

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – World War II Propaganda

Grade - 11th

Length of class period – 80 minutes


Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

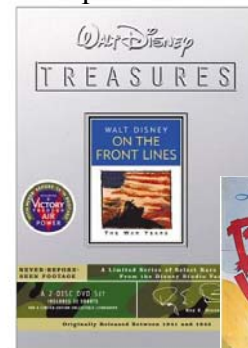
- Is the use of propaganda a “good or bad” tactic for governments at war?
- Does propaganda differ from other advertisements?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will know and be able to identify the characteristics that make media propaganda.
- Students will know and be able to work cooperatively to analyze primary source documents.
- Students will know and be able to analyze the message and purposes of propaganda from the 1940’s.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Guided Notes: Propaganda Worksheet (& teacher copy)
- WWII Propaganda Cartoons chart
- Propaganda Project Worksheet
- Propaganda postcards examples, can be found on various websites:
 - <http://library.thinkquest.org/C0111500/ww2/american/amerprop.htm>
 - <http://www.library.northwestern.edu/govinfo/collections/wwii-posters/>
- *Walt Disney Treasures - On the Front Lines* (1943)
 - Compilation of Disney propaganda cartoons
 - Starring: Alexander de Seversky, Billy Mitchell (III)
 - Director: Jack Kinney
 - Rating 
- *Blitz Wolf* (1942) MGM
 - Director: Tex Avery
 - Writer: Rich Hogan (story)
- Poster paper
- Storyboard Template
- Crayons



Activities (What will you and your students do during the lesson to promote learning?)

Initiation/Review: Guided Notes Part I (5 minutes)

- Review the goals of the American government on the home front.

These include:

- Persuade men to join the army
- Persuade citizens to accept rationing
- Force total mobilization (women needed in the workforce)
- Keep FDR in office
- Give money to support the war

1. Group Activity- What is propaganda? (10 minutes)

- Break students into groups of four. Each group should use their homework on propaganda and 2-3 propaganda postcards to determine their own definition of what propaganda is. They should also note down what characteristics (design) of propaganda are common. Evidence of these characteristics should also be noted.

2. Class discussion (5 minutes)

- Each group should have one speaker to announce their results to the class. We will come together as a class to compile our definitions into one that we will use throughout the lesson. We will also write the common traits of propaganda on our guided notes as they are announced/ discussed.

3. Watch Disney & Warner Brothers propaganda from WWII (30 minutes)

- Pass out the propaganda charts for students to use while watching each cartoon and listening to the songs.

- Go over the terms used in the chart before reviewing propaganda:

Design= includes the colors, symbols, language, and stereotypes

✚ especially those listed on our guided notes

Medium= is a poster, radio address, cartoon, or movie

Purpose= should include what the message of the author is and what goal out of the 5 listed above he/she is trying to fulfill

Intended Audience= Who does the creator want to reach? How do you know?

- Cartoon Shorts to Show from *Disney On the Front Lines*

- Der Fuhrer's Face= From the Vault, 9 minutes
 - Show first 3 minutes at most
- All Together= Educational Shorts, 3 minutes
- Thrifty Pig= Educational Shorts, 4:12 minutes
- Victory Vehicles= Propaganda & Entertainment, 8:05 minutes
 - Show first 3 minutes
- Food Will Win the War= Educational Shorts, 5 minutes

- Warner Brothers' *Blitzwolf*

- Blitz Wolf= Videotape recording, 9:43 minutes
 - Show first 3 minutes

- In between each cartoon go over a few sections on the worksheet with students to be sure they are on the right track

4. Propaganda Project (25 minutes)

- Go over instructions on the task worksheet. Remember to follow some of the typical design techniques we identified. Have students choose which medium they want to use and pass out material as necessary.
- *Remind* students to write a short paragraph to accompany their project.
- They will be graded on a rubric provided.

Closure: Share some projects/ Wrap up (10 minutes)

- Have students present their projects for extra credit. We will try to determine what the audience, message, and design elements are.

How will you assess what student learned during this lesson?

Use the following checklist to ensure that students included each of the required elements. Provide each student the checklist beforehand and attach a copy of each student’s completed checklist to their projects. Assign a numerical value based upon the total amount of points you want the project to be worth.

Propaganda Poster Checklist: <input type="checkbox"/> Design element of propaganda <input type="checkbox"/> Design element of propaganda <input type="checkbox"/> Design element of propaganda One goal on home front fulfilled <input type="checkbox"/> Audience described <input type="checkbox"/> Message provided Extra Credit Presented to Class

Connecticut Framework Performance Standards –

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one’s own life experience
- engage in reading challenging primary and secondary historical source materials, some of which is contradictory and requires questioning of validity
- interpret data in historical maps, photographs, art works and other artifacts