**Primarily Teaching Grant Lesson Plan**

**Name:** Leah Alliman

**Grade-level:** 10

**Subject Area:** World History

**Topic:** Total War and Propaganda in WW1

**Standards:**

* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)
* Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5.)

**Compelling Question:**

* How/why was propaganda utilized by leaders AND civilians to promote a total war?
* What was the impact of using propaganda on world history? Support your analysis with detailed evidence from the propaganda.

**Learning Objectives:**

* Students will evaluate authors’ various messages in total war propaganda.
* Students will formulate an argument that assesses why leaders and civilians made propaganda during World War 1.
* Students will critique propaganda from various perspectives of citizens living during WW1.

**Materials:**

* Copies of or links to Library of Congress Propaganda Images
* Projector/Projector Screen
* Google documents

**Resource Table of Library of Congress Materials:**

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| --- | --- | --- | --- |
| **Image** | **Description** | **Citation** | **URL** |
| color film copy transparency | **Hungersnot bedeutet der Verlust der Ostprovinzen! ... Deutsche! Rettet den Osten! Freiwillige vor!** (Famine means the loss of the eastern provinces! German ...! Save the East! Volunteers before!)  German propaganda recruiting people to join the military and ration their bread. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-11522] | <http://www.loc.gov/pictures/item/2004665838/> |
| digital file from color film copy transparency | Are you breaking the law? Patriotic Canadians will not hoard food.  Canadian propaganda focused on rationing grains. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-12666] | <http://www.loc.gov/pictures/item/2005696498/> |
| color film copy transparency | To the Women of Britain  British recruitment advertisement aimed at women, asking them to encourage their “men” to join the war. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-10914] | <http://www.loc.gov/pictures/item/2003663096/> |
| color film copy transparency | Gee! I wish I were a man. I’d join the navy.  United States recruitment poster. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-1124] | <http://www.loc.gov/pictures/item/2002712088/> |
| color film copy transparency | Uncle Sam says garden to cut food costs.  United States victory garden propaganda. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-7931] | <http://www.loc.gov/pictures/item/00653180/> |
| color film copy transparency | Friede, Arbeit, Brot!  Peace, Work, Bread!  German total war propaganda. Shows people working in fields and factories behind solider. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-11508] | <http://www.loc.gov/pictures/item/2004665834/> |
| color film copy slide | Frenchwoman in War Time.  Recruitment poster for women in France during war. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC2-4067] | <http://www.loc.gov/pictures/item/99613666/> |
| color film copy transparency | Stenographers: Washington needs you.  U.S. Women recruitment poster. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC4-7930] | <http://www.loc.gov/pictures/item/00652373/> |
| color film copy transparency | Remember Belgium: Buy War Bonds.  U.S. war bond advertisement. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZ62-19905 ] | <http://www.loc.gov/pictures/item/96507603/> |
| color film copy slide | National Defense Loan.  French war bond advertisement. | Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, [LC-USZC2-3894] | <http://www.loc.gov/pictures/item/99613707/> |

**Procedure:**

1. Begin activity by reviewing difference between primary and secondary source.
   1. Go over guidelines for analyzing primary sources (list created at start of semester by class)
2. Review total war. Students discuss definition and examples through pair share.
   1. One partner shares small group thoughts with large group.
3. Review propaganda: its definition and purpose as large group.
   1. Introduce compelling question: How/why was propaganda utilized by leaders AND civilians to promote a total war? What was the impact of using propaganda? Support your analysis with detailed evidence from the propaganda.
4. Divide students into groups of 4 and explain activity.
   1. Each group of 4 will be given an assortment of propaganda listed above (5 of the 10 listed propaganda posters).
   2. Students will analyze pieces of propaganda, responding to at least 2 questions in EACH category (i, ii, iii) for the 5 pieces of propaganda. Each response must be supported by evidence shown in the propaganda. EACH student will respond to the questions via google docs and share their responses with me. The three categories/questions and pieces of propaganda will be shared with students via World History website.
      1. Observe: Describe what you see in the picture. What stands out? What words/phrases are used? What people or objects are used? What other details do you see?
      2. Analyze: How is total war being depicted in this piece of propaganda? Why would the artist create this piece of propaganda? If you were living during this time period, how would you react to the propaganda? Would your opinion change if you were a child, man (on the front lines or home front) or woman (on the front lines or home front)? Why or why not?
      3. Evaluate: Compare/contrast the pieces of propaganda. How/why would the government AND civilians promote total war? What is the impact of propaganda on the world?
5. After students complete this activity in small groups, they will share their findings through a large group activity, focusing on the compelling question:
   1. How/why was propaganda utilized by leaders AND civilians to promote a total war? What was the impact of using propaganda? Support your analysis with detailed evidence from the propaganda.
   2. I will bring in examples (and ask students to share their own examples) of modern day propaganda that is similar to these examples of total war. We will conclude the discussion by debating whether the Afghanistan/Iraq Wars were considered total war for us and for the countries we fought/are fighting in.

* The small group discussion may take up one class period. If it does, then the large group discussion will occur the following day.

**Assessment:**

**Formative Assessment:** Students will turn in small group journal via google docs for feedback from me. I will use a rubric to score the three categories students used to study the documents: observe, analyze and evaluate. This formative assessment will not be graded, however feedback based on the rubric will help students prepare for the summative essays over this unit.

**Summative Assessment:** Students will write three essays about the First World War, based on the three essays they will write as the semester final. One of the essays will be based on this activity. Students will be asked, “How/why did civilians and leaders use propaganda throughout the First World War? What was the impact of using propaganda on world history? Your response should be supported by evidence and connect back to the questions being asked.”