

LESSON PLAN

DECODING AN ANTISEMITIC POSTER



English



France



Antisemitism



14-18 years



50-55 min

LESSON PLAN**DECODING AN ANTISEMITIC
POSTER** English France Antisemitism 14-18 50-55 min**Objectives****Knowledge:**

- Identify the visual elements that reflect antisemitism in wartime propaganda
- Analyze how propaganda influenced public opinion

Abilities:

- Analyze a propaganda poster
- Foster critical thinking when interpreting the messages conveyed by visual materials

Civic education:

- Increase students' awareness of antisemitic publications throughout history and in contemporary society
- Encourage interactive and reflective discussion on issues of racism and antisemitism

French national curriculum**History / civic education**

- 9th grade : Europe: A Central Stage of Total Wars (1914–1945) (1914–1945)
- 10-12th grade (high school “Lycée” - general branch) : « The war in the 20th Century » and « Origins and Rise of Totalitarian Regimes (Soviet, Fascist, and Nazi) »

Arts

- Art, Political Communication, and Propaganda (Analysis and Interpretation of a Poster)

LESSON PLAN

Opening

Activity :

- Pupils will watch the Tik Tok video [antisemite. #memorial #shoah #fyp ... | TikTok](#)
- Let them react afterwards: What did you learn? What do you remember? Look closely at the text and the graphical elements: which elements reflect antisemitism? Note the keywords on the board.
- Define what antisemitism is: Check out the instagram post of our institution below. It provides a definition and informs about anti-jewish prejudices (conspiracy theories, physical-traits stereotypes, world-domination myth, ...) <https://www.instagram.com/p/C4pfNSLqDO1/?igsh=MWl5eWRjdHcocWd3dA==>

10-15 min

Main Activity

15 min

Objective: Learn to describe and analyze images to identify signs of antisemitism

Activity instructions:

- In groups, choose one or more antisemitic propaganda images of your choice that pupils can analyze in groups.
- Examine the images carefully and list the visible elements (examples: symbols used, text and slogans, graphic features like colours, shapes and layout, stereotypes present).

Guiding questions:

- Which elements reflect antisemitism, and which do not?
- What is the intention behind this message?
- Group presentation:
- Each group presents their analysis to the class.
- Discuss similarities and differences between the images.

Notes to teachers:

- Students can work with materials from different historical periods or focus specifically on World War II, depending on the lesson plan.
- Teachers can provide suggested materials, or students may choose their own sources.

Conclusion of the main activity

⌚ 10 min

Through the study of antisemitic imagery—from the Dreyfus Affair to the present day, including Nazi propaganda and that of the Vichy regime in France—we offer a critical examination of historical images. The goal is to decode the various channels of meaning within these images: text, composition, staging, and aesthetic or symbolic choices. These representations are never neutral; they are part of a much older visual and ideological tradition. The figure of the “Jew” as constructed in these images relies on recurring stereotypes and prejudices, often resurfacing during political, social, or cultural crises. Our aim is therefore to understand how these images convey, reinforce, and transmit a stigmatizing—and often violent—vision, while highlighting the visual mechanisms that contribute to the construction of antisemitism.

Closing

⌚ 10 min

Objective: Summary and a look at other forms of discrimination

Debate:

- Why is it important to recognize antisemitic elements in communication, whether in posters, speeches, or the media?
 - a. Identifying these signs helps us understand how hatred can become normalized in society. The authors of such messages may aim to designate a common enemy, rally the population around a discourse of exclusion and extermination, or even justify violent actions or policies.
- What effects can these messages have?
 - a. They can fuel collective hatred and lead to the stigmatization and exclusion of targeted groups. Hatred is not limited to Jews; it can also target other marginalized groups, such as Roma, refugees, and others.
- What should you do if you encounter such messages?
 - a. Do not remain silent.
 - b. Students are encouraged to speak to a trusted adult.
 - c. They can report the messages to the authorities.
 - d. They can comfort and listen to the targeted person.
- Conclusion: Emphasize the importance of civic vigilance and respect for each other.

LINKS: SHORT FORM VIDEO

1. TikTok Intro: Decoding an Antisemitic Poster [antisemite. #memorial #shoah #fyp ...](#) | [TikTok](#)

LINKS: Documents

Please note: All documents are copyrighted unless stated otherwise. Use is restricted to educational purposes in the classroom; distribution is not allowed.

- (1) Dreyfus Affair: <http://www.judaisme-alsalor.fr/perso/dreyfus/judas/judas.htm>
 (« Traitor » *La libre parole* du 10 nov 1894) ; **Le Traître (Planche n°6 de la série Le Musée des Horreurs)** [Propagandes et mensonges — Google Arts & Culture](#)
- (2) World War II:
 - a. Document Af511b_057 “Et derrière: le Juif” (“And behind: the Jew”) (c) Memorial de la Shoah
 - b. Document Af511b_079 or CIII_58e Exhibition “Le Juif et la France” (The Jew and France”) (c) Memorial de la Shoah => The poster had been realised by René Péron for the exhibition held at the Berlitz Palais in Paris (France 10/1941 - 01/1942).
 - i. More information can be found in this Instagram post (in french): [Instagram](#)
 - ii. The website “histoire-image” provides some keys for understanding the exhibition poster (in french) : [L'exposition Le Juif et la France à Paris - Histoire analysée en images et œuvres d'art | https://histoire-image.org/](#)
- (3) 21st century: The poster «Manifestons le 17 novembre» (Let's protest on 17th November)



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