



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

Redefining How We Teach Propaganda



LESSON 6

UNITED STATES
HOLOCAUST
MEMORIAL
MUSEUM ushmm.org

LESSON 6: Moving to Action

LESSON OVERVIEW

The final lesson explores opportunities for students to respond when problematic propaganda arises. Students learn by examining case studies of peer role models who identified problematic propaganda or hate messages in their community and were inspired to take action.

LESSON RATIONALE

By examining case studies of peers in their age group who took on these challenges, students will feel empowered and motivated to take action to address problematic messages that circulate among their peers and within their community. This lesson moves students from critical thinking and evaluation of propaganda messages to empowerment to respond when dangerous or hateful messages threaten their community.

TIME

Two class periods
One class period for Examining Case Studies
One class period for Moving to Action

MATERIALS

6.1 Case Study Handout—Introduction
6.2 Case Study Worksheet
6.3 Case Study Handout—Follow-up

Part I: Examining Case Studies

PROCEDURE

Before Class:

1. Make a class set of both **Handouts 6.1 and 6.3**
2. Make copies of **6.2 Case Study Worksheet**

In Class:

1. **Divide students into four groups to discuss case studies of young people who encountered hate propaganda or hate speech in their communities and took active steps to respond.**
2. **Distribute 6.1 Case Study Handout—Introduction** and the accompanying **6.2 Case Study Worksheet**, making sure each group receives a copy of their assigned case study.
3. Each group has a discussion about the case study and completes the associated worksheet after reading the information and media provided.
4. Prompt each group, after brainstorming possible responses by completing the worksheet, to vote on the best response and explain the rationale for their vote.
5. Have each group share a summary of their case study with the entire class, the possible responses generated and considerations related to each response, and the results of their vote.
6. **Distribute 6.3 Case Study Handout—Follow-up** which shares the actual actions taken by students featured in the case studies. Give each group time to review the new information shared.
7. **Each group presents the actual response that occurred in their case study to the entire class.**

Point out that students used a combination of different forms of response such as:

- **Media:** Social media, video, journalism/articles, artistic, musical, blog post
 - **Community engagement:** Education, programming, partnerships, dialogues
 - **Grassroots campaign:** Ground-level efforts to encourage individuals to change attitudes/behavior
 - **Model change:** What individual and collective changes can they make as individuals or as a group to become role models for the larger community?
8. **Discuss students' reactions to the actions taken by the students.**
 - Do they think it is realistic for young people to take these types of actions?
 - What would they need in order to take similar steps in a similar situation?
 - What are the consequences of inaction?

LESSON 6: Moving to Action

Part 2: Moving to Action

PROCEDURE

1. **Ask students to generate a list of examples of problematic propaganda or hate messages they experience in their own community.** (You may choose to use examples students shared during Lesson 5).

2. **Have the class determine which issue to take on as a class project.**

Questions to consider:

- Who might be affected by the issue presented in this scenario?
- What could be the consequences for individuals and the community if no action is taken?
- Why is some form of action critical at this moment in time?
- Around which issue does the class feel they can bring about the most effective response?

3. **As a class, walk through, step-by-step, how to go about identifying the best mode of action using the same questions they examined in their case studies:**

- Who else might you want to notify/involve?
- What support would be needed?
- What factors will you have to weigh in determining the best response?
- What might be the impact on students, the school, and the community at large, for each potential response strategy?
- Out of those possibilities, which do you think would be most effective and why?

4. **Determine an action plan and timeline for turning the strategy into reality.**

Questions to consider:

- When/how will they begin? What is the first step they will take?
- Whose support will be required? What groups might naturally be recruited to support this effort?
- What are the benchmarks and milestones they hope to attain as they take on this effort?
- What are the goals they hope to achieve? How will they know if their effort has been effective?

5. **Share your project with the Museum at SBooth@ushmm.org.**