

Module Title: 8. The Effects of National Socialist Propaganda

Module Learning Outcome: Understands the essence and impact of National Socialist propaganda and society, the significance of the Nuremberg Laws.

The total number of lessons: 30

Subject	Lessons	Learning Outcomes	Concepts	Available sources
National Socialist propaganda and its effects	10	<ul style="list-style-type: none"> Identifies and describes key propaganda techniques used by the Nazis and discusses their effectiveness in shaping social attitudes. Reflects on the ethical implications of propaganda and its potential to manipulate public perception, emphasizing the responsibility of individuals to critically engage with media messages. 	<ul style="list-style-type: none"> Propaganda Führerprinzip (Leader Principle) Blut und Boden (Blood and Soil) Lebensraum (Living Space) Cult of Personality Hitlerjugend (Hitler Youth) Disinformation Censorship 	<p><i>Die Kunst des Betrugs: An analysis of national socialist propaganda:</i> https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1046&context=masters202029</p> <p><i>The Nazi rise to power:</i> https://www.theholocaustexplained.org/the-nazi-rise-to-power/the-nazi-rise-to-power/propaganda/</p> <p><i>The Power of Propaganda:</i> https://www.facinghistory.org/resource-library/power-propaganda-1</p> <p><i>Nazi Propaganda and Censorship:</i> https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda-and-censorship</p> <p><i>Nazi Propaganda:</i> https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda</p>

				<i>The Impact of Nazi Propaganda Visual Essay:</i> https://www.facinghistory.org/resource-library/visual-essay-impact-propaganda
"Nurnberg Laws"	10	<ul style="list-style-type: none"> Understands the historical context and significance of the Nurnberg Laws and the key provisions. Analyses how the Nurnberg Laws stripped Jews of their civil rights and affected their social, economic, and political status in Germany. 	<ul style="list-style-type: none"> Nurnberg Laws Aryan Antisemitism Blood and Soil Reichspogromnacht Racial Hygiene 	<i>The Nuremberg Laws: Background & Overview:</i> https://www.jewishvirtuallibrary.org/background-and-overview-of-the-nuremberg-laws?utm_content=cmp-true <i>The Nuremberg Race Laws:</i> https://www.annefrank.org/en/timeline/55/the-nuremberg-race-laws/ <i>Nuremberg Laws:</i> https://www.worldhistory.org/Nuremberg_Laws/ <i>The Nuremberg Race Laws:</i> https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws <i>What Were the Nuremberg Laws?</i> https://www.myjewishlearning.com/article/what-were-the-nuremberg-laws/
Biographies as evidence of National Socialist racial ideology, evaluation task	10	<ul style="list-style-type: none"> Analyses biographies as evidence of National Socialist racial ideology, evaluating how personal narratives reflect the implementation of racial policies and societal attitudes towards race during Nazi regime. 		<i>Nazi Racism: An Overview:</i> https://encyclopedia.ushmm.org/content/en/article/nazi-racism-an-overview

Table for tasks

Module Title: 8. The Effects of National Socialist Propaganda

Module Learning Outcome: Understands the essence and impact of National Socialist propaganda and society, the significance of the Nuremberg Laws

Topic	Lessons	Task
National Socialist propaganda and its effects	10	<p>1) <u>Brief discussion on what propaganda is and its role in society. Do you know some modern examples of propaganda?</u></p> <p>2) <u>1. Select one of the following propaganda techniques:</u></p> <ul style="list-style-type: none"> - Name-calling - Scapegoating - Bandwagon Appeal - Repetition - Transfer <p>2. Use online sources and gather information about your chosen techniques. Focus on:</p> <ul style="list-style-type: none"> - Definition and explanation of the technique - Historical examples of its use by Nazis - Impact on public perception and social attitudes. <p>3. Create a simple presentation and share your findings.</p> <p>3) <u>Please choose one of the Nazi posters in this Internet site or find different one and answer the questions:</u></p> <p>1. What images are presented? Describe their significance.</p>

		<ol style="list-style-type: none"> 2. What slogans or messages are included? Write them down. 3. Describe what the poster is trying to communicate to its audience. 4. Which propaganda techniques are used? 5. What emotions does the poster evoke? <p>4) <u>Discuss in your group the following questions:</u></p> <ol style="list-style-type: none"> 1. How one specific Nazi propaganda technique influenced social attitudes during the regime. 2. Compare this technique to a modern example of propaganda you have observed in media today (e.g. advertisements, political campaigns, social media). 3. Reflect on how understanding these techniques can help individuals critically analyse information they encounter in their daily lives. <p>5) <u>Write in a reflective journal, write a 1–2-page entry addressing the following prompts:</u></p> <ol style="list-style-type: none"> 1. What are your thoughts on the ethical implications of using propaganda? 2. Can propaganda ever be justified? Under what circumstances, if any? 3. How can individuals protect themselves from being manipulated by propaganda?
--	--	---

<p>"Nuremberg Laws"</p>	<p>10</p>	<p>1) <u>1. In pairs, investigate the following aspects of the Nuremberg Laws:</u></p> <ul style="list-style-type: none"> - The political climate in Germany leading up to 1935. - The societal attitudes towards Jews in Germany that time. <p>2. Share your findings with the class, using visuals (e.g., slides, posters).</p> <p>2) <u>Please create timeline that illustrates key events related to Nuremberg Laws:</u></p> <ul style="list-style-type: none"> - Dates and descriptions of each event. - Images and symbols that represent each event for visual impact. <p>3) <u>Select one of the following formats for your reflection piece:</u></p> <ul style="list-style-type: none"> - A poem or short story that captures the experiences of those affected by the laws. - A visual piece (drawing, painting, collage) representing your interpretation of how these laws impacted society.
<p>Biographies as evidence of National Socialist racial ideology, evaluation task.</p>	<p>10</p>	<p>1) <u>Choose one of the following individuals affected by the Nuremberg Laws:</u></p> <p>Conduct through research on your selected individual. Focus on the following aspects:</p> <p>2) <u>Presentation:</u></p> <p>Prepare a presentation (5-10 minutes) to share your findings with your</p>

		<p>classmates. Include:</p> <p><u>3) Class discussion:</u></p> <p>After all presentations, participate in a class discussion addressing the following questions:</p> <p><u>4) Reflection:</u></p> <p>Write a short reflection (1-2 paragraphs) on what you learned from this task. Consider how studying these biographies has influenced your perspective on laws and human rights today.</p>
--	--	--

Task 1

Brief discussion on what propaganda is and its role in society. Do you know some modern examples of propaganda?

Task 2

1) Select one of the following propaganda techniques:

- Name-calling
- Scapegoating
- Bandwagon Appeal
- Repetition
- Transfer

2) Use online sources and gather information about your chosen techniques. Focus on:

- Definition and explanation of the technique
- Historical examples of its use by Nazis
- Impact on public perception and social attitudes.

3) Create a simple presentation and share your findings.

Task 3

Please choose one of the Nazi posters in this Internet site or find different one and answer the questions:

- 1) What images are presented? Describe their significance.
- 2) What slogans or messages are included? Write them down.
- 3) Describe what the poster is trying to communicate to its audience.
- 4) Which propaganda techniques are used?
- 5) What emotions does the poster evoke?

Task 4

Discuss in your group the following questions:

- 1) How one specific Nazi propaganda technique influenced social attitudes during the regime.

- 2) Compare this technique to a modern example of propaganda you have observed in media today (e.g. advertisements, political campaigns, social media).
- 3) Reflect on how understanding these techniques can help individuals critically analyse information they encounter in their daily lives.

Task 5

Write in a reflective journal, write a 1–2-page entry addressing the following prompts:

- 1) What are your thoughts on the ethical implications of using propaganda?
- 2) Can propaganda ever be justified? Under what circumstances, if any?
- 3) How can individuals protect themselves from being manipulated by propaganda?

Task 6

- 1) In pairs, investigate the following aspects of the Nuremberg Laws:
 - The political climate in Germany leading up to 1935.
 - The societal attitudes towards Jews in Germany that time.
- 2) Share your findings with the class, using visuals (e.g., slides, posters).

Task 7

- 1) Please create timeline that illustrates key events related to Nuremberg Laws:

- Dates and descriptions of each event.
- Images and symbols that represent each event for visual impact.

https://www.jewishvirtuallibrary.org/background-and-overview-of-the-nuremberg-laws?utm_content=cmp-true

<https://www.annefrank.org/en/timeline/55/the-nuremberg-race-laws/>

https://www.worldhistory.org/Nuremberg_Laws/

<https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>

<https://www.myjewishlearning.com/article/what-were-the-nuremberg-laws>

- 2) Present your timeline to the class, explaining why each event is significant in understanding the Nuremberg Laws.

Task 8

1) Select one of the following formats for your reflection piece:

- A poem or short story that captures the experiences of those affected by the laws.
- A visual piece (drawing, painting, collage) representing your interpretation of how these laws impacted society.

2) Please create a poem or visual piece on the topic that reflects your thoughts and emotions about the Nuremberg Laws.

Introduce it to your group members.

You can set up an exhibition in the classroom.

Task 9

1) Choose one of the following individuals affected by the Nuremberg Laws:

- Victor Klemperer
- Hannah Arendt
- Anne Frank
- Elie Wiesel
- Primo Levi

2) Conduct thorough research on your selected individual. Focus on the following aspects:

- Background: Provide information about their early life, education, and career.
- Impact of the Nuremberg Laws: Describe how these laws specifically affected their lives, including any changes in their social status, professional opportunities, and personal experiences.
- Legacy: Discuss their contributions to literature, philosophy, or society, and how their experiences have been remembered in history.

3) Presentation:

Prepare a presentation (5-10 minutes) to share your findings with your classmates. Include:

- Key facts about the individual's life before and after Nuremberg Laws.
- Personal anecdotes or quotes that illustrate their experiences.
- Reflections on how their story contributes to our understanding of the impact of discriminatory laws.

4) Class discussion:

After all presentations, participate in a class discussion addressing the following questions:

- What common themes emerged from these biographies regarding identity and citizenship?
- How do these personal stories help us understand the broader implications of the Nuremberg Laws on society?
- In what ways can we draw parallels between past discriminatory laws and contemporary issues?

5) Reflection:

Write a short reflection (1-2 paragraphs) on what you learned from this task. Consider how studying these biographies has influenced your perspective on laws and human rights today.

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Depth of Research	<ul style="list-style-type: none"> - Minimal information gathered. - Lacks key facts. 	<ul style="list-style-type: none"> - Basic information presented. - Some key facts included. - 	<ul style="list-style-type: none"> - Comprehensive understanding. - Most key facts covered. 	<ul style="list-style-type: none"> - Through and nuanced understanding. - All key facts and context included.
Clarity and Organization of Presentation	<ul style="list-style-type: none"> - Presentation is unclear and poorly organized. - Difficult to follow. 	<ul style="list-style-type: none"> - Some organization present but lacks clarity in parts. 	<ul style="list-style-type: none"> - Clear and organized presentation. - Easy to follow. 	<ul style="list-style-type: none"> - Exceptionally clear, engaging, and well-structured presentation. - Enhances understanding.
Use of Personal Quotes	<ul style="list-style-type: none"> - No personal quotes used. 	<ul style="list-style-type: none"> - Few quotes included, but not effectively integrated. 	<ul style="list-style-type: none"> - Relevant quotes used to support points. 	<ul style="list-style-type: none"> - Rich use of personal quotes that deeply enhance the narrative and understanding.
Engagement in Class Discussion	<ul style="list-style-type: none"> - Minimal participation. - Does not contribute ideas or ask questions. 	<ul style="list-style-type: none"> - Some participation. - Offers basic thoughts but lacks depth. 	<ul style="list-style-type: none"> - Actively participates. - Shares insightful thoughts and engages with peers. 	<ul style="list-style-type: none"> - Highly engaged. - Stimulates discussion with thought-provoking questions and insights. Encourages others to contribute.

Reflection on Learning	<ul style="list-style-type: none"> - Reflection is vague or incomplete. - Lacks personal insight. 	<ul style="list-style-type: none"> - Basic reflection provided. - Some personal insights but lacks depth. 	<ul style="list-style-type: none"> - Thoughtful reflection that connects learning to personal perspective. 	<ul style="list-style-type: none"> - Deeply insightful reflection that shows a strong connection between the biography studied and broader themes of identity, law and human rights.
------------------------	---	---	---	---