

The Presentation of the Holocaust in German and English School History Textbooks – A Comparative Study

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Abstract *As textbooks are one way of teaching and influencing pupils' learning, this paper aims to examine critically and compare the presentation of the Holocaust in English and German textbooks. To set the scene, the paper investigates the theoretical and methodological background of textbook analysis. This is followed by a description of the sample and method chosen for this study. The analysis concentrates upon the question of culpability for the Holocaust in German and English textbooks and reasons for this. The paper concludes by exploring the possible effects the presentation of 'blame' for the Holocaust has upon the pupils who read textbooks.*

Introduction

'If we simply transmit a received account of the Holocaust, and 'preach' about the wickedness of Hitler, ...are we equipping pupils with the intellectual foundations that will enable them to subject contemporary values and policies to intelligent scrutiny?' (Haydn, 2000, p.138).

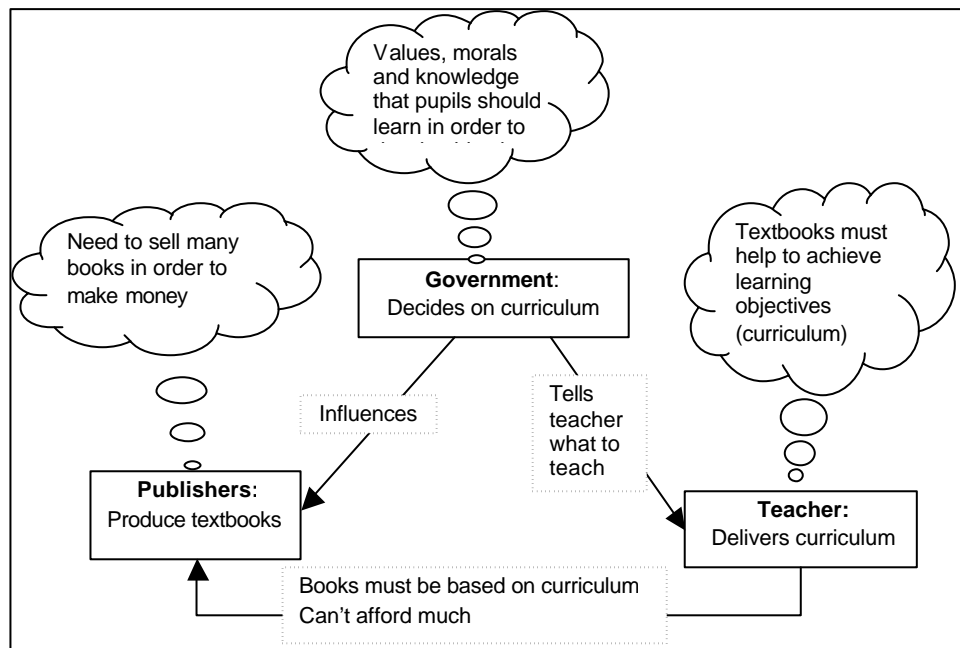
The way in which the Holocaust is taught does not only have an impact on pupils' understanding of the past but also upon their understanding of the present and the future. If pupils examine the Holocaust in a critical way that enables them to see the different dimensions of the topic, they might be able to grasp what this means for them today. Pupils have to understand that if the Holocaust happened once, it could happen again (Rossel, 2002).

From primary school onwards, pupils are taught to be critical, to look for meaning beyond the literal and to distinguish between fact and opinion when reading texts. However, when it comes to textbooks 'children do not have the right to disagree with the authorized texts' (Olson, 1989, p.239), as the written text separates speech from speaker, which can 'make the words impersonal, objective and above criticism' (Olson, 1989, p.239). This means that textbooks have immense power over pupils' thinking and understanding. Pingel (1998) argues that textbooks in the social sciences contribute to developing a concept of oneself and others. These concepts will generally be built upon the moral values and norms of a society, or the country for which the textbooks have been written. In other words, next to delivering facts, textbooks transmit the ideologies and values of a society or its politicians in order to strengthen and promote national identity (Anyon, 1983; Crawford, 2000; Pingel, 1998 and Van der Leeuw-Rood, 2000).

The above indicates that textbooks are social constructions, 'conceived, designed and authored by real people with real interests' (Apple *et al*, 1991, p.9). These 'real interests' are of a political, cultural, social, ideological and economic nature (Nicholls and Foster, 2003). The 'real people' are a society led by a government, and within this society people such as politicians, teachers and publishers will have an important influence upon what is written in textbooks.

Fig. 1 outlines the interrelations of influences on textbook content. By deciding on the curriculum content, the government has a major influence on the topics that are chosen for textbooks. The government can decide what, and which, history should be passed on to the pupils in order to help them understand the values of their country.

Figure 1. Interests of Government, Publishers and Teachers influencing Textbook Content



As teachers are mainly interested in textbooks that will help them to teach the topics they have to cover, publishers will – in order to make the biggest possible profit – generally only cover the topics that are included in the curriculum to meet the wishes of their potential buyers (Apple, 1989). In addition to this, publishers also consider the cost of the textbook production; this means that the number of pages on a particular topic, illustrations and the amount of narrative and primary texts are under an economic constraint. Finally, the textbook that gets into pupils' hands will not only have a selective choice of factual knowledge, but also a selective choice of sources and information to cover this factual knowledge. This means that the words in the textbooks that seem so 'objective and above criticism' (Olson, 1989, p.239), and that have been officially acknowledged to be true, are in fact merely 'claims to truth' (Crawford, 2003a, p.9).

Clearly, the degree, to which a textbook differs from the truth, can vary from book to book and from nation to nation. However, Crawford (2003a) concluded from several studies, which considered a number of nations, that no textbook offers a fully truthful account. Consequently, we have to assume that the textbooks in this study also offer claims to truth and that we should be able to get a better idea of the values and morals that the German and English government want pupils to learn, as well as how these nations are supposed to view themselves.

Previous textbook studies on a variety of topics show that the 'real interests' of the people involved can cause very different presentations of one particular topic (for example Van der Leeuw-Rood, 2000; Thornton, 2003). Often, their own nation is glorified whereas others are belittled (Pingel, 1999). This is to ensure that students feel pride in their country, which develops a strong sense of national identity. By looking at the question of responsibility for the Holocaust in English and German textbooks, I aim to discover if there are tendencies within the texts that glorify or belittle certain people or groups of people and how this affects each country's sense of national identity.

To get a general overview of the coverage of the Holocaust, ten textbooks were selected from each country, each with a publication date of within the past eight years. The German textbooks were designed for pupils of average ability in secondary school (*Realschule*) in the *Bundesländer* of the German Federal Republic. The number of pages ranged from 176 at the minimum and 407 at the maximum, all A5 in format. The English textbooks were published for secondary schools and have an average of 220 pages. They are used widely in the United Kingdom. The format varies slightly; generally it can be said that books with fewer pages are usually of bigger format. Both English and German textbooks cover 20th Century history and include a chapter on the Second World War, which incorporates the topic of the Holocaust. The books contain primary evidence in the form of photographs, personal accounts or maps, which are supported by author narrative. All the textbooks analysed in this study are listed in Appendix 1.

These twenty textbooks will be analysed using a quantitative method, looking at the relation between number of pages overall and number of pages on the Holocaust, as well as the number of illustrations and primary texts. Next, a more detailed qualitative analysis of three textbooks will follow which concentrates on culpability for the Holocaust. Guiding research questions include:

- Does the text give multiperspectivity or monocausal explanation?
- How are the leading Nazis and the German public portrayed?
- Are pupils invited to investigate or does the text simply describe and give 'final' answers? Are pupils invited to interact with the sources?
- What is the role of language? What messages does the text transmit?

By using both quantitative and qualitative analysis, it should be possible for me to arrive at a good overview of the importance and interpretation of the Holocaust in the textbooks of both countries.

Quantitative Analysis

Authors and publishers make choices concerning the length and layout of textbooks. By deciding on the number of pages per topic and the kind of illustrations, activities and primary texts to be included, they put an emphasis on some topics and make others seem insignificant. This and the inclusion of illustrations of, or texts about some groups involved and the exclusion of others will convey a message about what is seen as important and what is not (Pingel, 1999).

This section uses a statistical summary of the twenty chosen textbooks to analyse content, illustrations and other primary sources provided to get an overview of the importance of the Holocaust in general and to find out if the textbooks put a particular emphasis on certain aspects of the topic.

It is important to consider the government's influence on textbook content at this point. The theoretical underpinning for this analysis has already illustrated the great influence that the government has when it comes to the topics to be included in textbooks. It therefore needs to be asked to what extent the publishers and authors in this case have been led by the governments of the countries in question.

Although there are differences in the general guidelines and curricula for each *Bundesland* in Germany, Crawford and Jones, (1998) found that there are commonalities within the study units for 20th Century history. The Holocaust is taught in all *Bundesländer* in either year 9 or 10 in all strands of the secondary school system. The teaching is supposed to help pupils understand the past and ensure that fundamental human rights, as set out in the German constitution, will not be

disregarded again (Rathenow, 2000). In England the teaching of the Holocaust is also compulsory, as it is part of the world study after 1900. This is usually taught to pupils at the age of 14, which is earlier than in Germany. In both countries the topic is expected to take about eight to eleven lessons, which indicates that it is of similar importance.

However, Table 1 illustrates that, generally speaking, the Holocaust is given more significance in German textbooks than in English textbooks. Although at first glance at the average percentage of pages on the Holocaust in German textbooks (3%) is less than in English textbooks (4%), a closer look shows that the average proportion of

Table 1: Content Analysis

	Pages	Pages on Holocaust	in %	Mean in %	Median in %
D1	256	14	5	3	4
D2	312	11	4		
D3	246	10	4		
D4	176	6	3		
D5	313	8	3		
D6	247	10	4		
D7	198	8	4		
D8	304	5	2		
D9	407	6	1		
D10	344	5	1		
E1	128	8	6	4	2
E2	218	8	4		
E3	251	31	12		
E4	273	3	1		
E5	96	2	2		
E6	192	2	1		
E7	208	3	1		
E8	129	8	6		
E9	428	4	1		
E10	240	3	1		

pages in English textbooks results from an unusually high number of pages on the Holocaust in one book, E3.

On average, the German textbooks analysed also have more illustrations per page than English textbooks, as shown in Table 2. Textbooks from both countries in question have a very high percentage of illustrations of victims. Pingel (1999, p.31) states: "illustrations attract.....attention more than a written text'. By presenting pupils with a large number of illustrations of victims, textbook authors arouse feelings of horror and disgust as soon as the pupils open the book. Presumably, this is meant to be the first step towards educating the pupils that such a thing should never happen again, which is the educators' aim in both countries.

Interestingly, the percentage of illustrations of leading Nazis is more than twice as high in English textbooks as in German textbooks. In a previous study of English and German textbooks, Crawford (2003b) found that English textbooks tended to support the idea that the responsibility for the Holocaust had to be found within the Nazi Party. This belief also seems to be evident in the textbooks I analysed: it is easy for pupils to

conclude that active members of the Nazi Party must be responsible, if the pupils are presented with such illustrations.

Table 2: Analysis of Illustrations

	Number of illustrations	Illustrations per page	Ill. of victims in %	Ill. of leading Nazis in %	Other illustrations in %
Total average of German textbooks	12	2	54	2	44
Total average of English textbooks	6	1	39	5	56

Table 3 is a statistical summary of the primary texts contained in the textbooks analysed. It appears that textbooks from both countries have a tendency to focus on primary sources written by Nazis.

The average percentage of texts by Jews in English textbooks should be handled with care. Although it reflects the general trend that English textbooks contain fewer primary texts by Jews than by Nazis, it is influenced by the one primary text in E5, which happens to be Jewish. Had this textbook not been included or had the sample of textbooks been bigger, the average percentage of Jewish texts would be likely to be even lower.

Table 3: Analysis of Primary Texts

	Primary texts	Nazi Texts in %	Jews' texts in %	Other primary texts in %
Total average of German textbooks	10	52	22	26
Total average of English textbooks	7	36	22	42

The quantitative analysis leads one to the conclusion that although both countries concerned have made the teaching of the Holocaust compulsory the topic is given more importance in Germany than in England. This outcome is not surprising, if we consider that the Holocaust is part of Germany's history and that the curricula of the German *Bundesländer* have been influenced by the fundamental human rights set out in the constitution. It also seems that English textbooks still tend to emphasise the guilt of leading Nazis.

To get further answers, the question of blame and other questions have to be investigated in more detail in the qualitative analysis. It will be interesting to see if and to what extent the pupils are invited to interact with the materials just analysed. Narrative, images, written sources and activities work together in forming the pupils' view of the topic, and influence whether pupils simply learn about the past or also learn from the past.

Qualitative Analysis

In order to consider the question of culpability in more detail, it is important to be aware of the main concepts concerning the Holocaust. I have already mentioned that previous

textbook studies by Crawford (2003b) found that English textbooks tended to follow the idea that members of the Nazi Party can be seen as the main perpetrators. This concept, which Crawford calls 'Hitlerism', used to be popular in Germany and other countries too (Von Borries, 2003). Against that, Goldhagen's thesis argues that deeply rooted anti-Semitism caused 'ordinary [meaning all] Germans' to commit such mass murder (1996, p.9). It shall be interesting to see whether Goldhagen's view has influenced school textbooks, or whether other more multi-causal views have been taken into account.

The ideas arising from the above models concerning culpability shall form the focus of this analysis. In other words, the explanations the textbooks offer for the Holocaust, and the portrayal of the degree of responsibility of the Nazis and the German public for the Holocaust will be reflected upon. Each reflection will include an analysis considering the opportunities given for the pupils to interact with the sources, and the role of language, particularly within the narrative.

Although all textbooks place the Holocaust within the context of Hitler's strong anti-Semitic views and his rise to power, hardly any of the explanations can be seen as straightforward. D3 and all three English textbooks, for example, focus on the importance of Nazi propaganda. Activity 1 in E2 asks pupils to consider the effect on people, who were 'continuously surrounded' by propaganda (E2, p.187), and D3 talks about the 'poison of anti-Semitism' that has been spread (D, p.175). Two German (D2 and D3) and two English (E2 and E3) textbooks also refer to the anti-Semitism that existed in Europe prior to Hitler's rise to power. E2 uses this to set the scene for the topic 'How did the Holocaust happen?' (E2, p.186).

Unemployment and poverty caused by the social crisis are mentioned too (E2, p.187). E1 states that 'Hitler was in no doubt who was to blame for the downfall', and that it is not unusual for human beings to look for a scapegoat during difficult times (E1, p.96).

D1, however, contradicts many of these views. By pointing to a source which describes a Nazi being misled by the 'Aryan' features of a Jewish girl, it questions, for example, if the Nazi's racist views might have convinced the Germans (D1, p.45). Although D1 acknowledges the significance of racism regarding the National Socialists' aims and policies (D1, p.44), it also views the behaviour of German society in a critical light.

This leads me to the portrayal of the groups responsible for the Holocaust. D1 does not leave any doubt that the 'ordinary Germans' carry guilt. The activity mentioned above might only infer this, but the following sentence makes it clear:

'Many people have been involved in the acts of murder – not just the ones who shot or threw the gas pallets into the gas chambers. The train drivers, for example, who drove the trains to Auschwitz or the civil servants in the offices, who organised the mass murders, were also involved.' (D1, p.52)

Authorial narrative, primary evidence and activities work together to portray a picture of 'willing criminals' who were free to make the decision to kill (D1, p.52). As the textbook was published two years after Goldhagen presented his thesis, this textbook appears to be a classic example of the influence of external factors on the content of textbooks. D3, on the other hand, gives a more balanced view on the question of blame. It considers the influence of the 'anti-Semitic mania' caused by the Nazis (D3, p.175), as well as the responsibility of German industrialists. After reading the correspondence between the IG Farben factory and the leaders from Auschwitz, pupils are required to do the following activities:

- 'Analyse this matter-of-fact correspondence.
- What does this document tell us about the shared responsibility of German industry for Nazi crimes?' (D3, p.177)

The pupils are therefore made to think about the guilt of non-Nazis – ordinary Germans – as well as Nazis.

This is in contrast to the other texts, which tend to blame the Nazis for the Holocaust. Although allegations against the German public are made in E1 and E2, these allegations are undermined by information that follows. The two English textbooks mention the involvement of ordinary Germans in one sentence, but lead straight on to the guilt of the Nazis in the next sentences. This specific consideration of where and how information is presented can be seen particularly well in an extract taken from E1. The extract (see Appendix 3) shows that this is especially interesting as the extract also conveys a little about the role of the Allies. Directly after having talked about the importance of the question of responsibility of the Allies in order to ensure lasting peace, the pupils are confronted with the Nuremberg trials and Denazification on the following page (E1, p.101). This seems to infer that the Allies, including the British, have done their best to guarantee lasting peace. As Pingel (1999) said, one's own nation is glorified and other nations, in this case Germany, are belittled.

However, this is not true for all textbooks. We have seen that German textbooks tend to blame their own nation, at least partially, for the Holocaust. A possible reason for this can be found in one of the textbooks themselves: Buchenwald and other memorial sites of the Holocaust should be a warning to everybody to ensure that 'never again shall any extreme rightwing group get to power in Germany' (D2, p.126). Naumann (2002) states that Germans have to get used to the idea that an innocent patriotism in Germany is not possible due to its past. This could be a reason, why ordinary Germans are generally not presented well in the textbooks.

Yet, the textbooks do not stop at the thought of dreadfulness. All three German books analysed ask what Haydn (2000, p.136) calls the 'important 'So what?' question'. This is the question that makes history fascinating, as it considers the impact of the past on us and on the future. All three textbooks invite the reader to some extent to consider what they can do about issues such as discrimination and prejudice, issues that made the Holocaust possible. In D2, for example, the topic of the Holocaust follows a chapter on Neo-Nazism. The photograph shown in Appendix 4 depicts some of the current racist issues in Germany, and it invites the pupils to draw parallels to the Holocaust as there are also some icons related to the Third Reich.

Apart from E1, the English textbooks also invite the pupils to draw parallels between the past and the present. E3 has the topic of the Holocaust embedded between a double page on human rights and people's responsibilities today (E3, pp.144/145) and another page with recent issues such as the killings in Kosovo at the end (E3, p.176).

Conclusion

This study has shown that the textbooks from both countries tend to invite pupils to develop critical historical thinking through learning about and learning from the Holocaust. Books from both countries are inclined to associate the beginning of the Holocaust with a variety of causes, and the strengthening of anti-Semitic views through Hitler's rise to power. Germany's economic situation and the use of propaganda are mentioned as possible causes in the books.

Both sets of textbooks make use of a variety of sources to develop the pupils' investigative skills. However, the higher percentage of illustrations of leading Nazis in

English textbooks and the particular use of narrative still show a tendency towards an interpretation that sees Hitlerism as the major factor. It seems that German textbooks, on the other hand, have been influenced by the Goldhagen thesis, particularly D1. Nevertheless, research on more textbooks published during that time would be needed to further clarify the influence of Goldhagen's thesis on German textbooks. For now, it can be assumed that the politics of a country and some major current debates have had an influence on the content of these textbooks.

This can be said, disregarding the Goldhagen debate, simply by looking at the information gained from this study. The higher percentage of pages on the Holocaust in German textbooks, compared to the English textbooks, reflects that this topic is still very important to the German government and therefore to the German nation. German textbooks have also been strongly influenced by the outcry that such crimes should never happen again. The textbooks analysed encourage German pupils to accept the responsibility for the crimes of the Holocaust, and to come to terms with its consequences for the German nation.

English pupils are mostly encouraged to look at the Holocaust from a different angle. Although the English textbooks invite the pupils to draw parallels with present issues, the tendency to portray the English as the Allies that came to bring lasting peace to the world might aim to foster a pride in Englishness. The way the English see themselves is therefore also influenced by their textbooks.

Pupils' ideas of themselves and of others are not influenced by textbooks alone. The use of the textbooks in schools could be another area of research. The materials a teacher provides in addition to textbooks, such as worksheets or films, will have an impact on the pupils' learning, as will the teaching strategies used. Pupils are also likely to be influenced by the media: documentaries and movies on the Holocaust have been very popular, particularly in England.

The Holocaust has been and will always be a debated part of the past. This analysis has been an attempt to shed light on the representation of the Holocaust. However, the question of culpability will never be easy to answer; due to all the factors involved, such as the rise of Hitler and anti-Semitism in Germany. Nevertheless, it is important to consider the Holocaust's lessons for us today, especially as we are living in a world where genocide and mass murders are still part of the lives of many people.

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Appendix 1

List of Textbooks

D1	Kosche, G. & Wunderer, H. (1998) <i>Geschichte Konkret 3 – Ein Lern- und Arbeitsbuch</i> Hannover, Schroedel.
D2	Berger, T. (ed) (1996) <i>Entdecken und Verstehen 3 – Von der Oktoberrevolution bis zur Gegenwart</i> Berlin, Cornelsen.
D3	Osburg, F. & Klose, D. (2003) <i>Expedition Geschichte, G3 – Von der Entstehung des Deutschen Kaiserreiches bis zum Ende des Zweiten Weltkrieges</i> Frankfurt, Main, Diesterweg.
D4	Funken, W. & Koltrowitz, B. (eds) (2003) <i>Geschichte Plus 9 – Mecklenburg Vorpommern</i> , Berlin Volk und Wissen.
D5	Fiederle, X., Hergenröder, G. & Simioner, N. (eds) (1998) <i>Von... bis: Von 1933 bis heute 3</i> Paderborn, Schönigh.
D6	Brückner, D. & Lachner, H. (eds) (2003) <i>Geschichte erleben 4</i> Bamberg, C.C. Buchner.
D7	Flues, H., Höfer, A., Kehrig, K., Leinen, K. & Steidle, H. (1999) <i>Zeitreise 10 – Rheinland Pfalz</i> Leipzig, Klett.
D8	Brokemper, P., Müller, K-H., Potente, D. & Regenhardt, H-O. (eds) (1999) <i>Ansichten – Arbeitsbuch für Geschichte/Politik 3, Nordrhein-Westfalen</i> Berlin, Cornelsen.
D9	Lendzian, H-J. & Marx, C. (eds) (2001) <i>Geschichte und Gegenwart 3</i> , Paderborn, Schönigh
D10	Regenhardt, H-O. & Tatsch, C. (2003) <i>Forum Geschichte, Band 4</i> Berlin, Cornelsen.
E1	Lancaster, T. & Lancaster, S. (1995) <i>Discovering History – Britain and the World: the 20th Century</i> Ormskirk, Causeway Press.
E2	Shephard, C., Reid, A. & Shephard, K. (1993) <i>Discovering the Past, Y9 – Peace and War</i> London, John Murray. (The Schools History Project – Official Text)
E3	Kidd, J., Rees, R. & Tudor, R. (2001) <i>Heinemann History Scheme – Into the twentieth century, Book 3</i> Oxford, Heinemann. (A complete match for the QCA Scheme of Work)
E4	McAleavy, T. (ed) (2002) <i>Modern World History – Combined Edition</i> Cambridge, CUP.
E5	Clare, J.D. (1996) <i>The Twentieth Century</i> Walton on Thames: Nelson.
E6	Sauvain, P. (1996) <i>Key History for GCSE – Key themes of the twentieth century</i> Cheltenham, Thornes.
E7	Mason, J. & Leonhard, A. (2001) <i>Modern World History to GCSE (2nd edn.)</i> Oxford, OUP.
E8	Byran, J., Counsell, C., German, M., Peuple, D. & Riley, M. (1999) <i>Think Through History: Modern Minds – The twentieth century world</i> Harlow, Longman.
E9	Walsh, B. (2001) <i>History in Focus, GCSE: Modern World History (2nd edn.)</i> London, John Murray.
E10	Kelly, N. & Rees, R. (2001) <i>Heinemann Secondary History Project – The Modern World</i> Oxford, Heinemann.

Appendix 2

Statistical Summary of all Textbooks

	Pages	Pages on Holocaust	in %	No of illustrs*	No of victims	in %	No of Nazi leaders	in %	Primary texts	Texts of Nazis	in %	Texts of Jews	in %
D1	256	14	5	25	18	72	0	0	11	1	9	3	27
D2	312	11	4	9	4	44	0	0	11	7	64	1	10
D3	246	10	4	11	7	64	0	0	16	12	75	1	6
D4	176	6	3	11	2	18	1	9	9	3	33	2	22
D5	313	8	3	15	11	73	0	0	11	8	73	1	9
D6	247	10	4	13	6	46	0	0	12	6	50	4	33
D7	198	8	4	10	2	20	0	0	6	1	17	4	67
D8	304	5	2	11	9	82	0	0	3	3	100	0	0
D9	407	6	1	11	6	55	1	9	9	5	56	0	0
D10	344	5	1	8	5	63	0	0	7	3	43	3	43
E1	128	8	6	10	4	40	1	10	11	5	45	3	27
E2	218	8	4	14	7	50	0	0	16	10	63	1	6
E3	251	31	12	15	6	40	1	7	21	3	14	12	57
E4	273	3	1	4	1	25	0	0	0	0	0	0	0
E5	96	2	2	2	2	100	0	0	1	0	0	1	100
E6	192	2	1	2	1	50	0	0	4	3	75	0	0
E7	208	3	1	0	0	0	0	0	0	0	0	0	0
E8	129	8	6	8	3	38	1	13	7	3	43	1	14
E9	428	4	1	5	1	20	1	20	9	5	56	1	11
E10	240	3	1	4	1	25	0	0	3	2	67	0	0
AvD	280	8	3	12	7	54	0	2	10	5	52	2	22
AvE	216	7	4	6	3	39	0	5	7	3	36	2	22

*Maps, photos, pictures

AvD: Total average of German textbooks

AvE: Total average of English textbooks

Appendix 3

Extract from E1 (p.100) showing how the responsibility of the Germans is mentioned, but undermined by the source on the Nuremberg trials just below it

It was only after the Allies had won the war that the extent of the Holocaust became clear. Since then many people have been trying to understand how it could have been allowed to happen. An important question to answer is, 'Who was responsible?' Some people have argued that Hitler was personally to blame. Others say that it was the Nazi system rather than Hitler himself. A third group argues that the German population as a whole was in some way responsible. At the end of the war this question was particularly important because the Allies had to decide what measures should be taken to make sure there was a lasting peace.

Source A The Nuremberg trials



Goering in the dock at Nuremberg

At the end of the war Hitler, Goebbels (Minister for Propaganda) and Himmler (Head of the SS) committed suicide. All three had played an important part in making the decision to go ahead with the final solution.

After the war, 22 leading Nazis were put on trial at Nuremberg. The most senior was Hitler's deputy, Goering. In July 1941 he had signed an order instructing the SS, 'to make all necessary preparations to bring about a total solution of the Jewish problem'. Goering was sentenced to hang but committed suicide beforehand. The other defendants were hanged or given long prison sentences.

Over the next 20 years 20,000 people were convicted by either Allied or German courts for crimes committed in Nazi Germany. Most were convicted for their part in the Holocaust.

Appendix 4

A photo used in D2 to set the Holocaust into the current context

