World War II Propaganda
United States History

GRADE LEVEL: 11th Grade

NUMBER OF STUDENTS IN THE CLASS:
Each class period consists of 20 to 25 students.

RATIONALE:
This unit will be a short, two week unit focusing on the propaganda during World War II. We will focus on the impact of propaganda: its intentions, the authors (primarily Dr. Seuss), and the politics of propaganda. In order to understand the full impact of war on a society, propaganda posters and cartoons demonstrate the raw feelings of the people. They are a visual history of society at the time of war. Not only will we look at U.S. propaganda, but we will compare it to the propaganda of fellow allies and the axis. Students we analyze how the U.S. viewed the war, how other countries viewed it and how others viewed the U.S.

I CAN STATEMENTS (Anticipated Outcomes)
I can describe a piece of propaganda as how it was seen in its era.
I can analyze the multiple meanings of a poster or political cartoon.
I can interpret a piece of propaganda.
I can compare and contrast the propaganda of the U.S. to other countries during World War II.
I can design my own propaganda poster or cartoon in relation to those studied.

STATE STANDARDS/HSCE
U.S. History and Geography: USHG Era 7 – The Great Depression and World War II (1920-1945): 7.2 – World War II: Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

- 7.2.2: U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world.

- 7.2.3: Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including:
  - mobilization of economic, military, and social resources
  - role of women and minorities in the war effort
  - role of the home front in supporting the war effort
  - internment of Japanese-Americans

RESOURCES:
Text: Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel by Richard H. Minear
Text: World War II in Cartoons by Mark Bryant
INSTRUCTIONAL PROCEDURES/STRATEGIES:

(a) Generalities of Lesson Plans

1. **Week One**
   - Monday – Introduction to Unit: Begin looking at different pieces
   - Tuesday – Anti-War, isolationism, neutrality, etc. Posters and Political Cartoons
     – shown through PowerPoint, internet, physical examples of posters and through books
   - Wednesday – Recruitment and Pro-war Posters and Political Cartoons – shown through PowerPoint, internet, physical examples of posters and through books
   - Thursday – Introduction to Dr. Seuss (using book)
   - Friday – Study Dr. Seuss’ Propaganda: watch film adaptation of “Yertle the Turtle”

2. **Week Two**
   - Monday – Compare and Contrast to other countries
   - Tuesday – Wrap-up lessons: Introduce Project
   - Wednesday – In-class workshop – students will listen to World War II music while working on the projects (another form of propaganda)
   - Thursday – In-class workshop – students will listen to World War II music while working on the projects (another form of propaganda)
   - Friday - Presentations

(b) Lessons will be taught through oral presentation (lecture), large group discussion/analyzing and read-aloud.

(c) Vocabulary Required:

1. Propaganda
2. Assertion
3. Bandwagon
4. Metaphor
5. Slogans
6. Scapegoat
7. Ideology
8. Bias
9. Persuasion
10. Stereotyping
11. Opinion
12. Assumption
UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Anti-war, isolationism, neutrality, etc. Propaganda</td>
<td>Recruitment and Pro-war Propaganda</td>
<td>Dr. Seuss</td>
<td>Dr. Seuss: “Yertle the Turtle”</td>
</tr>
<tr>
<td>Week 2</td>
<td>Compare/Contrast</td>
<td>Wrap-up: Assign project</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Presentations</td>
</tr>
</tbody>
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ASSESSMENT STRATEGIES DURING UNIT:

Students will be continuously assessed through formative assessment. Students will be randomly called on during mini-lessons and large group discussions. During the large group discussions, students will be demonstrating their understanding through individual and choral responses. There will be exit-slip at the end of each period. The final assessment will be the Propaganda Poster/Cartoon Project and Presentation.
GENERAL INTRODUCTION LESSON PLAN:

I) **Standard:** USHG – 7.2

II) **Objective:** Students will be introduced to World War II Propaganda. Students will be able to define propaganda. Students will be able to identify the elements of a piece of propaganda.

III) **Anticipatory Set:** Teacher will show a short YouTube clip of a Disney World War II Propaganda - [http://www.youtube.com/watch?v=wcndYCgmUIo](http://www.youtube.com/watch?v=wcndYCgmUIo)

IV) **Purpose:** Propaganda reflects the attitudes of society at the time of war and by studying the propaganda we can get a better understanding of how people felt about the war.

V) **Input**

A) **Task Analysis**
   1) Students will have already been studying World War II history.
   2) Students need to understand the basics concepts of the war, before it, during it, and after it.
   3) Students will need to know the roles of citizens during the war.

B) **Step-By-Step**
   1) Bellringer
   2) Take Attendance during bellringer
   3) Get PowerPoint ready
   4) Go through PowerPoint (attached) with the students – leading a large group discussion – randomly calling on students for formative assessment (30-40 minutes)
   5) Give a short mini-lesson on propaganda and its importance in World War II.
      a) Homefront (men, women and children...workforce, military, and politics etc.)
      b) For the soldiers
      c) For the enemies
   6) Exit-Slip – “What did you learn about propaganda? And what are you most looking forward to during this unit?”

C) **Method**
   1) This lesson is taught using visual aids such as film and Powerpoint as well as orally through lecture.

D) **Materials**
   1) YouTube
   2) PowerPoint
   3) Posters

VI) **Checking for Understanding**

A) The class is primarily led in a large group discussion.
B) The will randomly select students for answers when suggestions are not made (or when a student is off task).
C) Do Stop and Check’s during mini-lesson

VII) **Homeowrk**

A) Students will read an article handed to them from the teacher about Dr. Seuss.

VIII) **Closure**

A) Exit Slip
CULMINATION/CULMINATING ACTIVITY:

Propaganda Project: Now It’s Your Turn!

During this short unit, we have analyzed several formats of propaganda (posters, cartoons, music and film) from World War II. We have discovered the multiple meanings present in each piece and we now understand how it impacted the war. Propaganda was created in order to get people to do or not to do something. Your job for this project is to create your own piece of propaganda...for the World War II era.

1. Choose your type of propaganda: poster or political cartoon.
2. Decide your angle!
   a. Are you pro-war or anti-war?
   b. Are you with the Allies or with the Axis?
   c. Are you recruiting people? For military or for work?
   d. Are you warning people?
3. Decide your audience – and stick with it!
4. Create a rough draft of your piece on lined paper and have it “Okayed” by me before you continue.
5. Create your final product!
   a. It must be neat (legible)!
   b. It must be visually appealing! (color)
   c. Spell-check your work!
   d. Does it make sense?
6. After you create your piece, you must write a page reflection for it.
   a. What is Propaganda? What did it mean during World War II?
   b. Who is your audience?
   c. What is its purpose?
   d. What technique is it using?
   e. Do you think it would work?
   f. Interpret your work!
7. Presentations
   a. Present your piece to the class
      i. Are you Ally or Axis?
      ii. Ask the class to interpret your piece
   b. Give a brief description of your piece (correct the class if they are wrong)
      i. What was your aim?
   c. Answer any questions
   d. Turn the piece in to the teacher along with the rubric and your reflection paper.
# PROPAGANDA PROJECT RUBRIC

## Propaganda Poster/Cartoon

- Handwriting is legible
- Drawings are neat and in color
- Correct spelling and grammar
- Audience is clear.
- Author (Allies or Axis) is clear.

## Reflection Piece

### Content:
- What is Propaganda? In relation to World War II?
- Audience
- Authorship
- Purpose
- Technique
- Success
- Interpretation

### Mechanics:
- Spelling
- Grammar
- 12 pt. Font, Times New Roman
- 1 page minimum

## Total ________/50
PRESENTATION RUBRIC

World War II Propaganda Presentation

Teacher Name: Ms. Jager

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
</tr>
<tr>
<td>Time-Limit</td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
</tr>
</tbody>
</table>
**PRO-WAR/RECRUITMENT PROPAGANDA LESSON:**

I) **Standard:** USHG – 7.2

II) **Objective:** Students will be able to analyze Pro War propaganda. Students will be able to analyze recruitment Propaganda. Students will be able to analyze and see the importance of pro-war political cartoons.

III) **Anticipatory Set:** Teacher will play the song “Remember Pearl Harbor” to get students into the “mood.”

IV) **Purpose:** We will be studying/analyzing how propaganda was used to recruit people into service and help on the homefront.

V) **Input**
   A) **Task Analysis**
   1) Students will need to have understood the previous lessons on propaganda.
   
   B) **Step-By-Step**
   1) Bellringer
   2) Take Attendance during bellringer
   3) Get PowerPoint ready
   4) Go through Powerpoint (attached) with the students – leading a large group discussion – randomly calling on students for formative assessment (30-40 minutes).
      (a) What do the posters tell us?
      (b) Who is the audience?
      (c) Who is the author?
      (d) Etc.
   5) Teacher will hand out an article from the website (http://www.historians.org/projects/GIRoundtable/propaganda/Propaganda_TOC.htm) and the class will read them together. Students will take notes using Post Its and highlighters.
      (a) “Defining Propaganda”
      (b) “War Propaganda”
      (c) “What are the Tools of Propaganda?”
      (d) “The Story of Propaganda”
   6) Large Group discussion on readings.
      (a) Formative assessment through questioning (random and not random)
   7) Exit-Slip – “What was your favorite World War II Propaganda piece that we discussed? Who was its audience? Author? What was its purpose?”

C) **Method**
   1) This lesson is taught using visual aids using Powerpoint and online articles. It also taught orally through large group discussion. Finally, it is also taught using hearing – music. It reaches to all types of learners!

D) **Materials**
   1) Radio
   2) PowerPoint
   3) Posters
   4) Internet

VI) **Checking for Understanding**
   A) The class is primarily led in a large group discussion regulated using a PowerPoint.
   B) The teacher will randomly select students for answers when suggestions are not made (or when a student is off task).
   C) Do Stop-and-Check’s during mini-lesson
D) Exit-Slip

VII) Homeowrk
   A) Students will read another article handed to them from the teacher about Dr. Seuss and take notes in a double entry journal format.

VIII) Closure
   A) Exit Slip