

# Explore



## **Introduction:**

Thank you for having visited the Patton Museum! We hope the tour was enjoyable and educational.

## **World War 1 Post Visit Lesson Plan (Can be converted to World War 2)**

This lesson plan:

Meets **Kentucky** Core Content Guide SS-E-2.4.1:

As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.

## **Purpose:**

To study how stereotypes, prejudice and persuasion were used in propaganda posters to gather support for U.S. troops in WW1.

## **Objectives:** Students will:

1. Understand how pictures can influence people.
2. Understand how words can influence people.
3. Understand how propaganda is used to persuade.

## **Vocabulary:**

- a. Propaganda
- b. Persuade/Persuasion
- c. Influence
- d. Suggest
- e. Vilification

## **Materials:**

1. [WW1 Poster \(German Gorilla\)](#)
2. [WW1 Poster \(American Eagle\)](#)
3. [WW1 Poster \(America begging\)](#)
4. [WW1 Poster \(American soldier\)](#)
5. [WW1 Poster \(American Child\)](#)
6. [PowerPoint Presentation with attached notes](#)
7. [Vocabulary definitions](#)
8. [Essay Rubric](#)
9. [Poster Rubric](#)

## **Methods:**

Time: 120 minutes +.

### **Anticipatory Set:**

Students viewed several recruitment/propaganda posters while visiting the museum. Ask the students what the purposes of the posters were, how were they used and who was the target audience. Place the five vocabulary words with their definitions on the board.

### **Set:**

Introduce the four posters (you can use the PowerPoint presentation or the individual pictures). Start with the poster of the women dressed in the American Flag, then the American eagle (the black bird is the German symbol), then the picture of the American Soldier saving the woman and child from the German, and finally the gorilla picture (notice the gorilla is wearing a German Helmut). Ask the students what do each of these pictures tell the viewer? What do the words on the picture tell the viewer? How have Germans been portrayed? How have Americans been portrayed? How do you think Germans living in the United States were treated during the war?

“Anti-German propaganda fueled support for the war, but it also contributed to intolerance on the home front. Dachshunds were renamed liberty dogs, German measles were renamed liberty measles, and the City University of New York reduced by one credit every course in German. Fourteen states banned the speaking of German in public schools. The military adversary was thousands of miles away, but German-Americans provided convenient local scapegoats. ... In Illinois, a group of zealous patriots accused Robert Prager, a German coal miner, of hoarding explosives. Though Prager asserted his loyalty to the very end, he was lynched by the angry mob. Explosives were never found.”  
([aaron@propagandacritic.com](mailto:aaron@propagandacritic.com), Propaganda,  
<http://www.propagandacritic.com/>)

Then show them the picture of the American child. How were children being persuaded to help the war? What does the child throwing a salute mean?

“In war, propaganda can be seen as an instrument for maintaining unity, good will and a common purpose. For the several million Allied soldiers assembled on the battlefield from 1914 to 1918 it served to strengthen and maintain morale. At home it helped to unify society. Through suggestion and persuasion it mobilized the work force to support and fuel the war effort. Propaganda was essentially a selling job and the use of the poster to raise money suited the purpose well.” (Maurice F.V. Doll, The Poster War Virtual Exhibit, Provincial Museum of Alberta  
<http://www.royalalbertamuseum.ca/vexhibit/warpost/english/home.htm>)

There are several propaganda techniques used in WW1 Posters. These are:

- Vilification of the enemy (portraying the Germans as brutes)/ Name calling (links a person to a negative word)
- Emotional appeals/ Fear
- Bandwagon (everyone else is doing it)
- Virtue words (links a person with words that generate approval without conscious thought: democracy, patriotic, motherhood, fatherhood, American Dream, etc)

Have the students (in groups of three) look at the different WW1 posters and decide which of these elements are present in the posters. Have them list the individual elements for each poster. Have them choose which poster they think is the most effective and explain why using in three short paragraphs.

For the final activity associated with this exercise have the students design a persuasive poster/leaflet that might have been used to gather support for United States' troops during World War I.

<http://exhibitions.library.temple.edu/ww1/index2.jsp> (A timeline of posters from the beginning of the war)

<http://arcweb.sos.state.or.us/exhibits/war/ww1/american.html> (A great source for life 'On the Home Front' during WW1- talks about how hamburgers became 'Liberty sandwiches')

[http://hsc.csu.edu.au/modern\\_history/core\\_study/ww1/posters/page75.htm](http://hsc.csu.edu.au/modern_history/core_study/ww1/posters/page75.htm) (Shows how the different elements in the picture work to persuade the viewer)

[http://www.authentichistory.com/images/ww1/ww1\\_posters/ww1posters01.html](http://www.authentichistory.com/images/ww1/ww1_posters/ww1posters01.html) (A lot of different WW1 posters)

<http://www.propagandacritic.com/> (A good site for understanding propaganda techniques in general. It discusses WW1 propaganda techniques)

<http://members.aol.com/MrDonnUnits/Propaganda.html>

#### Books for Kids

Lord of the Nutcracker Men  
by Iain Lawrence, 2003 –224 pages

[http://www.teenreads.com/guides/lord\\_nutcracker\\_men1.asp](http://www.teenreads.com/guides/lord_nutcracker_men1.asp)

Dear America:

When Christmas Comes Again: The World War I Diary of Simone Spencer  
New York City to the Western Front, 1917

by Beth Seidel Levine, 2002

<http://www.scholastic.com/dearamerica/parentteacher/guides/dearamerica/christmasagain.htm>

Hey Kidz! Buy This Book: A Radical Primer on Corporate and Governmental Propaganda and Artistic Activism for Short People

by Anne Elizabeth Moore - Juvenile Nonfiction - 2004 - 227 pages

Books for Teachers

Netsavvy: Building Information Literacy in the **Classroom**  
by Ian Jukes, Anita Dosaj, Bruce MacDonald - 2000 - 160 pages