



## “From Harikatha to Hip Hop” | 2024-25 LESSON PLAN

**Lead Teacher:** Max Flath

**School:** Lower Manhattan Arts Academy (LoMA)

**Grade(s):** 9-12

**Subject/Class:** Global History 10

**Lesson Title:** “Music as Propaganda in WWII - Nazi Germany” (Lesson 2 of 2)

**Lesson Run Time:** 45 Minutes to 1 Hour

*Brief description of the lesson:* Students will be learning about Nazi musical propaganda during WW2, including a discussion of “degenerate music,” an analysis of the Third Reich Anthem “Horst-Wessel-Lied,” and a look at Richard Wagner, Hitler’s favorite composer and a mainstay of the Nazi soundtrack.

**OBJECTIVE:** *What do you want your students to learn/know? What is the purpose of learning this?*

Students should learn how music was used as a tool of propaganda by Nazi Germany during WW2, defining and censoring “degenerate music” that did not conform with Nazi ideology, turning Horst Wessel into a martyr with a nationalist anthem, and drawing on 19th century German composers for a definition of Aryan identity.

### SEQUENCE:

1. **Do Now** (5 Minutes)
  - a. Students look at image of Entartete Musik
  - b. See, Think, Wonder activity based on the image
  - c. After 2 minutes of independent thinking/answering the Do Now, students share out for 3 minutes
2. **Vocabulary** (3 minutes)
  - a. Students read vocabulary terms aloud, different student for each term
  - b. Ask students if they have any questions/confusion about vocabulary
3. **Historical Context & Check For Understanding** (5 minutes)
  - a. Students can either read Historical Context aloud, in groups, in pairs, or independently
  - b. After reading, students answer the Check For Understanding question: “How did Nazi Germany view and use music?”
4. **Activity I** (25 minutes)
  - a. Document 1 (10 minutes)
    - i. Students can read Document 1 either aloud as a class, in groups, in pairs, or independently
    - ii. Give students 3 minutes to answer the question: “What kind of music did the Nazis censor? Why do you think the Nazis censored these certain types of music?”
    - iii. Share out answers/discuss thoughts for 3 minutes
  - b. Document 2 (8 minutes)
    - i. Read context above Document 2
    - ii. Play [YouTube video of Horst Wessel-Lied](#) (Can stop video at any time, can be emotionally charged/overwhelming)
    - iii. Give students 3 minutes to answer the question: “What is the message of ‘Horst-Wessel-Lied’?”
    - iv. Share out answers/discuss thoughts for 3 minutes
  - c. Document 3 (7 minutes)
    - i. Read Document 3
    - ii. After reading the document, play [Richard Wagner’s ‘Ride of the Valkyries’](#)

- iii. While the song is playing, give students 3 minutes to answer the question: "What emotions does Wagner's music evoke? Why did the Nazis prize Wagner and his music?"
  - iv. Share out answers/discuss thoughts
5. **Activity II: Exit Ticket** (8-10 minutes)
- a. Students independently complete Exit Ticket for 5 minutes before the end of class, answer the question: "How are American musical propaganda and Nazi musical propaganda similar or different? Use evidence and reasoning based on information from both lessons on musical propaganda."
  - b. Finally, discuss the question posed in the Exit Ticket as a class for a final 3-5 minutes

**PRIMARY/SECONDARY SOURCES:** *What primary/secondary sources are you integrating into this lesson? From the LOC? From the visiting artist? Other? Provide links, where possible.*

1. "German Third Reich Anthem - Horst Wessel Lied - Nazi Germany." *YouTube*, History Fandom, 7 Dec. 2022, [www.youtube.com/watch?v=XJ9DMRKv8-k&list=RDXJ9DMRKv8-k&start\\_radio=1](https://www.youtube.com/watch?v=XJ9DMRKv8-k&list=RDXJ9DMRKv8-k&start_radio=1).
2. Wagner, Richard. "Ride of the Valkyries." *The Library of Congress*, [www.loc.gov/item/jukebox-750660/](https://www.loc.gov/item/jukebox-750660/). Accessed 12 May 2025.
3. Howerton, Samantha. "Music as Propaganda in the Third Reich." *Vulcan Historical Review*, <https://digitalcommons.library.uab.edu/cgi/viewcontent.cgi?article=1131&context=vulcan>.
4. "Horst Wessel." *Encyclopædia Britannica*, Encyclopædia Britannica, inc., [www.britannica.com/biography/Horst-Wessel](https://www.britannica.com/biography/Horst-Wessel). Accessed 12 May 2025.
5. "University of Virginia Library Online Exhibits: Censored: Wielding the Red Pen." *University of Virginia Library*, [explore.lib.virginia.edu/exhibits/show/censored/walkthrough/entartete](https://explore.lib.virginia.edu/exhibits/show/censored/walkthrough/entartete). Accessed 12 May 2025.

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

- [The lesson packet](#)
- Pen/pencil
- Access to internet
- [Slides](#)

**ADDITIONAL NOTES:**

*Do you have any recommendations for adapting to different grade levels or needs of students?*

- Historical Context and Document Contexts can be edited for length and difficulty to suit different grade levels or student needs