State of Deception: The Power of Nazi Propaganda

LESSON 3

3.2 Station Worksheets (Honors)
# 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:

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
</table>
| Which role is Hitler playing? **Circle one.**
Military Leader
Savior
Father of the Nation
Politician |
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Savior
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| Which role is Hitler playing? **Circle one.**
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Savior
Father of the Nation
Politician |
| Which creative techniques (colors, images, words, etc.) are being used to portray that role? |
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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](https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks)

### Video Clip

**Page 3 of “Making a Leader” theme: Hitler Campaign Speech**

**Historical film footage link from Making a Leader:**

Hitler thanks members of the SA and SS

Berlin, Germany, 1933

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**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 6 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:** 17 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)
State of Deception: The Power of Nazi Propaganda

3.2 Station Worksheet

**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.

**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.

**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.

**Image 3:** What was the intended message of this propaganda photograph? What cultural context (religion, education, economics, etc.) influenced the creation of this piece?

**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?

If time permits and you have a computer at your station, look at the Interactive Activity of the Aryan Family. Access the link at: [https://sites.google.com/site/propagandalessonstudy/state-of-deception-lessonbookmarks](https://sites.google.com/site/propagandalessonstudy/state-of-deception-lessonbookmarks)

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* was printed smaller. The voter’s name and address was 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)
State of Deception: The Power of Nazi Propaganda

3.2 Station Worksheet

Defining the Enemy

The Nazis used propaganda to exclude specific groups from their 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?

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the enemy?</td>
<td>Who is the enemy?</td>
<td>Who is the enemy?</td>
<td>Who is the enemy?</td>
</tr>
</tbody>
</table>

If time permits and you have a laptop at your station, listen to the two 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

<table>
<thead>
<tr>
<th>Name of Survivor</th>
<th>How did each survivor react to their exclusion from society? Summarize their reaction below in your own words or in a quote from the survivor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOB BEHR</td>
<td></td>
</tr>
<tr>
<td>GUY STERN</td>
<td></td>
</tr>
</tbody>
</table>

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 1924-1948. (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)
- **Allegedly**: 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

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 four 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?

<table>
<thead>
<tr>
<th>Image 1</th>
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<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
</table>

Give one example of how the Nazis appealed to their youth through propaganda? Which piece is the most appealing and why?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

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”: 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)

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

3.2 Station Worksheet

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, with over eighty percent of them being privately owned. When free press was eliminated, only one point of view was presented in the government-owned 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? |

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:

1. How extensive is the damage from the fire (give a specific example from the film)? ______________________
   _______________________________________________________________________________________

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

3. 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 anti-Semitic 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 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

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 videos in this theme meant to deceive the public and answer the following questions. Access the links for the videos at: https://sites.google.com/site/propagandalessonstudy/state-of-deception-lesson-bookmarks

<table>
<thead>
<tr>
<th>Film 1: Page 3 of the theme; staged video about life in the ghettos</th>
<th>Film 2: Page 4 of the theme; staged video about the Theresienstadt ghetto and the Red Cross visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give specific staged images from the film clip:</td>
<td>Give specific staged images from the film clip:</td>
</tr>
<tr>
<td>What was omitted from these clips? Be as specific in your answer as possible.</td>
<td>What was omitted from these clips? Be as specific in your answer as possible.</td>
</tr>
<tr>
<td>What was the Nazis’ purpose in staging this film?</td>
<td>What was the Nazis’ purpose in staging this film?</td>
</tr>
</tbody>
</table>

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 of 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 of 1944 in preparation for the visit. In August and September of 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)
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LESSON 3

3.3 Propaganda theme printables
Mjölnir [Hans Schweitzer], "Our Last Hope—Hitler,"
Making a Leader #2

Der Bannerträger ("The Standard Bearer"), by Hubert Lanzinger, circa 1935. US Holocaust Memorial Museum
A member of the Hitler Youth hands Hitler a letter written by the child's sick mother. US Holocaust Memorial Museum, courtesy of William O. McWorkman
Nazi Party Reich Propaganda Directorate, "Yes! Leader, We Follow You!" This poster was designed for a 1934 public referendum on uniting the posts of German chancellor and president. US Holocaust Memorial Museum
Rallying the Nation #1

Poster: "Greater Germany: Yes on 10 April" (1938) This poster was for the referendum on the incorporation of Austria into Germany. Bundesarchiv Koblenz (Plak 003-003-085)
The text on the poster reads: "Women! Millions of men without work. Millions of children without a future. Save the German family. Vote for Adolf Hitler!" This poster was for the German presidential election in 1932.

Bundesarchiv Koblenz (Plak 002-016-048)
Adolf Hitler and Joseph Goebbels share a meal on "One Pot Sunday." One Sunday a month, Germans were called upon to eat a one pot meal and contribute their grocery savings to public charities. US Holocaust Memorial Museum, courtesy of William O. McWorkman
Mjölnir poster: "Victory or Bolshevism" This poster appeared just after Germany’s defeat at Stalingrad. It was part of a propaganda campaign with the theme “Victory or Bolshevist Chaos". Bundesarchiv Koblenz (Plak 003-029-043)
Poster: “Students/Be the Fuhrer’s propagandists.” With militant appeals to nationalism, freedom, and self-sacrifice, the Nazi Party successfully recruited students disenchanted with German democracy and their current student organizations.

Library of Congress
Poster: "Youth Serves the Leader: All 10-Year-Olds into the [Hitler Youth]" 1939. Library of Congress, Prints and Photographs Division, Washington, D.C.
Indoctrinating the Youth #3

In a last ditch effort to fend off military defeat, Nazi Germany began conscripting boys and elderly men to serve in the newly formed national militia, the *Volkssturm* (People’s Storm).
An Anti-Jewish parade float in the German town of Singen am Hohentwiel features workers from the local aluminum cylinder works feeding "Jews," wearing paper noses, to the "Jew Devourer," a voracious crocodile. US Holocaust Memorial Museum, courtesy of Stadtarchiv Singen am Hohentwiel
Poster: “You Are Sharing the Load! A Hereditarily Ill Person Costs 50,000 Reichmarks on Average Up to the Age of Sixty.”
Reproduced in high school biology textbooks, by Jakob Graf. US Holocaust Memorial Museum
A German woman is forced to march through the streets of a town wearing a sign around her neck that reads: "I, [illegible word], have for years committed acts of racial defilement with the Jewish swine, Karl Strauss." Circa 1935, Germany, YIVO Institute for Jewish Research
Defining the Enemy #4

*Der Stürmer* front page, January 1939. *Der Stürmer* was the most notorious newspaper in Germany. It published not only vulgar antisemitic articles, but also loathsome anti-Jewish caricatures created by Philipp Rupprecht, known professionally as Fips. This image depicts the "Jew" as a warmonger who looks on approvingly as the non-Jewish world is crucified on a cross marked "war" (Krieg).

US Holocaust Memorial Museum, Gift of Virginius Dabney
Image: A group of Germans read an issue of Der Stürmer posted in a public display case on a street in Worms. The billboard reads, “With Der Stürmer against Judah.” The heading in the display case reads, “The Jews are our misfortune.” Bundesarchiv Bild 133-075
Poster: "All of Germany Listens to the Führer with the People's Radio." Bundesarchiv Koblenz (Plak003-022-025)
On the morning after Kristallnacht, local residents watched as fire destroyed the synagogue in the village of Ober-Ramstadt. The local fire department prevented the fire from spreading to a nearby home, but did not try to limit the damage to the synagogue. Georg Schmidt, the youth who took this photograph, came from a family that opposed the Nazis. The film and its negatives were confiscated by the Nazis the same day it was taken and stored in city hall. It was recovered after the war.

US Holocaust Memorial Museum, courtesy of Trudy Isenberg
"Traitor" (1944). This poster depicts an activity the Nazis considered to be treason, the highest crime against a state and its people. Bundesarchiv Koblenz (Plak 003-027-001)