

From Germany to Panem – It's Time to Prove Your Loyalty. Kill or Be Killed.

A WebQuest for 8th Grade and Beyond

Jennifer Brockman and Heather Flower

November 2012



Jugend dient dem Führer
Alle Zehnjährigen in die HJ / HN
<http://www.loc.gov/pictures/item/93500159/>

What makes propaganda effective in persuading people to believe in a cause?



Introduction

During World War II, much of Europe was manipulated into believing murder was acceptable, and even necessary, to sustain or better their way of life. Adolf Hitler, the ruler of Germany, wanted to establish a "New Order," which included domination (and extermination) of many groups of people. As a result, millions of innocent people died in what is now known as the Holocaust, including over six million people of Jewish faith.

While the Holocaust may not have been a public form of entertainment like the Games in *The Hunger Games*, the millions of children, women, and men who died were killed by those who were either forced to kill or it was their job and they willingly did it. These murderers may have been the victims' peers, neighbors, or maybe even friends. Did they want to kill them? Did they do it because they had to or because it meant their lives were spared? Or were they brainwashed by the political propaganda they were fed and believed they were superior to the Jewish people and other minorities? (Orman, Tracee) Propaganda has a way of twisting the thoughts and beliefs of a person. What messages might persuade you? Let us take a deeper look.

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Task

Now it is your turn to look at how propaganda was used, both during World War II and in the novel *The Hunger Games*. In *The Hunger Games*, Katniss and the other tributes are put into the same position many German soldiers and citizens were: to kill or to be killed (Orman, Tracee). There are many different forms of propaganda. Your job is to compare and contrast the different forms of propaganda used by Hitler during World War II and the Capitol in *The Hunger Games* and to determine which form was most effective. Are you going to take the side of Hitler or the citizens who chose to fight against the regime? Would you take the side of the Capitol or would you join the rebellion? As a final product of your research, your group will create its own form of propaganda – whether a poster, commercial, newscast, journal article, etc. – to support the side of your choosing.



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Process

1. First, you will be assigned to a group of four students.
2. Amongst your group, you will decide who will take on the role of:
 - **Germany propaganda researcher** – What forms of propaganda did the German regime use the most, and which form was most effective?
Examples: posters/handouts, videos, radio newscasts, public speeches and demonstrations, etc.
 - **Panem propaganda researcher** – What forms of propaganda did the Capitol use most? The rebels?
*You may also use books 2 & 3 in the trilogy to help you.
 - **WWII rebels researcher** – What did citizens do to rebel against Hitler?
 - **Panem rebels researcher** – What did citizens/districts do to rebel against the Capitol?
* You will need to use information from the book and/or movie. You may also use books 2 & 3 in the trilogy to help you.
3. Use the resources below to look at some examples of propaganda that were used during the war or could be used during the Games. What message was the artist trying to convey? What audience was the media targeting?

Propaganda Resources:

- [Nazi Propaganda](#)
- [Nazi Propaganda Campaigns](#)
- [Nazi Propaganda and Censorship](#)
- [Nazi Propaganda - Hard Times, Hard Duties, Hard Hearts](#)
- [Nazi Propaganda - Victory At all Costs](#)
- [Hitler Youth Propaganda Poster](#)
- [Leni Riefenstahl and Her Propaganda Films and Photographs](#)
- [The Hunger Games Reaping Propaganda Video](#)
- [Panem Propaganda](#)
- You may "Google" *The Hunger Games* propaganda images for ideas, but using the text to gather information is the most accurate (and safe).



Rebellion Resources to help you:

- [Aristides de Sousa Mendes](#)
- [Barbara Ledermann Rodbell](#)
- [Edelweiss Pirates](#)
- [Frank Bleichman](#)
- [Miep Gies](#)
- [Oskar Schindler; Speech](#)
- [Walter Meyer](#)
- *The Hunger Games* trilogy
- You may "Google" *The Hunger Games* propaganda images for ideas, but using the text to gather information is the most accurate (and safe).



3. With your findings determine: What are the similarities? What are the differences? Is the media being used the same way?

The use of graphic organizers (see below) will be helpful in organizing your information.

- **Optional Organizational Tools:**

- Group Fact Sheet Organizer (double click on image)



- [Persuasion Map](#)
- [Planning Chart](#)
- [Primary Source Analysis Organizer](#)
- [Venn Diagram](#)
- [Other Possible Organizers](#)

4. Now that you have gathered your information, it is time for your group (as a whole) to create your own form of propaganda. Be creative! Posters, commercials, newscasts, articles, etc. – all are acceptable forms! All group members must agree on a propaganda form and a role for each member in the creation stage. Present your ideas (both form and roles) to the teacher prior to beginning your group propaganda piece.

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Evaluation

Your performance in this WebQuest will be evaluated both as a group and as an individual. Please double-click on the image below to access the rubrics. Keep these rubrics in mind while you are working on your project.

Your group form of propaganda will be evaluated based on the rubric labeled A. After the completion of a two-to-three page written response based on the questions asked in the conclusion and the information gathered during the class discussion, you as an individual will be evaluated based on the rubric labeled B.

Rubrics (double-click on image)



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Conclusion

How would you react after you found that you had been fed lies about a group of people, and then asked to kill those people? Would you follow orders, or would you rebel against the government? If people are led to believe that violence and murder are no big deal, what do you think our society may be like in the future? (Orman, Tracee)

After we take a look at each group's propaganda, we will gather and discuss everyone's thoughts. You will be required to write an essay based off of the questions mentioned in this conclusion and based off of your classmates' thoughts following the class discussion.

What makes propaganda effective in persuading people to believe in a cause?

| [Link to Teacher Page](#) |

Credits and References

Designed by Jennifer Brockman and Heather Flower, 2012, jennifer.lynn.brockman@gmail.com and hflower7@yahoo.com, as part of the *WebQuesting at the Library of Congress* professional development course offered through [Teaching with Primary Sources at Waynesburg University](#).

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|Link to [Student Page](#)|

Introduction for Teachers

Designed by:

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This WebQuest is designed to serve as an assessment of a learning unit in the state of Pennsylvania.

Textbook Publisher/Title/Date/Level:

- Other than *The Hunger Games*, by Suzanne Collins, there is not a classroom textbook being used.
- Reference: Orman, Tracee. "Hunger Games Lessons." Connecting the Hunger Games to the Holocaust. Blogger, 01 2010. Web. Web. 30 Nov. 2012.
<<http://www.hungergameslessons.com/2010/12/connecting-hunger-games-to-holocaust.html>>.

What makes propaganda effective in persuading people to believe in a cause?

About the Learners

This WebQuest is designed for eighth grade (and beyond) Reading Language Arts and/or Social Studies curriculum.

Prior to this WebQuest, students should have some background knowledge both on World War II and *The Hunger Games*. *The Hunger Games* novel should be read as a class, or independently, before this WebQuest for better understanding. *The Hunger Games* movie can also be shown prior to this WebQuest. If needed, permission slips can be accessed here: [Hunger Games Permission Slip](#) in order to use *The Hunger Games* in your school curriculum (Orman, Tracee).

Ability levels

Students for who this WebQuest has been assigned should have a basic to moderate understanding of the events of the Holocaust and WWII. Students should have also read *The Hunger Games* prior to embarking on this WebQuest.

This WebQuest should be used in an inclusion classroom. Students with special needs should be grouped with regular education students based on their needs. Deciding what group the students should be in, and if the students with special needs require more assistance, will be at the teacher's discretion since he/she knows what is best for his/her students. Students who are gifted should be allowed to use resources other than the ones given and that show a deeper understanding of the content being covered.

What makes propaganda effective in persuading people to believe in a cause?

Academic Standards

This WebQuest aligns with Pennsylvania's Academic Standards, including Common Core State Standards. (Common Core Standards are bolded and PA Standards-8th grade are italicized and in parenthesis).

Reading Standards for Literature 6–12 (*1.1.8.A- Apply appropriate strategies to interpret and analyze author's purpose, using grade level text, R8.A.1.1- Identify and apply meaning of vocabulary*)

- The students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- The students will compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- The students will analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Text 6–12

- The students will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards 6-12

- The students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- The students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards 6-12 (*R8.A.1.3.1: Make inferences and/or draw conclusions based on information from text, 1.6.9.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.*)

- The students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- The students will analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Reading Standards for Literacy in History/Social Studies 6–12 (*R8.B.1.2.1: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.*)

- The students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- The students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- The students will identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Key Vocabulary (meanings gathered from www.oxforddictionaries.com)

- Holocaust - the mass slaughter of European civilians and especially Jews by the Nazis during World War II (<http://www.merriam-webster.com/>)
- Jew - one whose religion is Judaism
- Manipulation - the action of manipulating someone in a clever or unscrupulous way
- New Order - a new system, regime, or government; Hitler's planned reorganization of Europe under Nazi rule
- Propaganda - chiefly *derogatory* information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view
- Rebellion/Uprising - an act of violent or open resistance to an established government or ruler

What makes propaganda effective in persuading people to believe in a cause?

Process for Teachers

This WebQuest will involve more than one class, most likely one school week. Students with various learning abilities and work styles should be grouped with other students that you (the teacher) feel most benefit the students.

If you have not read the *The Hunger Games*, or do not have an understanding of *The Hunger Games* as a class, this WebQuest will not be an effective assignment. Any teacher with knowledge on *The Hunger Games*, the Holocaust and WWII should be able to use this WebQuest effectively.

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Resources for Teachers

What is needed to implement this lesson:

- Class sets of *The Hunger Games* (and/or the entire trilogy) to read prior to the WebQuest
- *The Hunger Games* DVD to view prior to this WebQuest (optional; can also be shown after this WebQuest)
- Computer and Internet availability for all students (If there are not classroom computers, obtain permission from the library or computer lab.)
- Cameras (digital or video) for students who want to create a commercial/news report
- Art supplies (paper, markers, colored pencils, etc.) for students who want to create a poster
- ***Other supplies and forms of technology may be needed based on the forms of propaganda the students wish to create.***

Additional links to Library of Congress documents, collections or exhibits to help with background information (or to be added to your own WebQuest):

- [Google "The Library of Congress - Holocaust"](#)

Additional websites to the Library of Congress links listed above:

- [World Center for Holocaust Research, Documentation, Education and Commemoration](#)
- [The United State Holocaust Museum](#)
- [Hunger Games Lessons, by Tracee Orman](#) (Used in the Student Introduction and Task sections)

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Evaluation for Teachers

Students will be able to demonstrate the overall goals of this lesson by creating their own propaganda forms which should properly display what was learned throughout this Quest (i.e. types of media used and how to use persuasion effectively).

Evaluation documents: Double-click on the image below to access the rubrics that should be used to evaluate group and individual student performance after the completion of this WebQuest. Rubrics can be modified to fit the needs/goals of your class. Both rubrics should be reviewed with your class before they

begin.



The first rubric (labeled A) is to be used to evaluate each group based on the propaganda they created. The second rubric (labeled B) is to be used to evaluate the students as individuals once the class, as a whole, has discussed their findings and thoughts based off the conclusion questions found in the conclusion section. The essay written to answer these questions should be two to three pages in length.

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Conclusion for Teachers

Draw this WebQuest to a close by returning to the essential question and reflecting on this learning process. Invoke higher-level thinking by asking your students: How would you react after you found that you had been fed lies about a group of people, and then asked to kill those people? Would you follow orders, or would you rebel against the government? If people are led to believe that violence and murder are no big deal, what do you think our society may be like in the future?

As a class, take a look at each group's propaganda medium and discuss everyone's thoughts. You should encourage/require students to write an essay based off of the questions mentioned above and based off of students' thoughts following the class discussion.

If interested, ask your school librarian if he/she can display the student propaganda pieces in order to get other students interested in reading *The Hunger Games* or books about the Holocaust and/or WWII.

This WebQuest can be extended and/or changed to incorporate other themes by using these possible resources:

- Current Events (haunted by the past, like Haymitch in *The Hunger Games*)
 - [Contemporary Inspiration](#) (War in Iraq)
 - [Ripples of Genocide: Journey through Eastern Congo](#)
 - [Why We Remember](#)
 - [World Without Genocide](#)
- Victims/Survivors (like Rue in *The Hunger Games*)
 - [Anne Frank](#); [Anne Frank, the Writer](#) - [Exhibit](#)
 - [David \(Dudi\) Bergman](#)
 - [Sandor \(Shony\) Alex Braun](#)
 - [Sam Spiegel](#)
- Holocaust Denial (like Cato in *The Hunger Games*)
 - [Voices on Anti-Semitism - Daniel Greene with Elie Wiesel](#)
 - [Holocaust Denial Timeline](#)
 - [Holocaust Denial and Distortion](#)
 - [Holocaust Denial](#)

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