

**STATE OF  
DECEPTION**  
**THE POWER OF  
NAZI PROPAGANDA**

*Redefining How We Teach Propaganda*



**LESSON 2**

UNITED STATES  
**HOLOCAUST**  
MEMORIAL  
**MUSEUM** [ushmm.org](http://ushmm.org)

# LESSON 2: Exhibition Visit

## Focus Questions

### LESSON OVERVIEW

This lesson is to be used in conjunction with an exhibition visit. Groups are encouraged to use the exhibition's interactive texting tour (*Mind over Media*), hosted by Holocaust survivor Margit Meissner. The tour will prompt students to examine segments of the exhibition and respond to key questions. The Museum chose to use texting technology because it is proven to be an effective tool to engage youth. Our evaluation of the texting tour revealed that students who engaged with it spent four times as long in the exhibition as those who went through in an unmediated way.

**By engaging with *Mind over Media*, students will consider the following themes, which can connect to aspects of their lived experience as youth:**

- The impact of new technologies to amplify messages
- The vulnerability of youth to propaganda
- The prevalence of indifference and inaction by non-targeted individuals and groups
- The impact of exclusionary and hateful propaganda on individuals and groups
- The concepts of inclusion and exclusion (the appeal of belonging, the pain of exclusion)
- What makes communities and societies vulnerable to extreme messages; how we can identify problematic propaganda as a warning sign of a potentially dangerous situation

### TIME

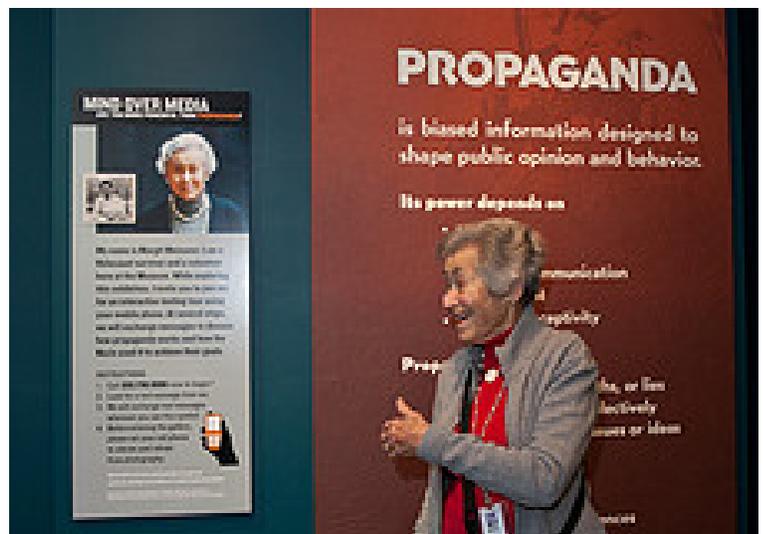
45 minutes to 1-hour self-guided experience

### MATERIALS

A cell phone (if a student does not have a phone, have students pair up and do the activity together)

### PROCEDURE

1. **Ask the students to pay attention to how each context impacted the effectiveness, possible response, and success of propaganda.**  
They will see four sections in the exhibition:
  - I. **Selling Nazism in a Democracy, 1918–1933**
  - II. **Propaganda and Persecution in a Dictatorship, 1933–1939**
  - III. **Propaganda for War and Mass Murder, 1939–1945**
  - IV. **Propaganda on Trial, 1945–1948**
2. **Have students call 202.738.5590 and listen to the introductory message from Margit.**
3. **Have students follow the directions given to them through text messages at the stops throughout the exhibit.** Encourage them to talk with classmates about the content of the exhibit.
4. **Prompt students to watch the 14-minute film at the end of the exhibit.**
5. **Prompt students to listen to the closing audio piece, which explores the following questions:**
  - When is propaganda most dangerous?
  - What makes you vulnerable to propaganda?
  - How can you guard against propaganda?



Holocaust survivor Margit Meissner hosts the interactive texting tour.  
*US Holocaust Memorial Museum*