

Pre-writing #6: Comparing and Contrasting Primary Sources

ASSIGNMENT: You are asked to use two primary sources to help your audience understand the significance of gender in explaining the Nazi construction of “Volksgemeinschaft,” their idea of the community of the people. Look for gender keywords: marriage, masculinity, femininity, sexuality, homosexuality, family, fatherland, perversion, and others suggested in the prompt. Use this grid to generate evidence from Nazi legal documents, German Jewish narratives, etc. If your instructor is allowing you to use art or music, think of key details in the image or lyrics. Review your lecture notes and Handbook (chapters on Comparison and Contrast, Application, and Revision).

| KEY WORD | PARAPHRASE | WHY IS THIS KEYWORD INTERESTING? | SO THEN WHAT? |
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| Quote exactly word or phrase | In your own words | Appeal to ELP: <i>Ethos, logos, pathos</i> ? Allusion to “scientific” racism, nationalism, myth, religion, human rights, social organization? Connection to your <i>other</i> primary source? | How can this help illuminate the role of gender in the Nazi idea of “Volksgemeinschaft,” community of the people? Or in an anti-Nazi response? |
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