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Lesson Plan: Kids, Propaganda, and World War II Primary Resource Analysis

Grade Level: High School

Time Period: One class period

Wisconsin Standards:

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved.

Objectives

Ss will: Analyze objects and images to determine their effect on society during World War II

Essential Question(s)

Introductory question-How and why did the government launch a campaign to unite Americans behind the war effort?

Student image analysis sheet -

1. What does this image show?
2. What is the purpose?
3. Who is the intended audience?
4. What effect might it have on American society during WWII?
5. Do you think the image is a form of propaganda? Why?

Concluding Discussion Question- Many underage boys ran away to join the military and lied about their age. Might this have been partly a result of the materials targeted at kids?

Materials:

Student analysis chart primary resources, victory garden poster, junior Bombardier uniform, superman Junior defense League of America application, America at War trading cards, Victory Garden poster, Bugs Bunny Bonds cartoon, History channel DVD clip -World War II Disney cartoons.

Procedures: (previous lessons would have already taught propaganda and bias)

Open SMART file- Kids, Propaganda, and World War II Primary Resource Analysis

Introduce the lesson with a review of primary and secondary resources.

Next have a class discussion using the FDR quote provided on the slide

Transition the discussion to the introductory question-How and why did the government launch a campaign to unite Americans behind the war effort?

Watch the DVD clip on WWII cartoons and or the Bugs Bunny Bond Rally

Discussion Question- *What were the intentions of the cartoon(s)?*

After the discussion hand out the primary resource documents-have students take out their analysis chart.

Students may work alone or in small groups filling out the analysis form.

Bring class together for a discussion of the primary resource objects.

Concluding Discussion Question- Many underage boys ran away to join the military and lied about their age. Might this have been partly a result of the materials targeted at kids?

Finally have students share the results of their analysis with the rest of the class, and use the additional primary resources for discussion.

Assessment: Unit assessment will contain objective questions pertaining to propaganda and will contain a DBQ using primary resource analysis.

Extension: Give students images from 1991's Operation Desert Storm. Have students point out similarities and differences between the wartime images of WWII and Desert Storm or a more recent conflict. Students would express this knowledge in a graphic organizer or Venn diagram of their own creation. Finally students could write a personal reaction to their own feelings of current American military actions.

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

Handouts attached