

## ANALYZING PRIMARY SOURCES LESSON PLAN

### THE POWERS OF PERSUASION – WW2

<b>LESSON OVERVIEW</b>	<p>The students will analyze primary sources used as propaganda during World War II. The students will read and annotate President Roosevelt’s <i>Four Freedom’s</i> speech and analyze print propaganda that supported the war effort. Students will use the APPARTS method to dissect each primary source.</p> <p style="text-align: center;">*This lesson plan has been adapted from the National Archives <i>Teaching with Documents: Powers of Persuasion – Poster Art of World War II</i>.  <a href="http://www.archives.gov/education/lessons/wwii-posters/activities.html">http://www.archives.gov/education/lessons/wwii-posters/activities.html</a></p>
<b>TIME SUGGESTED</b>	<p>The lesson will take two fifty minute class periods or one 90 minute block period.</p>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>• FDR’s <i>Four Freedoms</i> Speech (text)</li> <li>• Norman Rockwell’s <i>Four Freedoms</i> (posters)</li> <li>• Prezi Presentation on APPARTS method</li> <li>• internet access; access to the National Archives website</li> <li>• headphones</li> <li>• pen/pencil</li> <li>• Primary Source Analysis Worksheet</li> <li>• overhead projector</li> </ul>
<b>OBJECTIVES</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• analyze, categorize and generalize historical primary sources</li> <li>• identify the source, date, audience and main point of a historical primary source</li> <li>• summarize the main idea of a primary source and place it into a larger historical context</li> </ul>
<b>OPENING ROUTINE/ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. The students will respond to the following question in their notebooks: <ul style="list-style-type: none"> <li>• What does freedom mean to you?</li> </ul> </li> <li>2. Ask the students to volunteer to share their responses and discuss in the large group.</li> <li>3. Then, discuss with the entire class ways of completing the following statement: <ul style="list-style-type: none"> <li>• In the United States, we should have the freedom of ...</li> </ul> </li> </ol>

<p><b>MAIN LEARNING ACTIVITIES</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will assign each group one “freedom to define.” After they read FDR’s speech there will be a share back of responses/definitions.</li> <li>2. Each student will have a copy of the Primary Source Analysis Worksheet. Each group will analyze the speech using the APPARTS method and complete the first portion of the worksheet. <i>*The students may use the instructional aid (Prezi presentation) to review the APPARTS method.</i></li> <li>3. The teacher will lead a brief large group check-in discussion calling on different members of the student groups to share back the information they found in analyzing the speech. The teacher will ask each group to share their original definition of the “freedom” they were assigned and if their definition changed after listening to the speech or discussing it in their small group. This will be used as an informal assessment of analyzing primary sources.</li> <li>4. Next, the teacher will give each group a copy of Norman Rockwell’s Four Freedoms posters or they may use their device to look at the posters online. The groups will once again use APPARTS to analyze each poster and use the Analysis Worksheet to write down their responses.</li> <li>5. Once the students have completed the worksheet they will be asked to determine whether each poster sought to motivate the viewer by instilling patriotism, confidence, and a positive outlook, or whether it sought to ward off complacency with grim, unromantic visions of war.</li> <li>6. The teacher will ask a volunteer from each group to describe the content of the group's poster for the class and identify the issues mentioned or implied within.</li> </ol>
<p><b>CLOSURE</b></p>	<ol style="list-style-type: none"> <li>1. The students will use an exit ticket answering the following questions to end class. When the students turn in their exit ticket they will also turn in their Primary Source Analysis worksheet. <ul style="list-style-type: none"> <li>• Why were the Four Freedoms so important to the United States during the 1940s?</li> <li>• Do you think that all American’s today have all of the “freedoms” that Roosevelt guaranteed? Explain.</li> </ul> </li> </ol>

<b>ASSESSMENT &amp; RECORD KEEPING</b>	<p>Students will be evaluated in three ways:</p> <ul style="list-style-type: none"> <li>• Students will be evaluated by their participation in the large group discussion and their individual analysis of the primary sources (using the APPARTS method). In the discussion, students will be evaluated on the quality of their comments and additional historical context provided.</li> <li>• Students will be evaluated on their Primary Source Analysis Worksheet by directly following the APPARTS method as well as their quality of comments for each section.</li> <li>• Lastly, the students will be evaluated on the content of their exit slips.</li> </ul>
<b>EXTENSION(S)</b>	<p>1. For homework, the students will go to “The Powers of Persuasion” collection in the National Archives and choose a propaganda poster or song that was not discussed in class. The students will complete the APPARTS method to analyze the source of their choosing.</p> <p><a href="http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html">http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html</a></p> <p>2. The students will use their ideas gleaned from analyzing and studying World War II propaganda to create their own World War II poster intended to galvanize American public support for the war effort.</p>
<b>POST-LESSON FOLLOW-UPS (REFLECTION)</b>	<ul style="list-style-type: none"> <li>• What went well?</li> <li>• What needs more work in the next class/lesson?</li> <li>• What activities should I do differently next time?</li> </ul>

**REFERENCES:**

<http://www.archives.gov/education/lessons/wwii-posters/>

[http://www.archives.gov/exhibits/powers\\_of\\_persuasion/powers\\_of\\_persuasion\\_home.html](http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html)

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24711>