

## 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

Dimension	Description
Learning Goals/Targets	The student will: <ol style="list-style-type: none"><li>1) Understand the use of propaganda by analyzing samples from World War I.</li></ol>
Success Criteria For the student:  For the teacher:	I can... <ol style="list-style-type: none"><li>1) define the concept of propaganda.</li><li>2) explain why the use of propaganda was so significant during World War I.</li><li>3) show understanding of the different strategies and tools used in the creation of propaganda by creating their own piece.</li></ol> What the teacher will look for as evidence of success: Students will progress from a basic understanding of what propaganda is towards a more thorough 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: <ol style="list-style-type: none"><li>1) identify examples of propaganda from primary sources</li><li>2) evaluate how and why propaganda was used</li><li>3) Compare historical uses of propaganda to its use in the present day</li></ol>
Tasks and Activities	<ol style="list-style-type: none"><li>1. The classroom teacher will introduce World War I, what lead up to the war, and provide background context.</li></ol>

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|  | <ol style="list-style-type: none"><li>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.</li><li>3. The Librarian will introduce the definition of propaganda. The librarian will explain the goals and techniques used in the creation of propaganda.</li><li>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.</li><li>5. Students will provide times and examples of when propaganda has been used during other times in history.</li><li>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.</li></ol> |
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<p>Questioning Strategies -Key Misconceptions -Questioning Strategies</p>	<p>Essential guiding questions: The group will be responsible for identifying and answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Was the propaganda targeting a specific group? If so name the group and explain why.</li> <li>2. Who created the propaganda?</li> <li>3. What was its goal?</li> <li>4. What were the tools used to reach that goal?</li> <li>5. What was happening overall at that point in the war?</li> <li>6. Do you think this piece was effective in accomplishing its goal?</li> <li>7. Why did your group choose to create that particular piece of propaganda?</li> </ol> <p><b>Key Misconceptions:</b> added by Margaret Heritage</p> <ol style="list-style-type: none"> <li>1. Propaganda is only evident when telling a lie</li> <li>2. Propaganda is only used by one side</li> <li>3. Propaganda is never useful</li> <li>4. Propaganda is only used by the Government</li> </ol>
<p>Self-Assessment</p>	<ol style="list-style-type: none"> <li>1. What do I know now that I didn't know before about propaganda?</li> <li>2. What do I know now that I didn't know before about the use of propaganda and it's affect on society?</li> </ol>
<p>Feedback Loops During Questioning -Feedback Probes</p>	<ol style="list-style-type: none"> <li>1. What is the definition of propaganda?</li> <li>2. Why is propaganda used by governments?</li> <li>3. What tools are effective to use when creating propaganda?</li> <li>4. What are some examples today that use the same tools?</li> </ol>
<p>Individualized Descriptive Feedback -Written -Oral</p>	<p>With primary documents showing propaganda:</p> <ol style="list-style-type: none"> <li>1. Point or circle the different tools used in the propaganda piece. Explain why each was used.</li> </ol>

Peer-Assessment	<p>During the propaganda brainstorming session:</p> <ol style="list-style-type: none"> <li>1. Share your answer to the question “what is propaganda?”</li> <li>2. How is it used?</li> <li>3. Who uses propaganda?</li> </ol> <p>During the listing of propaganda tools:</p> <ol style="list-style-type: none"> <li>1. Ask your partner to explain one tool they found being used in the primary document? Do you agree?</li> <li>2. Which side or country did the document originate from. Is there a primary source showing propaganda from the other side that matches?</li> </ol>
<p>Use of Evidence to Inform Instruction</p> <p>-Instructional Modifications</p> <p>-Scaffolding or Independent Learning</p>	<p>As a formative assessment tool, teachers will see a definite improvement in students understanding of propaganda.</p> <p>Using Primary Sources from World War I, students are able to identify the tools of propaganda used by all sides of the conflict.</p> <p>Modifications for differentiation purposes could include scaling back the number of primary sources for evaluation.</p> <p>For enrichment extension, teachers could prepare a list websites over the related topic of propaganda research.</p>
Collaboration	<p>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.</p>

This lesson plan is an excerpt from: <http://greatwarpropaganda.weebly.com/lesson-plan.html>

Submitted by Brenda Lemon - Chapman High School