

Lesson Resource: Nazi Propaganda

Information for teachers: this lesson resource draws upon original primary sources from The Wiener Holocaust Library's archive to explore Nazi propaganda. All sources are courtesy of The Wiener Holocaust Library unless otherwise stated and can be reproduced for educational purposes only. The Wiener Holocaust Library should be acknowledged in all reproductions.

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The Wiener Holocaust Library works closely with the University College London Centre for Holocaust Education. For more resources, support and guidance on teaching the Holocaust visit their website: <https://www.holocausteducation.org.uk/teacher-resources/>

Possible age groups: 14-18 year olds: (England and Wales) KS 4, 5

Relevant curricula (England and Wales): KS3 History; GCSE History Edexcel: Weimar and Nazi Germany 1918-1939; GCSE History OCR: Germany 1925-1955: The People and The State. Edexcel A-Level History - Germany and West Germany, 1918-89; OCR History Democracy and Dictatorships in Germany 1919-1963; AQA History: Democracy and Nazism: Germany 1918-1945.

Prior knowledge assumed: a basic understanding of Weimar Germany, antisemitism, the First World War and its aftermath and the Nazi Party.

Session aims: to use contemporary source material to understand the use and implementation of propaganda by the Nazi regime. These resources and activities will explore specifically the following propaganda themes: 'Hitler Myth', Hitler's ideals, antisemitism, the targeting of German youth, use of manipulation and the indoctrination of culture. These themes are addressed through individual case studies.

Suggested activities: This lesson resource could be used virtually as a framework for an online lesson or printed and used as a guide for an in-person class. We recommend that it is used under the guidance of a teacher and not for self-study. Specific tasks/questions about each source can be found throughout, and students' answers to these questions could be discussed and written up, or students could also work in small groups on different tasks then feedback or present back on their section to the whole group.

Definitions of words in bold can be found in the **glossary** at the end of the worksheet.

Supplementary information for teachers about the sources and wider context can be found at the end of this document.

Nazi Propaganda

Propaganda is information, often misleading, one-sided or false, that is used to promote a political cause or point of view. The Nazis used propaganda to encourage popular support for **National Socialism** and its ideas. They did this through a variety of different media including: radio, newspapers, magazines, posters, literature, music, theatre, and film.

The Reich Ministry of Public Enlightenment and Propaganda was founded on 14 March 1933, just six weeks after the Nazi rise to power. It was spearheaded by **Joseph Goebbels**, a former journalist and leading Nazi who served as the Minister of Propaganda until 1945.

Joseph Goebbels was key to the Nazis use of propaganda to increase their appeal, and in turn their power. He used a combination of modern media, such as films and radio, and traditional campaigning tools such as posters and newspapers, to reach as many people as possible. The Propaganda Ministry's aim was to encourage popular support for Hitler and the regime and its actions by centralising and controlling all means of public information and entertainment.

To make their propaganda more effective, the Nazis tailored messages to different sections of society to appeal to them specifically. As well as targeting propaganda throughout their time in power to particular groups of people, the Nazis also targeted their propaganda to encourage adherence to political policies.

The Nazis' propaganda was intended to manipulate the public to actively support the government's actions, ideas and policies.

The 'Hitler Myth'

The 'Hitler Myth' was a carefully cultivated depiction of Hitler popularised by Goebbels' propaganda. He portrayed Hitler as a strong and wise leader who understood the German people and their struggles, and who could 'save' the country. He was shown as a representative of popular justice and defender of the German nation.

Case Study: Posters



1. Study this poster of Hitler which reads 'The Struggle for Germany'.
 - a. Write a list of all you can see.
 - b. How has Hitler been depicted in this poster?
 - c. Why has Hitler been depicted this way? What impression do you get of him?

Case Study: Playing Cards



This card game was produced in 1935 and features 60 cards showing idealised images of Hitler and other high ranking Nazi officials. Each card is labelled with a number as letter (1A, 2A, 3A, 4A, 1B, 2B, 3B etc.). After the cards had been shuffled and dealt, the aim of the game was to assemble each of these quartets.

2. Think about the significance of creating a set of cards with idealised images of Hitler.
 - a. Who do you think these cards could have been aimed at?
 - b. Why have they chosen to print these images on a pack of cards?
 - i. What do your answers to the above suggest about the Nazi's use of propaganda?

Case Study: Photobook

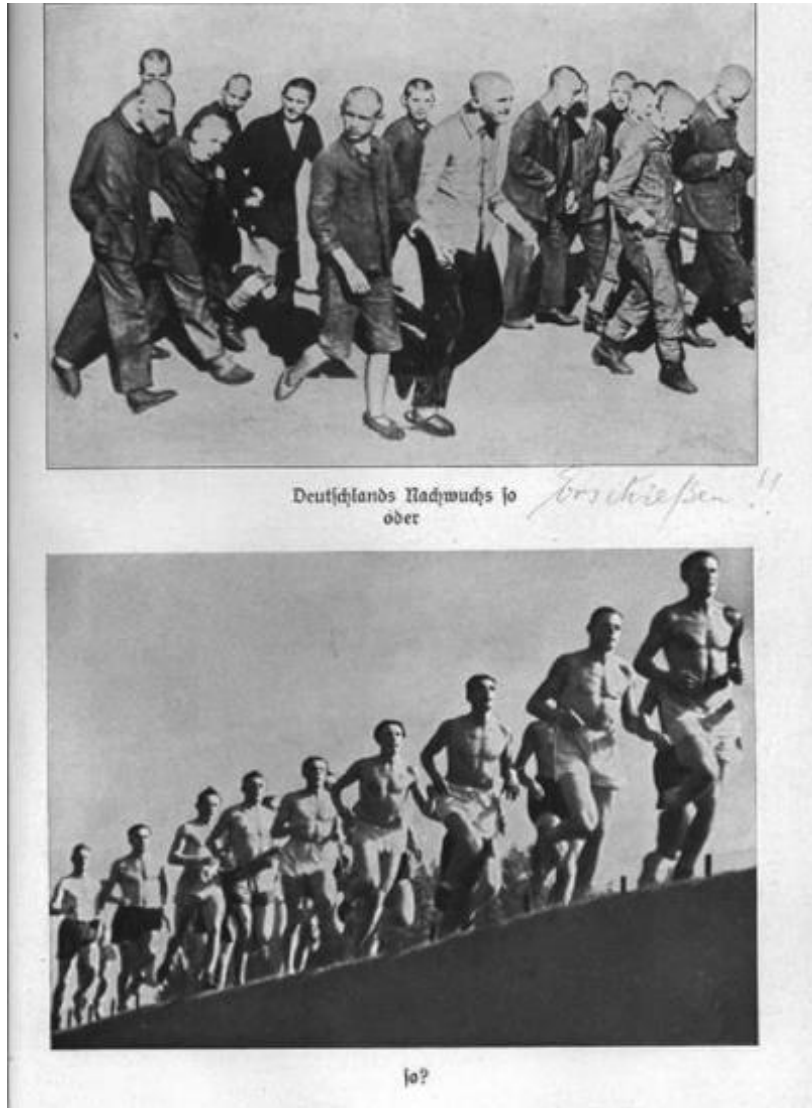
To manipulate the public's attitude towards Hitler, Goebbels engineered a propaganda campaign that would not only make Hitler appear heroic, but also kind-hearted, family-orientated and friendly. As part of this campaign, Hitler was often pictured playing or talking with children and mothers.



3. Above is an illustrated photobook, with a number of Adolf Hitler portraits. The book was compiled in 1935 and edited by Heinrich Hoffman, Reich reporter of the NSDAP, with a forward by Baldur von Schirach, youth leader of the Third Reich.
 - a. Take one minute for each image and consider the following:
 - i. Who is in the images?
 - ii. What is happening in the images?
 - iii. Where do you think the images could have been taken?
 - iv. Why was the image taken?
 - v. Why do you think Goebbels wanted Hitler to be portrayed this way?

Nazi Ideals

Hitler and the Nazis had a racist world view. They believed that people could be separated into a hierarchy of different races, where some races were superior and others were inferior. They believed the German race to be the superior race, and called the German race 'Aryan'.



The Nazis had the antisemitic view that Jews were an inferior race of people, who set out to weaken other races and take over the world. They believed that Jews were particularly destructive to the German 'Aryan' race, and did not have any place in Nazi Germany.

The Nazis also wanted to remove disabled people, homosexuals, **Roma and Sinti**, and other minorities from Germany as they believed they would undermine the racial 'strength' of Germany.

The Nazis used propaganda to promote and spread such 'ideals'.

Case Study: Magazine

4. The image here warns readers of the dangers of 'racial pollution'. The text asks the reader to compare the two photographs, stating 'The German future generation, like this or like this?'
 - a. Do you think this type of propaganda would have been effective? If yes, why? If no, why not?
 - b. What was the message behind the rhetorical question?

Case Study: Textbook



A mathematics exercise from a Nazi school textbook that was discriminatory towards disabled people. The exercise is titled 'what is the cost of care for the hereditary sick?' The exercise aimed to show schoolchildren in Nazi Germany that disabled people were a financial burden on the state by comparing the cost of running institutions such as hospitals to the amount it would cost to pay workers.

Translation:

What is the cost of care for the hereditary sick?

It costs _____ the annual salary of:

3000RM [**Reichmarks**]

[for] 1 Year in a hospital _____ 2 workers

7000RM

[for] 7 years in a special school _____ 4 workers

17000RM

[for] 10 years in an asylum _____ 10 workers

5. Look at the image and answer the following:

- Why do you think the Nazis included their ideals in school textbooks?
- What does the exercise imply?
- Do you think propaganda such as this could possibly lead to genocide? Why? Why not?

The Youth of Germany

The Nazis believed that the youth of Germany were the future of both the country and of the party, and therefore they were a key target group for propaganda advocating the Nazis' ideological beliefs. To achieve their aim of **indoctrinating** children, the Nazis took control of their formal education and their leisure time. They influenced school textbooks, authorised Nazi writers to produce literature for the young based on the Nazis' values and ideas, and made films on Nazi approved subjects, such as the heroic history of Germany, the future of the **Third Reich**, or current political issues.

Case Study: School Work



This document on the left was part of a school project created by school girl Gerda Nabe on Nazism between 1935 – 1936.

6. Before you read the additional information below answer the following.

- a. What do you think Nabe's drawing is of?
- b. Identify what it is in the document that supports your inference.

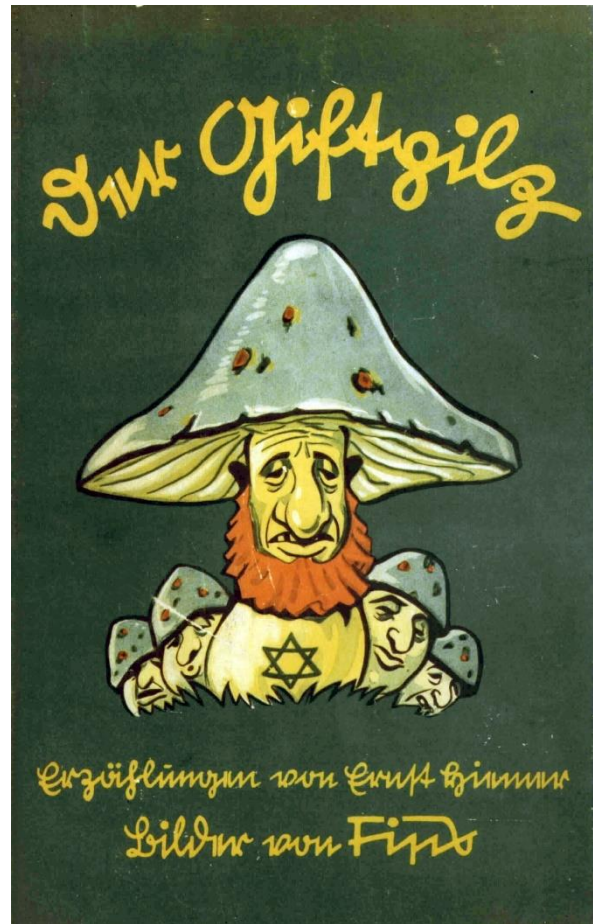
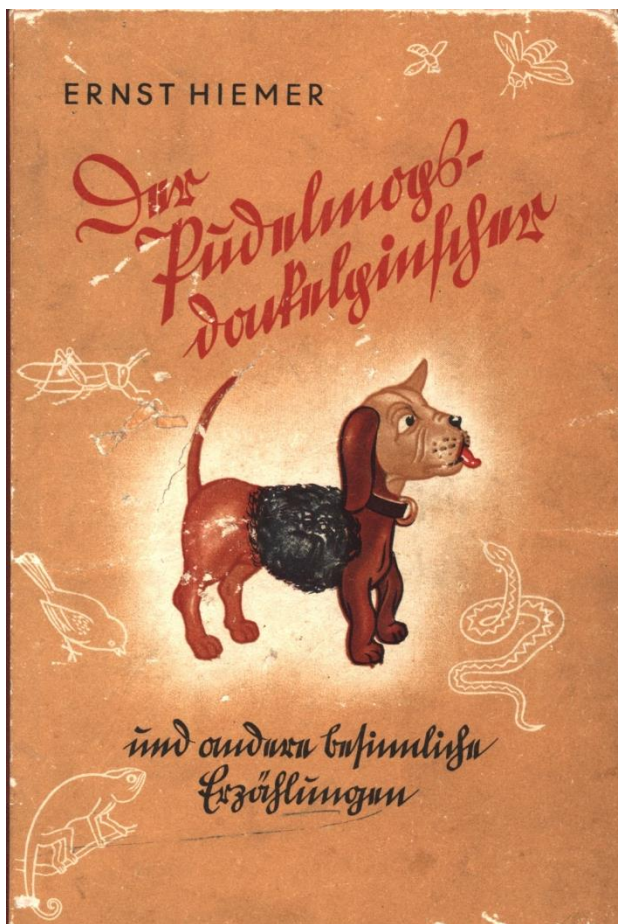
Nabe's drawing is of the **Nuremberg Laws**. The drawing shows a family diagram depicting how to identify if someone is Jewish.

- c. What can this tell us about the education system once the Nazi party were in power?

Case Study: Literature

The two books below are examples of Nazi literature produced based on the Nazis values and ideas. The book on the left, *Der Pudelmopsdackerlpinscher und andere besinnliche Erzählungen* (The Poodle-Pug-Dachshund-Pinscher and other contemplative stories) was published in 1940 by **Ernst Hiemer**. Hiemer was the author of several other antisemitic children's books from Nazi Germany, including the infamous *Der Giftpilz* (The Poisonous Mushroom) as shown here on the right.

In *Der Pudelmopsdackerlpinscher*, each story compares Jews to a different disagreeable form of animal, varying from locusts to mongrel dogs from which the title of the book is taken. *Der Giftpilz* compares the Jews of Germany to a poisonous mushroom, posing a great danger to those who come into contact with it. The book alludes to how, just as it is difficult to tell a poisonous mushroom from an edible mushroom, it is difficult to tell a Jew apart from a Gentile.



7. Look at the front covers of the books above.
 - a. What do the images on the front of these books suggest about the content of the books?
 - b. Why has Hiemer chosen these particular images for the books? What are the connotations of these images?

Below is the forward taken from of *Der Pudelmopsdackerlpinscher*,

Lieber Leser!

Das Buch, das Du eben aufgeschlagen hast, bietet Dir bunte Erzählungen aus dem geheimnisvollen Reiche der Tiere. Aber Du sollst nicht nur Tiere beobachten, sondern auch gewisse — — Menschen. Du sollst an diesem Buche Deinen Spaß haben, und gleichzeitig dabei — — lernen.

„Und wer sind nun diese Tiere und Menschen?“ so fragst Du, lieber Leser.

Nur Geduld! Das Buch wird Deine Frage beantworten.

Der Verfasser

“Dear reader!

The book which you have just opened gives you colourful tales from the mysterious animal kingdom. You should not only watch animals but also certain... humans. It is intended that you have fun with this book but also that you will learn from it. ‘So who are these animals and humans now?’ Will be your question.

Just be patient! This book will answer your question.”

8. Read the translation of the forward above.

- a. Take one minute to write down your initial thoughts.
 - i. What do you think this children’s book is about?
 - ii. What can you quote from the text to support your thinking?
- b. What is meant by the term ‘you should not only watch animals but also certain...humans.’?
 - i. Why has Hiemer used this language? What are the implications of his choice of wording?

Manipulation

Case Study: Rallies

Propaganda was tailored to appeal to the emotions of citizens, particularly through mass meetings and rallies. Here there was no political discussion. What mattered was being there, surrounded by thousands of others, exhilarated by the carefully choreographed display. As Goebbels said in 1934: 'Propaganda was our sharpest weapon in conquering the state, and remains our sharpest weapon in maintaining and building up the state.'



9. Rallies, like this one pictured here, were an important way of spreading Goebbel's propaganda campaign. This particular photograph was taken at a rally in Nuremburg.
 - a. Why do you think rallies, such as this one pictured, were so successful in winning the hearts and minds of ordinary citizens?

Case Study: Leaflet

Not only were citizens faced with Nazi propaganda within schools, in workplaces and on the streets, propaganda also reached them directly in their homes.



Above is a leaflet that would have been posted into the homes of citizens ahead of the 1936 Reichstag election in Frankfurt. The leaflet asks people to raise the Nazi flag, and it states that those who do not betray both Hitler and Germany.

‘Wer nicht mit uns ist, der ist gegen uns!’ – Whoever is not with us is against us.

‘Wer in der Wahlwoche nicht flaggt, ist gegen Hitler!’ – Whoever does not fly the flag in election week is against Hitler.

‘Denkt daran, dass Nichtflaggen Verrat am deutschen Volke ist!’ - Remember that no flag is a betrayal of the German people!

10. Read the translations lifted from the leaflet.

- a. What are your initial impressions of the leaflet? Why would the Nazis have distributed it?
- b. How do you think German citizens would have felt receiving this leaflet?
- c. What kind of atmosphere/impression would this have created on the streets in Frankfurt during the election?

Case Study: Ballot Paper

Manipulation was also used in relation to the voting habits of German citizens. Below is a ballot paper from the Reichstag elections of 1936.



Translation:

Line 1: Reichstag for Freedom and Peace

Line 2: Constituency of Hessen-Nassau

Line 3: National Socialist German Workers Party [Nazis]

Line 5: List of Nazis

11. Study the ballot paper.

- a. What do you notice?
- b. What can this tell us about the 1936 elections in Germany?

Culture

Culture was integral to the Nazis' aim to infiltrate and control all areas of life. In 1933, the Reich Chamber of Culture was established under the leadership of Joseph Goebbels – who was also the Reich Minister of Propaganda. The chamber was split into seven different sections aiming to cover all areas of cultural life: the press, art, theatre, radio, music, films and literature. Goebbels used culture to achieve control over the German Public.

Case Study: Art



The Nazis promoted traditional forms of German art and photography, such as landscapes. They despised any art in the modernist style, believing it to be 'degenerate'. This label was applied to any art that the Nazis did not approve of and which did not promote their ideals.

In 1936, the Nazis carried out a review of all art in Germany's museums and galleries. As a result of this review, 13,000 paintings that the Nazis considered 'degenerate' were confiscated and removed.

A selection of this confiscated art was exhibited publicly with the intention of the work to be mocked. This poster was used to advertise *The Eternal Jew*; the title of the 1937 exhibition of 'degenerate' art showcased in Munich.

12. Firstly consider the title 'degenerate' art.

- a. What does this mean?
- b. Why do you think the Nazis have chosen to use the word 'degenerate'?

13. Look at the poster used to advertise the exhibition.

- a. What is the poster showing?
- b. What impression does this give you?
- c. Why do you think the Nazis would have chosen this poster to advertise their exhibition?

Case Study: Stamp

As well as using more traditional methods of propaganda, such as posters and pamphlets, the Nazis also utilized everyday objects to spread their message. Below is an example of propaganda through the use of stamps to spread their message.



14. Before reading the additional information below, analyse the stamp and answer the following:

- a. What can you see on the stamp?
- b. Who do you think this person is?
- c. When do you think this stamp was produced?
- d. Why do you think it could have been produced?

This is stamp, showing a German **Wehrmacht** soldier with the caption 'Victory will be ours!' was likely produced during the Second World War to encourage support for the war. Nazi propaganda often promoted imagery of resilient 'Aryan' men in a bid to fulfil the Nazi belief of making Germany strong again.

Glossary

Antisemitism - Hostility, prejudice, or discrimination towards Jews.

Aryan - In Nazi terminology, this word was used to describe people of North Western European descent with 'pure blood'. Typical and desirable physical traits included blonde hair and blue eyes.

Baldur von Schirach- Leader of the Hitler Youth (1933 – 1945), and Reich Governor and Nazi party Gauleiter (district leader) in Vienna, Austria (1940 – 1945). His responsibility as Gauleiter included deporting Jews from Vienna to ghettos and camps in occupied Poland.

Ernst Hiemer – A German writer, who worked closely with Julius Streicher, the founder of the antisemitic newspaper 'Der Stürmer'. Hiemer wrote multiple books, with his three main books all conveying antisemitic themes.

Genocide - An act committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group.

Heinrich Hoffman – Hitler's official photographer and a Nazi politician and publisher, Hoffman was a trusted member of Hitler's intimate circle whose photographs were a significant part of Hitler's propaganda campaign.

Indoctrinating – To teach people a specific set of beliefs to the extent that they accept them without question.

Joseph Goebbels – A German politician and a leading member of the Nazi Party. After joining the Nazi Party in 1924, he became the Gauleiter for Berlin in 1926. In 1933, following the Nazis rise to power, he became Minister of Propaganda. Goebbels' racist and antisemitic beliefs, which were widely advocated through every means possible in his role as Minister for Propaganda, played a key role in the persecution of Jews in Germany. In 1944, Goebbels became the Reich Plenipotentiary for Total War. Following Hitler's suicide in 1945, Goebbels became chancellor for Germany. The following day, Goebbels and his wife poisoned their six children, and then committed suicide themselves.

National Socialism – The political beliefs of the Nazi Party.

Nationalism - An extreme form of patriotism, to the point of thinking less of other countries.

Nuremberg Laws - The Nuremberg Laws were two antisemitic laws announced at the Nazi Party conference in 1935. The Reich Citizenship Law declared that only 'Aryans' were German citizens, and as Jews were considered to be non-'Aryan', this stripped them of their citizenship. The second law was the Law for the Protection of German Blood and Honour, which banned marriage and sexual intercourse between Jews and 'Aryans' and forbade the employment of 'Aryan' women under the age of 45 in Jewish households.

Reichmarks – The monetary currency of Germany from 1924 until 1948.

Roma – A collective term used to describe a group of people who historically immigrated to Europe from northern India approximately one thousand years ago. Roma are often referred to in Britain as Gypsies. The Nazis believed Roma were racially inferior and a threat to the racial strength of the 'Aryan' master race. As such, the Nazis and their collaborators extensively persecuted and murdered Roma across occupied Europe.

SA – The Nazi Party's paramilitary organisation.

Sinti – Sinti refers to Roma people of western and central European origin.

Social Darwinism – The belief that people can be split into superior and inferior races by applying Charles Darwin's theory of evolutionary biology to people.

SS – The Schutzstaffel, more commonly known as the SS, were initially a small sub-division of the SA responsible for protecting Hitler. After Himmler took over leadership of the SS in 1929, it was dramatically expanded and made an organisation in its own right. The SS were the most ideologically committed division of the Nazi state. They were in charge of racial policy and were also used as a force to terrorise and control people. They became key to the administration and organisation of the Holocaust.

The Reich Ministry of Public Enlightenment and Propaganda - A department created to enforce Nazi ideology in Germany, formed on 14 March 1933. The department was run by Joseph Goebbels

The Weimar Republic - The governments in Germany between 1919 and 1933.

Third Reich - The term used to describe the German state while it was under the control of the Nazi Party, between 1933 and 1945.

Treaty of Versailles - The peace agreement between the Allied and Central powers that formally brought the First World War to an end. Germany was not allowed to be involved in the negotiations. In June 1919, the German government representatives were called to the Palace of Versailles to either sign the treaty or face the restarting of war.

Wehrmacht - The German Army in the Third Reich. The Wehrmacht collaborated with the Nazis throughout their time in power to help them achieve their ideological aims.

Teacher Information

Possible Answers

1. **Study this post of Hitler which reads ‘The Struggle for Germany’.**
 - a. **Write a list of all you can see.**

Hitler looking strong/serious, an army, crowds, the Communist flag, someone holding a gun.
 - b. **How has Hitler been depicted in this poster?**

Hitler has been depicted as stern/serious/angry/concerned.
 - c. **Why has Hitler been depicted this way? What impression do you get of him?**

To give the impression he is strong, he is able to command and lead against the fight of Communism, he will make Germany strong by winning this fight. The soldiers also suggest he is willing to do whatever it take even if that implies going to war.

2. **Think about the significance of creating a set of cards with idealised images of Hitler.**
 - a. **Who do you think these cards could have been aimed at?**

Families, children playing with friends, adults at dinner parties.
 - b. **Why have they chosen to print these images on a pack of cards?**

It is an item that was central to entertainment at the time and would have appealed to many different groups of people.
 - i. **What do your answers to the above suggest about the Nazi’s use of propaganda?**

That the Nazis were trying to infiltrate into the subconscious of all German citizens and doing so in forms that would have everyday use.

3. **Above is an illustrated photobook, with a number of Adolf Hitler portraits. The book was compiled in 1935 and edited by Heinrich Hoffman, Reich reporter of the NSDAP, with a forward by Baldur von Schirach, youth leader of the Third Reich.**
 - a. **Take one minute for each image and consider the following:**
 - i. **Who is in the images?**

Young, ‘Aryan’ children, mainly girls, and in the final image they are with Hitler.
 - ii. **What is happening in the images?**

They look happy to be meeting Hitler, they are gifting him flowers, holding conversation with him and are also holding the Nazi salute.
 - iii. **Where do you think the images could have been taken?**

Any answers that suggest local community events, school events, youth rallies.
 - iv. **Why was the image taken?**

To promote the concept of Hitler being friendly, likeable, approachable, a leader to all.
 - v. **Why do you think Goebbels wanted Hitler to be portrayed this way?**

Allows them to have a greater voter demographic, builds on ideas of him being a ‘peoples’ leader and looking after the future generations.

4. **The image here warns readers of the dangers of ‘racial pollution’. The text asks the reader to compare the two photographs, stating ‘The German future generation, like this or like this?’**
 - a. **Do you think this type of propaganda would have been effective? If yes, why? If no, why not?**

Yes – paired with all the other messaging of the time it is convincing e.g. antisemitic rhetoric, making Germany powerful again, and strong ‘Aryan’ race’.

No – discriminatory, people may have seen through his idealised vision to realise it was segregation, was untrue.

b. What was the message behind the rhetorical question?

Does not give students an option – this is what Hitler intends for Germany to look like and he uses an idealized comparison in an attempt to showcase this.

5. Look at the image and answer the following:

a. Why do you think the Nazis included their ideals in school textbooks?

To reach the youth of Germany, indoctrinate them while they are young to promote and carry Nazi ideals, younger generation are more impressionable and can be manipulated.

b. What does the exercise imply?

That the disabled population of Germany were using up money that should be put elsewhere – this was at a time when Germany was suffering economic instability following the war and the Wall Street Crash of 1929, anything that promulgated the narrative that finance was being used ‘unwisely’ was quickly attacked by German citizens.

c. Do you think propaganda such as this could possibly lead to genocide? Why? Why not?

It enforces harmful stereotypes, segregates communities from one another, distances a lack of cultural understanding, creates a hatred. This ideal alone could not lead to genocide but is one of the early stages of genocide.

6. Before you read the additional information below answer the following.

a. What do you think Nabe’s drawing is of?

Should be able to identify it is a family tree.

b. Identify what it is in the document that supports your inference.

Should be able to identify colour code, family tree and distinguish the labelling of Jew and German in German at the bottom. Those that read German will also be able to translate the text.

c. What can this tell us about the education system once the Nazi party were in power?

The Nazis aimed to indoctrinate the younger population through reforming the education system. They wanted to de-intellectualise learning: they did not want education to provoke people to ask questions or think for themselves. They believed this approach would instil obedience and belief in the Nazi worldview, creating the ideal future generation.

7. Look at the front covers of the books above.

a. What do the images on the front of these books suggest about the content of the books?

In this discussion, encourage students to not only think laterally, but metaphorically. What do these images suggest as well as imply?

b. Why has Hiemer chosen these particular images for the books? What are the connotations of these images?

The Poisonous Mushroom – Has connotations of the Jewish population being a danger/threat to ‘Aryan’ society as well as rapidly spreading. In the Nazis view Jews were spreading throughout their societies posing a risk to all. The image itself is also a negative stereotypical depiction of a Jewish man.

The Poodle-Pug-Dachshund-Pinscher – Implies that the Jewish population are not like any other part of German society, rather a mongrel- like dog depicting them as ‘others’. Mongrel is often an offensive and derogatory term used against a person of mixed descent.

8. Read the translation of the forward above.

a. Take one minute to write down your initial thoughts.

i. What do you think this children's book is about?

People or animals that are different, perhaps dangerous or problematic.
Something to be afraid or cautious of.

ii. What can you quote from the text to support your thinking?

'the mysterious', 'watch', 'certain... humans', 'you will learn'.

b. What is meant by the term 'you should not only watch animals but also certain...humans.'?

i. Why has Hiemer used this language? What are the implications of his choice of wording?

There is the implication that there are different types of humans, and some you need to be wary of. The emphasis on children needing to have fun with the book, but also learn hints at the deeper level of antisemitic narrative that is evident throughout the book itself.

c. What can Hiemer's book tell us about the societal views in 1940s Nazi Germany?

The Nazi Regime was indoctrinating people at all levels with their political and social ideology. Children's education was chosen particularly for the ability to easily influence the young generation who would grow up to be the future generation of Germany.

9. Rallies, like this one pictured here, were an important way of spreading Goebbel's propaganda campaign. This particular photograph was taken at a rally in Nuremburg.

a. Why do you think rallies, such as this one pictured, were so successful in winning the hearts and minds of ordinary citizens?

Created a sense of unity – they were unified in support of the party, but also unified ideologically whether that be in regards to making Germany strong again, creating an 'Aryan' state, building up the economy. Atmospheric conditions would have given an adrenaline rush, made them excited to share support. It could alternatively frightened and scared many into coercion, they supported through fear rather than morally.

10. Read the translations lifted from the leaflet.

a. What are your initial impressions of the leaflet? Why would the Nazis have distributed it?

To scare the population of Frankfurt into showing solidarity for the Nazi Party –whether they supported them or not, to threaten those not willing to vote for them into voting, to create the illusion of mass support therefore increasing a likelihood to vote if you believe others are, to assert control, to intimidate potential opponents to the regime.

b. How do you think German citizens would have felt receiving this leaflet?

Following may be suggested: fearful, threatened, compelled, patriotic, conflicted, unified, proud etc.

c. What kind of atmosphere/impression would this have created on the streets in Frankfurt during the election?

Following may be suggested: Would have created divisions, caused conflicts between neighbours, felt a pressure to conform with other neighbours, don't want to be seen to be the only house not displaying a flag, may have created hostility or tension, alienated others who did not wish to support/be forced to connery false support etc.

11. Study the ballot paper.

a. What do you notice?

Can only vote for one person – Adolf Hitler, claims to be a Reichstag for Freedom and Peace but how can freedom be practised when there is no freedom of choice; should be able to identify some of the key names in the final line and their role in the Nazi regime.

b. What can this tell us about the 1936 elections in Germany?

There was no democratic state, no freedom of choice, rigged voting systems, no chance to elect an opposition to challenge the growing dictatorial state.

12. Firstly consider the title ‘degenerate’ art.

a. What does this mean?

Degenerate = Having lost the physical, mental, or moral qualities considered normal and desirable; showing evidence of decline./ Lacking some usual or expected property or quality./ An immoral or corrupt person./ Decline or deteriorate physically, mentally, or morally.

b. Why do you think the Nazis have chosen to use the word ‘degenerate’?

It is demeaning, derogatory, belittling etc. towards those communities who did not fit the Nazis deemed to not fit their ideal. Use of language was a way for Nazis to exert a power.

13. Look at the poster used to advertise the exhibition.

a. What is the poster showing?

Harmful, stereotypical depiction of a Jewish man, appears to be begging for money, looks unkempt, has a whip in his other hand, under his arm he has a map of the world bearing the communist insignia of a hammer and sickle.

b. What impression does this give you?

May suggest the following: Jews are associated with communism, Jews have some form of hold over the world as represented by the map, Jews are forcing people to give them money as implied by the threatening use of a whip, Jews are driven by money etc.

c. Why do you think the Nazis would have chosen this poster to advertise their exhibition?

The poster allows the Nazis to promote their growing radicalization of antiemitic sentiment. The poster enforces stereotypes of the Jewish community as promoted in other propaganda, it alienates the Jewish population of Germany and generates further antisemitic hostilities, it shows the alleged contrast between Nazi ideology and principles and the Jewish way of living.

14. Before reading the additional information below, analyse the stamp and answer the following:

a. What can you see on the stamp?

Soldier, appears to be of idealised ‘Aryan’ race, multiple swastikas on flags, German military flag, conflict in background.

b. Who do you think this person is?

German Wehrmacht soldier.

c. When do you think this stamp was produced?

It was produced during the Second World War – the Library does not have a specific date as it was donated as part of a personal collection.

d. Why do you think it could have been produced?

Form of propaganda, easy way to spread Nazi messages into homes of most people, encourage support of the military during the Second World War, to promote Nazi ideology.