



Lesson Plan

Unit: World War I		Designer: Hampton Roads Naval Museum
Lesson <u> 2 </u> of <u> 2 </u>	Topic: WWI Propaganda	Teaching Date:
Subject/ Course: WHII/ World History and Geography 1500 CE to Present	Grade Level: High School	Time Frame: Approx. 90 mins.

Context: This is the second of two lessons designed to cover standard WHII.10b. Previously, students learned about major battles and technologies of WWI and applied two skills: analyzing primary and secondary sources, and synthesizing sources to create a historical narrative. In this lesson, skill WHII.1d, evaluating sources, is expanded upon through analysis of WWI propaganda posters (also a “new technology” of the war). Students will use a previously created tool for analyzing various posters, and then will synthesize that information to create and use their own propaganda analysis tool. The lesson also includes a quiz covering content from WHII.10b and skills WHII.1a and WHII.1d.

SOLs	Objectives
<ul style="list-style-type: none"> • WHII.10b Describing the location of major battles and the role of new technologies • WHII.1a Synthesizing evidence from artifacts and primary and secondary source documents to obtain information about events and life in world history • WHII.1d Evaluating sources for accuracy, credibility, bias, and propaganda 	<ul style="list-style-type: none"> • Given an analysis tool, students will evaluate WWI-era government posters in order to accurately detect and explain evidence of propaganda with 70% accuracy. • Given an SOL formatted quiz, students will correctly answer 7 of 10 questions describing major battles and technologies of WWI and evaluating sources for propaganda.
Materials and Resources	Essential Question(s)
<ul style="list-style-type: none"> • Warm-up/ photo analysis • Uncle Sam recruiting poster • PBS.org propaganda techniques sheet • Canadian War Museum analysis tool • National Archives analysis tool • WWI propaganda posters (ww1propaganda.com is a great resource) • Section quiz • Exit ticket sheet 	<ul style="list-style-type: none"> • Battles of World War I extended across the Eastern and Western fronts • These battles employed many deadly technological advancements • What techniques were used in national propaganda during WWI? • What propaganda techniques do you think were the most effective at the time?

Time Breakdown:
 Warm Up: 5-10 min
 A-set/ Hook: 5-7 min

Modeling/ Whole Group: 20-25 min

Guided/ Group Practice: 20 -25 min

Independent Practice: 10-15 min

Quiz: 10 min

Exit Ticket: 5 min

Instructional Procedures:

Warm-up: Students complete a 4-question photo analysis based on the previous lesson on major events and technologies of WWI. Warm up may be collected for grading, or debriefed as a class.

Hook/ A-set: Show students WWI-era “Uncle Sam recruiting poster” and have students brainstorm/ discuss the symbols, purpose, and effectiveness of this poster.

Propaganda Analysis- Modeling/ Whole Group Practice: Teacher will introduce students to propaganda techniques commonly used in government/ war propaganda. Any source may be used for this, but a nice one-page summary of many propaganda techniques is provided from PBS.org’s teaching materials. Teacher will also introduce propaganda analysis tool and model its use with 1-2 propaganda posters. Two options for analysis tools are provided. The Canadian War Museum’s analysis tool is more thorough and clearly scaffolded for students, though it is longer. The analysis tool from the National Archives teaching resources has the advantage of being shorter, as well as able to be filled out electronically, though it is more generalized in how it asks students to think about the posters.

Propaganda Analysis: Guided/ Group Practice: This section is highly flexible, depending on students’ needs and teacher preferences. This lesson gives examples of 25 propaganda posters, but there are a great many more available online.

Option A: If students need more practice in analyzing propaganda posters, teachers can continue whole-group analysis of more posters.

Option B: Students may also be divided into groups and given a subset of posters, either by country or by theme (food, protection, fear, etc.) to analyze.

Option C: Post a number of posters around the room with poster paper/ oversized Post-its next to each image. Divide students into groups, and have each group answer one question at a time for each poster as they move around the room. E.g., Group 1 begins at poster 1 and answers the first question on the analysis sheet, writing their answer on the poster paper. Then they move to poster 2, where they would answer question 2 from the analysis sheet, and so on.

With all options, teacher will have students debrief/ discuss what they saw in the posters, noting commonalities in images and techniques across different countries as well as their effectiveness. Teacher will have students work in groups to develop a short, easy-to-remember phrase, mnemonic, or saying that encapsulates the key elements of propaganda analysis. This should be significantly shorter than the analysis tools they used previously.

Propaganda Analysis: Independent Practice—Students will use their shortened analysis tools to analyze additional propaganda posters. This may be done several ways.

Option A: Teacher chooses one or two posters that have not yet been used for the whole class to analyze independently.

Option B: Teacher assigns students one or two posters from another group to analyze independently.

Option C: If Option C was not used above, teacher can create a gallery walk of posters around the room, having students analyze a select number of them independently.

Quiz: Students will take an SOL-formatted quiz (10 questions) covering content from 10b and skills practiced (1a, 1d).

Exit ticket/ Closure: Have students summarize the propaganda techniques they saw used in the posters, the purpose of the posters, and determine which techniques/ posters they felt were most effective.

Assessment	
Formative <ul style="list-style-type: none">• Warm-up• Student participation in class discussions• Analysis of propaganda posters (group work)• Analysis of propaganda posters (independent)	Summative <ul style="list-style-type: none">• Section quiz (SOL format): SOL 10b, incl. skills 1a, 1d

Attachments:

- Warm up- photo analysis
- Hook/ a-set- Uncle Sam poster
- PBS propaganda techniques reference list
- Canadian War Museum propaganda analysis sheet
- National Archives propaganda analysis sheet
- 25 examples of WWI Propaganda posters
- Section quiz
- Exit ticket/ closure questions

Warm-up:

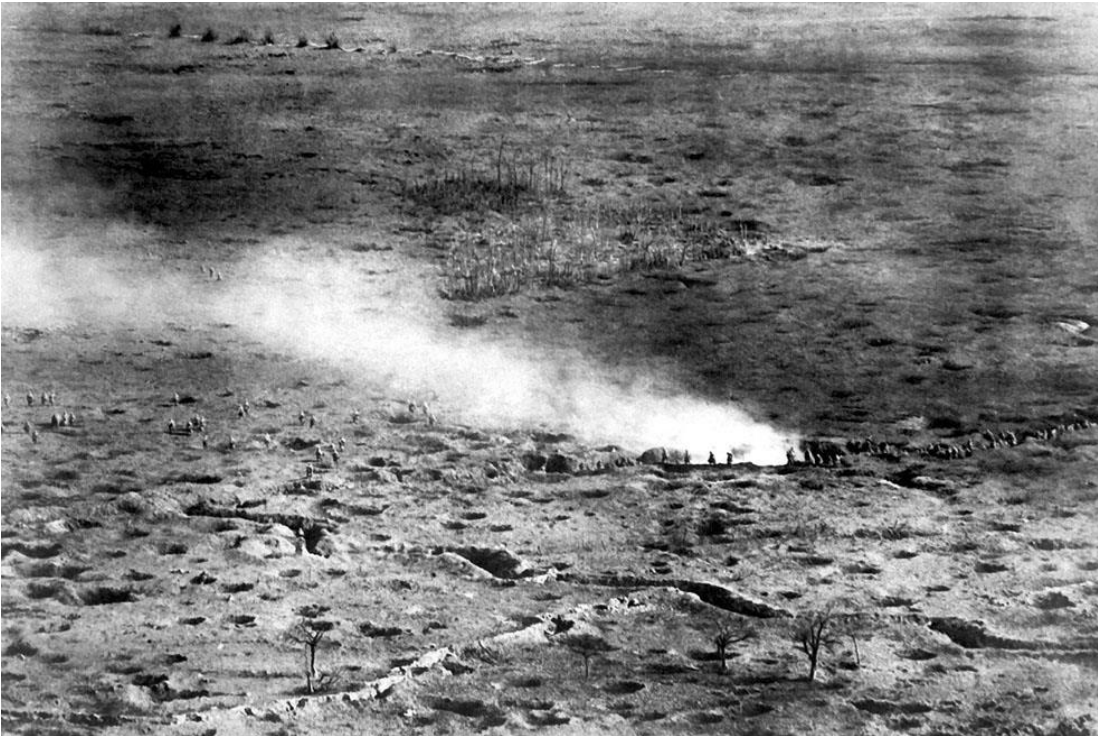


Image source: NARA, from <http://www.theatlantic.com/static/infocus/wwi/westernfront1/>

<p>1. Identify and explain at least two technological or military advances shown or suggested in this image.</p>	<p>2. Is this picture more likely to be of the battle of Gallipoli or the Somme? Explain your answer using evidence from the image.</p>
<p>3. Identify key facts or details about this particular battle (the one you chose in #2).</p>	<p>4. Use evidence from this picture to describe the effect of World War I battles. Be as specific as you can.</p>



Image source: <http://www.learnnc.org/lp/editions/ww1posters/6203>

Questions for discussion: What do you see in this poster?

What is the poster trying to get the audience to do?

What symbols, key words, or well-known images are used?

Do you think this poster is effective? Why or why not?

REPORTING AMERICA AT WAR

CLASSROOM MATERIALS

Propaganda Techniques

Adapted from the Propaganda Critic Web site. For more detailed definitions and additional examples see www.propagandacritic.com.

PROPAGANDA – the use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior or to perform a particular action. There is some disagreement about whether all persuasive communication is propagandistic or whether the propaganda label can only be applied to dishonest messages.

NAME CALLING – links a person, or idea, to a negative symbol. *Examples: commie, fascist, yuppie*

GUTTERING GENERALITIES – use of virtue words; the opposite of name calling, i.e., links a person, or idea, to a positive symbol. *Examples: democracy, patriotism, family*

The next two are ways of making false connections

TRANSFER – a device by which the propagandist links the authority or prestige of something well-respected and revered, such as church or nation, to something he would have us accept. *Example: a political activist does her speech with a prayer*

TESTIMONIAL – a public figure or a celebrity promotes or endorses a product, a policy, or a political candidate. *Examples: an athlete appears on the Wheaties box; an actor speaks at a political rally*

The following three constitute special appeals

PLAIN FOLKS – attempt to convince the audience that a prominent person and his ideas are “of the people.” *Examples: a prominent politician eats at McDonald’s; an address is photographed shopping for groceries*

BANDWAGON – makes the appeal that “everyone else is doing it, and so should you.” *Examples: an ad states that “everyone is rushing down to their Ford dealer”*

FEAR – plays on deep-seated fears; warns the audience that disaster will result if they do not follow a particular course of action. *Example: an insurance company pamphlet includes pictures of houses destroyed floods, followed up by details about home-owners’ insurance.*

The next two are types of logical fallacies

BAD LOGIC – an illogical message is not necessarily propagandistic; it can be just a logical mistake; it is propaganda if logic is manipulated deliberately to promote a cause. *Example: Senator X wants to regulate the power industry. All Communist governments regulate their power industries. Senator X is a Communist.*

UNWARRANTED EXTRAPOLATION – making huge predictions about the future on the basis of a few small facts. *Example: If the U.S. approves NAFTA, thousands of jobs and factories will move to Mexico.*



Poster Analysis Worksheet

Can you tell who created this poster? If so, list the organization, government or individual. If not, provide suggestions for who you think might have created it.

What do you think were the creator's motives for making this poster?

What is the overall message of this poster?

How is this message conveyed (consider the use of language, colours, symbols, shapes)?

Which propaganda techniques are used? Refer to examples from your poster for any techniques you identify.

What other techniques are used in the poster to convey the message (consider the use of language, colours, symbols, shapes)?

Poster Analysis Worksheet

What kinds of emotions are conveyed by the poster?

Who is the target audience?

What does this message suggest about the values and beliefs of this audience?

Is the poster effective in conveying its message to you? Do you think that it would have been effective during the First World War?

Alternative Source/ Option 2: National Archives (can be completed electronically at https://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf)

Reset Form

Poster Analysis Worksheet

Print Form

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

Limit response for each question to 2 lines of text

Reset Form

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**

Print Form

Example 1: "National Service" (Britain)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters?page=2>

Example 2: "War Loans Help the Guardians of Your Happiness" (Germany)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/german-ww1-propaganda-posters>

Example 3: "On Which Side of the Window are You?" (American)

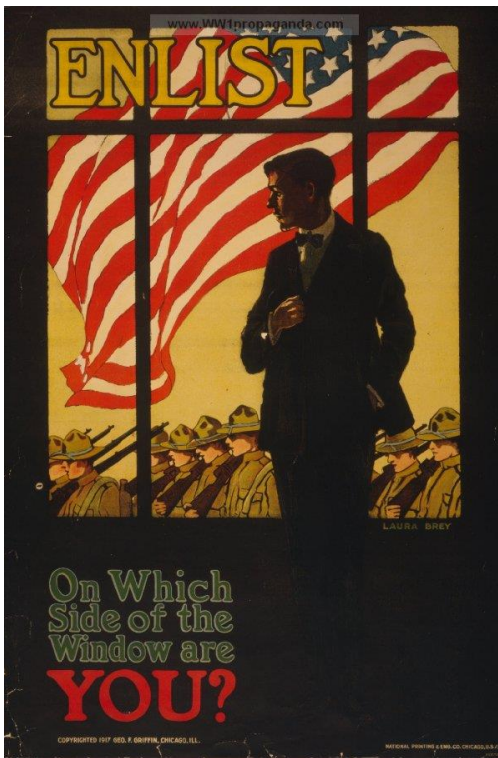


Image source LOC, via <http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters?page=1>

Example 4: "Our Kaiser" (Austrian)



Text paraphrase: "Painting Exhibition, 'Our Kaiser.' 80 Original paintings showing events in the life of our Kaiser. Proceeds to benefit the Red Cross."

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/austrian-ww1-propaganda-posters?page=5>

Example 5: "8th Warbond Drive" (Austrian)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/austrian-ww1-propaganda-posters?page=6>

Example 6: "National War Relief Exhibition" (Austrian)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/austrian-ww1-propaganda-posters?page=7>

Example 7: "4th War Bond Drive" (Austrian)



Image Source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/austrian-ww1-propaganda-posters>

Example 8: "Remember Belgium" (American)

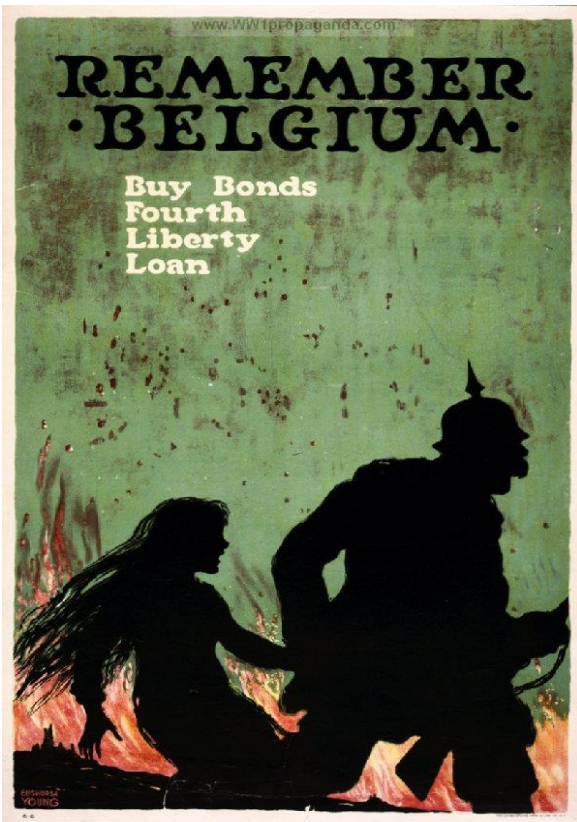


Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters?page=3>

Example 9: "Columbia Calls" (American)



Image Source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters?page=6>

Example 10: "Join the American Air Service, be and American Eagle" (American)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters?page=7>

Example 11: "Uber Alles" (American)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/american-ww1-propaganda-posters?page=8>

Example 12: "Missing!" (British)

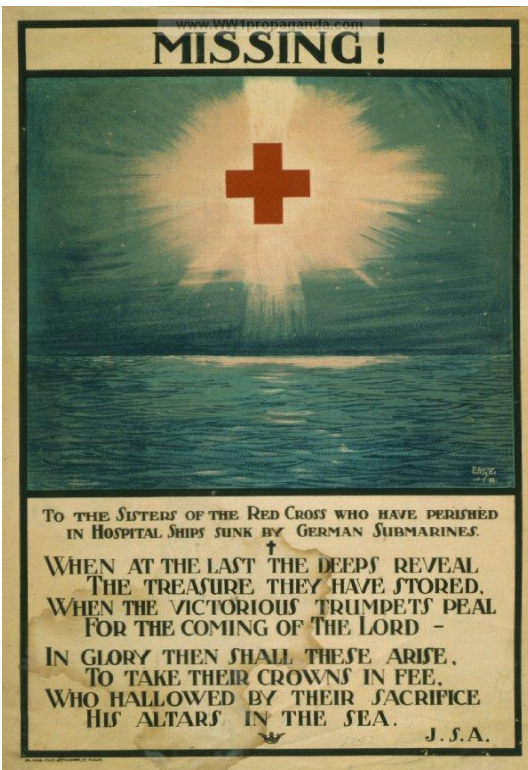


Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters?page=3>

Example 13: "For Your Children" (British)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters?page=5>

Example 14: "Who's absent? Is it you?" (British)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters?page=9>

Example 15: "Britain needs you at once" (Britain)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters?page=9>

Example 16: "Farmers, do your duty!" (German)



Text paraphrase: "Farmers, do your duty! The cities are hungry."

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/german-ww1-propaganda-posters>

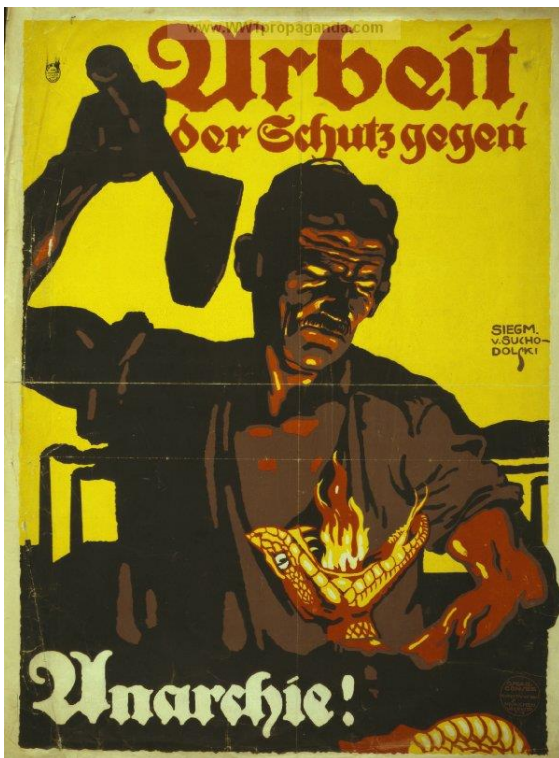
Example 17: "Bolshevism wants the world to drown in blood" (German)



Text paraphrase: "Bolshevism (Communism) wants the world to drown in blood."

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/german-ww1-propaganda-posters?page=1>

Example 18: "Work, the protection against anarchy" (German)



Text paraphrase: "Work, the protection against Anarchy!"

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/german-ww1-propaganda-posters?page=2>

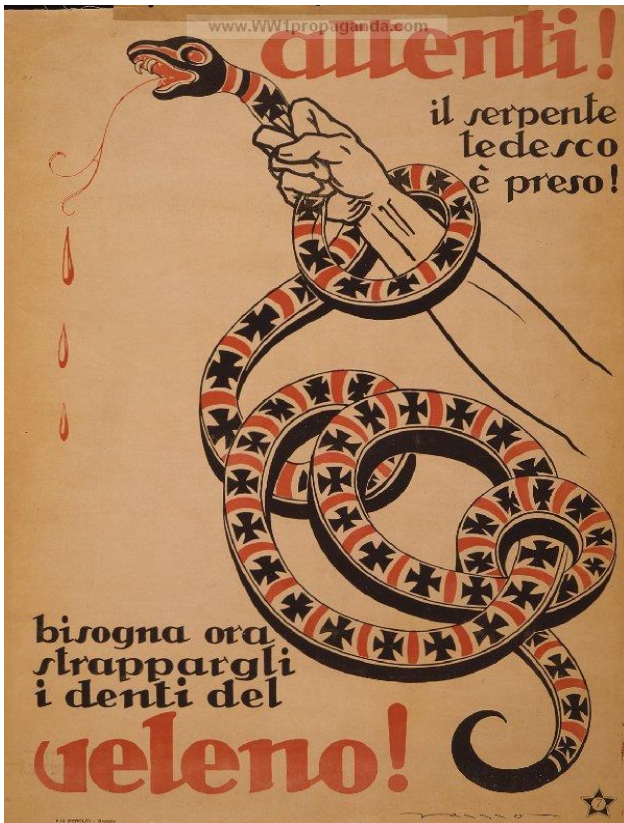
Example 19: "Drive them Out!" (Italy)



Text: "Drive them out!"

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/italian-ww1-propaganda-posters?page=1>

Example 20: "Attention! The German viper is taken." (Italy)



Text:paraphrase "Attention! The German viper is taken. There's now a need to tear off the fangs of hatred"

Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/italian-ww1-propaganda-posters?page=5>

Example 21: "It is Nice in the Surf" (Australia)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/australian-ww1-propaganda-posters>

Example 22: "Were you there then?" (Australia)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/australian-ww1-propaganda-posters?page=2>

Example 23: "We are saving you. You save food." (Canada)

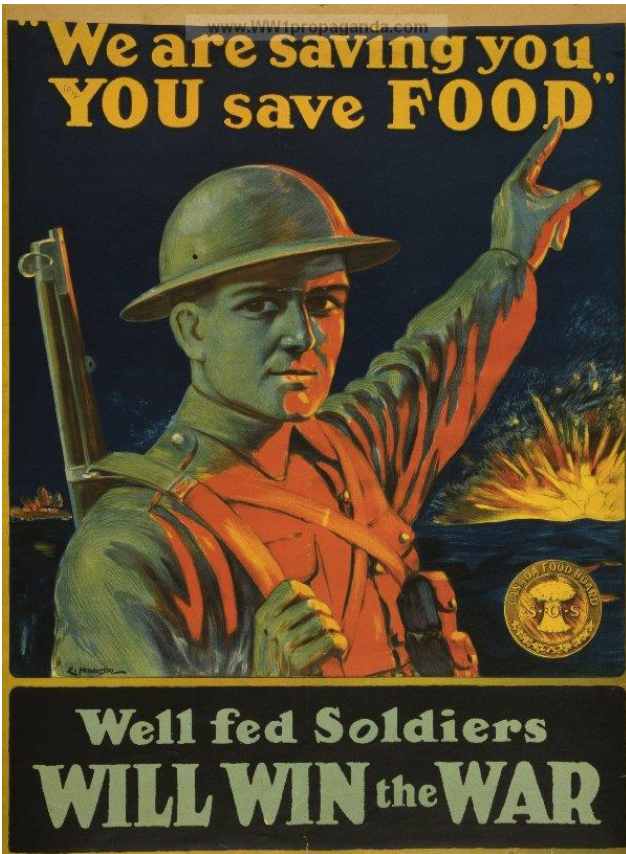


Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/canadian-ww1-propaganda-posters?page=9>

Example 24: "The Thin Khaki Line" (Canada)



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/canadian-ww1-propaganda-posters?page=5>

Example 25: "Why Don't they Come?"



Image source: LOC, via <http://www.ww1propaganda.com/world-war-1-posters/canadian-ww1-propaganda-posters?page=2>

Quiz- SOL WHII.10b, 1a, and 1d.



1. Which major battle during WWI took place closest to location A?
 - a. Battle of the Marne
 - b. Somme
 - c. Tannenberg
 - d. Verdun
2. What do the Battles of the Marne, the Somme, and Verdun have in common?
 - a. They were all fought because of anti-German allied propaganda
 - b. They were all long trench battles on the western front
 - c. They were all sea battles involving submarines and minefields
 - d. They were all victories for Germany and Austria-Hungary

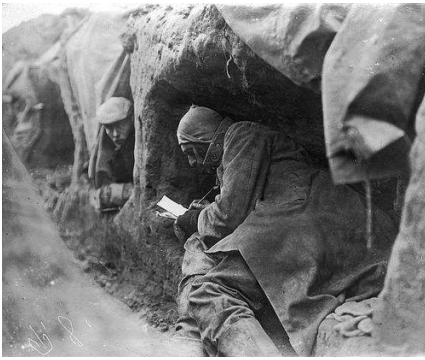


The Battle of the Somme



Gallipoli Campaign

3. What information in the photos above shows how the Gallipoli campaign was different from many other WWI battles?
 - a. Gallipoli was fought in Turkey, not in France or Germany.
 - b. Gallipoli was fought against the Ottoman Empire, not Germany
 - c. Gallipoli was fought using both naval forces and the army
 - d. Gallipoli was fought using trench warfare over several months



According to the information in these photographs, which statement is the most accurate about the effect of trench warfare on soldiers?

- a. Trench warfare was a necessary but costly method of fighting in WWI
- b. Soldiers who fought in WWI trenches endured miserable conditions
- c. Trench warfare was a type of fighting that should not be used again
- d. Soldiers who fought in WWI trenches faced many new dangerous weapons



Image A



Image B

Which image above is the most accurate and credible in showing the effects of gas on WWI soldiers?

- a. Image A, because it is a primary source taken at the time of actual gas victims
- b. Image A, because it shows that more soldiers were victims of gas attacks
- c. Image B, because it more clearly shows the gas actively harming the soldiers
- d. Image B, because it was painted by a WWI soldier who lived through a gas attack

Accuracy and Credibility	Bias	Propaganda
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Complete the chart above with correct statements from the table below. Not every statement will be used. For example, a statement that describes or is an example of propaganda shown in this document should be moved to the “propaganda” box. A true statement about propaganda that does not apply to THIS document should not be moved. Some boxes may have more than one statement.

Shows damaged trees and empty guns to suggest that the war will be lost	Uses inflammatory language, such as use of the word “devilry” to describe Germans’ actions	Uses shocking images of soldiers to cause specific feelings in viewers
Uses patriotic or nationalistic images to encourage the country to keep fighting	This is a primary source and was written during the events it describes	This is a secondary source that was written afterwards by people who were not present at the time of the event
Shows multiple points of view or perspective of the event	Only presents one point of view or perspective of the event	The information in this source comes from a believable source with a reputation for true information
We do not know where the information in this document came from, and may or may not be totally true	It is in the best interests of the people publishing this source to give only information that is true and already proven correct	The best interests of the people publishing this source involve factors other than being absolutely true, such as profit or promoting patriotism



Which statement from the document above is most clearly an example of propaganda?

- “Reported that Turkey wants to quit”
- “Are YOU one of the slackers”
- “Americans take much booty”
- “Reprisals will be made for all Hun vandalism”

How does the document above show the effect of a type of military technology introduced in WWI?

- Deadly submarine warfare meant that allies tried to destroy German submarine bases
- Use of poison gas in battles against Turkey made them want to sue for peace
- Machine gun use on both sides caused an increase in vandalism—destruction of civilian property
- Use of tanks at the Battle of the Marne made the Germans retreat back into Germany



Document A

“Once the shelling was over, of the 100,000 British troops who attacked the German lines July 1, 1916, 20,000 were killed and over 40,000 were wounded. It was the single worst day in deaths and casualties in British military history. Eventually this battle, which did not change the front line trenches much at all, involved over 2 million men along a 30 mile front.” – pbs.org

Document B

Which battle is most likely described in the documents above?

- Battle of Gallipoli
- Battle of the Somme
- Battle of Tannenberg
- North Sea mine barrage

Based on information from document B, which of the following is least likely true about document A?

- Document A is a more credible source because it was written in a newspaper of the time
- Document A has inaccurate information because it was only relying on what was available at the time
- Document A minimizes the negative effects of the battle to avoid upsetting its readers/ for propaganda reasons
- Document A is biased toward positive information because it relies on one “official statement” as its source