

Teachers's

Museum of History & Holocaust Education

EDUCATING FOR A RESPONSIBLE FUTURE

Propaganda and World War II

Guide



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Department of Museums,
Archives & Rare Books

Propaganda and World War II

Grades 8-12

These activities meet the criteria of the following 8th Grade Georgia Performance Standards:

ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus through-out, and signals a satisfying closure.

ELA8W2. The student demonstrates competence in a variety of genres.

ELA8W3 The student uses research and technology to support writing.

ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing.

ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

Lesson 1: Defining propaganda: What is propaganda?

Ask students if they are familiar with the term “propaganda.” What words or images come to mind when you think of this word? How does this word make you feel? Write these words and feelings on the blackboard.

Hand out or display the age-appropriate definitions for propaganda listed below:

Introductory level:

Propaganda is biased information designed to shape public opinion and behavior.

-United States Holocaust Memorial Museum

Intermediate level:

The deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response that furthers the desired intent of the propagandist.

-Garth Jowett and Victoria O’Donnell

Advanced level:

A systematic form of purposeful persuasion that attempts to influence the emotions, attitudes, opinions, and actions of specified target audiences for ideological, political, or commercial purposes through the controlled transmission of one-sided messages (which may or may not be faculty) via mass and direct media channels.

-Richard Alan Nelson, *A Chronology and Glossary of Propaganda in the United States*

As a class, make a list of any words in the definition that students do not understand. Assign students to look up the meanings of each word and report back to the class. List a series of criteria that a message would need to have for it to be considered propaganda. Once the class agrees on this list, distribute it to each student. As students continue to learn about propaganda, return to this list. Do students want to re-vise or change any criteria? What should the definition be?

Lesson 2: Reading Propaganda’s Messages

Propaganda contains messages that try to get the audience to do or think something. Look closely at the propaganda images supplied in this packet. What is the message? Is it difficult to figure out what any of the messages are? Brainstorm ideas for what the messages might be. Is this a positive or a negative message? Why? Can you find ways in which these examples have both positive and negative messages at once?

Discuss.

Think of additional examples of negative or positive propaganda messages.

Where else do we get messages about what to think, how to act, or how to feel?

Provide some examples (advertising, friends, parents, school, church, movies, books, etc.)

How are these kinds of messages similar to or different from propaganda?

Lesson 3: Freedom of Speech and Propaganda

Discuss the ways in which propaganda may or may not limit our freedoms. In the United States, we value freedom: freedom of the press, freedom of religion, freedom of speech—all kinds of freedom to think for ourselves. Does propaganda keep us from doing this? Why or why not?

Find examples of propaganda with a negative message—one that promotes stereotypes, false beliefs, fear, or violence. Do you think that negative propaganda should be censored? If certain kinds of messages are censored, then does that take away someone's freedom of speech? Is it worth sacrificing freedom of speech to keep negative messages from the public? Why or why not?

If we decide to censor negative messages, who should decide whether the message is negative or positive? If not, how can we keep people from being influenced by propaganda to think or do negative things?

Lesson 4: Using Propaganda Posters to Understand WWII History

Look closely at the propaganda posters included in this packet. You can find additional examples of WWII-era propaganda at the following websites:

- <http://www.calvin.edu/academic/cas/gpa/posters2.htm>
- <http://www.library.northwestern.edu/govinfo/collections/wwii-posters/>
- <http://www.nh.gov/nhsl/ww2/intro.html>
- <http://www.holocaustresearchproject.org/holoprelude/nazprop.html>
- <http://www.ushmm.org/propaganda/>
- <http://userpages.aug.com/captbarb/posters.html>
- <http://www.wwii-collectibles.com/toppage/posters.html>
- <http://www.internationalposter.com/>

Consider each image closely. What messages are they trying to send? What is the larger issue that this poster addresses (rationing, military recruitment, industrial production)? Why do you think this issue would be important during WWII?

Use the internet or library resources to find an example of this issue during the war. When did this happen? What was the consequence? When, why, and to whom was this important? You might want to start your research at one of these sites:

- <http://www.nationalww2museum.org/education/for-students/>
- <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3507>
- <http://www.loc.gov/rr/program/bib/WW2/WW2bib.html>
- <http://www.loc.gov/topics/content.php?subcat=11>
- <http://historymatters.gmu.edu/>

Next, guess where the poster was made. Who do you think was the producer of this poster? How can you tell? Use the internet or library resources to determine who might have created this poster. When might it have been created? When, why, and to whom was this important?

Lesson 5: The Varieties of Propaganda Media

Propaganda was common in posters during WWII, but many other kinds of propaganda were common as well. Use the internet to locate and watch some examples. Try to find examples of films, speeches, songs, advertisements, or other art forms.

A few websites to get you started:

<http://www.teacheroz.com/WWIIpropaganda.htm>

<http://www.normandy1944.info/content/newsreels.html>

<http://www.army.mil/-news/2009/04/19/19340-walt-disney-goes-to-war/>

<http://toonsatwar.blogspot.com/2008/01/mickey-mouse-on-home-front.html>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005202>

<http://www.bytwerk.com/gpa/diebow.htm>

Discuss the examples using the previous questions regarding message and producer of the propaganda. How is this kind of media different? What makes it better or worse than a poster?

Lesson 6: Us and Them: Allied vs. Axis Propaganda in WWII

Use your work from lesson 4 to determine which country produced each poster during WWII. Then, compare propaganda posters from various countries. Look closely at the kinds of images used, language, colors, and the intended message.

What similarities and differences do you see? If you didn't know, would you be able to tell which country produced the image? How?

Propaganda often divides an issue into two sides: good and bad, right and wrong, us and them. Can you find examples of propaganda with this kind of us/them message?

What can you say about who or what is considered good or bad in the message? Who is the enemy? Why are they the enemy? How do we know that they are bad and/or the enemy? Focus on the ways that the enemy is portrayed visually. What images or colors are used? Is the picture effective at making you believe that the enemy is dangerous?



Lesson 7: Propaganda, Stereotypes, and Identities

As mentioned in the previous exercise, propaganda often sets up a division between good and evil, where “we” are good and the enemy is bad. This kind of strategy can be harmful, though, when used to create prejudice or spread lies about a group of people.

Look at examples of propaganda included at the end of this packet and from the websites listed in lesson 4. Divide the class into small groups and ask each group to look closely at how propaganda describes or depicts the following groups of people:

Jews	Whites	Blacks	Japanese	Americans
Nazis	Women	Men	Children	Families

Look closely at how each identity is portrayed. Is it positive or negative? Do they look good or bad? Weak or strong? How is this message portrayed visually? What colors or shapes are used?

Try to find other kinds of identities that are portrayed in these images (other than the ones listed above). What kinds of stereotypes are shown?

Use the internet to find contemporary images of these groups of people. These could come from advertising sources or elsewhere. How to these images similar or different? How have these images changed since WWII? How have they stayed the same? Why do you think that is?

Lesson 8: African Americans in WWII-era Propaganda

Drawing on the discussion from Lesson 7, make a list of words that relate to images of Blacks in WWII-era propaganda.

Then use the internet to watch the following film made during WWII:

<http://il.youtube.com/watch?v=UWUCPO7surk&feature=related>

Who is the film about? Who made the film? What does the film show us? What message is it trying to tell? Did the film surprise you in any way?

Next, consider the following racist images from the US during Jim Crow segregation:

<http://www.youtube.com/watch?v=dC2xqpCGDqY>

<http://www.jimcrowhistory.org/scripts/jimcrow/gallery.cgi>

<http://www.ferris.edu/jimcrow/menu.htm>

http://www.loc.gov/rr/print/list/085_disc.html

How do these images differ from the message given in the film?

Do you think these images came from the same or a different time period? Why?

Did the images surprise you in any way? How do they make you feel?

Reveal the dates in which each image was produced. Did this surprise you? Why or why not?

Why do you think the US would create this film during WWII? What reasons might they have to create messages that countered those from Jim Crow south?

How have relations between whites and blacks changed since WWII?

Lesson 9: Propaganda Poster Analysis Worksheet

Hand out this worksheet and ask students to answer the questions for at least five examples of propaganda.

1. To whom is the poster directed? Who is the intended audience? How do you know?
2. Can you tell who made the poster? If so, how do you know?
3. Can you tell when the poster was made? If so, how do you know?
4. What is the poster trying to say? Does it want you to think, feel, or do something? Is this positive or negative? Is it effective; does it work?
5. Refer to the class definition and criteria for propaganda. Is this an example of propaganda? Why or why not?
6. What techniques are being used in this poster? Keep in mind that there may be more than one.
7. Does this poster remind you of another, contemporary example of propaganda? If so, describe and explain the similarities.

Lesson 10: Propaganda Today

Find examples of propaganda messages in media from the past decade. This can include television, magazines, pamphlets, newspapers, advertisements, radio, film/movies, literature, etc.

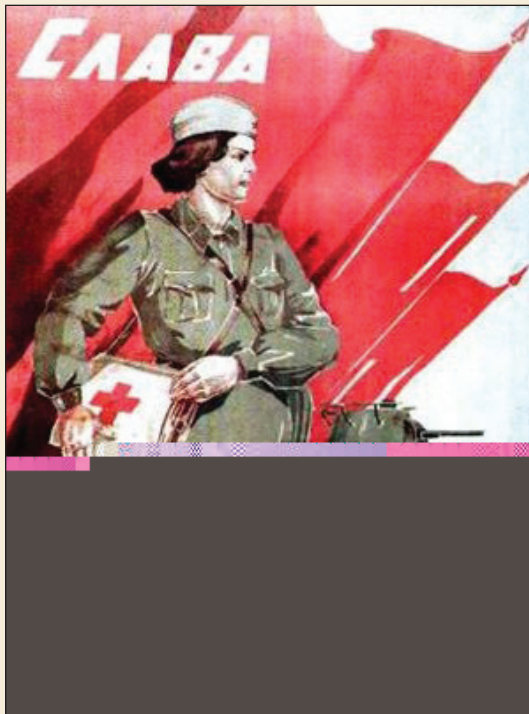
Compare contemporary propaganda to examples from the past. What is similar or different? Do you think propaganda is more or less effective today than it was in the past? Why?

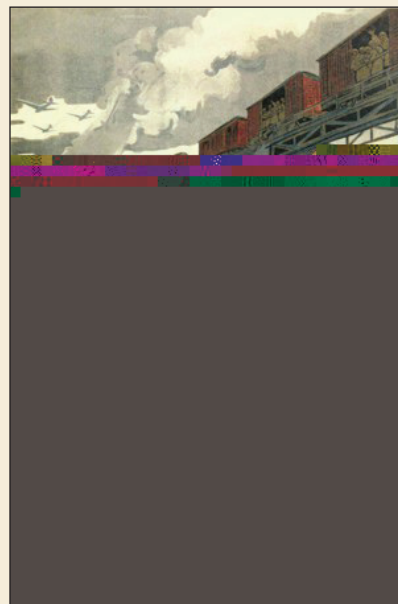
How is propaganda today similar to or different from advertisements? Consider the amount of advertising that people see every day. Do you think this changes how the public responds to propaganda? Why or why not?

Make a list of current issues or events on the blackboard. Choose from this list and work individually or in small groups to create your own propaganda poster. When finished, present the poster to the class. You may consider displaying the posters in the classroom or school for others to see.

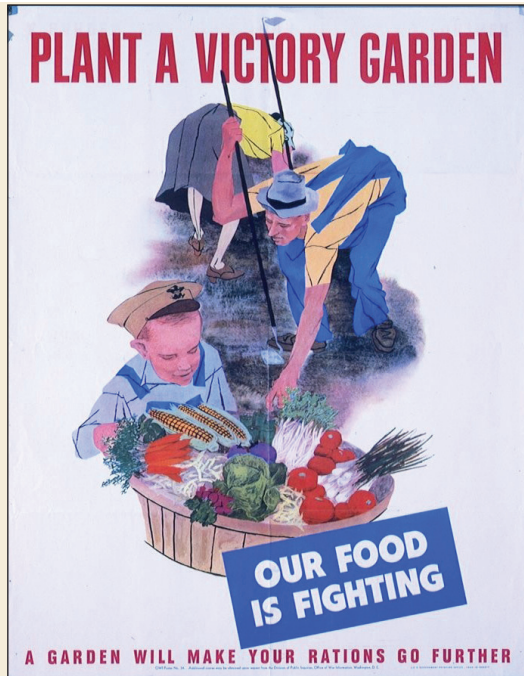










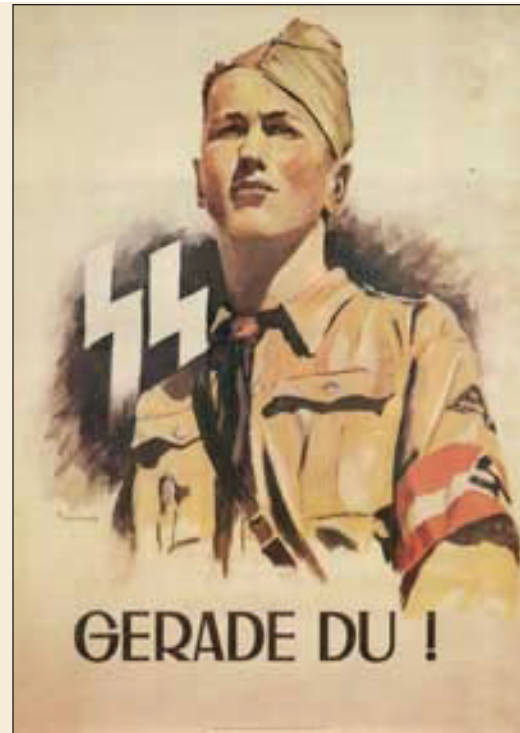


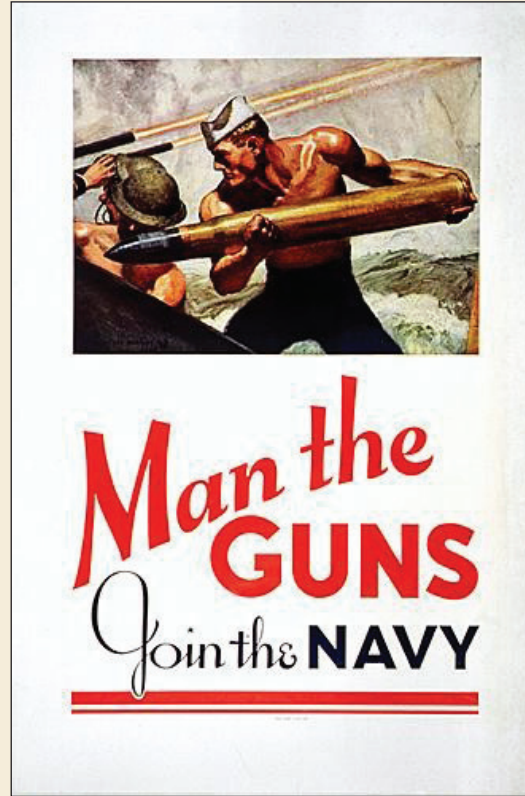




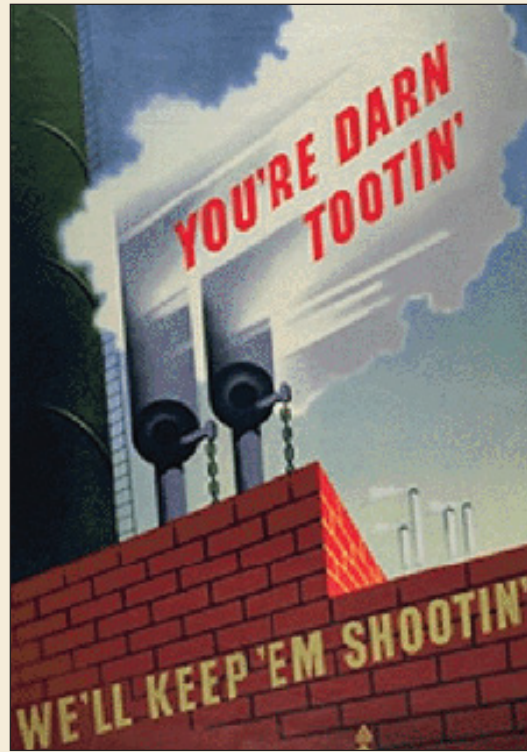






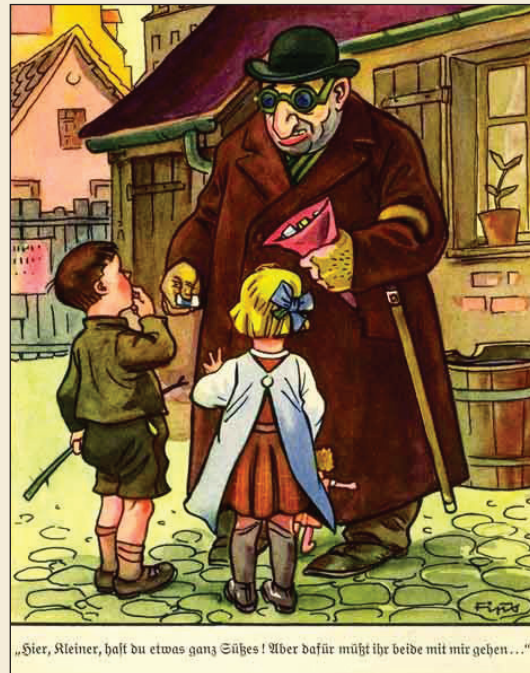


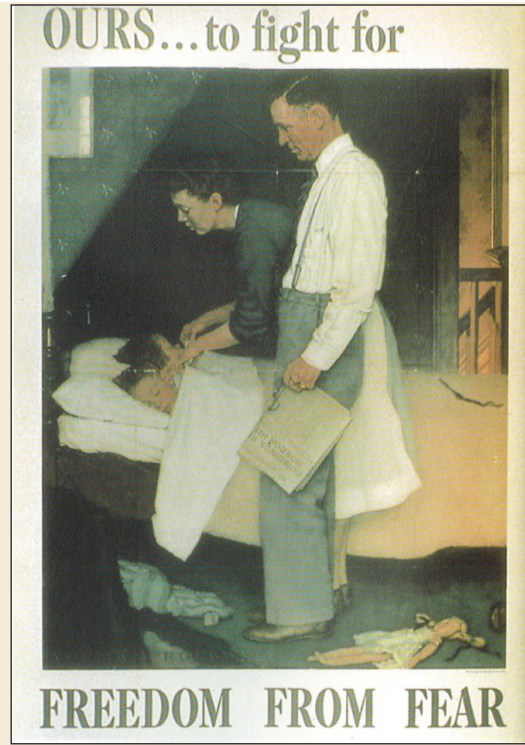


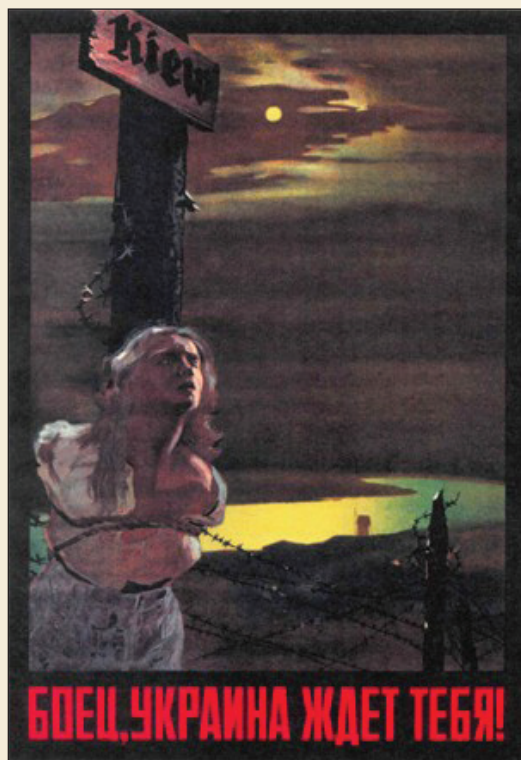










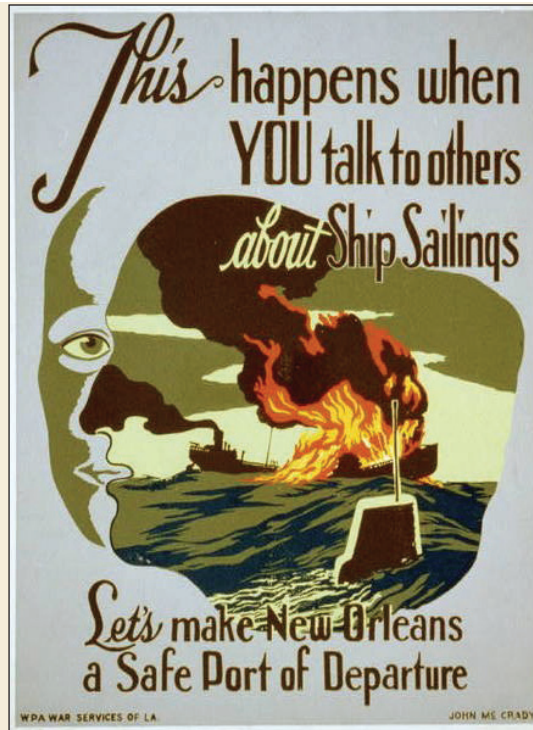














Page #	Poster #	Title	Country of Origin	Translation	Year	Location
4	1	Thanks for Loafing, Pal!	USA		1930s	Smithsonian Institute
6	1	This is a V home	USA		1942	
7	1	We Can Do It!	USA		1943	
7	2	The Navy needs you in the WAVES	USA		1944	
7	3	You've Got a Date with a Bond	Canada			
7	4	Victory Waits on Your Fingers-Keep 'em Flying, Miss USA	USA		1944	
8	1		USSR	Women of Leningrad! Let's help the front fight the enemy!		
8	2	Women Work for Victory	USA			
8	3		USSR	Glory to our fighting women		
9	1		USSR	Become a frontline nurse, help the soldiers		
9	2	I'll carry mine too!	USA		1943	
9	3		USSR	Harvest all crops 'til the last grain!		
9	4		USSR	A tractor in the field is the same as a tank in battle.		
10	1		Germany	Paper	1943	
10	2	Get Hot – Keep Moving	USA			National Archives
10	3	Save waste fats for explosives	USA		1943	
10	4	Housewives! Save Waste Fats for Explosives	USA		1943	
11	1	Plant a Victory Garden Our food is fighting	USA		1943	
11	2	All Fuel is Scarce Plan for Winter Now!	USA			
11	3	Pitch in and help!	USA			
12	1		Germany	Health, child protection, fighting, poverty, aiding travelers, community helping mothers: These are the tasks of the National Socialist People's Charity. Become a member!	1943	
12	2	The United States Army. Then-Now-Forever	USA		1940	
12	3	All Together Enlist in the Navy	USA		1917	
13	1	Hitler	Germany			
13	2	Ja!	Germany	Yes!	1938	
13	3		Germany	What the king conquered, the prince shaped, the field marshal defended, was rescued and united by the soldier	1942	

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Page #	Poster #	Title	Country of Origin	Translation	Year	Location
14	1		USSR	Our Land is Known for Great Warriors		
14	2	1778 1943 Americans will always fight for liberty	USA		1943	New Hampshire State Library
14	3		USSR	Napoleon suffered defeat. The same will be with Hitler.		
15	1		USSR	The enemy is inventive, so you must be vigilant.		
15	2	[Lion]	USSR	Fight the German animals. We can and must destroy Hitler's army.		
15	3	Dragon	Germany			
16	1	3A POANHY!	USSR	For the Motherland!		
16	2	GERADE DU!	Germany	You, now more than ever!		
16	3	"above and beyond the call of duty"	USA		1942	
16	4	Europas Freiheit	Germany	The Freedom of Europe		
17	1	Pvt. Joe Louis says— "We're going to do our part ...and we'll win because we're on God's side"	USA		1942	
17	2	Man the Guns Join the Navy	USA		1942	
17	3	Killing Time is Killing Men	USA		1943	Smithsonian Institute
17	4	Make Today a Safe Day	USA		1945	Smithsonian Institute
18	1	Warning! Our homes are in danger now!	USA		1942	National Archives
18	2	Keep 'em Fighting!	USA			National Archives
18	3	Arbeiter	Germany	The working hand of the fist selects the front-line soldiers, Hitler!	1932	Hoover Institutional Political Poster Database
18	4	Heute (Today)	Germany	Before: unemployment, hopelessness, neglect-strike-lockout. Today: Work-joy-breeding people of camaraderie. Give the Fuhrer your vote!"	1936	Hoover Institutional Political Poster Database
19	1		Germany	Get rid of clothes and shoes!		
19	2	You're Darn Tootin' We'll Keep 'Em Shootin'.	USA		1942	Smithsonian Institute
19	3	Man for Man...Produce is Victory	USA		1930s	Smithsonian Institute
19	4		Germany	Hitler is building...Help him. Buy German goods	1936	Calvin College German Propaganda Archive

Page #	Poster #	Title	Country of Origin	Translation	Year	Location
20	1		USSR	Every hit of the hammer is a hit on the enemy!		
20	2		USSR	People and Army are together victorious!		
20	3	Hon. Spy Say: Thanks for the Can you throw away!	USA		1943	
20	4	Stop him and the job's done	USA		1941-1945	
21	1		USSR	Kill Fascist Monster!		
21	2	Der Jude	Germany	The Jew: Agitator of War, Prolonger of War	1941	Calvin College German Propaganda Archive
21	3	<i>Neues Volk</i> (New People)	Germany	This genetically ill person will cost our people's community 60,000 marks over his lifetime. Citizens, that is your money. Read <i>Neues Volk</i> , the monthly of the racial policy office of the NSDAP.	1930s	Calvin College German Propaganda Archive
22	1		USSR	Ruthlessly destroy the murderers of our children!		
22	2	This is the enemy	USA		1942	
22	3	(No text: attack on a Caucasian woman)	USA		1941-1945	
22	4	(from comic book <i>Der Giftpilz/The Poisonous Mushroom</i>)	Germany	"Here, kids, I have some candy for you. But you both have to come with me..."	1930s	Calvin College German Propaganda Archive
23	1		Germany	Youth serves the Fuhrer. All 10 year olds off to the Hitler Youth.		
23	2	Freedom from Fear	USA		1943	
23	3		USSR	The face of Hitlerism		
23	4	Don't vote for Roosevelt!	USA		1944	Library of Congress
24	1		USSR	Fascism is the worst women's enemy. All on the fight with fascism!		
24	2		USSR	Revenge!		
24	3		USSR	Soldier, Ukraine is waiting for you!		
24	4		Germany	Support the assistance program for mothers and children.	1934-1936	Calvin College German Propaganda Archive
25	1		Germany	Mothers, fight for your children!		Calvin College German Propaganda Archive
25	2	Don't let anything happen to them! Keep 'em firing!	USA		1942	
25	3		USSR	Open fire on murderers of wives and children!		

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Page #	Poster #	Title	Country of Origin	Translation	Year	Location
25	4	Keep this horror from your home	USA			
26	1	Dear God, keep them safe! Buy war bonds and stamps.	USA		1942	Private collection Link to "sold" auction site
26	2	United we stand	USA			
26	3		Germany	Nobody should go hungry! Nobody should freeze!	1938	
27	1	Don't let that shadow touch them, buy war bonds	USA		1942	
27	2		USSR	My father is a hero! What about you?		
27	3		Germany	Healthy parents have healthy children!		
27	4	I gave a man!	USA		1942	
28	1		USSR	Europe will be free.		
28	2	(bandaged child)	USSR	For the blood and tears of our children, German occupiers will die.		
28	3	(little girl in jail)	USSR	Soldier, we wait for you day and night!		
29	1		USSR	Don't talk!		
29	2	This happens when you talk to others about ship sailings.	USA		1942	
29	3	Silence means security	USA			
30	1		Germany	Light brings death!		
30	2		USSR	Careless phone talk assists the fascist spy.		
30	3		USSR	A light in the window is a help to the enemy!		



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