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

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**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*

<http://www.armyheritage.org/education-and-programs/educational-resources/photo-galleries/50-information/soldier-stories/398-propaganda-2>

*Destroy This Mad Brute*

<http://www.armyheritage.org/education-and-programs/educational-resources/photo-galleries/50-information/soldier-stories/398-propaganda-2>

*Enlist*

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

*Americans All!*

<http://www.armyheritage.org/education-and-programs/educational-resources/photo-galleries/50-information/soldier-stories/398-propaganda-2>

*Oh Boy! That's the Girl!*

<http://www.armyheritage.org/education-and-programs/educational-resources/photo-galleries/50-information/soldier-stories/398-propaganda-2>

### **Propaganda Posters from the Brandeis Institutional Repository**

Howard Chandler Christy, *Clear the Way*

<http://bir.brandeis.edu/handle/10192/23648>

H. Reuter Dahl, *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*

<http://www.history.navy.mil/photos/arttopic/pstr-rec/n-recpst.htm>

*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*

<http://digital.library.unt.edu/ark:/67531/metadc578/>

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 with special needs together with supportive students if possible.

## Bibliography:

### Primary Sources

*Americans All!* US Army Heritage Center Foundation. Accessed February 7, 2014.

<http://www.armyheritage.org/component/content/article/50-information/soldier-stories/398-propaganda-2>.

Beall, Cecil Calvert. *7<sup>th</sup> War Loan...* University of North Texas Digital Library. Accessed January 16, 2014. <http://digital.library.unt.edu/ark:/67531/metadc578/>.

Christy, Howard Chandler. *Clear the Way*. Brandeis University. Accessed February 6, 2014. <http://bir.brandeis.edu/handle/10192/23648>.

*Destroy This Mad Brute*. US Army Heritage Center Foundation. Accessed February 6, 2014. <http://www.armyheritage.org/component/content/article/42-information/education-a-programs/170-remember-belgium>.

*Enlist*. US Army Heritage Center Foundation. Accessed February 6, 2014. <http://www.armyheritage.org/component/content/article/50-information/soldier-stories/397-propaganda>.

*Find Your Range of Your Patriotism*. Naval Historical Center. Accessed February 7, 2014. <http://www.history.navy.mil/photos/arttopic/pstr-rec/nrp-w1e.htm>.

*I Want You for the Navy*. Naval Historical Center. Accessed February 7, 2014. <http://www.history.navy.mil/photos/arttopic/pstr-rec/n-recpst.htm>.

Morley, Hubert. *Join Women's Land Army*. Brandeis University. Accessed February 6, 2014. <http://bir.brandeis.edu/handle/10192/23797>.

*Oh Boy! That's the Girl!* US Army Heritage Center Foundation. Accessed February 6, 2014. <http://www.armyheritage.org/component/content/article/50-information/soldier-stories/398-propaganda-2>.

*Remember Belgium*. US Army Heritage Center Foundation. Accessed February 6, 2014. <http://www.armyheritage.org/component/content/article/42-information/education-a-programs/170-remember-belgium>.

Reuter Dahl, H. *All Together*. Brandeis University. Accessed February 6, 2014. <http://bir.brandeis.edu/handle/10192/23523>.

Strothmann, F. *Beat Back the Hun with Liberty Bonds*. Brandeis University. Accessed February 6, 2014. <http://bir.brandeis.edu/handle/10192/23628>.

U. S. Department of the Treasury. *85 million Americans hold war bonds*. University of North Texas Digital Library. Accessed January 16, 2014. <http://digital.library.unt.edu/ark:/67531/metadc536/>.

*We Need You*. Jiggy Communications, LLC. Updated 2011. Accessed February 6, 2014. <http://www.ww1propaganda.com/world-war-1-posters/nurses-ww1?page=4>.

Williams, Dick. *Am I Proud!* University of North Texas Digital Library. Accessed January 16, 2014. <http://digital.library.unt.edu/ark:/67531/metadc571/>.

# 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

### Bandwagon



### Glittering Generalities

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

### Glittering Generalities



### Plain Folks

attempt to connect with the "grass roots,"  
ordinary people by using "their"  
language and sounding like "them"

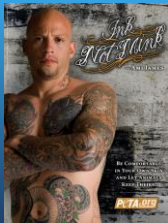
### Plain Folks



### Testimonial

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

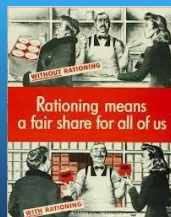
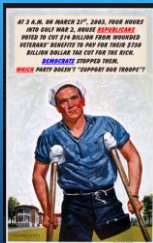
### Testimonial



### 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

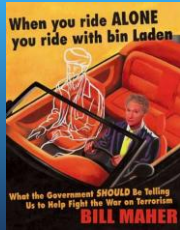
### Transfer



### Name Calling

to label or associate one with something negative

### Name Calling



### Dehumanize the Enemy



### Dehumanize the Enemy

Portray the opposition as Inhuman or as monsters/beasts

### Emotional Appeal – Women/Children





# World War I Poster Propaganda

## Part 1: World War I General Posters



Poster 1

Brandeis University



Poster 2

Brandeis University



Poster 3

Brandeis University



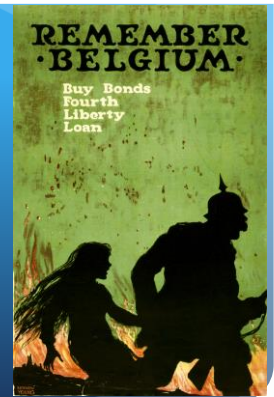
Poster 4

Naval Heritage Center

Brandeis University

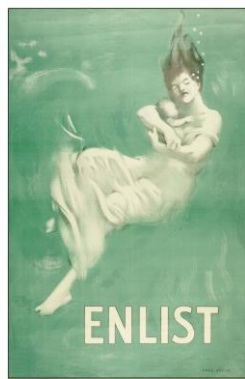
Part 2:  
Women in World War I Posters

Poster 1



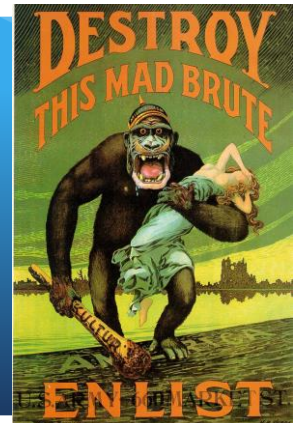
Army Heritage Center

Poster 2



Army Heritage Center

Poster 3



Army Heritage Center

Poster 4



Army Heritage Center

Poster 5



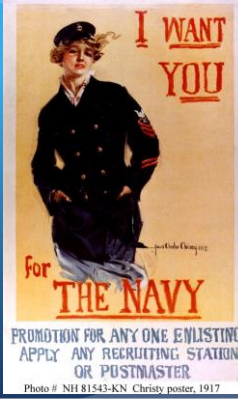
Brandeis University

Poster 6



Army Heritage Center

Poster 7



Naval Heritage Center

# Evidence Chart

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: \_\_\_\_\_

Block \_\_\_\_\_

| Evidence | Primary<br>or<br>Secondary | Brief<br>Description | Source Details |
|----------|----------------------------|----------------------|----------------|
|          |                            |                      |                |
|          |                            |                      |                |
|          |                            |                      |                |



| Evidence | Primary<br>or<br>Secondary | Brief<br>Description | Source Details |
|----------|----------------------------|----------------------|----------------|
|          |                            |                      |                |
|          |                            |                      |                |
|          |                            |                      |                |

| Evidence | Primary<br>or<br>Secondary | Brief<br>Description | Source Details |
|----------|----------------------------|----------------------|----------------|
|          |                            |                      |                |
|          |                            |                      |                |



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



Two propaganda posters are displayed side-by-side. The left poster features a hand holding a stack of money and a hand holding a microphone, with the text "85 MILLION AMERICANS HOLD WAR BONDS". The right poster shows soldiers in a trench, with one soldier holding an American flag, and the text "7th FLEET NOW ALL TOGETHER".