



## War in the Pacific National Historical Park

### Powers of Persuasion

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#### Poster Art from World War II

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**Grade Level:** 6-12 grade level

**Content Area:** Social Studies

**Length of Lesson:** This will take place over a period of 1 week, which includes a pre-fieldtrip classroom activity, a classroom visit with a Park Ranger, a fieldtrip to the T. Stell Newman Visitor Center and a battle site, and a post-fieldtrip classroom activity.

#### Key Concepts

World War II

Propaganda

Franklin Roosevelt

Four Freedom's Speech

Rosie the Riveter

Women's roles During World War II

Norman Rockwell's Four Freedoms paintings

Racial restrictions during World War II

Segregation during World War II

Axis Powers

Allied Powers

Nazis

National Security

#### Vocabulary

Propaganda

Patriotic

Masculine

Conservation

War Bonds

Atrocity

"Careless talk"



During World War II, the U.S. Government found that images of women and children in danger were effective emotional devices

#### GPSS Content Standards/Performance Indicators

##### Social Studies Content Standards

US.2.13 – Examine the events of World War

II, including the following:

- The causes and events that led to American involvement in the war, including... the Japanese attack on Pearl Harbor
- ...The treatment of prisoners of war during World War II

US.2.14 – Describe the effects of World War II on the homefront, including the following:

- How the U.S. mobilized its economic, human, and military resources
- The contributions of women and minorities to the war effort
- The role of media and communications in the war effort
- The U.S. liberation of Guam

WH.2.26 – Assess the worldwide impact of World War II, including the following:

- The... major leaders of the war... Franklin D. Roosevelt... Adolf Hitler... Hideki Tojo, and Hirohito

G.H.2.1 – Examine and interpret primary and secondary source documents\

G.H. 2.2 – Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.

G.H. 2.3 – Identify and describe historical periods and patterns of change during the

eras of Guam history, including the... Japanese Occupation

### **Language Arts/ Reading Content Standards**

9.2.4 – Critique the logic of functional documents by examining the sequence of information and procedures and by the anticipation of possible reader misunderstandings

10.2.4 – Evaluate the credibility of an author's argument or defenses of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone

11.2.1 – Analyze the features and rhetorical devices of different types of public documents and how authors use these features and devices

12.2.4 – Critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims

## **Lesson Overview**

The teacher will work with the National Park Service in providing a better understanding of World War II in the Pacific theater. The teacher will coordinate a fieldtrip to the T. Stell Newman Visitor Center to facilitate a meaningful and engaging experience. This unit prepares students for an educational experience at the Visitor Center or a historical site, includes a visit by a Park Ranger into the classroom to discuss the goals and mission of the War in the Pacific National Historical Park, and engages students in active critical thinking activities during and after the fieldtrip.

This lesson was created by the Pacific Historic Parks and is intended as a component of a World War II curriculum unit in a Social Studies or Language Arts/Reading classroom. In this lesson, students will examine primary source images from World War II. They will learn about what happened in Guam during World War II and understand how life dramatically changed for the Chamorros as a result of the war. Students will also identify the purpose of propaganda,

analyze primary sources documents with an understanding of various propaganda techniques, and recreate propaganda posters or a commercial on World War II or on a currently debated issue.

## Lesson Objectives

In this lesson, students will be able to:

- Identify various propaganda techniques
- Evaluate effective propaganda techniques
- Understand the events of the Pacific Theater of World War II
- Understand the experiences of the people living in Guam during World War II
- Analyze primary source documents
- Create propaganda and apply what they have learned in class and the Visitor Center

## Textbooks/Materials/Resources

- T. Stell Newman Visitor Center
- Propaganda Techniques Handout
- *Liberating Guam: The U.S. Comes Back* video
- *Liberating Guam: The U.S. Comes Back* video companion guide
- The Power of Persuasion Worksheet
- Rubric for Making Your Own Propaganda

## Procedures

### Pre-Fieldtrip Activities:

1. Teacher will call or visit the T. Stell Newman Visitor Center and arrange for a fieldtrip with a Pacific Historic Parks representative. The *Education on Wheels* program allows teachers to apply for free busing. Curriculum materials are also free of charge and available ready-to-use for the classroom, provided by the Pacific Historic Parks Education Specialist. Teachers can work with the Education Specialist on how to cater the fieldtrip to fit in their curriculum. Also at this time, the teacher will arrange for a War in the Pacific National Historical Park Ranger for a pre-site classroom visit. Park Rangers and/or the Education Specialist always look forward to visiting classrooms and speaking with students. There are a variety of classroom activities that Park Rangers can provide, such as an introduction of concepts about the National Parks, audio-visual programs, and hands-on materials.
2. Classroom Anticipatory Set: In class, the teacher will ask students what kind of commercials they have seen on television or heard on the radio. Teacher will pose the question: *Why do you think is the purpose of commercials? What kind of techniques do you think commercials use?*

3. Teacher passes out the **Propaganda Techniques Handout** and goes over it with students. Teacher emphasizes the meaning of propaganda.
4. Students will break into small groups and identify commercials they have seen that use each of these techniques. The teacher will pose the question: *How do these advertisements get you to invest in their products? In what ways are these techniques effective?* Students share with the rest of class their ideas.
5. Teacher will inform students that they will go to the T. Stell Newman Visitor Center to examine propaganda posters that were produced by the United States government during World War II.
6. Teacher then will show the film, **Liberating Guam: The U.S. Comes Back**. A companion video guide worksheet is available for students to fill out as they watch the film. This 30-minute video depicts the pre-war lifestyles of the Chamorros, the invasion and occupation of Guam by Japan (1941-1944), and the retaking of the island by the United States Armed Forces. Pacific Historic Parks will give a free VHS copy of this film to teachers.
7. A National Park Service Ranger will visit the classroom to discuss the goals and mission of the War in the Pacific National Historical Park. They may also inform students what to expect at the Visitor Center and/or the historical site they will be visiting.

#### Field Trip Activities:

1. Teachers will give the students **The Power of Persuasion Worksheet** at the T. Stell Newman Visitor Center.
2. Students will work in pairs in completing the worksheet by watching the “Selling the War” video and identify the propaganda posters present on the exhibit panel walls.
3. Park Ranger will escort students to and provide a supplemental World War II educational program at one of the War in the Pacific National Historical Park sites.

#### Post-Field Trip Activities:

1. Students will have two choices:
  - Option #1: Create a propaganda poster that utilizes at least four of the propaganda techniques. This assignment will be done individually.
  - Option #2: Film, edit, and construct a brief 30-second commercial that utilizes at least four of the propaganda techniques. This assignment will be done in groups no larger than 3 students.

For both projects:

- Students can create a propaganda poster or commercial that deals with World

- War II
- Students may also create a propaganda poster or commercial on a current issue in the world, or a local issue that may affect them in their daily lives (i.e. usage of uniforms in public schools, the military build up, controversy surrounding Pagat Cave, proper use of marine preserves)
- Teacher will use the **Rubric for Making Your Own Propaganda** to grade students

## Assessment/Evaluation

- Creation of a Propaganda poster or commercial based on the **Making Your Own Propaganda** criteria rubric
- Completion of worksheet of **Liberating Guam: The U.S. Comes Back** video companion guide
- Completion of the Power of Persuasion Worksheet

## Wrap-Up/Closing Activity

- Students will present their propaganda poster and explain the various techniques they used.
- Teacher may place student work on a bulletin board outside or inside the class.

## References/Additional Resources

- This lesson plan is provided by the Pacific Historic Parks, a non-profit organization that supports and funds educational materials, museum exhibits, and interpretive programs for four National Parks throughout the Pacific. For more information about curriculum development in the War in the National Pacific Historical Park, please contact the Pacific Historic Parks Education Specialist at [jzapanta@pacifichistoricparks.org](mailto:jzapanta@pacifichistoricparks.org) or call (671) 477-7278 (Ext 1015). You may also visit or write to 135 Murray Street, Suite 100 Hagatña, Guam 96910.
- The T. Stell Newman Visitor Center is located at the former Army Reserve, near the Naval Station Guam front gate. They are open from 9:00 am to 4:30 pm from Monday through Sunday, except for Thanksgiving, Christmas, and New Years Day. The Information Desk can be contacted at (671) 333-4050.