

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Propaganda in the 1900s

Grade – 10-12

Length of class period –86 minutes

Inquiry –

How are people influenced to believe, think or act?

Objectives

Students will examine value words to interpret those words for meaning.

Students will identify the historical context in which the primary source was created.

Students will critically analyze materials to identify aspects of influence in the primary source.

Materials

Posters and value cards are attached at the end of the lesson.

Activities

Activity One: Students will be placed in small groups of 3-4 students. They will use the value cards given the group to discuss the meaning of the terms. The teacher will monitor, helping to facilitate discussions around the room. (If time allows, the teacher will lead a class discussion of the values and the class will determine a common definition to allow for uniformity.) (All cards do not need to be used. Selected cards for your group of students is an option.)

Activity Two: Each group will be given a propaganda poster from the 20th century. The group will be given a primary source analysis sheet for their poster. They must determine the time period, the issue, and the position taken by the creator of the poster. Furthermore, they should analyze how the creator attempted to influence the viewer. What aspects of the poster would extract from you the desired reaction? (Each group will spend about 5-10 minutes on each of the posters.) The teacher will monitor the groups for comprehension. After the allotted time, the teacher will instruct a student from each group to exchange posters and continue until all groups have analyzed all posters, using an analysis worksheet for each poster.

Activity Three: Each group will elect a spokesperson who will present the group's analysis of the last poster that they examined. Others may add any additional observations that their group had made relevant to the poster being presented. The teacher will facilitate the discussion.

How will you assess what student learned during this lesson?

Activity One: Teacher will observe, informally, for participation.

Activity Two: The teacher will collect the poster analyses worksheets to assess the group work.

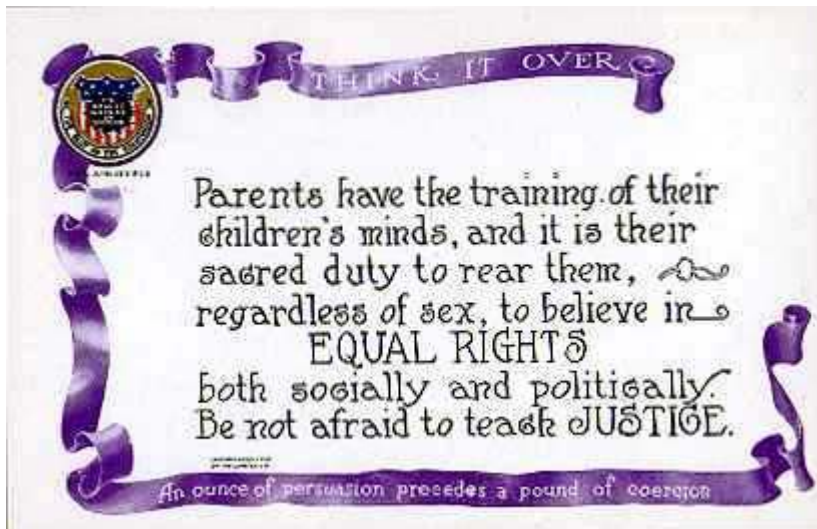
Activity Three: Same as activity one.

Individual Project Grade: Each student will produce a propaganda poster on a topic of their choosing, with teacher approval. The poster will be evaluated on its effectiveness as propaganda, neatness and creativity. This is an out of class assignment that would be collected after a week.

Connecticut Framework Performance Standards –

- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias
- use primary source documents to analyze multiple perspectives
- a half century of crisis and achievement [1900-1945]; and
- the 20th century since 1945 – promises, paradoxes and challenges.
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

The following images were found on www.authentichistory.com/



Save Seed For Victory

Start Right - NOW - In the Field
Good Seed Wins



From
Home-Grown, Field-Selected,
Well-Preserved Seed —

Victory



Patented. Subject U.S. Government. All Services and Supply Seed contracts and that produce thereof. Seed for a New Seed. United States Department of Agriculture, Washington, D.C.





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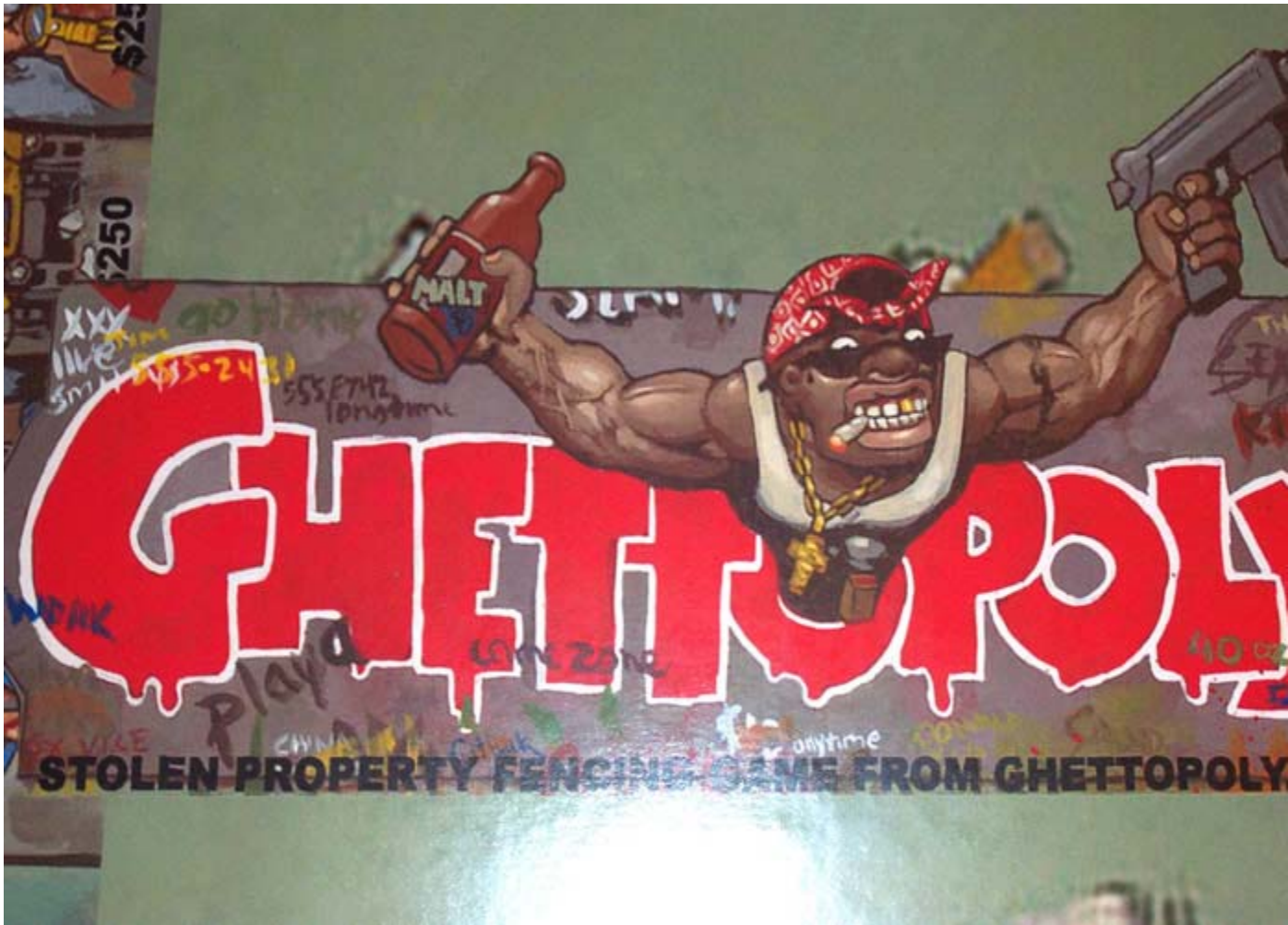
Red Channels

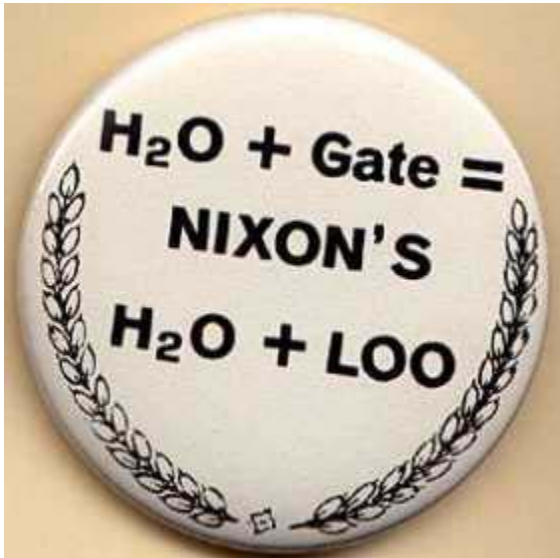


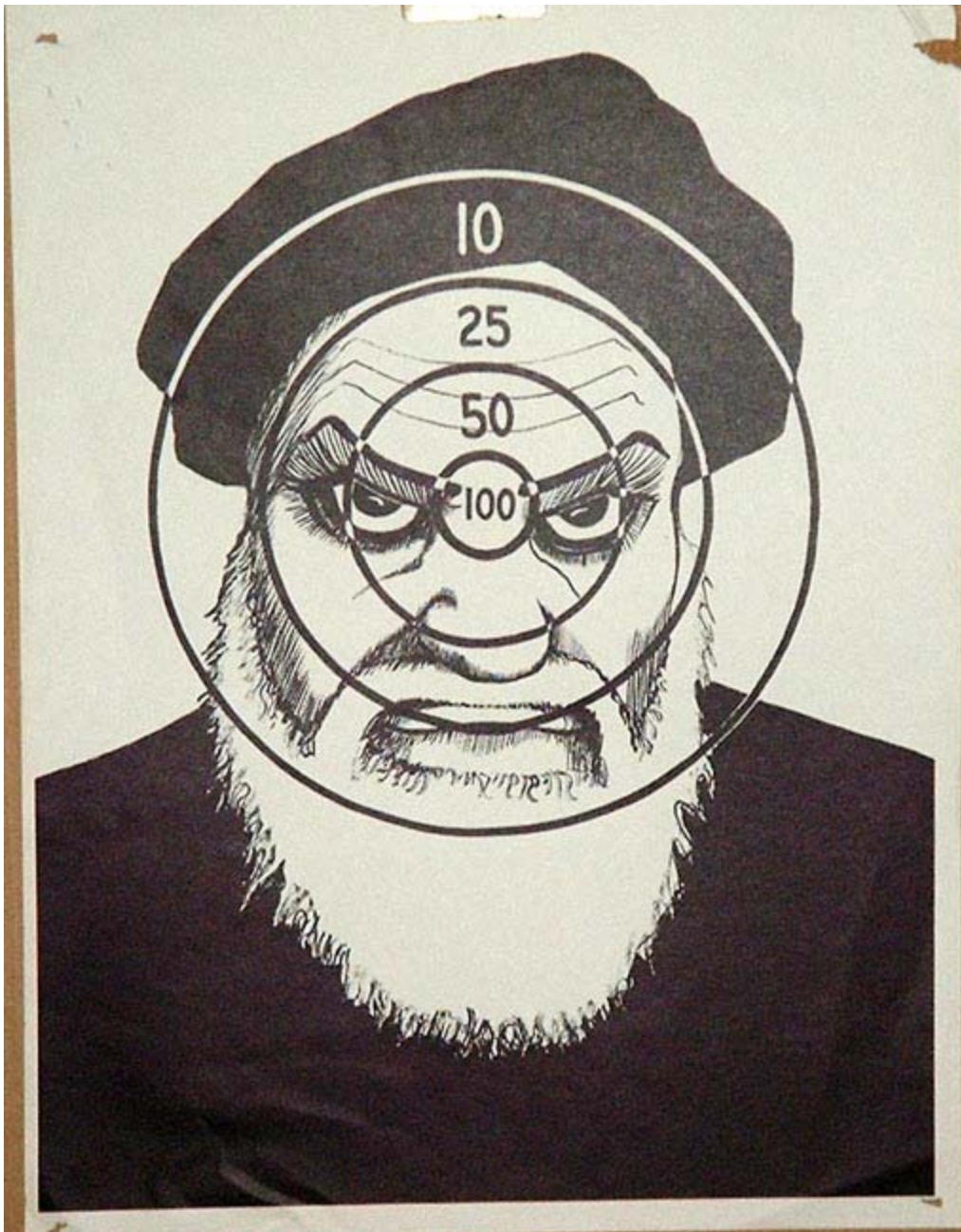
The Report of
COMMUNIST INFLUENCE IN RADIO AND TELEVISION



Published By
COUNTERATTACK
THE NEWSLETTER OF FACTS TO COMBAT COMMUNISM

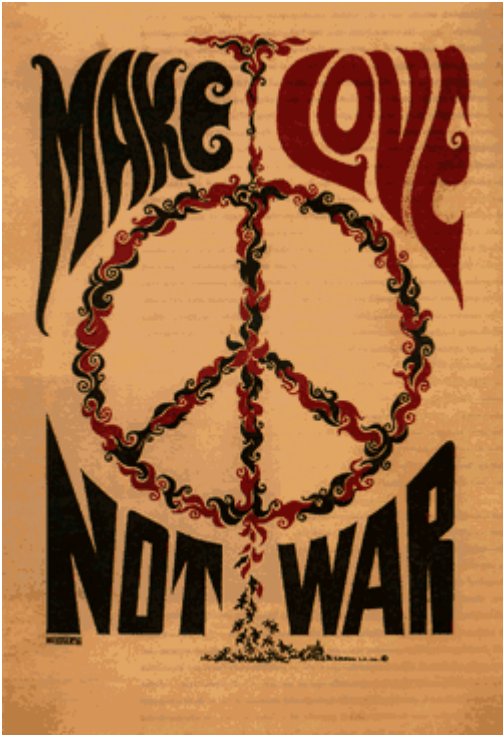






These images were found on the following website:
<http://www.colorado.edu/AmStudies/lewis/2010/vietnam.htm>





Value cards (Taken from the Choices Program developed at Brown University)

<p>COOPERATION</p>	<p>COMMUNITY</p>
<p>SECURITY</p>	<p>EQUALITY</p>
<p>SELF-RELIANCE</p>	<p>JUSTICE</p>

DEMOCRACY

FREEDOM

STABILITY

TOLERANCE