



***How Could Anyone Allow That to Happen?!
World War II and the Power of Group Influence***

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This curriculum unit is recommended for:
Middle School Social Studies
Middle School Language Arts
(Note: you may include multiple courses and grade levels)

Keywords: World War 2, Propaganda, Nazi Germany,

Teaching Standards: See [Appendix A](#) for teaching standards addressed in this unit.

Synopsis: In this unit, based on the ideas of propaganda, students will explore a variety of topics that are relevant to our study of history. Often abstract ideas like propaganda are lost on students because they do not think that they can relate to the material or find themselves daunted by the idea of analyzing primary source documents and advertisements. This unit will intertwine propaganda techniques that students will learn in Language Arts with the actual use of propaganda in Modern Societies in Social Studies. All of this will culminate into a discussion of how propaganda is used to influence large groups of people to do something that we deem as wrong by today's standards. Right now I plan to discuss the use of propaganda in the genocides involving the people of Europe during World War II. I believe this is a unit that can extend to and be adapted to genocides and propaganda around the world. I would encourage other teachers to use this as a resource to teach these topics.

I plan to teach this unit during the coming year in to 59 students in 7th Grade Social Studies and 57 students in 7th Grade Language Arts.

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How Could Anyone Allow That to Happen?! World War II and the Power of Group Influence

Delee Marciano

Abstract

I have some shocking news for you. Believe it or not 7th Graders are humans. Though their actions are not always humanlike, they do in fact function like humans. This includes socialization. I could easily make the argument that this period in their lives is one of the most important times of their development. That is what makes a middle school teacher's job so special. This unit revolves around the student learning to work cooperatively with a peer group enhancing social skills and also learning how pressure from others can lead to good or bad decisions. We will hopefully learn about how social groups can affect our lives while studying how social groups have developed and changed history.

In this unit, based on the ideas of propaganda, students will explore a variety of topics that are relevant to our study of history. Often abstract ideas like propaganda are lost on students because they do not think that they can relate to the material or find themselves daunted by the idea of analyzing primary source documents and advertisements.

Narrative

In 7th Grade Social Studies, we teach our kids for 90 of the 180 days we are in school. In those 90 days, we attempt to cover World History from the Age of Exploration to Modern Societies. This starts us in the early 15th Century and takes us to current events as they unfold. All of that, in 90 days, to middle school kids. I am in a unique situation at my school. Not only do I teach the entire history of the entire world but I also teach Language Arts. This makes it easy to get on board with the middle school model of interdisciplinary units. At the same time, it can be difficult because I am the one writing half, if not all, of that interdisciplinary unit. I have chosen a topic that I feel can easily be interwoven across curriculums to teach in both the Social Studies classroom AND the Language Arts classroom. My goal is to take this unit plan and design it so that it can be used in one subject or the other or both. This makes it accessible to the most amounts of people.

The unit plays out like this: I will intertwine propaganda techniques that students will learn in LA with the actual use of propaganda in Modern Societies in Social Studies.

All of this will culminate into a discussion of how propaganda is used to influence large groups of people to do something that we deem as wrong by today's standards. Right now I plan to discuss the use of propaganda in the genocides involving the people of Europe during World War II. I believe this is a unit that can extend to and be adapted to genocides and propaganda around the world. I would encourage other teachers to use this as a resource to teach these topics.

Objective

Due to the vastness of the Common Core State Standards for Language Arts, we can explore the use of propaganda in many different facets. We can use advertisements, literature, radio, movie, or TV. This makes it highly engaging for the students. With our common core training, we often discuss the idea of textual triangulation meaning we use three different genres of texts to explore one concept making it more meaningful to the students who are reading those texts. Our assistant principal suggests that we use one piece of written text such as the literature aspect, one piece of artistic work, and another of our choosing. My goal is to use excerpts from World War 2 Literature such as *The Book Thief*, print ads such as propaganda posters, and videos/audio clips such as speeches Hitler made to meet this Common Core requirement. We can then discuss how mass media used to persuade ideologies among large groups of people. The fun does not stop there. We will also use this idea of textual triangulation to explore propaganda used in the United States and Great Britain to push their political agenda during the war as well. We will listen to speeches by Franklin D. Roosevelt and Winston Churchill, watch clips from *You Natzy Spy!* a Three Stooges short film making fun of Hitler, and look at the propaganda print posters used in these places as well.

My ultimate goal is bring students in to creating and evaluating. According to Blooms' Taxonomy, students reach the highest level of synthesis if they create their own works and evaluate others' work. With middle school aged students, the background knowledge that they have regarding World War II is very limited. They are familiar with Hitler and the German internment camps, but their knowledge stops there. We will have to start with increasing background knowledge such as historical context and how other powers used propaganda as well. For example, many students are ignorant to the fact that Dr. Seuss was politically active and that the US had active Japanese Internment Camps. Therefore, I will begin with introductory material that will set the stage for the evaluative tasks. In the end, I want students to accomplish two things: first, creating their own propaganda posters evaluating both the side of the Allied Powers and then that of the Axis Powers while making a determination about the legitimacy of both sides. Second, I want students to evaluate propaganda in action by completing a Document Based Question Essay. I want students to reach the conclusion that the power of persuasion was actively used and is still influential today in the decisions that they make.

I plan for the students to work collaboratively on the final assignments. According to research based pedagogy in the middle school classroom, there is evidence to support heterogeneous grouping and homogeneous grouping. With this particular assignment, I have decided that heterogeneous grouping might work best. Therefore, I will allow students to work in groups of five heterogeneous groups to create a final product that will be in their scope of interest. I will determine these groups by using pre-assessment data.

I estimate this unit to encompass about 7-10 days including days spent giving historical context and background knowledge and the daily length of the class. Each student will explore propaganda. There will need to be a lot of teacher research in the forefront of the unit to help guide the students in their own research. The following are North Carolina Common Core State Standards that will be addressed in this unit:

Common Core State Standards for Social Studies:

- 7.G&C.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism, and colonization).
- 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various people, caste system, religious conflict, and Social Darwinism).
- 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture, and music) influence modern society.

Common Core State Standards for Language Arts:

- R.I.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- R.I.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- R.I.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- L.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Background

Randolph Middle School stands out among local middle schools. Our school has worked hard, and our students even harder, to shine in our large urban school district. We are an Honors School of Excellence. There are over 1100 students representing 32 nationalities, among the most diverse in the city, enrolled in my school which encompasses three programs: International Baccalaureate Middle Years Programme (IB), Exceptional Children Program, and Horizons.

According to the IB website, the programme is a non-profit educational foundation that is focused on the well rounded, internationally minded student. A student attending a school with this programme benefits by actively participating in the components which heighten critical thinking, gain an understanding of issues that impact people both domestically and abroad, and develop a true concept of the role of the individual in the international community. Basic demographic information for the school is as follows: 49% female/51% male, 48% free or reduced lunch, 71% minority population, and 87% of students are at or above grade level in mathematics and reading.

Rationale for Unit

This unit is catalyst for the critical thinking skill that are vital to middle school education. This unit and the topics found therein are extremely important because they are still found in the students' everyday lives. This unit meets many of the standards found within the Common Core State Standards for North Carolina schools. In addition to meeting state standards, this unit can also be used across many content areas. As we explore this unit in detail, the students will begin to see connection between the study of history, propaganda, sociology, the arts, and the use of technology. It transcends many topics. This unit also plays into the educational philosophy that all teachers are teachers of reading. Students will learn to read and analyze primary and secondary sources and interpret other types of text.

Strategies for Instruction

Word Splash

Students will place words identified as key vocabulary by the teacher on a sheet of paper. Words should be placed in a specific location on the page to show their meaning and often their importance. Font, color, size, and location all illustrate the importance of the word to the unit and often times helps define the word. I allow students to also add small illustration to their Word Splash to help further enhance and demonstrate understanding.

Cooperative Learning

Cooperative Learning Groups vary from Paideia/Socratic Seminar in that they allow students to interact on a smaller scale. Many of the lessons found within this unit will depend on Cooperative Learning Groups. These groups will be selected by the teacher or by the students depending on the activity, focus, and rigor. The groups are small so the students feel more comfortable, but it still allows me as the teacher to challenge students. Often, I will divide the groups, so that I can give specific instructions based on capability. High achievers and those who are deemed “Talent Development” will receive more rigorous activities while those who are struggling will receive activities tailored to their needs. Other times, I will divide them into small teams, each with students on varying achievement levels. The groups are small enough so that each student feels that they can contribute to the task and work together while no one is being “left behind.” Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students must work through conflicts and problems that arise until all members understand the concepts and can successfully complete the assignment. This gives students a sense of ownership and achievement in their work within the group.

Socratic Seminar/Paideia Seminar

Socratic Seminars will be implemented throughout the course of the unit to gain an insight of the students’ perspective on the information being presented within the unit. The lesson is conducted using a strategy known as Paideia Seminar, which is a great tool for fostering students’ participation in the whole class interaction. According to the National Paideia Center’s website, Paideia increases students’ factual recall, develops students’ literacy skills, and strengthen students’ conceptual understanding. This is done through “didactic instruction which increases students’ factual recall, intellectual coaching which develops students’ literacy skills and seminar dialogue which strengthens students’ conceptual understanding.” Seminar is a student lead activity during which I serve as facilitator. These strategies are appropriate for my students because it allows them an opportunity to enhance peer interaction, writing skills, verbal communication, problem solving and critical thinking skills. The idea behind the Socratic Seminar is to engage students in conversations with the teacher as the facilitator and not a participant. If you are anything like me, you will find it very difficult not to contribute. However, it is important to remain unbiased and not contributing. The seminar is best if you do not guide the conversation but rather allow the students to guide themselves to explore the topics at hand.

Interactive Notebooks

The use of Interactive Notebooks has been a staple in my Social Studies classroom. It shows a reflection of the students and their interactions with the humanities. This is a way

to be an active, engaged learner and demonstrate creative independent thinking. I use it as a tool to help keep them organized, help them study, and retain the information that they have learned by reflecting and interacting with the topics being discussed. They use it every day, and it counts as a test grade in my class. Using this type of notebook allows students that do not test well to earn formal assessment points by actively participating and following instructions.

The notebook is divided into two sections: the left side and the right side. Keep it simple. The left side is supposed to correlate with the left side of their brains. It demonstrates their understanding of what is on the right side. They work with the input and interact with the information in a creative and unique way. Every left side gets used. If I do not assign something specific, it is their responsibility to put something there that interacts with the text on the right side. I tell them that the left side is “left for you.” This is also where they reflect at the end of each lecture. I give them ten minutes at the end of every class to complete their reflection. I also instruct them to use color and be creative to help their brains remember and organize the information found there. The right side of the notebook is the “Right Way to Take Notes.” The right side is used to record daily notes and activities that I assign them. This is the analytical side of the brain so we analyze historical events and topics on this side.

Document Based Question Essay (DBQ)

DBQs are a type of authentic assessment that allows students to analyze historical documents. DBQs look different in different classrooms. The higher level, the more complex and independent the practice becomes. The way the DBQ works within our department at the middle school level is that we work through scaffolding questions that guide thinking for analyzing the documents. We, as in the Social Studies Department, tries to develop questions working our through Blooms’ Taxonomy. We start with comprehension and application level questions and work our way to evaluation-type questions. Ultimately, students will take the knowledge gleaned from the documents and respond to a constructive response question using the documents as evidence to support their claims.

Discussion Webs

Discussion Webs are key in helping students organize arguments on a given topic. It helps them to quickly identify their point of view as well as opposing viewpoints and organize those ideas easily. This helps them to evaluate both their argument and the argument of others. They can then quickly draw conclusions and write argumentative paragraphs and papers. It is also a useful tool for reading. Students can list both sides of a debate on their graphic organizer based on the reading selection.

The Frame Routine/ Concept Diagram

The Frame Routine is a graphic organizer that helps students arrange ideas about a topic. It allows them the opportunity to organize thoughts into main idea and supporting details. It is a basic hierarchic graphic organizer that helps students focus on key topics and essential information. It is great to use in a Social Studies classroom so they do not get lost in the “fluff.” It is often very difficult for students to figure out what is important information versus extraneous information because everything seems important in Social Studies. Using this method, students can focus on relevant information. According to “All About Adolescent Literature” (adlit.org), the Frame Routine increases comprehension of written material. It is particularly beneficial to students with learning disabilities because it organizes the concepts for the students to visualize.

WebQuest

WebQuest is an inquiry based strategy using the technology as the primary tool for exploration. Students are posed with a task and a process and most or all of the information is found on the internet. According to www.webquest.org, Bernie Dodge created the model to help students conduct guided research and create a final product. Webquests are usually accomplished as a group working together. It can be a one day activity or an entire unit depending on the content and teacher. Also it teaches students how to use the internet to conduct research.

Jigsaw

Jigsaw is a cooperative learning group strategy used at all levels of education. In this strategy, the students are assigned a “home” group and a topic that they are to become an expert in. They leave their “home” group and meet with other students assigned the same topic as them. They read documents and resources with the other students. They become an expert and report back to their “home” group. They teach the “home” group about their topic so that everyone has access to the information. This strategy is so effective because each student must take responsibility for their topic and are integral to the “home” group. It also allows for a depth of knowledge that students would not be able to achieve if they were trying to become an expert in all the topics. Each student is essential to their group and no student is left to do all the work while the others do not contribute.

BrainPop!

BrainPop! is an online resource that uses animation to answer questions that students write in to the show. It is very engaging of the students and comes with activities and resources as well as online and printable quizzes. One obstacle for many teachers is this is subscription that must be paid for by the school as it is used as a school-wide resource.

Graphic Organizers

Graphic Organizers are tools used to organize information into a visually appealing way. It helps students to classify information to keep them from being overwhelmed. The graphic organizer can take many forms including basic charts. It helps students show a relationship between terms and idea within a learning unit.

Classroom Activities

This section is broken up slightly different than most curriculum units. I have broken up the teaching strategies into daily classroom activities. First you will find the Social Studies lesson plan and daily objective along with an IB Area of Interaction. Then it will show how to directly relate it to activities in the Language Arts Classroom. I will also give suggestions on interdisciplinary connections when appropriate. Keep in mind that each day's activities are based on a 90 minute block.

Day 1- Pre-Assessment

Social Studies Objective – *The student will demonstrate their background knowledge of World War 2 by completing a Common Formative Pre-Assessment.*

The Pre-Assessment should be quick and easy to grade and show the information students already know. The unit Pre-Assessment should be given before you start instruction. I give mine when students complete one unit, usually by completing a test, and before moving to the next unit. This allows me a chance to make adjustments to the unit in case students can demonstrate more knowledge than I was aware they had. The Pre-Assessment for this unit will ask the students:

1. Identify Adolf Hitler and describe his role in WW2.
2. Who were the Hitler Youth and what was their role in the war?
3. Contrast the Axis Power to the Allied Powers.
4. What made the US enter into war?
5. Define fascism and explain how it compares to communism.

Language Arts – *The student will demonstrate their background knowledge of propaganda techniques by completing a Common Formative Pre-Assessment.*

The Pre-Assessment for this unit will ask students:

1. List and define any propaganda technique you are familiar with.
2. What is propaganda? And how is it used to influence others?

Day 2 - Building Background Knowledge of World War 2

Social Studies Objective- The student will be able to demonstrate a basic knowledge of World War 2 by completing a word splash with key vocabulary and a timeline of key events.

Students will be given guided notes building background on the events that led up to World War 2. These notes should go on the right-hand side of their Interactive Notebook. My guided notes will focus on key events and people with an emphasis on paramilitary groups that guided thinking and rallied for destruction during the war. I have included key terminology to consider when creating guiding notes for this topic. Paramilitary Groups to consider including are: Black Shirts of Italy and their transition to the Black Brigade, Hitler Youth, the Einstazgruppen in Eastern Europe, and Mocidade Portuguesa in Portugal. People/Groups to consider are: Hitler, Mussolini, the Third Reich, Churchill, FDR, Hirohito, Stalin. Key Terms to consider: Allied Powers, Appeasement, Axis Powers, Blitzkrieg, Fascism, Gestapo, Manhattan Project, Internment Camp, Holocaust, rations, Anti-Semitism, Auschwitz, Atomic Bomb, Pacific Theater, European Theater. Key Events to consider: German invasion of Poland, Stalingrad, Hiroshima and Nagasaki, D-Day, Pearl Harbor.

Students should be broken up into heterogeneous groups of 4 for a jigsaw activity. Each person should be assigned a topic: Paramilitary groups, Key People, Key Terms, and Key Events. They will become the resident expert on that topic and create a Word Splash using those words from their notes. They may work with others assigned to that topic and it should be encouraged that they do so.

Students will be given the opportunity to watch the five minute video on BrainPop! entitled “World War II Causes” during which time they can add anything to their Word Splash they see in the video that also fits their topic. I would encourage them to complete this together. Once they have completed their Word Splash, the group must determine a way to creatively display their posters on the classroom wall for use throughout the unit.

Finally, students will create a timeline on the left-hand side of their Interactive Notebook. They may work as a group to complete this activity.

Language Arts Objective – The student will be able to accurately identify the use of propaganda and determine the technique used in advertising.

Students will be given a WebQuest on the 8 basic propaganda techniques: bandwagon, testimonial, transfer, repetition, emotional words, name-calling, faulty reasoning, and compare and contrast.

Students should be given computer access and placed in cooperative learning groups. Once students have been divided, give them the website www.aacps.org, click on the Propaganda WebQuest link at the bottom of the page and complete the assignment of TASK 1 individually. In this portion of the WebQuest, students will complete a chart using magazines and internet resources to identify use of each of the propaganda techniques. Once their charts are complete, have them work the second portion of TASK 1 as a cooperative learning group. Students will work together to create a collage about the techniques they found in use. Once the collages are complete, have the students find a place on the wall to display the propaganda techniques they have found for future reference during this unit.

Day 3 – Making Sense of the Information

Social Studies Objective – The student will be able to classify previous information into appropriate categories by completing a Frame Routine for World War 2 information while watching the PBS documentary “People’s Century: Total War 1939-1945.”

This section is quite easy. Students will need to view the PBS documentary “People’s Century: Total War 1939-1945.” Be sure that you get the correct DVD as there is also a PBS documentary with the same title for World War 1. It won’t be necessary to watch the entire documentary as it is quite long, but you will need to watch the segments entitled “Master Race” and “Great Escape.” While they are viewing the film, have students complete the Video Viewing Guide (Appendix A). This guide is simply questions from the PBS teacher’s guide. Once you have completed the DVD and the film viewing guide, have a class discussion on the questions that most pertain to the class. Finally, have students complete the “Frame Routine” (Appendix B).

*Special Note: this video does contain some graphic scenes and disturbing sequences. Please pre-view the material before showing it your class to determine if it is appropriate.

The Video Guide should be on the left side of their notebook while the Frame Routine should be on the right-hand side of their notebook.

Language Arts Objective – The student will be able to create an advertisement using propaganda techniques.

Students should be given more computer time to create today. Students will need to return to the WebQuest from the previous day. They will then work in their cooperative learning groups to complete the Enrichment activity for TASK 1. They will be designing a new product and creating a print advertisement and a commercial to persuade consumers to purchase the product on the school iPads. Using the iPads they have access to iMovies and they are installed with cameras. The advertisements should according to the website:

- Target a specific audience
- Use at least three different propaganda techniques amongst the two creations
- Grab your audiences' attention and hold it
- Give new information
- Demonstrate why the product is perfect for the consumer
- Persuade the consumer to purchase the product

Other content objectives:

- Technology and Computers: You could use this as an opportunity to discuss a variety of software that can be used to create posters and advertisements.
- Art: You could discuss with students the use of a variety of artistic expression to portray an idea.

Day 4 – Introduction to DBQ

Social Studies Objective –*The student will be able to analyze World War 2 documents and create an essay on that analysis.*

This may take more than one actual working day. In fact, it may take several. Students will read each of the documents (found here: <http://historymethods.wikispaces.com/file/view/dbq.pdf>), and discuss them as a cooperative learning group (groups of 5 work best for this task). First, have students browse Resource #1 as a cooperative learning group and tell them to discuss the propaganda that they see, what makes it so persuasive, and any propaganda technique that they see employed. Then allow the students to divide the five remaining documents up amongst themselves. I plan on using Resources 2 “Hitler Speech”, 4/5 together “Propaganda Posters”, 6 “Nazis in School Textbooks”, 8 “The Horst Wessel Song”, and 9 “Nazi Pamphlet.” They will disperse to their jigsaw partners where they will discuss the document they have been assigned in great detail and answer the tiered questions given to them by the teacher. Don’t give them the questions until they are in the Jigsaw groups. Allow them time to become the “expert.” Once sufficient time has been provided, they should report back to their “home” groups with answers and analysis in hand. Then have the students complete the DBQ Chart (Appendix C). Be sure to circulate to guide them when they get lost in the document or confused by the questions. The DBQ chart should be on the right-hand side of their Interactive Notebooks.

DBQ Final Task: How was propaganda used to persuade people?

The DBQ Final Task should be completed at the end of the unit. I would present the topic to the students before they begin the DBQ documents so as they analyze they know what to look for in the documents.

Language Arts Objective – *The student will be able to analyze propaganda used on their favorite websites and create a letter.*

Students should examine their favorite websites for advertisement and propaganda techniques. Find at least two websites that employs propaganda or advertising or both. Describe the propaganda you see on the website and what techniques it employs. Then explain if the propaganda convinces you to think the same way or to buy the product. Finally, write a letter to the website explaining either how their advertising is effective or what they need to change that might make it more convincing.

Day 5 – Fitting In With the Crowd: Paramilitary Groups in WW2

Social Studies Objective – *The student will be able to research paramilitary groups and explain the appeal of the group by completing a discussion web.*

This lesson is technology based as well. Students will be given a copy of a Discussion Web (Appendix D) and a research chart (Appendix E). They will work in their cooperative groups to research the following paramilitary groups in WW2:

1. Hitler Youth
2. Black Shirts
3. Black Brigade
4. Einstazgruppen
5. Mocidade Portuguesa

As they research, have them complete the Research Chart (Appendix E). Once they have completed the chart, they should discuss as a group what the benefits and drawbacks would be of joining a group during this time. As they discuss, have them complete the Discussion Web (Appendix D). The Discussion Web should be on the left-hand side of the Interactive Notebook while the right-hand side should contain the Research Chart.

Language Arts Objective – *The student will be able to write a persuasive paragraph using their Discussion Webs from Social Studies.*

The students will pick the two paramilitary groups that they feel did the worst job of recruiting new members. The student will then take on the role of a member of the group trying to recruit others and make their recruiting methods better. The student should write at least one paragraph for each group persuading others to join.

Other Content Objectives:

Character Development: This could be used in an Advisory class to teach character development with a discussion on the pros and cons of “fitting in.”

Day 6 – Propaganda WebQuest

Social Studies Objective – *The student will be able to analyze propaganda used by the Germans, British, and Americans during WW2 by participating in a WebQuest.*

The students will participate in a Propaganda WebQuest found here: <http://www.teacherwebquest.com/WQ/HighSchool/WorldWarIIPropagandaandDehumanization/h4.aspx>. This WebQuest requires students to pretend that they are a newspaper reporter from Germany, the United States, or Great Britain and are looking for a piece of war propaganda that rallies support for the war. The students will use the WebQuest to research Propaganda from each of the three countries. Then they will choose an image that best completes the “Task” and they will then compose a paragraph that explains why this particular image will rally support for the war. The picture should be glued into the right side of the Interactive Notebook with the paragraph on the left-hand side.

Day 7 – Who loves the Seuss?

Social Studies Objectives – *The student will analyze the political cartoons of Dr. Seuss, the animation of Walt Disney, and the film of The Three Stooges to determine the attitudes of Americans during the war and how the US used propaganda.*

Resources for this lesson:

Walt Disney’s *Education for Death* – YouTube

Dr. Seuss’s Political Cartoon – Appendix F Dr. Seuss Wages War

The Three Stooges’ *You Nazty Spy!* – YouTube

Begin the day with Walt Disney’s *Education for Death*. Explain to the students that Disney was under a contract with the US government to create 32 anti-Nazi animated cartoons at \$4500 for each cartoon. Once you have viewed the cartoon, ask students the following classroom discussion questions to be answered aloud as a whole group:

- Who did you sympathize with: the fox or the rabbit? Why?
- Do you think the children of the Third Reich should have spoken out? Why do you think that they didn’t? What might have happened to them if they had?
- Why do you think the Nazi’s targeted children?
- Which parts of the video evoked strong emotions in you? Why?
- How would you describe the Nazi characters in the cartoon? Why do you think they were portrayed this way?
- Why do you think they chose to use cartoons instead of real-life actors?
- Do you think this cartoon was effective? Do you think they persuaded people to think a certain way? Why or why not?

Next, analyze the Dr. Seuss cartoons. Break students in to Cooperative Learning Groups and have them complete the questions that go with the cartoons.

PM Newspaper: May 22, 1941: In this cartoon, a representation of America is sitting in the tree while Hitler is cutting down trees that are representations of other countries. The American bird is saying “..he’ll quite likely be tired.” The implication being that America did not want to get involved thinking that eventually Hitler would just stop.

Hungry Germans: In this cartoon, there is a father and son duo that is a representation of the Germans. The father tells his son that Germans eat countries.

Bedtime Story: In this cartoon, a mother is telling her children a story about the Big Bad Germans. She tells them that they eat foreign children, but it doesn’t matter simply because they are foreign.

Ask the students to answer the following questions for each of the political cartoons:

- What is the message of the cartoon?
- What event, issue or person does the cartoon target?
- Do you these cartoons are meant to be propoganda? Defend your answer.
- What reaction do you think Dr. Seuss is looking for?
- Do you think the cartoon is effective? Why or why not?

Finally, watch the Three Stooges’ film entitled *You Natzy Spy!* Have students address the following questions:

- What is the American view portrayed in this film?
- How did they portray Hitler?
- How is this a form of propoganda?

Language Arts Objective – Justifying the Internment Camps

After analyzing the Dr. Seuss political cartoons, have students listen to the audio of *Milton Eisenhower Justifies Internment of Japanese Americans* found here:

www.historymatters.gmu.edu.d.5153. Then have students read PBS’ article *The War At Home: Civil Rights Japanese Americans* found here:

www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm. By this point in the school year, students should be familiar with argumentative writing based on the Common Core State Standards for ELA in North Carolina. Have students complete an argumentative writing piece where they make claims and counterarguments both for and against Japanese Internment in the US. Instruct students to:

- Make a claim: Japanese should have been subjected to Internment Camps OR Japanese Americans should not have been subjected to Internment Camps
- Present evidence from at least one source to support your argument
- Pose a counterargument
- Defend your claim against the counterargument
- Attempt to persuade the other side that they are wrong.

Differentiate Instruction by assigning high achieving students to the pro-internment argument. This make them think outside of the box and create arguments that they may not agree with.

Day 8 – Socratic Seminar

Social Studies Objective – *The student will be able to articulate ideas and arguments by participating in a Socratic Seminar and completing a self-evaluation.*

Have students explore the ethics of propoganda by participating in a Socratic Seminar. Pose the following questions for students to discuss.

Socratic Seminar Questions

1. Can propoganda ever be a good thing? If so, what is the social value of a government selling its philosophy and agenda to its citizens?
2. Is it possible to be unbiased? Specifically, could you report on a war or conflict zone without being affected by what you see?
3. What responsibility, if any, should the media take in reporting news as unbiased as possible?
4. Why are people so easily persuaded by the power of what is considered popular? What does this say about our society as a whole?

Post-Seminar Evaluation Questions

1. What are the most important points about this seminar?
2. What major ideas do I better understand about this topic after this seminar?
3. How did I contribute to this discussion?
4. What questions do I still have after the seminar?
5. What will I do next time to make the seminar better?
6. Why were the Axis Power not stopped sooner?

Language Arts Objective – *This task will encompass the rest of the unit. Students will prepare dramatic readings of selections from World War 2 Literature and Texts.*

The students will be given excerpts from selections of World War 2 Literature. They will prepare a dramatic reading of the selections and then prepare discussion questions to present to the class. The student may select from:

The Book Thief by Markus Zusak

Night by Elie Weisel

Schindler's List by Steven Zaillian

The Devil's Arithmetic by Jane Yolan

Diary of Anne Frank by Anne Frank

Number the Stars by Lois Lowery

Return to Auschwitz by Kitty Hart
Slaughterhouse-Five by Kurt Vonnegut
Summer of my German Soldier by Bette Green

Day 9 – Culminating Task

Social Studies Objective – *The student will be able to demonstrate knowledge of the use of propaganda during World War 2 by writing an evaluative essay and creating a propaganda poster.*

DBQ Final Task: How was propaganda used to persuade people?

Have the student write an evaluative essay addressing the DBQ Final Task. Have the students first create a rough draft by completing the essay guide (Appendix H). Then have students to complete the final draft using the essay guide and their responses. A few requirements:

- Student should state a claim on how propaganda was used to persuade people during WW2.
- Student must use at least four documents from the unit to support their claim.
- Student should present counterarguments for their claim and negate those counterarguments.

Propaganda Poster

Students should create two WW2 propaganda posters that are original. The poster should support the war either as Germans, Americans, or British. The poster must meet the following requirements:

- Catchy Slogan
- Must use a propaganda technique discussed in class
- Powerful Images
- Use of several colors
- Neat
- Creative
- Original

Gallery Walk

Students will participate in a Gallery Walk of their work when the Propaganda Posters have been submitted. Students will be given the opportunity to ask questions about others works and answer questions about their own.

Appendix A- Content (Teaching) Standards
Common Core State Standards for Social Studies:

- 7.G&C.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).
 - We will look at how government plays a role in and can be the cause of atrocities towards humans.
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
 - We will use a lot of primary sources to analyze how people can be influenced through the use of propaganda.
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism, and colonization).
 - We will focus on the social and political implications of propaganda.
- 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various people, caste system, religious conflict, and Social Darwinism).
 - We will discuss, in depth, how easily people can divide into "us" vs. "them" categories to feel accepted by those around them.
- 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture, and music) influence modern society.
 - This standard will encompass the primary sources that I use in this unit.

Common Core State Standards for Language Arts:

- R.I.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
 - Using this standard, students will analyze the impact of word choice on the propaganda pieces given to analyze.
- R.I.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 - We will analyze the primary source documents and determine how the author's point of view shapes propaganda.

- L.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 - Students will use posters, literature, radio advertisements, and news sources, along with other propaganda pieces to assess how credible these sources are and draw a conclusion.

Appendix B

People's Century: Total War 1939-1945

Video Viewing Guide from PBS

1. Brainstorm definitions for the term "Total War." What are some examples of Total War? Who is affected by it?
2. "I thought that if they could do this to us – do it to children- we should do it to them. I know it wasn't a nurse's philosophy... but that's the way I felt then. Do it to them." - Betty Lawrence, English Nurse
Based on the quotation, what can you tell about Betty's experience in the war?
3. In your opinion, should women and children be treated differently from men during wartime? Why or why not?

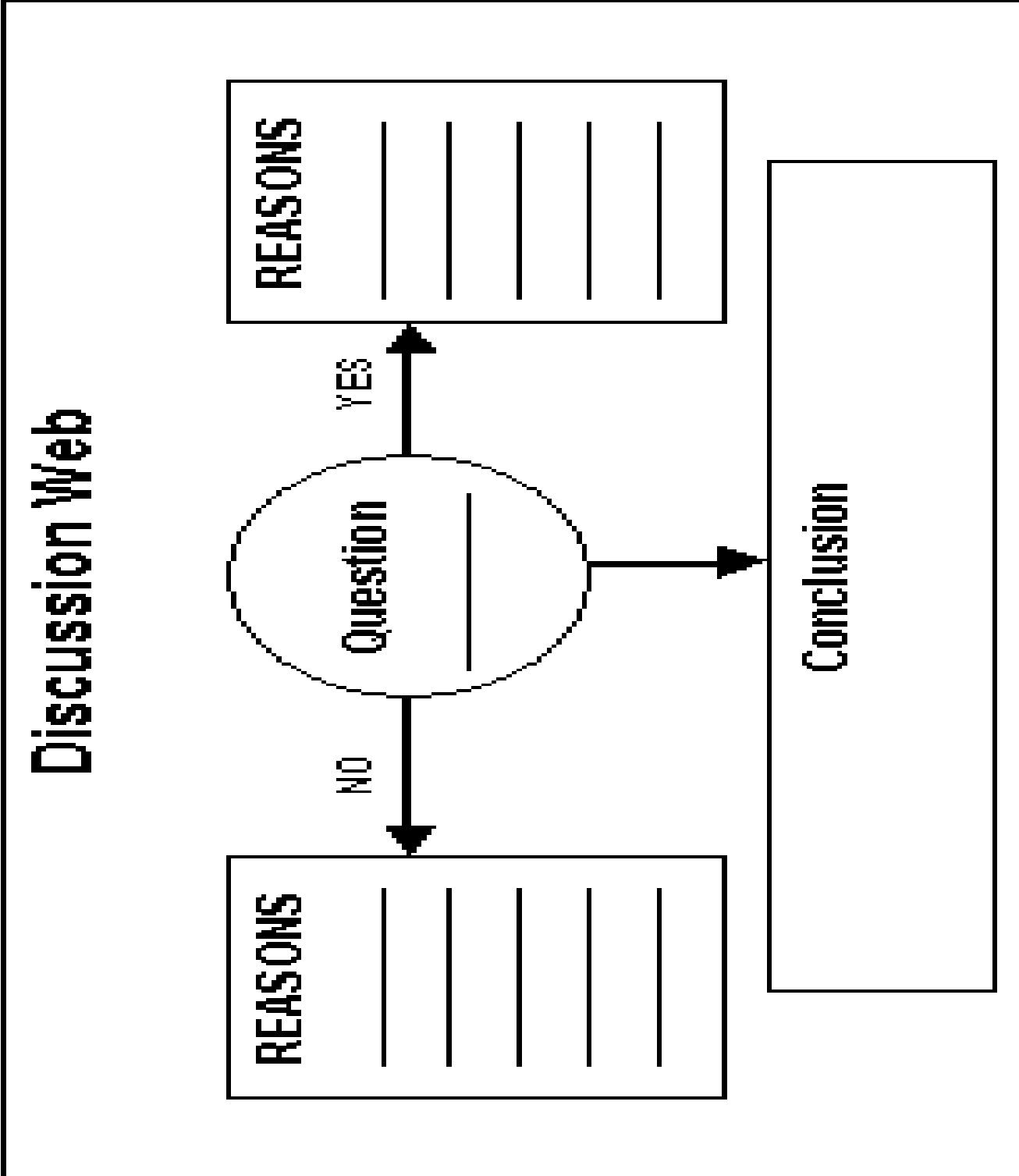
Viewing Questions

4. How did the collaboration of industrial and military power affect the distinctions between civilians and soldiers, men and women, adults and children?
5. How were the lives of women and children affected by the war? Why was the participation of women and children so important? How did governments encourage them to participate?
6. Why did military strategists target civilian populations in WW2? How and why did attitudes toward targeting civilians change during the war?
7. What story(ies) affected you the most during this video? Why? What did you learn from those stories about the physical and psychological effects of WW2 on different people?
8. Why are human rights often violated in wartime? Can the violations ever be morally justified?
9. Create a list of human rights and explain how, if at all, they were violated during WW2.
10. Finally, read the preamble to the Universal Declaration of Human Rights. What are the declarations goals? How does it propose to accomplish those goals? Is the declaration applicable to peace AND war time? Defend your claim.

Appendix C – Frame Routine

Document Name	Necessary to Note #1	Necessary to Note #2	How is this an example of Propaganda? How is it being use to persuade others?
Hitler's Speech			
Propaganda Posters			
Nazis in School Textbooks			
The Horst Wessel Song			
Nazi Pamphlet			

Appendix E – Discussion Web



Appendix F – Research Chart

Group Name	Where are they located?	Who can join? How did they recruit new members? What, if anything, happened to those that left the group or refused to join?	How effective were they as a group?	Interesting Facts
Hitler Youth				<ol style="list-style-type: none"> 1. 2. 3.
Black Shirts				<ol style="list-style-type: none"> 1. 2. 3.
Black Brigade				<ol style="list-style-type: none"> 1. 2. 3.
Einstazgruppen				<ol style="list-style-type: none"> 1. 2. 3.
Mocidade Portuguesa				<ol style="list-style-type: none"> 1. 2. 3.

Appendix G – Dr. Seuss Wages War



... and the Wolf chewed up the children and spit out their bones ...
 But those were Foreign Children and it really didn't matter."



Document Based Question Essay Guide

Paragraph 1: Introduction

- A. **Lead:** Begin with a sentence that will catch the reader's interest. This might be a rhetorical question or a reason people find the topic interesting or important.
- B. **Make it interesting:** Add a surprising fact or an anecdote on the topic of discussion. Give your reader something to think about.
- C. **Background Information:** Give some background information that sets the historical context of WW2. Do this very quickly (a sentence or two).
- D. **Thesis:** Arguably, the most important sentence in the entire paper. This is the “road map” to your whole essay. Describe briefly (you don’t want to give all the good stuff to them right now. Make them work for it!) how the use of propaganda influenced WW2. This is going to be hard: **You have only one sentence to do this!**

Paragraph 2: Nazi Propaganda

- A. **Transition and Topic Sentence:** Transition sentences carry the reader’s thoughts from one scene to another or from one topic to another. The trick is to shift gears smoothly by using both the past and future topic close together.
- B. **Nazi Propaganda Claim and Evidence:** In this section, you will assess the changes that occurred in Europe and spurred support for the Nazi party. For each argument, write one sentence to make the claim that Nazis changed Europe and European thinking. Then draw a conclusion on how the Nazi influenced people around them. Then find evidence in a document to support that claim. Be sure to reference at least two different documents in this section.
 - a. **Claim 1**
 - i. **Evidence**
 - b. **Claim 2**
 - i. **Evidence**
- C. **Conclusion Sentence:** Wrap It Up! End the paragraph with a concluding sentence that summarizes the main idea of the paragraph.

Paragraph 3: Other Propaganda

- A. **Transition and Topic Sentence:** Transition sentences carry the reader’s thoughts from one scene to another or from one topic to another. The trick is to shift gears smoothly by using both the past and future topic close together.
- B. **Other Propaganda:** In this sentence(s), make a judgment about the impact of propaganda in other nations during WW2. Then using evidence from the documents, support your judgment.
 - a. Judgment
 - i. Evidence from the document(s)
 - b. Judgment
 - i. Evidence from the document(s)

D. **Conclusion Sentence:** Wrap It Up! End the paragraph with a concluding sentence that summarizes the main idea of the paragraph.

Paragraph 4: Conclusion

A. **Transition and Topic Sentence.**

B. **Give a brief, general summary (one sentence) of the *most important* claims.**

C. **End with a personal statement, a prediction, or a snappy clincher.**

Annotated Bibliography- List of Materials for Classroom Use

Japanese relocation. Film. Directed by Milton Stover Eisenhower. Chicago: International Historic Films, 1984.

You can use the film version or the audio version reference within the text. This PSA offers justification for the decisions made by the US Government.

Minear, Richard H., Theodor Seuss Geisel, and Art Spiegelman. *Dr. Seuss goes to war: the World War II editorial cartoons of Theodor Seuss Geisel.* New York: New Press, 1999.

This is an invaluable resource for Dr. Seuss political cartoons on US involvement in World War II.

People's century. DVD. Directed by Alfre Woodard. Alexandria VA: PBS Video, 1998.

Use this film to complete the film worksheet. It is a good source of information about events during the war.

"The International Baccalaureate | The IB offers high quality programmes of international education to a worldwide community of schools." The International Baccalaureate | The IB offers high quality programmes of international education to a worldwide community of schools. <http://www.ibo.org/> (accessed November 25, 2013).

This website gives information about the IBO programme.

The Three Stooges collection. Film. Directed by Moe Howard. United States: Columbia TriStar Home Entertainment, 2008.

The video You Nazty Spy! can also be found on YouTube for convenience. This resource can be used to show how Nazis were portrayed in the US.

PBS. "The War At Home: Civil Rights." PBS.

http://www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm
(accessed November 24, 2013).

This website is full of a variety of secondary sources from PBS. Specifically, use it for showing how human rights were violated in the US during the war.

Walt Disney on the front lines. Film. Directed by Walt Disney. Burbank, CA: Distributed by Buena Vista Home Entertainment, 2003.

This film was used as American propaganda against the Nazi regime in Europe.

"Welcome." WebQuest.Org: Home. <http://webquest.org/> (accessed November 25, 2013).

Use this website to offer justification of use of the WebQuest in classroom settings.

Resources for Teachers

Fyne, Robert. *The Hollywood Propaganda of World War II*. Lanham, Md. [u.a.: Scarecrow, 1997. Print.

This book will help you to identify US propaganda and its influence on the war.

Longerich, Peter. "The Nazi Racial State." *BBC News*. BBC, 17 Feb. 2011. Web. 25 Nov. 2013.

This BBC article gives the teacher incite into racism among the Nazis.

O'Connor, Edward P. *Teaching and Using Document-based Questions for Middle School*. Portsmouth, NH: Teacher Ideas, 2004. Print.

This book gives very helpful tips on teaching and incorporating Document Based Questions into the middle school classroom.

Rhodes, Anthony. *Propaganda: The Art of Persuasion : World War II*. London: Chelsea House, 1976. Print.

This book shows how propaganda was during World War 2. A great resource for the teacher to use to understand the use of propaganda.

Thombs, Margaret M., Maureen M. Gillis, and Alan S. Canestrari. *Using Webquests in the Social Studies Classroom: A Culturally Responsive Approach*. Thousand Oaks, CA: Corwin, 2009. Print.

This book was helpful in understanding how to create and use WebQuests in the classroom.

Reading List for Students

- Bloom, Harold. *Kurt Vonnegut's Slaughterhouse Five*. Philadelphia: Chelsea House Publishers, 2001.
- Frank, Anne. *The Diary of Anne Frank*. London: Macmillan Children's Books, 1995.
- Greene, Bette. *Summer of My German Soldier*. New York: Dial Press, 1973.
- Hart, Kitty. *Return to Auschwitz*. Laxton, Newark, Nottinghamshire: Beth Schalom, 1997.
- Lowry, Lois. *Number the Stars*. Boston: Houghton Mifflin, 1989.
- Schindler's List*. Directed by Steven Spielberg. Produced by Steven Spielberg. By Steven Zaillian. Performed by Liam Neeson, Ben Kingsley, and Ralph Fiennes. Universal Pictures, 1993.
- Wiesel, Elie, and Marion Wiesel. *Night*. New York, NY: Hill and Wang, a Division of Farrar, Straus and Giroux, 2006.
- Yolen, Jane. *The Devil's Arithmetic*. New York, N.Y., U.S.A.: Viking Kestrel, 1988.
- Zusak, Markus. *The Book Thief*. New York: Alfred A. Knopf, 2006.