

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Evaluating Positive and Negative Propaganda of World War II

From Jarrid Clifton

Grade – 11 - Academic Level 2 (Out of 4 - AP, 1, 2, 3)

Length of class period – 48 Minutes

Inquiry – How did the Federal Government use racism to gain support for the War?
Which techniques were used by artists to negatively portray our enemies?
How were posters used positively to reinforce the War effort?
How were posters used negatively to garner further support?

Objectives -

1. Students will evaluate propaganda artwork through various time perspectives.
2. Students will examine artistic techniques used to motivate an audience.
3. Students will develop an understanding of how posters can be used positively and negatively to accomplish a goal.

Materials -

Worksheet Attached

PowerPoint Attached

Activities -

1. PowerPoint presentation of visuals to use throughout the lesson. PowerPoint Is designed to rotate through the slides throughout the lesson.
2. Students will receive two posters from the PowerPoint to compare in their subject matter, technique and goal.
3. Students will complete a worksheet on their distributed posters; then exchange posters with another student and complete a second worksheet to establish a comparison.
4. If a second day is afforded, the class can discuss the differences between the two comparisons and evaluate the Federal Government's use of positive and negative propaganda to gain support for the War.

How will you assess what student learned during this lesson?

- During the lesson, the teacher should circulate throughout the room answering questions or offering guidance on what to concentrate on in each poster.
- Following the lesson, student discussion on the second day can generate a class participation grade to assess their understanding of propaganda.
- A class work grade can accompany the worksheets of each student as well.

Connecticut Framework Performance Standards –

Standard 1.1

- o 3. Trace the changing role of U.S. participation in world affairs
- o 6. Compare and contrast various American beliefs, values, and political

ideologies

- o 7. Analyze the influence of nationalism on American society

Standard 1.3

- o 15. Explain how a nation's art, architecture, music and literature reflect its culture and history
- o 23. Analyze nationalism's impact on world events

Standard 1.9

- o 43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations
- o 44. Analyze the tension between the need for national security and protecting individual rights

Standard 2.1

- o 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question

Standard 2.2

- o 3. Cite evidence from a source to determine an author's purpose and intended audience

Standard 3.1

- o 1. Use evidence to develop an interpretation of a historical event

Analyzing WWII Propaganda Posters

Directions: Answer each of the following questions about the two posters you have been given.

1. Describe the action taking place in your posters.
 - a. Left Poster

 - b. Right Poster

2. Write the main slogan or speech bubble of the poster on the left.
 - a. Why does the artist include the slogan or speech?

3. Write the main slogan or speech bubble of the poster on the right.
 - a. Why does the artist include the slogan or speech?

4. What is the intent of the poster on the left?
 - a. Does the government use positive or negative propaganda to accomplish its goal?

5. What is the intent of the poster on the right?
 - a. Does the government use positive or negative propaganda to accomplish its goal?

6. What is the collective goal of both posters, or how are the posters related?