



# "THE INCARNATIONS OF ANTISEMITISM"

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Informal Educational Activity Programs

Separate Programs For Grades 4-12



## **"The Incarnations of Antisemitism"**

### **Informan Educational Activity Programs**

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**There are three educational activity programs in this kit, which deal with the development of Antisemitism from the 1930s until the present day. The programs are divided according to the following age groups:**

4<sup>th</sup>-6<sup>th</sup> grade – About 60 minutes (p. 5-6)

7<sup>th</sup>-9<sup>th</sup> grade – About 90 minutes (p. 9-12)

10<sup>th</sup>-12<sup>th</sup> grade – About 90 minutes (p. 13-18)

You will find the following in the activities program:

1. Background Material for the Activity (p.2-4)
2. The Activity Program (p. 5-18)
3. El Male Rachamim prayers (p. 19-20)
4. Photographs taken in the 1930s in Nazi Germany, which document the authorities' attitude towards the Jews (p. 21-23)
5. Illustrations Posted on Social Media During Recent Years (p.24-26)
6. Emoji Cards (p. 7-8)

### **Background Material for the Activity (For all age programs):**

The educational activity proposed here begins with the rise to power of Hitler and the Nazi party in Germany on January 30, 1933. This event marked the turning point in the attitude towards German Jews (about half a million) and over the years, had sealed the fate of the world's Jews (the Second World War and the Holocaust). The activity continued up to the outbreak of Antisemitic incidents following the Swords of Iron War, on October 7, 2023. On April 1, 1933, a day of boycotting took place, in which groups of thugs, members of the SA (called the "Brown Shirts"), raided Jewish businesses, sabotaged equipment and goods, rioted in Jewish Neighborhoods and attacked Jews. On September 15, 1935, the Nuremberg Laws were passed whose purpose was to revoke full Reich citizenship from the German Jews, and with the stated purpose of their provisions being the preservation of the purity of the Aryan race. In the night between November 9 and 10, 1938 (16 Cheshvan 5699), pogroms were carried out upon the Jews throughout the Third Reich. These events would be called "the Night of Broken Glass" (Kristallnacht), due to the many glass shards that

accumulated on the ground as a result of the shattering of windows of synagogues, residences, public institutions and Jewish businesses.

Over a six-years period (1933-1939), Nazi Germany did everything to harm its Jewish citizens and turn them into an outcast and persecuted minority. This culminated in the events of "Kristallnacht", in which 1,400 synagogues, 8,000 Jewish businesses and many private homes were burned. There was physical violence against Jews in the streets and in their homes, with tens of thousands of Jews being arrested and sent away to concentration camps. The Jews were required to pay compensation for the damages and about 30,000 Jews were imprisoned in concentration camps. As a result of these pogroms, nearly 1,500 Jews were murdered: Those murdered in the pogroms themselves, those murdered in the concentration camps to which they were sent and those who committed suicide as a result of the crisis.

### **What were the outcomes of these events?**

In general, the world did not respond to the Nazi policy towards the Jews. In 1936, the Olympics were held in Germany and the nations of the world did not boycott it, thus validating the Nazi regime and its policies towards the Jews indirectly. Even after the events of "Kristallnacht" which constituted an escalation, hardly any condemnations were heard throughout the world for the event. No in-depth understanding was expressed, whether on the part of the Jews or on the part of others regarding the risk inherent in the ever-increasing violence up to the planning of mass murder. These events led the Nazis to conclude that they can continue to persecute the Jews unimpeded. Additionally, they blamed the Jews themselves for the behavior that aroused antisemitic furor in general and the rioting and destruction of "Kristallnacht" in particular. Over the years, the Nazis intensified the removal of the Jews from social and economic life in Germany.

The memory is formed from the most essential foundations in our human consciousness, as a nation and as individuals. We attach the highest importance to promulgating the issue of hatred and antisemitism in light of the history as a mirror for the present reality and that we can prevent significant portions of it through education, awareness and activism. Since those events antisemitism continues to exist. It mutates, with additional content and messaging being poured into it. It has quite often shapeshifted, but at its foundation is the hatred of Jews wherever they are and since the establishment of the State of Israel in 1948, there is also the hatred of the state in general and the Jews living in it in particular. For over a century, **antisemitic** phenomena have existed throughout the world and despite the heavy price paid by the Jewish people during the Second World War, the "Holocaust", antisemitism has not disappeared. Since the events of October 7, we have witnessed its intensification in the world, with an increase of about 500% in the total volume of anti-Semitic incidents, compared with the same period last year and this trend is

continuing. These events include calls for violence against Israel, Zionists and Jews. Most of the discourse is of the anti-Israel variety of antisemitism, which originates primarily from Arab and Islamic entities. As a result, throughout the diaspora Jewish communities in general and Jews as individuals feel insecure and existentially threatened. Although this phenomenon is exceptional in its scope, it is part of a sequence of waves of antisemitism.

Since the programs are intended for children and young teenagers, the events chosen are from the last decade, in order to allow them to discuss events that are near and familiar to them. "Kristallnacht" constitutes the historical anchor and the two additional events for reference (the outbreak of antisemitism during the COVID-19 pandemic and the "Swords of Iron" war) are for comparison and discussion.

Evidence regarding the events that occurred in Germany in the 1930s can be found in the "Yad Vashem" website. This website has a great deal of documentary material, photographs, films, interviews and more. Any educator can decide upon the degree of exposure and how deep to go.

Website: <https://www.yadvashem.org/yv/he/exhibitions/kristallnacht/index.asp>





## Activities for 4<sup>th</sup>-6<sup>th</sup> Grades

Duration of the Activity: 60 Minutes

### Goals of the Activity:

An initial encounter with Jewish history in the 1930s surrounding the history of German Jews. Exposure to the events of hatred towards Jews in Germany and understanding the reality that prevailed about 90 years ago. Learning this will enable the participants to become familiar with the past and observe present-day reality. The center of the discourse shall examine the issue of why learning about the past is important with the goal of observing present-day reality.

### Aids for the Activity:

- Emojis that express feelings. Every educator can project the Emojis or distribute them to the participants. The images appear at the end of this activities' guidelines.
- Presenting one of the photographs that describes the reality in which German Jews lived in the 1930s (photographs appear on pages 21-23).
- A package of post its (bring in advance).

### Manner of the Encounter:

The activity takes place with the participants sitting in a discussion circle

The educator shall talk about the events and the attitude towards the Jews since the ascent of Hitler and the Nazi party to power in Germany (From what appears in the background material in the beginning of the booklet.)

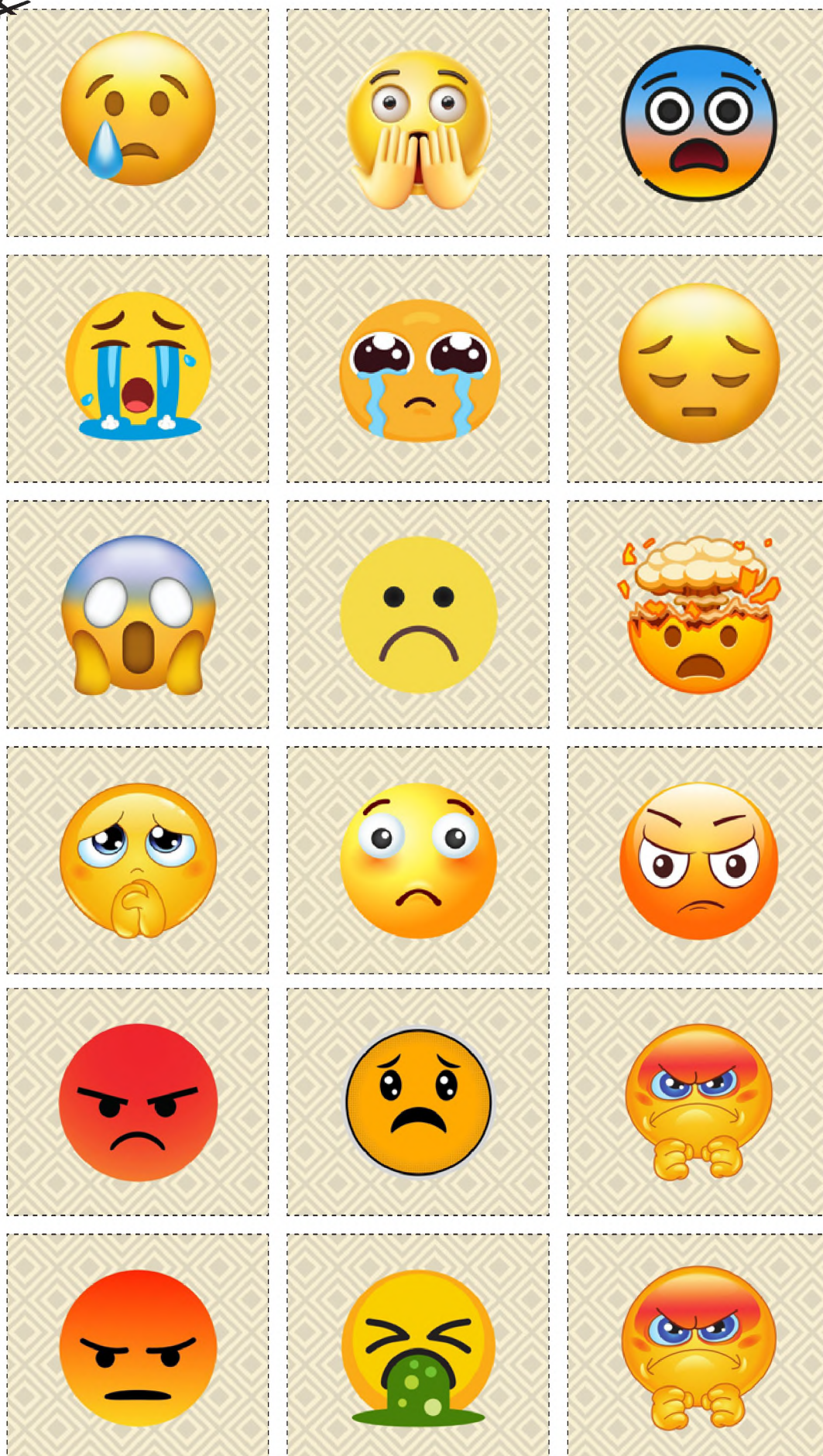
The educator shall project one photograph (from pages 21-23) and ask each participant to choose an emoji that reflects his emotions, his thoughts and the sensations he feels at the sight of the photograph.

1. Each participant shall present to the other participants the emoji they chose and explain why they chose it.
2. Questions for discussion in the circle:
  - We spoke about the historical events that occurred almost 90 years ago, a great many years before you were born. Do you think we should speak about these events? To learn about and become familiar with them? Why?

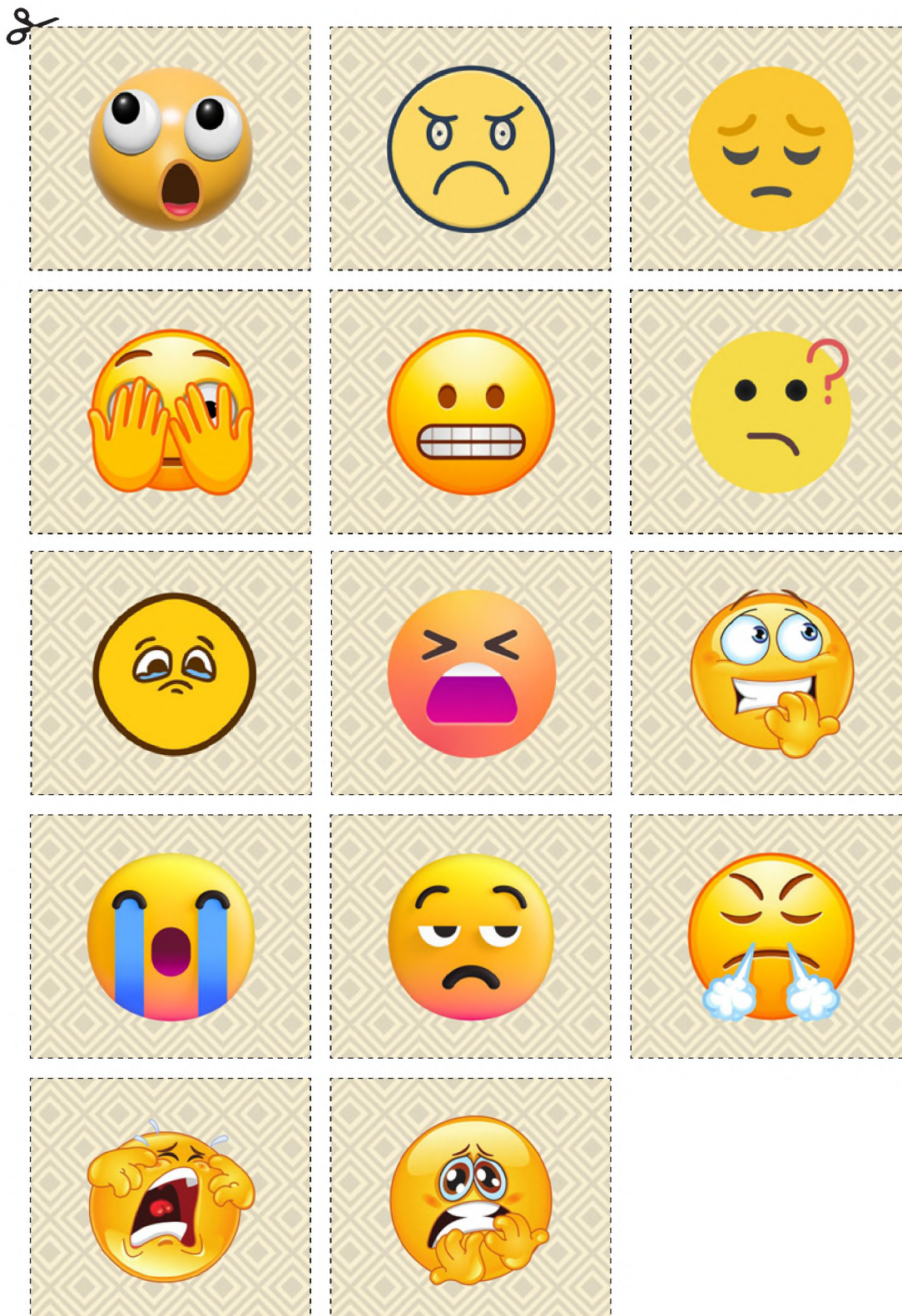
- How would you respond when faced with a similar event (as had occurred in Germany in the 1930s) if it occurred today?
- Two powers have been granted to us: remembering and forgetting, why?
  - If we were only able to forget, what would happen to us?
- The Jewish people are a very "ancient" people that have existed for over 4,000 years. Throughout history, the Jewish people experienced events of sadness and events of joy. Mark 2-3 events of joy in the last 100 years.
- Each participant is asked to take a post and write on it the word they think about when the word "Jew" is spoken. Each participant shall post it on the photograph of the synagogue in Germany (the photograph is at the end). The participant shall explain the expression they chose and stick the post around the photograph of the synagogue.
- What do you feel when you look at this photograph now, would you choose a different emoji? Explain.

When summarizing the activity there will be a wide variety of emotions that each participant expressed as well as words written. It is best to summarize and state that despite the great crisis, the Jewish people and the enlightened world (the nations that fought against Germany, foremost among them Britain and the United States) managed to defeat Nazi Germany. On May 14, 1948, the State of Israel was established. It symbolized hope and a new future for the Jewish people. You can ask each participant to write a wish for the future and that all the wishes be enclosed in an envelope. Explain to the participants that this is the "wishes envelope" and that it may be reviewed in several years to see what happened.











## Activities for 7<sup>th</sup>-9<sup>th</sup> Grades

Duration of the Activity: 90 Minutes

### Goals of the Activity:

The goal of the encounter is to instill the following values:

1. The continued physical and cultural existence of the Jewish people
2. Zionism – Sovereignty of the Jewish people in its land, the continued existence of the State of Israel
3. Humanism – An array of the humanist values centering upon the person's life and dignity

### Aids for the Activity:

- A photograph from the period of Nazi Germany (photographs may be found on pages 21-23)
- Posts published on social media (may be found on pages 24-25)
- Testimonies can be projected on the screen
- Yahrzeit candle – please ask the participants to bring one for the activity

### Manner of the Encounter:

The activity takes place with the participants sitting in a discussion circle

The educator shall talk about the events and the attitude towards the Jews since the ascent of Hitler and the Nazi party to power in Germany (From what appears in the background material in the beginning of the booklet.)

The participants shall view testimonies (the testimonies are presented in English and have subtitles in several languages): it is best that the educator view the testimonials before the activity and decide which testimonials to project.

<https://www.youtube.com/watch?v=WPRSFxX0BHM&t=29s>

or

<https://www.youtube.com/watch?v=IFwhYbbrCJO&t=194s>



After listening to the testimonials, the educator shall raise the following questions:

- **Two powers have been granted to us: remembering and forgetting. What do you think would happen if oblivion took over us entirely? How would our lives look? If we only had memory, what would happen to us?**

- Why are we dealing with antisemitic events that took place over 90 years ago?

Most people view the events that took place in the 1930s in Nazi Germany, the antisemitic mood and the antisemitic policy as a continuation of Jew hatred that had already begun to coalesce in the mid-19th century. Unfortunately, this perspective did not stop existing and continues to affect us to this day. Overt and tacit antisemitism is part of the global reality. We must learn a lesson from the past in order to deal with this existential danger in the present and the future.

- **What can we learn from the events that took place in Nazi Germany in the 1930s?**

**(Lessons are primarily a subjective category. It is best to allow the participants to raise various and diverse ideas, as long as they do not contradict the national and human values we seek to reinforce.)**

We can learn that anti-Semitism, as well as other forms of racism, can lead to pogroms and to even worse outcomes. The possibility that pogroms are perpetrated against Jews is not new, but there is food for thought here regarding the process that could continue and lead to mass murder. The faith that Jews placed in governmental stability and the society around them was excessive. The organized violence against the Jews was a central, but not the sole, component in the character of the Nazi regime, which espoused a misanthropic regime. "Kristallnacht" was against our Jewish values, even if it had been directed at other people. We should all be anti-Nazi in two respects:

The first, is our commitment to the continued existence of the Jewish people and its sovereign state. These values are the most important to us.

The second, is our moral commitment to human dignity in general and opposition to persecution of minorities anywhere.

- **Do you think that in 2024, we still need to remember what happened in Germany?**

During this time, we are facing Jew hatred that expresses itself in three social and political centers:

1. The far-left displays hostility not only towards the policy of the State of Israel, but towards the entire "racist" State of Israel, and as a result, displays a similar attitude towards Jews that support Israel and Jews in general throughout the world. When dealing with the



reactions of the left, it is best to explain to the participants that the left is based upon the principle of equality and in the name of this principle presents both the state of Israel and the Jews as entities that are acting in contravention to this basic principle. They ignore the fact that the state of Israel is a democratic state with a justice system.

2. The far-right displays hostility towards foreigners in its land: i.e., the citizens that do not belong to its people. This national concept is also expressed in the attitude towards the Jews that include long standing antisemitic tropes: The Jews live everywhere in order to take over the government, the money and more. When dealing with the reactions of the right, it is best to explain to the participants that the right is based upon the principle of belonging to a state that only belongs to the national group. Anyone who is not part of the national group, and the Jews among them, is a foreign element. The Jews are portrayed as a foreign element acting against the state and attempting to take it over.
3. Extremist Muslims that link their claim of Muslim ownership over the land of Israel to hatred of the state of Israel in general and towards the entire Jewish people in general. Muslim immigrants currently live in many European countries. These immigrants act against Jews and against the state of Israel due to religious reasons as well as the Israeli-Palestinian Conflict. After the events of October 7, these events have greatly intensified and showed expressions of violence and attacks upon both Jews and Jewish institutions.

It is our duty to become familiar with the ideology of each of these groups and contend with it through Hasbara, presenting the position of the state of Israel on social media. As teenagers who are active on social media, if you encounter posts against the state of Israel and/or Jews, you can publish your own posts in response. If you encounter incorrect or false information, publish counter information based on facts and reality. You must always maintain a respectful and dignified dialogue. You should not get dragged into the negative approach.

### **Proposal for Activity:**

At this stage, the participants will be presented with two posters published in the last decade (The posters can be found on pages 24-25). During the

discussion it is best to discuss the similarities and differences between the events of “Kristallnacht” and displays of antisemitism, which were expressed around the outbreak of the COVID-19 pandemic and the "Swords of Iron" War. What can each and every one of you do to contribute to the fight against antisemitism? It is best to prepare a list of all the suggestions and ideas raised by the participants. In order to turn these ideas into actions we can, alongside the participants, choose 2-3 activities and set a schedule to carry it out. It is best to conduct a continuing discussion after 3-4 weeks in order to encourage the participants to act and take part.

At the end of the activity, the educator will explain the differences between reality 90 years ago and today. Primarily emphasize the existence of an independent and sovereign State of Israel and strong Jewish communities around the world.

**The activity will end with the lighting of a Yahrzeit candle (ask the participants to bring one to the activity) to commemorate those killed on Kristallnacht and those murdered in the events of October 7, 2023, and saying “El Malei Rachamim” in the modern or traditional version(Can be found on pages 19-20).**



## Activities for 10<sup>th</sup>-12<sup>th</sup> Grades

Duration of the Activity: 90 Minutes

### Goals of the Activity:

The goal of the encounter is to instill the following values:

1. The continued physical and cultural existence of the Jewish people
2. Zionism – Sovereignty of the Jewish people in its land, the continued existence of the State of Israel
3. Humanism – An array of the humanist values centering upon the person's life and dignity

### Aids for the Activity:

- A photograph from the period of Nazi Germany (photographs may be found on pages 21-23)
- Posts published on social media (may be found on pages 24-25)
- Testimonies can be projected on the screen
- Yahrzeit candle – please ask the participants to bring one for the activity

It is best to project a map of Europe on the eve of the Second World War, and point when appropriate to Germany and Austria:

[https://www.yadvashem.org/IMAGE\\_TYPE/5651.jpg](https://www.yadvashem.org/IMAGE_TYPE/5651.jpg)



### Manner of the Encounter:

The activity takes place with the participants sitting in a discussion circle

The educator shall talk about the events and the attitude towards the Jews since the ascent of Hitler and the Nazi party to power in Germany (From what appears in the background material in the beginning of the booklet.)

The participants shall view testimonies (the testimonies are presented in English and have subtitles in several languages): it is best that the educator view the testimonials before the activity and decide which testimonials to project.

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After listening to the testimonials, the educator shall raise the following questions:

- **Two powers have been granted to us: remembering and forgetting. What do you think would happen if oblivion took over us entirely? How would our lives look? If we only had memory, what would happen to us?**
- **Why are we dealing with antisemitic events that took place over 90 years ago?**
- Most people view the events that took place in the 1930s in Nazi Germany, the antisemitic mood and the antisemitic policy as a continuation of Jew hatred that had already begun to coalesce in the mid-19th century. Unfortunately, this perspective did not stop existing and continues to affect us to this day. Overt and tacit antisemitism is part of the global reality. We must learn a lesson from the past in order to deal with this existential danger in the present and the future.
- What can we learn from the events that took place in Nazi Germany in the 1930s?

(Lessons are primarily a subjective category. It is best to allow the participants to raise various and diverse ideas, as long as they do not contradict the national and human values we seek to reinforce.)

We can learn that anti-Semitism, as well as other forms of racism, can lead to pogroms and to even worse outcomes. The possibility that pogroms are perpetrated against Jews is not new, but there is food for thought here regarding the process that could continue and lead to mass murder. The faith that Jews placed in governmental stability and the society around them was excessive. The organized violence against the Jews was a central, but not the sole, component in the character of the Nazi regime, which espoused a misanthropic regime. "Kristallnacht" was against our Jewish values, even if it had been directed at other people. We should all be anti-Nazi in two respects:

The first, is our commitment to the continued existence of the Jewish people and its sovereign state. These values are the most important to us.

The second, is our moral commitment to human dignity in general and opposition to persecution of minorities anywhere.

- Do you think that in 2024, we still need to remember what happened in Germany? During this time, we are facing Jew hatred that expresses itself in three social and political centers:
  1. The far-left displays hostility not only towards the policy of the State of Israel, but towards the entire "racist" State of Israel, and as a result, displays a similar attitude towards Jews that support Israel



- and Jews in general throughout the world. When dealing with the reactions of the left, it is best to explain to the participants that the left is based upon the principle of equality and in the name of this principle presents both the state of Israel and the Jews as entities that are acting in contravention to this basic principle. They ignore the fact that the state of Israel is a democratic state with a justice system.
2. The far-right displays hostility towards foreigners in its land: i.e., the citizens that do not belong to its people. This national concept is also expressed in the attitude towards the Jews that include long standing antisemitic tropes: The Jews live everywhere in order to take over the government, the money and more. When dealing with the reactions of the right, it is best to explain to the participants that the right is based upon the principle of belonging to a state that only belongs to the national group. Anyone who is not part of the national group, and the Jews among them, is a foreign element. The Jews are portrayed as a foreign element acting against the state and attempting to take it over.
  3. Extremist Muslims that link their claim of Muslim ownership over the land of Israel to hatred of the state of Israel in general and towards the entire Jewish people in general. Muslim immigrants currently live in many European countries. These immigrants act against Jews and against the state of Israel due to religious reasons as well as the Israeli-Palestinian Conflict. After the events of October 7, these events have greatly intensified and showed expressions of violence and attacks upon both Jews and Jewish institutions.

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At this stage, the participants will be presented with two posters published in the last decade (the posters can be found at the end of the guidelines of this activity). During the discussion it is best to discuss the similarities and differences between the events of Kristallnacht and displays of antisemitism,

which were expressed around the outbreak of the COVID-19 pandemic and the "Swords of Iron" War.

What can each and every one of you do to contribute to the fight against antisemitism? It is best to prepare a list of all the suggestions and ideas raised by the participants. In order to turn these ideas into actions we can, alongside the participants, choose 2-3 activities and set a schedule to carry it out. It is best to conduct a continuing discussion after 3-4 weeks in order to encourage the participants to act and take part.

The educator shall read the poem "Hatred" by Wislawa Szymborska – Nobel Prize laureate for literature 1966.

<https://www.nobelprize.org/prizes/literature/1996/szymborska/poetry/>

### Hatred - Wislawa Szymborska

See how efficient it still is,

how it keeps itself in shape—

our century's hatred.

How easily it vaults the tallest obstacles.

How rapidly it pounces, tracks us down.

It's not like other feelings.

At once both older and younger.

It gives birth itself to the reasons

that give it life.

When it sleeps, it's never eternal rest.

And sleeplessness won't sap its strength; it

feeds it.



One religion or another -  
whatever gets it ready, in position.  
One fatherland or another -  
whatever helps it get a running start.  
Justice also works well at the outset  
until hate gets its own momentum going.  
Hatred. Hatred.  
Its face twisted in a grimace  
of erotic ecstasy...

Hatred is a master of contrast-  
between explosions and dead quiet,  
red blood and white snow.  
Above all, it never tires  
of its leitmotif - the impeccable executioner  
towering over its soiled victim.

It's always ready for new challenges.  
If it has to wait awhile, it will.  
They say it's blind. Blind?  
It has a sniper's keen sight  
and gazes unflinchingly at the future  
as only it can.

Questions for Discussion:

1. Did you identify with the excerpt from the poem? Share with the group.
2. What is the poet's mood?
3. Did you hear a story that was passed down in your family regarding an event of hatred that your family was forced to deal with in the past? What was the event? How do you customarily commemorate it from one generation to the next? Do you conduct a dialogue or a special family meeting that discusses this event?

**The class will end with the lighting of a Yahrzeit candle to commemorate those killed in the events of October 7, 2023, and the events of "Kristallnacht" and saying "El Malei Rachamim" in the modern or traditional version(Can be found on pages 19-20).**

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The "El Malei Rachamim" prayer for those murdered sanctifying the name of God (Two versions):

<p>God, full of mercy in a world that had no mercy, grants gentle rest in Your sheltering presence in the sun dirt heights of man's radiance to the soul of all those harmed and persecuted and all the atrocities of the 7th of October. Upon the horror visited upon men and women, elderly and teenagers and girls and boys of which our mouths cannot shout and speak.</p> <p>We lament for them and for us for that which caused our hearts to bleed on that which had darkened our eyes woe is us that we were broken wow upon our changed homes. That our souls and bodies have been tormented and our faces have darkened.</p> <p>The master of compassion shall reveal our suffering forever from the beginning to the world until its end shall the silenced voices be heard and shall bind our souls in the bond of everlasting life for life is our heritage and we will heal in peace please God heal those injured.</p> <p>Please God heal the families and the therapists.</p> <p>Please God heal us all. And let us say, Amen.</p>	<p>אל מלא רחמים בעולם שלא היו בו רחמים המצא מנוחה עדינה תחת כנפי השכינה ומעלות הנשברות של זהר האדם לנשמת כל מי שנפגעו ונפרעו פרעות וכל זוועות ב-7 באוקטובר. על האומה אשר פקדה איש ואשה זקנים ובני הנעורים וילדות וילדים שאין פינו יודע כיצד לזעק ולאמרה.</p> <p>בעבור שאנו מקוננות ומקוננים בעבורך, בעבורך, בעבורנו על זה הנה דווה לבנו על אלה חשכו עינינו אוי לנו כי נשברנו אוי כי בתינו שנו. כי נשמותינו וגופנו ענו ופנינו חשכו.</p> <p>לכן בעל הרחמים יגלה סבלותינו לעולמים ומסוף העולם ועד סופו ישמעו הקולות הנאלמים</p> <p>וישמר בצרור החיים נשמותנו החיים הם נחלתנו ונבוא בשלום להחלמתנו אל נא רפא נא לנפגעות ולנפגעים.</p> <p>אל נא רפא נא למשפחות ולמטפלים. אל נא רפא נא לנו כלנו. ונאמר אמן.</p>
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### El Maleah Rachamim - Traditional

God, full of mercy who dwells on high,  
grant fitting rest in Your sheltering presence,  
in the heights of the holy, the pure and the brave,  
who shine like the radiance of heaven,  
to the souls of the holy  
men, women and children, old and young alike,  
who were brutally murdered sanctifying Your name, in our Holy  
Land, and all over the world,  
at the hands of terrorists.

We pray for the ascent of their souls.

Master of compassion,  
shelter them in the shadow of Your wings forever,  
and bind their souls in the bond of everlasting life.

Adonai is their heritage,

may the Garden of Eden be their resting place.

May they rest in peace,

and may they receive their reward at the End of Days,

and let us say, Amen.

### אל מלא רחמים – מסורתי

אל מלא רחמים שוכן במרומים,  
המצא מנוחה נכונה על פנפי השכינה,  
במעלות קדושים, טהורים וגבורים,  
כזהר הרקיע מזהירים,  
לנשמות כל אחינו ואחיותינו הקדושים,  
אנשים נשים וטף, זקנים עם נערים,  
שנרצחו על קדוש השם בארצנו  
ובכל מקום בעולם  
בידי מרצחים מארגוני הטרור –  
ימח שמם לעד, ויזכרם לדראון עולם.  
בעבור שאנו מתפללים לעלוי נשמתם.  
לכו בעל הרחמים  
יסתירם בסתר כנפיו לעולמים  
ויצורו בצרור החיים את נשמתם.  
אדני הוא נחלתם.  
בגן עדן תהא מנוחתם,  
וינוחו בשלום על משכבם,  
ויצמדו לגורלם לקץ הימיו,  
ונאמר אמן.





Writing on a Jewish business in Germany during a boycott



A sign that prohibits Jews to pass through the street, Germany





The burning of a Jewish synagogue on "Kristallnacht"



A poster that presents the "Negative Jew"





A poster that presents "the Jew" during the COVID-19 pandemic



A poster from the "Swords of Iron" War