



# South Carolina

## Full STEAM Ahead:

### Connecting Library of Congress Primary Sources and Graphic Novels

#### Lesson Plan Template

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**Grade Level(s):** 11th

**Subject:**

United States History & Constitution

**Length of Class:**

90 minutes

**Image Citation:**

"Stop Racism." Pixabay, 3 Jun. 2020,

[pixabay.com/illustrations/stop-racism-ethnicity-humanity-5246129/](https://pixabay.com/illustrations/stop-racism-ethnicity-humanity-5246129/). Accessed 1 May 2023.

**Lesson Title:**

The Power/Negativity of Propaganda

<b>Overview:</b>	Students will view how propaganda was used negatively to portray two different groups of people based on race; African Americans in the South during Jim Crow and Jews during Nazi Germany.
<b>Learning Objective:</b>	By the end of this lesson, students will be able to analyze and evaluate the power and negativity of propaganda in shaping public opinion during significant events in WW2, by identifying propaganda techniques, understanding the intended audience, and evaluating the impact on historical events.
<b>Standards:</b>	<ul style="list-style-type: none"> <li>● USHC.4.CC- Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.</li> <li>● USHC.4.E- Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.</li> <li>● USHC.2.CC-Differentiate the patterns of continuity and change within the development of sectionalism and reunion.</li> <li>● USHC.2.E- Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.</li> </ul>
<b>Essential Question:</b>	How does Nazi anti-semitism propaganda compare to the US south's Jim Crow propaganda?
<b>Supporting Question(s):</b>	<ul style="list-style-type: none"> <li>● What were the main objectives of Nazi anti-semitism propaganda and the US South's Jim Crow propaganda?</li> <li>● How did the content of the propaganda in Nazi Germany and the US South differ or overlap?</li> <li>● What propaganda techniques did Nazi Germany and the US South employ to spread their messages of hatred and oppression?</li> <li>● How did propaganda help perpetuate discrimination and violence against Jews in Nazi Germany and African Americans in the US South?</li> <li>● What impact did propaganda have on the attitudes and behaviors of the general population towards Jews and African Americans in Nazi Germany and the US South?</li> <li>● How did the international community respond to Nazi anti-semitism propaganda and the US South's Jim Crow propaganda?</li> <li>● What can we learn from comparing and contrasting the propaganda of Nazi Germany and the US South?</li> </ul>
<b>Digital Primary and Secondary Sources:</b>	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> <li>● <a href="https://www.loc.gov/classroom-materials/jim-crow-segregation/">https://www.loc.gov/classroom-materials/jim-crow-segregation/</a></li> <li>● <a href="https://research.calvin.edu/german-propaganda-archive/sturmer.htm">https://research.calvin.edu/german-propaganda-archive/sturmer.htm</a></li> <li>● <a href="https://collections.ushmm.org/search/catalog/pa1094120">https://collections.ushmm.org/search/catalog/pa1094120</a></li> <li>● <a href="https://collections.ushmm.org/search/catalog/pa1069698">https://collections.ushmm.org/search/catalog/pa1069698</a></li> <li>● <a href="https://collections.ushmm.org/search/catalog/pa1093181">https://collections.ushmm.org/search/catalog/pa1093181</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="https://collections.ushmm.org/search/catalog/pa4913">https://collections.ushmm.org/search/catalog/pa4913</a></li> <li>● <a href="https://collections.ushmm.org/search/catalog/pa1069745">https://collections.ushmm.org/search/catalog/pa1069745</a></li> <li>● <a href="https://encyclopedia.ushmm.org/content/en/article/nuremberg-laws">https://encyclopedia.ushmm.org/content/en/article/nuremberg-laws</a></li> <li>● <a href="https://encyclopedia.ushmm.org/content/en/article/defining-the-enemy">https://encyclopedia.ushmm.org/content/en/article/defining-the-enemy</a></li> <li>● <a href="https://www.ushmm.org/teach/teaching-materials/nazism-and-jim-crow">https://www.ushmm.org/teach/teaching-materials/nazism-and-jim-crow</a></li> <li>● <a href="https://www.history.com/news/how-the-nazis-were-inspired-by-jim-crow">https://www.history.com/news/how-the-nazis-were-inspired-by-jim-crow</a></li> <li>● <a href="https://sfi.usc.edu/news/2018/06/22176-racism-jim-crow-south-and-nazi-germany-are-compared-and-analyzed-seminar-co-led">https://sfi.usc.edu/news/2018/06/22176-racism-jim-crow-south-and-nazi-germany-are-compared-and-analyzed-seminar-co-led</a></li> <li>● <a href="https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda">https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda</a></li> <li>● <a href="https://www.facinghistory.org/resource-library/visual-essay-impact-propaganda">https://www.facinghistory.org/resource-library/visual-essay-impact-propaganda</a></li> <li>● <a href="https://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_05.shtml">https://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_05.shtml</a></li> <li>● <a href="https://mchekec.org/resources/propaganda/">https://mchekec.org/resources/propaganda/</a></li> </ul>
<b>Required Classroom Materials:</b>	<p>What materials do you need (computer, projector, etc.)?</p> <ul style="list-style-type: none"> <li>● Computer</li> <li>● Smartboard</li> </ul> <p>What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● T-chart -paper or online</li> <li>● <a href="#">LOCP Primary Source Analysis Tool</a> (digital or print, as preferred by students)</li> </ul>
<b>Classroom Environment:</b>	<ul style="list-style-type: none"> <li>● Students should be placed in small groups (2-4 students).</li> </ul>
<b>Differentiation and Adaptations:</b>	<ul style="list-style-type: none"> <li>● Provide sources at a variety of reading levels.</li> <li>● Students will be working in small groups so they will have the support of their classmates, as well as the teacher, while working on this assignment.</li> </ul>

## Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
Introduction (10 minutes)	<ul style="list-style-type: none"> <li>● Ask “ Is racism an issue around the world or just in the US?” <ul style="list-style-type: none"> <li>○ Have them list examples of racism either present or past.</li> </ul> </li> <li>● Ask students to brainstorm what they already know about Nazi anti-semitism &amp; the US South’s Jim Crow eras. Have students list knowledge in a T-chart with their small group.</li> </ul>
Discussion/lecture (20 minutes)	<ul style="list-style-type: none"> <li>● Lecture/inform students about how Hitler came to power and how he felt about Jews, including, but not limited to: how WWI affected Germany economy and government, Hitler’s life leading up to his power, how the German government was divided and what caused the Nazi party to be the only party.</li> <li>● Explain what anti-semiticism is and how it affected lives for Jews.</li> </ul>
Timeline (20 Minutes)	<ul style="list-style-type: none"> <li>● As a class, create a timeline of laws, restrictions and events that impacted African Americans in Jim Crow south starting with the Emancipation Proclamation all the way until the 1960s and the end of segregation.</li> <li>● After the class has added as many dates/events/laws as possible, have each student on their own pick an event/date that made the most impact on African Americans in the south.</li> <li>● As a class, create a timeline of laws, restrictions and events that impacted the Jews under Nazi Germany, starting with the end of WWI and ending with the end of WWII.</li> <li>● After the class has added as many dates/events/laws as possible, have each student on their own pick an event/date on when life for the Jews under Hitler’s rule was completely altered their way of living.</li> <li>● Discussion:”How are the timelines similar and how are they different?”</li> </ul>
Source Analysis (25 Minutes)	<ul style="list-style-type: none"> <li>● Using the sources provided create either a station rotation or gallery walk,</li> <li>● Have students in small groups analyze the sources and fill in the LOC Source Analysis for each source.</li> <li>● Once they are done, have them separate the sources not by time period (Nazi Germany Antisemitism and Jim Crow south), but by the purpose of the sources.( group together a Jim Crow and an Nazi Germany source whose purpose/message is similar).</li> <li>● Have each group then write out and explain why they grouped the 2 or 3 sources together, and how they are connected.</li> </ul>
Conclusion (10 minutes)	<ul style="list-style-type: none"> <li>● Have a group discussion about the students’ thoughts, feelings, &amp; discoveries from the lesson.</li> <li>● Have students answer the essential question as an exit ticket either on paper or online.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"><li>● Informal assessment - Students will be observed to ensure they are participating in the activity &amp; actively helping their group members. The exit ticket will also be part of the informal assessment.</li><li>● Formal assessment - Each student will receive a completion grade for the <a href="#">LOCPrimary Source Analysis Tool</a> pages. There will also be a formal assessment at the end of the unit (TBD by teacher).</li></ul>
<b>Learning Extensions:</b>	<ul style="list-style-type: none"><li>● Students will be reading a variety of novels, graphic novels, articles, etc. in their English classes to go along with this unit of study.</li><li>● Have students compare/contrast these eras with current events.</li></ul>