

Title The War of Words

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Key Words Propaganda World War II

Grade Level Middle School, High School

Time Allotted 1 ½ hours

Lesson Overview	The students will begin with learning at definition of propaganda. The students will review the causes of World War II. The students will examine and evaluate pieces of propaganda while learning the various functions. The Students will then be asked to evaluate propaganda on their own and share with the class. Students will then be asked to do a final evaluation of propaganda on their own. A homework assignment and closing class assignment are provided.
Guiding Question(s)	What is the definition of propaganda? What were the causes of World War II and was propaganda used to help each country continue the fight? What does the writer use to make Propaganda effective?

Learning Objectives (SWBAT – Students Will Be Able to)

Define propaganda

Discuss and understand causes of World War II

Explain how Germany, Britain, Japan, Russia, and the US used propaganda during WWII to demonize the enemy and motivate their citizens

Evaluate propaganda and its effectiveness

Standards of Learning

USH7a The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

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

USH7c The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

c) 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

a) 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 Skills Taught:

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OAH3 Analysis and Interpretation (a) Identify the author or source of historical document, (b) Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences, (d) Consider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.

Assessment Tool(s) –

Final Assessment – Exit slip

Homework Questions (found in lesson plan)

SCIM-C

Final Project Assessment

Materials/Resources

Propaganda and World War II Power Point
Power Point Script (w/lesson plans)
Selected Pages Mien Kampf
Question Sheet Mien Kampf (and answers) (in lesson plan)
Final Project(in lesson plan)
Final Assessment – Exit slip (and answers)

Modifications (to meet needs of diverse learners)

Students could be allowed to go through entire power point on their own using school computer. Mien Kampf section can be group read and answered if needed.

Instructional Procedures/Process (How will you guide your students through this activity)

(At the end of this lesson plan is the homework assignment. Assign it when your first of the two periods is over. If you have a longer block of an Hour and a half, homework is better assigned after the lesson)

1. Opening Question: *Ask Students to brainstorm how people influence others. How do people get others to do what they want them to do. (2-3 Minutes)*

Students answers should vary from violence and coercion, to teaching, to speeches, to even propaganda.

Ask Students to consider the following quote: "No matter how big the lie; repeat it often enough and the masses will regard it as the truth." Ask them who they thought might say such a quote and do they agree with it. Students may find this quote harsh and may react indignant to it. This discussion is the lead in to the slide show.

2. Slide Show presentation/discussion/ analysis

Slide #1 Propaganda and World War II. *Tell the students we are going to look at propaganda and it's role and effectiveness in World War II.*

Slide #2 Opening Questions #1 What is propaganda, students will have a variety of answers the ***key is to make sure they understand that propaganda is not only something that other countries do***, or that propaganda is only used by the “bad guys”. Students with background knowledge of the word may have a negative only opinion.

Question #2 What do you believe the uses were for Propaganda in World War II. Expect much of the discussion to center around the negative aspects again. ***Challenge the students to see if there could be positive uses of propaganda.*** If they are unable to do so at this time, don't push, rather revisit the question at the end of lesson

Question #3 How does a person create effective propaganda? The students may focus on words or art work. Make sure both are discussed.

Slide #3 The definition: Have the students read the slide then ask them if this was in line with what they thought or different. ***Before leaving this slide it is important that the class see that Propaganda can have a positive effect as well as the negative one.***

Slide #4 Other views of propaganda. ***Tell the students it is time to learn who said the opening quote.***

Slide #5 JFK quote. ***Students should be reminded that JFK served in World War 2. He also had to lead the nation as president through one of the most tension filled times of the Cold War with the Cuban Missile Crisis. Ask the students, do they expect their government to lie to them? And is this acceptable? If all the students are negative about this idea, ask the students the follow up question, if soldiers life are in danger, does this change the situation?***

Slide #6 the Hitler Quote. ***Ask the students why he felt it was necessary to only have a few points. The students may struggle with this idea, ask them to recall recent elections. Can they remember any of the slogans or ideas. Remind them in the last presidential election, Obama won with the simple “Change”. As the new elections approach, ask the students what are the buzz words or catch phrases they are hearing. Write these on the board.***

Slide #7 Why were the powers at war? *Tell the students, to fully understand the uses and effectiveness of propaganda you need to know the motivations of the powers that were at war.* The students will watch the clips on the following slides and discuss the causes and moods of the countries.

Slide #8 The Clips. ***Do not let them run longer than 3 minutes each.*** *Stalin clip can effectively be watched in 2 minutes. Then have a discussion about the causes of World War 2 and moods as seen in the clips. Japan should be included in the discussion even though there was not a clip to follow. Write on the chalk board the following country headers "United States" "United Kingdom" "Russia" "Germany" "Japan". For the United States make sure the attack on Pearl Harbor is listed as a cause. For mood, the country was in shock and anger. The country was also trying to get out of the great depression. For the United Kingdom, cause was Germany's aggression on the mainland. Mood was somber yet resolute. Russia joined the war because Germany attacked it. The students may find it difficult to evaluate the mood. The clip lacks emotion, and that is because the Russians knew what lay ahead, a long conflict. Germany was feeling the effects of the end of the First World War. They had lost their national pride and Hitler and the Nazi's restored that for the country. The mood is wildly positive. Japan, causes was a lack of materials and a desire to fight off Imperialism from the west. The students will not have any information on mood as there was no video; the teacher should provide that the Japanese believed their ruler was divine and that he could fail. They had confidence as well. Once the discussion is done, hand out the SCIM-C sheet and give the students time to complete it as they observe the next slide.*

Slide #9 Primary Source <http://russiatrek.org/blog/wp-content/uploads/2009/11/soviet-world-war-2-posters-1.jpg>
Use the SCIM-C Teacher edition as notes for the discussion.

Slide #10 -11 Transition slides into the thoughts of Propaganda and the concept of words as weapons

a. #10 The simple message of the War. *Ask the students to recall World War I beginnings. Was this a simple answer then?* (No, it was a mesh of tangling alliances and other factors. Many of the people involved never did understand the causes. *If this needs review or clarification, show <http://youtu.be/kfxrTD-kPps>, it is the Horrible Histories explanation of the causes of the war.*

b. #11 *Ask the students can a country be motivated to fight another group of people if they do not hate them?* Answers may vary, the key will be to ask the students if this country was fully behind the war on terror, or did the passion for it die down as the reasons became either less clear or forgotten.

Before moving into the look at each country ask the students to predict what would a American artist do with the German or Japanese. Have the students record their predictions on the back of their SCIM-C sheet.

Slide #12-15 Germany

a. #12 Header Slide, Germany

b. #13 PRIMARY SOURCE

<http://www.psywarrior.com/Churchillsniper.jpg>

Ask the students why Churchill is being shown as (a gangster). Ask the students how the Germans got such a picture of Churchill and how they accomplished this feat. (Answers may include art work, photo shop, stolen etc.) Show the students the next slide

c. #14 Primary Source

<http://iconicphotos.files.wordpress.com/2010/04/08-churchill-met-tommy-gun.jpg?w=700>

THE STUDENTS ARE NOT TO FILL IN THEIR SHEETS FOR THIS SLIDE. *Tell the students the British actually took the picture to encourage their people, and also would later use the photo as propaganda. Go back to the previous slide. Ask the students who did they think this propaganda was aimed at? (These were actually dropped on English troops as well as displayed in Germany.) Ask the Students if the gun itself is important? (It is, it is American made and England needed the Americans to join the war effort. This is a subtle way of stating America's importance.)*

d. #15 Primary Source

<http://www.pzg.biz/178p.jpg>

The students should be directed to notice the posture of those underneath the British soldier. Ask the students if it is fair to show Britain as the slavers of the rest of the world. (They did control much of the world and did not allow it to be self-governing, yet this is a twist on the truth as Britain was one of the first powers that used to slavery to outlaw it as well.)

Slide #16-18 Japan

a. #16 Cover Slide Japan

b. #17 PRIMARY SOURCE

http://farm5.static.flickr.com/4062/4714421671_c407490aa4.jpg

The students should be directed to observe the hands more closely. Ask them what the hand placement looks like (answers can include demon like as well as clutching and evil) Remind the students one of Japan's motivations was to keep the West powers from clutching the East countries.

c. #18 PRIMARY SOURCE

<http://t3.gstatic.com/images?q=tbn:ANd9GcQilUVSQWyrIu0l8hhiD67PXTBE-ozeRpR0MadZe3wMr4M3rzVhXkLmIsEi>

The students should be asked how the Americans are shown (as thieves stealing, and sunburned) and how are Japanese shown (military might). Ask the students what would be the best use of this propaganda (it was dropped on British soldiers to make them concerned about their American Allies). Ask the Students had the United States ever been aggressive toward Australia? (No)

Slides #19-22 United States

a. #19 Header Slide United States

b. #20 PRIMARY SOURCE

http://weirdovideo.com/wv68/sites/default/files/images/1942x~This_is_the_Enemy_US_%5B1%5D.jpg

The students should be directed to refer back to their predications. The German looks human but very cold. Ask the students what is the significance of the one eye covering (to show they have fought before, make them look as the aggressors). Ask the students what are the possible reasons for the hanged person (the destroyers of freedoms and possibly the Holocaust)

c. #21 PRIMARY SOURCE

http://amhist.ist.unomaha.edu/module_files/This%20is%20the%20Enemy%20Japan.jpg

Again have the students refer to their predications. Ask the students to evaluate the difference between the German and Japanese in this poster series (Japanese are not shown as human, they are going after and American and carry a weapon) Tell the students the knife is important. Many times the Japanese are shown with a knife to show they stabbed America in the back. Have the students list those parts that make them look more like an animal (Eyes, ear and fingers). Ask the students who might be the funniest cartoon character to appear in propaganda poster. Students should be encouraged to think back to their childhood books. Then advance slide.

d. #22 PRIMARY SOURCE

<http://www.ww2incolor.com/d/483768-3/21013acs>

Ask the students what the phrase total war means to them. After a few responses explain that everyone gave what they could to the war effort, the famous Dr. Seuss gave his drawing ability. Ask the students to evaluate why this piece is different than the others other than this one asks a person to invest money. (This one assumes you know who it is talking about, there is no telltale symbol that this is an actually Japanese person, in fact it could be a Japanese American). Ask the students why the Japanese are treated differently than the Germans. (The Germans look more like a typical American, there is more connections to Germans in the American Leadership, the Japanese Americans were assessed as a threat and moved into camps on the west coast).

Slides #23-25 United Kingdom

a. #23 Header United Kingdom

b. #24 PRIMARY SOURCE

<http://library.umkc.edu/spec-col/ww2/posters/images/POSTER08.JPG>

Ask the students if only showing that hands is as effective in making the enemy seem evil as showing all of them (opinion answer). Ask the students to phrase the message of this poster in a sentence other than buying the bonds (We must win the war to keep the evil powers clutches off your family). Ask the students why is the baby prominent and there is no man (most of the men were off to war and the women controlled the household finances).

c. #25 PRIMARY SOURCE

<http://djbarney.files.wordpress.com/2008/08/believe.jpg>

Ask the students if they have ever heard a religious piece to World War II (most answers should be no, except perhaps the holocaust maybe mentioned). Ask the students to evaluate if this would be a effective means today to persuade Americans to fight (answers will vary from background but make the point with the students one of the biggest sparks of the War on Terror was religious act, yet we do not focus on it). Ask the students what would be the biggest danger for Europe or the United States to show religion as a cause for war (both are tolerant of many religions and invariably whatever religion is being fought against is positively represented in both locations)

Slide #26 Transition slide, the lesson now moves into common themes showing how both sides dealt with common messages

Slide #27 PRIMARY SOURCES

<http://tobecomeawriter.com/wp-content/uploads/2012/03/i-want-you-flat.jpg>
<http://www.propagandaposters.us/manguns.jpg>

Start by asking the question again if propaganda can be a positive force. Make the point to the students that the next several slides do not in any way deal the enemy but home front issues. Ask the students what propaganda messages are there in their school for positive things (answers will vary; drink milk, recycle, etc.) Ask the students what the creator of the Man the Guns poster is trying to make you think or feel (if I join, I may end up looking like that to the men and to the women, navy men are strong and make great protectors and eventually husbands)

Slide #28 PRIMARY SOURCE

<http://t0.gstatic.com/images?q=tbn:ANd9GcSUyChZqX0KsBOvLnFYJOK9yQCwa8DWUOEIMvsK3ET6xmNPPGgYj44z46fB>

Ask the students to evaluate the difference between the American and German recruitment posters (American has either more emotion or more sex appeal, the German poster is a bit more grim and straight forward)

Slide #29 Transition slide, these slides will focus truly on noncombatant people and their roles.

Slide #30 PRIMARY RESOURCE

<http://ethics.cs.manchester.ac.uk/images/keepcalm.png>

Ask the students if they have seen this or parodies of it. Let them respond. Ask the students why would this simple message be so important to the British people (they are being bombed by Germany, people need to continue their daily lives to help the war effort. You cannot invest in war bonds if you do not work and make money).

Slide #31 PRIMARY RESOURCE

<http://www.history.com/minisites/wwii-in-hd/inside-wwii/assets/north-america/war-propaganda/photo-gallery/war-propaganda-01-corbis-IH169001.jpg>

Ask the students why this would be an important message in the United States (students should respond about the race issue here). Ask the students when the Civil Rights movement happened (in the 1960's much later). Ask the students if this was a true representation then on the situation. (Students may refer to the movie Red Tails and say things were changing, they may ask if

things got better then went back to the same after the war or they may say no). *Ask the students to reexamine the poster and explain if it truly is expressing equality* (no, the white soldier is dressed more to look in charge and is positioned over the black person).

Slide #32 PRIMARY SOURCE

<http://www.ushmm.org/propaganda/assets/images/500x/poster-build-weapons.jpg>

Ask the students what is the message of the poster. They should be able to respond that the German soldier needs more ammunition and he is asking the reader for it.

Slide #33 Transition slide, last home front issue, keeping quiet.

Slide #34 PRIMARY SOURCE

<http://www.3quarksdaily.com/.a/6a00d8341c562c53ef010536d16a83970b-800wi>

Ask the students why this would be important (information can tell the enemy where we are). *Refer back to the beginning of the discussion and ask again can a government lie to keep men alive, allow for a few responses. Ask the students if they had heard this slogan before.*

Please hand out Final Assessment - exit ticket. Teacher answer key is provided.

Slide #35 Instructions for closure activity

Closure Activity

The students will use the new form to make observations about the slides then asked to create their own title for the poster as well as who authored it. After the students have completed the task collect the sheets to check for understanding but review what the images are with the students.

Slide #36 PRIMARY SOURCE

http://www.bbc.co.uk/radioassets/photos/2009/4/2/55633_2.jpg

A German Poster which could have a good title such as “French are Apes”. This poster is ant-French soldier comparing them to apes. The students may ask about the man over the apes left shoulder as he looks different. He is there to make a Jewish connection

Slide #37 PRIMARY SOURCE

<http://www.wwii-collectibles.com/Merchant2/graphics/00000001/jpp297.jpg>

A Japanese Poster which could have a good title such as “Loose Lips Sink Ships”.

SLIDE #38 PRIMARY SOURCE

<http://designhistorylab.com/wp-content/uploads/2009/03/31.jpg>

An Italian Poster which could have a good title such as “The Allied Gangsters” Poster is showing FDR and Churchill as gangsters and as the cause to the war.

SLIDE #39 PRIMARY SOURCE

http://www.crestock.com/uploads/blog/2008/propagandaposters_de/26.jpg

A German Poster which could have a good title such as “The Aryan Race”. Poster is showing the blonde hair ideal. There are a lot of Roman Empire references (the eagle, her hair and clothes) He is older but protecting. She is young and with child. He is actually modeled after one of Hitler’s favorite characters, Wesley from Gone with the Wind.

How to grade assessment

Use the Rubric provided in the final assessment – exit ticket answer key to grade the final assessment. You may have to allow the student to defend their answer and assess points after the discussion.

Homework Assignment
(in class if need be)
Reading of Mien Kampf

Make copies of scanned section of Mien Kampf and handout to students

Have the students read the scanned section. Ask the students to evaluate Hitler's writings on these points:

- 1) How important does Hitler see Propaganda?
- 2) How does Hitler assess the German and Allied Propaganda of World War I?
- 3) To whom does Hitler feel propaganda should be addressed to and how is it most effective?

For question #1 Hitler feels that Propaganda is of great importance, as important as the battles fought and clearly one of the deciding factors of the War. For Question #2 Hitler would give the Allies high marks while he was very disappointed with the German propaganda.

For Question #3, it is aimed at the common man and should be simple. Students should be able to give backing for their answers to receive proper credit. For some students it may be best to allow them to answer orally with the materials in hand.

Optional closing assignment.

Have the students go on to the following website:

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

Allow each student to choose a piece of propaganda and print it off. (There are a lot of choices, to cut down on time, assign students to the following areas in the Art of War section: Home Front, Production – Salvage, Allied Unity, Personalities and The Fighting Forces.) Have them also extract all the information the site provides about each slide. Give each student a new SCIM – C sheet and have the students pair up. Each student will complete the SCIM – C on their partner's choice. Have the students then evaluate one another's answers. Have the students turn in all their materials in their respective pairs and check for understanding.