



WWII in the Pacific, Homefront, Propaganda Teacher Lesson Plan

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Title:

“Social Transformation on the Homefront: The Use of Cartoon Propaganda and other Media”

Rationale:

During World War II, the use of propaganda was blatant, widespread, and used by all sides to powerful effect. For the purposes of this lesson, “Propaganda” is defined as, “the spreading of ideas or beliefs to further a particular cause, or damage an opposing cause, using media.” With this definition as a framework, we can better understand how governments, militaries, and even entertainment companies, (e.g. Warner Brothers, Disney, etc.) used propaganda to coerce, encourage, and manipulate citizens to support the main objective – win the war.

Disclaimer:

This lesson contains some primary source materials that are based on racist caricatures and will be considered offensive. The cartoons should only be shown for the purposes of historical inquiry. Before the start of this lesson, it is responsibility of the teacher to discuss this disclaimer with their students, and provide reasonable modifications for students who might find the cartoons too sensitive.

Objective:

Students will be able to analyze the use of propaganda in cartoons, (its objectives and categories,) by critiquing FOUR primary resource WWII cartoons, and define how they are good examples of social transformation on the home front on a worksheet.

Time:

Two class periods (50-60 minutes each) Note: This lesson can be scaled for time constraints by reducing the number of cartoons for students to watch.

Materials:

Video player-enabled computer with internet connection

[Propaganda Cartoons for Lesson](#)

[Propaganda Posters for Lesson](#)

[Student Notes Handout PowerPoint](#)

Essential Questions:

- 1) What is propaganda?
- 2) What objective(s) of propaganda best align with this particular cartoon?
- 3) What category(ies) of propaganda are used in this particular cartoon?
- 4) How does this cartoon contribute to the social transformation taking place on America’s home front?

Lesson Instructional Activities:

1) Start with note-taking of the attached PowerPoint defining propaganda. Students are to take notes (and teacher places emphasis) on the underlined sections.

2) Distribute/share the critique fill-in worksheet, and review the APPARMS definition worksheet, so students are aware of what must be included for “main idea,” “significance,” etc.

3) Have the cartoons ready for viewing/critiquing. It is the teacher’s discretion to find the best way to disseminate the cartoons. They can be distributed one at a time, or placed in a common folder for students to view/critique on their own.

4) Students then fill out the attached APPARMS worksheet with the goal of four video critiques complete by the end of the lesson.

Assessment:

1) Checking for Understanding (CFU): Teacher uses equity selection (i.e. equity popsicle sticks, numbered dice, random computer selection, etc.) to begin class discussion. At this point, it is the teacher’s discretion which CFU option to choose based on your needs: small group breakouts, whole group, Socratic seminar, philosophical chairs, etc.

2) Students turn in their completed APPARMS worksheet in the spot designated by the teacher.

Optional Extension Activities:

1) Applying APPARMS to WWII Posters – the APPARMS worksheet can be adapted to work with many different types of resource documents or media. Included with this lesson are primary resource WWII posters/visuals that can also be deconstructed using APPARMS. The teacher can adjust the number of posters for students to critique, time permitting.

2) Gallery Walk – if technology is unavailable, the posters can be printed as hard copies, and this extension activity can be utilized in a self-contained classroom as a “gallery walk.” A gallery walk is when the teacher posts hard copies of the posters around the room, students are placed in groups, walk from one poster to another, fill in their worksheets, and use the group model for collaborating.

WWII Cartoon Propaganda Critique Fill-In Worksheet using APPARMS

Directions: As you view each cartoon/media, fill out the squares below. Refer to the definition sheet to give a great critique!

Reminder:

Propaganda = The spreading of ideas or beliefs to further a particular cause, or damage an opposing cause, using media.

Cartoon #1: _____

Author:

Place/Time:

Prior Knowledge:

Audience:

Reason:

Main Idea:

Significance: (Modern Day)

Significance: (1940s)

Cartoon #2: _____

Author:

Place/Time:

Prior Knowledge:

Audience:

Reason:

Main Idea:

Significance: (Modern Day)

Significance: (1940s)

Cartoon #3: _____

Author:

Place/Time:

Prior Knowledge:

Audience:

Reason:

Main Idea:

Significance: (Modern Day)

Significance: (1940s)

Cartoon #4: _____

Author:

Place/Time:

Prior Knowledge:

Audience:

Reason:

Main Idea:

Significance: (Modern Day)

Significance: (1940s)

What is APPARMS?

Use APPARMS for Viewing/Critiquing WWII Propaganda Videos or other media.

Disclaimer:

This lesson contains primary source materials that may be considered inflammatory and should be used with caution, even with mature high school audiences. Each cartoon has either a racist, prejudiced or otherwise biased context, and should only be shown for the purposes of historical inquiry. Before the start of this lesson, it is imperative for the teacher to give this disclaimer to their students, and provide reasonable modifications for students who might find the cartoons too sensitive.

- 1) **Author** – Who created this media? Which company or business? Who was the director?
- 2) **Place/time** – What time or era is this taking place? Don't just say "WWII," be more specific. Look for the copyright year each cartoon has, (you might need to convert Roman numerals.)
- 3) **Prior Knowledge** – What does the viewer of these cartoons need to know prior to viewing? There's choice here! Your answer can be one of TWO options, (state which one you chose)...
 - a. **Modern person** – What does a modern day person need to know prior to viewing?
 - b. **1940s person** – Place yourself as best as possible in the position of a 1940s person: what would a typical person from this time period need to know prior to viewing?
- 4) **Audience** – Who was the intended audience when this cartoon was made? Children? Adults? Worldwide, or just mainly America? Is the enemy the audience at all?
- 5) **Reason** – Place yourself in the position of lead cartoonist and/or the studio head of the company. What reason did you produce this cartoon? Your answer cannot simply be "because we're at war and we want to win." Think deep and give your best insight.
- 6) **Main Idea** – The basic plot goes here. Also, what objective(s) from the PowerPoint on propaganda best align with this particular cartoon? What category(ies) from the PowerPoint on propaganda are used in this particular cartoon?
- 7) **Significance** – You MUST answer BOTH below:
 - a. **Significance to a modern day audience** – What can a modern day student like you learn from this over 70 year-old cartoon? What are things a modern day student would find wrong with it? (Think morally, politically, racial attitudes, etc.)
 - b. **Significance to a 1940s audience** – Again, place yourself as best as possible in the position of someone from the 1940s... How does this cartoon help contribute to the social transformation taking place on America's home front?