

# United States Propaganda During World War II

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CIEP 475 Workshop – Teaching with Primary Sources Course

## United States Propaganda During World War II

**Essential Question:** In a free country, why does the government need to convince its people to think a certain way?

**Background:** This unit will take place during a broader World War II unit. This mini unit focuses on United States propaganda during World War II. The summative assessment will be for the students to construct their own propaganda. Students will learn about different types of propaganda throughout this mini unit.

The aim of this unit is for students to understand that although we live in a “free” society, the government and others attempt to control the way we think and feel all the time. Students must be made aware of this.

It starts with the beginning of the war for the United States and President Roosevelt’s plea to Congress to declare war on Japan. Students will also focus on WPA posters that depict both Japanese and Germans in a negative manner. The final lesson will be the watching of a video made by the U.S. Navy that was used as a training video for new recruits.

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**I. Title:**

“A Date Which Will Live in Infamy”

**II. Overview**

Students will summarize interpret and analyze FDR’s language, word choice, diction and tone in his famous “Address Before Congress Requesting a Declaration of War Between Japan and the United States.”

**III. Objectives**

Students will be able to accurately identify the author’s tone, purpose, diction and specific word choice in a primary source speech in text and audio.

**IV. Standards**

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details’ provide an objective summary of the text.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

**V. Time Required**

Two fifty minute class periods

**VI. Recommended Grade Range: 9-12**

This is being modified for a self contained special education classroom

**VII. Subject/Topic**

This lesson will be taught in a self contained special education U.S. History class during a World War II unit.

### **VIII. Materials**

- a. "Date Which Will Live in Infamy" speech
- b. Audio of speech
- c. Graphic organizer for speech
- d. Writing utensils
- e. Assessment handout

### **IX. Resources Used**

- a. "A Date Which Will Live in Infamy" Text
  - i. Author: Franklin Delano Roosevelt
  - ii. Date: December 8, 1941
  - iii. Source: <http://memory.loc.gov/cgi-bin/query/r?ammem/afccalbib:@field%28DOCID+@lit%28afccal000483%29%29>
- b. "A Date Which Will Live in Infamy" audio
  - i. Author: Franklin Delano Roosevelt
  - ii. Date: December 8, 1941
  - iii. <http://memory.loc.gov/cgi-bin/query/r?ammem/afccalbib:@field%28DOCID+@lit%28afccal000099%29%29>

### **X. Procedure**

#### **Day 1**

- a. Bell Ringer
- b. Chunking and annotation of speech excerpts (30 minutes)
  - i. Teacher will read out loud FDR speech.
    - 1. Students will annotate as the teacher reads
  - ii. Teacher will stop on key phrases listed in the graphic organizer and help the students define and interpret the meaning

- c. When reading is completed, students will summarize the reading by chunking to ensure comprehension (5 minutes)
- d. Students will fill out the “questions” section of the graphic organizer (5 minutes)
- e. Debrief (5-10 minutes)

## **Day 2**

- a. Bell Ringer (5 minutes)
- b. Students and teacher will review main ideas of speech from previous day (5 minutes)
- c. Teacher will mediate a classroom discussion on author’s tone, purpose and word choice. (10 minutes)
- d. Students will listen to the audio of FDR’s speech (10 minutes)
- e. Teacher will mediate a classroom discussion on the affects of listening to the speech and complete last column of graphic organizer (15 minutes)
- f. Students will finish class journaling which will be completed for homework.
  - a. Students will put themselves in the place of an American at the time of the speech. What are their reactions to the speech? How do they feel about war or FDR?

## **XI. Extension Ideas**

- a. Have students journal as if they were a Japanese American; how would this make them feel?
- b. Have students journal about possible outcomes if they were FDR

## **XII. Evaluation**

Teacher will evaluate the journal article on accurate emotional responses based on the text.

## **XIII. Credit**

Sean Gimpert

**I. Title**

The WPA and its role during World War II

**II. Overview**

During this lesson students will analyze WPA posters that promote anti Japanese and German thoughts and feelings

**III. Objectives**

Students Will Be Able To: identify the purpose and role of propaganda in the media

**IV. Standards**

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**V. Time Required**

One fifty minute class period

**VI. Recommended Grade Range**

This is recommended for grades 9-12, but this unit is specifically modified for a self contained U.S. History class.

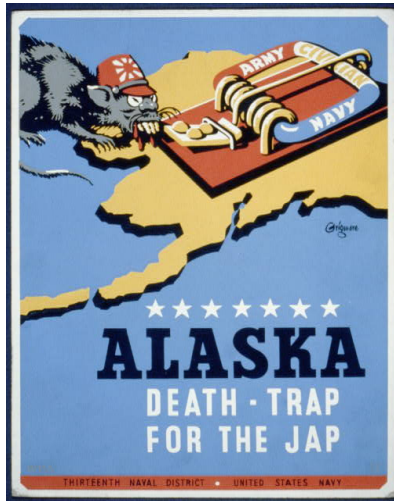
**VII. Subject/Topic**

This lesson will be taught in a self contained U.S. History class during a World War II unit.

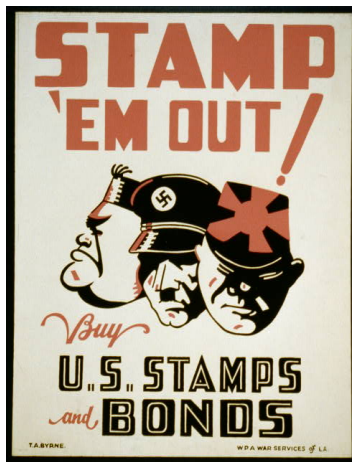
**Preparation****VIII. Materials Used**

- a. Modified observe/reflect/question graphic organizer for visual primary sources
- b. Primary Sources (WPA Posters)
- c. Projector
- d. Venn Diagram

## IX. Resources Used



- a.
  - i. <http://www.loc.gov/pictures/resource/cph.3b48885/>
  - ii. Grigware, Edward T.
  - iii. 1941-1943



- b.
  - i. <http://www.loc.gov/pictures/resource/cph.3b49042/>
  - ii. Byrne, Thomas A.
  - iii. 1941-1943

## X. Description of Procedure

- a. Bell Ringer (5 minutes)
  - i. What is propaganda?
  - ii. When have you seen propaganda in your life?
- b. Pass out blank observe/reflect/question graphic organizers (1 minute)
- c. WPA posters will be displayed on the overhead at separate times (15 minutes)

- i. As posters are displayed students will fill out graphic organizer
- d. Students will share out their responses with guided questions asked by the instructor (10 minutes)
- e. Students will then fill out the “question” section of the graphic organizer with help from the instructor. (10 minutes)
- f. Students will finish class with a Venn Diagram in which they will compare and contrast the two WPA posters (finish for HW if necessary).

## **XI. Extension Ideas**

Students can bring in modern day examples of propaganda and explain possible effects on people and the purpose of their example of propaganda.

### **Credits**

Venn Diagram from:

[http://www.educationworld.com/tools\\_templates/venn\\_diagram2.doc](http://www.educationworld.com/tools_templates/venn_diagram2.doc)

Venn Diagram Rubric created by Martin Galligan

## **XII. Designer**

Sean Gimpert



**I. Title:**

How can the government use propaganda to promote its agenda?

**II. Overview**

Students will watch a U.S. government sponsored video titled "Our Enemy" which was shown as U.S. Navy training film.

**III. Objectives**

Students Will Be Able To understand how the government can use propaganda to promote its agenda

**IV. Standards**

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**V. Time Required**

One fifty minute class period

**VI. Recommended Grade Range**

This lesson is geared towards grades 9-12 and is modified for a self contained special education classroom

**VII. Subject/Topic**

U.S. History/World War II Propaganda

**VIII. Materials Used**

- a. Projector
- b. Speakers
- c. "Our Enemy Japan" Video
- d. Computer
- e. Video question guide

**IX. Resources Used**

- a. "Our Enemy: The Japanese (1943)
- b. U.S. Office of War Information, Bureau of Motion Pictures
- c. <http://archive.org/details/OurEnemy1943>

**X. Description of Procedure**

- a. Bell Ringer (5 minutes)
  - i. Has someone ever tried to convince you to do something? Why would they need to do that
- b. Pass out video guide sheet (1 minute)
- c. Show Video and answer questions (35 minutes)
  - i. Questions go in order to the movie
  - ii. Stop the movie and have the students summarize the information pertaining to the question
- d. Class discussion on the video and propaganda techniques used (10 minutes)
- e. For homework: Students will journal as a Navy trainee and describe the thoughts and feelings they would be experiencing while watching this video.

**XI. Extension Ideas**

Find a modern day example of when the government tries to convince its people to do something

**XII. Designer**

Sean Gimpert

## Propaganda Summative Assessment

### **Introduction:**

During this unit, you will study different types of propaganda the United States used to promote its agenda during World War II. You have studied different media types, strategies and imagery used to project a certain image and direction for the country.

### **Directions:**

Students will be asked to create their own propaganda in the context of World War II. The type of propaganda to be created is up to the students, some examples are (posters, video, speech, movie etc.). Students need to focus on a specific agenda they are trying to promote (increase morale, create fear for enemy, buy war bonds, demean the enemy, Japanese relocation etc.).

Students will also be asked to complete a reflection on their propaganda in which they answer the following questions:

- Why did you choose this type of propaganda?
- What message are you trying to make or what are you trying to get the public to do?
- Discuss your process for making this product? What did you do in order to promote your message?

## Summative Assessment Product Rubric

	3	2	1	0
World War II context	The student's propaganda context directly relates to specific World War II context	The student's propaganda context mostly relates to World War II context.	The student's propaganda context somewhat relates to World War II context.	Propaganda has no context to World War II
Propaganda Message	The student's propaganda has a direct specific message or call to action for the audience	The student's propaganda has a message but is minimally lost in the product created	The student's propaganda has some message or call to action or has a message but is confusing for the audience	The student's propaganda has no message or call to action for the audience
Quality of message	Student's propaganda specifically uses words/imagery/details that creates a quality message	Student's propaganda mostly uses words/imagery/details etc. that creates a quality message	Student's propaganda uses some words/imagery/details etc. that would otherwise create a quality message	Student's propaganda does not use specific words/imagery/details etc. that creates a quality message

## Product Reflection Rubric

	3	2	1	0
Rationale for propaganda	The students provides in depth and significant detail regarding their rationale for the project	The student provides rationale and explains why it was chosen	The student provides some surface rationale for why they chose their type of propaganda	The student provides no rationale for why they chose their type of propaganda
Propaganda Message	Students provides in depth and significant details regarding what their message to be delivered	The student provides the message with some level of detail on what that message was about	The students provides the message and minimal detail on what their message was about	The student does not provide a message or offer any explanation of the message being delivered
Process	Students offers significant detail in the process they used to create their propaganda and significant rationale such as use of word choice, imagery, diction etc.	Student offers many details in the process they used to create their propaganda and/or some rationale such as use of word choice, imagery, diction etc.	Students offers some details in the process they used to create their propaganda and/or some rationale such as use of word choice, imagery, diction etc.	Students does not offer any details or explain their process and/or rationale such as use of word choice, imagery, diction etc.

## Hand Outs

### FDR Speech

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island.

And this morning the Japanese attacked Midway Island.

Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense, that always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph, so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

## Journal Rubric for FDR Speech

	2	1	0
Emotiona Responses	Students explains accurate emotional responses felt and why	Students identifies an emotional response	Student does not identify any emotional responses or identifies a response that is innapropriate
Evidence	Students identifies a piece of evidence that relates to their emotional response and why that evidence made them feel a certain way	Student identifies evidence but does not explain why the evidence made them feel a certain way	Student does not identify any evidence or their evidence does not relate to the emotional response they have provided
Mechanics	Student uses complete sentences and grammar/spelling mistakes do not interfere with the message of the journal	Student uses complete sentences but grammar/spelling mistakes take away from the writing	Student does not use complete sentences or the journal is unreadable due to grammatical/spelling errors.



"A Date Which Will Live in Infamy"

Graphic Organizer

Excerpt	Put it in your own words	What feelings/opinions does this phrase invoke?	How does this phrase's meaning change with the audio?
Yesterday, December 7, 1941—a date which will live in infamy			
America was suddenly and deliberately attacked			
It contained no threat or hint of war or of armed attack			

<p>Last night... Last night... Last night... Last night... And this morning...</p>			
<p>But always will our whole nation remember the character of the onslaught against us.</p>			
<p>With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph...so help us God.</p>			
<p>I ask that the Congress declare that since the unprovoked and dastardly attack by Japan...</p>			

## WPA Posters Graphic Organizer

	Observe (facts) <ul style="list-style-type: none"><li>• What do you see or notice?</li><li>• Is there a title or caption?</li><li>• Write notes that if someone who didn't see the picture could tell what you were looking at</li></ul>	Reflect <ul style="list-style-type: none"><li>• What thoughts or feelings do you have</li><li>• How are subjects being depicted?</li><li>• Can you draw any conclusions?</li></ul>	Question <ul style="list-style-type: none"><li>• What else do you want to know after looking at this picture?</li></ul>
Poster 1 (Death Trap for the Jap)			
Poster 2 (Stamp 'Em Out)			

### Venn Diagram Rubric

# of Characteristics   Characteristics(Quality)   # of Comparisons   Comparisons(Quality)

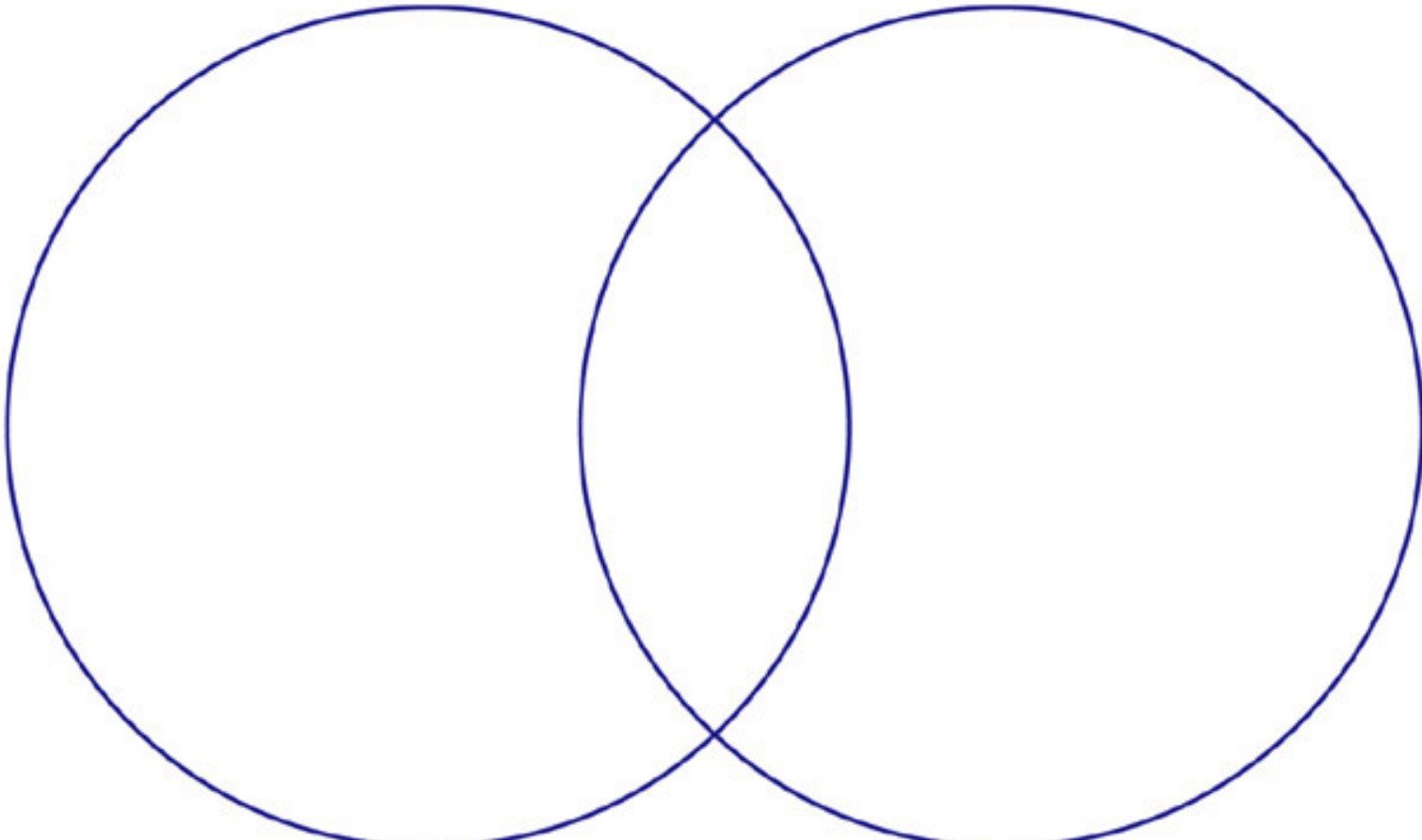
1	Student provides few characteristics for both forms of propaganda.	Student chooses characteristics that are non-essential to propaganda.	Student makes no valid comparisons between musical and visual propaganda.	Student's comparisons are of poor quality.
2	Student provides some characteristics for both forms of propaganda.		Student makes some comparisons between musical and visual propaganda.	Student's comparisons are of average quality.
3	Student provides many characteristics for both forms of propaganda.	Student chooses characteristics that are essential.	Student makes many comparisons between musical and visual propaganda.	Students' comparisons are of excellent quality.

**WPA Venn Diagram**

**NAME:**

**“Death Trap for the Jap”**

**“Stamp ‘em out”**



### “Our Enemy Japan” Viewing Guide

Questions	Response
How do they describe the Japanese Army?	
What does the narrator attribute Japanese success to?	
What do the Japanese use their conquered land for?	
How does the narrator describe the newspapers in Japan?	
How does the narrator describe the housing situations of the Japanese?	
How does the narrator describe the citizen’s responsibility to the war effort?	
How do the Japanese allegedly feel towards the United States?	

How has the United States Helped Japan in the past?	
How is the Japanese nationalism developed?	
What does the narrator accuse Japanese children of doing? Any specific images?	
Why does the narrator give the average height and weight of the soldier? How does the soldier make up for this lack of size?	
What is the imperial dream?	
What are the specific words the narrator uses to describe "our enemy"	

## Journal Rubric for “Our Enemy: Japan” Video

	2	1	0
Emotiona Responses	Students explains accurate emotional responses felt and why	Students identifies an emotional response	Student does not identify any emotional responses or identifies a response that is inappropriate
Evidence	Students identifies a piece of evidence that relates to their emotional response and why that evidence made them feel a certain way	Student identifies evidence but does not explain why the evidence made them feel a certain way	Student does not identify any evidence or their evidence does not relate to the emotional response they have provided
Mechanics	Student uses complete sentences and grammar/spelling mistakes do not interfere with the message of the journal	Student uses complete sentences but grammar/spelling mistakes take away from the writing	Student does not use complete sentences or the journal is unreadable due to grammatical/spelling errors.