

## **LESSON 3**

### **Exploring State of Deception's Online Exhibition**

**Lesson Overview:** When analyzing propaganda, it is important to understand the cultural context surrounding the piece. Propaganda doesn't just work any time, any place, with any audience since it is designed for a specific purpose. There were reasons why propaganda was effective and the ideas attractive and palatable when it was displayed. Students will consider why propaganda appeared at a specific time and in a specific place.

**Lesson Rationale:** This lesson challenges students to think critically about the themes and techniques explored in the online exhibition for State of Deception. Students will come away with an understanding of the impact that propaganda had not only during the period of the Holocaust, but also the impact that propaganda has in our society today.

**Time:** One hour

**Materials:**

- 3.1 Multi-Media, examples available at <https://sites.google.com/site/propagandalessonstudy/>
- 3.2 Station worksheets (standard and honors)
- 3.3 Propaganda theme printables

**Other Materials:**

- 6 large, poster-sized post-it notes, white butcher paper, or poster board (optional)
- Tape
- Six laptops (if possible—only one station absolutely needs a laptop) with internet access (could also use a computer lab)
- External speakers (3 sets for high tech version of lesson; 1 set for low tech version of the lesson)
- Computer and projector (if possible, to project the media from each station to the entire class during final discussion)

**Methodological Considerations for teaching Propaganda:**

1. As with any Holocaust topic, adhere to the USHMM [Guidelines for Teaching the Holocaust](#) (CTRL + click to activate the hyperlink and see the full list of Guidelines for Teaching the Holocaust)
2. Make sure you define "Propaganda."
3. Provide some historical context for the propaganda that you teach.
4. Use media literacy questions and processes to have students critically analyze and deconstruct propaganda.
5. Avoid having students create their own propaganda.

### **Technological considerations for using the State of Deception Online Exhibit in your classroom or computer lab:**

In order for you to experience the full power of the State of Deception website, you have to have the most recent Adobe Flash player downloaded on your computer. If not, you will only see the text version of the website and will view the majority of the activities in this lesson. To check and see if you have the most current Flash player, follow these steps:

1. Go to <http://www.ushmm.org/propaganda>
2. Click on the timeline link at the top of the page.
3. If the webpage says "Text Version" and gives you a message that you need the latest version of Adobe, click on the link provided to download the Adobe player.
4. Follow the instructions for downloading Adobe.

### **Procedure:**

#### **Before Class:**

- 1) **Print out 3.3 Propaganda theme printables** for five of the six stations in the lesson (All themes have propaganda pieces except "Deceiving the Public"). For full effect, they need to be printed in color. If possible, laminate the propaganda pieces so that they can be reused for different classes. For each theme, there are four pieces of propaganda (If doing the standard version, there are only two pieces of propaganda); tape them down to large poster-sized post-it notes, butcher paper or poster board. At the top of each poster, write with a marker the name of the theme (i.e.: Writing the News). You can also just put the propaganda pieces on desks, taping them down, or put them in a large manila envelope in the middle of each group of desks/table.
- 2) **Arrange technology for the lesson**, checking it the day before for latest version of Flash and for availability. When using laptops, make sure the batteries are charged enough to last the entire class. You may also want to have a backup laptop or two available in case of any technical problems. Since iPads aren't compatible with Adobe Flash without downloading and paying for apps, and the State of Deception website needs the Flash to play the video, it would be difficult to use iPads for this activity.
- 3) **If in a classroom: Arrange your desks into six groups and put a different theme poster at each table. Arrange the themes in order of the packet for easy flow of groups.**  
**If in a computer lab: Tape the posters to the wall in different areas of the room above the computer you intend for each group to use and put a box with highlighters at each station.** Then, follow the setup for computers as described above.  
**If in a Media Center, Auditorium, or Hallway: You can use wall space to hang the posters up and have students stand at each station to view and discuss the propaganda.** You can also do this in a classroom if you have enough wall space. Use a desk at each station for a laptop if doing the high tech version of the lesson. Follow the setup for computers as described above.
  - **If doing the high tech version of the lesson**, put a laptop at each group, cued up to the link from the lesson website at: <Http://sites.google.com/site/propagandalessonstudy> . Click on "State of Deception Lesson Technology Tips and Site Bookmarks" to go to the page where students can click on the hyperlink(s) for each theme. Add external speakers to the laptops at the following theme groups: "Deceiving the Public," "Writing the News," and "Defining the Enemy."
  - **If doing the low tech version of the lesson**, put a laptop at only "Deceiving the Public," add external speakers, and cue the computer to the link above. Have a plan for keeping the laptops "awake" during the activity in case it is needed. Ask students to move the

mouse every few minutes, or monitor it yourself to be ready to type in a password if the computer times out. You can also opt to show all the videos as a large group from your own computer and a projector. This way, you can discuss them as a class and answer the questions together.

- 4) **If you have access to a computer and projector, have the file of all the propaganda pieces ready to show at the end of the lesson.**
- 5) **Photocopy the 3.2 station worksheets.** It would be best if they could all be copied in a packet, using the front and back of each page. There are student packets for a standard, low-level class (3.2 Standard) as well as an honors (3.2 Honors), advanced level class. If you don't have the technology or time to set up videos for each station, remember that you can project the videos to the entire class instead of having students view the videos in their small groups.
- 6) **Plan how you will group students as they come in.** You may want to write the names of themes on index cards, one for every student in the class, evenly distributing the groups. Then, you can either randomly assign students to groups as they come in by handing them an index card with a theme name on it, or write student names and themes on each one so you know who will be in each group.

#### **During Class:**

- 1) **Students come in and sit in six pre-arranged groups.**
- 2) **Explain to students that they will be rotating through all of the themes to explore the different pieces of propaganda.** If possible, project/display the "Lesson Study" website with the link page to demonstrate where to find the links for the technology portion of the groups. Then, display the online stopwatch, having it count down the time on the screen (or use a kitchen timer). Encourage students to work together as a group, and stress the discussion component and value of thinking out loud with the group. You may even want to appoint a student in each group to read the captions of each piece of propaganda. Also point out to students that advanced vocabulary, terms, and events have been added to the bottom of each theme's page to help further explain the context of each piece. Have students turn to the coordinating theme worksheet for the table they are currently sitting at and begin answering questions. Circulate to each group as they start to make sure they have all of their questions answered.
- 3) **Students will rotate through all six stations, starting with their pre-assigned group.** Using the handouts provided for the stations, they will analyze pieces of propaganda and access the online State of Deception exhibit when possible, if technology is provided. (If technology is not available, you can do some of the technology items as a whole group if you have a computer with access to the internet that you can project for the class to see. Just tell the students not to answer those questions yet.) Have them rotate in a clockwise fashion, staying with their group to analyze the propaganda at each station together.
- 4) **Each rotation is eight minutes long, though you may want to give nine minutes the first time to give everyone time to adjust.** It is recommended that you project an online stopwatch (just Google it and click on the hyperlink to make it full-screen) to count down for each rotation to keep everyone moving and time-conscious. Keep the volume up on your computer since a bell will go off when the time is reached and everyone will know to rotate. Even a kitchen timer would be helpful if you don't have the capability to project for the class. You can adjust the time in each group according to each class' ability level and the time you have available to devote to this lesson, as well as how each class responds to the activity. You may find that you don't need all eight minutes or that you need to add one or two minutes to each session.
- 5) **Walk around and monitor students; join in their discussions; answer questions.** Keep track of technology and remind students to keep computers "awake" if you are using a laptop at every station. Different stations often have different levels of tasks and so sometimes groups don't get

to the technology piece every time. Remind them that this is okay, but that they need to try to make sure that they get all of the propaganda pieces analyzed first before doing the online exhibit activities, if you are doing the high tech version of the lesson.

- 6) **When students have rotated through all stations, have them return to their original station.**
- 7) **Have them discuss as a group or with the class what they have now learned about propaganda and the one piece of propaganda that most impacted them and why.** If time permits, ask for a few examples from the class and scroll through the document of the propaganda pieces you can project to show the rest of the class the piece in question as you discuss it. Discussions about current-day connections to propaganda, inclusion and exclusion, and free press could also take place at this time. Further discussion of these issues will be explored in lessons 4, 5, and 6.

*State of Deception: The Power of Nazi Propaganda*

## ***LESSON 3***

### **3.2 Station Worksheets (Standard)**

## 3.2 Station Worksheet

### Making a Leader

Nazi propaganda experts carefully created propaganda that cast Hitler into multiple roles of **military leader, politician, savior, and father of the nation**. For the four images at this station, determine which role the propagandists cast Hitler in and which creative techniques they used to do so:

Image 1	Image 2
<b>Which role is Hitler playing? Circle <u>one</u>.</b> Military Leader Savior Father of the Nation Politician  <b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>	<b>Which role is Hitler playing? Circle <u>one</u>.</b> Military Leader Savior Father of the Nation Politician  <b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>



If time permits and you have a computer at your station, view the video clips of Hitler's speeches on the laptop at your station. Access the clips at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

Video Clip	Which creative techniques (lighting, music, singing, symbols, uniforms, etc.) are used to attract and hold the attention of the crowd?
Page 3 of "Making a Leader": Hitler Campaign Speech	
Historical film footage link from "Making a Leader": Hitler thanks members of the SA and SS Berlin, Germany, 1933	

#### Vocabulary and Events to know for "Making a Leader":

**Presidential Elections of 1932:** Hitler was a leading candidate for President in 1932, running on the platform that he would put the country's 6 million unemployed back to work and unite all non-Jewish Germans to restore national pride. Hitler received 30% of the vote and President Hindenburg received 49%, which meant a run-off election was necessary. In the run-off election, Hitler received 36% of the vote, while Hindenburg received 53%, giving him the clear majority. (USHMM.org)

**Standard Bearer:** someone who carries a banner or flag; a leader of an organization, movement, or party (Merriam-Webster.com)

**Hitler Youth:** In 1936 membership in Hitler Youth groups became mandatory for all boys and girls between the ages of 10 and 17, but millions of children joined the Hitler Youth before it became mandatory (USHMM.org)

**Reich:** empire, realm, nation (Dictionary.com)

**1934 Public Referendum:** 17 days after President Hindenburg's death, Hitler held a public referendum to merge the offices of President and Chancellor to give him supreme power, which an overwhelming majority of the German people approved. (USHMM.org)

Name:

## State of Deception: The Power of Nazi Propaganda

### 3.2 Station Worksheet

Date:

## Rallying the Nation

During the democratic period, no single German political party was able to establish a majority in parliament. Therefore, when the Nazi propagandists claimed to represent all non-Jewish Germans and promised to unite the country and put the six million unemployed Germans back to work, Hitler received massive popular support. Once the dictatorship was established, Nazi propagandists sold the myth of the "National Community" to Germans longing for unity, national pride, and greatness.

Poster 1: What values, lifestyles, and points of view are represented in this message? Pay attention to the different hands in the poster and what they might symbolize.

Poster 2: Which creative techniques (colors, words, images) are used to portray the desperation of the family in this poster? Be specific in your description.



If time permits and you have a computer at your station, look at the Interactive Activity of the Aryan Family. Access the link at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

Give at least one example of how the families in all three posters are similar.

How is the family in the last poster to the right different from the other two posters?

How are American families portrayed in propaganda and the media today? How is it different than the messages in these pieces?

### Vocabulary and Events to know for "Rallying the Nation":

**April 10, 1938:** A vote was held to approve the union of Germany and Austria retroactively, since German troops had already entered Austria on March 12, 1938. The vote was manipulated to show that 99% of Austrians wanted the union, though Jews and Roma were not allowed to vote and the ballot was printed so that *Ja* (Yes) was printed in big circle and *nein* was printed smaller. The voter's name and address was also printed on the back of the ballot. (USHMM.org)

**Bolshevism:** Russian Communism, advocating the immediate and forceful seizure of power by the working class. (Dictionary.com)

## Defining the Enemy

The Nazis used propaganda to exclude specific groups from their society, groups whom they believed did not promote the ideals of an “Aryan” Germany. Nazi propagandists contributed to the regime's policies by publicly identifying groups for exclusion, justifying their outsider status, and inciting hatred or cultivating indifference.

In images at this station, how does each piece of propaganda define an enemy of the Nazis?

Image 1	Image 2
<p><b>Who is the enemy?</b></p> <p><b>Why? Use specific evidence from the propaganda.</b></p>	<p><b>Who is the enemy?</b></p> <p><b>Why? Use specific evidence from the propaganda.</b></p>



If time permits and you have a laptop at your station, listen to the two survivors speak about their exclusion from German society during this time period. Access the links at:

<https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

Name of Survivor	How did each survivor react to their exclusion from society? Summarize their reaction below in your own words or in a quote from the survivor.
BOB BEHR	
GUY STERN	

### Vocabulary and Events to know for “Defining the Enemy”:

**Voracious:** craving or eating large quantities of food. (Dictionary.com)

**Reichsmark:** the money of Germany from 1924-1948. (Dictionary.com)

**Defilement:** to make foul, dirty, or unclean. (Dictionary.com)

**Deemed:** to form or have an opinion; judge; think. (Dictionary.com)

**Unfit:** unqualified or incompetent. (Dictionary.com)

**Allegedly:** to declare without proof as before a court. (Dictionary.com)

**Illicit:** not legally permitted or authorized; disapproved of or not permitted for moral or ethical reasons. (Dictionary.com)

**Defiler:** one who makes something unclean or dirty. (Dictionary.com)

**Caricature:** a picture or description ludicrously exaggerating the peculiarities of the defects of persons or things. (Dictionary.com)

**Warmonger:** a person who supports, endorses, or tries to bring about war. (Dictionary.com)



## Indoctrinating the Youth

Why would any society want to indoctrinate its youth? The Nazi party saw Germany's "Aryan" youth as critical to the propagation of Nazi ideology and the future of the race. They were included and hailed as important members of German society. Analyze the four images at this station to answer the following questions:

What values and lifestyles do the Nazis want their youth to adopt through the messages sent in each piece of propaganda?

Image 1	Image 2

Give one example of how the Nazis appealed to their youth through propaganda. Which piece is the most appealing and why?

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If time permits and you have a laptop at your station, view the video of the League of German Girls rally.

Access the link at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

What is the English translation of the phrase spelled out in the crowd of girls (Hint: look to the right of the video at the explanation)? \_\_\_\_\_

Why is this phrase significant? \_\_\_\_\_

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Which creative techniques (singing, music, colors, lighting, etc.) are used to appeal to the youth at this rally?

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### Vocabulary and Terms to know for "Indoctrinating the Youth":

**Führer:** leader. (Dictionary.com)

**Disenchanted:** no longer believing in an ideal or perceived truth. (Dictionary.com)

**"All 10-Year-Olds into the Hitler Youth":** millions of children joined the Hitler Youth before it became mandatory in 1939. Boys and girls from the ages of 10-17 were required to join and participate in the Hitler Youth activities. All other competing youth organizations were dissolved at this point. (USHMM.org)

**League of German Girls:** Girls were taught to embrace the role of mother and obedient wife in school and through compulsory membership in the Nazi League of German Girls. (USHMM.org)

**Conscripting:** to draft into military service. (Dictionary.com)

**People's Storm/Volkssturm:** in the autumn of 1944, children under the age of 16 and men over the age of 60 were put together in units to fight the enemy when they came into their hometowns. This was known as the *Volkssturm*, the last ditch effort to fight off the enemy. (USHMM.org)

## Writing the News

Without a free press, the distribution of Nazi ideas both within Germany and in other countries was controlled by the Nazi government. When the Nazis came to power, there were over 4,700 daily and weekly newspapers published annually in Germany, with over eighty percent of them being privately owned. When free press was eliminated, only one point of view was presented in the government-owned press. Using the images displayed in this station, answer the following questions:

Image 1: What is the purpose of having newspapers displayed in public cases for free?	
Image 2: What is the message sent by the Nazi propagandists about the People's Radio?	



If time permits and you have a laptop at your station, watch the video and provided commentary about the Reichstag fire. Access the video link at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks> Answer the following questions:

1. How extensive is the damage from the fire (give a specific example from the film)? \_\_\_\_\_
2. Who is blamed for the fire? What was their purpose in burning the Reichstag, according to the commentary? \_\_\_\_\_
3. How was this incident used as an excuse for Hitler to impose military law on the country? \_\_\_\_\_

### Vocabulary and Terms to know for "Writing the News":

**Der Stürmer:** Established by Julius Streicher in 1924, *Der Stürmer* (The Stormtrooper) was a virulently anti-Semitic newspaper. It reached its height in circulation in 1938, but continued to be published throughout World War II. (USHMM.org)

**The People's Radio:** The Ministry of Propaganda heavily funded the inexpensive radio called "The People's Radio." By 1938, over nine million of these radios had been sold, giving Germany one of the largest radio-listening audiences in the world. They could only pick up long wave radio signals, meaning that they couldn't pick up most foreign radio stations, which were forbidden. (USHMM.org)

**Kristallnacht:** On November 9-10, 1938, Jewish businesses, synagogues, and homes were targeted by the Nazis and their collaborators in retaliation for the assassination of the German Embassy Official in Paris, Ernst vom Rath. Up to 30,000 Jewish men were arrested and imprisoned, 267 synagogues destroyed, and 7,500 Jewish-owned commercial establishments had their windows shattered and looted. (USHMM.org)

**Confiscated:** to seize by authority. (Dictionary.com)

**Traitor:** a person who betrays another, a cause, or a country. (Dictionary.com)

**Treason:** acting to overthrow one's government or planning to harm or kill its leader. (Dictionary.com)

**Theresienstadt:** In June of 1944, representatives from the Danish Red Cross and the International Red Cross visited Theresienstadt to inspect the ghetto's living conditions. Many Danish Jews had been deported to the camp and the Danish government insisted on knowing how they were being treated. The three representatives were shown a cleaned-up ghetto with little overcrowding because 7, 503 people had been deported to Auschwitz in May of 1944 in preparation for the visit. In August and September of 1944, SS officials produced a film showing the benevolent treatment of the Jewish residents. Most of the "cast" of the film was deported to Auschwitz. Despite the effort involved in making the propaganda film, the German authorities ultimately decided not to screen it. (USHMM.org)

*State of Deception: The Power of Nazi Propaganda*

## ***LESSON 3***

### **3.2 Station Worksheets (Honors)**

## Making a Leader

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Image 1	Image 2	Image 3	Image 4
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<b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>	<b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>	<b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>	<b>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</b>



If time permits and you have a computer at your station, view the video clips of Hitler's speeches on the laptop at your station. Access the clips at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

Video Clip	Which creative techniques (lighting, music, singing, symbols, uniforms, etc.) are used to attract and hold the attention of the crowd?
Page 3 of "Making a Leader" theme: Hitler Campaign Speech	
Historical film footage link from Making a Leader: Hitler thanks members of the SA and SS Berlin, Germany, 1933	

### Vocabulary and Events to know for "Making a Leader":

**Presidential Elections of 1932:** Hitler was a leading candidate for President in 1932, running on the platform that he would put the country's 6 million unemployed back to work and unite all non-Jewish Germans to restore national pride. Hitler received 30% of the vote and President Hindenburg received 49%, which meant a run-off election was necessary. In the run-off election, Hitler received 36% of the vote, while Hindenburg received 53%, giving him the clear majority. (USHMM.org)

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## Rallying the Nation

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Poster 1: What values, lifestyles, and points of view are represented in this message? Pay attention to the different hands in the poster and what they might symbolize.	
Poster 2: Which creative techniques (colors, words, images) are used to portray the desperation of the family in this poster? Be specific in your description.	
Image 3: What was the intended message of this propaganda photograph? What cultural context (religion, education, economics, etc.) influenced the creation of this piece?	
Poster 4: Which emotions are targeted by this piece of propaganda selling the necessity of the war? How are these emotions communicated through color and language?	



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Give at least one example of how the families in all three posters are similar.	How is the family in the last poster to the right different from the other two posters?	How are American families portrayed in propaganda and the media today? How is it different than the messages in these pieces?

### Vocabulary and Events to know for "Rallying the Nation":

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## Defining the Enemy

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In images at this station, how does each piece of propaganda define an enemy of the Nazis?

Image 1	Image 2	Image 3	Image 4
Who is the enemy?	Who is the enemy?	Who is the enemy?	Who is the enemy?
Why? Use specific evidence from the propaganda.	Why? Use specific evidence from the propaganda.	Why? Use specific evidence from the propaganda.	Why? Use specific evidence from the propaganda.



If time permits and you have a laptop at your station, listen to the two survivors speak about their exclusion from German society during this time period. Access the links at:

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Name of Survivor	How did each survivor react to their exclusion from society? Summarize their reaction below in your own words or in a quote from the survivor.
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GUY STERN	

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**Warmonger:** a person who supports, endorses, or tries to bring about war. (Dictionary.com)

## Indoctrinating the Youth

Why would any society want to indoctrinate its youth? The Nazi party saw Germany's "Aryan" youth as critical to the propagation of Nazi ideology and the future of the race. They were included and hailed as important members of German society. Analyze the four images at this station to answer the following questions:

What values and lifestyles do the Nazis want their youth to adopt through the messages sent in each piece of propaganda?

Image 1	Image 2	Image 3	Image 4

Give one example of how the Nazis appealed to their youth through propaganda? Which piece is the most appealing and why?

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If time permits and you have a laptop at your station, view the video of the League of German Girls rally.

Access the link at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

What is the English translation of the phrase spelled out in the crowd of girls? (Hint: look to the right of the video at the explanation.) \_\_\_\_\_

Why is this phrase significant? \_\_\_\_\_

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Which creative techniques (singing, music, colors, lighting, etc.) are used to appeal to the youth at this rally?

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### Vocabulary and Terms to know for "Indoctrinating the Youth":

**Führer:** leader. (Dictionary.com)

**Disenchanted:** no longer believing in an ideal or perceived truth. (Dictionary.com)

**"All 10-Year-Olds into the Hitler Youth":** In 1936 membership in Hitler Youth groups became mandatory for all boys and girls between the ages of 10 and 17, but millions of children joined the Hitler Youth before it became mandatory (USHMM.org)

**League of German Girls:** Girls were taught to embrace the role of mother and obedient wife in school and through compulsory membership in the Nazi League of German Girls. (USHMM.org)

**Conscripting:** to draft into military service. (Dictionary.com)

**People's Storm/Volkssturm:** In the autumn of 1944, children under the age of 16 and men over the age of 60 were put together in units to fight the enemy when they came into their hometowns. This was known as the *Volkssturm*, the last ditch effort to fight off the enemy. (USHMM.org)



## Writing the News

Without a free press, the distribution of Nazi ideas both within Germany and in other countries was controlled by the Nazi government. When the Nazis came to power, there were over 4,700 daily and weekly newspapers published annually in Germany, with over eighty percent of them being privately owned. When free press was eliminated, only one point of view was presented in the government-owned press. Using the images displayed in this station, answer the following questions:

Image 1: What is the purpose of having newspapers displayed in public cases for free?	
Image 2: What is the message sent by the Nazi propagandists about the People's Radio?	
Image 3: How did the Nazis censor the actions of the German people?	
Image 4: How could listening to the radio be an act of treason?	



If time permits and you have a laptop at your station, watch the video and provided commentary about the Reichstag fire. Access the video link at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks> Answer the following questions:

1. How extensive is the damage from the fire (give a specific example from the film)? \_\_\_\_\_
2. Who is blamed for the fire? What was their purpose in burning the Reichstag, according to the commentary? \_\_\_\_\_
3. How was this incident used as an excuse for Hitler to impose military law on the country? \_\_\_\_\_

### Vocabulary and Terms to know for "Writing the News":

**Der Stürmer:** Established by Julius Streicher in 1924, *Der Stürmer* (The Stormtrooper) was a virulently anti-Semitic newspaper. It reached its height in circulation in 1938, but continued to be published throughout World War II. (USHMM.org)

**The People's Radio:** The Ministry of Propaganda heavily funded the inexpensive radio called The People's Radio. By 1938, over nine million of these radios had been sold, giving Germany one of the largest radio-listening audiences in the world. They could only pick up long wave radio signals, meaning that they couldn't pick up most foreign radio stations, which were forbidden. (USHMM.org)

**Kristallnacht:** On November 9-10, 1938, Jewish businesses, synagogues, and homes were targeted by the Nazis and their collaborators in retaliation for the assassination of the German Embassy Official in Paris, Ernst vom Rath. Up to 30,000 Jewish men were arrested and imprisoned, 267 synagogues destroyed, and 7,500 Jewish-owned commercial establishments had their windows shattered and looted. (USHMM.org)

**Confiscated:** to seize by authority. (Dictionary.com)

**Traitor:** a person who betrays another, a cause, or a country. (Dictionary.com)

**Treason:** acting to overthrow one's government or planning to harm or kill its leader. (Dictionary.com)

Throughout World War II, Nazi propagandists disguised military aggression aimed at territorial conquest as righteous and necessary self-defense. They cast Germany as a victim or potential victim of foreign aggressors, a peace-loving nation forced to protect its populace or defend European civilization against Communism. This was propaganda of deception, designed to fool or misdirect the populations in Germany, German-occupied lands, and neutral countries.

<https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>

### Vocabulary and Terms to know for “Deceiving the Public”:

**Jewish Police:** In the ghettos, a ghetto police force made up of Jews enforced the orders of the German authorities and the ordinances of the Jewish councils, including helping with the deportations to killing centers. They served at the command of the German authorities, and the Germans did not hesitate to kill Jewish policemen who were perceived to have failed to carry out orders. (USHMM.org)

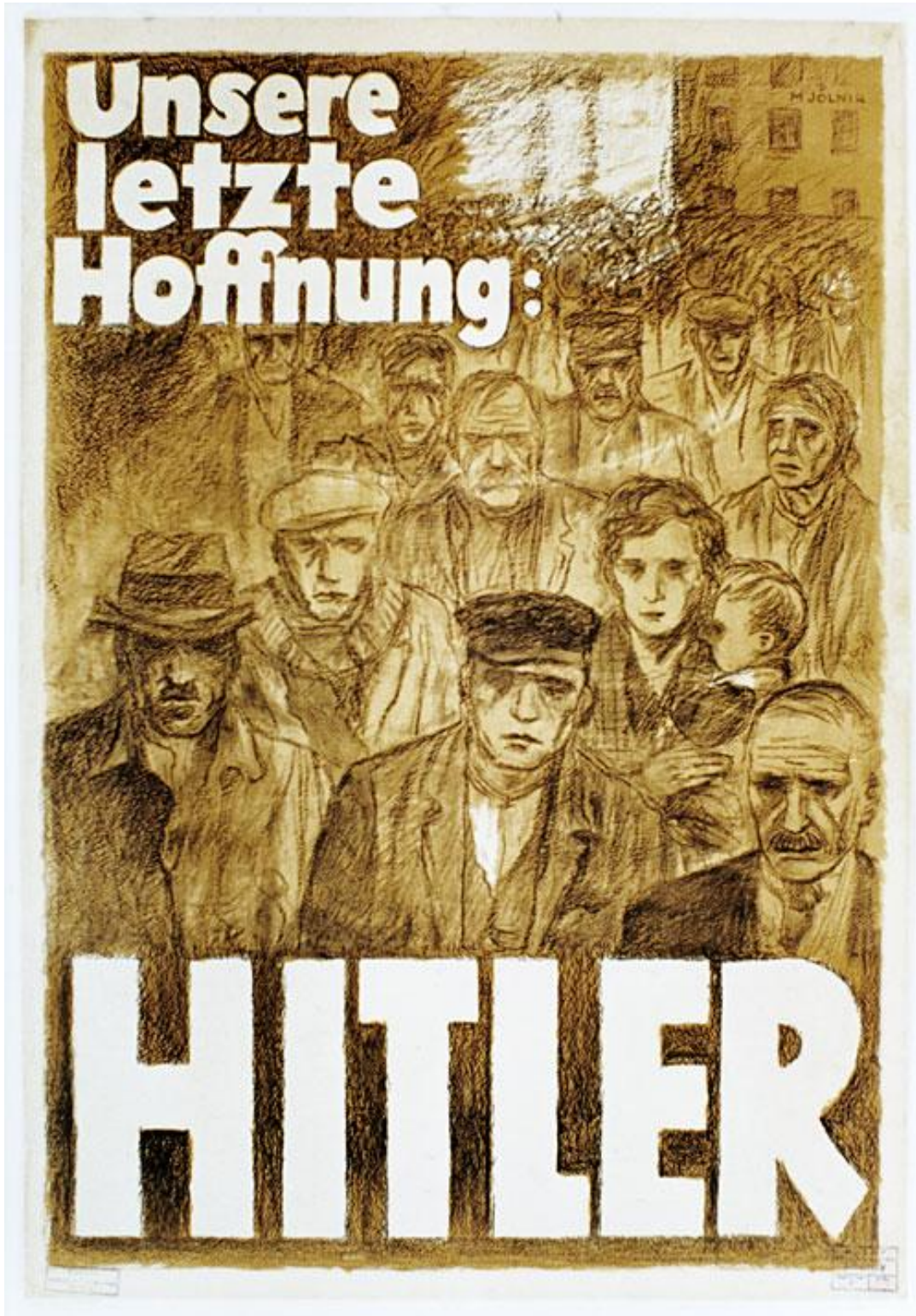
**Theresienstadt:** In June of 1944, representatives from the Danish Red Cross and the International Red Cross visited Theresienstadt to inspect the ghetto's living conditions. Many Danish Jews had been deported to the camp and the Danish government insisted on knowing how they were being treated. The three representative were shown a cleaned up ghetto with little overcrowding because 7, 503 people had been deported to Auschwitz in May of 1944 in preparation for the visit. In August and September of 1944, SS officials produced a film showing the benevolent treatment of the Jewish residents. Most of the "cast" of the film was deported to Auschwitz. Despite the effort involved in making the propaganda film, the German authorities ultimately decided not to screen it. (USHMM.org)

*State of Deception: The Power of Nazi Propaganda*

## ***LESSON 3***

### **3.3 Propaganda theme printables**

## Making a Leader #1



**Mjölñir [Hans Schweitzer], "Our Last Hope—Hitler,"  
Presidential elections of 1932. US Holocaust Memorial Museum.**

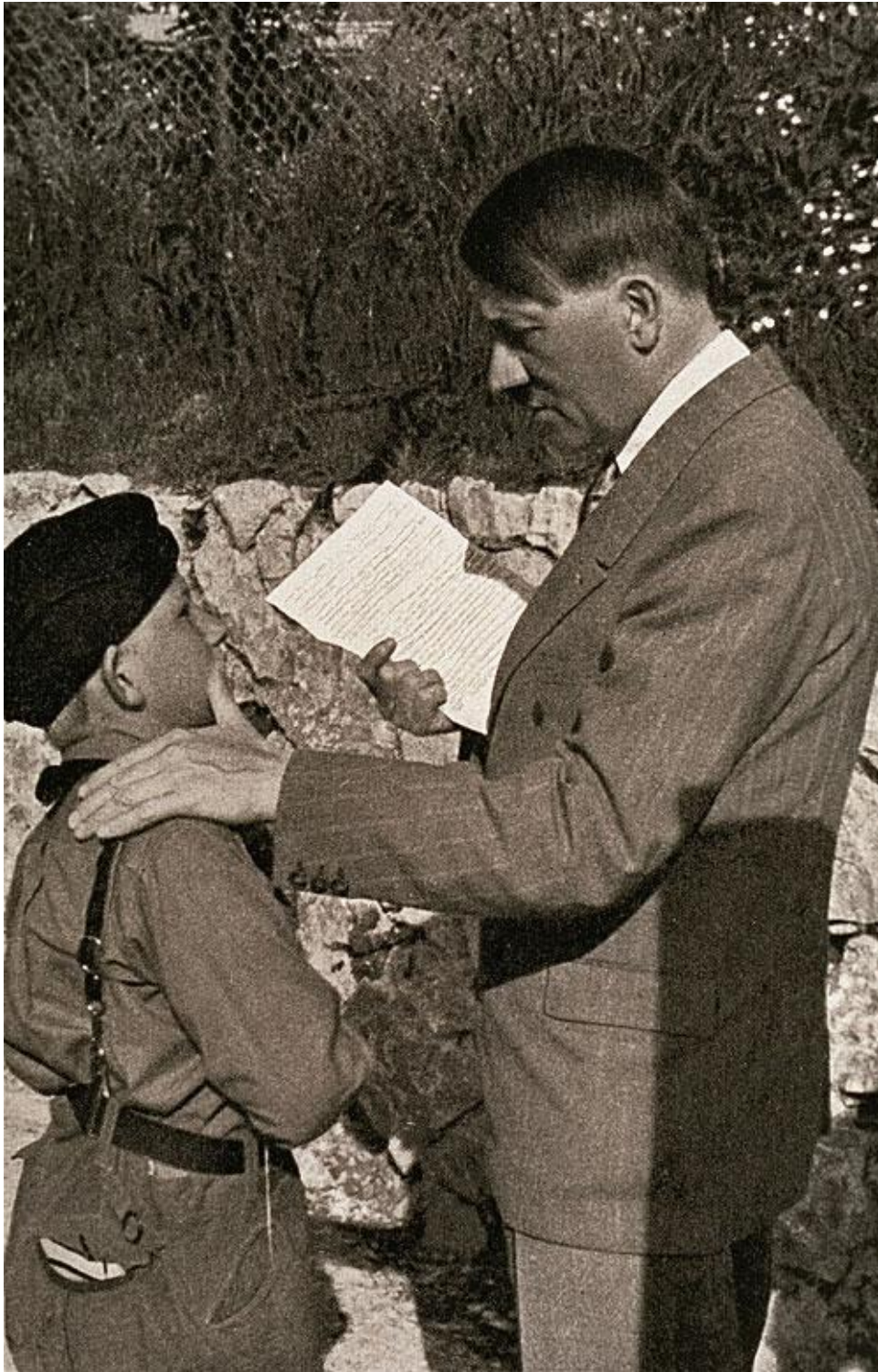


## Making a Leader #2



***Der Bannerträger* ("The Standard Bearer"), by Hubert Lanzinger, circa 1935. US Holocaust Memorial Museum**

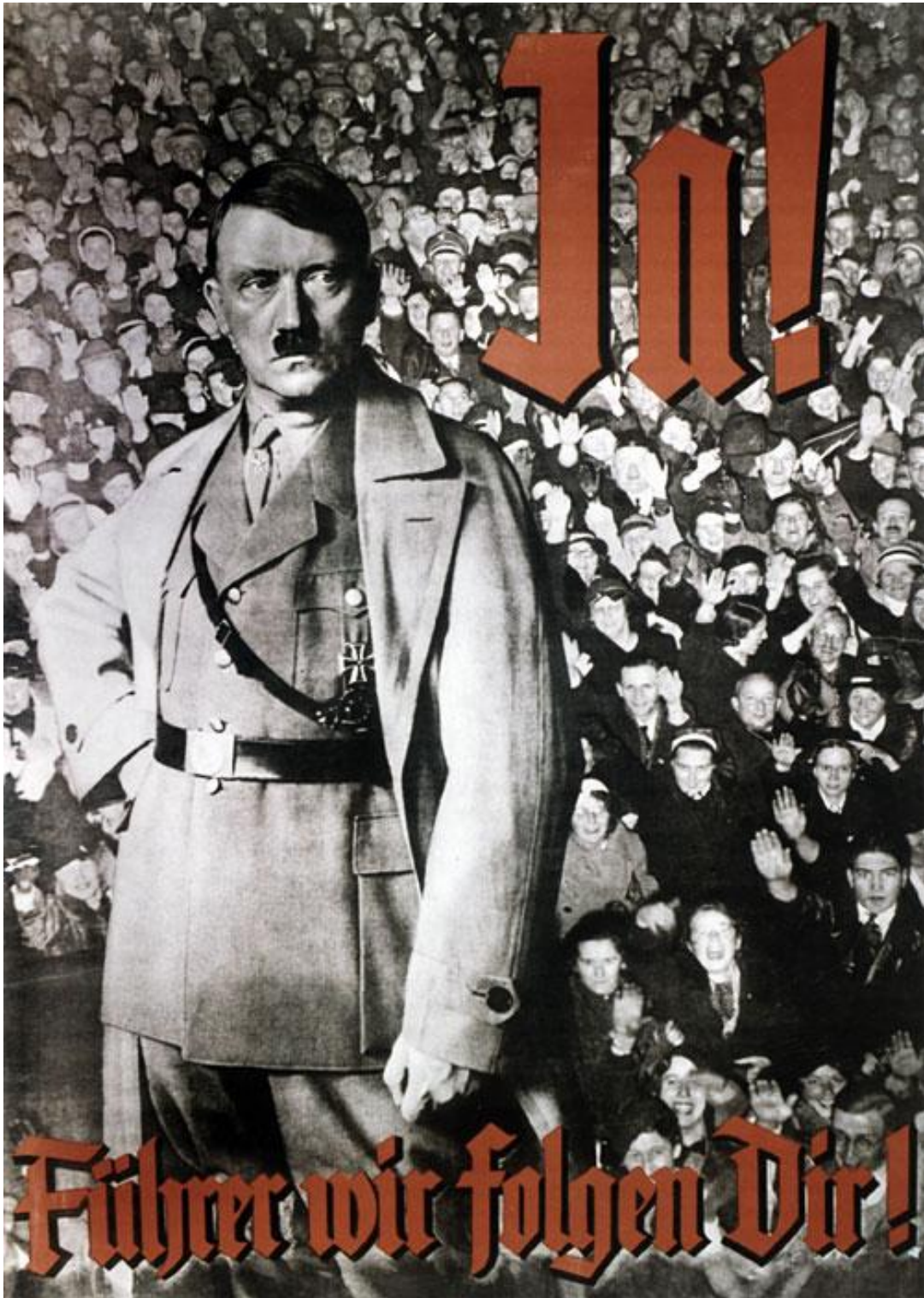
## Making a Leader #3



**A member of the Hitler Youth hands Hitler a letter written by the child's sick mother.** US Holocaust Memorial Museum, courtesy of William O. McWorkman



## Making a Leader #4



Nazi Party Reich Propaganda Directorate, "Yes! Leader, We Follow You!" This poster was designed for a 1934 public referendum on uniting the posts of German chancellor and president. US Holocaust Memorial Museum

# Rallying the Nation #1



**Poster: "Greater Germany: Yes on 10 April" (1938)** This poster was for the referendum on the incorporation of Austria into Germany. Bundesarchiv Koblenz (Plak 003-003-085)



## Rallying the Nation #2



The text on the poster reads: "Women! Millions of men without work. Millions of children without a future. Save the German family. Vote for Adolf Hitler!" This poster was for the German presidential election in 1932.

Bundesarchiv Koblenz (Plak 002-016-048)

# Rallying the Nation #3



**Adolf Hitler and Joseph Goebbels share a meal on "One Pot Sunday." One Sunday a month, Germans were called upon to eat a one pot meal and contribute their grocery savings to public charities.** US Holocaust Memorial Museum, courtesy of William O. McWorkman

## Rallying the Nation #4



**Mjölnir poster: "Victory or Bolshevism"** This poster appeared just after Germany's defeat at Stalingrad. It was part of a propaganda campaign with the theme "Victory or Bolshevik Chaos". Bundesarchiv Koblenz (Plak 003-029-043)



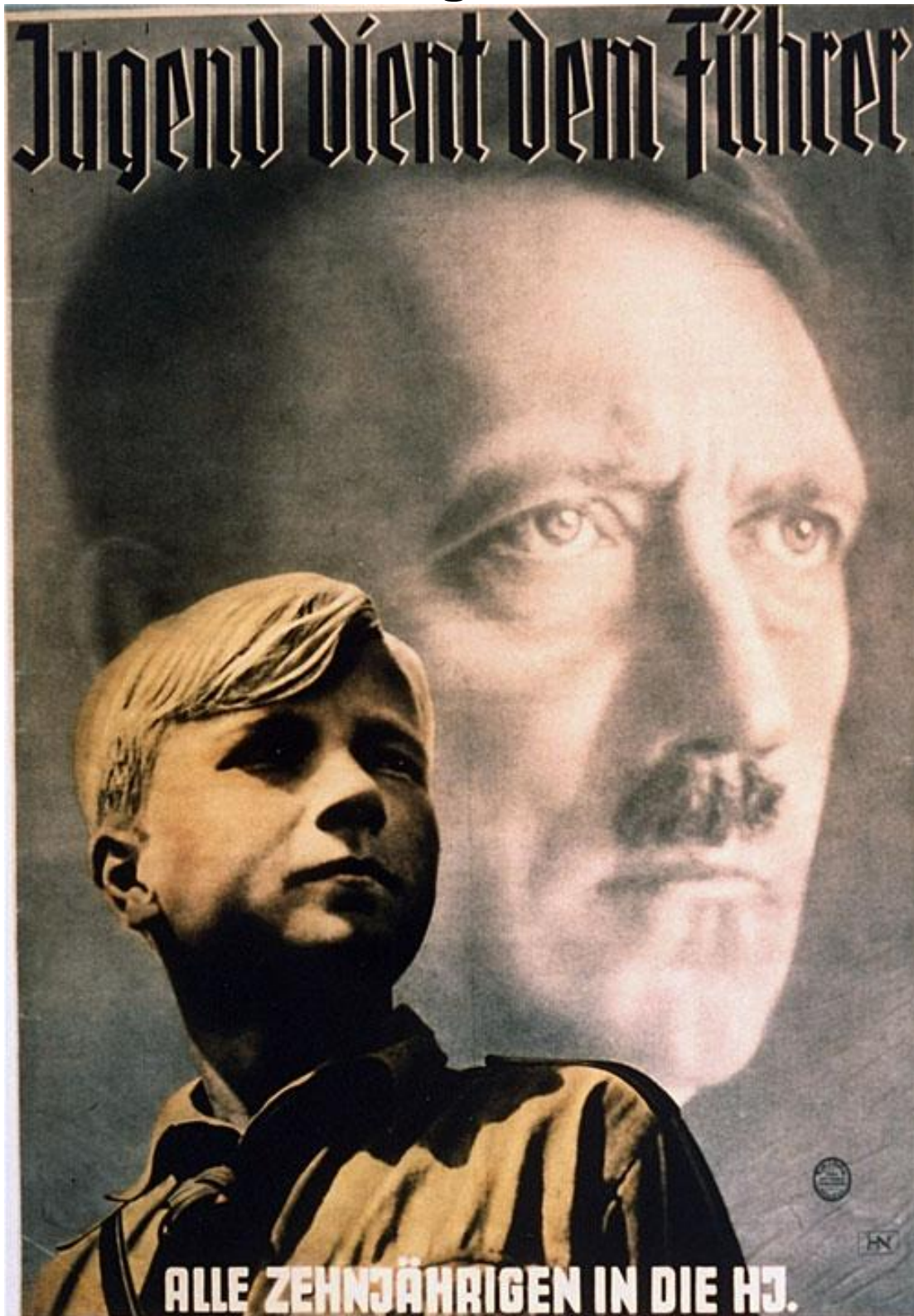
# Indoctrinating the Youth #1



**Poster: "Students/Be the Führer's propagandists." With militant appeals to nationalism, freedom, and self-sacrifice, the Nazi Party successfully recruited students disenchanted with German democracy and their current student organizations.**

Library of Congress

## Indoctrinating the Youth #2



**Poster: "Youth Serves the Leader: All 10-Year-Olds into the [Hitler Youth]" 1939.** Library of Congress, Prints and Photographs Division, Washington, D.C.



# Indoctrinating the Youth #3



**Image: Members of the Bund Deutscher Maedel [League of German Girls] perform exercises in an open field surrounded by Nazi flags. US Holocaust Memorial Museum**

## Indoctrinating the Youth #4



Poster: "For Freedom and Life / People's Storm" In a last ditch effort to fend off military defeat, Nazi Germany began conscripting boys and elderly men to serve in the newly formed national militia, the *Volkssturm* (People's Storm). Mjölner [Hans Schweitzer], artist; 1944 Library of Congress Prints and Photographs Division, Washington, D.C.



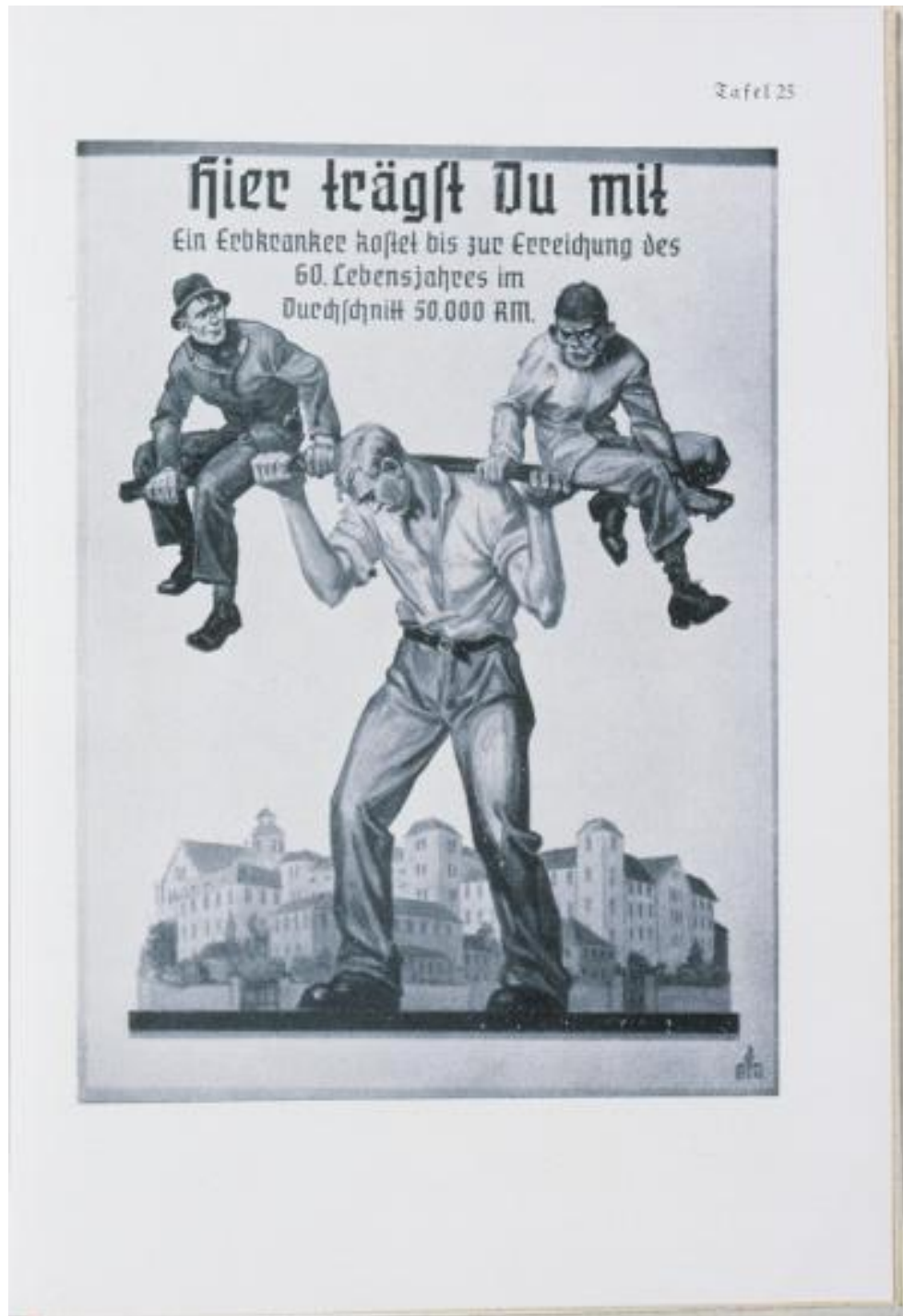
# Defining the Enemy #1



**An Anti-Jewish parade float in the German town of Singen am Hohentwiel features workers from the local aluminum cylinder works feeding "Jews," wearing paper noses, to the "Jew Devourer," a voracious crocodile.** US Holocaust Memorial Museum, courtesy of Stadtarchiv Singen am Hohentwiel



## Defining the Enemy #2



**Poster: "You Are Sharing the Load! A Hereditarily Ill Person Costs 50,000 Reichmarks on Average Up to the Age of Sixty."**

Reproduced in high school biology textbooks, by Jakob Graf. US Holocaust Memorial Museum

## Defining the Enemy #3



**A German woman is forced to march through the streets of a town wearing a sign around her neck that reads: "I, [illegible word], have for years committed acts of racial defilement with the Jewish swine, Karl Strauss." Circa 1935, Germany, YIVO Institute for Jewish Research**

# Der Stürmer

Deutsches Wochenblatt zum Kampfe um die Wahrheit  
HERAUSGEBER: JULIUS STREICHER

## Jüdischer Rachechrei!

## Die Juden sind unser Unglück!

Will eine Welt um Judo's willen wagen,  
Die Töne ihres Stolz an's Kreuz zu schlagen,  
Damit sie wiederum ihr bestes Blut verliert  
Und weltlicher Egoismus triumphiert?

# Writing the News #1



**Image: A group of Germans read an issue of Der Stürmer posted in a public display case on a street in Worms. The billboard reads, "With Der Stürmer against Judah." The heading in the display case reads, "The Jews are our misfortune." Bundesarchiv Bild 133-075**



## Writing the News #2



**Poster: "All of Germany Listens to the Führer with the People's Radio."** Bundesarchiv Koblenz (Plak003-022-025)

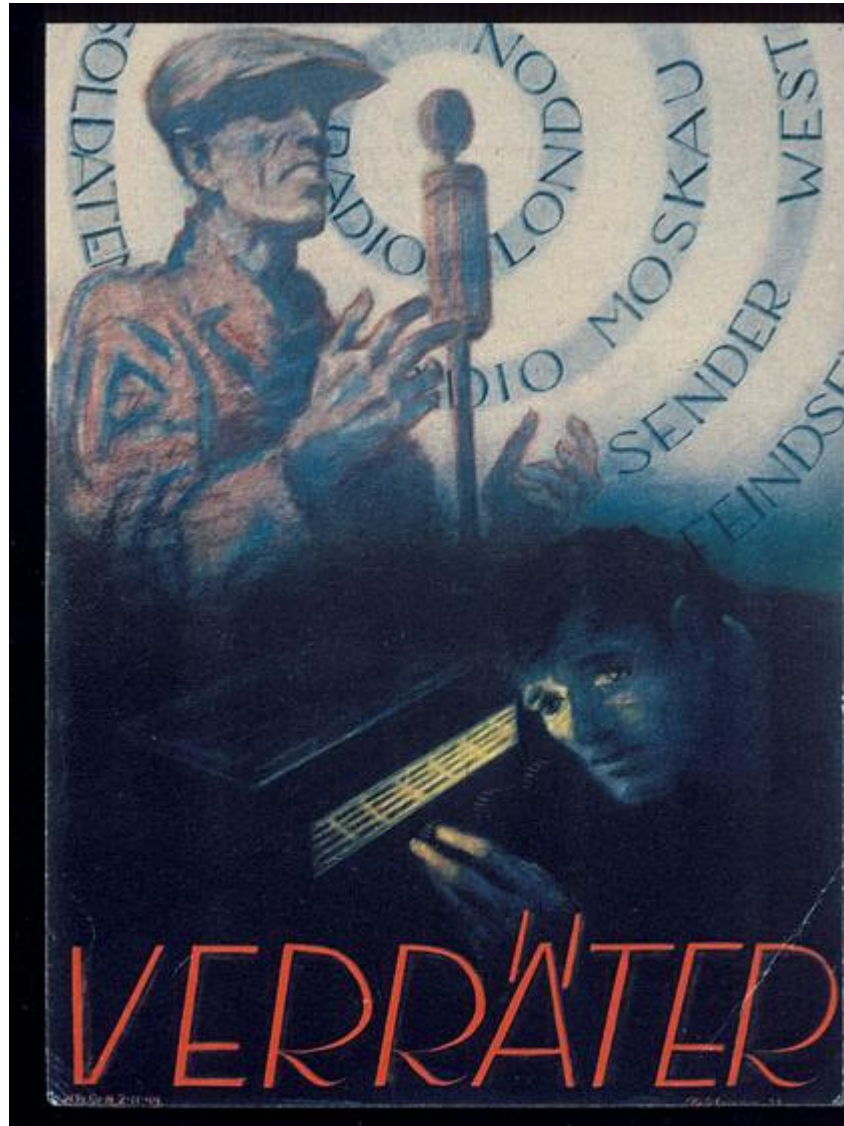
## Writing the News #3



**On the morning after *Kristallnacht*, local residents watched as fire destroyed the synagogue in the village of Ober-Ramstadt. The local fire department prevented the fire from spreading to a nearby home, but did not try to limit the damage to the synagogue. Georg Schmidt, the youth who took this photograph, came from a family that opposed the Nazis. The film and its negatives were confiscated by the Nazis the same day it was taken and stored in city hall. It was recovered after the war.**

US Holocaust Memorial Museum, courtesy of Trudy Isenberg

## Writing the News #4



**"Traitor" (1944).** This poster depicts an activity the Nazis considered to be treason, the highest crime against a state and its people. Bundesarchiv Koblenz (Plak 003-027-001)