

Good War/Bad War? *History/Art&Design/Literacy*

LEARNING OBJECTIVES

- To think about how propaganda was used in the war
- To consider a range of different opinions about the war
- To think about how different sources can create a mood or deliver a message
- To create a spoken argument

SKILLS TARGETED

- Critical thinking
- Critical analysis of images
- Relating images to text and meaning
- Writing powerful messages
- Articulating an argument

RESOURCES

- First World War paintings from www.iwm.org
- Recruitment/Propaganda posters from World War One (there are many sources of these on the internet)
- A3 card or paper, writing and drawing materials
- Table for children to enter findings (example included below)

SUGGESTED TIME SCALE

- 1-2 sessions

Step 1

Show the children two very different kinds of images from WW1 and discuss these two different ways of communicating about the war:

Propaganda posters are posters created by the government to encourage support for the war. They show very proud, positive, nationalistic images and ask people to join up and help the war effort.

Protest paintings were painted by artists on the battlefields and gave a very different perspective. They showed the negative side of the war and wanted people at home to understand what was really happening.

Step 2

Ask the children to work in pairs and to choose one propaganda poster and one protest painting to look at. Ask them to:

- Make a list of everything they can see in each picture
- Make a list of the colours used in each
- Identify what stands out? What part of each picture are their eyes drawn to?
- Decide what the message of each picture might be and why they think this?

Step 3

Now each child can choose one picture. Ask "If this picture's message could be written in words, what would it say?" Ask the children to write their message in up to five lines – the words should have the same power as the pictures!

Step 4

Ask the class to stick their picture onto a piece of A3 card or paper and then add their words – on, underneath, above or beside the image.

Step 5

Ask the class to work in small groups to create a scene with the following characters:

One person is arguing for the war, using language and ideas inspired by the propaganda poster.

One person has come back from the war and is trying to explain what it was really like, using language and ideas inspired by the protest painting.

One person is thinking about whether or not to join the army and go to war. They must decide whether to go to war or not.

One person is a family member of the person thinking of joining up. They must decide how they feel about their relative going to war.

Allow groups to report back to the whole class about their feelings and reasoning.

SUCCESS CRITERIA

- Children will understand the opposing meanings of propaganda and protest images
- They will find language appropriate to the message of the images
- They will make use of rich and varied descriptive vocabulary

They will voice an argument or opinion in role



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EXAMPLE OF A TABLE FOR DOCUMENTING OBSERVATIONS OF THE IMAGES

Make a list of everything you can see in each picture:

Picture 1	Picture 2

List the colours used:

Picture 1	Picture 2

What stands out? (which part(s) of the picture are your eyes drawn to? Why?)

Picture 1	Picture 2

What do you think the message of each picture is? How can you prove it?

Picture 1	Picture 2

