

WORLD WAR II PROPAGANDA AND JAPANESE AMERICANS - LESSON PLAN

Essential Question

How did American propaganda during World War II affect public sentiment toward Japanese Americans?

TOPIC: Propaganda and Japanese Americans During World War II

GRADE LEVEL: 9-12

TIME: 60 minutes

OBJECTIVE:

Students will identify **propaganda techniques** on anti-Japanese posters distributed to the American public during World War II, and they will draw conclusions about the **power of words and images in influencing public sentiment**.

RESOURCES NEEDED:

1. Students need a pen or pencil
2. White board and projection equipment to show film (from Internet)
3. **Appendix A:** Obamacare Ad
4. **Slideshow** on Propaganda Techniques by Go For Broke National Education Center
5. Instructional film, "Propaganda Techniques," 1949, 10 minutes
<https://archive.org/details/PropagandaTechniques>
6. **Appendix B:** WWII anti-Japanese poster, "This is Your War!"
7. **Appendix C:** WWII anti-Japanese poster, "We'll Finish the Job!"
8. **Appendix D:** WWII anti-Japanese poster, "Don't Save His Face!"
9. **Appendix E:** WWII anti-Japanese poster, "Jap Trap"
10. **Appendix F:** WWII anti-Japanese poster, "Keep This Horror From Your Home"
11. **Appendix G:** WWII anti-Japanese poster, "Let's Blast 'Em Japanazis!"
12. **Appendix H:** WWII anti-Japanese poster, "What are YOU going to do about it?"
13. **Appendix I:** WWII anti-Japanese poster, "If you worked as hard and fast as a Jap"
14. **Appendix J:** WWII anti-Japanese poster, "Murder in Cold Blood"
15. **Appendix K:** WWII anti-Japanese poster, "The Navy Needs Ships to Avenge Pearl Harbor"
16. **Appendix L:** WWII anti-Japanese poster, "Work! To Set 'Em Free!"
17. **Appendix M:** *Seattle Star* newspaper front page, July 26, 1919
18. **Appendix N:** Motion Picture Analysis Guide
19. US Government film, "Japanese Relocation," 9 minutes,
<https://www.youtube.com/watch?v=ja5o5deardA>

HISTORICAL CONTEXT:

Anti-Japanese sentiment in the United States was evident in the period from the early 1900s through World War II but became especially prevalent after the bombing of Pearl Harbor. The **choice of words and images used** in journalism and the media were important factors in **influencing American attitudes toward Japanese Americans**, even helping to justify their forced removal and incarceration during the war.

SYNOPSIS:

Students will learn about propaganda techniques and examine their application to anti-Japanese posters distributed to the American public during World War II. In small groups, they will evaluate the effects of words and images on the behavior of the target audience and examine these influences on public sentiment. In enrichment activities, students will be encouraged to examine propagandist literature and posters of various historic periods and to incorporate their knowledge of propaganda into creative projects.

INSTRUCTIONS TO THE TEACHER:

“The Hook”: (Students can bring in ads or campaign literature as a homework assignment before this lesson. See #7 below).

1. Show students the Obamacare advertisement in **Appendix A**.
2. Ask the class to study the ad for about 30 seconds to 1 minute, then discuss:
 - **What do you notice?**
 - **What do you think?**
3. Tell students that this ad is an example of PROPAGANDA. Ask them what they think PROPAGANDA means [trying to persuade people to believe something, do something, or buy something].
4. Show students some universal techniques in the PROPAGANDA TECHNIQUES slideshow created by Go For Broke National Education Center. (Included file: [PROPAGANDA TECHNIQUES.pptx](#))
 - As the students watch the presentation, one student should write the (8) terms on the board. The terms should be visible to the students for a later activity.
 - Quickly review the 8 terms—the name of the technique and an example—before moving on.
 - Ask students, **“What type of propaganda technique is used in Appendix A (Obamacare ad)?”**
5. Before showing the educational film on propaganda techniques, (**Resources #5**) tell them:
 - The film is short—10 minutes.
 - It was made in 1949 but listen for the content.
 - Though attire, hair styles and manner of speaking are different, observe the propaganda techniques described in the film and the examples used.
 - Be prepared to discuss how these propaganda techniques compare with the slideshow (#4 above).
6. View the instructional film made in 1949 by Coronet Instructional Films, 10 minutes, <https://archive.org/details/PropagandaTechniques>
7. After the film, discuss:
 - **What conclusion(s) can you make about propaganda techniques?**
 - **Applications to ads today? (could be homework).**
[Note: students can share the ads they’ve brought and discuss them now.]
8. Review the propaganda techniques/terms quickly before moving onto the next step.
9. **Important:** Explain that the use of the term, **“Jap,” is derogatory with negative connotations from World War II.**
10. Show students an American poster from World War II, **Appendix B (“This is Your War!”)**.
 - Go over questions 1 through 4 on the page (same on each page with a poster).
 - Ask students how this poster achieves its purpose.
 - Which propaganda technique(s) apply?
11. Divide the class into small groups.
12. Assign each group a poster (**Appendices C thru L**).
 - They work together to answer the four questions for their poster.
 - Assign a time limit (~ 5-7 minutes).
13. After small group poster analysis, display the posters on the board (or electronic images).
14. Invite a student from each group to share the group’s findings with the entire class.
Note: Or Gallery Walks might be effective, <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/gallery-walk-teaching-strateg>
15. After all posters have been analyzed, ask the class:
 - **If you were an adult during the 1940s and saw these kinds of posters, what would you think?**
 - **What would you think if you saw them today?**
 - **What other ethnic groups were targeted in these kinds of World War II posters?**
 - **If the US Government decided back then to round up all people of Japanese ancestry and put them away for the duration of the war, do you think the majority of Americans would have felt this was the right thing to do? Why or why not?**
 - **What conclusions would you make about these posters?**

16. Show students **Appendix M**, a newspaper headline. Encourage **Think-Pair-Share**: thinking about the newspaper headline, discussing it with a partner, then sharing with the class, (<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#tabs>)
- **What do you notice?**
 - **What do you think?**
 - **Was this headline justified? Read about the owner/publisher during the 1900s,** https://depts.washington.edu/civilr/Japanese_restriction.htm
 - **Extension:** What happened to the people of Japanese ancestry in Seattle during the war, most of whom were American citizens?
17. To conclude this lesson, ask students the Essential Question, **“How did American propaganda affect public sentiment toward Japanese Americans during World War II?”**
- **What do you think about propaganda?**
 - **What are the powers of words and images in communication?**
18. **What are some guidelines to keep in mind when you are looking at propaganda?**
- Weigh facts; get all the facts
 - Know the purpose behind the propaganda/message
 - Judge the purpose and the technique

IF TIME PERMITS:

19. Show the US Government film, “Japanese Relocation,” 9 minutes, <https://www.youtube.com/watch?v=ja5o5deardA>.
Examine the propaganda techniques used in this 1942 film.
Note: This was shown to the public to justify the incarceration of Japanese Americans during the war.
20. Distribute **Appendix N** Motion Picture Analysis Guide and read the top portion with them. Students are to identify the propaganda techniques and provide explanations as they complete the sheet.
21. Some background information about the camps might be helpful before film viewing:
- See the www.goforbroke.org website, under LEARN > CLASSROOM > BOOT CAMP narratives. “Executive Order 9066” and “Incarceration Camps” should be helpful.
 - Show the 16 minute film, “The Untold Story of Japanese Americans During WWII,” narrated by George Takei, <https://www.youtube.com/watch?v=p8ZvhUcHrQU>.
 - Daniel Inouye’s oral history: http://www.goforbroke.org/learn/archives/oral_histories_videos.php?clip=13702
Go to **7:03 minute mark, through 8:43 minute mark**
And we thought, wow, here's a military camp because it looks just like our camp. Wooden barracks. And this one had a tall fence around, barbed wire fence. And unlike our area, there were machine gun towers at certain intervals. And you could see somebody up there handling a gun. But when we got closer and we turned into it, then we began to realize what was happening. The men who were manning the guns were Caucasian men. They were military people. At that time, the military was in charge, the Army. They had rifles with bayonets... But then we trooped in into the camp, and there you could see men and women and children of Japanese ancestry. And we realized we were in a camp of some sort, a prison camp or something like that, because why else would they have these machine gun towers.
--Daniel Inouye

ENRICHMENT

- Create a more current version of the 1949 instructional film on propaganda techniques.
- Create an instructional lesson on propaganda techniques used in the 1942 US Government “Japanese Relocation” film.
- Examine the propaganda posters of Nazi Germany and Imperial Japan during World War II.
- Compare and contrast propaganda posters of different countries during World War II.
- Examine the propaganda techniques used in past American elections.
- Examine propaganda literature/posters in American history directed against ethnic groups in the US.
- Create an advertisement of some product using one of the techniques presented in the lesson.

COMMON CORE STATE STANDARDS (CCSS): English Language Arts Standards >> History/Social Studies - Grades 11-12

“Key Ideas and Details”

RH.1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

“Craft and Structure”

RH.4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

HISTORICAL THINKING

Historical Thinking Standard 2: The student comprehends a variety of historical sources.

Historical Thinking Standard 3: The student engages in historical analysis and interpretation.

Historical Thinking Standard 5: The student engages in historical issues-analysis and decision-making.

US Era 8 – The Great Depression and World War II (1929-1945)

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS: COLLEGE, CAREER & CIVIC LIFE BY THE END OF 12TH GRADE

“Participation and Deliberation”

D2.Civ.7 – Apply civic virtues and democratic principles when working with others.

“Change, Continuity, and Context”

D2.His.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

“Perspectives”

D2.His.4 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5 – Analyze how historical contexts shaped and continue to shape people’s perspectives.

D2. His.7 – Explain how the perspectives of people in the present shape interpretations of the past.

“Historical Sources and Evidence”

D2.His.11 – Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

Appendix A
Obamacare Ad

Courtesy of the US Government

<http://i.ytimg.com/vi/lrkdx5iB0S0/sddefault.jpg>



APPENDIX B

Courtesy of the National Archives and Records Administration

<http://commons.wikimedia.org/wiki/File:PropagandaNaziJapaneseMonster.gif>



1. Describe the imagery in the poster (colors, characters, expressions, images, words).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

Appendix C

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:%22Jap...You%27re_Next%5E_We%27ll_Finish_the_Job%22_-_NARA_-_513563.jpg



1. Describe the imagery in the poster (colors, characters, expressions, images, words).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX D

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:%22Don%27t_Save_His_Face%5E_Every_Blow_Counts_in_the_Battle_for_Production.%22_-_NARA_-_514160.tif#/media/File:%22Don%27t_Save_His_Face%5E_Every_Blow_Counts_in_the_Battle_for_Production.%22_-_NARA_-_514160.tif



1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX E

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:%22Jap_Traps%22_-_NARA_-_515862.jpg



1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX F

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:Keep_this_Horror_From_Your_Home._Invest_10_Percent_in_War_Bonds_Back_Up_our_Battleskies%5E - NARA - 534105.tif



1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX G

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:%22Let%27s_blast%27em_Japanazis_Buy_war_stamps_here_now%22_-_NARA_-_514862.tif

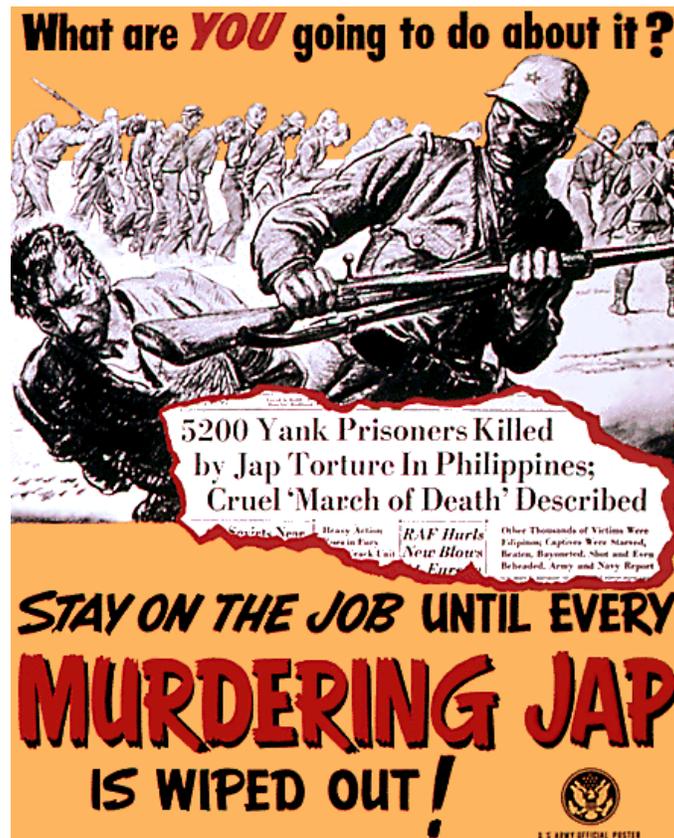


1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX H

http://commons.wikimedia.org/wiki/File%3AAnti-Japan2_original_scan.png

Courtesy of the Office of War Information.

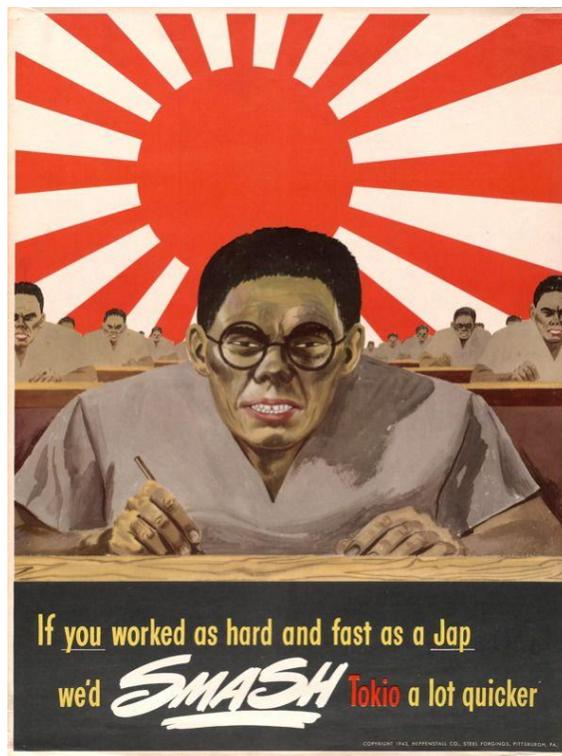


1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX I

Courtesy of the National Archives and Records Administration

[http://commons.wikimedia.org/wiki/File:%22If_You_Worked_as_Hard_and_Fast_as_a_Jap%22
- NARA - 514597.tif](http://commons.wikimedia.org/wiki/File:%22If_You_Worked_as_Hard_and_Fast_as_a_Jap%22_-_NARA_-_514597.tif)

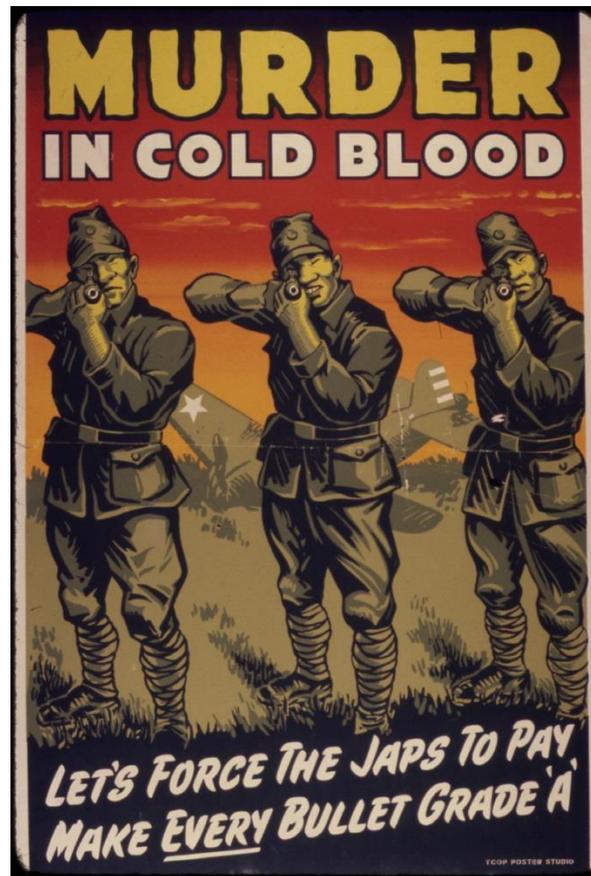


1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX J

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:Murder_in_cold_blood. Let%27s force the Japs to pay. Make every bullet grade %60A%27. - NARA - 534789.tif

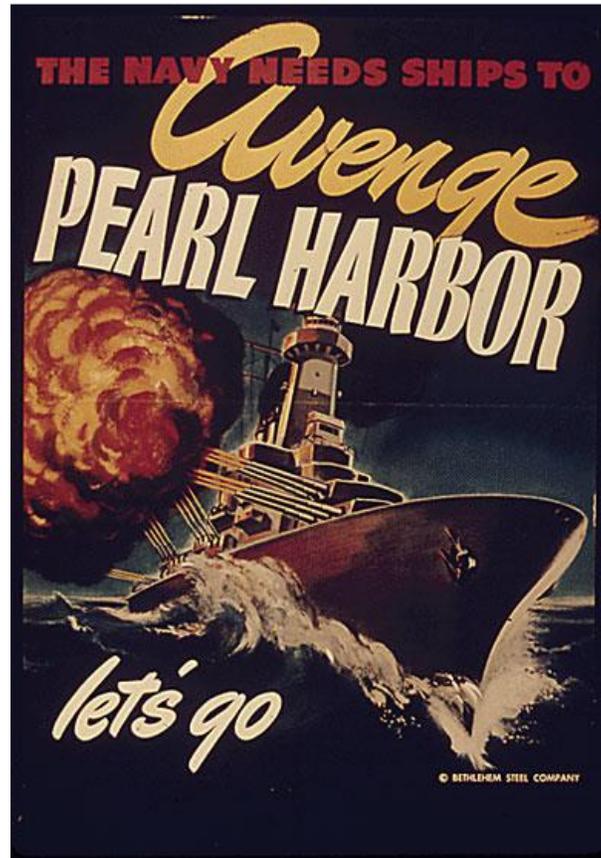


1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX K

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:THE_NAVY_NEEDS_SHIPS_TO_AVENGE_PEARL_HARBOR_-_NARA_-_515627.jpg

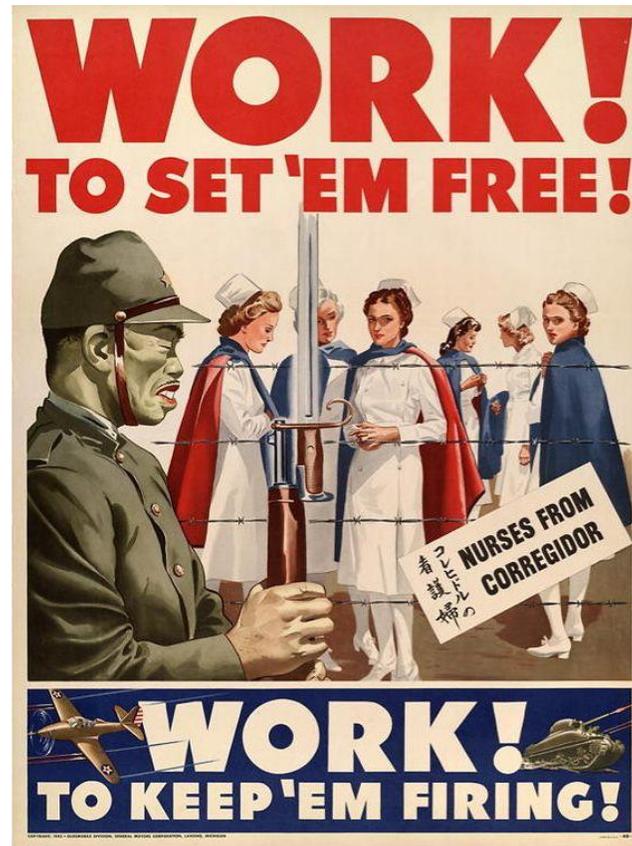


1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX L

Courtesy of the National Archives and Records Administration

http://commons.wikimedia.org/wiki/File:Work_to_Set_'em_Free%5E - NARA - 534330.jpg



1. Describe the imagery in the poster (colors, characters, expressions, images, words, symbols).
2. What propaganda technique is used?
3. Explain why.
4. What is the purpose of this poster? What does it want the reader/people to do?

APPENDIX N
MOTION PICTURE ANALYSIS GUIDE

Directions: Watch the film at <https://www.youtube.com/watch?v=ja5o5deardA>

1. Who created the film?	
2. What is the title of the film?	
3. Why was the San Pedro community such a concern?	
4. What are some propaganda techniques used in this film? (See chart below). Explain.	

COMMON PROPAGANDA TECHNIQUES

GLITTERING GENERALITIES	Links to a POSITIVE SYMBOL through vague, loaded words and values	“patriotic” “democratic” “loyal”
TRANSFER	SUGGESTS ASSOCIATION with something positive or negative	Political candidate holding an American flag
NAME CALLING	ACCUSATIONS ; negative words or labels	“terrorist” “radical”
CARDSTACKING	Tells an INCOMPLETE STORY ; leaves out key facts	“9 out of 10 doctors recommend this”-- What kind of doctors?
TESTIMONIAL	Endorsed by highly regarded or FAMOUS PERSON	A doctor promoting a medicine; an athlete promoting a sports shoe
PLAIN FOLK	Endorsed by the COMMON MAN , just like you	A busy mother promoting laundry soap
BANDWAGON	Use of PEER PRESSURE to act; join so you’re not left out	We can do it!
FEAR	Uses THREAT ; something terrible will happen unless you act	Buy war bonds or we will lose the war