Concept Attainment Lesson Plan

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Subject: American History II

Topic or Unit of Study (Title): Propaganda in WWII

Grade Level: 11

Materials:

* White board
* Computer(s)
* Microsoft Word
* Electronic copy of the assignment open

Summary (and Rationale):

Propaganda has always been used to sell people a product or on an idea. It has been especially useful in times of war in order to achieve certain means.

I. Focus and Review (Establish Prior Knowledge):

Ask the students, “What is propaganda?” Give the definition of propaganda: “Publicity to put across a certain idea or message." Have a short discussion about what propaganda is and what it is used for.

[15 Minutes]

II. Statement of Instructional Objective(s) and Assessments:

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| --- | --- |
| Objectives | Assessments |
| When shown a propaganda poster the student will look at a photo to extend their own thoughts and ideas about propaganda. The student will be able to creatively design 1 out of the 2 propaganda posters assigned using the techniques talked about in class.  | Using their notes, they will open a Word document and create two propaganda posters. One the British might have created and one the Nazi government might have created.Students will also complete a homework assignment designed to get them thinking about how and why propaganda was used in WWII. |

State the objective: [1 Minute]

Assessment: No additional time is required.

III. Teacher Input (Present tasks, information and guidance):

Propaganda became very useful when the maker of it was trying to convince somebody else of something. What kinds of things was propaganda used for during WWII? Was it mainly used for political, social, economic, or religious reasons? Today, you are going to look at a picture to extend your own thoughts and ideas about propaganda. You are going to get on the computer(s) and open up the Word Document with the assignment on it that can be found by going to the link I have written on the board. You will then look at the picture and answer the questions that correspond with it and the ones that come after it. This assignment is individual, but you can ask me for help with it.

[10 Minutes]

IV. Guided Practice (Elicit performance):

Have students get on the computer(s) and do the assignment individually. Provide help and answer questions as needed.

[30 Minutes]

V. Closure (Plan for maintenance):

Have the class come back together to discuss the picture and the questions. Present next assignment:

Using your notes, open a new Word document and create two propaganda posters. One the British might have created and one the Nazi government might have created.

HINTS:

* You could copy and paste the photo into each poster.
* Try to make the poster look authentic – don’t use ridiculous fonts or colors.
* Think of the vocabulary that would be used.

Have the class come back together to discuss the questions that they answered based on the posters given and the posters that they created.

[30 Minutes]

VI. Independent Practice:

Present homework:

Write a 1 page paper on the following question: Why was propaganda a vital weapon in World War II?

[4 Minutes]

STANDARDS:

American History II:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

AH2.H.7.1 Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

AH2.H.7.2 Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

AH2.H.7.3 Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Technology:

HS.SI.1

Evaluate resources needed to solve a given problem.

HS.SI.1.1

Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

HS.SI.1.2

Evaluate resources for point of view, bias, values, or intent of information.

HS.SI.1.3

Evaluate content for relevance to the assigned task.

HS.TT.1

Use technology and other resources for assigned tasks.

HS.TT.1.1

Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

HS.TT.1.2

Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).

HS.TT.1.3

Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

HS.SE.1

Analyze issues and practices of responsible behavior when using resources.

HS.SE.1.1

Analyze ethical issues and practices related to copyright, not plagiarizing, and netiquette.

HS.SE.1.2

Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

Plans for Individual Differences:

Tiered Assignments- Students will have different pictures with different questions depending on their understanding on the topic.

For students who have trouble reading on the computer I will have them set the backlight to a lower intensity and for those students who have trouble typing on the computer I will have them write out their assignments.

For students who understand propaganda and how it was used in WWII, have them look up examples of propaganda from other time periods before and after WWII and write a summary explaining its meaning. For those students still struggling with it, find out what they are having trouble with and help them.

References (APA style):

How was propaganda used in WWII? Retrieved on February 6, 2013 from: <http://www.schoolhistory.co.uk/lessons/propaganda/propaganda_lesson.html>

North Carolina Department of Public Instruction: Essential Standards. Retrieved February 7, 2013 from: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/info-technology/grades9-12.pdf>