

ACTIVITY PLAN



TITLE OF THE ACTIVITY

History is postered up

ENQUIRY QUESTION

How to decrypt propaganda images?

INDICATIVE AGE

11-17 years

LEARNING OUTCOMES

Students will:

- Learn how to analyse critically a propaganda image
- Draw the link between past and present

Increase their media literacy

PRIOR KNOWLEDGE OF STUDENTS

Knowledge about WWII and the Holocaust

What do students already need to know to learn during this activity?

BLOCKS TO LEARNING

What are students likely to find particularly hard? What needs to be addressed in the lesson to make sure the planned learning can take place?

Students will be asked to draw each other, including in a caricatural way. Some students may find this difficult.

They will also need to use their creative skills

LESSON STRUCTURE

Introduction: what the workshop is about & historical context of WWII

1. Drawing exercises
2. Analysis of a propaganda poster

Conclusion

ACTIVITY PREPARATION

Blank sheets of paper

Pens

Flipchart

Propaganda posters

Little images

DESCRIPTION OF THE ACTIVITY

Ask students to sit on the floor, in two rows, one student facing another. Each has a pen and sheets of paper in front of him/her.

Introduction

- Explain what the workshop is about: images, propaganda
- Go over the historical notions to situate the context: WWII, Holocaust, extermination camps, deportations, notion of genocide, etc.
- How we arrive to such a crime: importance of propaganda & preparing minds

1. Portraits

Students are asked to draw 3 portraits of the person sitting in front of them

- A real portrait
- A caricature (define what a caricature is)
- An animalised version of their classmate (define the process of animalisation)

Analyse drawings, explain the link from one to the other

Contextualise: what is the link with WWII: the representation of the Jews as animals. Go again through historical notions of races according to the nazi regime, Nuremberg laws, propaganda of Jews responsible of all evil in the world

2. Posters analysis

Divide students in groups. Give each group an envelope containing various types of symbols. On a piece of paper ask them to represent 3 phases: past, present, future, with the various symbols and with some drawings.

Ask each group to present their work and analyse it altogether.

- Reflect on the intention and the meaning of symbols

Analysis with the whole group of a poster, e.g. “Le juif et la France » (provided below)

- Description of what students see: analyse characters, colours, what is written, how it is written, etc.

Replace this in the historical context.

Explain the impact such a poster had

Conclusion

- Quickly go over the notions again
- Open up on students’ everyday life: social media, their use of images, etc.

ASSESSMENT

Questionnaire for teachers



FRANCE
ÉDUCATION
INTERNATIONAL



25 YEARS **EUROCLIO**
European Association of History Educators



ידישער **JEWISH**
היסטאָרישער **HISTORICAL**
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