

## JOJO RABBIT – FILM STUDY LEARNING ACTIVITIES

### KEY FOCUS - THE POWER OF PROPAGANDA

*Using persuasive language and employing a range of tactics, including media to persuade people to follow a particular ideology or view.*



(Jojo Rabbit (2019) accessed 7.06.20, <https://www.imdb.com/title/tt2584384/mediaviewer/rm3972044545>)

### Introduction:

'Jojo Rabbit' is a film that provides the opportunity for educators and students to build deeper conversations about topics such as propaganda, stereotypes, hatred and discrimination against the Jews.

Although this resource could be adapted and used for a variety of learning areas and year levels, but we recommend to be suitable for Years 9, 10 or 11 English students.

We **highly recommend** using this resource with the JHC **1 hour workshop** with one of our expert educators on the '**Power of Propaganda**'. Please contact [education@jhc.org.au](mailto:education@jhc.org.au) for further information.

This resource provides key content, primary sources from the JHC collection, short extracts of survivor testimony, as well as student learning activities.

### Key Question:

**HOW DID THE NAZIS USE PROPAGANDA TO INFLUENCE INDIVIDUALS ATTITUDES AND ACTIONS?**

### Challenge Question:

**HOW IS THE MEDIA ABLE TO INFLUENCE PEOPLE'S FEELINGS, ATTITUDES AND ACTIONS?**

## How to Use these Resources: FILM ANALYSIS

Teachers can best determine how to use these resources with their students.

The learning activities provided in the student resource are some suggestions depending on how much time you have available.

The learning activities are varied and include **FILM ANALYSIS** skills based upon the major themes represented:

- Identifying the major themes (ideas/messages) portrayed in the film
- Understanding setting portrayed (authentic time period and geographical location)
- Understanding characterisation and how characters are portrayed (characters may be fictional while others may be based on a true historical figure/s who lived during the time period)
- Recognising conflict (the main characters are involved in a dilemma that is connected to historical events captured in the film) both internal and external
- Imagery (symbols, colours, objects etc) used to add to the literal meaning
- Identifying the plot, the foundation of the story and the sequence of events that make up the story

### Before students start....

Prior to watching the film, students will need to understand the following terms and their meanings, and the way in which they were revealed during the Nazi regime.

#### Propaganda

Information that is intended to persuade an audience to accept a specific idea or cause, often by using biased material or by stirring up emotions. In the 1930's Nazi propaganda was one of the most powerful devices used to secure power and foster the Aryan ideal.

#### Hatred

is a feeling, which can cause an angry, or resentful emotional response, and can also be used against certain people or ideas.

#### Discrimination

happens when a person, or a group of people, is treated less favourably than another person or group because of their background or certain personal characteristics.

#### Stereotype

A generalisation used to describe the characteristics of a whole group of people

We recommend that students use the double entry chart provided while watching the film to record, quotes, examples and questions from the film.

## 1. UNDERSTANDING PROPAGANDA THROUGH PRIMARY SOURCES

The primary sources from the JHC collection, focus on propaganda and the way it was used in Nazi Germany. These sources allow students to analyse the role of propaganda in shaping societal beliefs and values and appreciate the Jews' character.

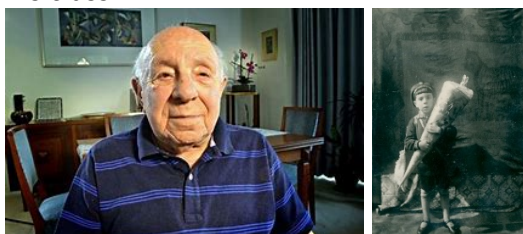
## 2. UNDERSTANDING PROPAGANDA THROUGH SURVIVOR TESTIMONY

Survivor testimony helps students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.

Students will be introduced to two Melbourne survivors.

### ANDY FACTOR

Andy was born in Plauen, Germany in 1924 but spent his childhood in Falkenstein. When the Nazis came to power in 1933, life for Andy became difficult. Andy was the only Jewish boy in his class.



Andy aged 5

### HENRI KORN

Henri was born in Elberfeld, Germany in 1929 and grew up in parallel with Nazi regime.



Henri aged 9

Students are asked to listen to four short film clips from the testimonies of JHC Survivors, Andy Factor and Henri Korn.

They will then be asked to identify the ways in which **PROPAGANDA** has directly affected these two survivors as young boys and identify the Nazi laws and/or ideologies within these film clips.

### Andy Factor - Clip 1

<iframe src="<https://player.vimeo.com/video/415394681>" width="640" height="360" frameborder="0" allow="autoplay; fullscreen" allowfullscreen></iframe>

'Because of the race studies which we had at school, we always had one special period with teachers which were already Nazis, injected into the brain of my school mates, this idea that the German race was superior to any other. And so therefore, as a Jewish boy, I was regarded as a person of a sub-human race.'

### Andy Factor - Clip 2

<iframe src="<https://player.vimeo.com/video/415394762>" width="640" height="360" frameborder="0" allow="autoplay; fullscreen" allowfullscreen></iframe>

'My most demeaning experience at school was approximately four months, before I left school at the age of 14. I was one during one school day, asked to come to the front of the class, stand on a box. The teacher, again in Nazi uniform, took a cane and pointed at my chin at my forehead, ears, and told the class that these were the typical features of a Jew.'

### Henri Korn - Clip 1

**embed code** - <iframe src="<https://player.vimeo.com/video/415394873>" width="640" height="360" frameborder="0" allow="autoplay; fullscreen" allowfullscreen></iframe>

'I went to school, started school in 1936 and enjoyed, loved school very much. My family were a totally assimilated family where Jewishness had disappeared. I had absolutely no idea that I was different to any other German kid around me at school. My Jewishness was never mentioned. It was with great distress that one day I was tapped on the shoulder by my lady teacher telling me that the school principal wanted to see me. I faced him with great trepidation. I remember sitting down my teacher sat next to me. Then he told me that I was not longer allowed to come back to school. Which threw me, I remember asking why and he told me "You're too young to understand what's going on. I can't give you any more information."'

### Henri Korn -Clip 2

**embed code** - <iframe src="<https://player.vimeo.com/video/415394873>" width="640" height="360" frameborder="0" allow="autoplay; fullscreen" allowfullscreen></iframe>

'...we heard crashes, we heard thuds, but we had no idea what was going on actually. There were footsteps outside climbing stairs outside our flat and our neighbour, we had a neighbour who was early Nazi, very committed Nazi. She had her front door plastered with antisemitic stickers. You have a door full of antisemitic, you know, screaming 'Out with the Jews!' 'Don't buy from Jews!' 'The Jews create the hatred of war' These sort of slogans.'