Propaganda Poster

## Goals & Objectives

Students will learn about the power of government run propaganda. Students will construct their own propaganda poser.

## California State Content and Common Core Standards

10.7 Students analyze the rise of totalitarian governments after World War I

CCSS Writing Literacy. 9-10. 6. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### Lesson Introduction

The teacher will post up all different types of propaganda posters and picture around the room prior to class. As students walk in to class, the teacher will instruct the students to have a gallery walk around the room looking at the different types of posters and pictures. Students are to take notes on the posters. Two suggested questions will be on the board to help students take notes on the posters. Questions will be; What do you see in this posters? Describe it in detail; and What do you think is the main message in this poster? Why? A short class discussion will ensue, asking students for their answers on the two questions from the propaganda posters.

### Vocabulary

The teacher will go over the vocabulary during the lesson introduction and the lesson body. Teacher will check for understanding of vocabulary by a show of hands during the content delivery. Teacher will also define and go in depth during the lesson body in order to help the students who may not know what the words mean.

Charismatic Leader

Propaganda

Hitler

Mussolini

Inter-War Period

World War I

### Content Delivery

The teacher will present short prezi presentation on the concept of propaganda. The students will look at World War 1 propaganda, and will learn the main aspects of propaganda.

### Student Engagement

World War I and Interwar Period Propaganda Poster
 Directions:  Students will create a propaganda poster from any of the topics below, or students can come up with their own topic. If student decides to use their own ideas for a poster, teacher must approve of the topic.
The poster will be drawn or printed on 8 ½ x 11 paper and graded on your use of theme, color, creativity, neatness, historical accuracy and use of a slogan. It is NOT creative or acceptable to go to Google Images and type in “World War 1 propaganda” and then copy someone else’s ideas
It is NOT historically accurate or acceptable to have images of modern things featured on your poster that weren’t available in the early 1900s.

1. Possible Topics:
Military recruitment •
Patriotism, making the world safe for democracy, and criticisms of those that
disagreed
• Rationing
• Hatred of the enemy (and those of similar nationality)
• Idealism (why war is a valid and necessary option)
• Teamwork and personal sacrifice
• National security and civil defense
• Pacifism and opposition to war

2.     The poster will be graded according to the criteria outlined in the rubric handed out in class.

3.     There are 3 ways in which you can design your poster:

a)     Draw a poster free-hand

b)     Use a combination of a digital camera, Adobe Photoshop and/or MS Publisher

c)     Use a digital camera to stage an image that you can later copy down free hand on your poster

4.     YOU WILL staple this sheet BEHIND your poster when you turn it in to save paper and prevent re-printing the rubric found on the next page.

When creating the poster students will consider the following:

            Color:  Is it colorful and eye catching?

            Words:  Who is the poster speaking to; rich intellectuals, small children, or someone in between.

Symbols:  Are there any symbols that mean or stand for other things.  (e.g. an eagle is a symbol of freedom)

Message:  Simple; what is it going to say?

Audience:  Who are you addressing in your poster?  Who do you want to be reading this poster?

Purpose:  Which branch of the military or government agency is this poster created to support?

Students should start by briefly answering the questions above (jot them down if you need to).  After you have decided what the topic students will create their own poster using a poster board or paper. Students may print out pictures to place on poster if they are not good artist.

When students have decided on their topic they need to obtain a poster board/paper and begin building their propaganda poster.  Students will make sure they have both words and some sort of image.  Clip Art, Google Images as well as other resources can be used to collect images but please make sure that they are pertinent to the topic and theme of the poster.

REQUIREMENTS:

* Work must be done individually.
* Must contain at least 1 image.
* Must contain a reference to a branch of the military or a government agency or a particular nation if other than the United States.
* Students must submit a proposal before beginning their final poster.
* Poster board must be larger than regular 8 by 11 paper.
* Must contain a creative, Interesting, and Unique Slogan
* Students MUST create their OWN, cannot copy one.
* Students will present their poster to the class. Short 1-5 minute presentation.

### Lesson Closure

Students will present their propaganda posters, informing the class who the poster is speaking too, the message, and the purpose. Student’s propaganda posters will be placed around the room for the remaining of the school year.

### Assessment

Formative: Class discussion regarding the student’s reaction and thoughts about the poster, as well as the two suggested questions. The number of hands raised when teacher ask how many students know the meaning of each vocabulary word. The propaganda proposal students will show the teacher, in order to make sure students are on the right path.

Summative: Final copy of their propaganda poster, and the short class presentation explaining their poster.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

The gallery walk is an accommodation for English Learners, Striving Readers and Students with Special Needs because these students may be more comfortable with dealing with visuals than reading from a text. The two suggested questions for students is scaffolding for students. The teacher can use the propaganda poster proposal to accommodate students in case they need extra help.

## Lesson Resources

http://www.library.northwestern.edu/otcgi/digilib/llscgi60.exe
http://www.archives.gov/exhibits/powers\_of\_persuasion/powers\_of\_persuasion\_home.html
http://bss.sfsu.edu/internment/posters.html
http://www.signalalpha.com/html/propaganda\_posters.html