

Lesson Title: Nazi Germany 1933-1941 – Propaganda

Lesson Details:		
<u>Unit:</u> Nazi Germany 1933 - 1941		<u>Duration:</u> One to two 45-50 minute class periods
Lesson Notes for Teachers:		
Public opinion was very important to the Nazis. We often think of Nazi rule as a brutal dictatorship. It was, but even a dictator needs supporters in order to be successful. This was especially true of Hitler, who valued propaganda for its ability to enhance his image and shape political views. The most important fact about propaganda is that everyone doesn't have to believe it in order for it to be effective. Propaganda, especially when it is pervasive, has the power to frame the public perception of people and issues even for "non-believers".		
Design Questions/Lesson Focus/Marzano Elements:		
How effective is propaganda at convincing people to accept ideas that differ from previously-held attitudes? What techniques are used to accomplish this?		
How effective is propaganda at reinforcing and deepening ideas that people are already predisposed to believe? What techniques are used to accomplish this?		
Are there any positive effects of propaganda? If so, how can they be harnessed?		
How can the negative effects of propaganda be counteracted?		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 11 Helping students elaborate on new content	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 Helping students examine their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. SS.912.P.9.3-Identify persuasive methods used to change attitudes. SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.		
Daily Learning Goal and Scale (Student-friendly language)		
Students will evaluate examples of Nazi anti-Jewish propaganda in image and text forms to assess the arguments made, the techniques used, and the effectiveness of the efforts in helping the Nazi movement to achieve its goals.		
<u>2.0 Simpler Content</u> Students will: 1. Identify examples of Nazi propaganda and list methods and	<u>3.0 Target</u> Students will: 1. Assess the Nazi use of propaganda to ascertain its	<u>4.0 More Complex</u> Students will: Research contemporary examples of propaganda in multiple media

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<p>techniques that were used to enhance its effectiveness.</p> <ol style="list-style-type: none"> List claims made against Jews in excerpts from written Nazi propaganda. Identify visual examples of Nazi propaganda and recognize specific anti-Jewish claims. Identify examples of the use of propaganda in contemporary modes of communication. 	<p>methods and effectiveness.</p> <ol style="list-style-type: none"> Analyze excerpts of written propaganda regarding Jews and explain the arguments and prejudicial attitudes they conveyed. Evaluate visual examples of Nazi propaganda and assess the arguments they advanced and their likely impact on Jewish and non-Jewish viewers. Critique contemporary examples of propaganda in a variety of formats to assess goals, techniques, and potential effectiveness. 	<p>formats and in a variety of settings to create a potential “early warning” system to identify when specific groups are being targeted in ways that may lead to abuse.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions during discussions of visual and print-based propaganda examples.
- Evaluation of student journal entries.
- Exit slip at the end of the first class period asking students to complete the following prompts:
 The words or image that most disturbed me today were: _____.
 If these words or images had been used to attack me, I would have _____.
 If these words or images had been used to attack my friend, I would have _____.

Lesson Sequence:

- Introduction/Hook: (May be done with students individually or organized into small groups.)
 Display a color version of Paul Revere’s famous engraving that depicted the event that is now known as the “Boston Massacre”.
1. Ask students to define one or two features of the image that constitute a non-biased account of the event.
 2. Then ask students to identify one or two elements that seek to convince the viewer to blame the British soldiers for the event.
 3. Ask students to identify techniques Paul Revere used to bias the viewer to accept his version of the event.

Instruction Steps:

1. Introduce the idea of propaganda by asking students to brainstorm a list of examples of advertising. Compare attempts to persuade for economic purposes with attempts to persuade for political purposes.
2. Introduce the presentation by challenging students to view the images and words as if they were the intended audience. Ask student to also assess the likely impact of this propaganda on Jews and other opponents of the Nazis.
3. Show the presentation. This is designed to be a teacher-narrated program, but feel free to depart from the on-screen text and to invite student feedback. Discuss the impact of the words and images as they are on screen. Be sure to let students know that these are just a few of the thousands of examples that were used by the Nazis.

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4. Have students respond in their journals to one of these three prompts: (If students have not done journal writing in your class, introduce the concept and ask them to begin journaling with this assignment.)
- “If you had lived in Nazi Germany and had disagreed with this propaganda campaign, how could you have fought against it?”
 - “Imagine that it is 1935 and you, as an American, have a pen-pal living in Germany. Write a letter to your friend seeking to persuade them to reject the Nazi message.”
 - “Which of the propaganda examples from today’s class did you find to be most powerful? Explain your choice.”

Adaptation/Differentiation Strategies:

The teacher may divide the propaganda examples into smaller chunks and check for understanding at key points. The teacher may stop the PowerPoint presentation or video at key points to check for student understanding. The teacher may identify key terms in text sources and introduce this vocabulary prior to the lesson. The teacher may provide the students with basic background information about specific images as well as specific text-based claims and their connections to earlier forms of anti-Jewish prejudice. The teacher may limit the number of image and text-based sources to allow for more discussion and processing time for each example.

Extended Learning:

1. Ask students to keep a notebook in a handy place at home and to make a notation each time they encounter an attempt to persuade (not counting commercials). Discuss the results in class.
2. Have students do library or Internet research to find other examples of Nazi propaganda.
3. Have students conduct research on the use of propaganda in other societies that have engaged in persecution up to and including genocide. Ask students to identify similarities and differences in comparison with Nazi propaganda in order to create a comprehensive theory explaining the connection between propaganda and human rights crimes.

Resources and Materials:

1. Nazi Propaganda PowerPoint Presentation
2. Nazi Propaganda Video (alternative to the PowerPoint presentation)
3. As another possible alternative to using the PowerPoint or video, students may explore the website of the German Propaganda Archive, published by Professor Randall Bytwerk and Calvin College. This website contains numerous examples of Nazi visual and print propaganda. Students may explore the website individually or in groups. The teacher may assign specific parts of the website to each student or group and have them report their findings to the rest of the class in a subsequent class period. The German Propaganda Archive may be found at <http://research.calvin.edu/german-propaganda-archive/> (Please note that this website also contains sections dedicated to GDR [East German] propaganda from the post-WWII era. You will want to make sure students view the sections containing Nazi era propaganda.)
4. Slide Presentation Notes (to assist teachers in the class presentation)
5. Presentation Equipment (LCD projector, computer, or a DVD and TV)