

Literary Terms in THE NAZI OLYMPICS Berlin 1936

Teacher Instructions

To help prepare students for their visit to The Nazi Olympics Berlin, the purposes of this lesson are to

- 1) define/review key literary terms
- 2) enable students to analyze political cartoons and other visual media, and
- 3) apply knowledge of terms and analysis to the visual media in the exhibit.

Activity Focus

As you view the exhibit and focus on specific political cartoons, posters, and other visual media, use your knowledge of literary terms and analyzing skills to determine the key message(s) being portrayed, the point of view, the audience, and the persuasive techniques used to portray the message(s).

Review the following terms and definitions with students:

Paradox – “A paradox is a statement that holds truth, but is a self-contradiction.”

Ex. George Bernard Shaw’s quote, “The truth is the only thing that no one will believe.”

(http://litmuse.maconstate.edu/litwiki/index.php/Literary_Terms)

Humor/irony – “Humor is important in many editorial cartoons. Irony is one kind of humor. In it, a viewpoint is expressed in such an odd way as to make that view actually seem ridiculous.”

(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

“Irony is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.”

(http://memory.loc.gov/learn/features/political_cartoon/cag.html)

Symbolism – “A symbol is any object or design that stands for some other [larger] thing, person, or idea.”

(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

Satire - Satire is a form of humor where the writer or speaker tries to make the reader or listener have a negative opinion about someone, by laughing at them, making them seem ridiculous or foolish etc. If someone is being satirical, their aim is not just to amuse, but to affect the person that they dislike; to hurt them, ruin them, etc. (<http://www.usingenglish.com/glossary/satire.html>)

To achieve satire, authors may use many literary devices, including caricature, irony, juxtaposition, exaggeration, and parody. (<http://litmuse.maconstate.edu/litwiki/index.php/Satire>)

Stereotypes – “A stereotype is a simplistic view of some group. It is often insulting, but it can also help the cartoon make its point quickly.”

(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

Point of View - . . . “either (1) the position from which we look at something or (2) the consequences of looking at something from a particular position, that is, the opinions, judgments, or attitudes that we form”. (http://litmuse.maconstate.edu/litwiki/index.php/Point_of_view)

Juxtaposition – putting things which are not similar side by side
(<http://dictionary.cambridge.org/define.asp?key=43263&dict=CALD>)

Additional Terms Used in Analyzing Political Cartoons

Exaggeration & Distortion – “Changes in shape or size often add to the cartoon’s point. Distorting an object means changing it in some way to make it look funny, ugly, etc.”
(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

Caricature – “. . . a portrayal of an individual’s features in an exaggerated or distorted way.”
(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

Captions – “Words are often used to reinforce the cartoon’s nonverbal features. Words help the other parts of the cartoon make one overall point. Famous sayings, slogans, song lyrics, and well-known phrases can be used as captions.”
(http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html Elements of Political Cartoons Handout)

Labeling – “Cartoonists often label objects or people to make it clear exactly what they stand for. . . Ask yourself why the cartoonist chose to label that particular person or object.”
(http://memory.loc.gov/learn/features/political_cartoon/cag.html)

The following websites provide materials, which allow students to view and analyze political cartoons related to themes/events in the exhibit (as well as media from other time periods/events). Have students work in small groups to view and analyze cartoons; have them share their analyses with the class. The Cartoon Analysis Guide (http://memory.loc.gov/learn/features/political_cartoon/cag.html) and the Elements of Political Cartoons Handout are good resources to use for this activity (http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html). (Please check the appropriateness of these sites for your particular student age group.)

Websites:

http://ali.apple.com/ali_sites/deli/exhibits/1000810/Resources.html

Political Cartoons in the Classroom

Exhibit – Digital Edge Learning Interchange

http://memory.loc.gov/learn/features/political_cartoon/index.html

It’s No Laughing Matter – Analyzing Political Cartoons-link to teacher resources – provides list of related sites, including Creating a Jim Crow political classroom museum

(http://www.jimcrowhistory.org/resources/lessonplans/hs_lp_createmuseum.htm)

<http://www.newsweekeducation.com/extras/polcartoons3.php>

Newsweek Education Program – Analyzing Political Cartoons

<http://www.pbs.org/independentlens/politicaldrseuss/index.html>

The Political Dr. Seuss

<http://www.history.org/history/teaching/enewsletter/volume3/october04/teachstrategy.cfm>

Colonial Williamsburg: Using Political Cartoons in the Classroom

--link provided to The American Memory Collection (Library of Congress)

<http://cagle.msnbc.com/teacher/high/lessonplanHS5.asp>

Daryl Cagle's Professional Cartoonist Index

– provides both middle school and high school lesson plans which include discussion/analysis questions

**The online exhibit for the Nazi Olympics Berlin 1936 can be found at

<http://www.ushmm.org/museum/exhibit/online/olympics/>

The following activity is designed for students the day of their visit. Have students answer the questions as they go through the exhibit. Be sure to have them ask the docent(s) for help if they cannot locate a particular cartoon/poster. Have them share their answers as a class as a follow-up activity. The websites listed above offer many enrichment/extended activities that would be appropriate for students to complete following their visit to the exhibit. The Political Dr. Seuss is one which most students find interesting as they will recognize his drawing style and may not be aware that he drew political cartoons during WWII. Student answers may vary and will often be subjective. Listening to other students' views and interpretations will provide for post-exhibit learning opportunities.

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Name _____

As you tour the exhibit, find the specific political cartoons, posters, or other visual media listed for each section of the exhibit. Answer the question based on your classroom experiences using literary terms to analyze visual media.

Section I: Nazi Germany, 1933-1936 (as you enter the exhibit):

Media: first photo panel as you enter showing the torch run into the stadium

- a) What Nazi symbols do you see in the photo?

- b) What Olympic symbols do you see?

- c) Is this an effective photo to serve as an introduction to the exhibit? Why/why not?

Section II: Nazification of German Sport

Media: political cartoon entitled "The Paradox"

- a) What paradox is represented?

- b) What is the message of the cartoon?

- c) Whose point of view is represented?

Section III: The Boycott Debate

Media: political cartoon entitled "The Modern Mercury"

- a) What is the message?

- b) How is irony used in this cartoon?

- c) How is juxtaposition used in this cartoon?

d) What is the cartoonist's point of view?

Media: political cartoon entitled "Olympic Courtesy"

a) What literary devices does this cartoonist use?

b) Explain how one of the devices helps to convey the message.

Media: photomontage "Berlin Summons to the Olympiad"

a) What symbols does the artist use and what do they represent?

b) Who is the intended audience?

c) What is the message?

Media: Heartfield's "Program of the Olympics"

a) Heartfield "**satirizes** the Nazi regime" by using fictional Olympic events."

Choose one of the events and explain how satire is used.

b) Why did Heartfield use captions?

Section IV: Nazi Olympics

Media: the official poster for the 1936 Olympic Games

a) Explain the use of symbolism in this poster.

b) How did this poster promote Nazi ideals and messages?

Media: political cartoon entitled "The Watch on the Rhine"

a) What are the key objects in the cartoon? What do they represent?

b) How does the cartoonist use labeling in this cartoon?

c) Hitler later reportedly admitted: "If the French had marched into the Rhineland, we would have had to withdraw with our tails between our legs, for the military resources at our disposal would have been wholly inadequate for even a moderate resistance." What do you feel is the significance of this quote?

Media: Der Stürmer (The Stormer) (newspaper)

a) *Der Sturmer*, which was "a rabidly anti-Jewish newspaper", used what political cartooning technique in its campaign against Jews?

b) Why was it removed from news kiosks during the Games? What is ironic about this concession?

Section V: Aftermath

Media: Barracks at Birkenau

Why do you think this photo was chosen for the final panel of the exhibit? What does it symbolize?

Final Focus Questions:

After touring the exhibit, why do you feel it is important for students to learn how to view and analyze media?

How does media (political cartoons, photos, posters, etc.) affect your perception of events in today's world?