

A Timeline Of Militarism And Children in WAR AND MILITARISM

It is assumed that the students will have already studied the propaganda tools presented in Focus on Propaganda 3.2.

Divide the class into 4 groups:

- WW I (slides 3 – 15)
- WW II (slides 17 – 31)
- Cold War (slides 33 – 45)
- Today's Issues (slides 46 – 56) Note: These slides are not posters and only minimally use propaganda techniques.

The task of each of the first three groups is to make a presentation to the rest of the class on the material presented in its section. These three presentations will summarize the timeline of the ways in which militarism has entered the world of childhood over these three periods.

- What does your timeline section say about the role of militarism in the role of children's lives during that period? This is your thesis.
- Select and present 4 or 5 of the images from your timeline section which best support this thesis and which have NOT been previously studied in class.
- As you present these images, lead a discussion about each of them.
Consider:
 - Purpose, audience and author:
 - What is the purpose of this poster or visual aid? What is its message?
 - Who is the audience?
 - Why is it important to deliver this message at this point in time?
 - How does the poster or visual aid communicate its message? Consider use of language (the 7 propaganda techniques), colour, images and symbols.
 - What does the poster or visual aid suggest about the audience's beliefs and values?
 - Evidence, support and outcomes:
 - Are there specific details in the poster or visual aid? If so, are these details verifiable and believable?
 - What emotion is the creator hoping to elicit?
 - What outcomes may occur if the audience is persuaded by this message?
 - Overall impression and conclusions:
 - Summarize the overall impression of this message.
 - Think about the propaganda techniques used in each poster or visual aid. Find and share examples in modern advertising that use the same techniques.
 - Return to your thesis and remind your audience how these images provide proof.