

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	<p>Which role is Hitler playing? Circle <u>one</u>.</p> <p>Military Leader</p> <p>Savior</p> <p>Father of the Nation</p> <p>Politician</p>	<p>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</p>
IMAGE 2	<p>Which role is Hitler playing? Circle <u>one</u>.</p> <p>Military Leader</p> <p>Savior</p> <p>Father of the Nation</p> <p>Politician</p>	<p>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</p>
IMAGE 3	<p>Which role is Hitler playing? Circle <u>one</u>.</p> <p>Military Leader</p> <p>Savior</p> <p>Father of the Nation</p> <p>Politician</p>	<p>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</p>
IMAGE 4	<p>Which role is Hitler playing? Circle <u>one</u>.</p> <p>Military Leader</p> <p>Savior</p> <p>Father of the Nation</p> <p>Politician</p>	<p>Which creative techniques (colors, images, words, etc.) are being used to portray that role?</p>

3.2 (HONORS) MAKING A LEADER

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?
"Making a Leader": Hitler Campaign Speech	
"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 six 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: Seventeen 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*)

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.

<p>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.</p>	
<p>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.</p>	
<p>IMAGE 3: What was the intended message of this propaganda photograph? What cultural context (religion, education, economics, etc.) influenced the creation of this piece?</p>	
<p>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?</p>	

3.2 (HONORS) RALLYING THE NATION

If time permits and you have a computer at your station, look at the interactive activity with propaganda about the “Aryan” family. Access the link at:

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” (No) was printed smaller. The voter’s name and address were 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

NAME: _____

DATE: _____

The Nazis used propaganda to exclude specific groups from 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>Who is the enemy?</p> <p>Why? Use specific evidence.</p>	<p>Who is the enemy?</p> <p>Why? Use specific evidence.</p>
IMAGE 3	IMAGE 4
<p>Who is the enemy?</p> <p>Why? Use specific evidence.</p>	<p>Who is the enemy?</p> <p>Why? Use specific evidence.</p>

3.2 (HONORS) DEFINING THE ENEMY

If time permits and you have a laptop at your station, listen to the 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 his exclusion from society? Summarize their reactions 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 to 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*)

Allege: 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

NAME: _____

DATE: _____

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 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 youth through propaganda. Which piece is the most appealing and why?

3.2 (HONORS) INDOCTRINATING THE YOUTH

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? _____

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

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. Over 80% percent of them were privately owned. When the free press was eliminated, only one point of view was presented by the government-run 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?	

3.2 (HONORS) WRITING THE NEWS

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:

How extensive is the damage from the fire (give a specific example from the film)? _____

Who is blamed for the fire? What was their purpose in burning the Reichstag, according to the commentary? _____

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 antisemitic 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 production and distribution of 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*)

DECEIVING THE PUBLIC

NAME: _____

DATE: _____

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.

Using the laptop provided at your station, view the two staged video meant to deceive the public about life in ghettos and answer the following questions. Access the links for the videos at: <https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks>.

FILM 1: Staged video about life in the ghettos	FILM 2: Staged video about the Theresienstadt ghetto and the Red Cross visit
<p>Give specific staged images from the film clip:</p> <p>What was omitted from these clips? Be as specific in your answer as possible.</p> <p>What was the Nazis' purpose in staging this film?</p>	<p>Give specific staged images from the film clip:</p> <p>What was omitted from these clips? Be as specific in your answer as possible.</p> <p>What was the Nazis' purpose in staging this film?</p>

3.2 (HONORS) DECEIVING THE PUBLIC

VOCABULARY AND TERMS TO KNOW FOR “DECEIVING THE PUBLIC”:

Staged: Carefully planned to produce a desired impression. (*Dictionary.com*)

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 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 1944 in preparation for the visit. In August and September 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*)