

War on the Home Front

Objective/Purpose: The students will understand that war is fought on the home front as well as on the front lines. They will know how to analyze propaganda posters: what they want you to do and what story is hidden behind the main message.

Information I want them to Obtain

Purpose of Propaganda: to convince people to support/denounce whatever the powers-that-be want you to support/denounce. Propaganda does two things: it builds on ideas/beliefs you already have and turns you ever so slightly into the direction they want you to go.

The 5 main stories of propaganda during WWI: save food, volunteer, work hard, enlist, and buy war bonds.

The story behind the propaganda: since it builds on what you are already thinking to turn you ever so slightly, what do powers-that-be believe you believe? In WWI they believed the people had Anti-German feelings, thought of women in support roles, all soldiers were patriotic, etc.

Activities to Present and Solidify Information and Understanding

Analyzing Poster (10 – 20 min)

- The students will be asked to look at 2 specific posters. They will be asked to fill out an analysis worksheet. They will have about 10 minutes to do this writing.
- Before they are set off on their own we will go over one in class.
- In every major war the US government has impeded on the civil rights of its citizens. It has used the excuse that it is for US Security that they are doing this.
- Anti-Immigrant Hysteria: Anti-German specifically. Talk about German measles, hamburger to Salisbury Steak or Liberty Sandwich, and Sauerkraut to Liberty Cabbage. This is represented in the propaganda: dark and evil images of Germans.

Categorize Propaganda Posters (10 min)


- The students will be broken into 5 groups and they will be given a set of WWI Propaganda Posters.
- Their job will be to organize those posters into different categories based on what they are telling people to do.

Class Discussion (10 – 20 min)

- The students have now organized the posters into categories and analyzed single posters. From these two analyses we will start a discussion about what the posters say about the country mobilizing for war and making war.


- The government had specific problems during wartime and was reaching out to its citizens. They needed to convince them to go along with what they needed during wartime.
- As the students give me their categories I will talk about why the government wanted to talk about these particular issues. The government needed to mobilize the country for war and its propaganda shows what they needed to mobilize.
 - Enlist: to mobilize for war you needed soldiers. A draft was instituted after the declaration of war. It got men from 21 to 23 and got over 3 million troops were mobilized.
 - Save Food: eat corn not wheat because allies liked wheat instead of corn. Don't waste your food because the doughboys need it. You have a bunch of soldiers who used to be farmers. You needed to feed them. If people are eating the food at home then it can't be shipped to the troops
 - Volunteer: be patriotic and find ways to help out the country in time of war.
 - Buy War Bonds: this is one of the ways the US paid for the war. About 1/3rd through taxes, but the rest from borrowing. Liberty and Victory Loans. "A friend of Germany" would refuse to buy war bonds.
 - Work Hard: economy revving up for the war needs your help. Don't strike for better wages and working conditions, it will hurt those fighting doughboys
- Committee on Public Information: 75,000 4-Minutemen, victory gardens, and mobilizing the nation's artists and advertising people.
- All of the posters show white people. Their audience was white people, not any minorities. It was a fight between the "civilized" peoples of the world. Although the fight was global, it was

Materials Needed: PowerPoint, Poster Handouts, and Worksheet.



**Little
AMERICANS**
Do your bit

Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals-
and Rice with milk.
Save the wheat for our soldiers.
Leave nothing on your plate



UNITED STATES FOOD ADMINISTRATION

STRIKE NOW!
**HE'S FIGHTING
FOR YOU**




**BUY
LIBERTY BONDS**

DESIGNED, PRINTED AND DONATED BY ROBERT GAIR CO. BROOKLYN, N.Y.

Teufel Hunden
GERMAN
NICKNAME
FOR

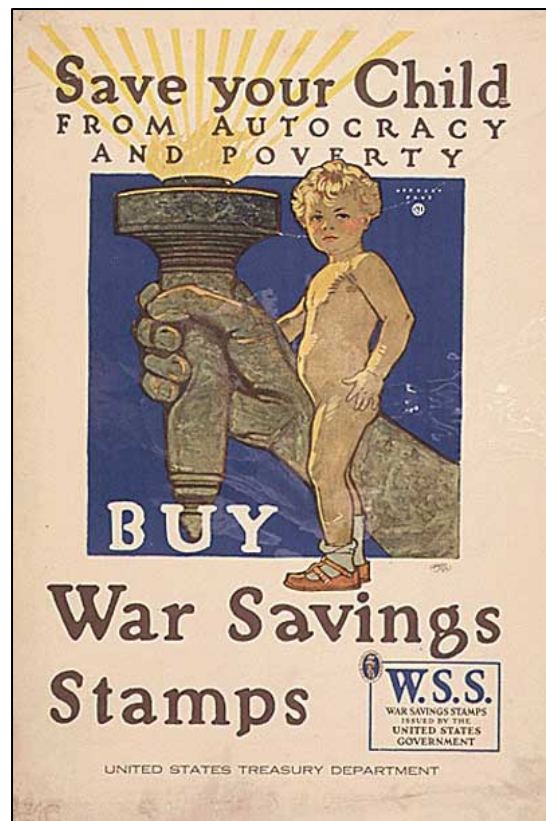
**U.S.
Marines**

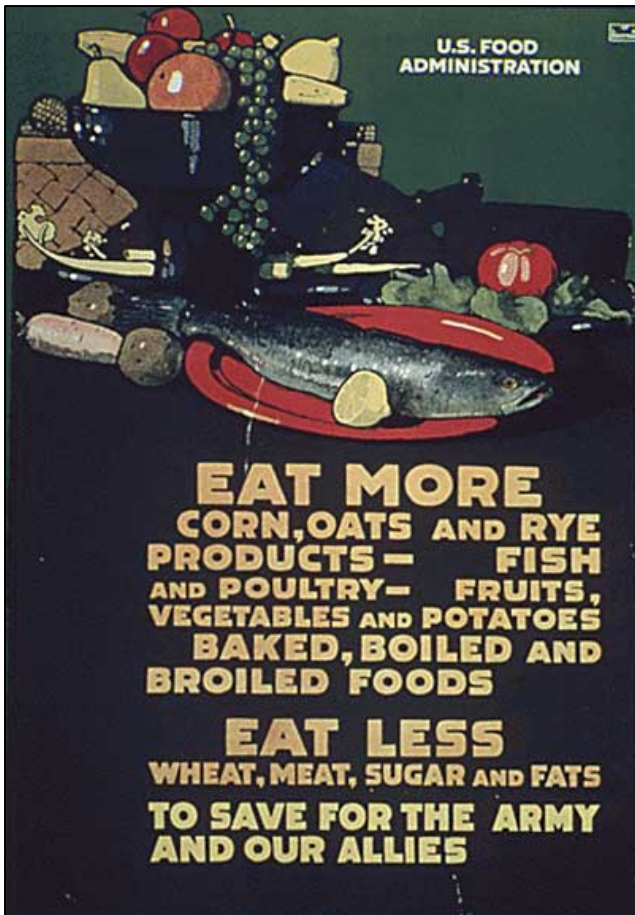
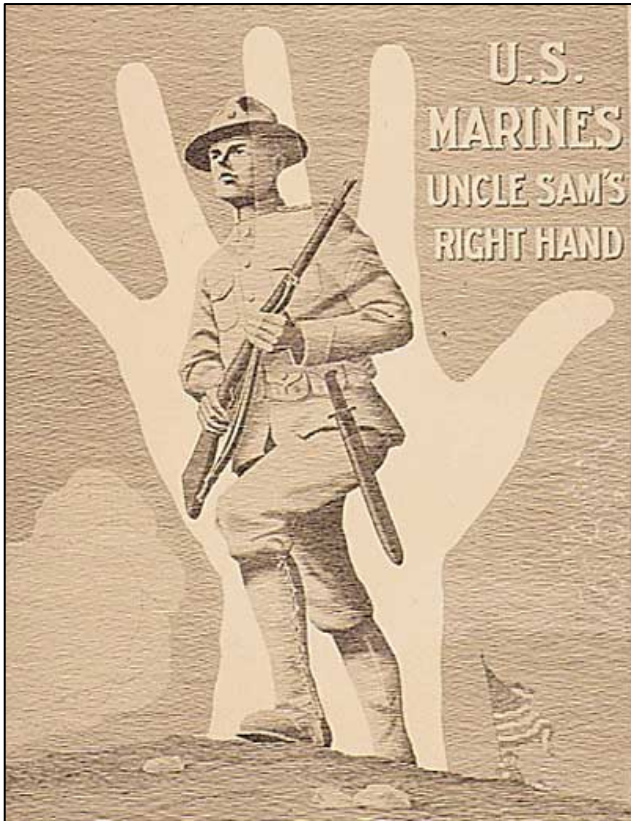


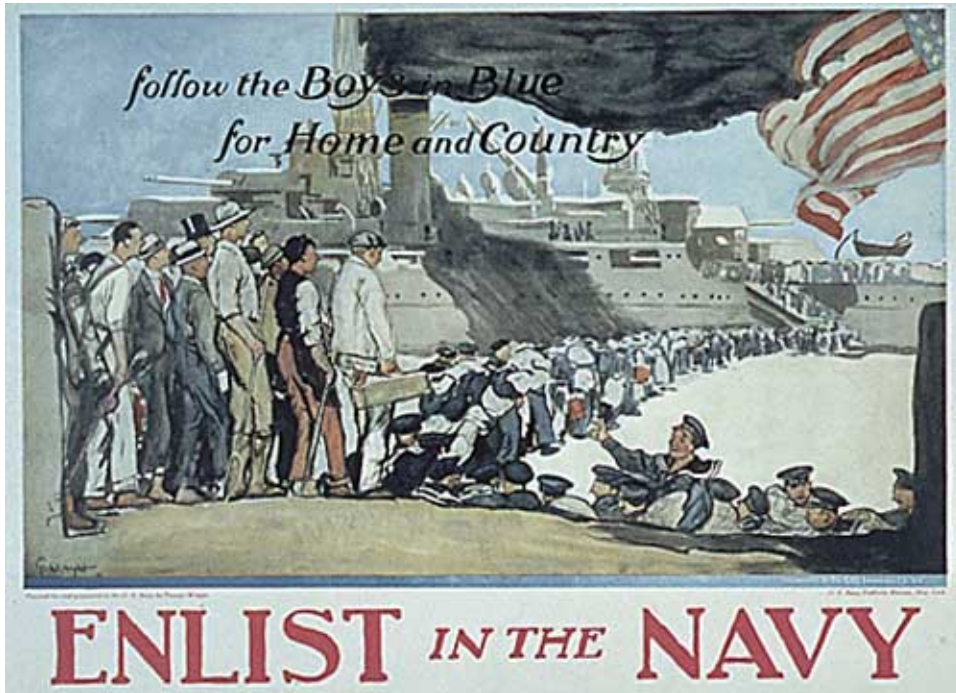
DEVIL DOG RECRUITING STATION
1409 ARCH STREET



Beat back the **HUN**
with
**LIBERTY
BONDS**







Name:

Date:

Hour

Poster Analysis Worksheet

1. Study the Poster for 2 minutes. What is your overall impression of it? What does it make you feel or think about?

2. What do you see in the poster? List everything you see.

People	Objects	Activities

3. What symbols are used in the poster? If there are any, is it clearly understandable, memorable, and/or dramatic? How so? Give one example.

Symbol	What does the symbol mean?

4. Is the message in the poster primarily visual, verbal, or both? What is that message? What does the government want you to do or believe?

Visual Message	Verbal Message

5. After your analysis, rethink what the poster is about. What is your over all impression? What does it mean and what does it want you to believe?