



## Hate, Anti-Semitism, & Propaganda in the Holocaust

### Overview

In this lesson, students will explore controversial symbols, the historical significance behind these symbols, and the harmful effects of such when used today. Students will further explore everyday activities that are important to them and gain a comparative understanding of how Jews were restricted from these same activities based on anti-Semitic laws and regulations passed by the Nazi party. Students will examine the role of anti-Semitic propaganda in schools, as well as Hitler's use of propaganda as a means of setting the stage for mass genocide. This lesson will assist students in understanding the roots and ramifications of prejudice, racism, anti-Semitism, and stereotyping during the Holocaust.

### Grades

8-9

### North Carolina Standard Course of Study for 8<sup>th</sup> Grade North Carolina History

- Objective 6.03- Examine the significance of key ideas and individuals associated with World War II.
- Objective 9.03- Describe opportunities for and benefits of civic participation.

### North Carolina Standard Course of Study for 9<sup>th</sup> Grade World History

- Objective 5.03- Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.
- Objective 6.01- Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.
- Objective 6.02- Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.
- Objective 6.06- Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

### Essential Questions

- How does history affect how we view certain symbols?
- Why might some people be offended, hurt, or frightened by particular "hate symbols"?
- Why, throughout history, have people often disliked, distrusted, or even hated people who are viewed as "different"?
- What are racism, stereotyping, prejudice, and anti-Semitism, and intolerance? What role did these play in the Holocaust?
- In what ways was anti-Semitic propaganda used to ostracize Jews and other "non-Aryans"?
- What was the experience of Jewish students in German schools in the early stages of the Holocaust?
- How did Hitler and the Nazis use propaganda to set the stage for genocide in Nazi Germany?
- What examples of racism, stereotyping, prejudice, and anti-Semitism exist today? What can citizens do to counter such messages?

### Materials

- *Hate, Anti-Semitism, & Propaganda in the Holocaust Power Point*, available in the Database of Civic Resources (in PDF format) at: <http://www.civics.org/resources/docs/HateAntiSemitismHolocaustPowerPoint.pdf>
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [hinson@sog.unc.edu](mailto:hinson@sog.unc.edu)
- Laptop/data projector (if teachers are unable to project images, make photo copies for student viewing)
- *The Little Things in Life*, worksheet attached
- *Timeline of Racist Persecution by the Nazis*, attached (cut apart for distribution to groups)
- *Timeline of Racist Persecution by the Nazis Response Sheet*, attached
- *Timeline of Racist Persecution by the Nazis Note Sheet*, attached
- *Testimony Excerpts-Schools During the Holocaust*, attached
- *Exploring Propaganda*, 6 worksheets attached
- *Anti-Semitism Today*, attached