Lesson Title: World War I Propaganda

Standard: G12.4.3: realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.

Grade Level: High School / Gr. 10

Lesson Materials: Propaganda posters from World War I  Chapman HS Library Resource Page

Lesson Duration: 2-3 Class periods

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<tr>
<th>Dimension</th>
<th>Description</th>
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<tbody>
<tr>
<td>Learning Goals/Targets</td>
<td>The student will:</td>
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<td>1) Understand the use of propaganda by analyzing samples from World War I.</td>
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<th>Success Criteria</th>
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<td>For the student:</td>
<td>1) define the concept of propaganda.</td>
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<td>2) explain why the use of propaganda was so significant during World War I.</td>
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<td>3) show understanding of the different strategies and tools used in the creation of propaganda by creating their own piece.</td>
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| For the teacher:       | What the teacher will look for as evidence of success: |
|                       | Students will progress from a basic understanding of what propaganda is towards a more through understanding of the concept and how it was and is continuing to be used by various organizations: The teacher will notice students ability to successfully: |
|                       | 1) identify examples of propaganda from primary sources |
|                       | 2) evaluate how and why propaganda was used |
|                       | 3) Compare historical uses of propaganda to its use in the present day |

| Tasks and Activities   | 1. The classroom teacher will introduce World War I, what lead up to the war, and provide background context. |
2. The students will work in groups to brainstorm the question “What is Propaganda?” After brainstorming the answer, the students will share their answers with the class.

3. The Librarian will introduce the definition of propaganda. The librarian will explain the goals and techniques used in the creation of propaganda.

4. Students, working in groups, will demonstrate understanding by listing strategies and tools used in a variety of primary source propaganda from Great Britain, Germany and the United States.

5. Students will provide times and examples of when propaganda has been used during other times in history.

6. Students, working in small groups, will be responsible for creating a piece of propaganda from the United States during this time period and present it to the class.
| Questioning Strategies  
|---|---|
| Key Misconceptions  
|---|---|
| Questioning Strategies  
|---|---|
| Essential guiding questions:  
The group will be responsible for identifying and answering the following questions:  
1. Was the propaganda targeting a specific group? If so name the group and explain why.  
2. Who created the propaganda?  
3. What was its goal?  
4. What were the tools used to reach that goal?  
5. What was happening overall at that point in the war?  
6. Do you think this piece was effective in accomplishing its goal?  
7. Why did your group choose to create that particular piece of propaganda?  

**Key Misconceptions**: added by Margaret Heritage  
1. Propaganda is only evident when telling a lie  
2. Propaganda is only used by one side  
3. Propaganda is never useful  
4. Propaganda is only used by the Government  

| Self-Assessment  
|---|---|
| 1. What do I know now that I didn’t know before about propaganda?  
2. What do I know now that I didn’t know before about the use of propaganda and it’s affect on society?  

| Feedback Loops During Questioning  
|---|---|
| Feedback Probes  
|---|---|
| 1. What is the definition of propaganda?  
2. Why is propaganda used by governments?  
3. What tools are effective to use when creating propaganda?  
4. What are some examples today that use the same tools?  

| Individualized Descriptive Feedback  
|---|---|
| Written -Oral  
|---|---|
| With primary documents showing propaganda:  
1. Point or circle the different tools used in the propaganda piece. Explain why each was used.
| Peer-Assessment | During the propaganda brainstorming session:  
|                 | 1. Share your answer to the question “what is propaganda?”  
|                 | 2. How is it used?  
|                 | 3. Who uses propaganda?  
|                 | During the listing of propaganda tools:  
|                 | 1. Ask your partner to explain one tool they found being used in the primary document? Do you agree?  
|                 | 2. Which side or country did the document originate from. Is there a primary source showing propaganda from the other side that matches?  

| Use of Evidence to Inform Instruction -Instructional Modifications -Scaffolding or Independent Learning | As a formative assessment tool, teachers will see a definite improvement in students understanding of propaganda.  
|                                                                                                    | Using Primary Sources from World War I, students are able to identify the tools of propaganda used by all sides of the conflict.  
|                                                                                                    | Modifications for differentiation purposes could include scaling back the number of primary sources for evaluation.  
|                                                                                                    | For enrichment extension, teachers could prepare a list websites over the related topic of propaganda research.  

| Collaboration | Students collaborate as they generate questions and locate the tools of propaganda. They may give productive suggestions to help each other as actionable feedback. Students will work as a whole class, in small groups, and individually.  

This lesson plan is an excerpt from: [http://greatwarpropaganda.weebly.com/lesson-plan.html](http://greatwarpropaganda.weebly.com/lesson-plan.html)  
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