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Mrs. Kalberer

EDU 310

December 1, 2016

Lesson Plan

Grade: 11

Subject: U.S. history/ World War II

Materials: Propaganda posters, PowerPoint software, computers

**Standards:**

* 9-12.1.2- Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies.
* 9-12.2.5- Trace the causes, course, and legacy of World War II (e.g., totalitarianism regimes, Pacific theater, European theater, home front).

**Objectives:**

* Students can identify and analyze propaganda posters.
* Students will learn how propaganda posters influenced people during war.

**Learning activity:**

1. I will begin by telling the students that we will be analyzing propaganda posters today.
2. I will then start explaining what propaganda posters are and the benefit they had.
3. I will ask students different questions about propaganda posters and answer any questions they may have. Questions for students:
* How are political cartoons different from other cartoons in the newspaper?
* How are cartoons different from news articles?
1. Next, I will inform students that we will be analyzing two propaganda posters as a whole class. Questions I may ask the students when analyzing the posters:
* Describe what is happening in the poster
* Explain the wording of the cartoon
* What is the overall message trying to imply?
* Clarify any symbols that are being portrayed?
1. After demonstrating a couple propaganda posters as a whole class, I will have the students form groups. (2 or 3 or individually is fine)
2. I will inform each student to grab a computer as they will now analyze propaganda posters individually or in their groups. They will use the link to go to google docs to log into their account. <https://www.google.com/docs/about/>.
3. I will tell the students that I have shared a data based question guide for them on google docs.
4. Students can work and collaborate together in their group to answer the questions about different propaganda posters.
5. Propaganda posters and questions that will be on google docs:



* Which countries are represented in this poster?
	+ The countries who are represented in this poster are Japan and Germany, and United States/North America.
* Identify the characters, symbols and objects in the cartoon.
	+ A few different symbols that are being identified are a knife, gun, United States, Japan, Hitler, Axis powers, and Hideki Tojo.
* What message/emotion is being conveyed?
	+ This propaganda poster is supposed to put fear in United States citizens to keep up production. America is in mortal danger and citizens must work hard to counter the threat.
* Would a similar image have the same impact in today’s society? Why or why not?
	+ Yes or no. Both answers can be correct.



* What is the essential message of this illustration?
	+ This message implies that if you don’t support the war financially, harm could come to your children. In addition, this poster puts fear into the American people.
* Describe several details which lead you to believe what you think the essential message is.
	+ Children, Swastika, American flag, expression they have on their face.
* What symbols, key words or well-known images are used?
	+ Swastika, American flag, children, War bonds.
	+ Is the use of the symbol/ image/ word successful?
		- Answers can vary from yes or no.



* What does this poster suggest Americans do and why?
	+ This poster suggests that Americans should ride together to save gas in order to win the war.
* What feelings does the poster convey and list at least two examples from the poster which makes you think that?
	+ This poster brings upon feelings such as joyfulness, fun, good times, happiness.
* How successful do you think this poster was during World War II?
	+ I think this poster had an impact on many Americans.



* For whom is this poster intended?
	+ This poster is intended for United States citizens.
* What is the poster trying to get the audience to do?
	+ The poster encourages everyone to join the war effort to build arms for victory.
* How would you change the image to make it more powerful?
	+ Change the wording, add more people, different background/setting…etc.
* Would a similar image have the same impact in today’s society? Why or why not?
	+ Answers may vary.
1. Once students finish answering their questions, they can share their document/ answers to my google docs account.
2. We will then have a classroom discussion about the answers they wrote.
3. I will have students write an exit slip before they leave on their thoughts about my lesson and their thoughts on if propaganda posters were a useful tool during World War II?

**Assessment:**

* Analysis/answering of the questions
* Exit slip

**Reflection:**