



American Poster - 4th Liberty Loan

Online Collections Database, 1920.1.34b, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

Propaganda v. Advertisements

Recommended Grade Levels: 6-12

Course/Content Area(s): Social Studies, ELA, Media Literacy

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LESSON OVERVIEW:	This media literacy lesson plan equips students to analyze the purpose behind different forms of media, both historic and modern. Students will explore how media can persuade, inform, entertain, or sell, then delve deeper into propaganda and advertising techniques to critically evaluate the messages they encounter. Students will analyze primary source examples of WWI era propaganda and advertisements. The plan offers flexibility for both teacher-led and independent work, with optional extension activities for a more in-depth exploration.
OBJECTIVES:	<i>Students will:</i> <ul style="list-style-type: none"> ● Identify and examine the primary purposes of a media message ● Reflect on how propaganda and advertising affects people ● Analyze, compare, and contrast examples of WWI era advertisements and propaganda ● Evaluate and ask questions about the media they engage with during the lesson
STANDARDS ALIGNMENT:	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
TIME NEEDED:	2, 40 minute classes, optional propaganda techniques extension activity would add an addition 40 minutes
INTERDISCIPLINARY:	ELA and media literacy
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ● None, if the optional extension activity is included in the lesson ● If not, students need a general understanding of the primary purposes of media messages (persuade, inform, entertain, and sell).
MATERIALS NEEDED:	What is the Purpose of a Media Message? Activity Propaganda v. Advertisements Activity Propaganda and Advertising Techniques Activity (Optional)

LESSON

Essential Question: What is the purpose of advertisements and propaganda and how do they influence people?

PRE-ASSESSMENT/INTRODUCTION/HOOK:

Have students share the last commercial or advertisement they've seen or one that stands out to them, or show them an advertisement.

- Ask students how the ad got their attention or if they thought it was effective. If so, why? If not, why not?
- Ask what was the ad trying to get you to do? (Buy a product or service)

DIRECTIONS:

PURPOSE OF MEDIA: This activity ([What is the Purpose of a Media Message? Activity](#)) can be completed by students independently (assigned on Google Classroom or another LMS), or a teacher can review slides 1-9 with the whole class and then have students work independently (or collaboratively) on slides 10-14.

- Review slides 1-2 with students to explain what is media and get students to share some examples of media.
- Review activity direction on slides 2-3.
- Review the primary purpose of media (persuade, inform, entertain, and sell) and examine the example.
- Allow students independent work time to choose examples of media for each primary purpose.

OPTIONAL EXTENSION ACTIVITY - PROPAGANDA AND ADVERTISEMENT TECHNIQUES:

If a teacher chooses to include the optional activity ([Propaganda and Advertising Techniques Activity](#)), a good place to do so would be after the previous activity, Primary Purpose of Media, and before the following activity, Propaganda v. Advertisement. This optional activity can be completed by students independently (assigned on Google Classroom or another LMS), or a teacher can review the definitions and examples together with the class and have students answer the reflection questions as they go through the examples.

- Students will read through the definitions of the types of propaganda and advertising techniques. Students will answer the reflection question for each technique.
- After, students choose an advertisement and analyze it by identifying at least 2 techniques used in the ad.

PROPAGANDA V. ADVERTISEMENTS: Introduce the activity ([Propaganda v. Advertisements Activity](#)) to the whole class. The entire activity can be teacher led to the

whole class, or the teacher can split the activities up and students can work both collaboratively or independently.

- Review slides 1-4 with the whole group to explain what is propaganda. Slides 2-3 includes an optional extension activity for grades 9-12.
- Review the directions on slide 5. This activity can be completed as a whole group activity, independent, or collaborative work. Students will examine the examples of advertisements (slides 6-9) and consider the following questions:
 - Who created this ad and what is the primary purpose of this media? How do you know?
 - What product or service is being sold? How do you know?
 - Where would this ad have likely been placed/seen? How do you know?
 - What techniques are used to capture your attention and persuade you to buy?

Note: You can provide more context or information for each image by clicking on the link to the digital archive in the slide notes.

- Have students share their conclusions, thoughts, and reflections.
- Review the directions on slide 10. This activity can be completed as a whole group activity, independent, or collaborative work. Students will examine the examples of propaganda and consider the following questions:
 - Who created this ad and what is the primary purpose of the poster? How do you know?
 - What is the media trying to get you to think, do, or believe? How do you know?
 - Where would this media have likely been placed/seen? How do you know?
 - What techniques are used to capture your attention and persuade you?
 - What emotions does this media make you feel? Why?

Note: You can provide more context or information for each image by clicking on the link to the digital archive in the slide notes.

- Have students share their conclusions, thoughts, and reflections.

POST-ASSESSMENT:

Students can complete Propaganda or Advertisement? Assessment in which they must evaluate whether each piece of media is an example of an advertisement or propaganda. The assessment can be conducted as a whole group game with individuals or teams getting points for each correct answer. Students can complete the assessment independently with the slides projected or printed. Teachers could jigsaw the activity as well.

Note: Teachers should also consider adding more contemporary examples of media and propaganda.

MODIFICATIONS/ACCOMMODATIONS

All activities are flexible in that they can be completed as a whole class, in groups, or individually. The slides could also be assigned for students to complete via Google Classroom or another LMS.

Limited time: Just complete the “Propaganda v. Advertisements” activity while making sure to review the primary purposes of media messages (persuade, inform, entertain, and sell).

Focus on media literacy: Complete all three of the activities included in the lesson.

Further Resources:

- Digital Exhibition – [The Poster: Visual Persuasion in WWI](#)
- Digital Exhibition – [Fighting with Faith: A WWI POW Camp of Propaganda](#)
- Video, Podcast, Article, Lesson – [How WWI Changed Us: Selling the War](#)
- Document Based Question – [German Americans in WWI: Facing Challenges at Home](#)
- Lesson – [Lessons of Liberty: Patriotism](#)
- Article – [With One Voice: The American Musical Experience of WWI](#)