

# 4-5 Holocaust: Persuasion, Propaganda, & Political Cartoons

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 4**  
Time Period: **Full Year**  
Length: **21 days**  
Status: **Published**

## **NJSLS - Social Studies**

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SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **Rationale & Transfer Goals**

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Students will gain an understanding of concepts such as prejudice, discrimination, anti-Semitism, stereotyping, obedience, loyalty, conflict, conflict resolution, decision making, and justice. Students will reflect on the role and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts and to think about the use and abuse of power, and the implications for a society that violates civil and human rights. Students will see that silence and indifference toward the victimization of any person or group encourages the efforts of the perpetrator, and understand that the Holocaust was not an accident in history; nor was it inevitable.

## **Enduring Understandings**

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- Aggression and cruelty in relation to human nature.
- The positive and negative behaviors associated with obedience, conformity, and apathy.
- The positive behavior associated with acts of courage, integrity, and empathy.
- Comparisons and contrasts between the behavior of the perpetrator, victim, collaborator, bystander, resister, and rescuer.
- Equal treatment under the law is an important principle of justice.

## **Essential Questions**

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- Is there such a thing as "good propaganda"?
- What moral responsibility do we have to educate ourselves about what's happening around us?
- Do I have a responsibility to take action to prevent injustice?
- Why do some people stand by during times of injustice while others try to stop or prevent injustice? (Integrity)
- What accounts for hatred and bigotry?
- What can we do - as individuals and groups - to overcome prejudice?
- Are human beings good or bad at heart? (Argument Essay)

## **Content - What students will know**

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- Holocaust
- Nazi
- politics
- propaganda
- racism
- anti-Semitism
- analogy
- irony
- political cartoon
- exaggerate
- labels (in this context),
- genocide
- symbolism
- conformity

- propaganda terms:
  - bandwagon, multiple identities.

## **Skills - What students will be able to do**

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- The actions of one person can set in motion a chain of events that can have positive or negative outcomes for themselves and others.
- Every era has circumstances and events that challenge the beliefs and values of society and require individuals to make choices and decisions.
- Individuals, groups, and nations, have the desire to be independent and want the power to govern their own lives.
- People with different backgrounds, but with a common cause, can effect great change.
- Freedom is not free; it is achieved through struggle and carries responsibilities.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured, and protected.
- Silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can-however unintentionally-perpetuate these problems.
- The Holocaust was a watershed event, not only in the 20th century but also in the entire course of human history (A watershed event is a critical turning point (a watershed moment) in history is when something changes and things will never be the same again.).
- How to analyze quotes from famous people during the Holocaust.
- How to analyze political cartoons about the Holocaust and current events.

## **Instructional Activities - How we teach content and skills**

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- Mini Lesson: Introduce a quote to the class. Have them work with a partner to discuss the quote and what it may mean. Give background for quote and about the author of the quote. Ask students to respond to the quote. What does the quote mean to them? Discuss the person who wrote the quote. What was his/her motivation for writing the quote?
- Analyze and illustrate the quote; put into context of history. (Action and Expression, Engagement)\*
- Discuss the tools and purpose of propaganda. Show students the Propaganda PowerPoint presentation. (see resources)
- Political Cartoon (Main Lesson): Discuss persuasive techniques, especially in advertising by displaying various ads.

- Display a political cartoon or give out copies of a particular political cartoon. Students work with a partner to look at the cartoon and do a "picture walk" where they mentally divide cartoon into quadrants and discuss and document in writing what is happening in each quadrant. Put all the quadrants together to write a paragraph of what the cartoon means. Include author's viewpoint.
- Lesson extension - Provide questions to prompt conclusions about pictures. (Action and Expression, Engagement )\*

### **Evidence/Assessment - How we know students have learned**

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- Students will be evaluated on how closely they analyze quotes and political cartoons. Students share their analyses with whole class.
- Students will be evaluated on their propaganda poster.

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Students will analyze quotes related to the Holocaust. They will look at political cartoons of that time period to view and analyze. Students will look at primary source documents as well.	Reading and literacy strategies that help unlock content for all students.	

### **Key Resources**

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- Analyzing Political Cartoons
- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/politicalcartoon/lmcartanalysisguide.pdf>
- [http://www.loc.gov/teachers/primary-source-analysis-tool/http://teachinghistory.org/system/files/Cartoon\\_Analysis\\_O.pdf](http://www.loc.gov/teachers/primary-source-analysis-tool/http://teachinghistory.org/system/files/Cartoon_Analysis_O.pdf)<http://chgs.urnn.edu/>
- <http://www.theeditorialcartoons.com/>
- Start with "The Eternal Jew" cartoon [http://www.ushmm.org/wlc/en/media\\_ph.php?MediaId=1070](http://www.ushmm.org/wlc/en/media_ph.php?MediaId=1070)
- Holocaust Encyclopedia

## 21st Century Life & Careers

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WRK.9.2.5.CAP.8

Identify risks that individuals and households face.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.5.CI.2

Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

TECH.9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

TECH.9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).