**Nazi Propaganda**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*"Art is a noble mission. Those who have been chosen by destiny [Vorsehung] to reveal the soul of a people, to let it speak in stone or ring in sounds, live under a powerful, almighty, and all-pervading force. They will speak a language, regardless of whether others understand them. They will suffer hardship rather than become unfaithful to the star which guides them from within."*

*--Hitler. Nuremberg speech, Sept. 11, 1935*

Your group has been given a picture that was published by the Nazi government to degrade Jews during the Holocaust. Answer the following questions based on class discussion and your picture.

1. What is propaganda?
2. What are some modern examples of propaganda?
3. What is a stereotype?
4. Describe your propaganda picture. (List objects, symbols, overall mood, item placement, etc.)
5. Who do you think is the intended audience for this poster?
6. What does the Nazi government hope this message will do?
7. Do you think this propaganda is wrong? Why or why not?

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| **Date:** 03/10/2010 | **Grade:** 9-12 |

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| **Teacher Name:** Kendra Allen | **Subject:** US and World History |

1. Topic-

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| Nazi Germany/Holocaust |
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2. Content-

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| -Propaganda  -Stereotypes |
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3. Goals: Aims/Outcomes-

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| 1. Students will learn about the uses of propaganda.  2. Students will gain insight into Nazi Germany. |
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4. Objectives-

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| 1. Students will interpret images of propaganda.  2. Students will develop the meaning of specific propaganda images. |
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5. Materials and Aids-

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| -Propaganda Images  -Handout |
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6. Procedures/Methods-

**A. Introduction-**

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| 1. Holocaust Lecture |
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**B. Development-**

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| 1. Define propaganda.  2. Define stereotypes. |
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**C. Practice-**

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| 1. View images of Nazi Propaganda.  2. Discuss the meaning of these images. |
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**D. Independent Practice-**

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| 1. Students will turn in completed worksheets. |
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**E. Accommodations (Differentiated Instruction)-**

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| 1. For visually impaired students, all materials will be enlarged.  2. For ESL students, the material will be presented in their primary language.  3. For gifted students, they can design and develop their own propaganda images. |
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**F. Checking for understanding-**

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| 1. Students will discuss the meaning of propaganda. |
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**G. Closure-**

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| 1. Show current propaganda images.  2. Discuss the impact propaganda has on society. |
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7. Evaluation-

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| 1. Propaganda Worksheet (20pts)  2. Participation (5pts) |
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8. Teacher Reflection-

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| The students thoroughly enjoyed this lesson. Although many of the students had a difficult time interpreting some of the images, I believe it was a worthwhile activity that gave the students a broader understanding of the events of the Holocaust. The images I chose did not have any English captions and were a bit difficult to understand, so next time I do this activity, I will pick easy images with English captions. |
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