# EXTENSION 4.4 DIAGRAM WORKSHEET

## STATE OF DECEPTION

### 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?

### 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 climate, why might this message have had power?**

### 3. AUDIENCE

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

### 4. CREATOR

Who is the propagandist?

What do they hope the audience will...

**Think:**

- **Feel:**

- **Do:**

### 5. CONSEQUENCES

What effects could this message have on society?
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*State of Deception: The Power of Nazi Propaganda*

**State of Deception: The Power of Nazi Propaganda**

**Vote Slate 10. This Blow Must Hit Home!**

National Socialist German Workers' Party (Hitler Movement) Fips (Philipp Rupprecht), artist; 1928. Hessisches Landesmuseum Darmstadt
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**Visual Cues:**

What is the message?

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

**What is the message?**

- CREATOR
  - Who is the propagandist?
  - What do they hope the audience will . . .
  - Think:
  - Feel:
  - Do:

**What effects could this message have on society?**

- 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?

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### 5. CONSEQUENCES

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“Why We Fight—for Our Children’s Bread! March 11, 1940. USHMM Collection”
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