

Propaganda in THE NAZI OLYMPICS Berlin 1936

Teacher Instructions

As students enter ask them to focus on the imagery in the exhibit, looking at the photographs, posters, political cartoons and video. As they proceed through the exhibit they should focus on the following question and complete the attached worksheet.

Focus Question
How did the Nazis utilize propaganda to promote their political agendas?

Enhancement Activities for classroom use:

1. Analyze the [Pre-1933 Nazi Posters](http://www.calvin.edu/academic/cas/gpa/posters1.htm) (<http://www.calvin.edu/academic/cas/gpa/posters1.htm>) and the [Nazi Posters, 1933-1945](http://www.calvin.edu/academic/cas/gpa/posters2.htm) (<http://www.calvin.edu/academic/cas/gpa/posters2.htm>) from the German Propaganda Archive. Based on your observations of these posters and your understanding of stereotypes, what can you determine about the type of society the Nazis were attempting to form? Who was allowed to be a part of the new society and who was outside? How is each group represented visually?
2. Analyze the Nuremberg Laws. What were the objectives of the Nazis' legal assault on the German Jews? What effects did this have on the German Jewish community? What made this assault racially-based as opposed to religiously-based? (<http://www.mchekc.org/PDF%20Files/Documents%20for%20Educators/Nuremberg%20Laws.pdf>)
3. Discuss ways in which the Nazi government took steps to “clean up” Berlin prior to the 1936 Games. Were they successful in masking their racist and antisemitic agenda during the Games? Why or why not?
4. The Nazis saw the Olympics as an opportunity to showcase German superiority and to spread their propaganda. As a propaganda tool, it was a great success. Was the Olympics also an opportunity for others in the world? If so, how and were they successful or did their agenda fail?

Propaganda in THE NAZI OLYMPICS Berlin 1936

Name: _____

Directions: As you tour THE NAZI OLYMPICS Berlin 1936, focus on the imagery in each of the five sections listed below. Answer the following questions based on the information you find in the exhibit.

Section I: Nazi Germany, 1933-1936

Using the imagery in this section, identify at least three specific ways in which German Jews were separated from the rest of German society.

1.

2.

3.

Section II: Nazification of German Sport

Base on the imagery in this section, who is included in the new Germany and who is excluded? How is that distinction made visually in the propaganda?

Section III: The Boycott Debate

List and analyze at least 3 political cartoons, each representing a different perspective on the boycott debate. Consider who the author was, the political meaning of the cartoon, who the intended audience was, and what the cartoon tells you about the author's point of view about the boycott.

1.

2.

3.

Section IV: Nazi Olympics

Nazi propaganda was interested in demonstrating a link between the “Aryan” Greek heroes of the original Olympic Games and their own “Aryan” athletes. Identify at least 2 specific pieces of Nazi propaganda that attempt to make that connection.

1.

2.

Section V: Aftermath

Why does the exhibit end with a photograph of Birkenau and a list of Jewish athletes who did not survive?

Focus Question: List 3 specific ways in which the Nazis utilized propaganda to promote their political agendas and describe whether or not you believe this propaganda was effective and why.

1.

2.

3.

Propaganda in THE NAZI OLYMPICS Berlin 1936

Name: **KEY**

Directions: As you tour THE NAZI OLYMPICS Berlin 1936, focus on the imagery in each of the five sections listed below. Answer the following questions based on the information you find in the exhibit.

Section I: Nazi Germany, 1933-1936

Using the imagery in this section, identify at least three specific ways in which German Jews were separated from the rest of society.

Answers may include but are not limited to:

1. Jews not wanted signs
2. Nuremberg Racial Chart
3. Photograph of humiliated intermarried couple

Section II: Nazification of German Sport

Base on the imagery in this section, who is included in the new Germany and who is excluded? How is that distinction made visually in the propaganda?

Accepted: “Aryan” stereotype and those with like ideas/ideals - nationalism, patriotism, loyalty

Rejected: Jews, Roma/Sinti, *mischlinge*, dissident ideas, political opponents

Section III: The Boycott Debate

List and analyze at least 3 political cartoons, each representing a different perspective on the boycott debate. Consider who the author was, the political meaning of the cartoon, who the intended audience was, and what the cartoon tells you about the author’s point of view about the boycott.

Answers may include but are not limited to:

1. Modern Mercury – represented the opinion of Americans in favor of the boycott by pointing to the differing ideals of Nazism and the spirit of the Olympic games.
2. The Knothole – represented African-American opinion that the US should not boycott the games and pointing to the hypocrisy of Americans not acknowledging the damage done by Jim Crow.
3. Paradox – represented AAU opinion that Nazi ideals do not mesh with the Olympics ideals of inclusion and sportsmanship

Section IV: Nazi Olympics

Nazi propaganda was interested in demonstrating a link between the “Aryan” Greek heroes of the original Olympic Games and their own “Aryan” athletes. Identify at least 2 specific pieces of Nazi propaganda that attempt to make that connection.

Answers may include but are not limited to:

1. Monumental Greek architecture
2. official Olympic poster of “Aryan” in laurel wreath

Section V: Aftermath

Why does the exhibit end with a photograph of Birkenau and a list of Jewish athletes who did not survive?

Answers may include but are not limited to:

- Serves as a memorial to those who were killed in the Holocaust
- Demonstrates that physical fitness did not guarantee survival – the Nazis designed a common end for all Jews in the death camps
- Demonstrates what is possible when people or governments or organizations fail to intervene while action is still possible and helpful