

**8 POINTS****LESSON PLAN:**

# CREATE YOUR OWN PROPAGANDA POSTER

*(Image: Library of Congress, 2017823615.)*

## INTRODUCTION

To ensure that the American public was 100 percent behind the war effort during World War II, the government produced thousands of posters that encouraged people to join the Army and Navy, to not waste food, to volunteer their time, and to help pay for the war by buying War Bonds. Many posters encouraged people to Get in the Scrap. These posters are known as propaganda posters.

## MATERIALS

- + WWII propaganda poster examples
- + Paper
- + Art supplies: markers, colored pencils, glitter—whatever you choose!

## OBJECTIVES

Students should engage in visual analysis of the propaganda posters to determine the key meaning and purpose of the image. This analysis should include an assessment of the intended audience of the poster and an understanding of what might have motivated the United States government to produce such an image.

## TIME REQUIREMENT

1 class period

## KEY THEMES

**ART****ENERGY  
CONSERVATION****HISTORY****SCRAPPING**

## COMMON CORE STANDARDS

### CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### 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.

### 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.6-8.6

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).

## PROCEDURES

1. Share sample propaganda posters from World War II with your students. Have them study the images, symbols, words, and colors used.
2. Now your students will use these ideas (and ones they brainstorm) to create a poster that encourages their fellow students to Get in the Scrap! They can work individually or in small groups. Hang the posters in your classroom, or better yet, hang them around the school.

## ASSESSMENT

Students should demonstrate their ability to analyze visual source materials, determining how and why these posters contributed to the war effort on the Home Front. Students should be able to connect their analysis of the primary source propaganda posters to the creation of their own posters (through the inclusion of an intended audience, central motivator, etc.).

**A Gas Mask requires  
1.11 pounds of rubber**

**A Life Raft requires  
17 to 100 pounds of rubber**

**A Scout Car requires  
306 pounds of rubber**

**A Heavy Bomber requires  
1,825 pounds of rubber**

**America needs your  
SCRAP RUBBER**

U. S. GOVERNMENT PRINTING OFFICE : 1942—O-428847

WAR PRODUCTION BOARD  
Bureau of Industrial Conservation

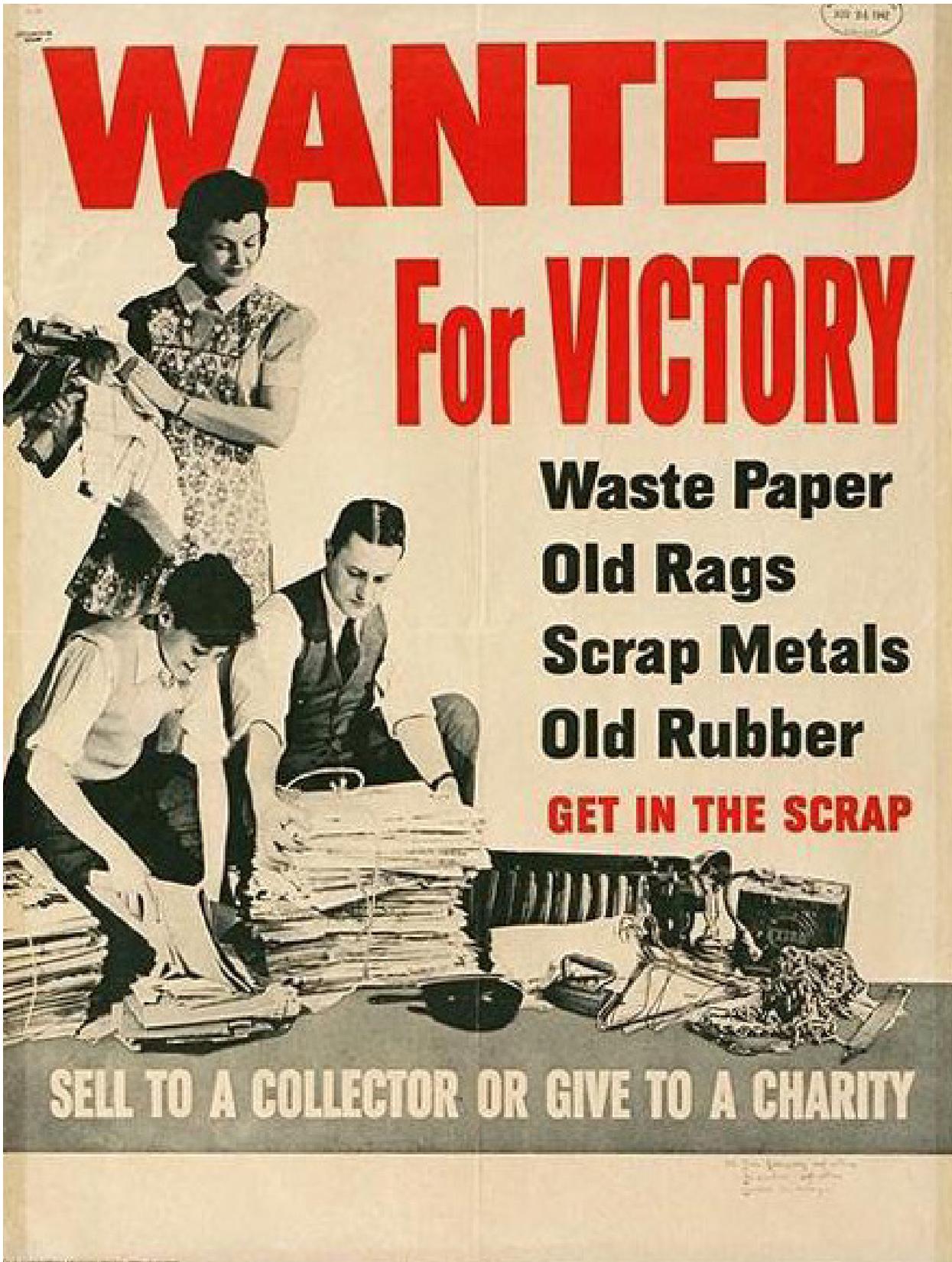
(Image: Boston Public Library, 07\_01\_000012.)



(Image: NARA, NWDNS-44-PA-380.)



(Image: Library of Congress, 99400729.)



(Image: The National WWII Museum Education Collection.)