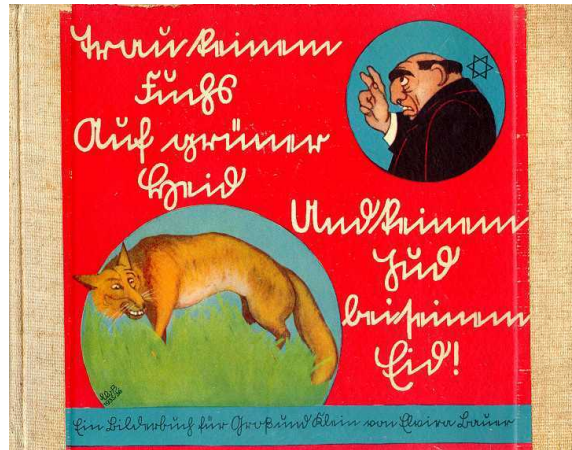


**Trust No Fox on His Green Heath- Lesson Plan w/ Michigan State Standards
(Holocaust Memorial Center TAG- Ingham ISD)**



Title	<i>Trust No Fox on His Green Heath, and no Jew on His Oath: Analyzing Nazi Propaganda in Children's Literature</i>
Content area	English Language Arts/History
Suggested grade level	Grade 8-10
Suggested timeframe	1-2 days
Developed by	Rebecca Stewart, Monica Norton
Content standards	<p>Grade 8 RL - 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Grade 8 RL - 4: 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</p> <p>*Grade 8 W - 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant</p>

	<p>evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>*Grade 8 SL - 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
	<p>Grade 9-10 RL - 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Grade 9-10 W - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Historical Context

Information needed/Holocaust topics	<ul style="list-style-type: none"> ● antisemitism ● propaganda
Recommended contextualizing resources	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● USHMM (United States Holocaust

	Memorial Museum) <ul style="list-style-type: none"> ● Yad Vashem ● Facing History and Ourselves ● Echoes & Reflections
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Goals & Objectives

Upon completion of this lesson, students will know:

- how the Nazi's used propaganda to influence children's' opinions, independent of their parents' belief systems.

Upon completion of this lesson, students will understand:

- how the Nazi party targeted children to influence public opinion

Upon completion of this lesson, students will be able to:

- define and identify examples of antisemitic stereotypes
- analyze how particular lines develop these stereotypes and provoke a decision to accept certain ideas or causes (propaganda)

Procedure

1. Define "propaganda" and "stereotypes" for students.
 - a. *Propaganda*: information that is intended to persuade an audience to accept a particular idea or cause, often by using biased material or by stirring up emotions
 - b. *Stereotype*: an oversimplified explanation about a person or group of people without regard for individual differences
2. While discussing the definition of propaganda, project examples of propaganda for students, focusing on various characteristics to refer to and think about while viewing their assigned images from *Trust No Fox*:

Characteristics of Propaganda:

- Repeats the same information over and over
- Gives the illusion that most people already agree with the intended message
- Twists the truth
- Talks to people in their own language
- Appeals to people's emotions

- Uses accessible and popular media (newspapers, radio, television, social media, etc.)
- 3. One important part of the opening discussion should be explaining to students that they will be viewing hurtful and *false* perceptions of Jews. Acknowledging the presence of dangerous stereotypes will help set the appropriate tone for analysis of the images from the text. Explain that propaganda can take many forms and can be very effective in influencing public opinion. It was very effective for the Nazi party and helped to further their aims.
 - a. The following link from Facing History provides additional context for understanding Nazi propaganda, and may be helpful for the teacher to read prior to this lesson or could be included as introductory reading for students:
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-6/visual-essay-impact-propaganda>
- 4. Provide background reading from <https://collections.ushmm.org/search/catalog/irn538392> to help students understand the overall context of the book.
- 5. Divide students into partners or small groups and provide each group with 2-3 images from the book.
 - a. Note: the book is lengthy, analyzing every page of the text may be desired with larger class sizes, but is not necessary for this lesson to be effective. The teacher should preview the book prior to the lesson and select the pages he/she would like students to view.
- 6. Provide small groups with the analysis questions and time to work through them. (Approximately 15 minutes)
 - a. Analysis questions:
 - i. What is happening in these images? Who do you think the individual people are in each image?
 - ii. What are some common themes or ideas specifically present in your images?
 - iii. After receiving the text that accompanies your images, discuss with your group where you see negative stereotypes being promoted.
 - iv. In addition to negative stereotypes, where does your group see examples of glorifying other people or groups?
 - v. Even today the topics included in school textbooks and the way those topics are explained is hotly debated. Why do you think textbooks generate this kind of debate?

* Optional extension:

- 7. Students will summarize their findings for a gallery walk activity to share back with the class.

- a. Each group member should be able to answer the analysis questions 1-4 from above. It's suggested that they prepare a written piece to present, when asked to be the expert at their gallery station (see handouts).
- b. Form new groups with at least one member from all of the small groups (jigsaw). They will be the expert when the group arrives at the gallery station for the page(s) they analyzed.
- c. Display the illustration and accompanying text at a gallery station.
- d. The discussion will be led by the student expert from each group, at each gallery station.
- e. Rotate through all stations, completing the accompanying handout.
- f. Reconvene as a large group and ask a few students to share their comments, questions or thoughts. Also discuss question 5.

Materials & Resources Used (if applicable)

Materials	<ol style="list-style-type: none"> 1. Printed copies of teacher-selected images from the text, preferably in color.
Resources	<ol style="list-style-type: none"> 1. English translation of <i>Trust No Fox on His Green Heath, and no Jew on His Oath</i>: https://research.calvin.edu/german-propaganda-archive/fuchs.htm

Name _____ Date _____

Nazi Propaganda and Children's Literature

Analysis questions:

As you work through each item, write your group's discussion notes in the block.

<p>1. What is happening in these images? Who do you think the individual people are in each image?</p>	
<p>2. What are some common themes or ideas specifically present in your images?</p>	
<p>3. After receiving the text that accompanies your images, discuss with your group where you see negative stereotypes being promoted. Note which line(s).</p>	
<p>4. In addition to negative stereotypes, where does your group see examples of glorifying other people or groups? Note which line(s).</p>	
<p>5. Even today the topics included in school textbooks and the way those topics are explained is hotly debated. Why do you think textbooks generate this kind of debate?</p>	

Name _____ Date _____

Teacher note: make a copy of this box for each station you create, based on the number of stories you selected. Fill-in the information needed below, then delete these instructions before sharing with students.

Gallery Walk Worksheet

Station # <i>(filled out by teacher)</i>	<i>(Title - filled out by teacher)</i>
What negative stereotypes do you see being promoted?	What examples of glorifying a certain group do you see?
What was the most powerful line you read?	Looking at the line you chose, explain your choice.

Which examples of antisemitic stereotypes were repeated most often?

In your opinion, for what reason(s) did the Nazi party target children to influence public opinion?