-supremacists-coming-for-your-teens.

According to this article by the Anti-Defamation League (ADL), teens can be easily target and persuaded by White Supremacists because of their age, and the different changes they are going through. Because this is developmental state when teens are transitioning from children to adults, they often feel awkward and misunderstood.

According to the ADL, white supremacists take advantage of this by making them feel like they fit in. This is helpful to my project because it explains why there are so many teens being recruited online by hate groups now. The same thing happened with the Hitler Youth, because Hitler often tried to make young children feel important and special.

Astor, Maggie. "Anti-Semitic Incidents Surged 57 Percent in 2017, Report Finds." *The New York Times*, The New York Times, 27 Feb. 2018, www.nytimes.com/2018/02/27/us/anti-semitism-adl-report.html.

According to this report by the New York Times, Anti-Semitic incidents surged by 57 percent in 2017. This helps with my project because it shows that hate groups are unfortunately still relevant and will only continue to grow. And since studies have also shown that these groups are trying to recruit teens, that means that we need to protect kids from being recruited by them to prevent another group like the Hitler Youth from appearing.

Ast, William F. "Seeing the War through the Eyes of a Hitler Youth." *The Herald Palladium*, Herald Palladium , 28 Feb. 2013, https://www.heraldpalladium.com/news/localpage_1/seeing-the-war-through-the-eyes-of-a-hitler-youth/article_4f046df5-e56c-582a-b883-b5561059ab35.html

This article gives a background on the diary of Wolfhilde Von König, who was a young girl that was in the Hitler Youth during World War Two. In this article, König's four

nephews reveal how they found the diary and the journey they took to make sure their aunts' story was heard. This was helpful to my project because it gave a background on König and what her life was like before she entered the Hitler Youth.

Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*. Scholastic, 2016.

Susan Bartoletti is a writer and has taught multiple writing classes at multiple universities. In her book *Hitler Youth: Growing Up in Hitler's Shadow*, Bartoletti describes the rise and fall of the Hitler Youth. Her book was very detailed of the rise of the Hitler Youth and its downfall which helped me establish a timeline. She also went into detail about what life was like for the Hitler Youth after the war.

Baughman, J. Ross. *American Neo-Nazi Boy's Martial Arts Practice*. Rhodesia, 1977.

J. Ross Baughman is a photographer who won the Pulitzer prize for his work in Rhodesia, where he documented how African Americans were treated by the whites. One photo in particular showed a young boy, with a very stern look on his face wearing a white-supremacist t-shirt. This was very important to my project because it shows the significance behind learning about the Hitler Youth. If there are young children now that are racist and are organizing in groups, that shows that something like the Hitler Youth could happen again.

Blakemore, Erin. "How the Hitler Youth Turned a Generation of Kids into Nazis." *History.com*, A&E Television Networks, 11 Dec. 2017, www.history.com/news/how-the-hitler-youth-turned-a-generation-of-kids-into-nazis.

Erin Blakemore is a journalist who has written for multiple publication such as Time Magazine, The Washington Post and JSTOR daily. In this article, she describes how Hitler indoctrinated millions of children. This article is helpful to my project because it is a background of the Hitler Youth, and provides basic facts such as how many members there were and how Hitler managed to convince millions of children to join the Hitler Youth.

Dearn, Alan, and Elizabeth M. Sharp. *Hitlerjugend 1933 -1945*. Lempertz, 2012.

Alan Dearn, professor at the University of Sidney, describes the life and activities of the Hitler Youth in this book. The book was very helpful because it contained painting and artwork of the youth during World War Two. The paintings are of the youth's uniforms and military uniforms and also medals or awards the youth could win. The paintings are helpful to my project because they help put the Hitler Youth into historical context.

Domonoske, Camila. "Students Have 'Dismaying' Inability to Tell Fake News from Real, Study Finds." *NPR*, NPR, 23 Nov. 2016,

www.npr.org/sections/thetwoway/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real.

Camila Domonoske is a journalist for NPR who writes about business affairs. In this article, she describes a study taken by Stanford University which tested students on their ability to distinguish fake news from real. The researchers asked students to evaluate sources to determine which was more reliable. Unfortunately, most students failed the test. This helps my project because it shows the significance of learning about the Hitler Youth. One reason why the Hitler Youth were able to be indoctrinated was because they had weak critical thinking skills and had not been taught to analyze their sources since the Nazis told the youth to only listen to them. This shows us that we need to take this study seriously to ensure that something like The Hitler Youth doesn't happen again.

Dvorak, Petula. "Perspective | White Supremacists Are Recruiting White Teens Online. Parents Must Stop Them." *The Washington Post*, WP Company, 15 Aug. 2019,

www.washingtonpost.com/local/white-supremacists-are-recruiting-white-teens-online-parents-must-stop-them/2019/08/15/5169c192-bf69-11e9-b873-63ace636af08_story.html.

Petula Dvork, writer for the Washington Post, discusses how White Supremacists are recruiting teens online by feeding them propaganda and attempting to convince them of their racist ideology. This is helpful to my project because it shows the significance of learning about the Hitler Youth. There are many similarities between white supremacists and Nazis of course, and also in the way they are recruiting young children. In the future,

it is possible that if children are still unable to critically think, white supremacy could lead to another Hitler Youth.

Dvorson, Alexa. *The Hitler Youth: Marching Towards Madness*. Rosen Publication, 1998.

In the *Hitler Youth: Marching Towards Madness*, Alexa Dvorson, an investigative reporter, describes how Hitler was able to indoctrinate millions of young children. This book helps with my report because Dvorson goes into detail of what it was like for the girl's section of the Hitler Youth known as The League of German Girls. Boys were the main focus in Germany at that time, because they were encouraged to be strong and fight in the war, while girls were mainly encouraged to have children. Its interesting hear about what life was like for girls in the Hitler Youth, and what their perspective was.

Epstein, Helen. "I Was a Nazi, and Here's Why." *The New Yorker*, The New Yorker, 18 June 2017, www.newyorker.com/books/page-turner/i-was-a-nazi-and-heres-why.

Helen Epstein, a journalist and writer who has written multiple books about The Holocaust for children and teens, described in this article of her journey to find the backstory behind Melita Maschmann who wrote *Account Rendered*, which is about her experience as a Hitler Youth member during World War Two. This article helped with my project because even though I used Melita Maschmann's book in my report, it was interesting to read the backstory behind her. The backstory described the pain she went through to overcome her prejudice, and her grief for how she treated a Jewish friend of hers before the war. This helped show how indoctrinated young children were, and how hard it was to overcome their indoctrination.

Facing History and Ourselves. "Joining the Hitler Youth." *Facing History and Ourselves*, Facing History and Ourselves, www.facinghistory.org/holocaust-and-human-behavior/chapter-6/joining-hitler-youth.

Facing History and Ourselves is a non-profit organization that strives to teach students to think critically and examine horrendous events that occurred in the past. In this article, they discuss how and why children joined the Hitler Youth. This helped my project

because they provided basic facts that I can use for the background and heart of the story for the Hitler youth such as their origins and how many children participated in it.

Fox, Elizabeth. "Rebuilding Germany 's Children: The Nazi Indoctrination and Postwar Reeducation of the Hitler Youth." *Semantic Scholar*, Furman Humanities Review, 27 Nov. 2017, pdfs.semanticscholar.org/8a18/71d6f090a9d30d93c52efeb5cc442790e870.pdf. Elizabeth fox, writer and investigative reporter, writes in this detailed dissertation about the Hitler Youth and their rise and downfall at the end of World War Two. This dissertation was extremely important for my project because of the detail Fox goes into, especially how The Hitler Youth dealt with the end of the war and struggles to overcome their extreme indoctrination. Most authors mainly focus on what the Hitler Youth was like during the war. She also describes the psychological effects behind the Hitler Youth, and the psychological effects the war had on the German population.

Gavin, Philip. "Hitler Youth: Aftermath Nuremberg and beyond, The History Place, 20 Sept. www.historyplace.com/worldwar2/hitleryouth/hj-aftermath.htm. Philip Gavin, author of *The Fall of Vietnam and World War II in Europe*, describes what the Hitler Youth went through after the war to overcome their prejudice and what life was like years after the war ended for former members. This is very helpful to my project because many sources mainly focused on what life was like for Hitler Youth members during the war. He was also very specific and listed the things Hitler Youth members had to do after the war such as attending re-education classes and walking through the concentration camps.

Gibson, Caitlin. "Do You Have White Teenage Sons? Listen up.' How White Supremacists Are Recruiting Boys Online." *The Washington Post*, WP Company, 17 Sept. 2019, www.washingtonpost.com/lifestyle/on-parenting/do-you-have-white-teenage-sons-listen-up-how-white-supremacists-are-recruiting-boys-online According to this article by the Washington Post white supremacists are frequently targeting children online through popular internet sites like Instagram, YouTube, Tik Tok and many more. This is very important to my project because it shows that a racist youth

group like the Hitler Youth could happen again. This article was also helpful because it discussed the tactics white supremacists are using to target children. While the Nazis used propaganda posters, white supremacists are adapting to new technology.

Grasshoff, Alex. "The Wave." Director, ABC, April 6th, 1983.

The Wave is a 1983 movie about a teacher in California who devised an experiment to explain to his students how Nazi Germany was able to thrive by creating groups for the students that resembled the Hitler Youth. This movie was extremely helpful to my project because it shows that something like the Hitler Youth could, and did in away, because of how involved and obsessed with their cause these students became. This is also shows why it's significant to study the Hitler Youth.

Guarino, Mark. "Teenagers, Social Media, and Terrorism: A Threat Level Hard to Assess." *The Christian Science Monitor*, The Christian Science Monitor, 5 May 2013, www.csmonitor.com/USA/Justice/2013/0505/Teenagers-social-media-and-terrorism-a-threat-level-hard-to-assess.

Mark Guarino, covers culture and national news, writes in this article about how teenagers are being radicalized online by white supremacists and other violent radical groups. This is helpful to my project because it shows the significance of studying the Hitler Youth. Children being radicalized to believe racist ideology by white supremacists is exactly what happened to the Hitler Youth. That shows it's important to study the Hitler Youth if we never want it to happen again.

Heiber, Helmut. "Joseph Goebbels." *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., 12 Dec. 2019, www.britannica.com/biography/Joseph-Goebbels.

Joseph Goebbels was the head of the Ministry of Propaganda for the Nazis during World War Two. When the war ended, he committed suicide with his wife and murdered his children. This article was important for my project because of big a role propaganda played in indoctrinating the Hitler Youth, and Joseph Goebbels was the one behind it. This article gave me insight into how Joseph Goebbels created his propaganda.

Herman, Mark. "The Boy in the Striped Pajamas." Director, November 7, 2008.

The Boy in The Striped Pajamas is a 2008 film about a young boy who befriends another young boy that he meets behind a fence. Over time they develop a close bond and it becomes obvious that the boy behind the fence is a Jewish concentration camp inmate. I used this film in my project because the young boy's sister Greta, becomes obsessed with the Hitler Youth movement and begins hanging propaganda posters all over her room. While she is not real, Greta is a perfect example of what someone in the Hitler Youth would have been like. She also shows how incorporating The Hitler in movies has helped show people how much of a ridiculous movement they were.

History. "Anti-Semitism." *History.com*, A&E Television Networks, 1 Mar. 2018, www.history.com/topics/holocaust/anti-semitism.

In this article by History, they describe the history behind anti-Semitism. This helps with my project because it shows what led up to The Hitler Youth. In order for the Nazis to succeed and indoctrinate the children, they needed to have their racist and bigoted ideology. The origins of Anti-Semitism can be traced back very far, and unfortunately, they led to spiral of events, the ultimate being the Holocaust. Anti-Semitism is what helped fueled the Hitler Youth and encouraged the children to hate the Jews.

Holocaust Encyclopedia. "Hitler Youth." *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, encyclopedia.ushmm.org/content/en/article/hitler-youth-2.

The United States Holocaust Memorial Museum is a museum that focuses on The Holocaust and advocating for awareness and education of the Holocaust. In this article, they give a background on the Hitler Youth such as what led up to it and what led to its downfall. This article helped with my project because The United States Holocaust Museum is an extremely reliable source and while they provided new information, I was also able to fact-check other sources using the information provided in the article.

International Fellowship for Christians and Jews. "When Did Anti-Semitism Begin?: IFCJ."

International Fellowship of Christians and Jews, 28 May 2019,

www.ifcj.org/news/fellowship-blog/when-did-anti-semitism-begin-2/.

The International Fellowship for Christians and Jews is a non-profit organization that works to unite Christians and Jews and celebrate their similarities. In this article they describe the origins of Anti-Semitism. This article helps with my project because they gave multiple examples of different ways Christians would discriminate against the Jews, and the horrible things they would say about them and do to them.

Kater, Michael. "Hitler Youth." Harvard University Press, April 30, 2006.

Michael Kater is a German historian of Nazism at York University in Canada. In his book "The Hitler Youth" he goes into great detail of how The Hitler Youth formed, and the psychological effects of being in it. His book was very helpful to my project because I was able to corroborate other information I got with his book since he is a very educated and knowledgeable source. It was also helpful because he not only gave facts but also how being in The Hitler Youth affected former members for the rest of their life.

Kinsbourne, Marcel. "2008 : WHAT HAVE YOU CHANGED YOUR MIND ABOUT? WHY?"

Edge.org, John Brockman, 1 Jan. 2008, www.edge.org/response-detail/11217.

Kinsbourne Marcel, neurologist and cognitive neuroscientist, writes in this article about how influential children are, and how often they changed their mind. According to Marcel, children's brains are like clay, and can be molded very easily, they also can change their mind very easily with influence from their peers. This helps with my report because many of the children in the Hitler Youth were very young, and this article helps gives a psychological explanation of how the Hitler Youth were able to be indoctrinated.

Matchan, Linda. "A CHILD IN THE HITLER YOUTH." *Chicagotribune.com*, Chicago Tribune,

4 Sept. 2018, www.chicagotribune.com/news/ct-xpm-1985-06-05-8502050352-story.html.

Linda Matchan, an investigative reporter, interviews former avid Hitler Youth member Alfons Heck in this article. Heck was a high-ranking member in the Hitler Youth, and it took him years to overcome the extreme indoctrination he faced. This interview is

important to my report because of how extreme Alfons Heck was, which helps me prove that the indoctrination the children faced was extreme. After the war ended, Heck initially said that the tapes of the victims in the concentration camps the Americans showed him were fake.

Niven, William John. *Hitler and Film: the Fluhrrer's Hidden Passion*. Yale University Press, 2018.

William John Niven is a professor of Contemporary German Studies at Nottingham Trent University. In this book, he talks about how Hitler used film and media to his advantage by filling the German people with lies and propaganda. This was helpful to my project because it gave me insight on how powerful film can be. I also used many examples of films and media on my board.

Olson, Bruce. "Ex-Nazi Youth Member Recalls the Final Days of Adolf Hitler." *Los Angeles Times*, Los Angeles Times, 19 Aug. 2001, www.latimes.com/archives/la-xpm-2001-aug-19-mn-35781-story.html.

Armin Lehmann was in the bunker with Hitler during his final days when it was apparent that the war was ending. In this article, he describes the emotions he went through, and the emotions he has now. This helps with my project because in the article, he describes how during the war he didn't question the Nazis or their beliefs but after the war, he began to regret his past thoughts. This helps with my project because it shows the intense pain and emotion the Hitler Youth had to go through to get over their indoctrination.

Prasad, Ritu. "How I Stopped My Teenager from Being Recruited Online." *BBC News*, BBC, 19 Aug. 2019, www.bbc.com/news/world-us-canada-49363958.

Ritu Prasad, writer for BBC on cultural issues and ideas, describes in this article how children are being recruited online by radical extremists such as white supremacists. This is important to my project because while the Nazis used the radio and propaganda, today racists are using the internet which is harder to manage. This shows that we need to be mindful and careful of what teens are doing on the internet to prevent something like the Hitler Youth from happening again.

Ralph-lewis, Brenda. *Hitler Youth - the Hitlerjugend in War and Peace 1933-45*. Amber Books Ltd, 2016.

Brenda Ralph Lewis, author of multiple history books, describes the Hitler Youth and what led to their rise and eventually downfall. This book is helpful to my project because while the book has multiple backgrounds, it also contains a few testimonials from Hitler Youth members themselves. It also goes into detail of what the Hitler Youth went through right after the war ended. Many Hitler Youth members had no homes to go to and wandered aimlessly and alone for a long period after the war ended, and this book describes that.

Richardson, Whit. "A Veteran's Journey from Hitler Youth to U.S. Army." *NPR*, 12 Nov. 2010, www.npr.org/2010/11/09/131186773/veteran-served-as-soldier-for-hitler-and-u-s-army.

Hank Welzel is a former Hitler Youth member, who joined the U.S. Army when he was able to break away from Nazi ideology and realized what they had done. His account is very important for my project because it shows how the Hitler Youth were able to break through their prejudice barrier, and why it was so hard. Welzel describes how he learned what the Nazis truly stood for, and how he was able to do that.

Seong, Joshua. *Piaget's Theory*. 12 Aug. 2019.

Piaget's theory is a theory of cognitive development in children that while it has been altered in certain ways, is accepted by scientists today. The theory shows how children's brains develop and what stages they go through at each age. This was very helpful to my project because according to Piaget, around ages 10 to 12 is when children are in very crucial developmental states because that's when they begin to make connections and analyze the world around them. This was the age when the Nazis started trying to indoctrinate children, and if this crucial developmental stage was tampered with, that could explain one of the reasons why the youth were so committed to him.

Simkin, John. "Education in Nazi Germany ." *Spartacus Educational*, Spartacus Educational, spartacus-educational.com/GEReducation.htm.

Spartacus Education is a non-profit organization that provides educational insight into multiple historical figures and events. In this article, they discuss the education in Germany during World War Two. This helps with my project because I want to prove that lack of critical thinking skills is one reason why the Hitler Youth persisted. The article describes how when the Nazis came in control, they changed the education system by including their racist ideology in any way they could, even in math class. They of course avoided teaching them critical thinking skills, because that could have led to them questioning what they were learning.

Simkin, John. "Hitler Youth." *Spartacus Educational*, Spartacus Educational, spartacus-educational.com/GERyouth.htm.

Spartacus Educational is an organization that strives to help students by providing information pertaining to multiple different historical figures and events in history. In this article, they discuss many aspects of the Hitler Youth such as their lifestyle, beliefs, and eventual downfall. This article was very helpful to my project because it goes into great detail about the Hitler Youth, and it also provided many examples to different Youth members and gave their specific stories.

The National WWII Museum. "How Did Hitler Happen?: The National WWII Museum: New Orleans." 22 June 2017, www.nationalww2museum.org/war/articles/how-did-hitler-happen.

The National WWII Museum is a museum with archival information on World War Two and the Holocaust. In this article, they give a background on Hitler, and how he was able to rise to power. This helped with my project because in order to establish what led up to The Hitler Youth, I need to talk about Hitler and how he was able to gain power. Without gaining power, the Hitler Youth would have never existed.

The Washington Post. "White Lives Matter." Charlottesville, August 11, 2017.

This is a photo taken by the Washington Post depicting white supremacists marching in response to the Black Lives Matter movement after what happened in Charlottesville. This is very important to my project because it shows the significance of preventing something like the Hitler Youth from happening again, and why we need to encourage critical thinking. This people marching are not children, but rather adults which means most of them have probably held these beliefs all their life. This means that somewhere along the line, someone failed them and allowed these beliefs to spread but if we strive to improve education and encourage critical thinking, we can work to stop things like this from continuing to happen.

Trueman, C. N. "Films in Nazi Germany." *History Learning Site*, History Learning Site , 9 Mar. 2015, www.historylearningsite.co.uk/nazi-germany/films-in-nazi-germany/.

History Learning Site is an organization that covers a wide range of historical topics. In this article they talked about films in Nazi Germany, and how they were used as propaganda to indoctrinate soldiers and The Hitler Youth. This was helpful to my project because it gave multiple examples of films in Nazi Germany, and what their intended purpose was. Films directed towards the Hitler Youth tended to have more child actors and would portray the Hitler Youth as a patriotic group that encourage young children to join.

Trueman, C. N. "League of German Girls." *History Learning Site*, 9 Mar. 2015, www.historylearningsite.co.uk/nazi-germany/league-of-german-girls/.

History Learning Site covers multiple topics such as The Holocaust, The Civil War, Ancient Rome and many more. In this article, they discuss The League of German Girls, which was like the Hitler Youth but was only for girls. This helps with my project because it is important to talk about what it was like for young girls in Germany at the time since they had such a different experience compared to the boys because of how they were treated and degraded.

United States Holocaust Memorial Museum. "Indoctrinating Youth ." *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, encyclopedia.ushmm.org/content/en/article/indoctrinating-youth.

In this article by the United States Holocaust Museum, they describe how the Nazis indoctrinated the Hitler Youth, and how this affected them throughout WWII and their lives. This was helpful to my project because there was a specific section where they talked about just how extreme Nazi indoctrination was which shows the first major breakthrough for the Hitler Youth was how bigoted they became.

United States Holocaust Memorial Museum. "Nazi Propaganda." *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, encyclopedia.ushmm.org/content/en/article/nazi-propaganda?parent=en%2F52091.

In this article by the United States Holocaust Memorial Museum, they discuss propaganda used by the Nazis during World War Two. This is helpful to my project because propaganda is what helped the children believe the Nazis racist rhetoric. It also teaches us that we need to teach our children to critically analyze sources to look for propaganda. They also provided a lot of photos and posters of propaganda used by the Nazis.

Waititi, Taika. "JoJo Rabbit." Director, October 18, 2019.

JoJo Rabbit is a 2019 satire film set in Nazi Germany about a young boy named JoJo, who feels like an outsider until he joins the Hitler Youth. He engages in various activities such as book burnings, learning how to shoot, and play fighting his fellow Hitler Youth members. At one point, he hears a noise in his attic and realizes that his sympathetic mother has hidden a young Jewish girl in their attic. This film was important to my project because it's interesting to see a satirical take on The Hitler Youth. It was also important because the satirical take showed how ridiculous The Hitler Youth were, which can hopefully keep discussion of The Hitler Youth prevalent and show how important it is to study them.

Ward, Justin. "Day of the Trope: White Nationalist Memes Thrive on Reddit's r/The_Donald." *Southern Poverty Law Center*, Southern Poverty Law Center, 19 Apr. 2018,

www.splcenter.org/hatewatch/2018/04/19/day-trope-white-nationalist-memes-thrive-reddits-rthedonald.

According to this article by the Southern Poverty Law Center, a non-profit legal advocacy group, the latest tactic by white supremacists to recruit youth is creating crude and stereotypical memes about groups of people such as Blacks, Hispanics and the LGBT. In this article, they list a few examples of memes they got from Reddit that depict Blacks as apes and Jewish people as criminals. This was helpful to my project because it gives specific examples of how racist and hateful groups are attempting to appeal to young people and how they are adapting to our modern technologically advanced world.

Waxman, Olivia B. "Hitler Youth and the Real Nazi History Behind 'JoJo Rabbit'." *Time*, Time, 17 Oct. 2019, time.com/5700753/Hitler-youth-JoJo-rabbit/.

JoJo Rabbit was a film that came out in 2019 and it took a satirical take on the Hitler Youth and how ridiculous Nazism was. This article compares real life Hitler Youth members to the film. This article was helpful to my project because it gave examples and insight into how the Hitler Youth were indoctrinated and what their daily activities were. It also gave photos of the Hitler Youth engaging in racist activities such as dehumanizing the Jews, which showed how extreme their indoctrination was.

Wecker, Menachem. "How the Nazis 'Normalized' Anti-Semitism by Appealing to Children."

Smithsonian.com, Smithsonian Institution, 27 June 2016,

www.smithsonianmag.com/history/how-nazi-normalized-anti-semitism-appealing-children-180959539/.

The Nazis used many tactics in indoctrinating the youth, and unfortunately a very popular one was using boardgames. Frequently they would take classic boards games and implement Nazism and Anti-Semitism into the game. This was very helpful to my project because it is another example of a tactic the Nazis used to indoctrinate The Hitler Youth. Young children obviously love board games, and by slyly implementing Anti-Semitic rhetoric and images, most children would not realize what they were seeing. Children are naïve and innocent, so while playing the game they would have thought nothing of the apparent Anti-Semitic rhetoric on the game.

Wexler, Natalie. "How Schools Can Turn Kids into Critical Thinkers -- And Voters." *Forbes*, Forbes Magazine, 5 Nov. 2018, www.forbes.com/sites/nataliewexler/2018/11/05/how-schools-can-turn-kids-into-critical-thinkers-and-voters/#31f56a05486b.

Natalie Wexler, writer for Forbes on finance and business, describes how much education can affect how children critically think. Schools need to teach children to analyze different situations and facts to up with their own conclusions rather than provide loads of facts. This helps with my project during World War Two, education in Germany was very poor and mostly race-based.