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**Mulberry Senior**

**Grade 11: American History**

**Title: WWII Propaganda**

Directions: The following questions are based on the accompanying documents. Some of the documents may have been edited for the purposes of these exercises. These questions are designed to test your ability to work with historic documents. As you analyze these documents, take into account both the sources of the document and the author's point of view.

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**Historic Context**

During WWII, propaganda was used, by both Germany and the United States, to influence the hearts and minds of its intended audience.

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**Question**

How was propaganda used, during WWII, to influence the thoughts and feelings of the intended audiences?

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**Part A: Short Answer**

Analyze the following documents and answer each question accompanying each document.

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**Document 1**

Title: Unknown  
Copyright: Unknown  
Year: Unknown  
Type of document: Poster



Document found: <http://www3.eou.edu/hist06/VWIIPropaganda.html>

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Question 1: What is the essential message of this illustration?

Question 2: Describe several details which lead you to believe what you think the essential message is.

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Document 2

Title: Unknown  
Author: Unknown  
Year: Unknown  
Type of Document: Poster



Document found: <http://www3.eou.edu/hist06/Pictures.html>

Question 3: Which countries are represented in this poster?

Question 4: What message is being conveyed?

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Document 3

Title: Unknown  
Author: Unknown  
Year: Unknown  
Type of Document: Poster



Document found: <http://www3.eou.edu/hist06/Pictures.html>

Question 5: What does this poster suggest Americans do and why?

Question 6: What feeling does the poster convey and list at least two examples from the poster which makes you think that

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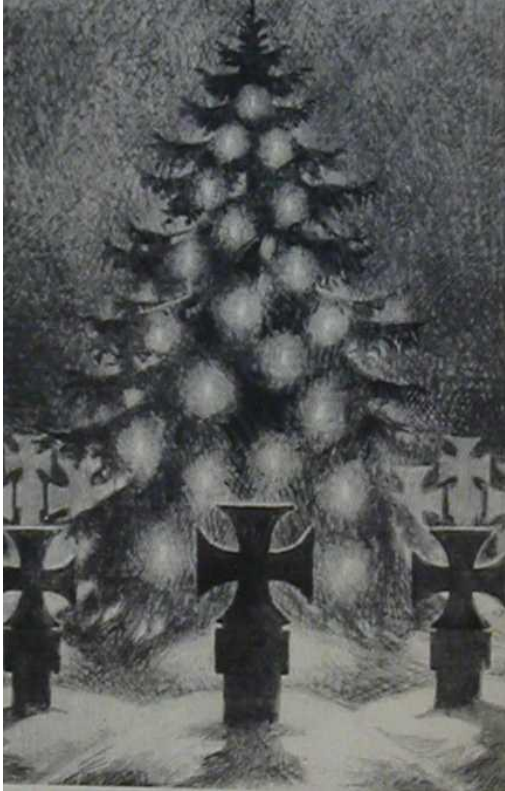
#### Document 4

Title: Unknown

Author: Goebel (excerpt), Illustration: unknown

Year: 1942

Type of Document: Book Excerpt and illustration



Translated text: This picture faces an excerpt from Goebbels's 1942 Christmas Eve talk: "A soldier speaks tonight of his fallen comrade as he recalls the hard battles of this war, and at home today, a mother, a father, a wife and a group of children remember each dead hero in proud sorrow. Our dead are the only ones with the right to make a demand today, and indeed to us all, at the front or at home. They are the eternal monuments, the voices of our national conscience, which constantly drive us on to do our duty. The mothers who mourn their lost sons may be at peace. They did not in vain bear their children in pain and rear them. They lived the proudest and bravest life that a son of the fatherland can live, crowning with the most heroic end possible: they sacrificed themselves so that we could stand in the light. It is up to us alone whether their great devotion has its deepest meaning.... The coming century shines to us, as the poet says, from a royal distance. It demands of us battle and sacrifice. But one day, we will be there. For us, it is only a matter of time and patience, of courage and work, of faith and confidence in the strength of our souls and the bravery of our hearts

Document found: <http://www.calvin.edu/academic/cas/gpa/weihnacht44.htm>

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Question 7: What do the symbols around the tree represent?

Question 8: What feelings is Goebbel appealing to?

**Document 5**

Title: V1

Author: Nazi Party

Date: 1944

Type of document: Leaflet (Front and Back) dropped from German planes onto British soil.



## **HOW THE ALLIES ARE GOING TO WIN THE WAR!**

What good are all your planes, warships and tanks against that new German weapon

### **V NUMBER 1**

Are you still convinced that you are winning?

Your armchair strategists have always claimed that the new dreadful weapon is an invention of German "propaganda" But out of a clear sky it struck.

Since June 16th, London and southern England are being continuously blasted day and night by those mysterious flying meteors.

The entire British press was immediately muzzled by rigid censorship. What a nice job your politicians do have now in hiding the truth about the disastrous effect of

### **V NUMBER 1**

**BUT YOU** will learn the truth just the same. You will also find out that Germany has just begun to play one of her trump cards.

**How about V Number 2 to V Number X**

Document found: <http://www.calvin.edu/academic/cas/gpa/ww2leaf.htm>

Question 9: What does the V1 represent?

Question 10: What does the leaflet claim the British press is doing and why would they make this claim?

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## Document 6

Title: Unknown

Illustrator: Unknown

Date: 1944, Issue 37

Type of Document: *Lustige Blätter*, a weekly German humor magazine



The caption: "His way to 'liberate' Europe."

Document found: <http://www.bytwerk.com/gpa/lustige.htm>

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Question 11: What are 3 significant details in this illustration and why are they significant, what emotions are they appealing to?

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Document 7

Title: No Title

Artist: Dr. Seuss

Date: 15 December, 1942

Type of Document: Cartoon



Document found: <http://orpheus.ucsd.edu/speccoll/dspolitic/Frame.htm>

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Question 12: What is the purpose of this illustration?

Question 13: What is Seuss trying to incite in the viewer?

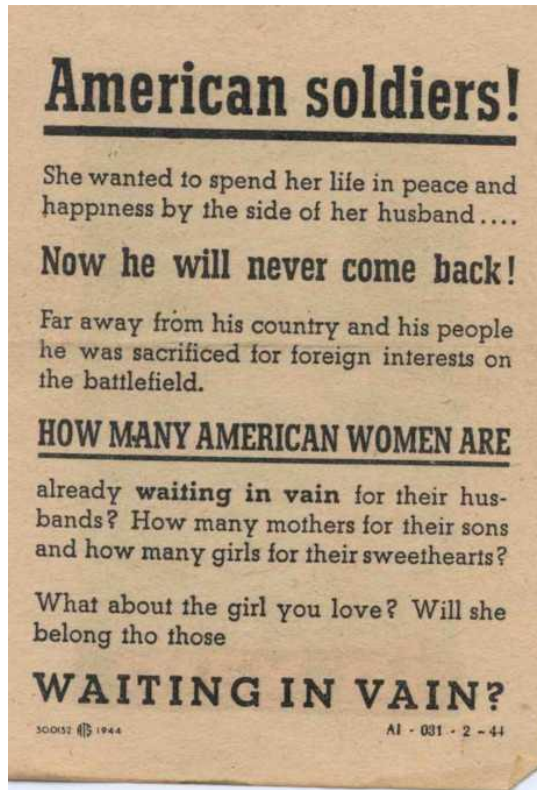
## Document 8

Title: American soldiers

Artist: Nazi Propagandist

Date: Unknown

Type of Document: Leaflet dropped from German plane into the hands of Americans.



Document found: <http://www.calvin.edu/academic/cas/gpa/ww2leaf.htm>

Question 14: What emotions is this leaflet trying to appeal to?

Question 15: What does the leaflet suggest about the girls in wait?

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### Part B: Essay Response

**Question: How was propaganda used, during WWII, to influence the intended audiences?**

Directions: You will write a 5 paragraph essay which should be well-organized with an introductory paragraph that states your position on the question. Develop your positions in the next paragraphs and write a conclusion. Your essay should include specific details and refer to the specific documents you analyzed in Part A. Your essay needs to also consist of a significant amount of outside information.

### Document Based Question Scoring Rubric

**Directions:** Use the scoring rubric below to evaluate a DBQ essay.

Criteria	5	4	3	2	1	0	Score
<b>thesis / answers question</b>	Strong thesis-responds directly to the question	Thesis stated-answers the question	Addresses the question but has weak structure and focus.	Poor focus; fails to answer the question adequately.	Fails to address the question; confusing and unfocused.	No thesis; no attempt to address the question.	
<b>use of documents / evidence</b>	Uses documents completely and accurately; weighs the importance and validity of evidence	Uses documents correctly; recognizes that all evidence is not equally valid	Uses most documents correctly-simplistic analysis; does not always weigh the importance and validity of evidence.	Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence.	Fails to use documents correctly; simply paraphrased or misunderstood.	Ignores or misuses the documents.	
<b>outside information</b>	Cites considerable relevant information from outside learning	Cites some relevant information from outside learning	Includes little relevant information from outside learning.	Includes little information from outside learning-what is included is irrelevant.	Includes no relevant information from beyond the documents.	Includes no information from beyond the documents.	
<b>understanding of topic</b>	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues.	Shows basic, though simplistic, understanding of the topic and related issues.	Show little understanding of the topic and related issues.	Shows almost no understanding of the topic or related issues.	Shows no understanding of the topic or related issues.	
<b>use of language</b>	Well structured, well written; proper spelling, grammar, mechanics	Clearly written and coherent; some minor errors in writing	Weaker organization; some errors in writing detract from essay's meaning.	Poorly organized; many errors in standard English	Disorganized; littered with errors in standard English.	Lacks any organization; little attempt made; blank paper.	
<b>total score:</b>							

**Student who wrote essay:**

**Student scoring essay:**

**Signature:**

## Written Document Analysis Worksheet

1 .	TYPE OF DOCUMENT (Check one): <table border="1"><tr><td><input type="checkbox"/> Newspaper</td><td><input type="checkbox"/> Map</td><td><input type="checkbox"/> Advertisement</td></tr><tr><td><input type="checkbox"/> Letter</td><td><input type="checkbox"/> Telegram</td><td><input type="checkbox"/> Congressional record</td></tr><tr><td><input type="checkbox"/> Patent</td><td><input type="checkbox"/> Press release</td><td><input type="checkbox"/> Census report</td></tr><tr><td><input type="checkbox"/> Memorandum</td><td><input type="checkbox"/> Report</td><td><input type="checkbox"/> Other</td></tr></table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
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<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other											
2 .	UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more): <table border="1"><tr><td><input type="checkbox"/> Interesting letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>	<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3 .	DATE(S) OF DOCUMENT: _____ _____												
4 .	AUTHOR (OR CREATOR) OF THE DOCUMENT: _____ _____  POSITION (TITLE): _____ _____												
5 .	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____ _____												
6 .	DOCUMENT INFORMATION (There are many possible ways to answer A-E.)  A. List three things the author said that you think are important: _____ _____ _____ _____  B. Why do you think this document was written? _____ _____ _____												

	<p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <hr/>
	<p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <hr/>
	<p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/> <hr/>

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