

Mein Kampf

Evaluation of Source

- Primary source
- Book authored by Adolf Hitler while imprisoned for the *Beer Hall Putsch*
- Volume I published 1925, Volume II in 1926
- Two primary chapters dealing with propaganda—one about WWI and the other about how propaganda intersects with the formation of an organization

Goals of propaganda

- Propaganda is a means to an end
- Deliver a message to the masses
- Convince the masses of the point
- Gain “followers” for the movement

Methods

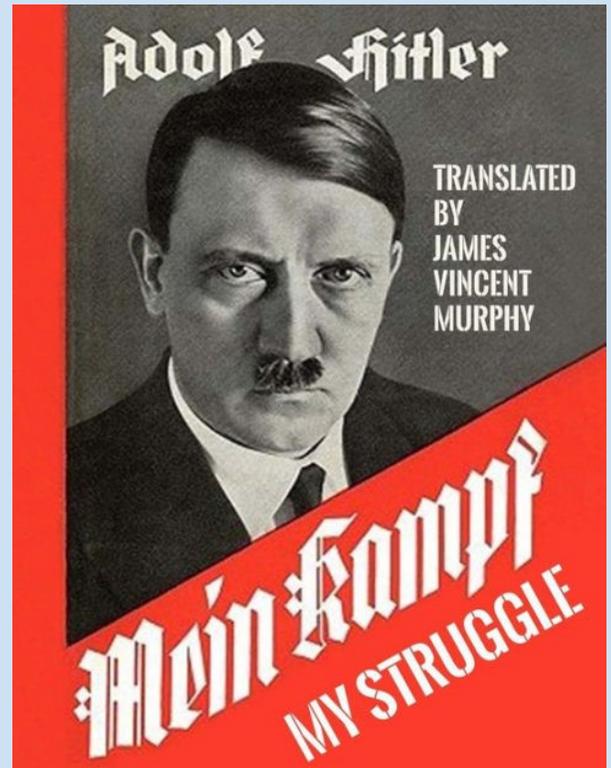
- Form must be adapted to aim and audience
- Must be aimed at the masses
- Addressed to the least intelligent element of the audience
- Few points repeated like slogans
- Singular outcomes and viewpoints should be offered—not a search for truth among many possible answers

Historical Context

- Lessons learned from Allied propaganda in World War I
- Hitler was first propagandist for the Nazi Party before becoming it’s leader
- Propaganda was always a first and primary tool of the Nazis

Issues to Consider

- Writing in 1920s when not in power
- Goals are not specifically anti-Jewish at that point
- Consider how these techniques are universal to the form and not specific to the goal



Defining the Enemy

Evaluation of Source

- Secondary source which includes primary source images
- Defines who is excluded from the racial community

Goals of Propaganda

- Create a cohesive group
- Define the enemy
- Incite hatred
- Cultivate indifference
- Separating a highly integrated society

Methods

- State supported message
- Press and publishing
- Exhibitions
- Posters
- Parade floats
- Propaganda lecture slides
- Signs
- Identification
- Exclusion from physical space

Charges against Jews

- Alien race—NOT German
- Language suggestive of something that needs to be exterminated (feeding off host, poisoned, etc)
- Race defilers
- Control world politics
- Control finances

Outsider Groups

- Jews
- Roma
- Homosexuals
- Jehovah Witnesses
- Mentally and physically disabled

Impact on Jews

- “most Germans at least passively accepted discrimination”

Issues to Consider

- Relying on centuries old imagery and slanders repurposed for Nazi goals
- Techniques used—color choices, simple, repetitive messages



Der Giftpilz

Evaluation of Source

- Primary source
- Published in 1938 by Julius Streicher's publishing house
- Target audience is German children

Goals

- Identification of Jews and non-Jews
- "Educate" young people about dangers of Jews
- Warn against being fooled by assimilated Jews—a Jew cannot stop being a Jew
- Normalize the separation of Jews from non-Jews
- Establish Jewish professionals as cheats and dangers
- Teach that the Party knows more than parents (BDM example)
- Establish Jews as enemies of the German people
- Establish Hitler and Party organizations as the way to protect Germany

Methods

- Reliance on previous Jewish stereotypes
 - Physical appearance
 - Danger to non-Jews
 - Controlling money and industry
- Instill fear—link Jews to criminality and personality flaws
- Stories of parents and teachers imparting wisdom about the Jews to children—authority figures
- Short, simple stories
- Bright, colorful illustrations
- Repetition of simple points

Charges Against Jews

- Jews disguise themselves
- Jews cannot stop being Jews (baptism)
- Dangerous to individuals and the entire German people (Volk)
- Jews are deceitful and profit off the hard work of Gentiles
- Jews are criminals and live by different laws
- Jews steal from Gentiles
- Ritual murder
- Christ killers
- Devils in human form

Historical Context

- Taught to children—sometimes in school settings

Issues to Consider

- References to Christianity



Der Stürmer

Evaluation of Source

- Primary source
- Published between 1933 and 1944 in *Der Stürmer*
- Target audience is German adults

Goals

- Identification of Jews and non-Jews
- Normalize the separation of Jews from non-Jews
- Call to action
 - Separate yourselves from Jews
 - Violence is alright
- Identify Jews as a national and international threat
- Debunk belief that Jews are nationalists
- Keep “pure blooded” women from having children with Jews while at the same time promoting motherhood

Methods

- Reliance on previous Jewish stereotypes
 - Physical appearance
 - Danger to non-Jews
 - Controlling money and industry
- Instill fear—link Jews to criminality and personality flaws
- Repetition of simple points
- Emphasis on political message—less personal than message to children
- Jews depicted as snakes or monsters consuming people
- Devil imagery

Charges against the Jews

- Ritual murder
- Threat to Germans—intellectually and physically
- Jews are not true nationalists—they are always Jews
- Jews cannot change—they are always Jews
- Jews are a financial and a political threat to Germany
- Jews behind war

Issues to Consider

- Look at the dates and think about the status of Jews in Germany or across Europe at that point



“I am a defiler of the race”



Evaluation of Source

- Primary source
- 1935 photograph from Norden, Germany
- Audience: German public

Goals

- Convince those in Jewish/non-Jewish relationships that they should not continue in the relationship
- Deter those who witnessed the humiliation from entering such a relationship
- Create climate of acceptance for treatment of Jews
- Warning to those who are “included” in the racial community that they can be “excluded”

Methods

- Public humiliation/spectacle
- Published photographs
- Utilization of law enforcement

Impact

- Stress on intermarried couples and families
- Bystanders demonstrated a willingness to accept display
- Law enforcement demonstrated a willingness to carry out punishment
- Effective tool in isolating Jewish community from non-Jewish community

Historical Context

- Dated July 1935—two months before the Nuremberg Laws outlaw intermarriage and sexual relations between Jews and non-Jews

Issues to Consider

- Purpose in photographing this event
- Consider the role of bystanders in this event
- Why is the non-Jewish man the primary target of this demonstration rather than the Jewish woman next to him?

“The Jews and the German People”

Evaluation of Source

- Primary source
- Published in 1937
- Audience: Educators of grades 4-8

Goals

- Ensure that students understand the “Jewish Question”
- Rejection of all contact with Jews
- Associate Jews with Communism
- Associate Jews with Weimar Republic
- Establish Hitler as the answer to these problems

Methods

- Slanders against Jewish character
- Language: parasites, bloodsuckers, plague, poison, filthy, dirty
- Call back to history
 - Ghettos
 - Jewish hat
- Call back to famous Germans who spoke against Jews

Charges against Jews

- Jews are not a pure race—they are an admixture of “foreign” races
- Jews control the economy
- Jews control the politics of other countries

Historical Context

- 1937— post-Nuremberg Laws and many other laws restricting Jewish livelihood and ability to practice their religion

Issues to Consider

- Same audience but very different approach from *Der Giftpilz*

“Heredity and Racial Science for Elementary and Secondary Schools”

Evaluation of Source

- Primary source
- Published in 1937
- Audience: Educators of grades 4-8

Goals

- Ensure that students understand dangers and financial costs of those not included in racial community
- Encourage preserving racial purity
- Link lack of purity to decline of nation by providing historical examples

Methods

- Use of false statistics
- Use of modern examples from other countries
- Use of historical examples
- Information geared toward making it useable with students.

Historical Context

- Justifying actions of the T4 program that targeted individual for removal or sterilization.
- References to Law for Prevention of Offspring with Hereditary Illnesses

Issues to Consider

- Same audience but very different approach from *Der Giftpilz*
- Speaking to those who are “included” in the racial community
- Those who are targeted for “exclusion” include: “feeble-mindedness”, mentally ill, epileptic, blind, “morons”, deaf, hard of hearing, schizophrenia, manic-depressive, alcoholism, physical deformity, blacks, “backward pupils”

“When you see this symbol”

Evaluation of Source

- Primary source
- Published in November 1941
- Audience: German adults

Goals

- Establish justification for the newly imposed identifying badge for German Jews
- Call to action gives Germans ownership of the struggle

Methods

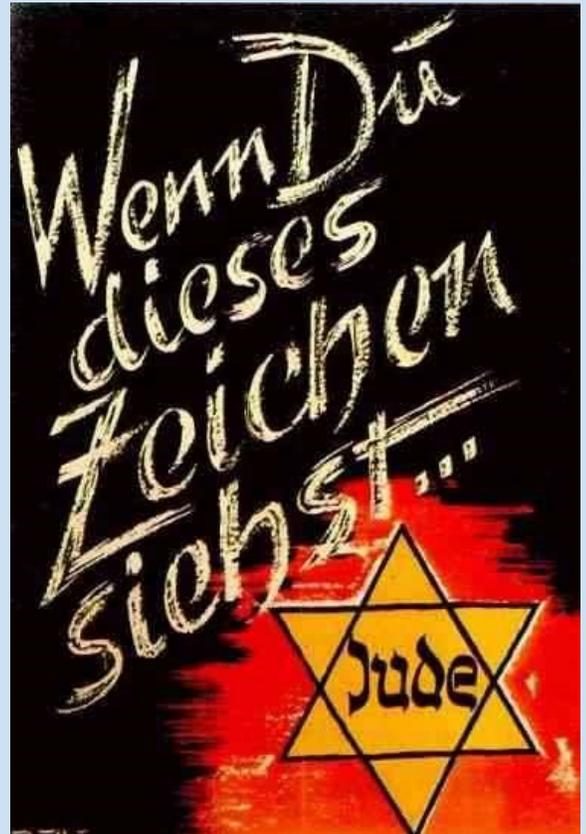
- Use of identifying imagery
- Use of vivid colors and simple imagery
- Call back to history
 - World War I
- Reference to anti-German propaganda piece
- Call to action

Historical Context

- In November 1941 the decision had already been made to commit genocide against the Jews of Europe.
- The Einsatzgruppen were already murdering Jews by the hundreds of thousands on the Eastern Front

Issues to Consider

- Why are German Jews being made to wear an identifying badge as late as September 1941?
- In the context of a full dictatorship and world war, why are the Nazis still disseminating propaganda?



“Germany overcomes Jewry”

Evaluation of Source

- Primary source
- Newsletter for Nazi youth group leaders (BDM)
- Published in February 1944
- Audience: youth group leaders and by extension, the girls as well

Goals

- Establish that Jews are responsible for the war
- Establish role of Nazi Party in eradicating Jewish control in Germany
- Establish racial differences between Jews and non-Jews
- Instill fear about Jewish control over the Allied states—justification for international action

Methods

- Depict World Jewry as controlling nations of the world
- Language: infiltrate, parasite, plague
- Jews are a separate, mongrelized, race
- Physical stereotype of a Jew described
- Call back to famous Germans’ antisemitic statements
- Repetition of points

Charges against Jews

- Not nationals—a Jew is always a Jew
- Defile Gentile cultures and bodies
- Constant in pursuit of money and power
- Responsible for war
- Profit from the work of Germans

Historical Context

- By February 1944 the majority of the Jews killed in the Holocaust had been murdered. Only the Hungarian Jewish population remained intact.
- The war was being lost on both fronts

Issues to Consider

- Timeline—relationship of anti-Jewish propaganda to genocide
- Includes dangers of including Jews within society and justification for why exclusion is necessary.



Voices of the Excluded

Evaluation of Source

- Primary source testimonies recorded years after the events

Perception of life before the Nazis

- Identified as Germans
- Felt pride in the culture and heritage
- Wanted to belong

Experiences of Propaganda

- Radio addresses
- Not only anti-Jewish but also pro-German
- Blaming Jews for Versailles Treaty
- Banners
- Wanting to but unable to join Nazi youth groups
- Wanting to but unable to give 'Heil Hitler' salute

Impact on Jewish Community

- Felt disenfranchised from community
- Try not to look at the antisemitic propaganda
- Feeling "suddenly Jewish"
- Feeling isolated and invisible
- "gradual and increasing" effect
- Psychological impact

Issues to Consider

- How might propaganda have impacted Jewish adults and Jewish children differently?

“Hitler Youth Quotations”

Evaluation of Source

- Primary source
- Published 1940
- Audience: German youth

Goals

- Promote obedience and sacrifice
- Mobilize youth to contribute to war effort
- Instill duty to the nation

Methods

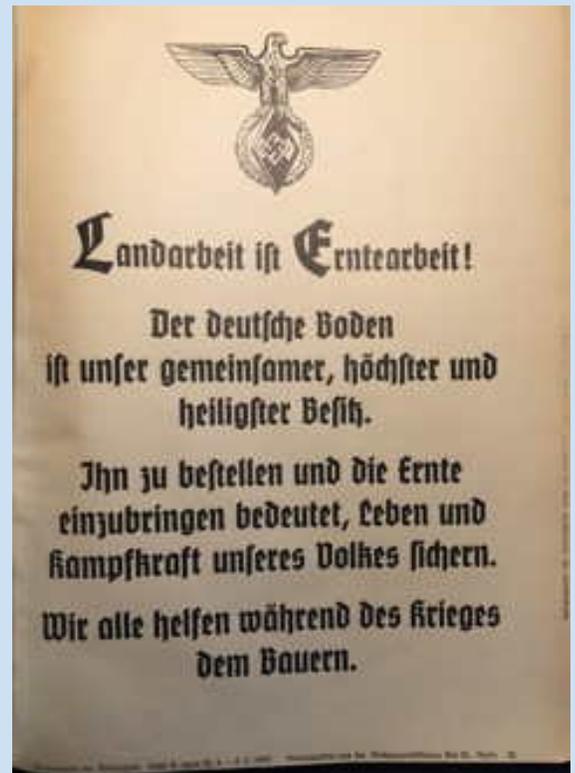
- Inspiring, yet forceful signage
- Appeal to community over individual needs
- Encourage love of country

Historical Context

- Outbreak of war year before, outlines what it thinks the role of youth will be.

Issues to Consider

- Speaking to those who are “included”, very positive in tone.



“Frauen Warte”

Evaluation of Source

- Primary source
- Bi-weekly magazine for women
- Published 1935-1945
- Audience: women

Goals

- Establish women’s roles as wife and mother
- Instruct women in children’s early education
- Promote anti-intellectualism and fears of communism

Methods

- Photos
- Articles and poems
- Domestic imagery
- Soft colors
- Depict the roles of women supporting the war

Historical Context

- Content reflects changing issues facing the nation and women’s role within it.

Issues to Consider

- Speaking to those who were “included”
- Show a connection between frontline and homefront



The German Girl

Evaluation of Source

- Primary source
- Magazine for girls
- Audience: youth
- Published 1936-1943

Goals

- Prepare girls for role of wife and mother
- Unite Germans youth
- Inspire sacrifice for the group
- Advertise what the state is offering
- Promote active and strong German girl
- Organize the free time of youth for the benefit of the state
- Glorify agrarian life and work

Methods

- Magazines
- Posters
- Softer colors
- Group activities and sports
- Emphasis on traditions and folkways

Historical Context

- Content changes as war starts and society is mobilized for war. Initially includes more focus on domestic roles then shifts to tending the war wounded and working in factories.

Issues to Consider

- Speaking to those who are “included”
- Contrast gender roles promoted for girls with those promoted boys in materials directed toward boys– lacks the emphasis on adventure.



The German Boy

Evaluation of Source

- Primary source
- Magazine for boys
- Audience: Youth
- Published 1935-1944

Goals

- Entice boys to join Hitler Youth
- Unite Germans youth
- Create future soldiers
- Inspire sacrifice for the group
- Promote traditional ideas of masculinity
- Advertise what the state is offering
- Organize the free time of youth to the benefit of the state

Methods

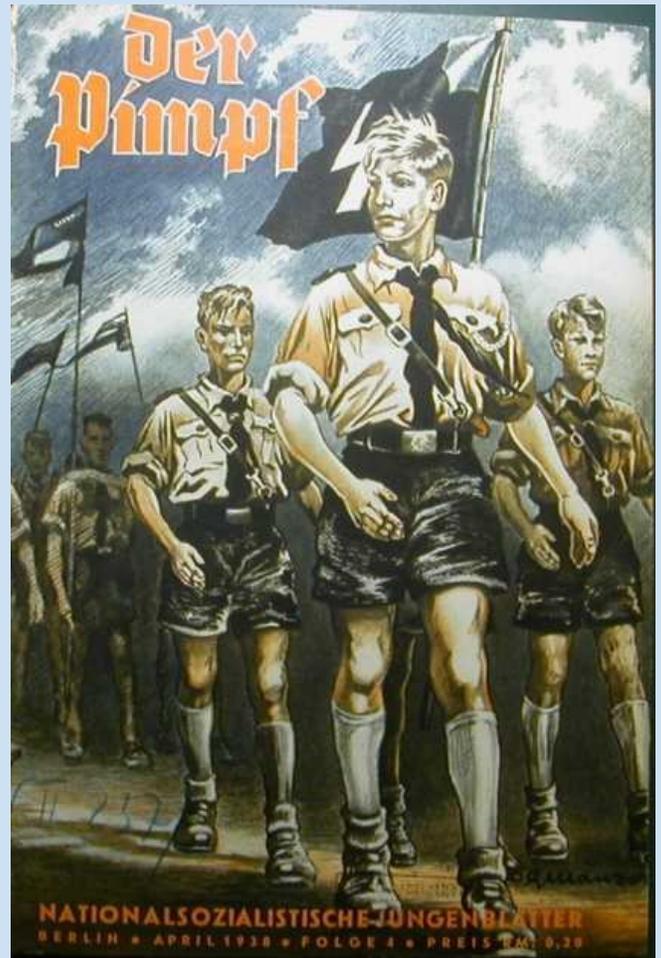
- Adventure stories
- Vivid colors—especially red
- Fun activities
- War glorified

Historical Context

- Material changes as society mobilizes for war.

Issues to Consider

- Speaking to those who are “included”
- Contrast gender roles promoted for boys with those for girls in materials targeted to girls



“Early Propaganda Posters”

Evaluation of Source

- Primary source
- Published 1932-1939
- Audience: German public

Goals

- Introduce and promote Hitler as a leader of the people
- Unite Germans
- Reject Treaty of Versailles
- Inspire sacrifice for the group
- Promote military and industrial strength
- Advertise what the state is giving the people—Volkswagen, strength through joy program
- Advertise what the state can offer the people

Methods

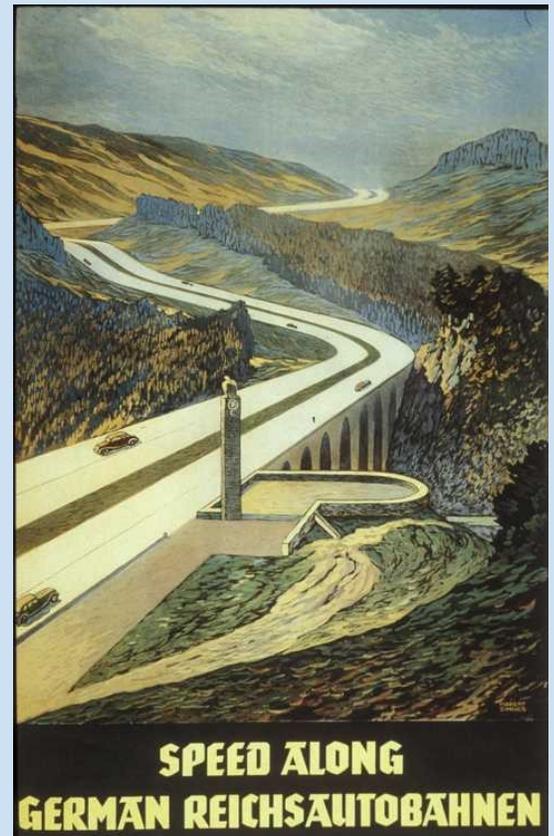
- Wide appeal to different classes and professions
- Vivid colors—especially red
- Simple message
- Positive imagery

Historical Context

- These range in time from 1932 election to promoting early policies and programs. Many of these posters are aimed at “winning” people over to supporting the Nazi party and government.

Issues to Consider

- Speaking to those “included”



“Rallying the Nation”

Evaluation of Source

- Secondary source which includes primary source images

Goals of Propaganda

- Create a cohesive group
- Appeal to Germans of different classes and backgrounds
- Promote “Aryan” family and give benefits to those included
- Separate roles for men and women
- Cultivate pride
- Inspire those included to sacrifice for the good of the racial community
- Inspire all members of the family to fight for Germany to the end

Methods

- State supported message
- Press and publishing
- Group activities— “one pot” Sunday meals
- Posters
- Signs

Fears targeted

- Fear of continued economic trouble
- Freedom in need of protection
- Fear of losing the war/invasion

Issues to Consider

- Power of belonging to the group
- Techniques used—color choices, simple, repetitive messages

