

KOREAN WAR PROPAGANDA

GRADES: 9-12

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SUBJECT: World History

TIME REQUIRED: One class period

OBJECTIVES:

1. Students will define propaganda.
2. Students will learn to distinguish between propaganda, education, indoctrination, and objective news.
3. Students will use critical thinking skills to analyze propaganda posters from the Korean War and determine their country origin and purpose.

STANDARDS:

NCSS Standards:

Standard 5: Individuals, Groups, and Institutions

Common Core Standards:

SL 1 Initiate and participate effectively in a range of collaborative discussions.

SL 2 Analyze the main ideas and supporting details presented in diverse media and formats

SL 4 Present information, findings and supporting evidence clearly, concisely, and logically....

RH 7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem

MATERIALS REQUIRED:

- Pictures of Propaganda Posters from WWII
- Types of Propaganda Handout #1
- Set of Korean War Propaganda Posters and Leaflets- one set needed for each student group
- Analysis Questions/ Chart Handout #2

BACKGROUND:

This lesson is geared toward a World History class and should be taught after the class has already covered the history and major events of the Korean War. In the scope and sequence of most World History courses, students will have already covered WWII. This will be helpful for the opening activity of this lesson which introduces war propaganda through the use of WWII propaganda posters. Propaganda is the use of ideas, facts, or allegations spread deliberately to further one's cause. Beginning mainly with WWI, countries started using propaganda posters and leaflets to either build up morale for the war or try to change the opinion of their opponents. Propaganda posters and leaflets were also strongly used in WWII. This lesson focuses on propaganda during the Korean War. Both North Korea, supported by the Soviet Union and China, and South Korea, supported by the United Nations, used propaganda posters and leaflets.

There are various types of propaganda used during wartime such as demonization, name-calling, emotional appeals, half-truths or lies, and emotional visual symbols. (see handout #1 for more specific definitions)

PROCEDURE:

1. Opening activity- Have students describe an advertisement in a magazine or a commercial on television. Discuss with students their advertisement or magazine. Ask students why they chose the ad. Ask students what is the purpose of the ad or commercial.
2. Have students brainstorm with a partner- Why would countries use propaganda during war?
3. Give a brief lecture on the definition of propaganda and the types of propaganda. (use Handout #1) Explain how propaganda can be biased
4. Show some examples of propaganda from WWII. This link to the National Archives shows some great examples of WWII propaganda. (http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html) Discuss some of the posters with the class. Ask students what is the goal of these posters? What type of propaganda is being used?
5. Review with students the two sides during the Korean War and supporting countries.
6. Next, divide students into small groups of 2-3. Each group will be given a few pictures of Korean War propaganda to analyze, and each group will have Handout #2.
7. Each group will analyze their propaganda posters/leaflets and will fill in Handout #2 together.
8. There are numerous propaganda posters/leaflets from both sides during the Korean War at (<http://faculty.kirkwood.edu/ryost/koreanleaflets.html>) Use this website to print out different posters/leaflets for each group.
9. Once students have worked in small groups to analyze the propaganda posters/leaflets, have students share some of their findings with the whole class.
10. As a whole group ask the following questions:
 - Which of your posters/leaflets would have been the most persuasive for a soldier in the Korean War? Explain why.
 - Why were these posters/ leaflets used during the Korean War?
 - What were both sides trying to accomplish with this propaganda?

EVAULATION:

Students will be assessed on the written completion of Handout #2. Teachers may also assess students on their participation in the classroom discussion portion of the lesson plan.

ENRICHMENT:

Students may create their own Korean War propaganda posters and/or leaflets.

Students may analyze bias in descriptions of the Korean War from various textbooks, websites, and non-fiction books.

Students may complete research on American propaganda used during the War in Iraq.

RESOURCES:

“Korean War Propaganda Leaflets: 1950-1953”

<http://faculty.kirkwood.edu/ryost/koreanleaflets.html>

“The National Archives: Powers of Persuasion: Poster Art from World War II”

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html

“Teacher’s Curriculum Institute”

<http://teachtci.com>

HANDOUT #1 (from Teacher's Curriculum Institute)

Common Tools used in Wartime Propaganda

Demonization: This tool involves portraying the enemy as purely evil, menacing, murderous, and aggressive. The propagandist attempts to remove all confusion and ambiguity about whom the public should hate. The enemy may be portrayed as a hairy beast or the devil himself. This tool becomes more powerful when the enemy can be blamed for committing atrocities against women, children, or other noncombatants.

Emotional Appeals: This tool involves playing on people's emotions to promote the war effort. Since the strongest emotion is often fear, propagandists create their work based on the premise that the more frightened a person is by a communication, the more likely he or she is to take action. Thus, propagandists are careful to explain in detail the action that they want the consumer of the propaganda to carry out.

Name Calling: This tool involves using loaded labels to encourage hatred of the enemy. Labels like "Commiss, Japs, and Huns" reinforce negative stereotypes and assist propagandists in demonizing the enemy.

Patriotic Appeals: This tool involves using patriotic language or symbols to appeal to people's national pride.

Half-Truths or Lies: This tool involves deception or twisting the truth. The propagandist may attempt to include some element of truth in the propaganda to make an argument more persuasive. For example, blaming the enemy for complete responsibility for the war and portraying one's own country, as a victim of aggression is a common propaganda tool.

Catchy Slogans: This tool involves using memorable phrases to foster support for the war effort. For example, short phrases like "Remember the Maine!" and "Remember the Alamo!" have been very successful in motivating Americans to strongly support the use of arms against Spain and Mexico.

Evocative Visual Symbols: This tool involves using symbols that appeal to people's emotions – like flags, statues, mothers and children, and enemy uniforms – to promote the war effort.

Humor or Caricatures: This tool involves capturing the viewer's attention through the use of humor to promote the war effort. The enemy is almost always the butt of the jokes used by propagandists.

HANDOUT #2

Poster #	Description of Poster	Type of Propaganda	What was the goal or purpose of this propaganda?	Was Propaganda biased? How?