Manufacturing Ideas

A CURRICULUM GUIDE FOR THE STUDY OF WORLD WAR II PROPAGANDA THROUGH STUDENT CONSTRUCTED MEDIA

ETEC 510   The Design of Technology-Supported Learning Environments
Sections 66B and 66C

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INTRODUCTION

Media creation, once solely the province of trained media professionals and production companies that could afford the expensive equipment, has reached new levels of accessibility in the last decade thanks to the affordability and accessibility of consumer and prosumer hardware and software (2020 Media Futures: Prosumers, n.d.). With the majority of the first world population owning a smart device or tablet, having a mini-studio in their hands, people are able to contribute to the wealth of media available regarding any subject of their choosing. However, the accessibility of media creation applications and the development of the necessary skills to use them has not yet been fully exploited or encouraged in the education system (CUBAN & Cuban, 2009; Milbrath & Kinzie, 2000). This is despite the growing body of evidence that young people's engagement during class increases when provided the opportunity to create, contribute, and discuss media that relates to their learning objectives (Stanaityte, 2013; Clouder, Broughan, Jewell, & Steventon, 2013; Hoban, Nielsen, & Shepherd, 2015). One can only expect the prevalence of amateur created media to continue into the foreseeable future. Some studies have shown that YouTube, an enormous host of user-generated content, is now more popular with youth in the United States than traditional television (Spangler, 2015). It is likely that our youths will carry these preferences with them into adulthood. In order to keep in step with this cultural and social trend, schools need to embrace the opportunities provided by media creation and take responsibility for stimulating the skill development necessary for students to actively participate in, and contribute to, our media-centric society in a media rich vernacular.

While it has been argued that the "medium is the message" (McLuhan, 1964), existing curricular learning outcomes and techniques promoting critical thinking and problem solving remain an essential part of the classroom learning experience. The inclusion of opportunities for students to create, observe,

reflect upon, and comment on topic appropriate media enhances the relevance of existing curricular expectations while providing transformational opportunities for students to construct their own meanings while engaging in a heuristic participatory culture.

The purpose of this unit is to provide middle and secondary school students with the opportunity to study World War II propaganda in the form of original media, such as images, audio, and film, and to respond and build their own meaning and understanding through the creation and sharing of their own constructed media. This process incorporates the critical thinking elements that are part of primary source material review with the opportunity to demonstrate the technical skills and social responsibilities necessary to create a digital participatory culture within a social studies classroom. The students will participate in this learning experience by going on to the unit's Weebly website at http://etec510-ww2-propaganda.weebly.com/ where they will learn about World War II propaganda, share their own constructed media, and view and give feedback to their peers' work.

CURRICULUM CONNECTIONS

This unit addresses many of the cross-curricular issues regarding student participation in digital environments, specifically those relating to the social and technical skills necessary to participate safely and contribute positively to online communities. Concurrently, this unit is also intended to provide Social Studies students the opportunity to engage in and further develop critical thinking skills as they explore the propaganda of the World War II period. Both elements are addressed by the unit's focus on the observation, interpretation, creation, and sharing of media.

Connection to Core Competencies

Many school districts and education systems in North America have begun to incorporate digital skill development, online citizenship, and problem solving objectives as overarching learning outcomes to be incorporated in the broader curriculum. This is exemplified by the current draft Core Competencies currently being developed by the British Columbia Ministry of Education (BC Ministry of Education, 2012). These consist of three broad cross-curricular areas, including thinking competency, personal and social competency, and communication competency.

Thinking Competency (BC Ministry of Education, 2013, p.5) focuses on critical, creative and reflective thinking. Personal and Social Competency (BC Ministry of Education, 2013, p.7) highlights the skills necessary to develop a positive identity while being aware of an individual's personal and social responsibilities. Finally, Communication Competency (BC Ministry of Education, 2013, p.8) addresses the technical skills and knowledge of language and symbolism necessary to effectively share ideas. While each competency is generally applicable in a variety of learning settings, they are also intended to address issues regarding students' presence and participation in the digital sphere (BC Ministry of Education, 2012). To meet these core competencies, the unit and lessons incorporate theories related to digital participatory culture, as exemplified in the work of Henry Jenkins (2009), as well as research related to the use of primary documents in building critical thinking skills in the social studies classroom.

BC'S CORE COMPETENCIES

⬚ **Communication:**
The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

⬚ **Thinking:**
The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

⬚ **Personal and Social:**
Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

(BC Ministry of Education, 2013).

Connection to Theory

The use of Web 2.0 technologies is engaging for today's young learner and has been shown to generate a positive impact on student learning (Hartshorne & Ajjan, 2009) . None of the studies reported any detrimental or inferior effect on learning (Hew, Khe Foon; Cheung, Wing Sum. 2013.) According to Brinkerhoff et al. "An ever-increasing array of Internet tools can help students tackle such projects by facilitating interaction, communication, and planning--and by allowing learners to present information effectively through multimedia products. Use of such tools can enhance motivation as well as provide opportunities for authentic assessment of student learning." Higher level thinking skills are also fostered by using Web 2.0 research methods along with collaborative learning. (Kinglsey, Karla, V., Brinkerhoff, Jonathan, 2011).

Participatory Culture

The unit's media design activities incorporate the theories of participatory culture and student constructionism as means of creating knowledge and the frameworks for understanding. Scaffolded by the concepts outlined by Jenkins et al (2009), the individual activities and accompanying blogs/forums are framed in a manner that facilitates student's expression and critical thinking via digital media. While Jenkins' work focuses on the activities and practices of media creation outside of educational environments, our intent is to encourage this participatory environment within a classroom setting. This includes providing students the opportunities to share their contributions, either in person or in a web-based format. Promoting online commentary and discussions regarding student peer creations is also of particular importance, as it encourages an active participation in, and therefore fostering of, responsible and active digital citizenship.

Primary Sources

Regarding the study of original World War II propaganda assets within the unit, pedagogical research (Harris, N. 1975,) supports the use of historical primary documents as a launching pad for students in strengthening their critical thinking skills. The American History Association ("American Historical Association Home Page | AHA," n.d.) recommends history teachers use more primary documents in the classroom "to construct historical narratives and arguments" (Ibid). Reasoning, assessment of evidence, and evidence-based claims are only some of the skills that are fostered when researching and considering primary sources. Historical thinking acquired from document-based learning can, "restrain, leaven and hone the process of judgement formation." (VanSledright, B. A. 2011).

World Citizen Awareness

The United World Schools defines a Global Citizen as someone who is aware of the wider world. This person respects and values diversity and demonstrates a desire to tackle social injustices in order to make the world a more equitable place ("United World Schools Homepage", n.d.). In this unit, students take what they learn about propaganda (e.g., techniques, strategies, etc.), and apply that lens to the world around them. Some of the same techniques used by the various factions during WWII are being used today by various groups in order to manipulate people into adopting the group's vision. As a global citizen, the students become not only aware of these strategies and techniques, but also acquire the strategic fluency that enables them to critique, speak out against (or for) and/or counter argue propagandist techniques that may harm others (e.g., being aware of the propaganda that ISIS is using for the recruitment of Western fighters, NRA propaganda, politically motivated rallying, etc). As a world citizen, they are also able and encouraged to look at what various governments around the world, including the government of their own country or province, release into the media with a critical eye and a critical voice.

Collective Intelligence

Current systems of learning are changing (Lundvall, 2010) (Sharples, Taylor, & Vavoula, 2010). Students need to be prepared to approach it in a collaborative manner that exploits the almost endless socially constructed knowledge that exists and is constantly being generated. Because of this, students today need to look at learning as a lifelong commitment where every dimension of their lives holds this learning potential and collaborative opportunity between peers, organizations and communities. They (and we) need to develop a stigmergic approach that builds on the collective knowledge of those who have contributed before. This new set of skills for data curation requires students to develop literacies in the categories of personal intelligence, critical intelligence of sources, and collective intelligence (Levy, 2015).

Curriculum Content

World War II was the largest global event in recent history involving several major nations from various cultures (Western, European, North American, East Asian, etc.) and political ideologies (capitalist, democratic, fascist, communist, etc.). Looking at WWII propaganda exposes students to a huge range of propaganda that target a common world stage event. Students are able to look at propaganda artefacts from multiple perspectives and compare the similarities, distinctions and differences between how the propaganda is produced and used based on these cultural and political motivations and agendas. This then allows students to apply what they have learned to current events and hones the lens by which they view not only overt propaganda, but also, advertising, political campaigning and mass media messages.

Prescribed Learning Outcomes

This unit's learning outcomes align nicely with the Social Studies 11 PLO's (Prescribed Learning Outcomes) in British Columbia. The project meets the rationale for the course:

"The aim of social studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies 11 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future."

Three of the outcomes fall under the heading of Skills and Processes:

	Skills and Processes
a.	Apply critical thinking including, questioning, comparing, summarizing, drawing conclusions, and defending a position to make reasoned judgments about a range of issues, situations, and topics.
b.	Demonstrate effective research skills, including: • accessing information • assessing information • collecting data • evaluating data • organizing information • presenting information • citing sources
c.	Demonstrate effective written, oral, and graphic communication skills.

Another outcome is directly linked to WWII as an historical event:

- Assess Canada's role in World War II and the war's impact on Canada (explain the war's impact on the home front e.g., arsenal of democracy, air-training,total war, conscription, propaganda, enemy aliens)

This project aligns to 3 of Prince Edward Island Grade 12 Essential Learning outcomes for Social Studies 621A SCO's

Skill		Prescribed Learning Outcome Description
Aesthetic Expression	I1	Identify those individuals, events, and/or symbols that they believe have contributed to the development of Canada and explain their historical significance Citizenship
	J5	Analyze the evolution of the struggle to achieve rights and freedoms
Communication	IS1	Conduct an organized research using a variety of information sources (e.g., primary and secondary sources, audio-visual and digital materials, Internet sites) that present a diverse range of perspectives on Canadian history.
	IS11	Express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.
Technological Competence	IS1	Conduct an organized research using a variety of information sources (e.g., primary and secondary sources, audio-visual and digital materials, Internet sites) that present a diverse range of perspectives on Canadian history.
	IS1	Organize research finds, using a variety of methods and forms (e.g., note-taking, graphs and charts, maps, and diagrams).
This project also addresses specific linked to WW2 GL5 analyze the role played by WWII in shaping Canada's identity		

Online Facilitation of Prescribed Learned Outcomes

To facilitate these learning outcomes the unit and its accompanying lessons are web-based, including all teacher instructions, learning resources, assignments and media. Each lesson page incorporates a blog, which enables students to post and reflect on their own media, while providing a digital forum for peer discussion, resource sharing and teacher commentary. The digital service Weebly (weebly.com) is utilized to construct the website, as it has provisions to host audio/video content, as well

as blog support. The sites created with Weebly are formatted for both computer and mobile smart device access, enabling a variety of digital tools to be utilized. Finally, it is a user friendly, feature rich, web-development tool that, in its basic form, is free of charge and readily accessible to both educators and students.

UNIT DESIGN AND TECHNOLOGY

Traditional vs. Web-based Pedagogy

When designing a media based unit, web-based pedagogy presents advantages that trump traditional classroom-based pedagogy in a number of ways. . The International Education Advisory Board (2008) describes the characteristics of today's students and recommends a change in the way we teach them. These millennials have grown up using digital technology. They are group-oriented, inclusive, and like to be in control of their schedules and experiences. Therefore, the International Education Advisory Board recommends that in order to be relevant to these digital natives, we must use the technology that is part of their lives. These students will respond best to a collaborative, learner-centered teaching environment. Web 2.0 tools are able to better engage today's students in activities that are more relevant to their lives (Lambert & Cuper, 2008) One key characteristic of the digital native is their ability and familiarity with non-linear thinking. This means that, rather than absorbing prescribed knowledge through a rigidly linear process, today's student is well equipped to tackle modules that are interconnected, but where the connections are suggested via the material, rather than imposed through a modus operandi. This allows the students to create their own connections and discoveries and through this process, develop a greater engagement with the material as they are active participants in their multi media explorations.

Furthermore, numerous sources discuss how students are increasingly underprepared for the evolving nature of higher education and the changing landscape of the modern workforce (The New London Group, 1996; Jenkins et al., 2009; Partnership for 21st Century Skills, 2010; Castronova, 2002). Students need an adaptive skill set to be prepared for university and the jobs that they will encounter when they graduate. They can become proficient in the types of tools they will use in the future through a K-12 education that incorporates technology and web-based applications (Lambert & Cuper, 2008). As potential life-long learners, they will need to be able to adapt to ever changing digital technologies as the field evolves.

The advantage of using web based resources becomes clear when we see that the so-called 21st century skills are not replacing the traditional competencies but rather augmenting and furthering them (Jenkins et al., 2009). Resistance to teaching new skills via technology and web based resources often comes from teachers that feel too pressed for time to add any new content or are unaware of how to design learning opportunities that can leverage their full potential. Proponents of teaching 21st century skills, however, believe that the new abilities will help teach the old skills such as writing, presenting, and reflection (Lambert & Cuper, 2008). We will be changing how we teach, not just what we teach. This unit will allow students to engage with web based tools and learn a variety of skills and outcomes through their application.

Overview of Suggested Programs

Many programs and technology platforms are used in the design of this lesson. The most popular devices used to connect to the Internet, such as tablets, laptops, mobile phones and computers are also carefully considered in the design of the unit, as they represent the gateway that students use in order to

connect to the unit via our Weebly website. Graphic design and photo manipulation software, such as Adobe Photoshop, Gimp, and Inkspace are software options that students can use to create a digital propaganda poster. Students have the freedom to use other types of graphic and photo manipulation software, as long as the software allows them to save their image as a jpeg or pdf file. Presentation software, such as PowerPoint and Prezi is required in order for students to create a presentation to demonstrate their understanding of animated propaganda films. Again, these are suggested but the rapid development of alternative platforms means that more options are possible, and students are encouraged to propose alternate programs. Audio equipment, such as microphones, and audio recording and sound editing software, such as Audacity, are required for creating an audio broadcast. Students are allowed to use any audio recording and editing software they choose, as long as it can save it in a format, such as MP3, that can be uploaded to a podcast later. A podcast hosting site, such as Soundcloud, will also be required for their audio broadcast. An online media social storytelling program, Storify, is proposed for students curating social media stories or timelines about women workers in WWII. Social media accounts, such as Twitter and Facebook, can be used by students to share the social media story that they have created.

Introduction to Weebly

The decision to create a website to host the unit is based on the need to create a hub that functions as a central location for the unit, lessons, and resource material. As well, the ease with which some templates can be modified to accommodate a variety of Web 2.0 services, free of charge at the time of this curriculum guide draft, motivated the choice of this specific interface. While a variety of other web-based services are available to create interactive forums to tell stories and create media, these can often be limiting due to design interface and usability, and force all group members to utilize the

same tools. A website is the most flexible option to bring a variety of tool and services, or at least the links to such tools, into an organized and central arena. The website we created for the unit is to act both as a means of showcasing our unit, as well as a model for other teachers to use as a template or build upon if they wish to adopt our unit or format.

Weebly is our chosen means to create the site because it contains a number of desirable features, is user friendly, and is familiar, and/or easily mastered, by the majority of educators. Weebly provides a number of options for hosting media in its cost-free iteration, including the use of image slideshows, the option to specifically embed Youtube videos, and options for social media feeds. Also, other services and media can be exported as embeddable code, such as Storify stories, can be easily placed within Weebly created sites. Weebly also offers the option of incorporating blogging, and has a third party plug-in that supports the creation and management of forums. Both of these provide an opportunity for users of the site, whether students or teachers, to post their own materials and media, while engaging in a dialogue with peers and/or colleagues. Finally, Weebly is device format friendly, ensuring maximum flexibility regarding hardware used to access it, both in and outside of the classroom. (Benjamins, 2015).

BYOD and Seamless Learning

By enabling students to use the devices that they are most likely to engage in daily informal learning, we are in turn lowering barriers to student participation outside of the classroom. This attention to aligning the learning methods and devices of the two environments is based upon the work of Chan et al (2006), and their concept of seamless learning. By matching the methods of formal classroom education to informal student learning, and in particular the devices they use to acquire and construct

their knowledge, we are able to address student and academic concerns about the relevancy of our method, ensuring greater student engagement.

The opportunity to exploit students' own devices to access our unit also acknowledges the growing movement of schools towards bring your own device, or BYOD, models. These models are intended to not only address issues with schools having difficulty in being the sole providers of technology to students, but also to recognize the benefits of students using devices that they are most comfortable with and utilize often on a daily basis. In a recent paper on the benefits of the BYOD, Alberta's Ministry of Education identified that:

> A personally owned device is just that – personal. The student who owns it typically invests time, thought and energy in customizing the device, in setting it up to optimize communication, productivity and learning. As a result, the student is typically quite proficient with the device and will use it anytime, anywhere to learn. (Alberta Education, 2012)

By allowing students to use devices they are already proficient with, more time can be spent on learning with the devices, including constructing media, as opposed to learning about the devices.

Format of Website and Mini-Lessons

As mentioned above, the unit website is intended to function primarily as hub, providing access to materials, resources, and communication services at both the unit and lesson level. The home page includes an introduction to the unit, an overview of our intentions and methodologies, a link to download the curriculum guide, a brief summary and link to each lesson, and a forum for both additional teacher and student found resources. The additional resource forum is of particular importance as materials that

relate to the creation of a participatory culture, such as digital citizenship, but that are not integrated within the World War 2 propaganda lessons, can be found and reviewed in this forum. Additionally, teachers and students are able to post other useful resources that are discovered as they progress through the unit and beyond. Therefore, the homepage is intended to both promote and describe our unit, as well as function as a means to further its evolution.

The individual lessons are customized to include specific pages that best serve the theme and media meant to be explored. In each self-contained lesson, either embedded or linked media, activities, assessment strategies and marking rubrics are included. Further, all of the lessons provide an opportunity for the students to engage in posting and commenting on each others' constructed media, in the form of attached blog pages. Students are then able to either embed or share a link to their media in a blog post, provide an accompanying reflection, and invite commentary from both their teacher and peers, whether in the form of assessment or to carry on a dialogue about the learning taking place.

While lesson pages are intended to be fully functioning models, there are, by necessity, restrictions on these blogging features, due to the need to create membership lists that would allow students to access Weebly and the blogging tools. As such, teachers outside the development team who would be interested in utilizing our unit could either duplicate our models within their own Weebly site, or set up a third party blog to handle student publishing and commentary, while continuing to consult or integrate our lesson pages for their materials and links.

Connecting Weebly to Jenkins and Participatory Culture

Choosing to use a website as the hosting platform for the unit, formatting the lessons to make use of the opportunities provided by the website and Weebly, and adopting the guiding theories of seamless learning and BYOD, addresses the fundamental criteria necessary to create a participatory culture centred around the unit and its lessons. While referring primarily to outside of the classroom environments, Henry Jenkins identifies as participatory a culture that:

1. Operates with relatively low barriers to artistic expression and civic engagement

2. Demonstrates strong support for creating and sharing one's creations with others

3. Facilitates some type of informal mentorship whereby what is known by the most experienced is passed along to novices

4. Is a place where members believe that their contributions matter

5. Is a place where members feel some degree of social connection with one another (at the least they care what other people think about what they have created). (Jenkins et al, 2006)

By enabling students to use their own devices, whether computers or mobile technology, as they incorporate the skills and means by which they learn outside of the classroom, we are ensuring that the bar for students to create media and express themselves is kept achievable and accessible. By using blog posts to publish student media, and by inviting responsible commentary from their peers, we are giving students the opportunity to share what they create, receive feedback from teachers or student mentors, and feel a sense of community with their classmates. Finally, through both the blogs and the student found resource forum on the home page, students are offered the opportunity to influence the unit, individual lessons, or their peers' work, allowing them an opportunity to share their views and contributions with their peers and teachers in a way that is meaningful to them.

LESSONS

Lesson 1 Breakdown – Art and Warfare

Rationale/Objective:

The art of propaganda played a huge role in promoting and furthering the war effort during the second world war. By appealing to the emotions, patriotism and sense of belonging of the population, savvy designers were able to motivate entire populations to contribute to the war effort, save resources, enlist, and ascribe to politically motivated behaviours ("loose lips sink ships!") Many of the design devices used then are still used today in advertising and political art. this lesson aims to:

1. Help students Identify the elements of design that combine to create a successful and effective piece of propaganda
2. Develop student awareness of how design elements, combined with cultural touchstones, convey messages, both overt and covert, through text, subtext and metaphor
3. Through a creative activity, engage students in the process of creating propaganda and, as they embody the role of the artist, experience the process and challenges inherent when creating a clear message of propaganda that communicates its original intent successfully.

Activity:

This mini lesson is divided into 2 activities. First, using web sourced artefacts from the various factions/countries involved in the WWII effort, and supported by the propaganda mechanics analysis developed in the other lessons, the students analyze the role of design, colour, text placement and composition in conveying and enhancing the overt and covert messages behind WWII propaganda. Second, the class is split into 2 "sides". The students then develop a fictional conflict scenario and a

propaganda objective, and take on the role of propaganda artist(s). Using Photoshop, iPad drawing apps, stock and captured images, drawing, and any other media at their disposal, each group creates a propaganda poster based on the ideology and goals of their assigned side. Each side then critiques, compares and contrasts each other's propaganda art. The art itself is then exhibited either in a virtual gallery space (blog), where feedback is shared.

Technology Necessary (Suggested):

Weebly, Photoshop, Gimp, Inkspace, (any graphic app)

Outcomes:

Student will be able to better recognize the design devices that are used in propaganda and advertising and develop a more critical approach to understanding the motivations and goals behind overt propaganda message and how they sway their audience.

Assessment:

Peer assessment: Using a rubric and written feedback, peer assessment will focus on the successful communication of the intended message, using design elements and content.

Teacher assessment: Using a rubric and written feedback, teacher assessment will focus on design, successful communication of intended message, and careful use of the design elements elaborated upon in the propaganda lesson. As well, students will be graded on their thoughtful feedback to their peers.

Lesson 2 Breakdown – Analyzing Propaganda Cartoons

Rationale/Objective:

Many governments of nations participating in WWII began to branch out in new ways to propagandize their citizens. One such way was to hire movie companies like Disney Studios, or Warner Brothers to create animated films that would be shown in movie theatres all over the USA and Canada and Britain.

The objectives of this lesson are:

  a. Allow students an opportunity to critically think about how

  propaganda played a role in WWII.

  b. Students will analyze two cartoons and identify: author, purpose,

  symbolism, technique, the main message, and context.

  c. Students will also create a presentation of their findings to be

  presented to their peers.

Activity:

Students will explore the internet and find two suitable animated WWII propaganda films.   Students will then undergo a process of analyzing both cartoons and creating a presentation for their class to demonstrate their understanding.

Technology Necessary (Suggested):

A device that can link student to the Internet (tablet, smartphone, lap-top or other computer.)   Access to either PowerPoint or Prezi. Access to an LCD projector.

Outcomes:

Students will demonstrate critical thinking skills as they go through the process of analyzing and creating their class presentations.

Assessment:

Students will be assessed in two ways: a peer assessment done on a blog so that students can provide comments and feedback for all to see. The teacher will also be providing a part of the assessment by measuring changes in skill level and comprehension of the cartoons they selected to analyze.

Lesson 3 Breakdown – Radio and Propaganda

Rationale/Objective:

Radio and broadcasting has changed a lot since WWII. In the past radio was transmitted by radio towers that were usually controlled by governments or organizations and messages reached those in range of the signals. Now individuals can broadcast themselves over the internet and reach audiences of millions in every corner of the globe. The objective of this lesson is to:

1. Teach students about the techniques of propaganda that were used throughout history.
2. Allow students to experience primary sources from WWII and relate what they find to similar phenomenon today.
3. Give students the tools and opportunity
4. to create and broadcast an audio artifact.
5. Have students take part in a participatory online community of their teachers and peers.

Activity:

Students will learn some of the techniques utilized in propaganda. They will find a radio broadcast from the WWII era and identify the techniques being used. Then they will create a similar broadcast using those techniques but in a modern context. Finally, they will create an original broadcast in their preferred format that discusses what they have learned about the topic. Finally, they will take part in a discussion of their work and the work of others via the class blog.

Technology Necessary (Suggested):

Students will require computers and internet access. For creating audio they will need microphones, recording software and sound editing software. They will also need access to a podcast hosting site.

Outcomes:

By the end of this lesson, students will be able to identify and explain different techniques of propaganda.

They will be able to apply those techniques to demonstrate their use. They will be able to create an audio artifact that reflects what they have learned. Finally, they will be able to critique the work of others and respond to critiques of their own work.

Students will be assessed on the content and quality of their final broadcast with a class generated rubric. Students will also be graded on their participation in the class blog.

Lesson 4 Breakdown – Working Women in WWII Propaganda

Rationale/Objective:

Coming out of the era of the Great Depression, women in the work force were mostly limited to traditional roles. With of the lack of male worker because of the war, there was an increasing need for labors to support the war effort, governments began to recruit women into the roles traditionally held by men. Propaganda techniques were used in ways that encouraged women to fill the gap left, boost morale and redefine the acceptable roles women provided in society. The objectives of this lesson are:

1. Allow students an opportunity to critically think about how propaganda played a role in defining/redefining the roles women could play during WWII.

2. Students will analyze internet repositories of primary documentation in the form of posters, film, audio and news articles to identify: audience, purpose, symbolism, the main message, and context.

3. Students will also curate a social media 'story' on their learning of the topic and present their findings to their peers and a larger social community for feedback.

Activity:

Students will explore the internet to research information on the topic of Women in the workforce in WW2.   Formative: Students will then create an example of a media product that demonstrates their understanding of the information being learned. Summative: Students will then collaboratively work to develop topics or ideas using Padlet that they then use to individually curate an online 'story' using social media and internet learning resources to demonstrate their understanding of the topic.

Technology Necessary (Suggested):

Access to a computer or mobile device, creation of social media accounts and access to the Internet.

Outcomes:

Students will demonstrate critical thinking skills, collaborative learning skills and curation literacy skills using social media as they go through the process of analyzing and creating their class projects.

Assessment:

Students will be assessed: (Formative) Students will post their created media product to social media so that students and a larger online community can provide comments and feedback. (Summative) A rubric will also be used for self and teacher assessment measuring skill level, collaboration and comprehension of the topic in the form of the 'story' students create. (Summative) Students will be graded for their participation in the form of feedback and discussion of their peers final products posted to the lesson blog and social media platform Twitter.

LESSON SUMMARY CHART

Goals	Activities	Digital Tools	Assessment
Lesson 1 – Art and Propaganda			
Develop a critical understanding of how design elements influence overt and covert messages in poster propaganda.	1. Study and analyze WWII propaganda posters from both allied and axis countries, factoring in political context and ideology as well as design 2. Construct original artwork propaganda based on a fictional conflict, exploring design as a communication tool.	Web 2.0, Photoshop, Illustrator, digital image capturing devices, blog, various image manipulation software (per student preference)	Peer assessment (rubric): Highlighting successful use of design in communicating a propagandist message Instructor assessment (rubric): Highlighting research skills and justification of design devices used in Poster creation
Lesson 2 – Analyzing Propaganda Cartoons			
To critically think about how propaganda played a role in WWII. To identify the author, purpose, symbolism, technique, message, and context of two cartoons and present to peers.	1. Explore the internet and find two suitable animated WWII propaganda films 2. Analyze both cartoons 3. Create a presentation for the class to demonstrate their understanding	Device to connect to Internet (tablet, smartphone, laptop, computer), PowerPoint or Prezi, LCD projector	Peer assessment: done on a blog where students where all students can see comments and feedback Teacher assessment: will measure change in skill level and comprehension of selected cartoons
Lesson 3 – Radio and Propaganda			
To become critically aware of propaganda techniques. To utilize the medium of radio to present discuss an idea. To critique one's own work and that of one's peers.	1. Study the techniques utilized in propaganda. 2. Identify the techniques being used in a real broadcast. 3. Create a broadcast using those techniques. 4. Create an original broadcast in their preferred format that discusses what they have learned about the topic. 5. Take part in a discussion of their work and the work of others via the class blog.	Digitized archival broadcasts, sound recording hardware and editing software, file hosting site, and blogs.	A rubric will be developed with class input to identify the goals of this project and what good and poor efforts look like. Instructor will assess their participation based on their involvement in the class blog.
Lesson 4 – Working Women in WWII Propaganda			
To critically examine how propaganda was used to define and redefine the role of women in the workforce played in WW2 and how these roles and propaganda messages shaped the role of women today.	1. Create an Meme of iconic image of Rosie the Riveter customizing the content to clarify the learning taking place, sharing it to a wider audience for feedback 2. Curate a story or timeline on the topic of 'Propaganda and how it shaped the role women in the workforce in WW2' using a variety of social media resources that will be organized using the web tool, Storify. Share the final product with peers on the class blog and to a wider audience through social media for feedback, comment and assessment.	Variety of social media tools including but not limited to: Facebook, twitter, Giphy, Flickr, Blogger, Google, YouTube, Sound Cloud, Tumblr. Storify	Formative: Created product will be shared with class and wider audience via social media for understanding of the subject and feedback. Summative: A rubric will be used for self and teacher to assess the goals of the unit: Research Topic Significance, Technical skill, Storytelling Effort. Students will also be marked on their participation in the class blog

APPENDIX

Lesson 1 – Art and Warfare

Content Resources Websites
http://guity-novin.blogspot.ca/2010/05/chapter-29-propaganda-posters.html
http://designobserver.com/feature/hitlers-poster-handbook/24898/
http://politischesplakat.blogsport.de/2010/12/16/plakat-layout-tutorial-nr-2/
https://en.wikipedia.org/wiki/American_propaganda_during_World_War_II
http://design.tutsplus.com/articles/inspiration-80-amazing-wwii-allied-propaganda-posters--vector-3376
http://www.airmuseum.ca/postscan.html
http://www.businessinsider.com/world-war-two-posters-keep-calm-2012-6?op=1
http://www.canadaatwar.ca/forums/showthread.php?t=2486

Application Resources Websites
https://pixlr.com/ (free photo editing software)
http://www.maximumpc.com/best-free-photo-editing-software-2014/
http://www.adobe.com/creativecloud/buy/students.html

Lesson 2 – Analyzing Propaganda Cartoons

Content Resources Websites
https://youtu.be/D8bCuNiJ-NI (Propaganda Cartoon)
https://en.wikipedia.org/wiki/Education_for_Death
https://en.wikipedia.org/wiki/Gregor_Ziemer
https://en.wikipedia.org/wiki/Mein_Kampf
https://en.wikipedia.org/wiki/Swastika

Application Resources Websites
https://prezi.com/

Lesson 3 – Radio and Propaganda

Content Resources Websites
http://www.encyclopedia.com/topic/propaganda.aspx#5
http://www.globalissues.org/article/157/war-propaganda-and-the-media
http://www.newworldencyclopedia.org/entry/Propaganda
http://www.sagepub.com/sites/default/files/upm-binaries/11849_Chapter6.pdf
https://en.wikipedia.org/wiki/Radio_propaganda
http://research.calvin.edu/german-propaganda-archive/goebmain.htm
http://www.theguardian.com/theguardian/2007/apr/29/greatspeeches1
http://www.theguardian.com/theguardian/2007/apr/20/greatspeeches3
https://www.otrcat.com/world-war-ii-on-the-radio
http://www.cbc.ca/player/Digital+Archives/War+and+Conflict/Second+World+War/Propaganda+in+WWII/
http://www.oldradioworld.com/shows/World_War_II_News_Broadcasts.php
http://archive.org/search.php?query=wwii%20radio%20broadcasts
http://www.wwiifoundation.org/students/real-time-radio-broadcasts-from-d-day-june-6-1944/
https://www.internet-radio.com/stations/talk/
https://en.wikipedia.org/wiki/List_of_most-listened-to_radio_programs
http://www.stitcher.com/stitcher-list/all-podcasts-top-shows

Application Resources Websites
http://audacityteam.org/
http://www.nch.com.au/software/soundrec.html
http://audio.online-convert.com/convert-to-mp3
https://soundcloud.com/
https://archive.org/
https://www.youtube.com/watch?v=n2PvnsnEzqE&list=PLzJ1r4EGn-enCMU1kPstXd7e1SjI3jP_O&index=2

Lesson 4 – Working Women in WWII Propaganda

Content Resources Websites
http://www.dw.com/en/dismantling-the-german-myth-of-tr%C3%BCmmerfrauen/a-18083725
http://www.historylearningsite.co.uk/world-war-two/world-war-two-in-western-europe/britains-home-front-in-world-war-two/the-womens-land-army/
http://womensissues.about.com/od/womenintheworkforce/f/RosieRiveter.htm
https://youtu.be/ennfIXvQYs4

Application Resources Websites
http://memegenerator.net/Hi-My-Name-Is-Rosie-The-Riveter/caption
http://padlet.com/lamey_m/j9kx9tx2iwfj
https://storify.com/hbailie/curation-as-a-tool-for-teaching-and-learning-1
https://storify.com/
http://www.searchenginejournal.com/10-drop-dead-easy-ways-you-can-use-storify-to-create-compelling-content/46969/
https://www.youtube.com/watch?v=z2KNtdqdhHU

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