

## Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38<sup>th</sup> Street NW  
Canton, Ohio 44709



Courtesy of the National Archives

**Effective use of propaganda helps America to mobilize for WWII and emerge a world superpower.**

### **Grade Level**

10<sup>th</sup> Grade – US History

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### **Duration**

2 to 3 Classes (90 minute block scheduling)

### **Overview**

In this lesson students will investigate the use of propaganda during WWII. In particular, students will focus on the ways in which propaganda helped to aid American mobilization throughout the war. Through the use of primary source documents (WWII propaganda posters and videos), students will analyze the specific techniques utilized through propaganda to create a desired outcome. At the end of the lesson, students will create their own unique piece of propaganda that will detail a specific aspect of mobilization or the war in general. Students will create a detailed explanation of their propaganda poster for submission as well. Finally, in an effort to create present day connections to the material, students will utilize their knowledge of the use of propaganda to create a contemporary video advertisement/commercial using the propaganda techniques discussed.

### **Ohio's New Content Standards**

#### **History Topic: *From Isolation to World War (1930-1945)***

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

**Content Statement 22.** The United States mobilization of its economic and military resources during World War II brought significant changes to American society.

## **Historical Background**

World War I was supposed to be “the war to end all wars.” Germany had surrendered, the allies had claimed victory, the political and geographical map of Europe had been altered, and rebuilding efforts across the continent were underway. The Treaty of Versailles, signed on June 28, 1919, was meant to rectify many of the perceived wrongs committed by the German Empire throughout the conflict. However, the crippling penalties imposed to the German military and reparations mandated to the government would, roughly twenty years later, help fuel the largest war the world has ever known.

Led by Adolf Hitler, the German military had been building its might despite the restrictions placed on it by the Treaty of Versailles. In March 1936, Hitler began to remilitarize the Rhineland (the southwestern border of Germany nearest France) which was directly in defiance of the treaty. Europe stood by and watched, choosing to “appease” the German leader. In 1938, Europe again watched as Hitler reclaimed the Sudetenland (the northern, German speaking, portion of Czechoslovakia) agreeing to let him keep this area under the provision that no further expansion occur. On September 1, 1939, Germany launched its famous blitzkrieg and invaded Poland; Europe was once again engulfed in war. Nearly all of Western Europe would slowly succumb to the German military war machine. Hitler would next shift his focus to Russia and begin a controversial two front war.

Throughout, America would remain neutral and uncommitted to the conflict. On December 7, 1941 that would change as The Empire of Japan attacked the naval base at Pearl Harbor, Hawaii. Four days later, Hitler would declare war against the United States of America; effectively forcing America into World War II. For over twenty years, American military forces had been neglected and drawn down to minimal capability. President Roosevelt would call on Congress for an immediate and massive expansion of all American military forces. It would become immediately clear that to support the war, a unilateral, undivided, whole nation commitment to the war effort would be necessary.

While American industry quickly shifted all production to readying for the war, America remained committed to also supporting its allies in Europe (Great Britain, France, etc.). American newspapers, radio, movies, and magazine publications quickly began to display a great deal of propaganda aimed at stirring patriotic fervor. The United States would institute a military draft to quickly bolster its fighting forces (many of whom would experience the horrors of this war firsthand). Widespread rationing was instituted to ensure the highest priority on distribution of essential goods would remain with the armed forces. The government would compel citizens to help the war effort in any way possible, including the buying of US war bonds. Massive improvements and advancements in technology and industry would occur. Finally, many women would enter the workplace to replace the men who had been called to service; they would be coined “Rosie the Riveter.”

Through the effective use of propaganda America was quickly able to motivate and unite a large population toward a common goal. As a result of this dedication and focused effort to the war, America would emerge victorious on both fronts and arise as a superpower. The Second World War was truly a total war effort on the people of the United States of America. The men who fought on the frontlines would experience some of the most defining American moments in history (D-Day, Iwo-Jima, the Allied bombing campaign, the atomic bomb dropping, etc.). Due to this massive war effort and expansion of military might, America would emerge a world superpower. The United States of America would, perhaps, never have been able to accomplish

this great victory without both the sacrifices of its men in uniform, but also those citizens who contributed to the war at home.

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### **Enduring Understandings**

War can quickly transform economies, technology, and social equality within a nation.  
Nations quickly unite toward a common goal when faced with the proposition of war.  
Propaganda is commonly used in times of crisis to unite people towards a cause.

### **Essential Questions**

How do nations change as a result of mobilizing for war?  
How do nations come together to prepare for war?  
How does propaganda help to persuade people of a nation to support a cause?  
How does propaganda help to unite nations toward a common goal?

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### **Instructional Strategies**

Day 1: Introduction

- Students will be given a short pre-assessment in the form a poster from WWII (**Appendix A**):
  - o Who/what/where/why/when – have students complete this information as a “Bell Ringer” activity or prior to beginning instruction on the material.
- Teachers should teach students the basic information regarding mobilization for WWII (if not previously completed), key events throughout the home front (i.e. contributions of minorities, women, technological advancements, etc.) during the time period, and propaganda techniques utilized throughout the war:
  - o Review what exactly propaganda is – review to WWI if possible
    - Propaganda – Information provided to promote a specific cause (may be true or sensationalized).
  - o Propaganda techniques to discuss:
    - Fear – Plays on people’s fears; warns that if people don’t participate or follow a certain line of thinking bad things will happen (i.e. – The Nazi’s would conquer the world if all American’s didn’t do their part for the war).
      - **Example - Appendix B**
    - Patriotism – Persuades people to display love for their country through participation of the war effort (possibly financially, rationing, personal sacrifice for the greater good).
      - **Example – Appendix C**
    - Conformity – Technique used to persuade people to “join the crowd.” Similar to “peer pressure.”
      - **Example – Appendix D**
    - Stereotyping – Uses commonly held (often unfair) images of a group of people to make a point that is often untrue or misleading.
      - **Example – Appendix E**
  - o What is the message/purpose of the specific piece of propaganda displayed?

- Alternate forms of propaganda:
  - Television
    - <http://www.youtube.com/watch?v=-4UPQ9-jw6M> Bugs Bunny Cartoon (Japanese – banned → Warning, discuss cultural sensitivity prior to showing)
    - <http://www.youtube.com/watch?v=aHL-sPV01q4> - Donald Duck Cartoon (Hitler)
    - <http://www.youtube.com/watch?v=QT8MEXdr6tw> - Newsreel (Hitler world takeover)
- Primary source activity:
  - Students will be broken into mixed ability groups by the teacher.
  - Groups will be provided copies of World War II propaganda to analyze and discuss (**Appendices F, G, H, I, J**).
  - Students will be provided accompanying worksheet to complete throughout activity (**Appendix K**):
    - Focus on who/what/where/why.
  - Groups will present findings to the class over assigned poster.
- Students will be provided an outline and rubric for the summative assessment activity.
  - Teacher will go over assignment and required parts prior to closing class (**Appendices L & M**).
- Students will complete exit ticket (**Appendix N**).

Day 2: Assessment/Group project → Propaganda then and now.

- Students will be given an in class work session to complete the assigned project prior to presentations.
- Teacher will monitor work/interaction by moving throughout the room and discussing progress with each group.

### Assessment:

1. Project Criteria:
  - Create Propaganda Poster → Each group creates one poster, focusing on a specific area of mobilization (Fear, Conformity, Patriotism, Stereotyping (ensure students understand to be culturally sensitive/school appropriate with this):
    - Students will create a poster utilizing propaganda techniques discussed in class. These posters should seek to address events of mobilization or the war as previously introduced in class (see rubric for criteria).
    - Students will write a detailed description to go with their poster outlining which technique(s) are used, the significance of the event described, as well as the justification for both (how/why this would have been effective).
  - Create Propaganda advertisement/short film with group as it relates to a present day issue – this advertisement should be a bridge between illustrating the ways in which WWII propaganda techniques may still be used today while also comparing past events to current issues:

- View examples from throughout both WWII and present:
  - <http://www.youtube.com/watch?v=M3u2AT4z74M> → Current Army Recruitment Video

### Day 3: Presentations

This may take place a later date, the presentation portion of this does not need to be immediately after Day 2.

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### Classroom Materials

1. Overhead or Projector
2. Printouts of all appendices for students
3. Poster boards, coloring materials, etc.
4. Computers, smartphones, tablets, etc.  
(these will aid in the summative assessment portion)

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### Resources

Posters from the National Archives and Records Administration:

Office for Emergency Management. War Production Board, “We Can Do It!,” 1942 – 1943, The National Archives, <http://research.archives.gov/description/535413> (accessed April 18, 2013).

Office for Emergency Management. Office of War Information. Domestic Operations Branch. Bureau of Special Services. “Warning, Out Homes are in Danger Now!,” 1942-1945, The National Archives, <http://research.archives.gov/description/516040> (accessed April 18, 2013).

Office for Emergency Management, Office of War Information. Domestic Operations Branch, Bureau of Special Services, “And We Talk about Sacrifice : Buy War Bonds,” 1943-945, <http://research.archives.gov/description/513854> (Accessed April 18, 2013).

Office for Emergency Management. War Production Board, “Together We Win,” 1942-1943, The National Archives, <http://research.archives.gov/description/534375> (accessed April 18, 2013).

Office for Emergency Management. War Production Board, “Tokio kid say - Broke up tools waste for scrap just like bullets make for Jap! Thank you.,” 1942-1943, The National Archives, <http://research.archives.gov/description/534975> (accessed April 18, 2013).

Office for Emergency Management, Office of War Information, Domestic Operations Branch, Bureau of Special Services, “Let's get in and pitch to smash the son-of-a-sun,” 1941-1945, The National Archives, <http://research.archives.gov/description/514867> (accessed April 18, 2013).

Office for Emergency Management, Office of War Information, Domestic Operations Branch, Bureau of Special Services, “United We Win,” 1941-1945, The National Archives, <http://research.archives.gov/description/513820> (accessed April 18, 2013).

Office for Emergency Management. Office of War Information. Domestic Operations Branch. Bureau of Special Services. "Remember December 7<sup>th</sup>!", 1941-1945, The National Archives, <http://research.archives.gov/description/513624> (accessed April 18, 2013).

Office for Emergency Management. Office of War Information. Domestic Operations Branch. Bureau of Special Services. "When You ride ALONE you ride with Hitler!", 1943, Printing Office for the Office of Price Administration. The National Archives, <http://research.archives.gov/description/516143> (accessed, April 18, 2013).

Office for Emergency Management. Office of War Information. Domestic Operations Branch. Bureau of Special Services. "Stop Him and the Job's Done," 1942-1945, The National Archives, <http://research.archives.gov/description/513560> (accessed April 18, 2013).

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### **Summative Assessment (or Question)**

See **Appendix M**

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### **Assessment or Answer Key**

Answers will vary based on student input. Students should correctly identify propaganda techniques utilized throughout primary source activities.

**Appendix B** – Fear

**Appendix C** – Patriotism

**Appendix D** – Conformity

**Appendix E** – Stereotyping

Suggested Answers for group activity (Day 1):

**Appendix F** – Patriotism

**Appendix G** – Stereotyping, Patriotism

**Appendix H** – Patriotism

**Appendix I** – Conformity, Fear

**Appendix J** – Fear

- Other questions presented will be based off of individual student input/opinion; these questions should be discussed as a class to determine level of understanding as well as areas that may need to be addressed. Teacher should utilize this process as a quick formative assessment.

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### **Assessment Rubric**

See **Appendix L**

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## Appendices

- Appendix A** Pre-Assessment Poster: “We Can Do It!”
- Appendix B** Poster: “Warning, Our Homes are in Danger Now!”
- Appendix C** Poster: “And We Talk About Sacrifice : Buy War Bonds”
- Appendix D** Poster: “Together We Win”
- Appendix E** Poster: “Tokio Kid Say - Broke up tools waste for scrap just like bullets make for Jap! Thank you.”
- Appendix F** Poster: “United We Win”
- Appendix G** Poster: “Let’s Get In and Pitch to Smash the Son-of-a-Sun!”
- Appendix H** Poster: “Remember December 7<sup>th</sup>!”
- Appendix I** Poster: “When You ride ALONE you Ride with Hitler!”
- Appendix J** Poster: “Stop Him and the Job’s Done”
- Appendix K** Poster: Analysis Worksheet
- Appendix L** Assessment Rubric
- Appendix M** Handout: Propaganda Project Instructions
- Appendix N** Handout: Exit Ticket

**Appendix A**  
**Pre-Assessment Poster: “We Can Do It!”**



Courtesy of The National Archives and Records Administration

Pre-Assessment – Quickly answer the following questions

1. Thinking back to our previous lesson over mobilization, who does the poster represent?  
How might poster been viewed by those at home? Why would the poster have been created?

## Appendix B

Poster: "Warning, Our Homes are in Danger Now!"



Courtesy of The National Archives and Records Administration

What propaganda technique is displayed here?

## Appendix C

Poster: "And We Talk About Sacrifice : Buy War Bonds"



Courtesy of The National Archives and Records Administration

What propaganda technique is displayed here?

## Appendix D

Poster: “We Win Together”



Courtesy of The National Archives and Records Administration

What propaganda technique is displayed here?

## Appendix E

**Poster:** "Tokio Kid Say - Broke up tools waste for scrap just like bullets make for Jap!"



Courtesy of The National Archives and Records Administration

What propaganda technique is displayed here?

## Appendix F

Poster: "United We Win"



Courtesy of The National Archives and Records Administration

## Appendix G

Poster: "Let's Get In and Pitch to Smash the Son-of-a-Sun!"



Courtesy of The National Archives and Records Administration

## Appendix H

Poster: "Remember December 7<sup>th</sup>"



Courtesy of The National Archives and Records Administration

## Appendix I

Poster: “When You Ride ALONE, You Ride with Hitler!”



Courtesy of The National Archives and Records Administration

## Appendix J

Poster: "Stop Him, and the Job's Done"



Courtesy of The National Archives and Records Administration

**Appendix K**  
**Poster Analysis Worksheet**

**Poster Analysis Worksheet**

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period \_\_\_\_\_

Describe what you see in the poster? Be specific.

What type of propaganda tool is being utilized? How do you know this?

Who is the intended audience of the poster?

What does the government hope to accomplish by publishing this poster?

How do you feel the typical audience would respond to this piece of propaganda? Do you believe it is effective? Why/Why not?

## Appendix L

### Assessment Rubric

	<b>Excellent</b>	<b>Well Done</b>	<b>Average</b>	<b>Below Average</b>
<b>Use of Propaganda Tools</b>	Correctly utilizes propaganda tools. Demonstrates in-depth knowledge as well as how and when to use them.	Uses correct propaganda technique, understands how and when to use them but does not display in-depth understanding of tools use.	Demonstrates propaganda tool but does not display understanding of its use.	Product does not display use of propaganda tools discussed in class.
<b>Applicability to Real-World Events (both contemporary and historical)</b>	Correctly identifies real-world events/ideas and utilizes applicable propaganda technique in a unique manner. Demonstrates deep understanding of how target audience might respond to product.	Correctly identifies real-world events/ideas and propaganda technique utilized. Understands that tool would affect most target audience but does not clearly outline deep understanding of how.	Identifies real-world event but utilizes incorrect propaganda technique. Does not understand how propaganda tool would affect target audience.	Students have not identified applicable real-world events nor have they displayed an understanding of how this finished product would be useful in persuading a target audience.
<b>Cooperative Work</b>	Group work was completed in a cooperative manner with everyone assuming assigned role and completing tasks given. Teamwork is evident and obvious.	Group work was completed in a cooperative manner with everyone assuming assigned role. Teamwork is evident, but members of the group may have not been included in the planning process.	Group work was completed on time. Evidence of arguing or disagreement was noted throughout completion. Students were not included in planning process and roles were assigned without input.	Group lacked leadership, focus, or direction. Group displayed a complete lack of communication or willingness to work as a team after being warned by teacher to stay on task.
<b>Creativity</b>	Product is well-prepared. Students have used skills acquired throughout the year to produce a high quality piece of work that is above expectation and unique.	Adequate product. Students have utilized some skills acquired throughout the year to produce a piece of work that is acceptable and generally displaying creative work.	Evidence of originality difficulties. Product displays a lack of quality/creativity that is obvious to the audience. Product may be sloppy or hastily completed.	Product displays no originality or may be directly copied from copyrighted work. Product was obviously rushed and looks generally sloppy.
<b>Written Description of Propaganda Poster</b>	Product correctly identifies propaganda technique(s) utilized, historical significance of the poster, and ways in which the poster would have been effective by demonstrating higher level thought.	Product identifies some correct technique(s) utilized, historical events, and adequate ways in which the poster might have been effective in helping the war.	Product identifies propaganda technique(s) but may not be correctly utilized, demonstrates minimal ability to understand historical significance and effect the poster may have had on population.	Product does not identify propaganda techniques utilized correctly, does not demonstrate ability to outline significance or relate to historical events or WWII.

## **Appendix M**

### **Propaganda Project Instructions**

Group Members:

Due Date:

#### **Propaganda Project**

**Directions:** In groups of four, you will work to utilize your knowledge of historical propaganda techniques to create different forms of multimedia propaganda. Your poster will detail key aspects of mobilization during WWII either at home or abroad. In addition, you will create a contemporary piece of propaganda that will apply to the present situation throughout the US/world (i.e. – The War on Terror, political parties, abortion, same-sex marriage, etc.) in the form of a video advertisement or commercial. It is important to note that although we've discussed propaganda during wartimes, it can also be utilized at any point in time to persuade people toward a particular line of thinking.

**Tasks:** Your group will work to create a propaganda poster as well as a video advertisement/short film to demonstrate your knowledge of the way in which society/governments utilize propaganda to convey a message. These two pieces of work must include:

Poster:

1. Propaganda tools discussed in class
2. Poster board sized advertisement
3. Color, creativity, neat work
4. School appropriate material
5. Applicability to real-world events
6. Detailed written description of the posters significance, propaganda technique(s) utilized, and how it would have been effectively utilized throughout the war.

Video:

1. Propaganda tools discussed in class
2. Creative dialogue
3. Script, outline, character information (presented to teacher prior to showing in class)
4. Creativity and effort
5. Applicability to real-world events

You may see me for input/ideas on your chosen topics. I would be happy to approve them and let you know what I think prior to you beginning the work/research on the topic.

\*See rubric for specific criteria and expectations for excellence.

Please note that all group members are expected to contribute to the project. Any group member found not to be contributing will be given the opportunity to complete the assignment individually. Individuals who do not complete the work assigned will be assessed a "0" for the project.

## **Appendix N**

### **Exit Ticket**

#### **Exit Ticket:**

Discuss the four propaganda tools/techniques you have learned about today.

List ways in which you have seen at least one of them utilized in present day.

How might these tools have been effective in helping America mobilize for WWII?

How did the mobilization of America help to transform it into the present day superpower it is?

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#### **Exit Ticket:**

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