

The New Order and the Holocaust

GUIDE TO READING

The BIG Idea

Human Rights Millions of people were forced to labor for the German and Japanese war machines. The Holocaust claimed the lives of six million Jews.

Content Vocabulary

- genocide (p. 876)
- collaborators (p. 877)

Academic Vocabulary

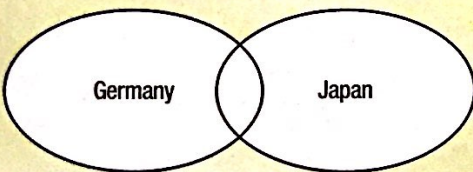
- ethnic (p. 874)
- occupation (p. 875)

People, Places, and Events

- Poland (p. 874)
- Heinrich Himmler (p. 874)
- Reinhard Heydrich (p. 876)
- Auschwitz (p. 876)
- Holocaust (p. 877)

Reading Strategy

Comparing and Contrasting As you read, use a Venn diagram like the one below to compare and contrast the New Order of Germany and the New Order of Japan.



As World War II continued, Japan and Germany changed their domestic policies. Japan used the resources of conquered nations and forced millions to labor for its war machine. In Germany, the Nazis began a terrifying genocide, carried out by death squads and death camps. Nearly two out of every three European Jews died in the Holocaust.

The New Order in Europe

MAIN IDEA

The German conquest of continental Europe forced millions of native peoples to work for the Nazi war machine.

HISTORY & YOU Recall how the ancient Romans conquered lands and then enslaved many of the people. Read to learn about the Nazi plan to use slave labor.

In 1942 the Nazi regime stretched across continental Europe from the English Channel in the west to the outskirts of Moscow in the east. Nazi-occupied Europe was largely organized in one of two ways. Nazi Germany directly annexed some areas, such as western Poland, and made them into German provinces. Most of occupied Europe, however, was run by German military or civilian officials with help from local people who collaborated with the Nazis.

Resettlement in the East

Nazi administration in the conquered lands to the east was especially ruthless. Seen as the “living space” for German expansion, these lands were populated, Nazis thought, by racially inferior Slavic peoples. Hitler’s plans for an Aryan racial empire were so important to him that he and the Nazis began to put their racial program into effect soon after the conquest of **Poland**.

Heinrich Himmler, the leader of the SS, was in charge of German resettlement plans in the east. Himmler’s task was to move the Slavic peoples out and replace them with Germans. Slavic peoples included Czech, Polish, Serbo-Croatian, Slovene, and Ukrainian. The resettlement policy was first applied to the lands of western Poland. One million Poles were uprooted and moved to southern Poland. Hundreds of thousands of ethnic Germans (German descendants who had migrated years ago from Germany to different parts of southern and eastern Europe) were brought in to colonize the German provinces in Poland. By 1942, two million ethnic Germans had been settled in Poland.

The invasion of the Soviet Union made the Nazis even more excited about German colonization. Hitler envisioned a colossal project of social engineering after the war. Poles, Ukrainians, and

MAJOR NAZI DEATH CAMPS

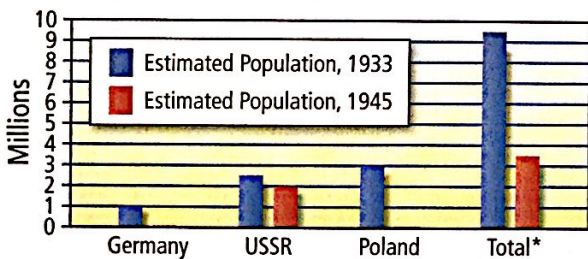
Concentration camp
 Death camp
 Location of Einsatzgruppen
 European boundaries, January 1938



Geography SKILLS

1. **Location** How many concentration camps and death camps are shown on the map?
2. **Human-Environment Interaction** What geographical factors do you think influenced the Nazis' decisions about the locations of death camps?

Jewish Population in Europe Before and After World War II



Source: U.S. Holocaust Memorial Museum Holocaust Encyclopedia. *Total includes other countries

Russians would be removed and become slave labor, according to Hitler's plan. German peasants would settle on the abandoned lands and "Germanize" them.

Himmler told a gathering of SS officers that 30 million Slavs might die to achieve this plan. He continued, "Whether nations live in prosperity or starve to death interests me only insofar as we need them as slaves for our culture. Otherwise it is of no interest."

Slave Labor in Germany

By the summer of 1944, seven million European workers labored in Germany.

They made up 20 percent of Germany's labor force. Another seven million workers were forced to labor for the Nazis on farms, in industries, and in military camps.

The use of forced labor caused many problems for Germany, however. Sending so many workers to Germany disrupted industrial production in the occupied countries that could have helped Germany. Then, too, the brutal way in which Germany recruited foreign workers led more and more people to resist the Nazi occupation forces.

✓ Reading Check Describing What was Hitler's vision for the residents of eastern Europe?

The Holocaust

MAIN IDEA Adolf Hitler's philosophy of Aryan superiority led to the Holocaust.

HISTORY & YOU Have you seen films about the Holocaust? Read to find out how the Nazis planned to exterminate the Jews.

No aspect of the Nazi New Order was more terrifying than the deliberate attempt to exterminate the Jews. Racial struggle was a key element in Hitler's world of ideas. To him, racial struggle was a clearly defined conflict of opposites. On one side were the Aryans, who were the creators of human cultural development, according to Hitler. On the other side were the Jews, who Hitler blamed for Germany's defeat in World War I and the Depression.

Himmler and the SS closely shared Hitler's racial ideas. The SS was given responsibility for what the Nazis called their Final Solution to the Jewish problem. The Final Solution was **genocide** (physical extermination) of the Jewish people.

The Einsatzgruppen

Reinhard Heydrich, head of the SS's Security Service, had the task of administering the Final Solution. Heydrich created special strike forces, called *Einsatzgruppen*, to carry out Nazi plans. After the defeat of Poland, these forces rounded up all Polish Jews and put them in ghettos set up in a number of Polish cities. Conditions in the ghettos were horrible. Families were crowded together in unsanitary housing. The Nazis tried to starve residents by allowing only minimal amounts of food. In spite of their suffering, residents carried on, and some organized resistance against the Nazis.

In June 1941, the *Einsatzgruppen* were given the new job of acting as mobile killing units. These SS death squads followed the regular army's advance into the Soviet Union. Their job was to round up Jews in their villages, execute them, and bury them in mass graves. The graves were often giant pits dug by the victims themselves before they were shot.

The leader of one of these death squads described the mode of operation:

PRIMARY SOURCE

"The unit selected for this task would enter a village or city and order the prominent Jewish citizens to call together all Jews for the purpose of resettlement. They were requested to hand over their valuables to the leaders of the unit, and shortly before the execution to surrender their outer clothing. The men, women, and children were led to a place of execution which in most cases was located next to a more deeply excavated anti-tank ditch. Then they were shot, kneeling or standing, and the corpses thrown into the ditch."

—*Nazi Conspiracy and Aggression*, vol. 5, 1946

The Death Camps

The *Einsatzgruppen* probably killed more than one million Jews. As appalling as that sounds, it was too slow by Nazi standards. They decided to kill the European Jewish population in specially built death camps.

Beginning in 1942, Jews from countries occupied by Germany (or sympathetic to Germany) were rounded up, packed like cattle into freight trains, and shipped to Poland. Six extermination centers were built in Poland for this purpose. The largest was **Auschwitz** (OWSH•VIHTS).

About 30 percent of the new arrivals at Auschwitz were sent to a labor camp, where many were starved or worked to death. The remainder of the people went to the gas chambers. Some inmates were subjected to cruel and painful "medical" experiments.

By the spring of 1942, the death camps were in full operation. First priority was given to the elimination of the Polish ghettos. By the summer of 1942, however, Jews were also being shipped from France, Belgium, and Holland. Even as the Allies were winning the war in 1944, Jews were being shipped from Greece and Hungary. In spite of Germany's desperate military needs, even late in the war when Germany was facing utter defeat, the Final Solution still had priority in using railroad cars to ship Jews to the death camps.

The Death Toll

The Germans killed approximately six million Jews, over three million of them in the death camps. Even in concentration camps that were not designed specifically for mass murder, large numbers of inmates



Student Web Activity—

Visit glencoe.com and complete the activity on concentration camps.

were worked to death or subjected to deadly medical experiments. Virtually 90 percent of the Jewish populations of Poland, the Baltic countries, and Germany were killed. Overall, the Holocaust was responsible for the death of nearly two out of every three European Jews.

The Nazis were also responsible for the deliberate death by shooting, starvation, or overwork of at least another nine to ten million non-Jewish people. The Nazis considered the Roma (sometimes known as Gypsies), like the Jews, to be an alien race. About 40 percent of Europe's one million Roma were killed in the death camps.

The leading citizens of the Slavic peoples—the clergy, intellectuals, civil leaders, judges, and lawyers—were arrested and killed. Probably an additional four million Poles, Ukrainians, and Belorussians lost their lives as slave laborers. Finally, at least three to four million Soviet prisoners of war were killed.

This mass slaughter of European Jews is known as the **Holocaust**, or in Hebrew *Shoah*,

meaning “total destruction.” Many Jews attempted to resist the Nazis. Friends and strangers aided some Jews, hiding them or smuggling them to safe areas. A few foreign diplomats saved Jews by issuing exit visas. The nation of Denmark saved almost its entire Jewish population.

Some people did not believe the accounts of death camps because, during World War I, allies had greatly exaggerated German atrocities to arouse enthusiasm for the war. Most often, people pretended not to notice what was happening. Even worse, **collaborators** (people who assisted the enemy) helped the Nazis hunt down Jews. Although the Allies were aware of the concentration camps and death camps, they chose to concentrate on ending the war. Not until after the war did the full extent of the horror and inhumanity of the Holocaust impress itself upon people's consciousness.

Children in the War

Young people of all ages were also victims of the atrocities of World War II.



See page R51 to read excerpts from *The Holocaust—The Camp Victims* in the Primary Source and Literature Library.

HISTORY & ARTS

PRIMARY SOURCE

The Final Solution at Auschwitz

Auschwitz was the largest and most notorious Nazi death camp. About 1.5 million people lost their lives there, most of them Jewish. The camp was located in Poland at the junction of 44 separate railroad tracks. These railroads transported Jews from all over Europe to Auschwitz.

Eyewitness account of an Auschwitz prisoner:

“Every day we saw thousands and thousands of innocent people disappear up the chimney. With our own eyes, we could truly fathom what it means to be a human being. There they came, men, women, children, all innocent. They suddenly vanished, and the world said nothing . . .”

—Filip Müller, Auschwitz prisoner

Hungarian prisoners arrive at Auschwitz concentration camp.

DOCUMENT-BASED QUESTIONS

1. **Describing** Use the photograph and quotations to write a brief description of the Nazi Final Solution at Auschwitz.
2. **Analyzing** How does Müller describe the victims at Auschwitz?

CONNECTING TO THE UNITED STATES

THE U.S. HOLOCAUST MEMORIAL MUSEUM

Since World War II, people have tried to understand the moral failure that allowed the Holocaust to happen. The word *genocide* was first used in 1944 to describe the Holocaust. The United Nations defined genocide as an attempt to destroy, in whole or in part, a national, ethnic, racial, or religious group. In recent years, genocide has taken place in the former Yugoslavia, Rwanda, and Darfur.

By learning about the past, we may be able to prevent future genocide. The U.S. Holocaust Memorial Museum in Washington, D.C., helps people remember and reflect upon the Holocaust.

- Educates people about the Holocaust
- Preserves the memory of those who suffered
- Encourages reflection and civic responsibility

A visitor tours the inside of the U.S. Holocaust Memorial Museum in Washington, D.C. ▶



CONNECTING TO TODAY

1. **Assessing** Why is it important to remember the Holocaust?
2. **Making Connections** Where has genocide taken place in recent years?

Because they were unable to work, Jewish children, along with their mothers, were the first ones selected for the gas chambers. Young Jewish males learned to look as adult as possible to survive. About 1.2 million Jewish children died in the Holocaust.

Many children were evacuated from cities during the war to avoid the bombing. The Germans created about 9,000 camps for children in the countryside. In Japan, 15,000 children were evacuated from Hiroshima before its destruction. The British moved about six million children and their mothers in 1939. Some British parents even sent their children to Canada and the United States. This, too, could be dangerous. When the ocean liner *Arandora Star* was hit by a German torpedo, it had 77 British children on board. They never made it to Canada.

Children evacuated to the countryside did not always see their parents again. In 1945 there were perhaps 13 million orphaned children in Europe.

In eastern Europe, it was children who especially suffered under German occupation. All secondary schools in German-occupied eastern Europe were closed. Their facilities and equipment were destroyed. Heinrich Himmler said that their education should consist only "in teaching simple arithmetic up to 500, the writing of one's name, and that God has ordered obedience to the Germans, honesty, diligence, and politeness. I do not consider an ability to read as necessary."

At times, young people were expected to fight in the war. In the last years of the war, Hitler Youth members, often only 14 or 15 years old, served in the front lines. Soviet Union children as young as 13 or 14 spied on German positions and worked with the resistance movement. Some were even given decorations for killing the enemy.

✓ Reading Check Summarizing What was the job of the *Einsatzgruppen*?

The New Order in Asia

MAIN IDEA The Japanese conquest of Southeast Asia forced millions of native peoples to work for the Japanese war machine.

HISTORY & YOU What if you were separated from your family and forced to work for a foreign country? Read to learn about Japanese policies in the occupied areas of Southeast Asia.

Japanese war policy in Asian areas occupied by Japan was basically defensive. Japan needed its new possessions to meet its growing need for raw materials, such as tin, oil, and rubber, and as markets for its manufactured goods. To organize these possessions, Japanese leaders included them in the Greater East Asia Co-Prosperity Sphere. This economic community supposedly would provide mutual benefits to the occupied areas and to Japan.

Japanese Colonial Policies

The Japanese had conquered Southeast Asia under the slogan "Asia for the Asiatics." Japanese officials in occupied territories promised that local governments would be established under Japanese control. In fact, real power rested with Japanese military authorities in each territory. In turn, the Army General Staff in Tokyo controlled the local Japanese military command. Japan used the economic resources of its colonies for its war machine and recruited the native peoples to serve in local military units or in public works projects. In some cases, these policies brought severe hardships to the native peoples. In Vietnam, for example, over a million people starved in 1944 and 1945 when Japanese officials forcibly took their rice and sold it abroad.

At first, many Southeast Asian nationalists took Japanese promises at face value and agreed to cooperate. Eventually, the nature of Japanese occupation policies became clear, and sentiment turned against Japan. Japanese officials provoked such attitudes by their contempt for local customs. Like the Germans, Japanese military forces often had little respect for the lives of their subject peoples. To help their war effort, the Japanese used labor forces composed of both prisoners of war and local peoples.

Such Japanese behavior created a dilemma for many nationalists. They had no desire to see the return of the colonial powers, but they did not like what the Japanese were doing. Some turned against the Japanese. Others simply did nothing. On the other hand, some nationalists tried to have it both ways. Indonesian patriots pretended to support Japan while actually sabotaging the Japanese administration.

Reading Check **Examining** How did the Japanese treat the native peoples in occupied lands?

SECTION 3 REVIEW

Vocabulary

1. **Explain** the significance of: Poland, Heinrich Himmler, ethnic, occupation, genocide, Reinhard Heydrich, Auschwitz, Holocaust, collaborators.

Main Ideas

2. **Explain** how Hitler began putting his racial program into effect soon after he conquered Poland.
3. **Calculate** the death toll of Jewish and non-Jewish people while Hitler established his New Order. Use a table like the one below to make your calculation.

People	Number Killed
Total:	

4. **List** the reasons why the sentiment of people in Japanese-occupied areas turned against the Japanese.

Critical Thinking

5. **The BIG Idea Evaluating** How did the Holocaust impact Europe and the rest of the world? What lessons does the Holocaust have for us today?
6. **Drawing Conclusions** How did Hitler's devotion to the Final Solution interfere with his ability to run the war?
7. **Analyzing Visuals** Examine the photograph on page 877. How were prisoners transported to Auschwitz?

Writing About History

8. **Expository Writing** Using a variety of sources, research and analyze the causes and consequences of the Holocaust.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central™.