

**Lesson Plan**  
**Deciphering Propaganda Posters of World War I**  
**Middle Grades through High School Grades**  
**Cassie Gibson, NBCT, Haines City High School.**

Summary:

This lesson plan will describe the different types of tools used in creating propaganda. By analyzing WWI posters, the students will gain a sense of these tools and be able to utilize this knowledge to create their own modern poster for the U.S. involvement in Iraq.

Time allotted:

Two-three 60 minutes class periods.

Directions: On the first day, the students are to learn the different types of tools used. The following is a list to be given to them. Discuss what each means and ask if they can think of any examples in today's commercials or widely seen posters.

1. **Name Calling.** Bad names are the most prolific forms of propaganda, especially when you are trying to diminish an opponent as "liberal" or "most liberal" or "ultra-conservative" or "extremist" or "hypocritical."
2. **Glittering Generalities.** This device requires "virtue words" that describe ideals that no one could argue against, a strategy often referred to as "motherhood and apple pie."
3. **The Transfer.** Used both for and against causes, this strategy transfers the authority or status of one person or institution onto another.
4. **The Testimonial.** In politics these are often called "endorsements." These come not just from politicians, but from celebrities — athletes and entertainers — who shed their blessings on a candidate or a cause.
5. **Plain Folks.** Crucial in political propaganda, the supporter of a candidate or a cause must persuade the audience that the chosen one, no matter how wealthy, is a man of the people, or a loving mother, or the kind of person you'd want to share a beer with. Look for homey words like "town," "village," "farm," "diner," "bar," "train," "folks," "coal mine," "kitchen table."
6. **The Band Wagon.** This is the "everyone is doing it" technique. Look for words like "journey" and "battle" and "movement" and "march" and "mandate for change."

Now, after learning and discussing these, view the following WWI posters and have the students use the techniques above to analyze them.

**Assessment:** Students will create a poster related to the wars in Iraq and Afghanistan focusing on one of the propaganda techniques above.

**IT CALLS YOU**  
**YOUR COUNTRY**  
 EVERY TRUE AMERICAN IN CHELSEA  
WILL BE AT THE  
**CHELSEA PATRIOTIC RALLY**  
**TUESDAY JULY 3**  
8:30 P. M.  
**ST. COLUMBA'S HALL**  
241 West 23rd Street

**SPEAKERS:**  
 Hon. FRANK J. DOWLING, Chairman  
 Hon. MORGAN J. O'BRIEN  
 Lieut. H. C. REUTERDAHL  
 Dr. S. E. KAVANAGH, President of the

Patriotic Song Committee represented by  
**MARCELLA CRAFT, SOPRANO**  
**DAVID DISPHAM, BASS**

**ADMISSION FREE**

**MOTHERS! FATHERS!**  
**PUBLIC SERVICE**  
**NEEDS YOUR BOYS**

ENROLL THEM FOR NONMILITARY DOMESTIC WORK  
 IN THE FEDERAL GOVERNMENT

**UNITED STATES**  
**BOYS' WORKING**  
**RESERVE**

THE BOYS' WORKING RESERVE IS A NATIONAL ORGANIZATION OF BOYS WHO ARE FROM 14 TO 18 YEARS OF AGE AND WHO ARE INTERESTED IN LEARNING A TRADE OR VOCATION. THE RESERVE IS OPEN TO ALL BOYS WHO ARE AMERICANS BY BIRTH OR NATURALIZATION AND WHO ARE NOT CURRENTLY EMPLOYED IN A TRADE OR VOCATION. THE RESERVE IS A GREAT OPPORTUNITY FOR BOYS TO LEARN A TRADE OR VOCATION AND TO GAIN EXPERIENCE IN THE WORKING WORLD. THE RESERVE IS A GREAT OPPORTUNITY FOR BOYS TO LEARN A TRADE OR VOCATION AND TO GAIN EXPERIENCE IN THE WORKING WORLD. THE RESERVE IS A GREAT OPPORTUNITY FOR BOYS TO LEARN A TRADE OR VOCATION AND TO GAIN EXPERIENCE IN THE WORKING WORLD.

**LET THEM FILL THE GAPS IN INDUSTRY**  
FEDERAL GOVERNMENT







