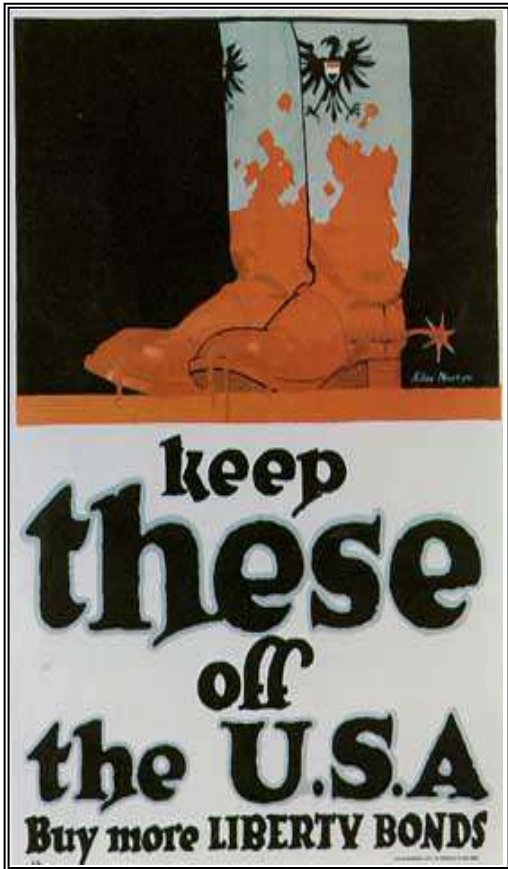


WWI PROPAGANDA



Today, you will complete the following assignment dealing with propaganda in WWI. Webster's dictionary defines Propaganda as follows:

"Information, esp. of a biased or misleading nature, used to promote or publicize a particular political cause or point of view."

Getting the people to support a war is ALWAYS a main concern of any government and WWI was no exception.

Your task for today is to look at the propaganda campaigns from World War I and analyze them.

You will see the goals and tools used by the propaganda of the Allies & Central Powers in World War I.

WEBSITES TO USE:

* Hold down the control key & click on any of the links!

- This has posters from all sides <http://www.worldwar1.com/posters.htm>
- These one are good as well: <http://www.ww1propaganda.com/> and <http://gulib.lausun.georgetown.edu/dept/speccoll/britpost/britpost.htm>
- OR you may search on Google images...just make sure they are WWI posters!

WWI PROPAGANDA

Please answer the questions below.

1. Find 3 WWI propaganda posters from the US, 3 from the British, and 3 from Germany. For each poster, briefly describe what is going on in 2-3 sentences below and then write the goal of the poster and what tool is being used (**use the chart below to help you**). Everyone must complete this individually, you may ask individuals in your group for assistance if needed.

<u>Goals for WWI</u>	<u>Tools</u>
<div>1. Recruit Soldiers</div> <div>2. Unify The Country</div> <div>3. Finance the war</div> <div>4. Conserve Resources/ Get Civilians to Sacrifice</div> <div>5. Get people to Participate in the war effort</div>	<div>1. Demonization – show the enemy in a “devilish” sort of way</div> <div>2. Catchy Slogans</div> <div>3. Emotional/Patriotic – you essentially want people to cry when they look at it & want to help. Think babies & flags!</div> <div>4. Visual Symbols – use strong symbols to get your message across</div> <div>5. Half Truths/Lies – “atrocities stories”</div> <div>6. Humor/caricatures – make the enemy look ridiculous</div>

US Posters	Briefly Describe the Poster	Goal	Tool(s)
1)			
2)			
3)			

British Posters	Describe the Poster	Goal	Tool(s)
1)			
2)			
3)			
German Posters	Describe the Poster	Goal	Tool(s)
1)			
2)			
3)			

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2. Explain what verbs are used in the posters.

3. Which tool is the most effective, why? Which is the least effective, why?

4. How are the German posters different from the Allied posters? You may bullet these.

DIFFERENT?	SIMILAR?

4. What kind of emotional reactions do some of the posters try to create in the viewer/reader (give specific examples from the posters) Give *at least two examples*.



DO NOT MOVE ON UNTIL YOU ARE TOLD TO DO SO

Group Activity

1. Next, in your groups, you should choose **ANY TWO** propaganda posters to explore more in depth. These can be from either Allies or the Central Powers.
2. **FOR EACH OF THESE TWO POSTERS, PLEASE COMPLETE AN IN-DEPTH LOOK AT EACH. WHEN YOU ARE DONE YOU SHOULD HAVE TWO IN-DEPTH SHEETS COMPLETED.**
3. You will then select one of the two posters that your group believes provoked the strongest propaganda poster. You will then create a PowerPoint presentation in which you will explain to the class.
4. Your PowerPoint should be completed on **GOOGLESLIDES** (share with your partners, so that all of you can work collaboratively-**you must also share with me: DTarallo@longbranch.k12.nj.us**), you must include a picture of the propaganda poster that you selected, explain the following:
 - Audience: where the poster is from, who is it geared to?
 - Viewpoint: is there author bias? You may have to research this
 - Message/purpose
 - Significance

Propaganda Poster WWI – IN DEPTH

A: Audience

- What country is your poster from? _____
- How do you know it's from that country? (Make specific to aspects of the poster)
- Who is the poster geared towards?
- How do you know it's geared towards that group? (Make specific references to aspects of the poster)

V: Voice (Author, point of view-bias)

- Who created the poster? _____ (the answer may not be present with some selections. Do your best to find this information)
- If the author is clearly credited or present, who could you infer (predict) created the poster.
- Identify the biases that the author may have

M: Message (purpose or point of the product)

- What is the poster trying to tell the reader?

- Make references to symbols, characters, statements within the poster to support your answer.

- What tools of the trade are being used by the author? (There might not be four.)
 - 1) 3)
 - 2) 4)

- Provide evidence from the poster to support your opinion on the Tools being used.

S: Significance (Why is this important and how does it relate to the context?)

- How is your poster related to World War I?

- How does the propaganda assist the war effort?

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**World War I Propaganda Poster
Grading Rubric**

Name: _____

CATEGORY	7-10 Points	2-6 Points	0-1 Points	Total Points Earned per Category
Topic: _____	World War I topic is clearly identified on the PowerPoint. The topic is clear and well-focused.	World War I topic is evident on the PowerPoint, but is not clearly identified.	No World War I topic is identified on the PowerPoint.	
PowerPoint Details	The PowerPoint includes relevant and historically accurate details to support the message. The PowerPoint clearly explains purpose of the selected propaganda poster.	The poster includes supporting details, but some details are lacking in their historical accuracy or relevancy. The PowerPoint communicates some purpose of the selected propaganda poster.	The poster does not include historically accurate or relevant details in support of the poster's message. Little or evidence of the purpose of the selected propaganda poster.	
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Quality of Work	Provides work of the highest quality. .	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.	

TOTAL POINTS EARNED (40 points possible):

_____/40

Final Assessment:

Connecting the Past with the Present

Requirements: Find three modern examples of modern day propaganda.

1. Describe the propaganda so that I can visualize what it is (and also tell me where you found this piece of propaganda)
2. Explain what tools they are using (reference the chart from today's activity)
3. This piece of propaganda can be urging you to do a number of things...it does not necessarily need to be restricted to war