Propaganda Posters of World War I: Analyzing the Methods Behind the Images

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Singapore
Grade Level:
9 – 12

Objectives:
At the conclusion of this lesson, students will be able to
- Identify different propaganda techniques used in World War I posters
- Identify the different purposes of using images of women in World War I posters
- Discuss the implicit and explicit messages designed for women in World War I posters

Guiding Question:
What techniques and strategies do the creators of propaganda use to influence their audience?

Connections to Common Core:
CCSS.ELA–Literacy.RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA–Literacy.RH.6–8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA–Literacy.RH.6–8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA–Literacy.RH.6–8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA–Literacy.RH.6–8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Connections to C3 Framework:
D2. His11 6–8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2. His12 6–8. Use question generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2 His 16 6–8 Organize applicable evidence into a coherent argument about the past.

Documents Used:

Primary Sources:
Propaganda Posters from the Army Heritage Center Foundation
Remember Belgium
Destroy This Mad Brute

Enlist
http://www.armyheritage.org/education-and-programs/educational-resources/photo-galleries/50-information/soldier-stories/397-propaganda

Americans All!

Oh Boy! That’s the Girl!

Propaganda Posters from the Brandeis Institutional Repository
Howard Chandler Christy, Clear the Way
http://bir.brandeis.edu/handle/10192/23648

H. Reuterdahl, All Together
http://bir.brandeis.edu/handle/10192/23523

F. Strothmann, Beat Back the Hun with Liberty Bonds
http://bir.brandeis.edu/handle/10192/23628

Hubert Morley, Join Women’s Land Army
http://bir.brandeis.edu/handle/10192/23797

Propaganda Posters from the Naval Heritage Center
I Want You for the Navy

Find Your Range of Your Patriotism
http://www.history.navy.mil/photos/arttopic/pstr-rec/nrp-w1e.htm

Documents for Assessment:
85 million Americans hold war bonds..
http://digital.library.unt.edu/ark:/67531/metadc536/

Cecil Calvert Beall, 7th War Loan: now--all together
Dick Williams, *Am I proud!*
http://digital.library.unt.edu/ark:/67531/metadc541/

**Lesson Description:**

**Overview:** The students will be assessing a variety of World War I propaganda posters. At each station, have the students collect evidence about the posters on the Evidence Chart for Propaganda Posters. To encourage students to not rush, set a timer so students will know when to move to the next stop. During this time, teachers should be moving between stations, prompting conversations, pointing out important details, and doing “mid–workshop interruptions” to point out clever student observations and useful strategies.

**Time:** 90 minutes or two sessions of 45 minutes each

**Materials:**
- Propaganda Techniques Definitions
- Propaganda Techniques power point
- World War I Propaganda Posters
  - Part I General World War I Propaganda
  - Part II Images intended for women
- Propaganda Posters Evidence Chart
- World War I Propaganda Posters Assessment
- Propaganda Techniques Quiz

**Lesson Preparation:**
I have found that the students spend more time and effort with each poster when it is printed out and laminated (A4 size paper and quality printing if you can get it.) If possible, after reviewing definitions and power point, setup the posters around the classroom and have the student move to each station.

**Procedure:**
- Review propaganda techniques definitions and power point
- Using Part I of the Propaganda Posters power point, have the students circulate the room and collect information on the Propaganda Posters Evidence Chart with respect to the type of propaganda technique being employed. (Many times the posters have more than one technique.) You can print these posters or utilize the images in power point or PDF format.
• Using Part II of the World War I Propaganda Posters titled *A Focus on Women*. These posters include images of women. What were some of the messages that were being presented to women?

**Assessment Materials:**
• Propaganda Techniques Quiz

**Methods for Extension**
• These same skills could be used with World War II propaganda posters from a variety of countries.
• These same skills could be used with political propaganda from recent US Presidential elections. Be sure to include an equal mix of materials for the various political parties.
• Create translations and power point slides which copy the format of the techniques definitions and propaganda techniques in languages other than English, share on a blog or website. Use propaganda from other countries and languages if possible.

**Adaptations:**
• **English Language Learners**: The environment for ELL learners is supported in this context due to the graphic nature of the posters and the limited number of words on the posters. Again, students should be encouraged to make specific connections between the words and images on the posters and the various techniques.
• **Special Needs Students**: Reduce the number of posters that need to be critiqued. For example, for regular education students, 8–10 posters should provide ample practice and discussion. For students with special needs, 4–6 posters, that have similarities in terms of techniques, could be selected. Again, students should be encouraged to find similar techniques between different posters. Partnerships and groups are key. Try to group students will special needs together with supportive students if possible.
Bibliography:

Primary Sources


Propaganda Technique Definitions

Bandwagon – attempts to make one feel alone if he/she doesn’t go along

Glittering Generalities – sounds good, says nothing

Plain Folks – attempt to connect with the “grass roots,” ordinary people

Testimonial – use of someone respected to speak well of idea or product (candidate)

Card Stacking – to build a case with only favorable evidence or part truths

Transfer – attempt to associate a positive symbol with a candidate

Name Calling – to label one with something negative

Dehumanize the Enemy – portray the opposition as inhuman or as monsters/beasts

Emotional Appeal:
   Women and Children – build sympathy for your cause, “American” image, innocence

       Animals (Dogs) – build sympathy and a stereotypical “American” image

Patriotic Appeal:
   Military – build support for military efforts

       Symbols – use of American symbols such as Liberty Bell, Statue of Liberty, or American flag
Propaganda Techniques

**Bandwagon**
technique which attempts to make one feel alone if he/she doesn’t go along

**Glittering Generalities**
sounds good, says nothing ("I want to make America better")

**Plain Folks**
attempt to connect with the “grass roots,” ordinary people by using "their" language and sounding like "them"
Plain Folks

Testimonial

use of someone respected to speak well on your behalf about your ideas and/or products

Testimonial

Card Stacking

to build a case with only favorable evidence or part truths

Card Stacking

Transfer

attempt to associate a positive symbol with an idea
Transfer

Name Calling
to label or associate one with something negative

Name Calling

Dehumanize the Enemy
Portray the opposition as inhuman or as monsters/beasts

Dehumanize the Enemy

Emotional Appeal – Women/Children
Emotional Appeal -- Animals

Patriotic Appeal -- Military

Patriotic Appeal -- Symbols
World War I Poster Propaganda

Part 1: World War I General Posters

Poster 1
Enlist in the NAVY
Brandeis University

Poster 2
CLEAR THE WAY!!
Brandeis University

Poster 3
Beat back the HUN with LIBERTY BONDS
Brandeis University

Poster 4
Naval Heritage Center
Part 2: Women in World War I Posters

Poster 1

Poster 2

Poster 3

Poster 4

Poster 5
Poster 6

Army Heritage Center

Poster 7

Naval Heritage Center
Evidence Chart

Topic: ____________________________________________

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Directions: Below you will see two images. In a paragraph, one for each poster, analyze the techniques used by the illustrator.