

LESSON 4

Reflection and Discussion Connecting Past and Present

Lesson Overview: This lesson asks students to reflect upon and discuss the themes and questions explored in *State of Deception*. A hands-on activity analyzing examples of propaganda from the exhibition synthesizes students' understanding of Nazi propaganda and provides an opportunity to practice critical analysis of messages. The lesson offers discussion prompts as a path for teachers to stimulate dialogue about the ways in which propaganda impacted history and continues to influence public discourse today.

Lesson Rationale: This lesson is an opportunity for students to dialogue and reflect on the ways in which propaganda affected society during the Holocaust and how it continues to affect people today. Students will be asked to connect their reflections and takeaways to the roles and responsibilities of citizens in a democratic society to respond to dangerous propaganda. Students will practice critical analysis of messages from *State of Deception* to reinforce media literacy skills.

Time: One Class Period

Materials:

- 4.1 Bob Behr survivor testimony video
(available at <https://www.youtube.com/watch?v=yEEuTEDfFqc>)
- 4.2 Propaganda PowerPoint
- 4.3 Timeline
- 4.4 Diagram worksheets
- 4.5 Teacher's guide

Procedure:

Before Class:

- 1) Make copies of Activity 4.4 for class

During Class:

Optional:

- 1) **Watch 30 minute video featuring Holocaust survivor Bob Behr's testimony about growing up in Berlin, Germany and his reflections on Nazi propaganda.** This will help to put the history presented in *State of Deception* into a personal context with

anecdotes that reveal the impact of propaganda on young people during the Holocaust.

2) Ask students for their reactions and impressions.

- How do Bob's anecdotes help students to relate to the broader history explored in *State of Deception*?
- What does it reveal about the impact and pain of propaganda on young people in Nazi Germany? Why can propaganda have such a powerful impact on youth?

Discussion and Post-Visit Reflection:

1) Ask students to share recollections of what they saw in the exhibition.

- What is one artifact, poster, video, or photograph they saw in *State of Deception* that they are continuing to think about after the visit?
- Why did it make an impression on them?

2) Ask students to reflect on themes of the exhibition that can help them to relate to the experiences of youth in the history.

- What were the impact of new technologies?
- How did new communication technologies amplify the Nazis' messages?
- How and why were youth targeted by Nazi propaganda? Why were youth vulnerable to propaganda messages?

3) Other main themes and questions to discuss are:

- The prevalence of indifference and inaction by non-targeted individuals and groups.
- The impact of exclusionary and hate propaganda on individuals.
- The concepts of inclusion and exclusion (the appeal of belonging, the pain of exclusion).

4) Ask students to share the connections they made between these themes and their lives today.

- How do these themes and questions connect to their experiences?

5) Have students reflect on the following key questions about the impact of propaganda on societies and the possibility for response.

- What can we take away and apply when we encounter propaganda today?
- What makes communities vulnerable to extreme messages?
- How can we identify problematic propaganda as a "warning sign" of a potentially dangerous situation?
- What might be the consequences of propaganda unchecked? What can individuals in communities do to respond to problematic propaganda?

Critical Thinking and Synthesis Activity:

- 1) Divide students into six groups.** Assign each group an example of propaganda from the exhibit (using worksheets 4.5).
- 2) Have students complete the visual analysis worksheet and diagram their example.**
 - Note: If students did not complete Lesson 1, Extension, the teacher will need to model for the class how to do the activity using examples from Lesson 1 Extension Teacher's guide.
 - Timeline 4.3 can be posted on wall as reference for context.
- 3) Project each propaganda example on the screen from PowerPoint 4.2.**
- 4) Have students share out a summary of their responses to the piece of propaganda.**
- 5) Using the 4.6 Diagram Teacher's Guide, lead students through a discussion of the following questions.**
 - **Ask students about how the message is communicated:** How is color, line graphics, depictions of people, words, and symbols used in this example to communicate a message? What is the message?
 - **Ask students about the importance of context:** Given the hopes, fears, and grievances present in society at the time, why might this message have had power?
 - **Ask students about the intended audience:** Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternative viewpoints?
 - **Ask questions about the propagandist:** Who created this? What do they hope the audience would think, feel, and do?
 - **Ask students about the impact this message could have on society:** What were the consequences of this propaganda?
- 6) Ask students to compare and contrast examples in each of the contexts** (democracy, dictatorship, and war).
 - What stands out about each example? What most captured their attention and why?
 - When and why does propaganda become problematic in each context?
 - What factors are necessary to consider in making that assessment?

Final Dialogue:

- 1) Close by reflecting collectively on the final questions posed in the exhibition:**
 - When is propaganda most dangerous?
 - What makes you vulnerable to propaganda?
 - How can you guard against propaganda?

State of Deception: The Power of Nazi Propaganda

LESSON 4

4.2 Propaganda PowerPoint

**UNITED STATES
HOLOCAUST
MEMORIAL
MUSEUM** ushmm.org



PROPAGANDA

IS BIASED INFORMATION

SPREAD TO SHAPE PUBLIC OPINION

AND BEHAVIOR.

The power of propaganda depends on:

- **MESSAGE**
 - **TECHNIQUE**
 - **MEANS OF COMMUNICATION**
 - **ENVIRONMENT / CONTEXT / CLIMATE**
 - **AUDIENCE RECEPTIVITY**
-

PROPAGANDA

- **USES TRUTHS, HALF-TRUTHS, OR LIES**
 - **OMITS INFORMATION SELECTIVELY**
 - **SIMPLIFIES COMPLEX ISSUES OR IDEAS**
 - **PLAYS ON EMOTIONS**
 - **ADVERTISES A CAUSE**
 - **ATTACKS OPPONENTS**
 - **TARGETS DESIRED AUDIENCES**
-

State of Deception: The Power of Nazi Propaganda

Selling Nazism in a Democracy

1918-1933

Propaganda & Persecution in a Dictatorship

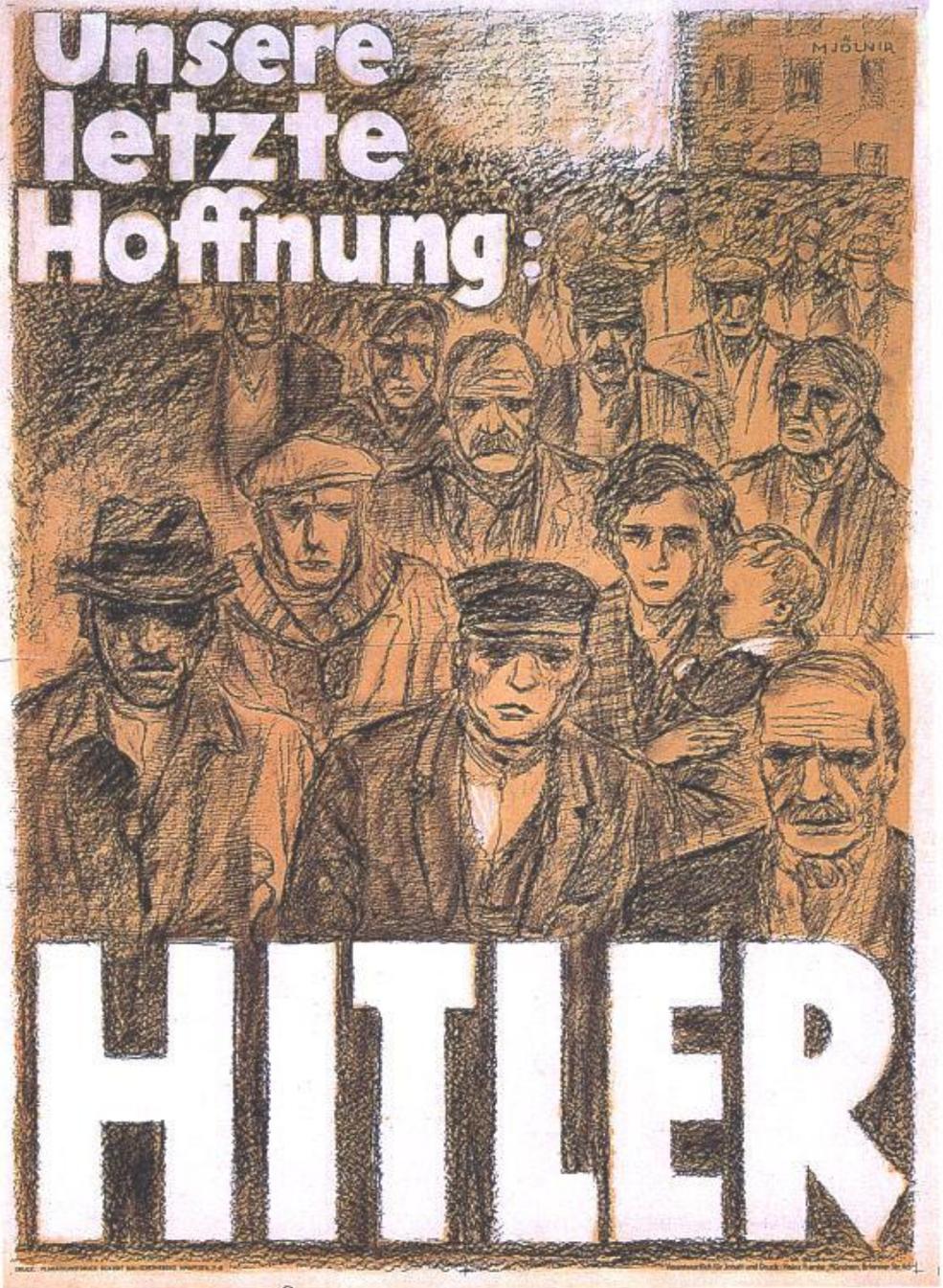
1933-1939

Propaganda for War & Mass Murder

1939-1945

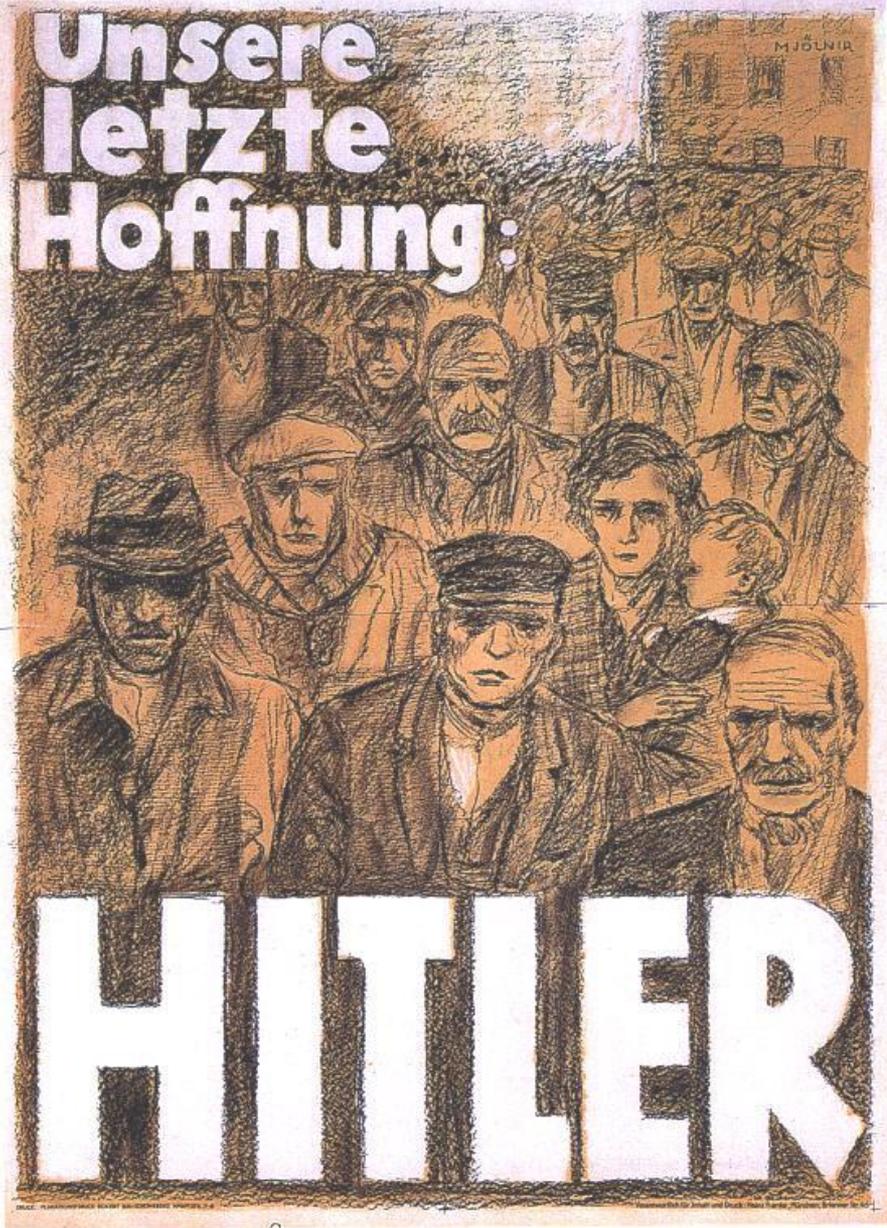
Propaganda on Trial

1945-1948



HITLER: Our last hope (1932)

Bildarchiv Preussischer Kulturbesitz, Berlin/Art Resource,
New York



HITLER: Our last hope (1932)

Bildarchiv Preussischer Kulturbesitz, Berlin/Art Resource, New York



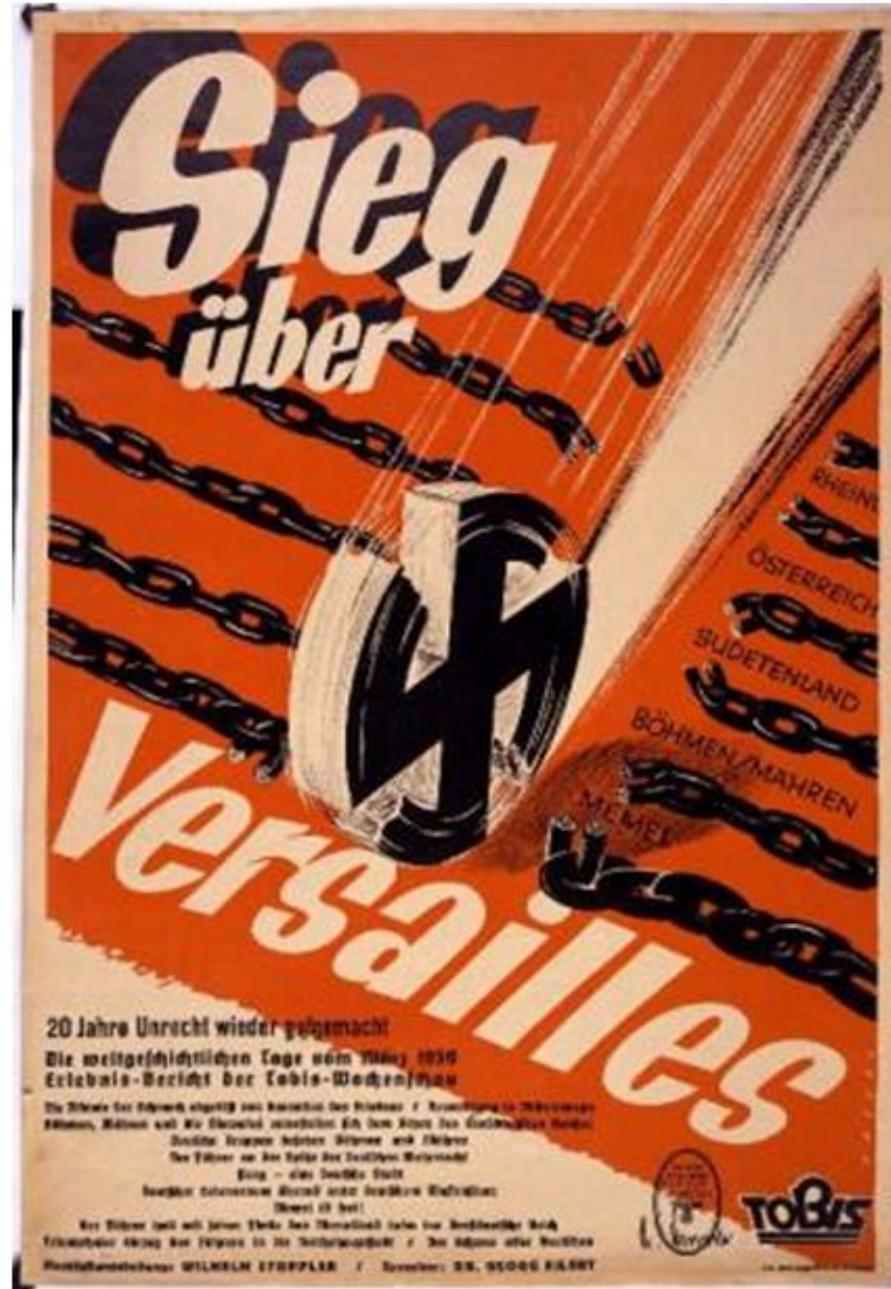
Vote Slate 10. This blow must hit home! National Socialist German Workers' Party (Hitler Movement)

Fips (Philipp Rupprecht), artist; 1928. Hessisches Landesmuseum Darmstadt



***Vote Slate 10. This blow must hit home!
National Socialist German Workers' Party (Hitler
Movement)***

Fips (Philipp Rupprecht), artist; 1928. Hessisches Landesmuseum Darmstadt



Victory Over Versailles! The Wolfsonian—Florida International University, Miami Beach 1939

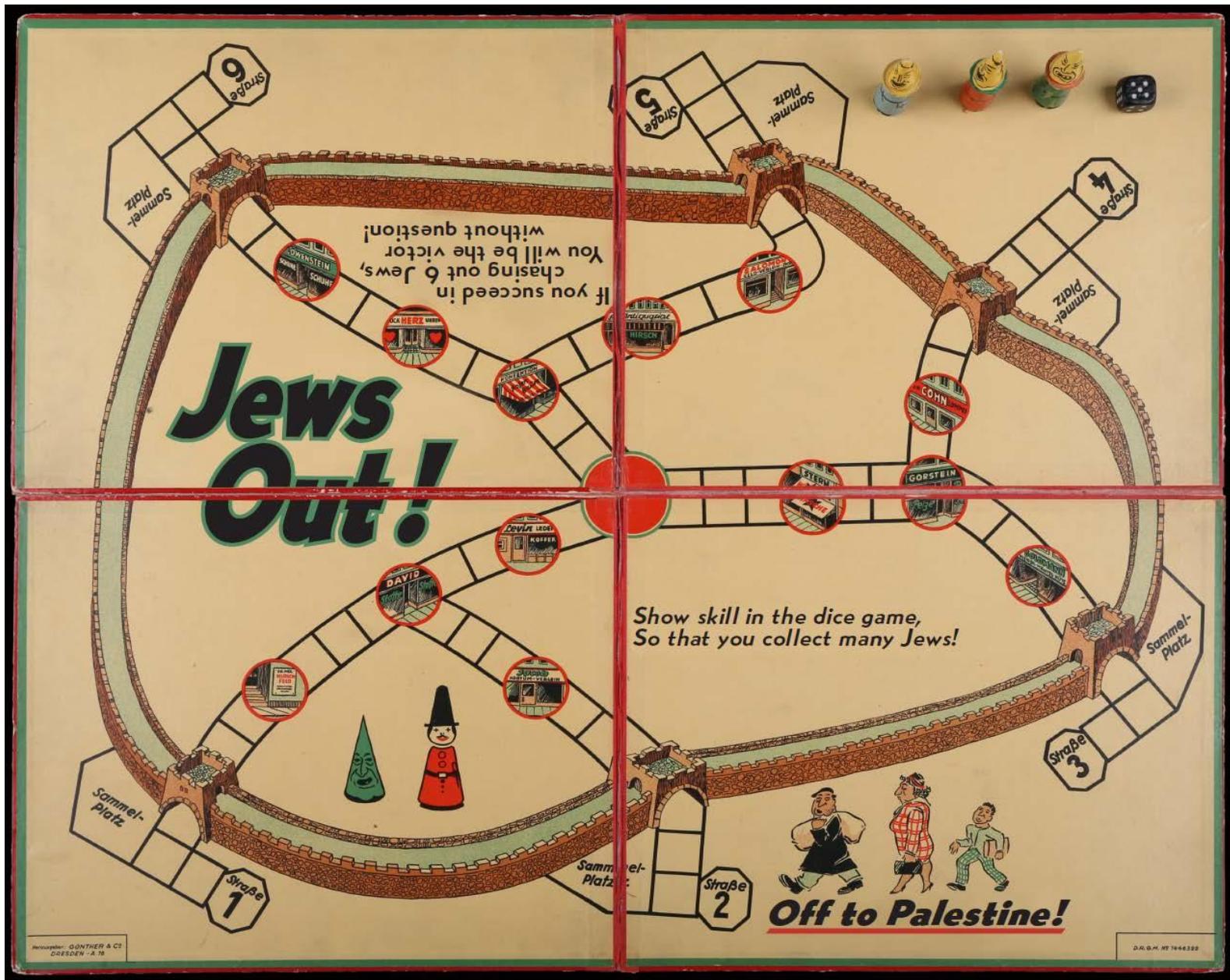


Victory Over Versailles!
The Wolfsonian—Florida International University, Miami Beach 1939



German board game titled "Juden Raus"

"Jews Out! Show skill in the dice game, so that you collect many Jews! If you succeed in chasing out 6 Jews, you will be the victor without question! Off to Palestine!"



German board game titled "Juden Raus"

"Jews Out! Show skill in the dice game, so that you collect many Jews! If you succeed in chasing out 6 Jews, you will be the victor without question! Off to Palestine!"

WORLD WAR II AND THE HOLOCAUST: 1939-1945

(corresponds to State of Deception Section III: Propaganda For War and Mass Murder, 1939-1945)



Why we fight—for our children's bread! 1940

US Holocaust Memorial Museum



*Why we fight—for our children's bread! 1940
US Holocaust Memorial Museum*



Hinter den
Feindmächten:

der Jude

Behind the enemy powers: the Jew

United States Holocaust Memorial Museum
Collection, 1942
Gift of Helmut Eschwege



Behind the
Enemy Powers:

the Jew

Behind the enemy powers: the Jew

United States Holocaust Memorial
Museum Collection, 1942
Gift of Helmut Eschwege

State of Deception: The Power of Nazi Propaganda

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4.3 Timeline



February 1920:
The League of Nations signed the Covenant of the League of Nations.

1920:
Hitler joins the German Workers' Party (DAP), which later becomes the Nazi Party.

1924-1925:
Hitler is imprisoned for a year and a half for his role in the Beer Hall Putsch.

1927:
Hitler publishes "Mein Kampf" (My Struggle).

February 1933:
Hitler is appointed Chancellor of Germany.

April 1933:
The Reichstag Fire is used as a pretext to suspend civil liberties.

August 1934:
Hitler becomes Führer and Chancellor after the death of Hindenburg.

September 1934:
Hitler consolidates power by eliminating his political opponents.

March 1935:
Hitler violates the Treaty of Versailles by rearmament.

November 1935:
The Nuremberg Laws are passed, stripping German Jews of their citizenship.

September 1939:
Germany invades Poland, starting World War II.

1939-1941:
The Holocaust begins, with the systematic extermination of Jews.

June 1941:
Germany invades the Soviet Union.

Late 1939:
The Battle of Britain begins.

February 1941:
The Battle of the Atlantic begins.

June 1919:
The League of Nations is established.

August 1918:
The Armistice is signed, ending World War I.

April 1923:
Hitler leads the Beer Hall Putsch in Munich.

1918:
The Treaty of Versailles is signed, ending World War I.

1932-1933:
Hitler is elected Chancellor of Germany.

January 1933:
Hitler is appointed Chancellor of Germany.

March 11, 1933:
The Reichstag Fire is used as a pretext to suspend civil liberties.

November 1933:
Hitler becomes Führer and Chancellor after the death of Hindenburg.

September 1935:
Hitler consolidates power by eliminating his political opponents.

August 1936:
Hitler consolidates power by eliminating his political opponents.

March 1938:
Germany annexes Austria (Anschluss).

Spring 1940:
Germany conquers France.

July 1941:
Germany invades the Soviet Union.

September 1941:
The Holocaust intensifies.

1944-1945:
The final stages of World War II, including the Battle of Berlin.

June 1919: The Treaty of Versailles

The Treaty of Versailles was signed in France in 1919. After the loss of World War I, Germany had to accept full responsibility for starting the war. Many Germans were shocked and angered over the terms of the treaty which deprived Germany of significant military power and territory, and imposed financial penalties.



Allied delegates in the Hall of Mirrors at Versailles witness the German delegation's acceptance of the terms of the Treaty Of Versailles, the treaty formally ending World War I. Versailles, France, June 28, 1919.
National Archives and Records Administration, College Park, Md.

August 1919:

Ratification of Weimar constitution

A national assembly drafted a democratic constitution, a new and unfamiliar form of government for Germans, initiated in the wake of World War I. Fearing the unknown, the delegates agreed to the inclusion of Article 48. The article allowed the democratic government to suspend basic rights in order to stabilize the country during a national crisis or emergency.

February 1920:

Hitler presents 25-point program

In this 25-point program, Nazi party members publicly declared their intention to segregate Jews from "Aryan" society and to abrogate Jews' political, legal, and civil rights. Point 4 stated:

"Only a national comrade can be a citizen. Only someone of German blood, regardless of faith, can be a citizen. Therefore, no Jew can be a citizen."



Pamphlet outlining the National Socialist Party 25-point program. The headline reads, "Die Ziele der Nationalsozialisten" [The Goals of National Socialists]. US Holocaust Memorial Museum, Gift of Patrick Gleason

1920:

Nazi party adopts the swastika

The swastika became the most recognizable Nazi symbol. It appeared on the Nazi flag as well as on election posters, arm bands, medallions, and badges for military and other organizations.



Nazi Party armband with swastika.
US Holocaust Memorial Museum, Gift of Alfred Beck

April 1923: Hitler imprisoned at Landsberg

From March 1924 to December 1924, Hitler was imprisoned for attempting to overthrow the government in November 1923. His trial brought him fame and followers. While imprisoned, he dictated his political ideas in a book, *Mein Kampf* [My Struggle]. After his release, he was prohibited from speaking at public gatherings in Bavaria until 1927.



Adolf Hitler reads a newspaper in his cell in Landsberg prison.
US Holocaust Memorial Museum,
courtesy of Richard Freimark

1920s: Inflation and the world economic crisis

In order to finance World War I, the German government sold bonds. After the Treaty of Versailles, the government printed paper money to repay bond-holders and make reparation payments. These and other measures generated catastrophic inflation that peaked in 1923. Devaluation of the currency brought seeming stability, but the U.S. stock market crash of 1929, and world economic crisis that followed, forced German banks to close and unemployment to skyrocket.



Berlin woman starting the morning fire with marks
"not worth the paper they are printed on."
Farm Security Administration - Office of War Information
Photograph Collection, Library of Congress

1924-1925: Spreading technology

From January 1924 to January 1925, the number of radio sets registered in Germany increased from 1,580 sets to 548,749 sets. Millions of people could now tune in.



Adolf Hitler listens to a radio broadcast of the results of German parliamentary elections.
National Archives and Records Administration, College Park, Md

1932-1933:

Film and the Nazi party

Films played an important role in disseminating Nazi ideology. In 1932, Germany had 3,800 cinemas equipped to play sound films. A year later, in June 1933, new regulations gave major tax advantages to films exemplifying the Nazi spirit.



Filmstrip canisters that held filmstrips used to teach Hitler Youth members.
US Holocaust Memorial Museum, Gifts of Luigi Lucaccini, Susan Gitlin

January 1933:

Hitler appointed Chancellor

President Hindenburg appointed Hitler Chancellor and the Nazi party assumed control of the German state. The German Nationalists and the traditional elites felt they could better control him if he were a part of the coalition government.



German chancellor Adolf Hitler greets President Paul von Hindenburg during opening ceremonies for the new Reichstag Parliament building in Potsdam. Hitler, the veteran soldier, deferentially paid his respects to the aged von Hindenburg, the heroic field marshal of World War I.

US Holocaust Memorial Museum, courtesy of B. I. Sanders

February 1933: The Reichstag Fire

A lone arsonist set fire to the Reichstag, Germany's parliament building, just a month after Hitler became Chancellor. The Nazis and their Nationalist coalition partners demanded emergency legislation. Right-wing propaganda exploited fears of a Communist revolution. President Hindenburg invoked Article 48, and the Nazi-nationalist government issued the Reichstag Fire Decree. All basic rights and constitutional protections were dissolved, restricting the media. German police and Nazi paramilitaries targeted, terrorized and imprisoned political opponents.



The Reichstag (German parliament) building burns in Berlin.
National Archives and Records Administration, College Park, Md.

March 13, 1933: Creation of Ministry of Propaganda

In March 1933, the Reich Ministry of Public Enlightenment and Propaganda was established under Joseph Goebbels. The Ministry's mission was to ensure Nazi control over the media and culture. Nazi messages were communicated through art, music, theater, films, books, radio, educational materials, and the press.



Joseph Goebbels addressing crowd urging Germans to boycott Jewish-owned businesses. Berlin, Germany, April 1, 1933.

National Archives and Records Administration, College Park, Md

April 1933: Boycott of Jewish businesses

The Nazis carried out the first nationwide, planned action against Jews, a boycott of Jewish businesses. Signs were posted saying "Don't Buy from Jews" and "The Jews Are Our Misfortune." The nationwide boycott lasted just a day, but marked the beginning of a nationwide campaign against the entire German Jewish population.



An SA man pastes a boycott sign on the window of a Jewish-owned business.
National Archives and Records Administration, College Park, Md

November 1933:

Invention of the People's Radio

To make mass radio transmission possible, "People's Radios" were developed in Germany. These devices increased the radio audience and took propaganda into the home. The People's Radio received only long wave, meaning that it could not receive broadcasts from most foreign radio stations.



1936 poster: "All of Germany Listens to the Führer with the People's Radio." The poster depicts a crowd surrounding a radio. The radio looms large, symbolizing the mass appeal and broad audience for Nazi broadcasts.

Bundesarchiv Koblenz (Plak003-022-025)

August 1934: Hindenburg's Death

Hitler, in agreement with the army, abolished the office of president, declaring himself Führer and Reich Chancellor, leader of the nation and head of the government.



Bundesarchiv, Bild 183-2009-0429-502
Foto: o. Ang. 12. Oktober 1935

Paul von Hindenburg's original burial in the central yard
of the Tannenberg Memorial. August 7, 1934.

Bundesarchiv Bild 183-2006-0429-502

September 1934:

Filming *Triumph of The Will*

Triumph des Willens (Triumph of the Will) was shot at the Nuremberg Nazi Party rally in 1934. German filmmaker Leni Riefenstahl directed the film. *Triumph des Willens* ranked as an epic work of documentary film-making, and is widely regarded as one of the most masterful propaganda films ever produced.



A film still from Riefenstahl's *Triumph of the Will*. The swastika is prominently displayed.
US Holocaust Memorial Museum, courtesy of Ruth Budd

March 1935: Germany formally announced remilitarization

In 1935, Germany openly defied the 1919 Treaty of Versailles by reinstating the draft and increasing its military strength.



During the remilitarization of the Rhineland, German civilians salute German forces crossing the Rhine River in open violation of the Treaty of Versailles. Mainz, Germany, March 7, 1936.

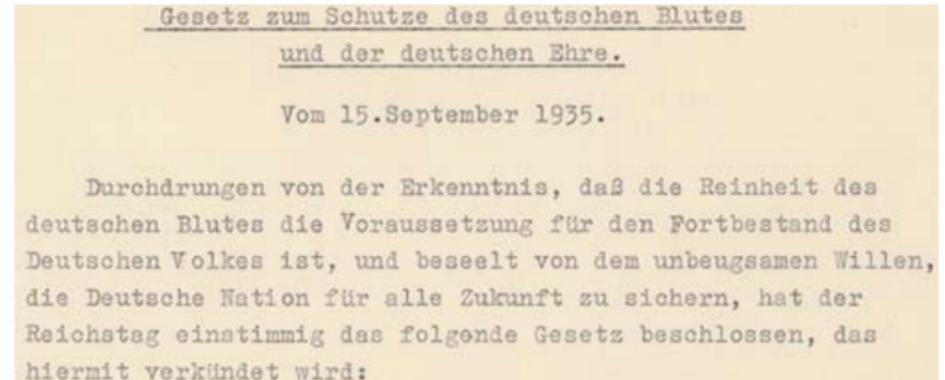
US Holocaust Memorial Museum

September 1935:

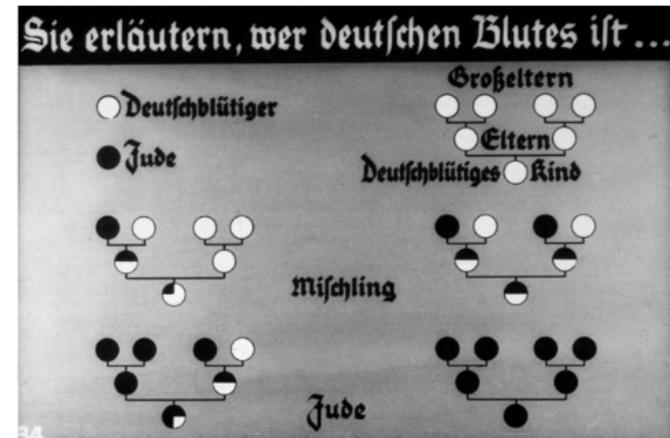
Nuremberg

Race Laws

The German government enacted hundreds of laws to define, segregate, and impoverish German Jews. In September 1935, at its annual rally, the Nazi party introduced new race laws. By late 1938, Jews were isolated and segregated from German society, eliminating most opportunities to earn a living.



Law for the Safeguard of German Blood and German Honor barred marriage between Jews and other Germans. National Archives Gift Collection



A Nazi propaganda slide from Hitler Youth educational presentation entitled "Germany Overcomes Jewry."

US Holocaust Memorial Museum, courtesy of Stephen Glick

August 1936:

Berlin Olympics

In August 1936, Nazi Germany scored a huge propaganda success as host of the Summer Olympics in Berlin. The regime camouflaged its racist, militaristic character while hosting the Summer Olympics. Nazi Germany exploited the Games to bedazzle many foreign spectators and journalists with an image of a peaceful, tolerant Germany.



German (swastika) and Olympic flags bedeck Berlin during the Olympic Games. Berlin, Germany, August 1936.
National Archives and Records Administration, College Park, Md

March 1938: Annexation of Austria

In March 1938, German troops moved into neighboring Austria. Germany shredded another provision of the Versailles Treaty, as Hitler's homeland was incorporated into Germany.



View of the Loos Haus, a public building in Vienna, adorned with decorations and a large banner bearing a quote from Hitler, "Those of the same blood belong in the same Reich!" Such banners were hung throughout Austria in the weeks preceding the incorporation of Austria into the German Reich. Library of Congress

November 1938: Kristallnacht

On November 9-10, 1938 the Nazi Party orchestrated an outbreak of anti-Jewish violence throughout greater Germany. Nazi thugs killed at least 91 Jews during the violence and over 7,000 Jewish-owned businesses were vandalized. It became known as Kristallnacht – Night of Broken Glass – for the shattered windows of Jewish-owned stores that littered the streets.



View of the destroyed interior of the Hechingen synagogue the day after Kristallnacht.
US Holocaust Memorial Museum, courtesy of Dr. Adolf Vees

September 1939:

Invasion of Poland

On September 1, 1939, a massive German force invaded and conquered Poland within a month. It was the start of World War II.



German soldiers parade through Warsaw to celebrate the conquest of Poland.
US Holocaust Memorial Museum, courtesy of Richard A. Ruppert

Late 1939:

First ghettos established in occupied Poland

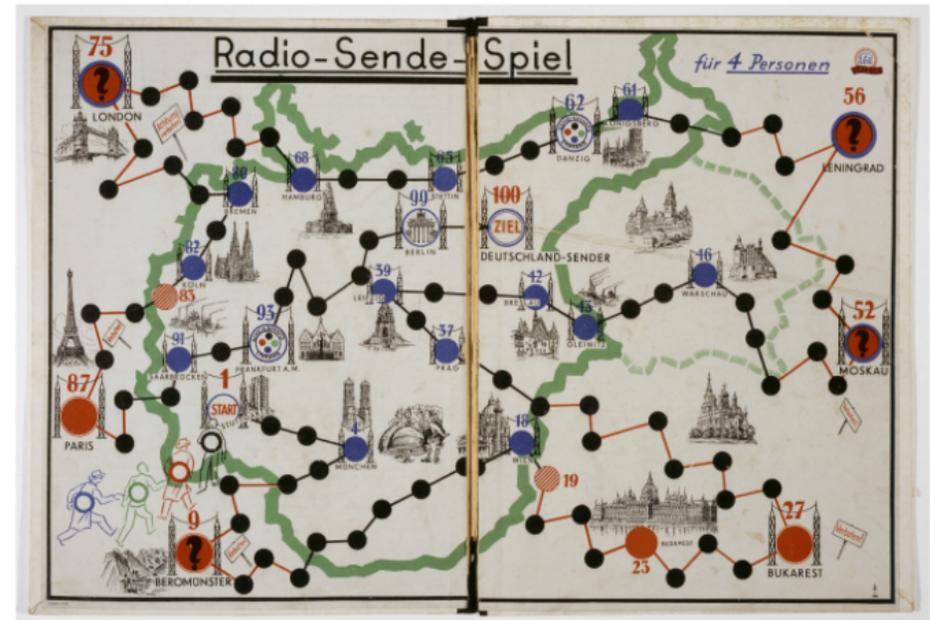
Separated from the non-Jewish population, German authorities forced those identified as Jews into tightly packed areas called ghettos. Jews in the larger ghettos were imprisoned behind brick walls and barbed wire.



Jewish youth peer over the wall overlooking Mirowski Plac (Square) that divided the Warsaw ghetto into the small and large ghettos.
US Holocaust Memorial Museum, courtesy of Irving Milchberg

1939 - 1941: Regulating news and media

In 1939, Germans were prohibited from listening to and disseminating information from foreign radio stations. By 1940 all German stations were synchronized into one Reich broadcast. Listening to foreign radio broadcasts became an offense against national security punishable with a prison term. In 1941, the punishment was death.



This German board game encouraged players to listen to German radio stations while punishing those who landed on a foreign radio station.

US Holocaust Memorial Museum,
courtesy of the Abraham and Ruth Goldfarb Family Acquisition Fund

Spring 1940:

Invasion of Western Europe

In April 1940, Germany occupied Denmark. In May, Germany invaded France, the Netherlands, Luxembourg, and Belgium. In June, after Paris fell, France surrendered as did Norway.



Ruined buildings in a French town destroyed by German forces during the Western Campaign. France, May-June 1940.

US Holocaust Memorial Museum

June 1941:

Invasion of The Soviet Union

In June 1941, the German Army – with more than three million soldiers – invaded the Soviet Union to wage a war of annihilation that targeted tens of millions of civilians.



German infantry during the invasion of the Soviet Union in 1941.
US Holocaust Memorial Museum

July 1941:

The Final Solution

In July 1941, Hermann Goering, Hitler's second in command, authorized all necessary preparations for the "Final Solution of the Jewish Question" in the European territory under German control.



Jews from the Lodz ghetto are loaded onto freight trains for deportation to the Chelmno extermination camp. Lodz, Poland, between 1942 and 1944.
National Museum of American Jewish History, Philadelphia

September 1941:

Introduction of the yellow star

In September 1941, the Nazi regime ordered Germany's Jews over the age of 6 to sew on their clothing a yellow Star of David with the word Jude (Jew) in bold, Hebrew-like letters. The following year, the measure was introduced in France, Belgium, the Netherlands, Slovakia, and other lands under German control.



US Holocaust Memorial Museum,
Gift of Hannah Kastan Weiss



Members of a Jewish ice hockey team wearing stars of David on their shirts pose in the snow.

US Holocaust Memorial Museum, courtesy of Artur (Arieh) Klein

February 1943: German defeat at Stalingrad

After months of fierce fighting and heavy casualties, German forces surrendered at Stalingrad on the Volga. The battle for the city of Stalingrad proved a decisive psychological turning point, ending a string of German victories in the summer of 1942 and beginning the long retreat westward. Germany proved unable to defeat the Soviet Union which, together with Great Britain and the United States, seized the initiative from Germany.



Assault units of the 62nd Soviet army battle the Germans in Stalingrad.
National Archives and Records Administration, College Park, Md

1944 - 1945: Liberation of camps

The camps of Majdanek and Auschwitz were the first liberated as Soviet troops reached Poland. In April-May 1945, U.S. troops in Germany and Austria came upon concentration camps at Buchenwald, Dachau, Nordhausen, Mauthausen, and Ohrdruf. General Dwight Eisenhower, Commander of the Allied liberating forces, wrote:

“The things I saw beggar description...The visual evidence and the verbal testimony of starvation, cruelty and bestiality were...overpowering...”

In American movie theaters, newsreels made witnesses of thousands more.



General Dwight D. Eisenhower (center, right) views the corpses of victims of the Ohrdruf camp. Germany, April 12, 1945.

US Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, Md

State of Deception: The Power of Nazi Propaganda

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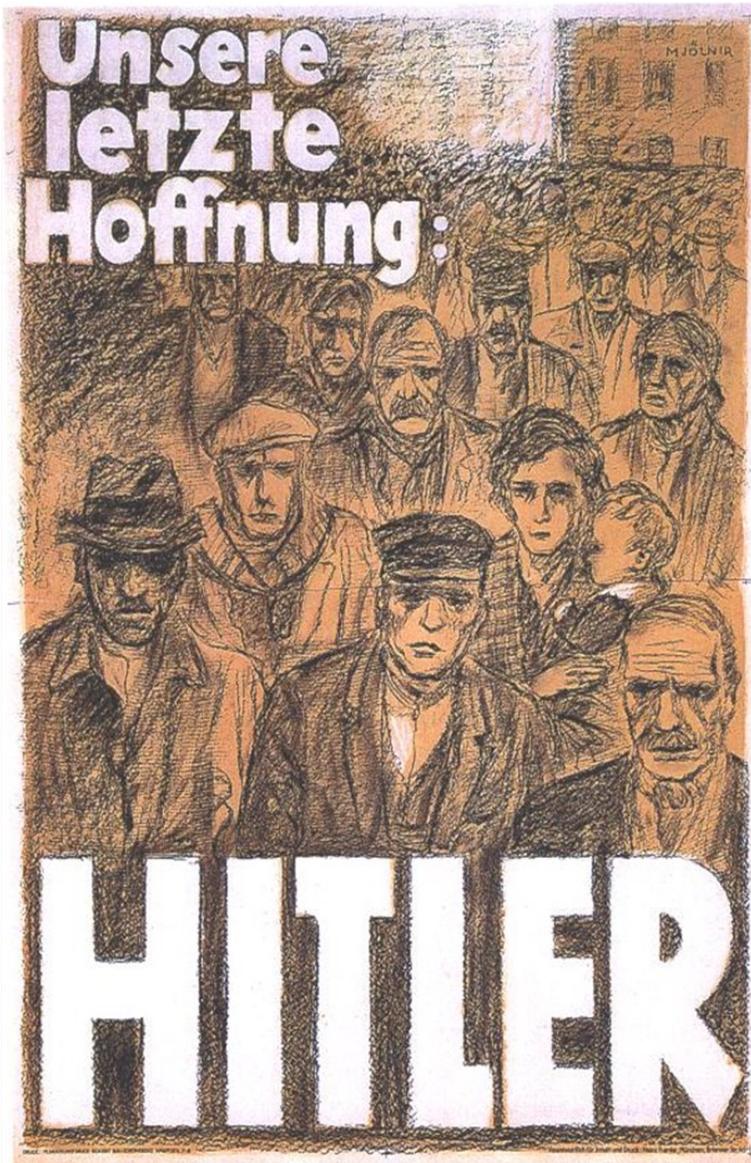
4.4 Diagram Worksheets

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual Cues:

What is the message?



"Our last hope: Hitler." 1932, Library of Congress

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Given that context, why might this message have had power?

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternate viewpoints?

4) Creator

Who is the propagandist?
What do they hope the audience will:
Think:

Feel:

Do:

5) Consequences

What effects could this message have on society?

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Vote Slate 10 - This Blow Must Hit Home! 1928.
Hessisches Landesmuseum Darmstadt

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"Victory over Versailles." 1939, Wolfsonian

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"Jews Out! Show skill in the dice game, so that you collect many Jews! If you succeed in chasing out 6 Jews, you will be the victor without question! Off to Palestine!" 1938, Leo Baeck Institute

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Visual Cues:



“Behind The Enemy Powers: The Jew.” 1942, USHMM Collection

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State of Deception: The Power of Nazi Propaganda

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4.5 Diagram Worksheet Guide

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Line:

The line is sketchy and makes the people appear worn and haggard.

Color:

The muddy colors evoke a somber mood. The shadows on the peoples' faces emphasize their despair.

People:

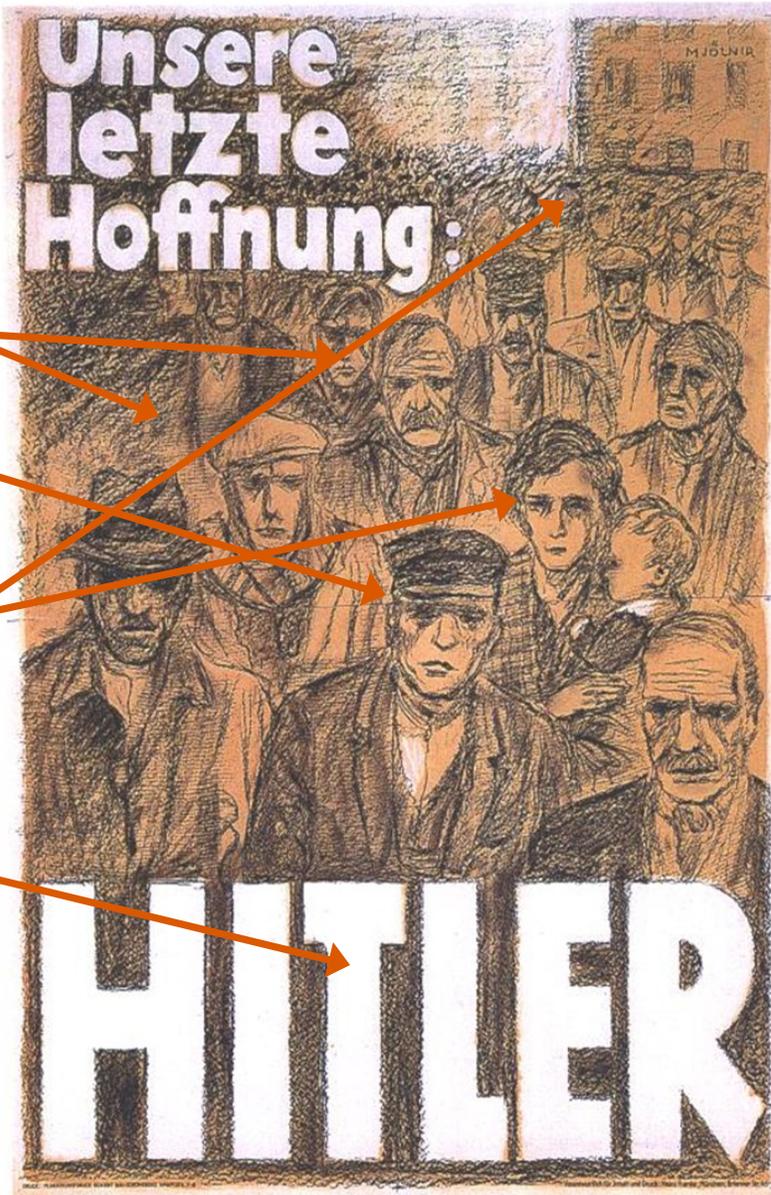
The masses of people include men, women, and children. Broad swaths of society are represented. They march toward Hitler and gaze directly at the viewer, appealing for their vote.

Words:

"Hitler" is the most prominent word on the poster. It is bright white and boldly written.

What is the message?

Masses of people are behind Hitler. You can change things by voting for him. Hitler is the last hope to bring economic stability to a suffering nation.



"Our last hope: Hitler." 1932, USHMM Collection, Artist: Hans Schweitzer

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political:

In 1932, Germany was a fledgling democracy facing severe economic crisis. Faith in government eroded due to dysfunction. The nation was demoralized by the loss of WWI.

Economic:

With the stock market crash of 1929 and world economic crisis that accompanied it, German banks closed and unemployment skyrocketed. Germans were frustrated and afraid for the future.

Given that context, why might this message have had power?

Public fears over economic woes and political uncertainty made the Nazis' solutions to the nation's problems appealing. The Nazis downplayed more extreme aspects of their agenda.

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternate viewpoints?

The target audience is the German population, struggling financially due to economic conditions brought by the Great Depression. Germany was a democracy and there were opportunities for open debate and choice among political parties.

4) Creator

Who is the propagandist? The Nazi Party

What do they hope the audience will:

Think: That the government failed the German people and that Hitler was the solution; that the Nazis were political outsiders.

Feel: To believe in Hitler and place their hopes for the future in the Nazi Party.

Do: The Nazis wanted people to vote for Hitler and the Nazi Party.

5) Consequences

What effects did this message have on society?

Democracy in Germany virtually collapsed when the Great Depression struck in 1929. Disagreements over economic policies rapidly polarized politics between left and right. The inability of Germany's numerous parties to work together brought the country to a standstill. Promises of stability and economic advancement led many to abandon their previous political allegiances to vote for the Nazi Party. Many citizens were willing to overlook the party's anti-Jewish ideology and racism. Nazi support surged. In 1928 the Nazi party won a mere 12 seats in Parliament, but in 1932 the Nazi Party won 230 seats in German parliamentary elections, becoming the largest party represented.

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Color:

The punching arm is flesh toned, but the figure being hit is a bright red. Red was associated with Communism, which antisemitism linked with Jews.

Words:

"Vote Slate 10" calls for Germans to vote for the Nazi Party on the ballot. "This Blow Must Hit Home" calls for a direct strike against the Jewish population of Germany.

People:

The crudely caricatured red male Jewish figure appears subhuman and monstrous. It contrasts with the Nazi arm which is strong, masculine, and flesh toned.

Symbols:

The Swastika represents the Nazi Party and the figure being punched represents Jews.

What is the message?

Voting for the Nazi party can stop the Communist and Jewish threat, both seen as dangers to the German nation.



"Vote Slate 10 - This Blow Must Hit Home!" 1928.
Hessisches Landesmuseum Darmstadt

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political:

In Germany's parliament no party was able to win a clear majority. Dysfunction brought public distrust and frustration.

Economic:

Economic hardship strained social and political interactions and further strengthened the climate of distrust and frustration.

Social:

Germany was an inclusive society but antisemitism lurked beneath the surface in many German communities.

Given that context, why might this message have had power?

Promises of stability and economic advancement led many to support the Nazis. The Nazis only promoted antisemitic messages where there was existing anti-Semitism and audiences receptive to these ideas.

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternate viewpoints?

This poster is targeting non-Jewish voters who harbored antisemitic sentiment. Germans were looking for decisive action after years of deadlock. There were free elections and opportunities for open debate and choice among political parties and leaders.

4) Creator

Who is the propagandist? The Nazi Party

What do they hope the audience will:

Think: The Nazi Party is going to take decisive action that will bring order and stability.

Feel: Jews (associated with Communists) are a threat to the nation and the Nazi Party is the future of Germany.

Do: Vote the Nazis into power and give them the majority in Parliament.

5) Consequences

What effects did this message have on society?

The Nazi Party used positive propaganda that focused on the economic and political renewal of Germany in order to build broad support and divert attention away from the Party's extreme antisemitism. The Nazi Party's antisemitism appealed to right-wing radicals, but not to all of Hitler's supporters. Regional Nazi groups gauged local public interest in the "Jewish Question" and tailored their propaganda accordingly. The Nazis' antisemitic platform may not have gained the party mass support, but neither did it frighten off large numbers of voters either. They were willing to overlook its anti-Jewish ideology and racism. Voters abandoned mainstream parties to support Adolf Hitler and helped to pave the way for the end of German democracy.

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Color:

The colors are bright and bold. Red, white, and black were the colors of the Nazi Party.

Symbols:

The swastika is the symbol of the Nazi Party. Like a saw, it cuts through chains which represent enslavement under the treaty. The chains represent the limits placed on Germany and are each named for a region lost in the Versailles Treaty.

Words:

"Victory over" hovers above a flat "Versailles" that is about to be cut in half.

What is the message?

In the eyes of many Germans, Germany needed to overcome the terms of the Versailles Treaty. The Nazi Party promised that if people supported the party, Germany would be returned to its former glory. This poster shows they are delivering on that promise.



"Victory over Versailles." 1939, Wolfsonian

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political:

The Versailles Treaty was reviled and many believed it to be a betrayal and humiliation. In the 1930s, the Nazis violated its terms and achieved foreign policy successes, capturing lost territory and increasing the nation's size. They sought to unite ethnic Germans.

Economic:

Rearmament and the reclaiming of territories stimulated the economy, renewing national pride.

Given that context, why might this message have had power?

Many Germans were shocked and angered over the terms of the treaty which deprived Germany of any significant military power. The Nazi Party began to defy its terms and renew Germans' sense of national pride.

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternate viewpoints?

This poster is meant to appeal to German citizens by playing on their long standing frustrations with the Versailles Treaty and a diminished national pride. By 1939, civil liberties and debate had been eliminated. The Nazis' use of terror intimidated the population and rooted out public resistance.

4) Creator

Who is the propagandist? The Nazi Party

What do they hope the audience will:

Think: That the Nazis were bringing restoration to Germany and repairing the damage done by the Treaty of Versailles.

Feel: A sense of hope and national pride, which had diminished greatly following WWI and the Versailles Treaty.

Do: Focus on the positive changes taking place and ignore the extreme elements of the Nazi agenda, including negative measures targeting Jews.

5) Consequences

What effects did this message have on society?

German triumphs in foreign policy during the 1930s and economic recovery after the Great Depression helped fuel Nazi popularity. Government and party propagandists repeatedly reminded Germans that their lives had dramatically improved under Hitler. People focused on the positive change taking place and overlooked the negative measures affecting the Jews. Praise of the regime's achievements could not prevent public discontent over the reality of life under the dictatorship, but such unhappiness remained at the level of grumbling rather than outright opposition.

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Color:

The colors are bright and meant to be appealing to children.

Graphics/ People:

Stops on the board depict Jewish store fronts and businesses. The people are stereotypical characterizations of a Jewish man, woman, and child.

Symbols:

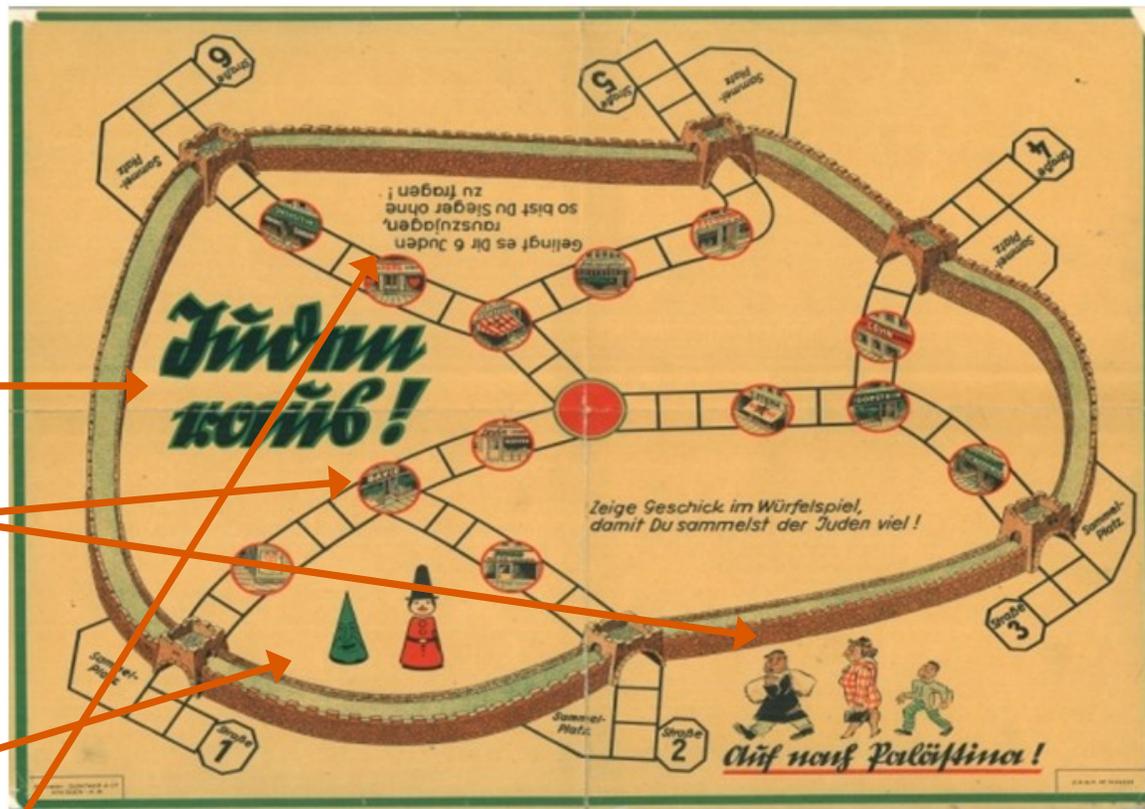
The cone like red man is meant to represent the German police. The green cone cap next to him is a derogatory image of a Jew.

Words:

The rules describe the Nazis' policy toward Jews, that they should leave the country. "Juden Raus" was a popular slogan of the Nazi Party.

What is the message?

The object of this antisemitic game is to force Germany's Jews to leave the country. It teaches children that Jews



"Jews Out! Show skill in the dice game, so that you collect many Jews! If you succeed in chasing out 6 Jews, you will be the victor without question! Off to Palestine!" 1938, Leo Baeck Institute

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternative viewpoints? Non-Jewish children and families were the target audience. A game was an effective way to spread propaganda messages. German children were indoctrinated to Nazism in the classroom, extracurricular activities, and games. They did not have access to alternative viewpoints or grasp the devastating impact this game would have on their Jewish classmates.

4) Creator

Who is the propagandist? A private German toy company hoping to profit off Nazi popularity and spread party doctrine. What do they hope the audience will: Think: Jews should leave the country. Feel: That Jews are outsiders and there is no place for them in Germany. Do: Play the game and believe Nazi ideology.

5) Consequences

What effects did this message have on society? From 1933 to 1939 German Jews were transformed from German citizens into outcasts, violently targeted, isolated, and deemed inferior and subhuman. During this period, the Nazis went to great lengths to indoctrinate German youth. This game reinforced Nazi anti-Jewish policy in Germany at the time and spread the message that there was no place in Germany for Jews to even the youngest audiences.

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political:

In September 1935, the the Nuremberg race laws were introduced. By 1938, laws systematically isolated and segregated Jews. Laws aimed to remove Jews' rights and speed up their emigration.

Economic:

Anti-Jewish measures aimed to impoverish Jews and eliminate them from most professions. Economic conditions in Germany improved for the non-Jewish population under the Nazis.

Social:

Students were taught "racial science" in school. Independent youth organizations were prohibited or dissolved in the 1930s and membership in the Hitler Youth became mandatory.

Given that context, why might this message have had power?

A board game targeting children was an effective way to spread racial and political propaganda to German youth.

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Color:

The words are bright red which makes them eye-catching. They stand out from the rest of the poster.

Words:

The words are underlined and exclamation points reinforce the message. The Nazis are fighting to protect the future of “our children.”

Graphic/Symbols:

The baby carriages represent a new generation, and hope for the future.

People:

Many innocent and happy children of differing ages are depicted. Most have happy expressions. All represent the ideal “Aryan” type.

What is the message?

We are fighting this war in order to protect our children’s future. Germany must protect itself from foreign aggression.



Why we fight—for our children’s bread! March 11, 1940. USHMM Collection

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political

In September 1939 Germany invaded Poland, beginning WWII. The Nazis needed justification for why Germany was fighting another war and sought to build public support.

Social

Families hoped to secure stable futures for their children after years of economic and political turmoil. “Aryan” families were encouraged to have multiple children to ensure the future of the nation.

Economic

Rearmament and the reclaiming of territories created new jobs, stimulating the German economy. People feared a second economic crisis if Germany were to lose the war.

Given that context, why might this message have had power?

The Nazis masked their territorial aggression by presented Germany as the victim. It emphasizes a higher morality over the enemy.

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternative viewpoints?

The target audience is German parents concerned about providing their children with a safe and stable future. Others may have been skeptical, remembering the toll of WWI. However, under the Nazi regime there were no opportunities to speak out against such a message. Listening to foreign broadcasts was a crime punishable by death.

4) Creator

Who is the propagandist? The Nazi Party What do they hope the audience will:

Think: The war is being fought as an effort to protect German families who are victims of Allied aggression; Germany is the “good guy.”

Feel: Worry about what will happen to their children if they do not support the war; Germany must defend itself.

Do: Support the war effort.

5) Consequences

What effects did this message have on society? This poster concealed the Nazis’ aggressive foreign policy and war behind an emotional assertion that the German regime justly stands to protect and defend the survival of the nation’s future. Such appeals made support for the war more palatable for audiences.

1) Message

Draw arrows to the visual elements that communicate the message. Think about how line, color, graphics, depictions of people, words, and symbols are used.

Visual cues:

Color:

The flags are bright but the figure is mainly dressed in black and is in shadow.

Symbols:

The British, American, and Soviet Flags represent the Allied forces who were fighting Germany in WWII. The figure wears a Star of David which indicates he is a Jew. The Nazi propagandist pulls back the curtain to expose the Jewish culprit.

People:

The male figure is made to look sinister and is an exaggerated stereotype of the "typical Jew". He has dark features and is dressed as a "Jewish financier." The Jew is demonized.

What is the message?

Nazi Propagandists blame the Jews for the war and claim they are manipulating the Allied Forces to betray Germany.



"Behind The Enemy Powers: The Jew." 1942, USHMM Collection

2) Context

What are the hopes, fears, and grievances present in society at this time? Think about the political, social, and economic climate.

Political:

War took a dramatic toll on Europe. Cities were bombed out, soldiers were dying, and the nation suffered.

Economic:

Food and supplies were dwindling and many people faced starvation, losing their homes, and their families.

Social:

Popular perceptions of Jews shifted from ordinary neighbor to internal enemy. At the least, citizens became indifferent to their plight.

Given that context, why might this message have had power?

Through the use of propaganda, German authorities were able to focus citizens' fears and frustrations onto the Jewish communities, blaming them for the war.

3) Audience

Who is the target audience? What about this message would be appealing to this group? What reactions might different audiences have had? Could people access and express alternate viewpoints?

The target audiences are German citizens and those living in the occupied territories. In a climate of world war, messages become radical and play on deep-seated fears. There were no opportunities to openly challenge the stereotypes and myths. There were penalties for seeking other viewpoints.

4) Creator

Who is the propagandist? The Nazi Party what do they hope the audience will:

Think: That the Jews are to blame for the war and are manipulating the Allied forces.

Feel: Suspicion of or indifference toward the plight of Jews.

Do: Stay strong and do not interfere while the state carried out measures to protect the nation from the "Jewish enemy."

5) Consequences

What effects did this message have on society?

During this period Europe descended into chaos and genocide. The Nazis sought to provoke hatred of Germany's Jews by transforming the popular perception of them from ordinary neighbor into internal enemy. Nazi propagandists did not dictate anti-Jewish policy, but they helped to create the climate of indifference, hate, and fear that made mass murder possible. Official and underground reports on public opinion indicate that the German public's reactions to Nazi antisemitic propaganda campaigns, even during wartime, often varied and shifted unexpectedly. Still, ordinary people were swayed by propaganda and became indifferent as Jews were dehumanized and persecuted.