

Facilitation Guide

Propaganda Gallery

[Google Slides](#) - Slides #3-10



Activity Summary:

Students will do a gallery walk viewing multiple images of WWI propaganda to immerse themselves in the messages being spread at the time. Students will dissect the use of images, words, fonts, and colors in multiple pieces of propaganda in order to analyze both the textual and symbolic messages being spread at the time and understand how those messages affected the attitudes and understanding of the Great War.

Why the Arts:

This module asks students to put themselves in the shoes of these young soldiers. There is no better way to understand what was influencing them than with the art and media they consumed at the time. People were then and still are persuaded by art. To leave the art out of the story means the story is incomplete.

Assessment:

Since this lesson comes early in the unit, students might not know the toll that the great war would take on British society. Nor do they understand how people their age were actually excited to go off to war.

Formative: Ask students if they would join a war? You're likely to get overwhelmingly nos. Then why would so many young British men want to? What kind of messages could convince you to join a war? Glory, honor, money?

Summative: [Worksheet](#) - With the knowledge you have now, why might someone join the war? What kind of messages did you find most effective?

Lesson Connections: Grade 8, Module 2

Lessons 3-4

These lessons focus on why people would willingly join a war. A major reason was the fact that the war was viewed as heroic and gave them a sense of purpose, due in large part to the propaganda of the time.

Standards Alignment:

ELA:

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Connection to Module Goals/EOM Task:

The EOM asks students to write an explanatory essay about one of the psychological effects of war described in "All Quiet on the Western Front" and develop that essay with evidence from the text. The shattering of expectations led to the psychological effects Paul experienced in the book. Seeing the positively-framed propaganda juxtaposed with the realities of the war coming up in the unit helps students empathize with Paul and understand those psychological effects more deeply.

Arts:

VA:Re7.2.8a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Facilitation Guide

Propaganda Gallery
Google Slides – Slides #3–10



Wit & Wisdom Instructional Routines:

Gallery Walk / Stop and Jot

Recommended Student Materials:

[Propaganda Worksheet](#)

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

If you know any of your students have active duty family members, be mindful of responses in class discussions. Also alert your school counselor or social worker a week ahead of time, as themes in AQWF can be triggering for students and they may need support.

BT2 – Physical Environment:

Having a clear path for students to walk, free of obstacles.

Other Considerations:

Teacher Background:

Student Prerequisites:

While war is broadly frowned upon or seen as a last resort today, students should know this was not always the case. It was good and noble to die for your country and people were excited for the opportunity to do so. Students need that context and to know broadly what propaganda is.

Accessibility Notes:

While a gallery walk typically happens with physical images hung around the space, this can easily be done projecting the slideshow images.

Facilitation Guide

Propaganda Gallery
[Google Slides](#) – Slides #3–10



Steps for Implementation:

1. Introduction

Using the slideshow, introduce students to propaganda. If this is a new term to them, take some time to explain slightly more in depth and remind them that they should have discussed propaganda during their 7th grade module on Animal Farm.

2. Engage

Pass out copies of the [Propaganda Worksheet](#)

Remind students that the focusing question for this arc is why countries or individuals would join the war. A major reason could be the messages they were seeing at the time.

- Linger on each slide and allow students to complete all questions until then. If they are struggling to develop ideas, you can ask additional prompting questions like “What colors do they use? What could that represent? What words are used? Fonts?”
- On **slide #8** allow students to compare and contrast U.S. vs U.K. propaganda asking similar prompting questions if needed.
- Once students have had a chance to complete their worksheet, begin the gallery walk portion.

3. Gallery Walk

During a gallery walk, students will view each other's responses. Remember that there isn't a “right” answer, but rather answers should be justified with evidence.

- Students can respond to each other's sheets with a check mark to mean “I agree,” a question mark for “I want to know more,” and optionally an x to mean “I disagree.”

Students will head back to their desks and the teacher will facilitate a conversation about the propaganda as a whole, paying special attention to lead discussions about responses with question marks.

Finally, with the knowledge they've gained from analyzing and responding to multiple examples of propaganda, ask the focusing question (FQ1) again:

Why would countries and individuals join WWI?