

# Deer Valley Unified School District



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## Boulder Creek High School CTE & Academic Integration



Team Leader: Michelle Coots  
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**CTE Course: Graphic Design (Intro, Intermediate and Advanced)****Academic Course(s): American / Arizona History; French 1-2, 3-4, 5-6****Unit Name: World War II Propaganda**

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**Lesson Name: "Your Turn to Join the War Effort" – A Lesson in WWII Propaganda****Lesson Synopsis:**

1. Students will learn how propaganda was used by the Allies in their fight against Nazi Germany during World War II.
  - a. American / AZ History students will study the American use of propaganda
  - b. French students will study the French Resistance use of propaganda
  - c. Graphic Design students will study the "look and feel" of propaganda from both the French Resistance and American points-of-view.
2. Students in the American / AZ History and French classes will create their own version of American or French WWII propaganda.
3. Students in the Graphic Design classes will re-create the products developed in the American / AZ and French classes, using the "look and feel" of the propaganda products of the World War II time period.

**Time Frame:***CTE course*

8 Hours

*Academic Course(s)*10 Hours

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**Objectives:***CTE course***Graphic Design**

- Student will analyze the impact of Allied propaganda used during WWII
- Student will re-create propaganda products created by the American / AZ History and French classes using the "look and feel" of the propaganda products created during World War II.

*Academic Course(s)***American / Arizona History**

- The Student will describe the impact of American involvement in World War II
- Student will analyze the impact of propaganda on the U.S. homefront during WWII
- Student will create their own version of an American propaganda poster during WWII demonstrating the effect and impact the posters had on the American public

**French 1-2, 3-4 & 5-6**

- Student will analyze the impact of propaganda used by the French Resistance during WWII
- Student will create their own version of a French Resistance propaganda poster during WWII demonstrating the effect and impact the posters had on the American public

**Standards:***CTE course***Graphic Design**

4.0 PRACTICE EFFECTIVE COMMUNICATION SKILLS FOR THE GRAPHIC COMMUNICATIONS WORKPLACE

11.0 EXPLORE MARKETING PRINCIPLES FOR GRAPHIC COMMUNICATIONS OPERATIONS

35. B. CREATE COMPUTER GRAPHICS

*Academic Course(s)***American / Arizona History**

S1C8PO2 Describe the impact of American involvement in World War II; c. Homefront transformations

**French 1-2, 3-4 & 5-6****Communication:**

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

**Culture:**

4FL-D2. Experience, discuss and analyze expressive products of the culture including selections from various literary genres and the visual arts.

4FL-E3. Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems.

**Bloom's Taxonomy**

- Knowledge  
 Comprehension

- Application  
 Analysis

- Synthesis  
 Evaluation

**Resources & Materials:***CTE course***Teacher**

Propaganda PowerPoint with examples (Graphic Design Version)  
 Propaganda poster activity directions

**Students**

Propaganda Notes  
 American / AZ & French classes' finished propaganda products  
 Adobe Photoshop CS3  
 Adobe Illustrator CS3

*Academic Course(s)***Teacher**

Propaganda PowerPoint with examples (American / AZ History Version)  
 Propaganda PowerPoint with examples (French Resistance Version (in French))  
 Propaganda poster activity directions

**Students**

Propaganda Notes  
 8 1/2" x 11" Construction Paper for Poster  
 Markers/Crayons

**Prerequisite Learning:**

*CTE course*

Graphic Design fundamentals  
Basic Adobe Photoshop CS3 knowledge  
Basic Adobe Illustrator CS3 knowledge  
Background history on the U.S. Homefront during WWII

*Academic Course(s)*

Background history on the U.S. Homefront during WWII

**Learning Structures/Strategies****CTE Course: Graphic Design****Set for Interest**

Describe your favorite commercial. Explain why its your favorite.

**Input/Modeling**

- Showing the examples of actual WWII propaganda poster
  - What are your thoughts, comments (Discussion)
- Explain the different types of propaganda used and reasoning
- Explain how to examine propaganda posters and understand their objective during the war
- Show example of previous year idea and explain the students objective for their assignment

**Check for Understanding**

Class discussion on the objectives of propaganda

**Guided Practice**

Examples of Propaganda posters

**Independent Practice**

Students in the Graphic Design classes will re-create the products developed in the American / AZ and French classes, using the "look and feel" of the propaganda products of the World War II time period

The end product of the propaganda poster

**Closure**

Presentation of the three most effective messages/posters to other class: French, Graphic Design, American History.

**Assessment**

The end product of the propaganda poster.

**Learning Structures/Strategies****Academic Course: American / Arizona History****Set for Interest**

Describe your favorite commercial. Explain why its your favorite.

**Input/Modeling**

- Showing the examples of actual WWII propaganda poster, what are your thoughts, comments (Discussion)
- Explain the different types of propaganda used and reasoning
- Explain how to examine propaganda posters and understand their objective during the war
- Show example of previous year idea and explain the students objective for their assignment

**Check for Understanding**

Class discussion on the objectives of propaganda

**Guided Practice**

Examples of Propaganda posters

**Independent Practice**

The end product of the propaganda poster

**Closure**

Presentation of the three most effective messages/posters to other class: French, Graphic Design, American History.

**Assessment**

The end product of the propaganda poster.

**Learning Structures/Strategies****Academic Course: French 1-2, 3-4 & 5-6****Set for Interest**

Students discuss their favorite commercial and why they prefer it.

**Input/Modeling**

The modeling will be the examples of propaganda posters from the French Resistance.

**Check for Understanding**

The checking of understanding will be done in class discussion and the end product of the propaganda poster.

**Guided Practice**

The analysis of propaganda posters from the German occupation period.

**Independent Practice**

The homework assignment is the independent practice for the student.

**Closure**

The closure will be the presentation of the three most effective messages to the whole class and the students will vote which is the best of the three.

**Assessment**

The assessment is the poster assignment.