

LESSON 1 EXTENSION

Lesson Overview: This extension of Lesson 1 is designed to further prepare your students for a visit to *State of Deception: The Power of Nazi Propaganda*. Going beyond Lesson 1, this extension will use film to immerse students in the history of the Holocaust, providing background and context that will help them to understand the role of propaganda during the broader history. The film examines the three unique contexts in which Nazi propaganda operated (democracy, dictatorship, war). The lesson explores how conditions in each context affected the propaganda messages disseminated by the Nazis and public reaction to those messages. Teachers will model important visual and media literacy skills for students in order to prepare them to critically analyze the messages they will encounter in the exhibit.

Lesson Rationale: When analyzing propaganda it is important to look beyond the techniques and examine what was happening in society at that moment in time that made certain messages resonate. It is important for students to not just be able to identify propaganda, but to have the skills necessary to discern what makes a message effective. By examining the conditions in German society leading up to and during the Holocaust, students can gain an understanding of the factors that made Nazi propaganda messages both effective and dangerous in three distinct contexts: democracy, dictatorship, and war.

Time: One Class Period

Materials:

Extension 1.1 “Path to Nazi Genocide” Film

(available at http://www.youtube.com/watch?feature=player_embedded&v=sRcNq4OYTyE)

Extension 1.2-4 Film Worksheet

Extension 1.5 Film Teacher’s Guide

Extension 1.6 Timeline

Extension 1.7 Propaganda Power Point

Extension 1.8 Diagram Worksheet

Extension 1.9 Diagram Teacher’s Guide

Procedure:

Before Class:

- 1) Download “Path to Nazi Genocide”

- 2) Make copies of the Extension 1.8 Diagram Worksheets or project them so entire class can view together using the Extension 1.7 PowerPoint.
- 3) Print out and assemble the Extension 1.6 Timeline on classroom wall.

During Class:

- 1) Have students watch the film and complete Extension 1.2-4 Film Worksheets that correspond to each segment of the film.

- 2) Prompt students to look for key concepts in the following segment of the film:

Aftermath of World War I and the Rise of Nazism: 1918-1933

(corresponds to exhibition Section I: Selling Nazism in a Democracy, 1918-1933)

Building a "National Community": 1933-1936 and From Citizens to Outcasts: 1933-1938

(corresponds to exhibition Section II: Propaganda and Persecution in a Dictatorship, 1933-1939)

World War II and the Holocaust: 1939-1945

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

- 3) Lead a discussion about the film using the Extension 1.5 Film Guide.

- What were the key events in each context?
- What were the emotional responses of people to these events?
- What propaganda messages did you see in each context?
- What were the different types of media used?

- 4) Model for students how to unpack how the three posters from the Extension 1.8 Diagram Teacher's Guide. Using the questions from the guide, point out the visual elements of the posters that allude to the audience and how the posters play on the fears, grievances, and emotions in each historical context explored in the film.

- **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?

5) As a class, summarize the contextual factors that influenced the impact of propaganda during each period and how they are reflected in the three posters.

- The timeline can act as a reference point to highlight key events during the period they are examining.
- Reinforce key points about the factors that make propaganda effective in each context.
 - Democracy:** The Nazis used broad, emotional appeals offering simple solutions to Germany's grave problems to win popular support. Their propaganda often downplayed more radical aspects of their agenda. Because of the challenges German society faced, it became more vulnerable to extreme messages. In this context, it was essential for citizens to critically examine the Nazis' aims. It illustrates why media literacy is so important in democracies.
 - Dictatorship:** The Nazis used propaganda to consolidate their power, fulfill their vision for a "national community," and persecute Jews and other perceived enemies of the state. Within months of Hitler becoming chancellor, the Nazi regime destroyed the country's free press. The Propaganda Ministry took control of virtually all media. The Nazis promoted their success and created an exclusive "National Community" based on race. Propaganda played on existing negative stereotypes and denounced Jews as an "alien," "parasitic" presence responsible for Germany's cultural, political, and economic "degeneration."
 - War:** Propaganda became an integral weapon in Hitler's military strategy. Propaganda was used to persuade Germans to support the war by disguising military aggression as defensive and necessary. Nazi propagandists prepared Germans to accept increased hardships at home during war time and to shut their eyes to the brutalities against the peoples of occupied territories. Propaganda sought to provoke hatred of Germany's Jews by transforming the popular perception of them from ordinary neighbor into internal enemy guilty of betraying Germany from within.

6) Transition to Exhibition Visit

- Prompt students to consider the role of propaganda in the history of the Holocaust. What were the messages and how did they help the Nazis to advance their agenda, win public support, promote racist ideas, and create a climate of indifference?
- The exhibition is in four sections (Lesson 1 Teachers powerpoint).
 - 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
- Reinforce that when visiting the exhibit students should look for ways that propaganda was disseminated by the Nazis that they may not be used to considering as media (i.e., rallies, flags, banners, signs, posters, music, radio programs, buttons and uniforms, books, etc.)
- Tell them that when they visit the exhibit, they should notice which context they are in—democracy, dictatorship, and war—and think about the power of citizens to respond differently in each section.
- Prompt students to identify examples of propaganda that were effective and consider why those messages were successful. Prompt them to identify examples that did not work and consider why they failed to achieve their aims. They can look for these examples in pairs while they are in the exhibit.
- Tell them that they will go on a texting tour in the exhibition, Mind Over Media, hosted by Holocaust survivor Margit. So remember to bring cell phones!

State of Deception: The Power of Nazi Propaganda

LESSON 1 Extension

Extension 1.2-4 Film worksheets

State of Deception: The Power of Nazi Propaganda

Name:

Extension 1.2 Film Viewing Worksheet

Date:

Setting the Context – “The Path to Nazi Genocide” Viewing Worksheet

Directions: Complete the following worksheet while watching “The Path to Nazi Genocide.”

Aftermath of World War I and the Rise of Nazism: 1918-1933

(corresponds to *State of Deception* Section I: Selling Nazism in a Democracy, 1918-1933)

Note the important events that occurred during the democratic period.

Note the emotional response of the German people to these events. What were their grievances, fears, and hopes during the democratic period?

Note examples of propaganda messages you see used by the Nazis to win votes as they competed with other parties for power.

Note the different types of media used by the Nazis to deliver their messages to citizens in the German democracy.

State of Deception: The Power of Nazi Propaganda

Name:

Extension 1.3 Film Viewing Worksheet

Date:

Setting the Context – “The Path to Nazi Genocide” Viewing Worksheet

Directions: Complete the following worksheet while watching “The Path to Nazi Genocide.”

Building a “National Community”: 1933-1936* and *From Citizens to Outcasts: 1933-1938

(corresponds to *State of Deception* Section II: Propaganda and Persecution in a Dictatorship, 1933-1939)

Note the important events that occurred as the Nazis established a dictatorship.

Note the emotional response of the German people as the Nazi regime was established. What were their grievances, fears, and hopes?

Note examples of propaganda messages used by the Nazis to promote their successes and target Jews in the dictatorial context.

Note the different types of media used by the Nazis to sway people’s thinking once the dictatorship was established.

State of Deception: The Power of Nazi Propaganda

Name:

Extension 1.4 Film Viewing Worksheet

Date:

Setting the Context – “The Path to Nazi Genocide” Viewing Worksheet

Directions: Complete the following worksheet while watching “The Path to Nazi Genocide.”

World War II and the Holocaust: 1939-1945

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

Note the important events that occurred during the wartime period.

Note the emotional response of the German people as war progressed. What were their grievances, fears, and hopes?

Note the examples of propaganda messages used during wartime.

Note the different types of media used by the Nazis to sway people’s thinking during war.

State of Deception: The Power of Nazi Propaganda

LESSON 1 Extension

Extension 1.5 Film teacher's guide

Extension 1.5 Film Teacher's Guide Packet

Setting the Context – “The Path to Nazi Genocide” Viewing Worksheet

Aftermath of World War I and the Rise of Nazism: 1918-1933

(corresponds to *State of Deception* Section I: Selling Nazism in a Democracy, 1918-1933)

Note the important events that occurred during the democratic period.

- **The Treaty of Versailles was signed in France June 1919:** Many Germans were shocked and angered over the terms of the treaty which deprived Germany of significant military power. Having lost World War I, Germany had to accept full responsibility for starting the war, pay heavy reparations, and forfeit thirteen percent of its territory.
- **The ratification of the Weimar Constitution in August 1919:** In the wake of losing World War I, a national assembly drafted a democratic constitution. This was a new and unfamiliar form of government for Germans, and fearing the unknown, the delegates agreed to the inclusion of Article 48. In case of emergency, Article 48 allowed the government to govern by presidential decree and to suspend basic rights and constitutional protections of individuals without parliamentary consent.
- **Inflation and the world economic crisis:** In order to finance WWI the German government had sold bonds. After the treaty of Versailles, the government printed paper money to pay back the bond-holders and make reparation payments. These and other measures generated a catastrophic inflation that peaked in 1923. After a short period of stability, the U.S. stock market crash of 1929 and the world economic crisis that followed, forced German banks to close and unemployment to skyrocket.
- **Hitler is imprisoned at Landsberg Prison in 1924:** Hitler had tried to overthrow the government in November 1923. His trial for high treason in 1924 brought him additional fame and followers. He used his jail time during the rest of that year to dictate his political ideas in a book, *Mein Kampf -- My Struggle*.
- **President Hindenburg appointed Hitler Chancellor in January 1933:** President Hindenburg appointed Hitler Chancellor and the Nazi Party assumed control of the German state. The German Nationalists and the traditional elites felt they needed the popular support that the Nazis could mobilize in order to create a functioning government and that they could better control him if he were a part of the coalition government.
- **The Reichstag Building was torched on February 27, 1933:** A lone arsonist set fire to the Reichstag, Germany's parliamentary chamber just a month after Hitler became Chancellor. The Nazis and their Nationalist coalition partners demanded emergency legislation, and stoking popular fears, claimed that the arson signaled the beginning of a Communist uprising. Convinced by these arguments, President Hindenburg invoked Article 48, and the Nazi-Nationalist government issued the Reichstag Fire Decree. It suspended all basic civil rights and constitutional protections, providing the basis for arbitrary police action and restricting access to alternative sources of information. German police and Nazi paramilitaries targeted, terrorized and indefinitely incarcerated political

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| | <p>opponents. Government decrees severely restricted freedoms of the press, the creative arts, literature and theater. Many Germans willingly accepted or actively supported these extreme measures in favor of order and security. Right-wing propaganda and demonstrations played on fears of a Communist revolution spreading from the Soviet Union.</p> |
| <p>Note the emotional response of the German people to these events. What were their grievances, fears, and hopes during the democratic period?</p> | <ul style="list-style-type: none"> • Shock: Many veterans and other citizens are shocked by Germany's defeat and the terms of the Treaty of Versailles. • Anger and Frustration: In a country plagued by unemployment, people were embittered by the loss of territory and demoralized by ineffective government. • Fear: Unaccustomed to a democratic system, people feared a Communist revolution spreading from the Soviet Union. They were also fearful of rapid changes and the country's uncertain future. |
| <p>Note examples of propaganda messages you see used by the Nazis to win votes as they competed with other parties for power.</p> | <ul style="list-style-type: none"> • Mein Kampf – Hitler's political autobiography written while he was in prison • Mass rallies and parades – such as the Nuremberg rally, the parade in Berlin (January 1933), and the Hitler Youth rally in Berlin • The Nazi swastika – like those handed out at the Braunschweig Nazi Party rally. It was a bold and eye catching symbol. • Newspapers - The Nazi Party recruited members, organized events, and published newspapers to spread its message. • Posters – Political parties, including the Nazis, would plaster posters on large kiosks. • Speeches – Goebbels, the Nazi Propaganda chief, used speaking opportunities to reach a wider audience. <p>Important quote: "One must govern well, and for good government, one must also practice good propaganda."</p> |
| <p>Note the different types of media used by the Nazis to deliver their messages to citizens in the German democracy.</p> | <ul style="list-style-type: none"> • Newspapers and radio were popular means of communicating information. The Nazi Party produced several newspapers to spread its message. Radio was the latest technology; the Nazis used it to reach a broader audience. • Hitler traveled across Germany by plane to deliver speeches. This was a new technology that Hitler used to reach as many communities across Germany as possible. • Rallies and parades were staged in communities across Germany. • Posters and pamphlets remained extremely important in distributing messages. |

Building a "National Community": 1933-1936* and *From Citizens to Outcasts: 1933-1938

(corresponds to *State of Deception* Section II: Propaganda and Persecution in a Dictatorship, 1933-1939)

Note the important events that occurred as the Nazis established a dictatorship.

- **1933 Boycott of Jewish Businesses:** On April 1, 1933, the Nazis carried out the first nationwide, planned action against Jews in Germany: a boycott of Jewish businesses. Signs were posted saying "Don't Buy from Jews" and "The Jews Are Our Misfortune." Though of limited success and lasting just a day, the boycott marked the beginning of a nationwide campaign by the Nazi Party against the entire German Jewish population.
- **Hindenburg dies in August 1934:** After securing agreement from the army, Hitler abolished the office of President, declaring himself Führer and Reich Chancellor, leader of the nation and head of the government. No longer do government or military officials swear allegiance to a constitution; they now swear an oath to Hitler as the symbol of the German nation.
- **Remilitarization:** Huge public works projects, such as a network of highways (Autobahn), strengthened the economy and facilitated the remilitarization of Germany. These projects and the employment they spawned encouraged hope for the future and strengthened popular faith in the Hitler and Nazi government. . In 1935, Germany openly defied the 1919 Treaty of Versailles by reinstating military conscription and full rearmament.
- **Introduction of Race Laws:** In Nazi ideology, "superior" races must battle "inferior" races or be corrupted by them. Such racist ideas were taught in schools. The Nazis labeled racially inferior groups such as Jews, Slavs, Blacks and Roma – also called Gypsies--that had endured for centuries traditional prejudice and hostility in German society. The German government enacted hundreds of laws to define, segregate, and impoverish German Jews. In September 1935 the Nazi Party gathered in Nuremberg for its annual rally. New race laws were introduced by Hitler and read by Parliament President Hermann Göring. Most important, the decrees stripped Jews of German citizenship and the rights guaranteed by citizenship. By 1938, Jews were isolated and segregated from German society, eliminated from most opportunities to earn a living. German Jews become "foreigners" blamed for Germany's suffering under the parliamentary republic and depicted as waiting to undermine Germany again. Germany's Jews are excluded and are labeled as "Germany's Misfortune."
- **Invasion 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.
- **Kristallnacht - Night of Broken Glass:** 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 vandalized over 7000 Jewish-owned businesses. Germans cynically referred to the violence as *Kristallnacht* – Night of Broken Glass – for the shattered windows of Jewish-owned stores that littered the streets.

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| <p>Note the emotional response of the German people as the Nazi regime was established. What were their grievances, fears, and hopes?</p> | <ul style="list-style-type: none"> • Hope: German people believed the Nazi Party led by Hitler would lead Germany to its former glory. • Anger: As Germany began to rearm and rebuild the economy while taking steps to eliminate the Jews from German society, many Germans were willing to accept and even believe Nazi claims that that the Jews had been the source of Germany's troubles. • Fear: After years of economic instability, political deadlock, and a sense of cultural and moral decline, people feared further economic misery and the social and political consequences. |
| <p>Note examples of propaganda messages used by the Nazis to promote their successes and target Jews in the dictatorial context.</p> | <ul style="list-style-type: none"> • Staged Events: of The March 1933 ceremonial reopening of Parliament – orchestrated by Joseph Goebbels – aimed to link the Nazi government to Germany's imperial past and portray the Nazis as saviors of the nation's future. The achievements of Hitler and the Nazi government that benefited Germans were highly publicized. • Film: Produced by the Nazi Party, the newsreel of the reopening of Parliament was carefully edited to emphasize the apparent support of the Army and the traditional elites for the new government. Another example is Nazi films produced to spread racist ideas and pseudo-scientific theories for measuring and valuing racial characteristics. • Music: In September 1935 the Nazi Party gathered in Nuremberg for its annual rally. It opened with a traditional hymn that added solemnity and a sense of continuity with the past. The Nazis used music as a vehicle to unify people and stir nationalist feelings. • Posters and Banners: Posters demonizing Jews and calling for boycotts could be seen across Germany. Banners were hung at city centers stating "Whoever buys from Jews is a traitor to the nation!" • Community Events: Public displays of antisemitism reinforced a climate of hostility toward Jews in Germany, or at the least, indifference to their treatment. After 1935, everyday antisemitism was a regular part of carnival parades and floats. Kristallnacht was a display of nationwide violence during Nazi thugs damaged and destroyed more than 250 synagogues and over 7,000 Jewish businesses. • Newspapers: Der Stürmer was a fiercely anti Jewish newspaper that ran headlines such as <i>The Jews are our misfortune</i>, running stories accusing Jews of killing Christian children for blood rites, for causing World War I, for spreading Communist influence, and for advocating elements of moral and cultural decline. • Academia: School materials, charts, articles, pseudo-scholarly studies and texts were produced to validate and support Nazi racial policy. • Important quote: Gerda Haas: <i>"My sister and I used to slink by those huge banners that were all over the city. And we used to just try not to see them, thinking if we didn't see them, they weren't there. But they were there. That just, little by little, that really took over."</i> |

Note the different types of media used by the Nazis to sway people's thinking once the dictatorship was established.

- Film became a new mode of communication. The Nazis carefully orchestrated the ceremonial reopening of Parliament and the newsreels were edited to give the impression that the German Army and other traditional elites supported the new government. U.S. newsreels focused on the fanatical enthusiasm of the German people.
- Nazi racial ideology was taught in schools. Scientists and medical professionals applied pseudo-scientific theories for measuring and valuing racial characteristics. Teachers taught bogus theories in classrooms across Germany, theories that the public widely accepted as fact.
- The establishment of the Ministry of Propaganda and Public Enlightenment meant that all forms of culture and communication were tightly controlled by the state, including newspapers and radio broadcasts.
- Posters and pamphlets remained an important form of communication throughout Germany and Austria
- Public banners and signage segregate Jews and non-Jews on park benches and other public space. Others denote Jewish businesses or plaster antisemitic slogans across market squares.

World War II and the Holocaust: 1939-1945

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

Note the important events that occurred during the wartime period.

- **Invasion of Poland:** Until 1939, Great Britain and France sought to avoid war by making concessions to German expansionist demands. By 1939, however, Britain and France no longer appeased German demands. On September 1, 1939, a massive German force invaded and conquered Poland within a month. Two days later, after Germany failed to respond to their demand to evacuate Poland, Britain and France declared war on Germany. World War II had started.
- **Invasion of Western Europe:** In April-June 1940, Germany occupied Denmark and Norway. In May, the German armed forces attacked France, the Netherlands, Luxembourg and Belgium. In June, Paris fell and France acknowledged defeat and signed an armistice. The swift and unexpected victory over France avenged Germany's defeat and humiliation in the First World War, propelling Hitler to a new level of popularity and trust among the German people.
- **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 authorities declared Communist officials and party members as lethal enemies and kill them outright in the tens of thousands. After September 1941, the German occupation authorities deliberately reduced food rations to Soviet prisoners of war and civilians in the Soviet cities below survival levels, causing the death of millions of Soviet soldiers and civilians by starvation, exposure, and associated disease. In addition, German SS and police shoot hundreds of thousands of captured and disarmed Soviet soldiers.
- **Establishment of Ghettos:** Under conditions of war and military occupation, the Nazi regime pursued its political and racial goals with more radical measures. German authorities exploited existing anti-Jewish attitudes among Eastern European populations. German authorities segregated those identified as Jews from the non-Jewish population by forcing them into tightly packed areas called ghettos. Jews in the larger ghettos were imprisoned behind brick walls and barbed wire.
- **The Final Solution:** In July 1941, Hermann Göring – Hitler's second in command – authorized all necessary preparations for the "final solution of the Jewish question" in German-controlled Europe. .

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| <p>Note the emotional response of the German people as war progressed. What were their grievances, fears, and hopes?</p> | <ul style="list-style-type: none"> • Anger: German authorities exploited existing anti-Jewish attitudes among local populations in the occupied lands. Through the use of propaganda, German authorities were able to focus the anger and frustration of the populations under occupation onto the Jewish communities. • Fear: People living in these areas feared the German occupiers. They also feared for their survival, both individually and as nations. |
| <p>Note the examples of propaganda messages used during wartime.</p> | <ul style="list-style-type: none"> • Posters: In occupied communities. Many of these posters portrayed the German invasion of the Soviet Union as a crusade against what Nazis believed were the ultimate evils: Judaism and Communism • Military Training: Labor corps men were given racial instruction about the “Jewish Conspiracy.” • Film: See throughout this section footage of Jews in ghettos, being deported, and being harassed. |
| <p>Note the different types of media used by the Nazis to sway people’s thinking during war.</p> | <ul style="list-style-type: none"> • On the Eastern front, racist political instruction was incorporated into the training for all types of German occupation forces. • In 1944, foreign newspapers reported what soldiers encountered when liberating concentration camps. In 1945, General Dwight Eisenhower, Commander of the Anglo-American forces, liberating concentrations camp in western Germany, ordered all soldiers see the camps and bear witness so no one could later deny these places of death existed. • In U.S. movie theaters, news depicting Nazi atrocities made moviegoers witnesses of Nazi crimes. . |

State of Deception: The Power of Nazi Propaganda

LESSON 1 Extension

Extension 1.6 Timeline



February 1920:
 The League of Nations is established.

1920:
 The League of Nations is established.

1924-1925:
 The League of Nations is established.

1927:
 The League of Nations is established.

February 1933:
 Adolf Hitler becomes Chancellor of Germany.

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

August 1934:
 The Night of the Long Knives is carried out.

September 1934:
 The Anschluss is completed.

March 1935:
 The German Navy is expanded.

November 1935:
 The Nuremberg Laws are enacted.

September 1939:
 The invasion of Poland begins.

1939-1941:
 The war in the Pacific begins.

June 1941:
 The invasion of the Soviet Union begins.

Late 1939:
 The war in the Pacific begins.

February 1943:
 The war in the Pacific begins.

June 1919:
 The League of Nations is established.

August 1918:
 The League of Nations is established.

April 1923:
 The League of Nations is established.

1926:
 The League of Nations is established.

1932-1933:
 The League of Nations is established.

January 1933:
 Adolf Hitler becomes Chancellor of Germany.

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

November 1933:
 The Night of the Long Knives is carried out.

September 1935:
 The Anschluss is completed.

August 1936:
 The Night of the Long Knives is carried out.

March 1938:
 The Anschluss is completed.

Spring 1940:
 The invasion of France begins.

July 1941:
 The invasion of the Soviet Union begins.

September 1941:
 The invasion of the Soviet Union begins.

1944-1945:
 The war in the Pacific begins.

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

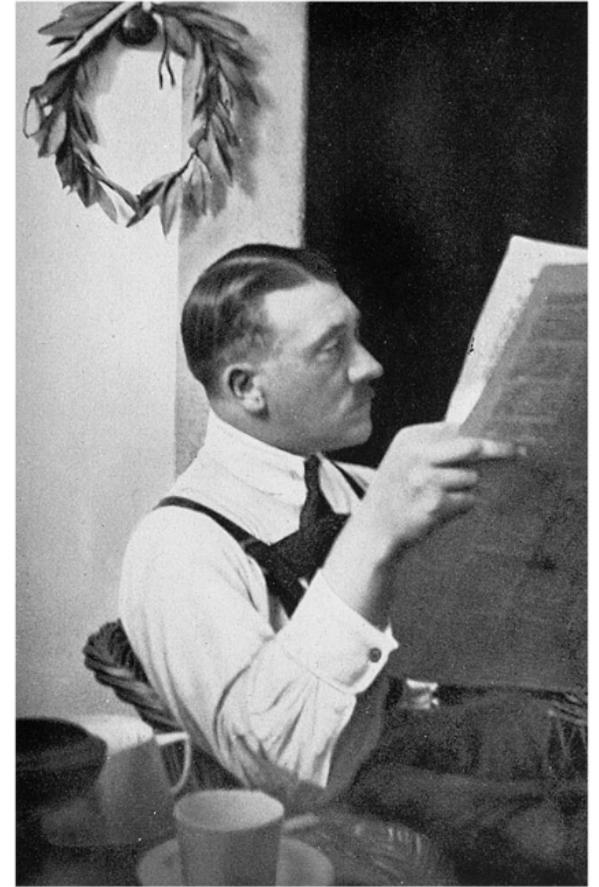
The swastika became the most recognizable Nazi symbol. It appeared on the Nazi flag as well as on election posters, arm bands, medallions, and badges for military and other organizations.



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. | 2. 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.

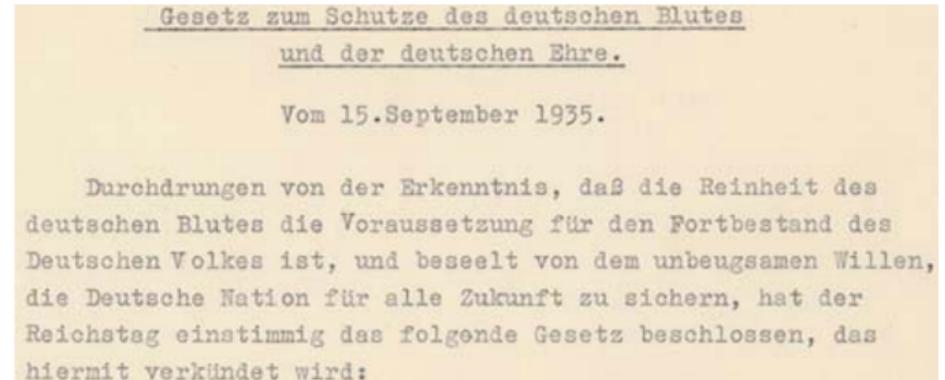
US Holocaust Memorial Museum

September 1935:

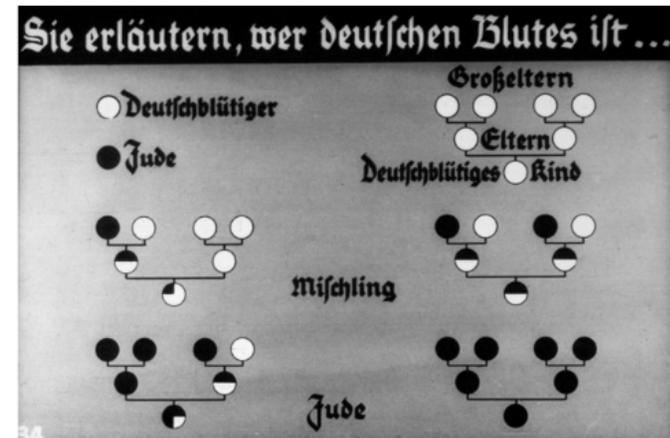
Nuremberg

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

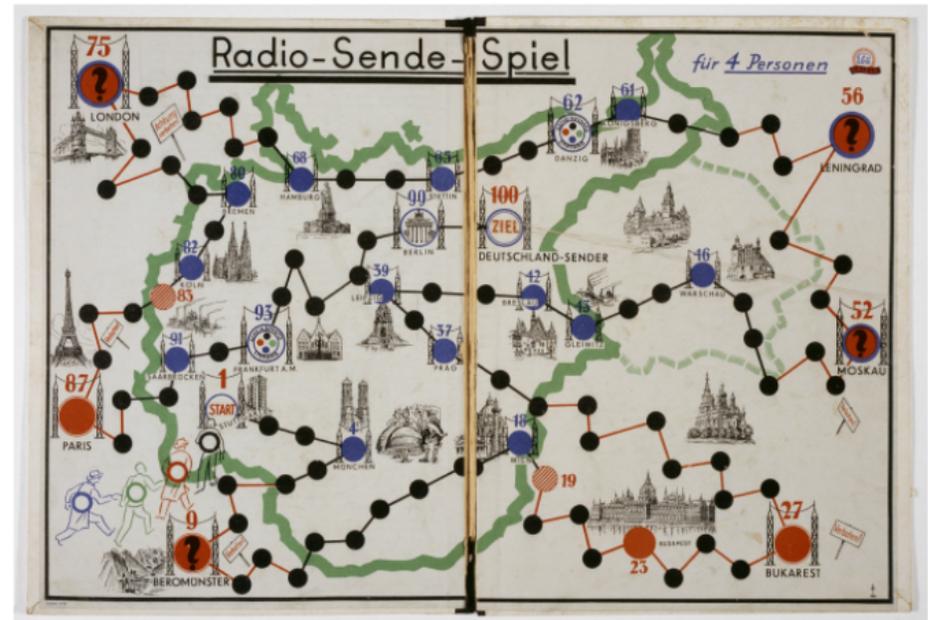
Separated from the non-Jewish population, German authorities forced those identified as Jews into tightly packed areas called ghettos. Jews in the larger ghettos were imprisoned behind brick walls and barbed wire.



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

LESSON 1 Extension

Extension 1.7 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

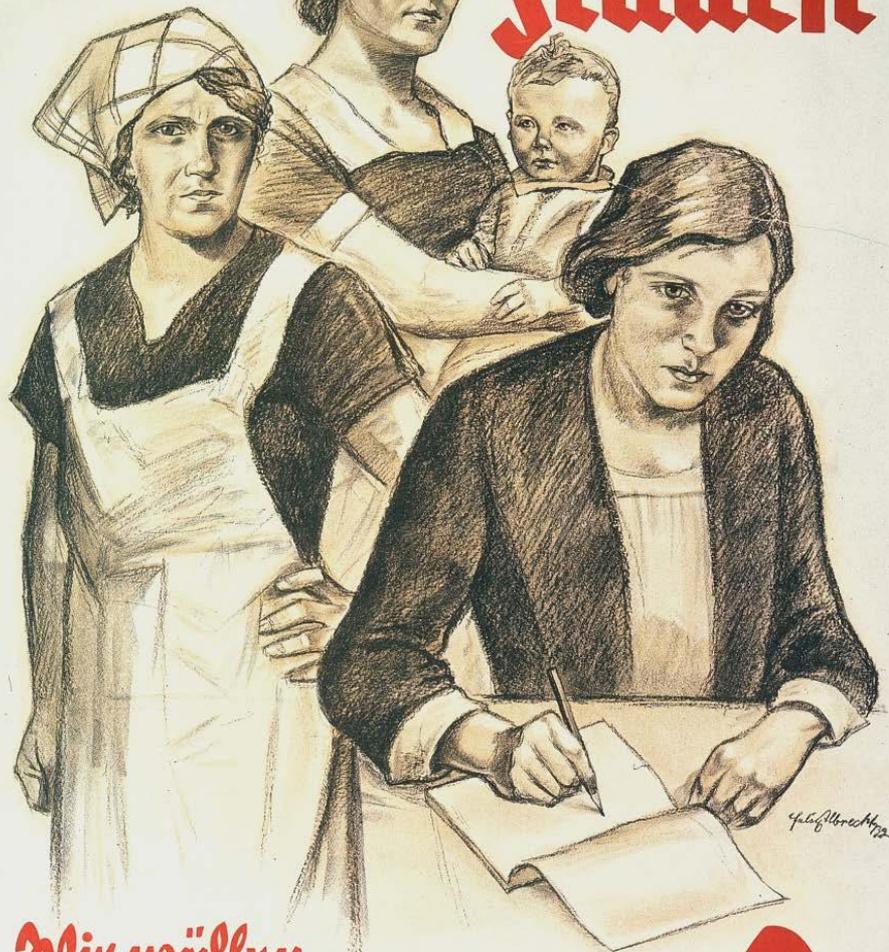
1939-1945

Propaganda on Trial

1945-1948

Mütter

Berufstätige Frauen



Wir wollen

National- Sozialisten

Liste

8

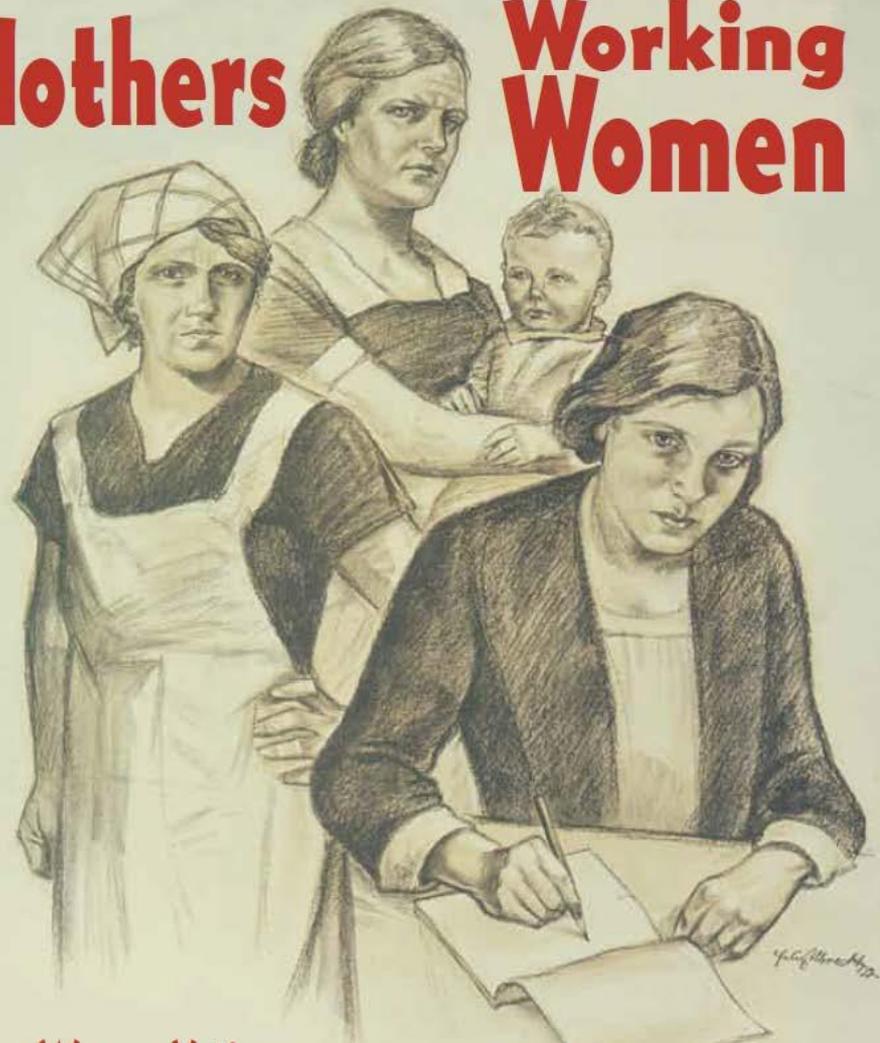
AFTERMATH OF WORLD WAR I
AND THE RISE OF NAZISM: 1918-1933
(corresponds to State of Deception Section I:
Selling Nazism in a Democracy, 1918-1933)

**Mothers—Working Women, We are voting
National Socialists, Slate 8**

Felix Albrecht, artist; 1932. Bundesarchiv, Koblenz,
Germany Plak 002-040-011

Mothers

**Working
Women**



We are Voting

**National
Socialists**

Slate

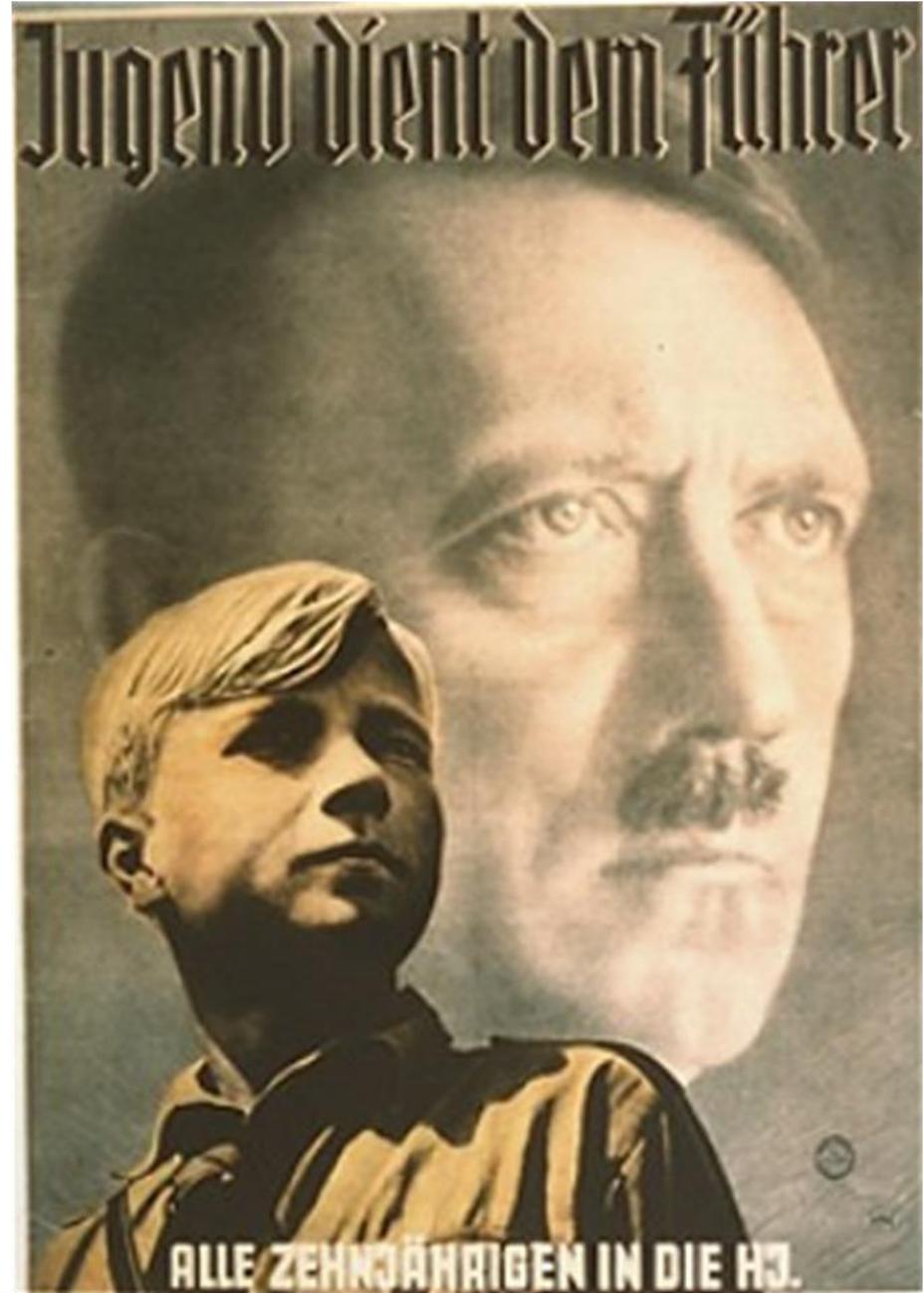


**Mothers—Working Women, We are voting National
Socialists, Slate 8**

Felix Albrecht, artist; 1932. Bundesarchiv, Koblenz, Germany
Plak 002-040-011

BUILDING A "NATIONAL COMMUNITY": 1933-1936
AND FROM CITIZENS TO OUTCASTS: 1933-1938

*(corresponds to State of Deception Section II:
Propaganda and Persecution in a Dictatorship,
1933-1939)*



Translation: Youth Serves the Führer. All 10 year olds into the Hitler Youth (1939)

Unknown Artist, Bundesarchiv Koblenz Plak 003-011-018

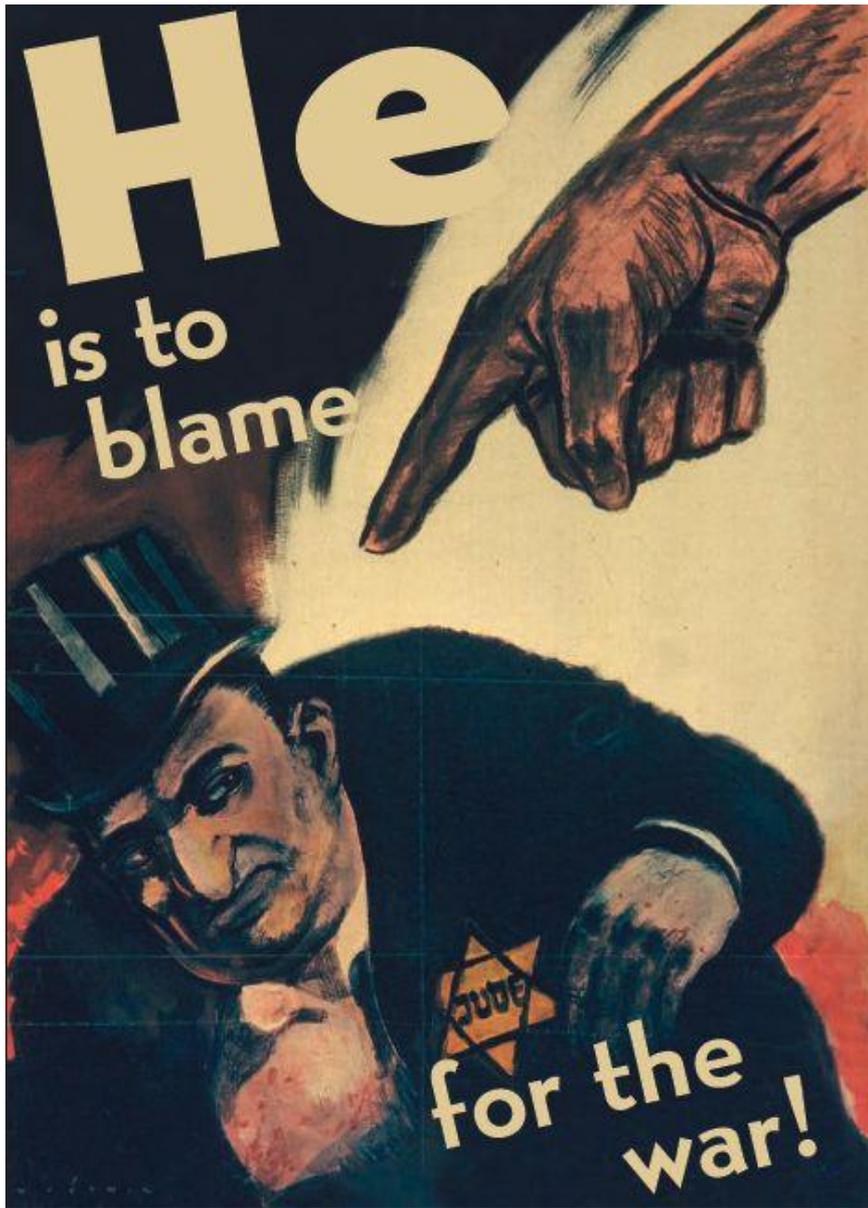


WORLD WAR II AND THE HOLOCAUST: 1939-1945

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

He is to blame for the war!

Artist: Mjólnir [Hans Schweitzer]; 1943
Library of Congress, Prints and Photographs
Division, Washington, D.C.



WORLD WAR II AND THE HOLOCAUST: 1939-1945

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

He is to blame for the war!

Artist: Mjólnir [Hans Schweitzer]; 1943
Library of Congress, Prints and Photographs
Division, Washington, D.C.

State of Deception: The Power of Nazi Propaganda

LESSON 1 Extension

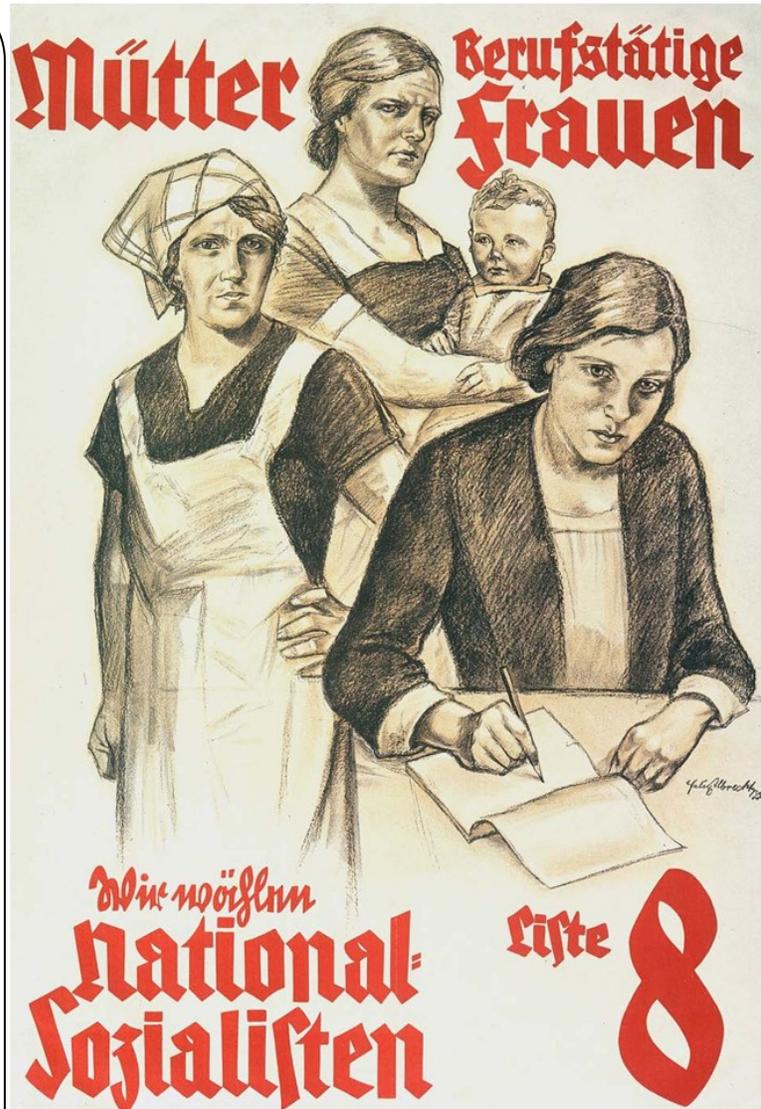
Extension 1.8 Diagram worksheets

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?



“Mothers—Working Women ; We are voting National Socialists, Slate 8.” Felix Albrecht (artist).

1932, Bundesarchiv, Koblenz. Plak 002-040-011

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 did this message have on society?

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?



"Youth Serves the Führer. All 10 year olds into the Hitler Youth!" Unknown Artist.
1939, Bundesarchiv Koblenz. Plak 003-011-018

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 did this message have on society?

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?



"He is to blame for the war!" Hans Schweitzer (artist).
1943, 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 did this message have on society?

State of Deception: The Power of Nazi Propaganda

LESSON 1 Extension

Extension 1.9 Diagram teacher's 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:

Color:

Red, white, and black were the signature colors of the Nazi Party. The bold red text contrasts with softer colors in the graphic.

Graphic/Symbols:

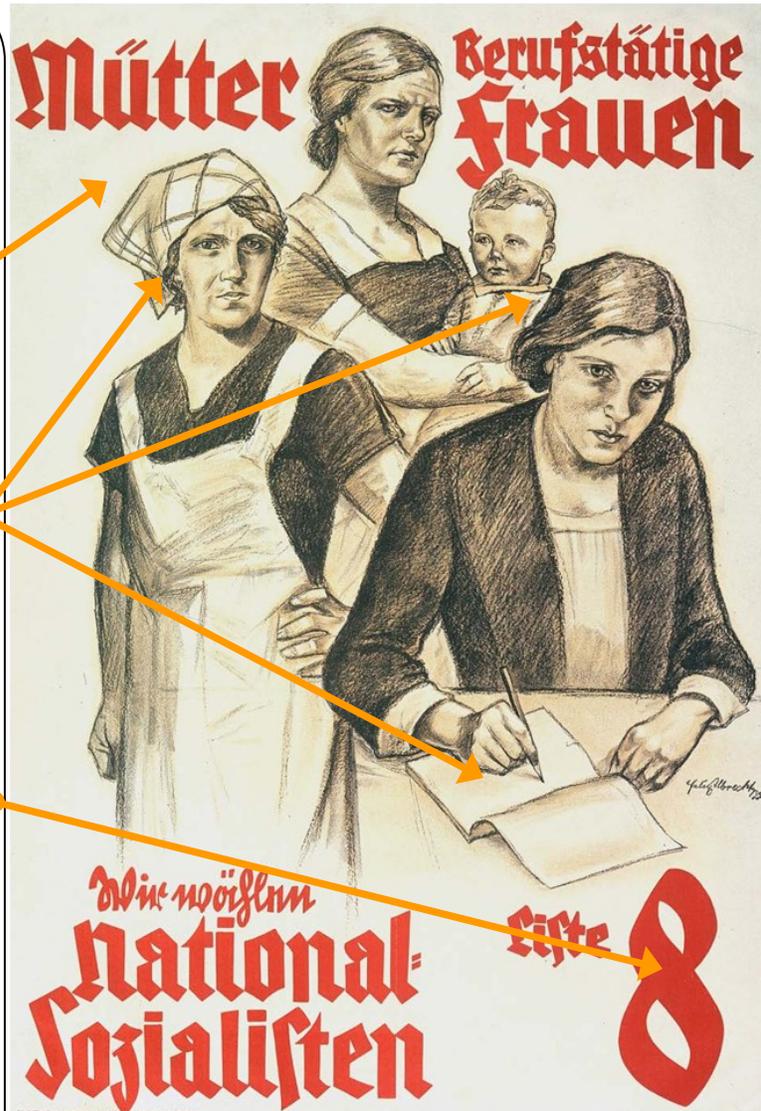
Three diverse examples of women are depicted: a mother/housewife, a working class woman, and a white collar woman. Their eyes are downcast, almost skeptical. They are listening closely to political promises.

Words:

The use of the first person in the statement "We are voting National Socialists" implies that all women are voting for the National Socialists and that the viewer of the poster should as well. The "8" is eye-catching and tells the viewer exactly how to vote.

What is the message?

Women are empowered to change things by voting for the National Socialists.



"Mothers—Working Women ; We are voting National Socialists, Slate 8." Felix Albrecht (artist). 1932, Bundesarchiv, Koblenz. Plak 002-040-011

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.

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.

Social: During this period, sexual norms were in flux. For the first time, women were working outside the home in large numbers. The new constitution gave women the right to vote.

Given that, why might this message have had power?

The poster appeals to traditional and working women. It is meant to win over women who may be fearful for their families and the future of the nation.

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?

Nazi propagandists appealed to newly-enfranchised women voters by portraying the party as the defender of traditional German womanhood and the family. Eligible women voters outnumbered male voters in the Weimar Republic by 3 million. In 1932, Germany was a democracy and people could express alternate viewpoints.

4) Creator

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

Think: The Nazi party will be the defender of traditional German womanhood and the family.

Feel: Empowered that their vote for the Nazi (National Socialist) Party can bring change and a better future.

Do: Vote for the Nazi party.

5) Consequences

What effects did this message have on society? The Nazi propagandists carefully tailored their themes, messages, and language to appeal to certain groups of voters, including newly enfranchised women. The Nazis succeeded in broadening their constituency and siphoning off support from other competing political parties. By 1930, the Nazis were making greater gains among women than men. In some polling, there was a dramatic upswing in the number of female voters supporting the Nazi Party and this continued into 1932, helping the Nazis become the largest party represented in the German parliament.

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:

Words: The words at the top of the poster, "Youth Serves the Führer," blend with the graphic, and are in harmony with the image.

Line:

The boy appears in shadow, almost as if Hitler's softly glowing face is reflecting down on him.

Color:

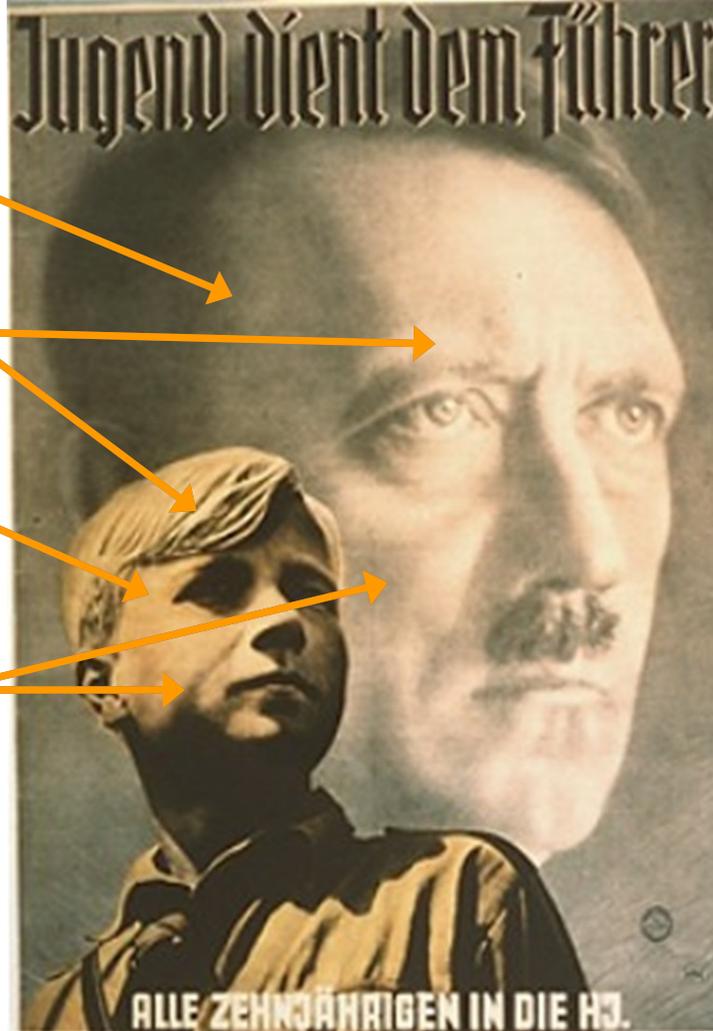
Yellow light is cast by Hitler onto the boy. This makes them look like part of an important cause.

Graphic/Symbol:

The faces of the two males are aligned with each other. Hitler's head in the background is much bigger, as if he is guiding the boy. Both look with determination into the future. The boy wears the military style uniform of the Hitler Youth.

What is the message?

Boys ages 10-18 should follow Hitler and be proud to join the Hitler Youth.



Youth Serves the Führer . All 10 year olds into the Hitler Youth!" Unknown Artist.
1939, Bundesarchiv Koblenz. Plak 003-011-018

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 1939, World War II officially began when Germany invaded Poland.

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

Social: Independent youth organizations were prohibited or dissolved in the 1930s, and membership in the Hitler Youth was made mandatory for all "Aryan" Germans between the ages of 10 and 18 in 1939.

Given that, why might this message have had power?

The poster appeals to a youth's desire to belong to a community and to be dutiful, serving Hitler and the Fatherland.

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 "Aryan" youth by showing a cause they can join. If a non-"Aryan" youth saw this poster he might feel excluded. Under the dictatorship, almost all sectors had to swear an oath of allegiance to Hitler. There were few opportunities to openly challenge the stereotypes and myths and penalties for seeking other viewpoints.

4) Creator

Who is the propagandist?: The Nazi Party

What do they hope the audience will:

Think: Hitler is someone to follow.

Feel: Part of a "national community."

Do: Join the Hitler youth.

5) Consequences

What effects did this message have on society?

Millions of German children were indoctrinated to Nazism in the classroom and through extracurricular activities. In January 1933, the Hitler Youth had only 50,000 members; by the end of the year membership rose to more than 2 million, then reached 5.4 million in 1936. In 1939, membership in the Hitler Youth was made mandatory for all "Aryan" Germans between the ages of 10 and 18. Youth were especially important audiences for propaganda messages, emphasizing that the party was a dynamic, disciplined, forward-looking, and hopeful movement.

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 thick, with a dark overlay over each patch of color. The white words are bold, grabbing the viewer's attention.

People: The male figure is an exaggerated Jewish stereotype. Well dressed, he represents the "Jewish financier." He cowers while an imposing finger points from above. His hand in his coat appears to hide something.

Color: The colors are hazy, black and red. The man is darkly dressed with shadowy dark skin. The yellow Jewish star badge stands out.

Words: An emphatic "He is to blame for the war!"

What is the message?

Nazi propagandists blamed the Jews for instigating the war, victimizing Germany, and implied they had plans to enslave or destroy the German people. The guilty must be punished.



Translation: He is to blame for the war! Artist Hans Schweitzer. 1943. 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.

Political:

War took a dramatic toll across Europe. Cities were bombed, soldiers were killed, and millions of civilians suffered.

Economic:

Many faced starvation, lost their homes, and even their loved ones.

Social:

Hardships occurred at home and brutalities against those in occupied territories increased.

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

Through the use of propaganda, Nazi authorities were able to focus fears and frustrations onto the Jews by blaming them for the war. The poster serves to transform Jewish neighbors into enemies.

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 people living in occupied territories. Messages became more radical and played on deep-seated fears in a chaotic wartime context. Nazi propagandists demonized and dehumanized Jews. There were few opportunities for Jews, or for anyone, to challenge these racist stereotypes.

4) Creator

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

Think: That Jews are to blame for the war and the hardships the nation faced.

Feel: Hatred for or indifference toward 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, war, 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 indicated 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.