



**Literacy Design
Collaborative**

Nazi Propaganda Techniques

★ TASK ★ LADDER

by Janet R. Price

This short LDC module is based on a Nazi Propaganda lesson plan from the Stanford History Education Group (SHEG)

<http://sheg.stanford.edu/upload/V3LessonPlans/Nazi%20Propaganda%20Lesson%20Plan.pdf>

In this adaptation, students are asked to analyze the techniques used in three pieces of propaganda, selected by SHEG. All three pertain to the same event, the 1938 vote by Germans and Austrians to ratify the annexation of Austria by Germany. The examples include a speech delivered by Hitler, a pro-annexation poster, and the actual ballot voters used. Students will use a guide to propaganda techniques that was first written by scholars in the 1930s in response to early Nazi propaganda.

The focus common core standard is RI.9-10.4, analyzing the cumulative impact of specific word choices on meaning and tone. The primary focus of the module is to help students understand why and how propagandists construct their messages and to be a critical audience, spotting fallacies, manipulation, etc.

No study of propaganda is complete without studying some examples of Nazi propaganda. This module could be combined with several other propaganda modules (see commoncoreblended.com or the PLUS team collection in the LDC Curriculum Library) to create a whole propaganda unit. It could also be used as a component in a unit on the rise of the Nazis and the prelude to World War II or a more in-depth study of the 1938 annexation.

GRADES

8 - 10

DISCIPLINE

 **ELA**

COURSE

 **ELA,
humanities,
global**

PACING

 **N/A**

history

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading/examining three pieces of Nazi propaganda and a guide to identifying propaganda techniques , write an essay in which you analyze the propaganda techniques used in these examples. Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as

needed.

SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

RI.9-10.4

Focus

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.8

Focus

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.2

Focus

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Texts

- 🔗 [Nazi propaganda poster](#)
- 🔗 [Ballot to vote on annexation](#)
- 🔗 [Hitler's speech in Austria, April 1938](#)
- 🔗 [Propaganda techniques](#)

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Background on the annexation of Austria by Nazi Germany in 1938

(from the SHEG Lesson Plan)

- After WWI, under the Treaty of Versailles, Germany was limited to a very small army. Furthermore, Germany was forbidden from uniting with Austria (as it had during WWI).
- Many Germans were angry about the terms of the Treaty of Versailles. As Germany suffered economic collapse during the 1920s and 1930s, Germans began to look for a leader that could restore Germany to its former glory. After becoming Chancellor of Germany in 1933, Hitler began to challenge the Versailles Treaty
- In March of 1938, German troops moved into Austria in order to annex Austria and unite the two countries under Nazi rule.
- In April of 1938, the Nazi occupiers held a public vote and both German and Austrian voters overwhelmingly ratified the annexation.

Additional Background

The three pieces of Nazi propaganda which you will analyze were all connected to this 1938 vote. The guide you will use to learn about propaganda techniques was written by the Institute for Propaganda Analysis, established in 1937 by a group of American scholars who were concerned about Nazi propaganda and wanted to help " American citizens ...make their own analyses of attempts to persuade them to do something they might not do if they were given all the facts."

Extension

Find examples in political or commercial propaganda today that use the same techniques.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > ANALYSING THE ELEMENTS OF A SPECIFIC GENRE: Ability to identify and analyze the specific techniques employed in a genre and apply this knowledge to examples of the genre, in this case propaganda.

ACTIVE READING-ANNOTATION AND NOTE TAKING: Ability to mark up a text to enhance understanding and identify key features Ability to take notes on the most important features of a text.

ENHANCING COMPREHENSION: Ability to analyze the purpose, structure and impact of primary source documents

CITATION OF INTERNET RESOURCES: Ability to construct correct citations for resources accessed on - line

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including clarifying line of thought, improving organization, strengthening transitions, reconsidering word choice, and adjusting tone as appropriate to audience and purpose.

EDITING: Ability to proofread to catch problems with grammar, spelling and conventions and to format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	QUICK WRITE ANSWERING THIS QUESTION: WHAT IS PROPAGANDA? After reading the prompt, in a quick write, define the word propaganda--what does it mean (denotation) and what does it make you think about (connotation). Add some notes about anything you know about Nazi propaganda.	Meets: Accurate definition of the denotation of the word Exceeds: reflects on connotations of the words Meets: Includes information about Nazi propaganda that has already been covered in class. Exceeds: Notes go beyond class coverage and/or include example of Nazi propaganda	if possible, ask students to turn to a partner to discuss the word propaganda, then share definitions with class.
Standards: RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. develop timelines by placing important events and developments in world history in their correct chronological order				
Additional Attachments: 🔗 Propaganda Techniques 🔗 American History Association definition of propaganda				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	TIMELINE OF EVENTS LEADING UP TO THE VOTE Based on what we have studied so far in class and on the background information to this task, create a timeline from 1914 to the annexation of Austria by Germany in 1938. Include 5-10 events that might have contributed to the rise of the Nazis and their desire to take over Austria.	Meets: identifies at least five relevant events and identifies correctly the year they occurred.	If this module is being used as part of a larger study of propaganda, it may not be necessary to do this mini-task. Sharing the student background material may suffice. If this is being used in a history class and the Versailles Treaty, the Great Depression, and the rise of the Nazis have already been covered then this is a review. However, ask students to use the student background information in case their memory or their notes are faulty. If this material has not been covered, then, in addition to the student background information you could show students the power point provided by SHEG, and/or provide them with text books and/or links to on-line sources and instruct them to use the

				information it provides to construct their timeline.
	<p>Standards:</p> <p>RH.9-10.3 : Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>know some important historic events and developments of past civilizations</p> <p>develop timelines by placing important events and developments in world history in their correct chronological order</p> <p>distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place</p> <p>Additional Attachments:</p> <p>🔗 SHEG Power Point</p> <p>🔗 Shmoop historical context to rise of Nazis</p>			
20 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>PARAGRAPH ANSWERING THIS QUESTION: WHAT'S MY JOB?</p> <p>Write a paragraph explaining what you will be analyzing in your essay.</p>	<p>Meets:</p> <p>Briefly connects the propaganda to the Anschluss vote and describes the events leading up to the vote</p> <p>Names the three pieces of propaganda to be analyzed</p> <p>Defines term propaganda in own words.</p>	<p>Explain that this task puts together information that should be in the first paragraph of the essay. Could model construction of a paragraph with an everyday example e.g. by asking "what would I write if the task was</p> <p><i>After reading McDonald's nutritional charts, analyze the calories and protein content in different McDonald's burgers sold at McDonald's. Support your discussion with evidence from the chart. What conclusions can you draw about which burger is best for someone trying to lose weight."</i></p> <p>You could work with the class to build a paragraph describing the task, ask small groups to write an appropriate paragraph and then share with class or you could show them this example:</p> <p>1. What's the context for the analysis? (opportunity for a hook)</p> <p><i>If you are trying to lose weight, you definitely want to eat fewer calories and you probably want to emphasize protein in your diet over carbohydrates. Fortunately, fast food chains must post the calories and nutritional values of every dish they sell.</i></p> <p>2. What things are you going to analyze?</p> <p><i>In this essay, I will use McDonald's nutritional chart to analyze four different burgers--the single, the big mac, the angus deluxe and the double big mac.</i></p> <p>3. What is the purpose of your analysis?</p> <p><i>My goal is to determine which burger has the least calories, which burger has the most protein, and which burger provides the most protein for the fewest calories.</i></p>




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<p>Standards:</p> <p>WHST.9-10.10 : Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Additional Attachments:</p> <p> work space</p>				
Reading Process				
45 mins	<p>ACTIVE READING > ANALYSING THE ELEMENTS OF A SPECIFIC GENRE:</p> <p>Ability to identify and analyze the specific techniques employed in a genre and apply this knowledge to examples of the genre, in this case propaganda.</p>	<p>PRESENTATIONS TO CLASS ON A COMMON PROPAGANDA TECHNIQUE</p> <p>In small groups, study the definition of one form of propaganda, identify or create an example from life today and explain this technique to the class in a brief oral presentation.</p>	<p>meets: definition is correct</p> <p>example is appropriate</p> <p>explanation is clear to classmates</p>	<p>more detailed discussion of each technique is available at www.propagandacritic.com</p> <p>Teacher could assign each group the task of going to that site to further study the technique it is to explain.</p> <p>teacher could provide students with a packet of examples from which to choose one that exemplifies the technique they are charged with explaining--this would save time. Examples should be commercial propaganda for products students are familiar with and/or political propaganda for issues students are familiar with. A good source for TV commercials to analyze is http://www.ispot.tv/browse A worksheet for students to use in analyzing commercials is available at MiniTask 4 on the student work space.</p> <p>this could also be done as a museum walk with print advertisement examples posted on the wall and students voting on which technique is most evident.</p>
<p>Standards:</p> <p>RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>SL.9-10.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4 : Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Additional Attachments:</p> <p> Work space</p> <p> Browse for TV Commercials</p> <p> propaganda techniques</p> <p> detailed analysis of propaganda techniques</p>				
20 mins	<p>ACTIVE READING-ANNOTATION AND NOTE TAKING: Ability to mark up a text to</p>	<p>ANNOTATIONS TO HITLER'S SPEECH</p> <p>Annotate Hitler's speech. Mark it up.</p>	<p>Meets: annotations indicate understanding of purpose of speech</p>	<p>If students are not practiced annotators or if you feel the need to reinforce their understanding of how to identify propaganda techniques, use a short</p>

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	<p>enhance understanding and identify key features Ability to take notes on the most important features of a text.</p>	<p>Write your questions and comments on the left.</p> <p>Highlight in yellow or mark with word DO on right any words that show what Hitler wants his audience to do.</p> <p>Highlight in blue or mark with word WHY on right points Hitler makes to say why they should do this.</p> <p>Highlight in green any words or phrases that suggest he is using one of the propaganda techniques. Write the name of the technique on the right side.</p>	<p>highlighted words and phrases are relevant to the question of what technique is being used.</p> <p>appropriate propaganda technique(s) identified</p>	<p>excerpt from a familiar speech (a suggestion is included in teacher resources below) and model how to annotate following the same directions as they will use to annotate the Hitler speech.</p>
	<p>Standards:</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>			
20 mins	<p>ACTIVE READING-ANNOTATION AND NOTE TAKING: Ability to mark up a text to enhance understanding and identify key features Ability to take notes on the most important features of a text.</p>	<p>NOTES ON NAZI POSTER</p> <p>Using the handout, take notes about the Nazi poster that answer these questions:</p> <p>What does the poster want viewers to do?</p> <p>What images does it employ? What do they suggest?</p> <p>What propaganda technique is it using by employing these images?</p> <p>What questions would you ask the designer of this poster?</p>	<p>Meets:</p> <p>Identifies the desired action</p> <p>Describes image appropriately</p> <p>Makes connection between the image and a specific propaganda technique</p> <p>Asks questions.</p>	<p>Particularly if this is the first time you have asked your students to analyze an image, or if you feel they need more practice identifying propaganda techniques, model using the note taking handout with a familiar ad--a MacDonald's ad is linked.</p> <p>After students have taken their own notes on the Nazi poster, the SHEG authors recommend the following: "One way to encourage students to notice details of the poster is to go around the room and have each student identify a detail (no matter how small and whether or not it seems relevant to the message). This helps students notice things they might have overlooked. "</p>
	<p>Standards:</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>			
	<p>Additional Attachments:</p> <p>🔗 MacDonald ad</p> <p>🔗 Nazi election poster</p> <p>🔗 note taking on election poster</p>			

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15 mins	<p>ACTIVE READING-ANNOTATION AND NOTE TAKING: Ability to mark up a text to enhance understanding and identify key features. Ability to take notes on the most important features of a text.</p>	<p>NOTES ON ANSCHLUSS BALLOT</p> <p>carefully examine the ballot used by Germans and Austrians to ratify the <i>anschluss</i> and use the handout to take notes.</p>	<p>Meets: accurately defines terms</p> <p>accurately describes ballot</p> <p>uses evidence from ballot to support claim on whether it is propaganda</p>	<p>If you think students are not familiar with ballots, you can show them one from a recent local election or use the link in teacher resources. This may help them identify what is unusual about the 1938 ballot.</p>
<p>Standards:</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>Additional Attachments:</p> <p> NotetakingonballotforratificationofGermanysannexationofAustria (1).docx</p> <p> Anschluss ratification ballot</p> <p> typical American ballot</p>				
30 mins	<p>ENHANCING COMPREHENSION:</p> <p>Ability to analyze the purpose, structure and impact of primary source documents</p>	<p>CER: CLAIM/EVIDENCE/REASONING PARAGRAPH ON HITLER'S SPEECH</p> <p>Using your annotations of Hitler's speech,</p> <ul style="list-style-type: none"> Identify a propaganda technique he used. Define or describe this technique. Use evidence from the speech to explain how it uses this technique. Be sure to show HOW the evidence supports your claim. Write at least three complete sentences for each CER. Note, if you decide the speech uses more than one technique, write a separate CER paragraph for each technique. 	<p>Meets</p> <p>Identifies the technique used by Hitler in the speech</p> <p>Accurately defines/describes the technique.</p> <p>Uses relevant evidence from the speech.</p> <p>Shows how that evidence demonstrates the use of the technique.</p> <p>Produces at least one paragraph with at least three sentences with few grammatical mistakes.</p>	<p>This mini-task could be done immediately after the speech is annotated, if you prefer.</p> <p>If this is the first time students are doing a "CER," then model the writing of the CER with the speech you used to model annotation. Make sure students preserve this work, as it will be used as a paragraph in their final essay.</p>
<p>Standards:</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>				

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

Additional Attachments:

 **Excerpt from Adolph Hitler Speech**

30 mins

ENHANCING COMPREHENSION:

Ability to analyze the purpose, structure and impact of primary source documents

CER PARAGRAPH ON ELECTION POSTER

Using your notes on the election poster:

- Identify a propaganda technique used in the poster.
- Define or describe this technique.
- Use evidence from the poster to explain how it uses this technique. Be sure to show HOW the evidence supports your claim.
- Write at least three complete sentences for each CER. Note, if you decide the speech uses more than one technique, write a separate CER paragraph for each technique.

Meets:

Claim identifies the technique used in the poster.

Student accurately defines/describes the technique.

Student uses relevant evidence from the poster

Student shows how that evidence demonstrates the use of the technique.

Student produces at least one paragraph with at least three sentences with few grammatical mistakes.

If you believe students need more support to successfully write CER paragraphs, then this is the first time students are doing a "CER," then model the writing of the CER with the image you used to model note taking. Make sure students preserve this work, as it will be used as a paragraph in their final essay. Note, you could alternate annotating/note taking for each piece of propaganda and then doing a CER for that piece

Standards:

RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.

30 mins

ENHANCING COMPREHENSION:

Ability to analyze the purpose, structure and impact of primary source documents

CER PARAGRAPH ON ANSCHLUSS BALLOT

Using your notes on the Anschluss ballot:

- Answer this question: Is this ballot propaganda or just a ballot?
- Provide a definition of propaganda. T
- Use evidence from the ballot to explain how it meets or does not meet this definition.
- Be sure to show HOW the evidence supports your answer.
- Write at least three complete sentences.

Meets:

Student makes a clear claim




Student accurately defines the term propaganda

Student uses relevant evidence from the ballot

Student shows how that evidence supports the claim.

Student produces at least one paragraph with at least three sentences with few

If this is the first time students are doing a "CER," or if you want to reinforce understanding of the term propaganda, then model the writing of the CER with the typical American ballot you used to model note taking. Make sure students preserve this work, as it will be used as a paragraph in their final essay.

			grammatical mistakes.	
<p>Standards:</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RH.9-10.5 : Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> Ausschluss ballot</p>				
20 mins	<p>CITATION OF INTERNET RESOURCES: Ability to construct correct citations for resources accessed on - line</p>	<p>CITATIONS FOR ALL SOURCES</p> <p>Use online resources to help you create proper citations of sources.</p>	<p>Students have correctly cited four sources.</p>	<ul style="list-style-type: none">• Give students access to the Online Writing Lab (OWL) at Purdue University to assist them with creating citations.• <i>Optional</i> - students can use an online citation generator (e.g. Son of Citation, EasyBib, BibMe, etc.) <p>You might also consider giving a mini quiz on types of plagiarism and how to avoid them based on the What is Plagiarism site.</p>
<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Additional Attachments:</p> <p> Research and Citation Resources</p> <p> What is plagiarism?</p>				
Transition to Writing				
40 mins	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>SEMINAR PRODUCT: Participation in Discussion, self-evaluation on whether personal goal was met and written reflection on the Goebbels' quote.</p> <p>PROMPT: Participate in the Seminar discussion by asking questions; sharing your ideas, backed up by evidence from the documents; listening to other students; responding by building on their comments or respectfully</p>	<ul style="list-style-type: none">• Contributes to the discussion with questions, comments, and/or responses to other students• Meets personal goal for participation• Connects the quote to the primary source documents being studied by explaining how they manipulated voters	<ol style="list-style-type: none">1. Explain seminar rules and ask students to write down a personal goal The National Paideia Institute has guidelines for both rules and goals.2. Make sure all students have all three documents on hand as well as access to their CER paragraphs3 Often, a teacher will kick off a seminar by asking participants a question they can "vote" on. That ensures that every single student is participating and gets their juices flowing. In this case, the question could be

	<p>countering them</p> <p>Discuss this quote from Joseph Goebbels, Hitler's Minister of Propaganda, as it applies to the Nazi propaganda we are studying. "Propaganda works best when those who are being manipulated are confident that they are acting on their own free will." How did the propaganda manipulate voters, and why might voters have thought they were acting on their own free will?</p>	<p>and how voters might have felt they were acting on their own free will.</p>	<p>"Which of these three different kinds of propaganda probably was most effective? Why? "</p> <p>The teacher could then introduce this quote from Joseph Goebbels, the Nazi Propaganda Minister: "Propaganda works best when those who are being manipulated are confident that they are acting on their own free will." Some questions might be: 1) what does it mean to be manipulated? 2) How did each of the three pieces manipulate the voters? 3) Why might voters have felt they were acting on their own free will?</p> <p>If a teacher wishes to extend the conversation beyond the three pieces of propaganda to consider the context, a good question would be "What other factors beyond propaganda may have led to the landslide in favor of annexation? (answers might include the Germans were already there, the Nazi party was already strong in Austria, only the Austrians who favored annexation bothered to vote, everyone else was too scared))</p>
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Standards:
<p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR.SL.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

Additional Attachments:
<p>🔗 Quote from Joseph Goebbels</p> <p>🔗 seminar rules and goals</p>

Writing Process				
40 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>OUTLINE/ORGANIZER Review the background information, the task, your three CER paragraphs and your notes from the seminar. Create an outline for your essay based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence. Use the handout to draft a first sentence for each paragraph.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. decides on an order for discussing the 3 primary sources Uses evidence from primary and secondary sources Drafts an appropriate first sentence for each paragraph. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers.
Standards:				

WHST.9-10.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Additional Attachments:

 [Nazipropagandaessayoutline.doc](#)

15 mins

DEVELOPMENT > INTRODUCTORY PARAGRAPH:

Ability to establish a controlling idea and consolidate information relevant to task.

OPENING PARAGRAPH (LDC PROTOTYPE)

Write an opening paragraph that includes an answer to the question in the task, provides background information on the vote, and introduces the key points you plan to make in your composition.

- First sentence helps reader understand why this subject is interesting/important
- Provides direct answer to the question in prompt.
- Provides background on events leading up to vote
- Identifies the key points that will be made in the essay.

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Remind students to start with the topic sentence they wrote in their outline and the paragraph they wrote in MT What's My Job Here? and then revise as necessary to meet scoring criteria

Standards:

CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

 [tips on writing introductory paragraph](#)

45 mins

DEVELOPMENT > BODY PARAGRAPHS:

Ability to construct an initial draft with an emerging line of thought and structure.

BODY PARAGRAPHS

Insert your three CER paragraphs in the order you determined in your outline. Revise as necessary so that each supports your main idea and one flows from the other. Be sure you use transitional words to improve the flow.

Optional: add an additional paragraph that discusses other possible reasons for the landslide.

Each paragraph supports and adds detail to the introductory paragraph

Each paragraph begins with a topic sentence that makes a smooth transition from the last paragraph

Each paragraph meets the criteria established in the CER mini-tasks.

Encourage students to revise and improve the CER paragraphs they wrote earlier, using their notes from the seminar.

Standards:

RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

WHST.9-10.2 : Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Nazi Propaganda Techniques

	<p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10 : Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
30 mins	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>DRAFT CONCLUSION</p> <p>Write a paragraph of at least three sentences to conclude your essay.</p>	<p>Expands on introductory paragraph</p> <p>Analyzes the combined effect of the speech, poster and ballot on the vote.</p> <p>Draws attention to the importance of the topic, possibly by reflecting on role of propaganda, or connecting this event to other similar events where propaganda played a role, etc</p> <p>Optional: Also draws conclusions about the effect of other factors on the vote</p>	<p>Often, this is the most challenging paragraph for students to write. Consider showing them examples of short essays with effective conclusions and compare the introduction and the conclusion. If available, use exemplary student work from another task.</p>
	<p>Standards:</p> <p>WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.10 : Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Additional Attachments:</p> <p>🔗 tips on writing conclusions</p> <p>🔗 sample introductions/conclusions</p>			
30 mins	<p>REVISION: Ability to refine text, including clarifying line of thought, improving organization, strengthening transitions, reconsidering word choice, and adjusting tone as appropriate to audience and purpose.</p>	<p>PEER REVISION</p> <p>You will analyze another student's paper checking to make sure there is a claim supported by evidence in every paragraph. You will then look at your peer-editor's comments and revise your paper as needed.</p>	<p>Complete:</p> <ul style="list-style-type: none"> peer editor inserts comments demonstrating that s/he has checked for claim, evidence and reasoning in every body paragraph student revises as needed based on peer editor feedback <p>Not Complete</p> <ul style="list-style-type: none"> Missing or incomplete feedback Valid issues not 	<ul style="list-style-type: none"> Show students how to share a google doc with commenting rights and how to comment on a document Model the task with a CER paragraph from a student in another class that does not adequately show how the evidence supports the claim. Ask students what they would suggest to the author to fix this problem.

			addressed by student receiving feedback	
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
40 mins	<p>REVISION: Ability to refine text, including clarifying line of thought, improving organization, strengthening transitions, reconsidering word choice, and adjusting tone as appropriate to audience and purpose.</p>	<p>REVISION TO IMPROVE TRANSITIONS</p> <p>Revise the first sentence of each paragraph as needed to make a smooth transition from the previous paragraph.</p>	<p>Work meets expectations if students revise their writing to:</p> <ul style="list-style-type: none"> use transitions to indicate to the reader a strong relationship between ideas. 	<p>1. Provide student a poster in the classroom that says:</p> <p>Transitions link ideas together. They include:</p> <p><i>First, second, third, last...</i></p> <p><i>In addition,</i></p> <p><i>As well,</i></p> <p><i>This is because...</i></p> <p><i>In contrast,</i></p> <p><i>Similarly,</i></p> <p><i>To summarize,</i></p> <p><i>To conclude,</i></p> <p>2. Provide students with the following paragraph:</p> <p>I walked around the corner. I went down the stairs. I jogged down a long hallway. I got to my English class. It was a long walk.</p> <p>Ask students what transitions could be included, and how the paragraph sounds different once they are included.</p> <p>3. Give students time to add transitions to their own writing. Circulate. Pick a few exemplary revisions and have students share.</p>
	<p>Standards:</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
20 mins	<p>EDITING: Ability to proofread to catch problems with grammar, spelling and conventions and to format a piece to make it more effective.</p>	<p>CORRECT DRAFT (LDC PROTOTYPE)</p> <p>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
	<p>Standards:</p> <p>CCR.L.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			

Instructional Resources

Student Handout

- 🔗 [Schmoop context for rise of Nazis](#)
- 🔗 [This Day in History:](#)
- 🔗 [Spiegel TV Video of March 12, 1938](#)

Teacher Resource

- 🔗 [SHEG Lesson Plan](#)
- 🔗 [SHEG powerpoint](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

This module includes all the mini-tasks one MIGHT use. It is not necessary to include all of them.

The three sources can be examined in any order. However, it is recommended that the speech be looked at first combined with the Spiegel TV video of Hitler giving the speech as it provides useful context for Hitler's motives and the mood in Austria.

The order of the reading mini-tasks can be changed so that the CER for each piece is done immediately after the note taking or annotating for that piece.

If there is not time for a seminar, then use peer review of first drafts as an opportunity for students to discuss the overall effect of the different propaganda pieces. If there is limited time for revision, then a good focus would be on improving the transitions that connect paragraphs.

There is also a version of this module on commoncoreblended.com that can be done in a blended or totally on-line, student-facing fashion with the goal of students completing the task in 5 hours.