The CPI: A Government Funded Propaganda Factory

Overview
The CPI: A Government Funded Propaganda Factory will explore the uses and effects of propaganda during World War I. Students will work in groups to analyze the different forms of propaganda and engage in class discussion around their analysis.

As a final assessment piece, students will create their own propaganda. Students will use the Library of Congress website and other sources as inspiration for their work.

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Target Audience
Grades 9-12
Government, World History, U.S. History

Instructional Time
2 Class Periods

Big Ideas
• Government’s role in propaganda in World War I
• Positive and negative uses of propaganda
• Key elements of propaganda

Concepts & Key Terms
• Committee on Public Information
• Kaiserites
• World War I
• Propaganda
Rationale
Propaganda is a term commonly used to describe persuasive techniques; such techniques may include: presenting one side of an argument, omitting facts, or using emotionally loaded messages to garner a specific response or attitude from those viewing it. Propaganda is often repeated and scattered among a wide variety of media, including films, billboards, commercials, and apparel. Many people and organizations use propaganda to promote their own agenda, such as special interest groups, businesses, political groups, government organizations, and political candidates.

As propaganda continues to surface in our day-to-day lives, it is important to recognize and identify the reason for the propaganda. This lesson will focus on war propaganda from World War I. Students will examine a variety of propaganda to determine the central idea and reason for its existence.

Objectives
- Students will be able to describe the purposes of propaganda
- Students will be able to explain the key elements of propaganda
- Students will be able to identify uses of propaganda in today’s world

Assessment
Informal assessment will be based on group work, primary source analysis, and class discussions. Formal assessment will be based on the quality of the final product using the provided rubric.

Final Product
Students will create their own propaganda poster relating to a topic of their interest, using the Library of Congress website for inspiration. The posters will be created and published using traditional tools or technology.
Day 1: Looking at Propaganda

I. Intro to Propaganda (25 min)
Students will compare and contrast a variety of propaganda from World War I. They will discuss both the positive and negative aspects of such propaganda and be able to apply this to current day issues.

Break students into four groups to investigate the World War One Posters (listed on page 13 of this document) for 20 minutes using the Library of Congress Poster Analysis Tool.

II. Propaganda Discussion (20 min)
Bring the class back together; have each group display and report on their primary source. After the presentations, lead the class in a discussion of propaganda using the following questions as a guide:

1. How can propaganda be used for good?
2. How could propaganda be used as a negative influence?
3. Who can provide examples of propaganda used in a positive way and/or a negative way?
4. What are the key elements of propaganda?
5. What modern issues exist in which propaganda is either being used or could be used?

III. Conclusion
Have students research at home the basic elements and techniques found in propaganda. They should bring notes from their research to class the next day and be prepared to discuss the structure and format of propaganda.

Big Ideas
- Compare and contrast treatments of the same topic in several primary sources.
- Analyze how propaganda uses structure to emphasize key points or advance one side of an argument or idea

Materials
- World War One Posters
  Links found on pg. 13
  Included, pgs. 16-27
- Library of Congress Primary Source Analysis Tool
  Included pg. 15
- Optional: Projector
Big Ideas

- Analyze the structure and format of propaganda
- Create a multimedia presentation using print and images to convey a message
- Use technology, including the Internet, to produce and publish a piece of propaganda

Materials

- Basic Elements and Techniques of Propaganda
  Included pg. 14
- Propaganda Rubric
  Included pg. 28
- Access to Computer
- Optional: Postermywall.com
- Poster My Wall Guide
  Included pg. 5-8

Review and Final Project

I. Classroom Discussion (15 min)
Begin class by allowing students to share their research with a partner for five minutes. Open up a class discussion on what makes a propaganda poster effective using the students’ research, the Basic Elements and Techniques of Propaganda guide and the following questions to help lead the discussion.

Discussion Topics:
1. What is the purpose of propaganda?
2. What makes propaganda posters effective?
3. What is the role of simplicity in posters?
4. What is imagery? How can we use it?
5. What is emotional appeal and how do we create it?

II. Make your Own Poster (45 min)
Have students pick a topic from the past or present day to create a propaganda poster. It is easier to constrain the activity by giving students a topic they feel strongly about such as driver safety, bullying, anti-drug use, social media, or other familiar topics.

Remind students of the key elements that go into a good propaganda poster. They should be able to defend all of the elements used to represent their message. The poster should be visually appealing and successfully deliver their message. Use the Propaganda Rubric to assess the students’ final product.

Technology Extension: Postermywall.com
Poster My Wall is a free online poster and collage maker that does not require a student login. Students can quickly and easily begin creating professional quality posters with customizable stock backgrounds or by uploading their own images. Review the Poster My Wall Guide, pages 5-8, to learn more.
Creating a Postermywall.com Teacher Account

Steps

Step 1.
Go to Postermywall.com. This is their home page.

Step 2.
On the home page, scroll down until you see a box on the left titled, “Free for Teachers”. Click the, “Learn more” button.

Step 3.
Click, “Sign up for free!” and begin creating your account.

Step 4.
After creating an account, you should see this page. Click on, “Upgrade to Classroom Account” to continue.
**Steps Continued**

**Step 5.**
Fill in the boxes and click. “Upgrade Account” to continue.

**Step 6.**
You can now create a class project. You can create a “project” for each of your classes. Click, “Create Project” after naming your first project.

**Step 7.**
The next page will confirm your project’s creation and provide login instructions for your students.

**Step 8.**
When you login again later, click on, “My Stuff” to see your students’ saved projects.
Creating a Postermywall.com Poster

Steps

Step 1.
Go to Postermywall.com. This is their home page. Students can begin by clicking, “Create your poster now!”

Step 2.
If you have created a Teacher Account and a project for your class, then your students can login using the project name. Have students click, “Student Login” and type the project name in the new box.

Step 3.
Once students are logged in, they can return to the home page to click, “Create your poster now!” After clicking, they will be taken to a page where they can choose a background for their poster.

Step 4.
Once your student chooses a background, the dashboard will appear where they can create and edit their work. The work bar is located on the left and opens new bars on the right when clicked.
Saving, Viewing, Editing, and Commenting on Posters

Actions

Saving:
If your students forgot to login, they can save as a student when they click, “Save Draft” in the top left corner. If they have already logged in, they can just click, “Save Draft”.

Viewing:
When a student logs in, they will be able to see their poster, along with their classmates, in the “My Stuff” section. To view a larger image of their poster, the student can click on the image.

Editing:
From the larger image view, students can, “edit poster”, “delete poster”, or “Share Poster”. The only way to share a poster without logging into social media sites is to retrieve and share a link to their poster.

Commenting:
After selecting a poster and viewing it as a larger image, the student or teacher (under their own logins) may leave comments.

Under student login, students’ names will not appear next to the comment. Any student can delete “student” comments. The teacher may delete a comment by logging in as a student.
The Library of Congress
The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library’s educational initiatives; provide content that promotes the effective educational use of the Library’s resources; and offer access to and promote sustained use of the Library’s educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library’s digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library’s TPS program and other resources available to teachers at: www.loc.gov/teachers

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202.707.8740; vawu@loc.gov

Indiana Standards: EL.9.2.7 2006 EL.10.2.1 2006 EL.11.2.1 2006 EL.11.2.6 2006
Common Core: RH.9-10.1 RH.9-10.2 RH.9-10.5 RH.9-10.8 RH.9-10.9 RH.11-12.1 RH.11-12.2 RH.11-12.5 RH.11-12.8
C3 Framework: D1.5.9-12. D2.Civ.8.9-12 D2.His.4.9-12.

Teaching with Primary Sources
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Indiana Standards: EL.10.2.1 2006 EL.11.2.1 2006 EL.11.5.8 2006
Common Core: WHST.9-10.6 WHST.9-10.8
C3 Framework: D1.5.9-12. D2.Civ.8.9-12 D2.His.2.9-12.

Standards
Day 1: Looking at Propaganda

Review and Final Project
The Library of Congress

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Bibliography


Designs by Aaron Wood
## Propaganda Links for Day 1

<table>
<thead>
<tr>
<th>Posters</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is getting our country's signal - are you? Join the Navy. pg. 18</td>
<td><a href="http://www.loc.gov/pictures/collection/wwipos/item/00651872/">http://www.loc.gov/pictures/collection/wwipos/item/00651872/</a></td>
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<tr>
<td>&quot;The sword is drawn, the Navy upholds it!&quot; pg. 19</td>
<td><a href="http://www.loc.gov/pictures/collection/wwipos/item/2001700147/">http://www.loc.gov/pictures/collection/wwipos/item/2001700147/</a></td>
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<tr>
<td>Don't wait for the draft--Volunteer pg. 20</td>
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<tr>
<td>Boys and girls! You can help your Uncle Sam win the war - save your quarters, buy War Savings Stamps pg. 23</td>
<td><a href="http://www.loc.gov/pictures/collection/wwipos/item/2002712084/">http://www.loc.gov/pictures/collection/wwipos/item/2002712084/</a></td>
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<tr>
<td>Defeat the Kaiser and his U-boats--Victory depends on which fails first, food or frightfulness--Waste Nothing pg. 24</td>
<td><a href="http://www.loc.gov/pictures/collection/wwipos/item/2002712083/">http://www.loc.gov/pictures/collection/wwipos/item/2002712083/</a></td>
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<tr>
<td>Gee! I wish I were a man, I'd join the Navy Be a man and do it - United States Navy recruiting station pg. 25</td>
<td><a href="http://www.loc.gov/pictures/collection/wwipos/item/2002712088/">http://www.loc.gov/pictures/collection/wwipos/item/2002712088/</a></td>
</tr>
<tr>
<td>Adventure and action Enlist in the field artillery, U.S. Army / pg. 26</td>
<td><a href="http://www.loc.gov/pictures/resource/cph.3g07577/?co=wwipos">http://www.loc.gov/pictures/resource/cph.3g07577/?co=wwipos</a></td>
</tr>
<tr>
<td>On the job for victory pg. 27</td>
<td><a href="http://www.loc.gov/pictures/item/00652937/">http://www.loc.gov/pictures/item/00652937/</a></td>
</tr>
</tbody>
</table>
Basic Elements and Techniques of Propaganda:

**Simplicity**
The message must be simple enough to be understood by anyone. Do not overcrowd your poster with long phrases or complex truths. Make it straight and to the point.

**Imagery**
Image should convey the message and appeal to the audiences emotions. Use imagery to express what words cannot.

**Sentiment**
The poster should contain as little detail as possible and instead focus on conjuring strong emotions from the viewer.

**Repetition**
Repeating words or images will stick out in the mind and make the poster or message more memorable.
POSTER ANALYSIS

First Glance
Looking at the poster, identify

- The title
- What emotions did you feel when you first saw the poster?

Symbolism

- People:
  - Person or character used
  - What do they symbolize?
- Objects:
  - Items used
  - What do they symbolize?
- Colors:
  - Colors Used
  - What do they symbolize?

The Message
Are the messages in the poster primarily visual, verbal or both? How?

- Who do you think was the intended audience for this poster?
- What do you think the creator hoped that people would do after seeing this poster?

After Viewing
The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

List three things that you infer from this poster:
1.
2.
3.
AN EDUCATION
FOR
YOU

JOIN THE TANKS
U.S.ARMY
SEE RECRUITING OFFICER
Be a Trained Nurse

The minimum educational requirement is one year of high school work. The profession, however, offers almost unlimited opportunities for high school and college graduates. During training the students receive full maintenance, also books, uniforms and a monthly allowance of $25.00. Free elective post-graduate courses are open to the graduates.

The schools in the Department of Public Welfare, New York City, also Bellevue School, afford the best of facilities for a broad general training.

Address the Principal of the following registered Schools for further information:

Belleview Hospital School, East 20th Street New York City
City Hospital School Blackwell's Island, New York City
Cumberland Street Hospital School, Cumberland Street, Brooklyn, N.Y.
Kings County Hospital School College Point, Brooklyn, N.Y.
Metropolitan Hospital School Blackwell's Island, New York City
He is getting our country's signal
ARE YOU?

JOIN THE NAVY
For information apply at your nearest Recruiting Station or Navy League Headquarters
"THE SWORD IS DRAWN
THE NAVY UPHOLDS IT!"

U.S. NAVY RECRUITING STATION
34 East 23rd Street
New York
DON'T WAIT for the Draft VOLUNTEER
BOYS and GIRLS!
You can Help your Uncle Sam Win the War

Save your Quarters
BUY WAR SAVINGS STAMPS
Defeat the Kaiser and his U-Boats

Victory Depends on Which Fails First, Food or Frightfulness

Waste Nothing

UNITED STATES FOOD ADMINISTRATION
Gee!!
I wish I were a man.
I'd join the Navy.

Be a man and do it.
United States Navy recruiting station.
ADVENTURE and ACTION

ENLIST IN THE FIELD ARTILLERY • U.S. ARMY

NEAREST RECRUITING OFFICE
On The Job For Victory

United States Shipping Board Emergency Fleet Corporation
# Propaganda Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>Covers the four basic elements of propaganda.</td>
<td>Covers three of the four basic elements of propaganda.</td>
<td>Covers two of the four basic elements of propaganda.</td>
<td>Covers one of the four basic elements of propaganda.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer 85% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer 50% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
<td>The graphics are made by the student, but are based on the designs or ideas of others.</td>
<td>No graphics made by the student are included.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>