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idea packet

**What Came
First: Nationalism
or Propaganda?**

What Came First: Nationalism or Propaganda?



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PROPAGANDA

Curriculum Areas: Language Arts, Social Studies

Title:

The Project (Describe clearly and concisely. Start with a one-sentence description of the purpose of the project. Elaborate with examples of what students do and learn. Provide at least one detailed example of a classroom activity.)

The purpose of this project is for students to gain an understanding of the power of propaganda to incite loyalty during strife. Students will construct a graphic organizer during a short video and lecture covering main ideas and details of changes over the 19th century through the end of World War One. Students will work in groups to create a timeline from the 19th century until the end of WW1 showing 20 significant events over a 20-year period, and will then analyze a compiled timeline for thematic patterns (i.e Nationalism, Imperialism) to glimpse a snapshot of how the world was changing over time. Students will use mapping skills as they individually prepare an Imperialism map of the world. Discussions will occur regarding why countries are allowed to own other countries and which country controls the most territories? Students will develop a concept map of the causes and effects of World War 1. To culminate the unit, students will design propaganda posters from various countries involved in WW1. LAFS.910.L.3.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

World War 1 and the Propaganda of Nationalism

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PROPAGANDA

Group Identity

Time: One hour

Objective: Students will demonstrate an understanding of the power of propaganda to incite loyalty to a group, country, or community.

Activities: Hook: Who supports a local sports team such as Miami Heat?

Conduct a classroom survey to gauge student support of local sports teams. Display banners and let students cast votes. Discuss with students who they feel when their team wins. Question students about how they identify with other fans and how the team pride may be established and exhibited.

Assessment: Have students write a short paragraph about their favorite team explaining what they do to show support for their team (e.g. wear a shirt, display banners in their bedrooms, watch games) or students can create a team shirt with a logo and slogan.

Home Learning: Find three forms of advertising about the selected team.

Country Identification

Time: One hour

Objective: Students will demonstrate an understanding of the power of propaganda to incite loyalty to a group, country, or community.

Activities: Teacher show examples of local sports team found with names hidden to see if they can identify teams based on branding, trademark, or uniforms. Teacher will lead a Who's Who in order to tally correct results for each example. Discuss why team identification may be easier (e.g. slogan, icon, colors). Students will share with their tablemates what they found in their home learning.

Teacher will teach how advertising is a form of propaganda. Show visuals how propaganda is not only used for sports teams, but also for promoting pride for community or country. Take a poll with students to determine variety of different birthplaces and homelands existing in the class. Discuss how students identify with their own countries of birth or that of their ancestors.

Teacher will show personal country identification with native clothing, flag, and national symbol. Distribute worksheet "Country Identification" [Country Identify With, Location, Flag, National Symbol, and Sources].

Instruct students to use tablets to research their selected country to complete the worksheet and cite sources. Inform students that they will have the opportunity and need to be prepared to share their findings in class.

Assessment: Accuracy of completing the worksheet "Country Identification"

Home Learning: Find examples of advertising or propaganda and complete the worksheet (if they have not already done so) about their selected country.

Maps

Time: One hour

Objective: Students will demonstrate an understanding of the rise of nationalism in Europe.

Activities: Teacher utilizes PowerPoint slides and primary documents to convey the rise of nationalism in Europe from the late 19th century until the end of World War I. Students will use a combination note-taking guide to capture the important details followed by a whole class discussion on the rise of nationalism in Europe.

Students will draw their own maps of Europe, showing the political boundaries in 1880 and 1914 using different color markers, and include a legend for each one. Using a checklist, students will individually show the growth or decline of certain empires over time. Debrief as a class. Students will then provide a written explanation of the differences between the two maps.

Assessment: Accuracy of the map drawings, checklist, and explanations of differences

Home Learning: Note 10 significant events that occurred in Europe from 1880 to 1914 for use in class.

Timelines

Time: One hour

Objective: Students will demonstrate an understanding of change over time.

Activities: Teacher will facilitate discussion about the significant events that occurred in Europe from 1880 to 1914 that students collected during their home learning.

Give students cut out description of events or slogans, dates, and pictures. Students will match pictures to dates and slogans and place correctly on a timeline.

Students will work with a partner to compile at least 30 events from shared home learning, PowerPoint notes, and the online textbook.

Working with their partner, students will use the compiled information to create a timeline beginning 1880 to 1914, including wars, skirmishes, changes of boundaries, and treaties. .

Assessment: Accuracy and inclusivity of the timeline

Home Learning: Complete the timelines.

Materials: Construction paper, markers, cut out photographs.

Causes of World War I and Role of Propaganda

Time: One hour

Objective: Students will demonstrate an understanding of the causes of WWI and different kinds of propaganda used by countries involved in WWI.

Activities: Teacher will provide a mini-lesson on the causes of WW1, referring to the maps to show development of empires nationalism in the late 19th century. Teacher speaks about fight in cafeteria and pushes that may occur (i.e. Friend comes over to help and their friend comes over to help and you end up with two opposing groups). Highlight the fact that the spirit of nationalism underlies everything.

Partners will be randomly assigned countries involved in the conflict. Students will partner to research threads of propaganda prior to and during WWI, using the online text and supplemental materials. Students will then share findings with tablemates, analyzing for differences between countries.

Share table findings with the class to compile a two-column chart of differences between propaganda used by various countries in promoting loyalty to their own country and aggression against other countries.

Assessment: Check partners' work for a minimum of four posters promoting country and four posters inciting aggression against other countries.

Home Learning: Look at posters found and give written description of each one (e.g. use of color, ratio of number of words to visual, language used, and/or gender representation).

Propaganda Posters

Time: Two hours

Objective: Students will demonstrate an understanding of the power of propaganda to influence nationalism.

Activities: Teacher will provide a mini-lesson on the development of nationalism in the late 19th century (. Link back to original idea of how we identify with sports teams and countries (e.g. flags, symbols, slogans, language) and relate to how countries promote themselves and their causes. Teacher will give additional examples of propaganda and focus on specific elements in posters found by students.

Students will select a World War 1 poster to examine. They will analyze the poster and complete the Activity sheet.

Give the cut up slogans/pictures/country names to the students. Students will work in groups to match everything together.

Students will now begin sketching their own propaganda posters based on randomly – selected countries. Create a unique design for their personalized propaganda poster. Share poster sketch with classmates to poll reaction of design and power of propaganda. As an alternative assignment for differentiation, students may be offered choices of assignment to demonstrate knowledge gained in unit of study. For example, students might write a letter, script a commercial, create a statistical analysis presentation, or compose song lyrics.

Assessment: Successfully match the country to the correct slogan and picture. Using the propaganda poster rubric, assess student grasp of concept of propaganda.

Students will also be able to critique their peers. (see peer critique rubric)

Home Learning: Jot down what is the muddiest point in the study of propaganda and WWI.

Materials : Construction paper; markers; color pencils.

TIMELINE RUBRIC

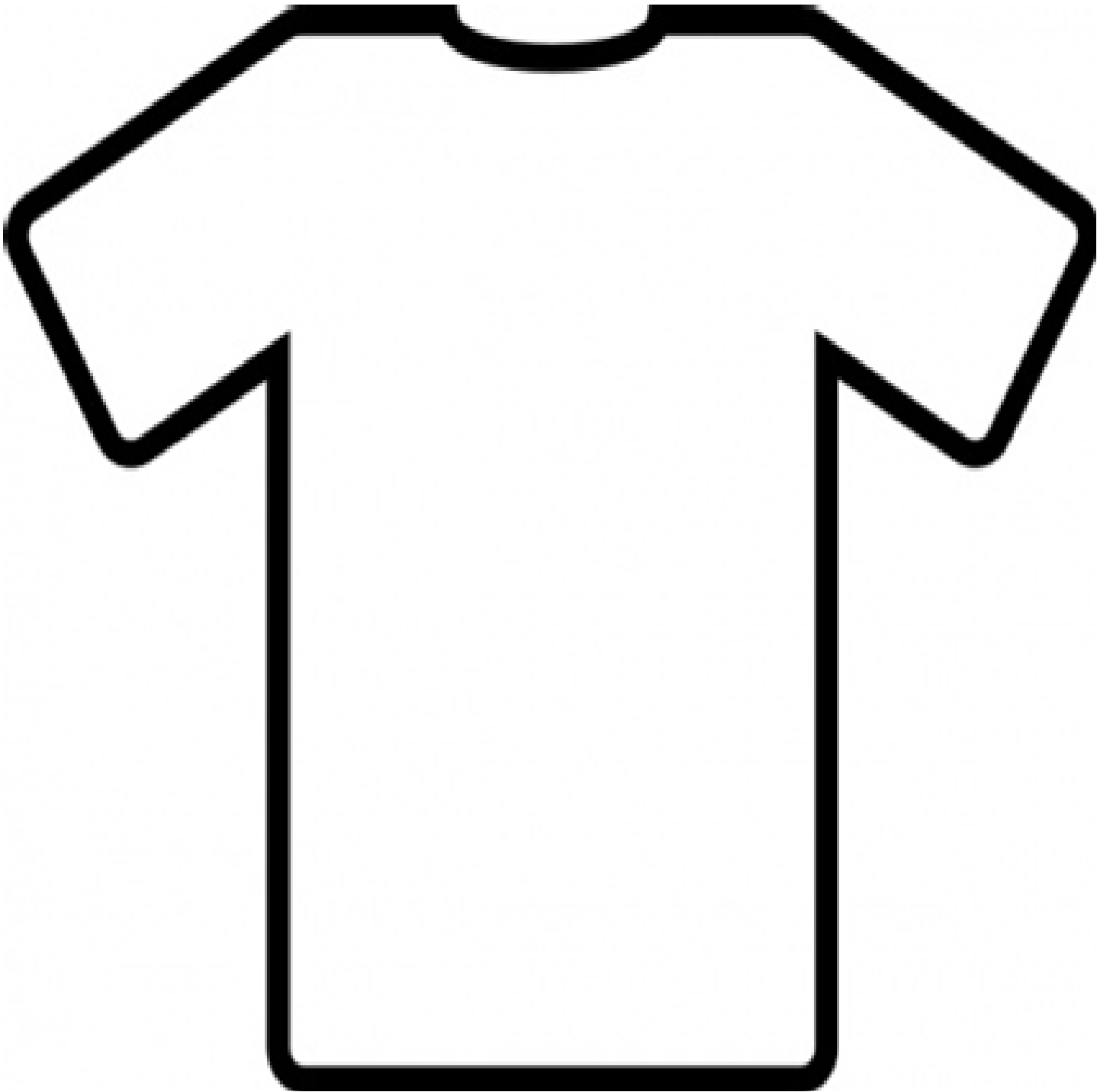
NAME _____

DATE _____

CRITERIA					points
	4	3	2	1	
Contents/facts	Facts were accurate for all events reported on the timeline	Facts were accurate for at least 80% of all events reported on the timeline	Facts were accurate for at least 60% of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline	_____
Dates	All dates indicated on timeline are correct and are sequenced in the proper order	At least 1 of the dates or sequences is not in the proper order	At least 2 of the dates or sequences are not in the proper order	At least 3 of the dates or sequences are not in the proper order	_____
Learning of content	The student can accurately describe 75% or more of the events on the timeline without referring to it and quickly determine which of two events came first	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of the two events occurred first	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first	The student cannot use the timeline effectively to describe events or to compare events.	_____
resources	The timeline contained at least 9 events related to the topic	The timeline contained at least 7 events related to the topic	The timeline contained at least 5 events related to the topic	The timeline contained less than 5 events related to the topic	_____
				total	_____

Teacher comments :

www5.cet.edu/designs/aholden/documents/timelinerubric.doc



ARGUMENT OR PERSUASION?

DECISION-MAKING GUIDE

Artists who designed the World War I propaganda posters used argument and/or persuasion to influence public opinion. The following charts explain the similarities and differences between argument and persuasion.

Directions

1. Select one World War I poster to analyze.
2. Use the Argument and Persuasion charts and the Analyzing a World War I Poster worksheet to determine the poster’s message and if the artist used argument or persuasion to sway public opinion.

ARGUMENT

Goal

Use reasoning and evidence to convince an audience to support an idea that is the “truth”

Methods

Considers other perspectives on the issue

Offers facts that support the reasons

Predicts and evaluates the consequences of accepting or rejecting the argument

PERSUASION

Goal

Use personal, emotional, and moral appeal to convince an audience to support an idea that is based on fact and “truth”

Methods

May consider other perspectives on the issue

Blends facts and emotion to make its case, relying often on opinion

May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion

Analyzing a World War 1 Poster

Activity Sheet

Directions

1. Select a World War 1 poster to examine.
2. Use the following guide questions to determine whether the poster uses argument or persuasion to influence public opinion.

Poster Title _____

Date produced (approximate) _____

What is the intended audience? _____

What is the purpose of the poster (conservation, raise money, enlistment etc?) _____

Images and Text: How does the artist use words, symbols, images, shapes, space and color?

Facts: What facts and details so the poster images and text present?

Emotions: Does the poster contain emotion or influence the way the audience feels?

What is the poster's message?

Does the poster use argument or persuasion to convince its audience?

PROPAGANDA POSTER CONSIDERATION SHEET

Before you begin your poster consider the following:

Audience: Who is it intended for?	Age/gender
Symbolism you want to use	Color/Easy to see from a distance
Language used	Brevity? Easy to understand
Emotions used	Does it inspire?
Motive	What is the intent?

PROPAGANDA

Propaganda and World War One

Propaganda was used in [World War One](#) as in any war - and the truth suffered. Propaganda ensured that the people only got to know what their governments wanted them to know. In [World War One](#), the lengths to which governments would go to in an effort to blacken the enemy's name reached a new level.

To ensure that everybody thought in the way the government wanted, all forms of information were controlled. Newspapers were expected to print what the government wanted the reader to read. In fact, though this would appear to be a form of censorship, the newspapers of Britain, effectively controlled by the media barons of the time, were happy to play ball. They printed headlines that were designed to stir up emotions regardless of whether they were accurate or not. The most infamous headlines included:

- i) "Belgium child's hands cut off by Germans"
- ii) "Germans crucify Canadian officer"



These were designed to develop and strengthen the current of hatred that was already engendered in Britain. The same thing was done in Germany – untrue headlines were tolerated and even encouraged by the German authorities. Some headlines were:

PROPAGANDA

- i) “French doctors infect German wells with plague germs”
- ii) “German prisoners blinded by Allied captors”

One of the most infamous stories that went around was adapted the further it got from the Western Front. The story went from monks in Antwerp being forced to ring bells to celebrate the Germans occupation of the city to the monks refusing to do this and being tied to the clappers of the bells and being used as human clappers – and being killed. It was all nonsense but to the minds of the British, where the story all but ended, it seemed to encapsulate the evil of the Germans and justify why the fight was going on. The one thing that suffered in the war was the truth. There were numerous stories in Britain of German soldiers parading round Belgium towns with babies on their bayonets

However, the media was used for other purposes. British newspapers published casualty figures that were acceptable to the government but less than accurate. British success in battles was emphasised as opposed to the minimal gains actually made. All countries were guilty of this. Parisians did not know about the danger [Verdun](#) was in during the initial stages of the German attack despite being just 150 miles from the city. The French authorities simply clamped down on the truth. Anybody caught spreading the truth regarding [Verdun](#) was liable for arrest as an agent provocateur.

The same was true in any country involved in the war. A good example would be the following extract from a British newspaper.

“To the north of [Ypres](#) our progress has been continued, especially on our left. We have taken six quick-firers, two bomb-throwers, and much material; and made several hundred prisoners, including several officers.

The losses of the enemy were extremely high. At a single point on the front, in the proximity of the canal we counted more than six hundred German dead.

On the heights of the Meuse, on the front Les Eparges-St Remy-Calonne trench, we have continued to gain ground, about one kilometre, and have inflicted on the enemy very severe losses.”

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This was written in April 1915. No-where does it describe the British casualties at [Ypres](#) or the problems that were encountered there by the British. No British newspaper described the scenes at Victoria Station when carriages of wounded soldiers arrived back in London - but very late at night or in the early hours of the morning in an effort to blot out the sheer numbers lost in battle - be it [Ypres](#) or the [Somme](#).

Regarding the same battle, a German newspaper reported that:

"In Flanders the British yesterday again attempted to regain the ground they had lost. In the afternoon they attacked from both sides but the attack completely broke down. An evening attack further east failed, with severe British losses."



Primary Documents - German Propaganda Order for use on the Italian Front,

1917

Reproduced below is the text of a German propaganda order

from 1917. Issued for use on the Italian Front, the document provided guidance and instructions for use when recruiting deserters from the Italian Army, and in the distribution of German propaganda to Italian soldiers situated in front-line trenches.

Tactics such as these were common among all armies during the war.

German Propaganda Order for use on the Italian Front, 1917

TWO HUNDRED AND EIGHTY-FIRST DIVISION,

First Section, No. 226. *Confidential. Not to be communicated to troops in the first line.*

First: Following the telephone order, Geroch No. 2,080, you are asked to intensify with efficacy the propaganda with the enemy army.

Second: The object of this propaganda is to disorganize the enemy army and to obtain information regarding it. The propaganda must be carried out in the following manner: (a) By throwing into the enemy's trenches newspapers and proclamations destined for the more intelligent elements; (b) by persuading the troops by oral propaganda. For that it will be necessary to utilize officers, under-officers, and soldiers who appear to be most adapted. The posts for making contacts with the enemy must be placed under the direction of the company commander, who must be in the first-line positions. These officers must ascertain the points where it will be the easiest to throw into the enemy trenches newspapers, proclamations, etc. At these points you must seek to gain contact with the enemy by means of our interpreters, and if the enemy consents then fix an hour for future conversations. You must then advise immediately by telephone the chief of the Information Bureau of the division of every contact with the enemy. Only the chief of the Information Bureau will have the right to direct the conversations according to the instructions he has received. It is rigorously prohibited for any of our soldiers to enter into relation with the enemy except those who have received the mission to do so, for fear that the enemy may seek to profit by their ingenuousness. All letters and printed matter which the enemy may have on his person must be taken from him, and transmitted to the chief of the Information Bureau. Company commanders, above all, must seek to establish the points where the enemy's soldiers have received newspapers, the points where the newspapers were taken openly, and without precaution. There are posts of observation for the artillery, as it may happen that French officers or foreign army instructors are in these posts. In these enterprises for obtaining contact with the enemy, success depends on the ability with which you operate. Good results can be obtained by calling in a friendly tone and indicating sentiments of comradeship or by reiterated promises not to fire and offers of tobacco. The tobacco for this purpose will be furnished by the company commanders. Every evening, at 8 o'clock, the company commander must transmit directly to the information officer a report of the propaganda accomplished during the day. This report must contain the following indications:

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Primary Documents - Paul von Hindenburg on Allied Propaganda, 6 September 1918



Reproduced below is the text of an official address issued by German Army Chief of Staff [Paul von Hindenburg](#) on 6 September 1918. In his address von Hindenburg warned of the growing threat of German 'traitors' and specifically of the effects of Allied propaganda leaflets dropped by airmen over German lines.

Hindenburg's address came in the wake of the onset of the final phase of the war, namely the Allied advance to victory initiated by the Battle of Amiens almost a month earlier, on 8 August 1918.

Paul von Hindenburg's Official Address of 6 September 1918

SOLDIERS:

We are in the midst of a heavy battle with the foe. If numerical superiority alone were to guarantee victory, then Germany would long since have been crushed to the ground. The enemy knows, however, that Germany and her allies can never be vanquished by arms alone.

What are the facts? In the east we have forced peace, and in the west we are also strong enough to do the same despite the Americans. But we must be strong and united.

Why does the enemy incite the coloured races against the German soldiers? Because he wants to annihilate us.

The enemy also endeavours to sow dissension in our ranks by means of leaflets dropped from aeroplanes above our lines. Ten thousand of these are sometimes gathered up in a day. The enemy knows what strength resides in our State and Empire; hence he seeks by his leaflets and false rumours to arouse distrust among us.

There have always been some traitors to the Fatherland, a few deliberately false, others unintentionally so. Most of these now reside in neutral countries, having deserted us to escape sharing in our battles and privations, and to escape being executed as traitors.

Be on your guard, German soldiers.

Source: *Source Records of the Great War, Vol. VI*, ed. Charles F. Horne, *National Alumni* 1923

NATIONALISM DEFINITION

A feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

: a desire by a large group of people (such as people who share the same culture, history, language, etc.) to form a separate and independent nation of their own

Full Definition of *NATIONALISM*

1 : loyalty and devotion to a nation especially as expressed in a glorifying of one nation above all others and a stressing of the promotion of its culture and interests

Examples of *NATIONALISM*

1. The war was caused by *nationalism* and greed.
2. <Nazism's almost epic *nationalism* appealed to downtrodden Germans still suffering the humiliation of being defeated in World War I.>

First Known Use of *NATIONALISM*

1844

DEFINITION AND USE OF PROPAGANDA

Propaganda is usually defined as any type of material used in hopes of influencing a community's thoughts and viewpoints towards one subject. Many different types of propaganda were used in World War I successfully since people only received the information that the government wanted them to know. It twisted the truth and allowed for governmental control of people's thoughts and viewpoints towards the war. Usually, people supported the war because propaganda allowed them to believe that war was worth fighting for. Some examples include: convincing people to go to war, unification of the nation, conserving food, buying bonds, and more. Propaganda in this war featured some really gross lies about German "atrocities;" these stories were mostly from British propaganda. America's Committee on Public Information (CPI) handled All U.S. propaganda during WWI. The CPI used all available means of dissemination available during WWI; modern students may have a hard time imagining a world in which the primary mass communication methods were mostly printed: newspapers, posters and magazines. Most of the electronic media we take for granted did not exist. This lack of instant communication meant that most of the outright lies that circulated during WWI could not be quickly refuted.

Good examples of literary propaganda would be: countries fabricating the total number of deaths, only choosing to report information that is beneficial to them, and even eliminating information completely, all done in order to give the illusion that fighting the war is beneficial when in actuality, it is not. They even used music and postcards to get ideas through towards everyone, as music is universal, and also an important part of the family during that time. Additionally, countries constantly used posters to show superiority against other countries.

Some posters even called for people's help based on ties they had with another country. They were also used to get people to enlist in combat. Some posters depicted how everyone was a part of the war, how everyone had a responsibility as they called for male and female soldiers, female workers, families to save food so the armies can have food, which is using people's emotions as the posters stir up feelings of nationalism. The average person has definitely seen the poster of

PROPAGANDA

Uncle Sam stating he needs you to join the army and also the poster of a woman revealing her biceps stating we can do it. Propaganda attacked the emotional parts of human beings as women, children, dogs, etc. were used to stir up emotions.

“Lead this people into war, and they’ll forget there was ever such a thing as tolerance. To fight, you must be brutal and ruthless, and the spirit of ruthless brutality will enter into the very fibre of national life, infecting the Congress, the courts, the policeman on the beat, the man in the street.” Woodrow Wilson was a keen user of propaganda, and he used it successfully as he convinced the United States of America to go into World War I. In conclusion, propaganda was heavily and successfully used in World War I in order to manipulate people’s thoughts and feelings towards it.



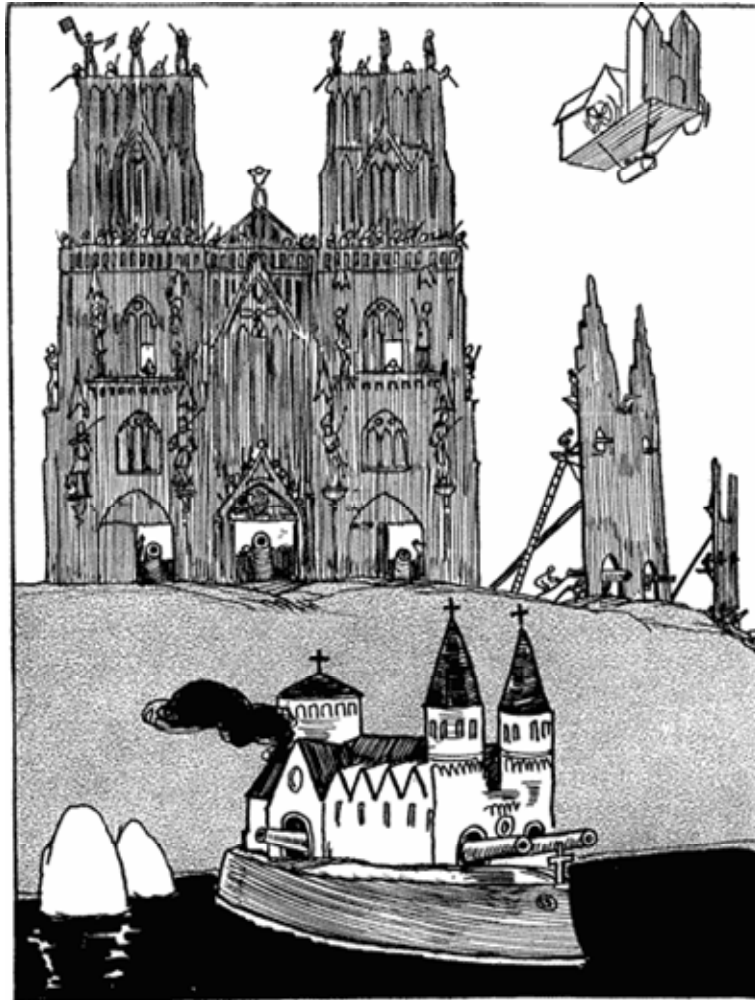
EXAMPLES OF PROPAGANDA POSTERS WITH DESCRIPTION

RUSSIA



Everything for the War! – Subscribe to the 5 1/2% War Loan.” – Women saw an increasing role in the factory, not just during WWI but through the beginning of the century as well. Here, a peasant worker is depicted machining a cannon bore for the war effort. Because no general draft was instituted, WWI did not mean changes in the sex of the workforce, as it did for other European countries.

EXAMPLE OF GERMAN PROPAGANDA POSTER DURING WORLD WAR 1



A German poster illustrating the British as cowards where they camouflage their armies and weapons as Churches so that Germans won't attack them.

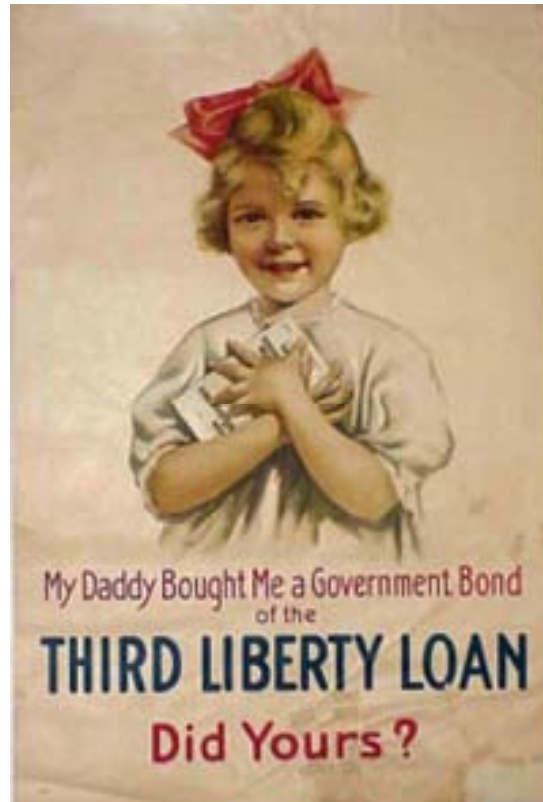
EXAMPLE OF A PROPAGANDA POSTER USED BY GREAT BRITAIN DURING
WORLD WAR 1



Image of a British World War One recruiting poster, courtesy of the Australian War Memorial.
(Copyright the A.W.M.)

PROPAGANDA

EXAMPLE OF A PROPAGANDA POSTER USED BY THE UNITED STATES DURING
WORLD WAR 1



The propaganda poster was used to persuade people to buy War Bonds.

EXAMPLE OF AN AUSTRALIAN PROPAGANDA POSTER



EXAMPLE OF A FRENCH WORLD WAR 1 PROPAGANDA POSTER



EXAMPLE OF AN ITALIAN WORLD WAR 1 PROPAGANDA POSTER



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Map of Europe 1914

<http://www.bing.com/images/search?q=blank+map+of+europe+in+1914&id=99E6B0A021994806899A7FD9387846E6B184FFF8&FORM=IQRBA#view=detail&id=99E6B0A021994806899A7FD9387846E6B184FFF8&selectedIndex=0>

World War 1 Propaganda Posters

<http://www.ww1propaganda.com/world-war-1-posters/italian-ww1-propaganda-posters?page=4>

PROPAGANDA

LAFS.910.L.3.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

LAFS.910.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.RI.3.9

Analyze seminal U.S. documents of historical and literary significance

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Map of Europe 1914

<http://www.bing.com/images/search?q=blank+map+of+europe+in+1914&id=99E6B0A021994806899A7FD9387846E6B184FFF8&FORM=IQRBA#view=detail&id=99E6B0A021994806899A7FD9387846E6B184FFF8&selectedIndex=0>

World War 1 Propaganda Posters

<http://www.ww1propaganda.com/world-war-1-posters/italian-ww1-propaganda-posters?page=4>



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