

## Learning Objectives:

- Students will analyze how propaganda was used by the Nazi regime to promote antisemitism and justify violence.
- Students will evaluate the power of language and imagery in shaping public opinion.
- Students will explore stories of resistance against the Nazi regime during the Holocaust.

## Resources:

- Primary Source Sets: USHMM - “Propaganda” & “Resistance During the Holocaust” (<https://www.ushmm.org/>)
- Worksheet (provided below)
- Video Clip (Optional): “Nazi Propaganda” (<https://encyclopedia.ushmm.org/>)

## Lesson Outline:

### Introduction:

1. **Hook:** Display a series of Nazi propaganda posters targeting Jews. Ask students: “What messages are being conveyed in these posters? How do they make you feel?”
2. **Background Knowledge:** Briefly discuss the concept of propaganda and its use throughout history.

### Activity:

1. **Decoding Propaganda:** Divide the class into small groups. Each group will receive a selection of primary source documents (excerpts from speeches, newspaper articles, or posters) from the USHMM “Propaganda” collection (<https://www.ushmm.org/>). Using the worksheet provided, students will analyze the language, imagery, and techniques used in the propaganda to achieve its goals.
2. **Words Against Hate:** After analyzing propaganda, have students explore stories of resistance during the Holocaust using the USHMM “Resistance During the Holocaust” collection (<https://exhibitions.ushmm.org/americans-and-the-holocaust>). Students will choose a story of resistance that resonates with them and complete a short reflection on the power of defiance in the face of oppression. (Optional: Show a short video clip like “Nazi Propaganda” (<https://encyclopedia.ushmm.org/>) to provide context)

### Wrap-up:

1. **Group Discussion:** Facilitate a class discussion about the findings from the propaganda analysis and the stories of resistance.
  - How did the Nazis use language and imagery to manipulate public opinion?
  - What impact did these tactics have on the persecution of Jews?
  - How did acts of resistance challenge the Nazi regime?

2. **Closing Remarks:** Briefly discuss the ongoing importance of critical thinking about media messages and the dangers of prejudice and hate speech.

**Assessment:**

- Participation in class discussions
- Completed worksheet analyzing a propaganda source (individual)
- Written reflection on a story of resistance (individual)

**Differentiation:**

- Provide scaffolding for struggling readers by offering alternative primary sources with simpler language.
- Challenge advanced students to research and present on a specific type of Nazi propaganda (e.g., radio broadcasts, children's books).