Note: This lesson would take place near the end of the school year, after a discussion of the major 20th century conflicts has taken place. Students will have prior knowledge about the causes and consequences of major conflicts of the 20th century. The purpose of this lesson is to help students appreciate how disadvantage groups can impact the political process and how groups about impacted by government war propaganda or posters.

NCSS Thematic Standards: Individuals, Groups, and Institutions and Civic Ideals and Practices

Essential Question:

How are government endorsed propaganda pieces and anti-war posters used to empower women during times of global conflict?

Do Now: As students enter the classroom, each will be given a graph and two questions about the percentage of women in the labor force. After students complete the sheet, class will have short discussion. Here are a few questions which may be considered:

- Why was there a bump in the number of women in the labor force around 1940?
- How do you think women were motivated to join the workforce?
- How do you think propaganda posters could have influenced women's opinions to either join the workforce or not?

Class Activity: Teacher will explain the importance of propaganda throughout times of war. Propaganda has been used to support the country during war, but also to oppose it. Today, we will be looking at and evaluating different types of propaganda.

In preselected groups, students will be asked to evaluate war propaganda. In a presentation to the class, students will be asked to create a poster responding to the questions below.

1. What is the piece you were assigned?
2. Describe the historical context of the piece.
3. What was the objective of the piece?
4. Do you think the poster or sign was effective in its objective?
5. If you could make any changes to the poster, what would they be? Why?

Assessment for Learning:
In a short response (1-2 paragraphs), which posters did you think were most effective in encouraging women to support or oppose the various war efforts? Do you think it would be effective today? Why?
1. What is the title of the chart? What do you expect to learn from analyzing this chart?

2. Do you think the information on this chart is credible? Why?

3. What general trend do you see in the chart?

4. **Make a hypothesis:** Explain the “bump” in employment from 1940-1945. What happened?
GROUP 1

Come and help with the VICTORY HARVEST

You are needed in the fields

Apply to nearest employment exchange for leaflet & enrolment form or write direct to the department of agriculture for Scotland

15 Grosvenor Street, Edinburgh
GROUP 2

WAKE UP, AMERICA!

CIVILIZATION CALLS EVERY MAN WOMAN AND CHILD!

MAYORS COMMITTEE 50 EAST 42ND ST
GROUP 3

Joan of Arc Saved France

W.S.S.
WOMEN OF AMERICA
SAVE YOUR COUNTRY
Buy WAR SAVINGS STAMPS
UNITED STATES TREASURY DEPARTMENT
GROUP 4

GIRLS SAY YES to boys who say NO

Proceeds from the sale of this poster go to The Draft Resistance.
LEAD US OUT OF IRAQ
We mean it.

Join us in DC this fall as we tell Congress "No more excuses! Lead us out of Iraq NOW!"

Sept 15  Sept 17  Sept 19  & More!
Mass Mobilization  People's March in Congress  Whip Congress Into Shape

www.codepinkalert.org for more info  (Guaranteed to be action-packed!)
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