

PROJECT TITLE:	
War of Words	
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CLASSROOM PRACTICE (DOCUMENT #1)

- HI Overview & Teaching Thesis:** Propaganda or the war of words may be the most understated battle of any war. When we teach wars we focus on the battles and the people. Looking at Propaganda and what they wanted the common man to think or feel. After all it is the common man that propaganda is written to influence. This lesson will reinforce the reasons for World War II as well as look at how the sides all employed propaganda to get their message across and fight the war of words. By completing this lesson students will strengthen their understanding of the root causes of World War II as well as the motivations the countries had for continuing the conflict.

- Suggested Grade Level and Length of Activities:**
Middle School, High School. 1 hour 30 minutes

- Significance & Relevance:**

These activities should encourage the student to draw conclusions about the time period and motivations different groups had for going to war as well as continuing the fight. These will also open the concept of “Total War” or the idea for a war of this size to commence the entire nations involved, not just the fighting men needed to be mobilized. Students today are living in a war time, they probably do not realize it. These exercises should allow them to understand that at times, all of society is at war.

SOL Standards

USII7a The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.

USII7c The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- describing the impact of the war on the home front.

WHII12a The student will demonstrate knowledge of the worldwide impact of World War II by

- explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower,

Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

WHII12b The student will demonstrate knowledge of the worldwide impact of World War II by b) examining the Holocaust and other examples of genocide in the twentieth century.

OAH Historical

OAH 2 Historical Comprehension (g) Draw upon visual sources to clarify, illustrate, or elaborate upon information presented in a historical narrative

OAH3 Analysis and Interpretation (a) Identify the author or source of historical document, (b) Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences, (d) Consider multiple perspectives of various peoples in past by demonstrating their differing motives, beliefs, interests, hopes and fears

OAH4 Historical Research Capabilities (a) Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past, (c) Interrogate historical data by uncovering the social, political, and economic context in which it was created: testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

4. Technology (if applicable) - If the teacher wishes to dive further into the propaganda issue two helpful website would be:

<http://www.ushmm.org/propaganda/>

<http://www.nationalarchives.gov.uk/theartofwar/>

5. Modifications, Differentiation, and Extensions –

-To allow the students to go further, use the above websites and have them print one or two and then present to the class.

-For the creative students, have them try to reproduce the posters, obviously this activity needs to be monitored as some of the images can be used improperly.

-The reading is a great activity and I would use it if at all possible.

-The final activity can also be very helpful as the students if encouraged properly can find out on a small scale what it is like to go “all in” on an issue.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: What is Propaganda Guiding Questions What is the definition of propaganda?	1. Students will be able to (SWBAT) Define propaganda	Assessment- Students will complete questions from reading material	Students will be given a working definition of Propaganda. Students will also review other opinions of propaganda. Students will read a selected portion of Mien Kampf and answer the questions provided
Title: Uses of Propaganda and causes of World War II Guiding Questions What were the causes of World War II and was propaganda used to help each country continue the fight?	1. SWBAT Discuss and understand the causes of World War II 2. SWBAT Explain how Germany, Britain, Japan, Russia, and the US used propaganda during WWII to demonize the enemy and motivate their citizens	Assessment- Students evaluate propaganda without assistance as to its use and focus	Students will review causes of World War II. Students will be exposed to various uses of Propaganda and will be asked to evaluate pieces of propaganda concerning their uses. Students will use a SCIM-C document to practice evaluate propaganda.
Title: Effective Propaganda How does a person create effective propaganda?	1. SWBAT evaluate propaganda and its effectiveness	Assessment- Students will evaluate propaganda on their own. As a final assessment of all areas, students will be asked to find a piece of WWII propaganda and teach to another student using the SCIM-C document.	As the students are introduced to propaganda they will be asked to evaluate what they see using a rubric. Students will be asked to evaluate propaganda on their own.

7. Related Materials and Resources: The Power Point Slides, Lesson Plan with talking points, Scanned portion of Mien Kampf, Classroom Rubric sheet and answer key, final assessment sheet and answer key.

8. Annotated Instructional Bibliography

<http://www.ushmm.org/propaganda/> The United States Holocaust Museum Web Site. This site provides a huge selection of primary sources not only dealing with Propaganda but obviously the Holocaust as well. Parts of the site are geared to more sensitive learners. This site would be a great location to dive deeper into the propaganda of Germany.

<http://www.nationalarchives.gov.uk/theartofwar/> From the National Archives in the United Kingdom, this portion of the site is dedicated to propaganda and the “Art of War”. Here teachers can get more primary sources and illustrations to enhance the study. Students can also be allowed to do some hands on research with this site.

Steven Luckert and Susan Bachrach, *State of Deception: The Power of Nazi Propaganda*, W.W. Norton and Company, none. This book is available from the United States Holocaust Museum. It dives deeper into the ideas and concepts of the Nazi propaganda machine as it was used against the Jewish people. It is a great resource in showing the step by step process Hitler and the Nazi’s used to change their peoples opinion.

Peter Darman, *Posters of World War II*, Brown Bear Books, 2008 A good resource for collecting posters from the various powers of World War II. A useful if classroom sets were available to allow student to make comparisons of the various propaganda tools.

Anthony Rhodes, *Propaganda: The Art of Persuasion: World War II*, Chelsea House Publishers, 1976 This book like the previous one has a good collection of Propaganda posters from World War II. This book however has better analysis of the various techniques and can used by a teacher to gain background on the Propaganda itself.

Richard H. Minear, *Dr. Seuss Goes to War*, The New Press, 1999 A great book to cover not only propaganda drawings but the concept of total war. It gives a good history of how Dr.Seuss became involved with the war effort and will challenge both teacher and student when it comes to the subject of the treatment of the Asian-Americans living on the west coast.