Persuasive Writing: Propaganda Posters

Aim: Noting and developing initial ideas, drawing on reading and research where necessary. I can design my own World War II propaganda poster.	**Prior Learning:** Children will have already completed the first Persuasive Writing lesson.	**Resources:** **Lesson Pack** Whiteboards
Success Criteria: I can explain some strategies that made World War II propaganda poster slogans effective. I can write my own catchy slogan. I can choose an effective font, layout and picture to design an effective poster. I can explain how and why I chose to design my poster the way I did.	**Key/New Words:** Persuade, poster, audience, influence, slogan, font, layout, presentation Battle of Britain, propaganda.	**Preparation:** Differentiated **Catchy Slogans Activity Sheet** – 1 per child **Poster Ideas Activity Sheet** – 1 per pair **World War II Posters Pack** as required

Learning Sequence

	Propaganda Review: Children talk for one full minute about propaganda posters during World War II. When the minute is up, they swap roles and the other child has a turn at speaking. Feedback children's responses as a whole class. Check children can remember the key points about the purposes of propaganda posters, and the strategies they used to create effect. *(You may wish to review the information slides from Propaganda Posters Lesson 1).*	
	Slogan Power: Read the slogan on the slide and ask children to think what the slogan is persuading people to do. Share ideas and discuss before showing the full poster to the children on the next slide. Ask them to think of reasons why the poster and slogan is effective. Feedback as a whole class whilst showing and discussing the analysis on the next slide. Can the children add any extra bullets to the list about effective slogans?	
	Catchy Slogans: Children complete the differentiated **Catchy Slogans Activity Sheet.** When they have finished, go through the posters on the slide so they can see how their interpretations matched the actual posters. This will also provide stimulus for when the children move on to creating their own posters. *(These posters are included in the **World War II Propaganda Posters Pack** and can be displayed if required.)* Look for children that are able to match the slogans to their purpose and are able to explain how and why the slogans are effective. ⭐ Children have fewer and easier slogans. ⭐⭐⭐ Children have more slogans (some of which are more ambiguous).	
	My Own Propaganda Poster: Ask children to work in pairs to design their own World War II propaganda poster using the **Poster Ideas Activity Sheet** to provide a checklist of what they need to include. Look for children who can think of their own catchy slogan using some of the strategies they have learnt. Can children combine different elements (e.g. font, pictures, layout) to produce an effective poster?	
	Poster Presentation: Allow time for each pair to present their posters and explain their design choices. *(You may wish to ask the class to vote for the poster which they think is the most effective and memorable).* Look for children who can independently pick out specific elements of the poster and explain why those elements have been included, commenting on the effect produced.	

English

WWII: Battle of Britain

Propaganda Posters

Aim

- I can design my own World War II propaganda poster.

Success Criteria

- I can explain some strategies that made World War II propaganda poster slogans effective.

- I can write my own catchy slogan.

- I can choose an effective font, layout and picture to design an effective poster.

- I can explain how and why I chose to design my poster the way I did.

Propaganda Review

Time Challenge!

Can you speak to your partner for one full minute non-stop about propaganda posters during the World War II?

When the first minute is up, your teacher will start the timer again so your partner can have a turn at speaking too.

Be ready to feedback to the rest of the class.

START

Slogan Power

Propaganda posters often had catchy **slogans.**
A slogan is a short, memorable phrase that is designed to persuade the readers.

MIGHTIER YET!

Every day more PLANES
Every day more PILOTS

What do you think this slogan is designed to do?

What makes the slogan effective and memorable?

Slogan Power

MIGHTIER YET!

Every day more PLANES
Every day more PILOTS

This poster was designed to boots morale during the Battle of Britain.

It informed people that more planes and pilots were ready and able to fight in the battle.

What strategies do you think make the slogan and the overall poster effective?

Work with other children in your group to make a list on your whiteboards.

Slogan Power

The photograph shows the planes flying out together as a united front. They are flying upwards, representing that the RAF is growing more powerful and that it is 'on the up'.

'Every day more...' is repeated for added emphasis and effect.
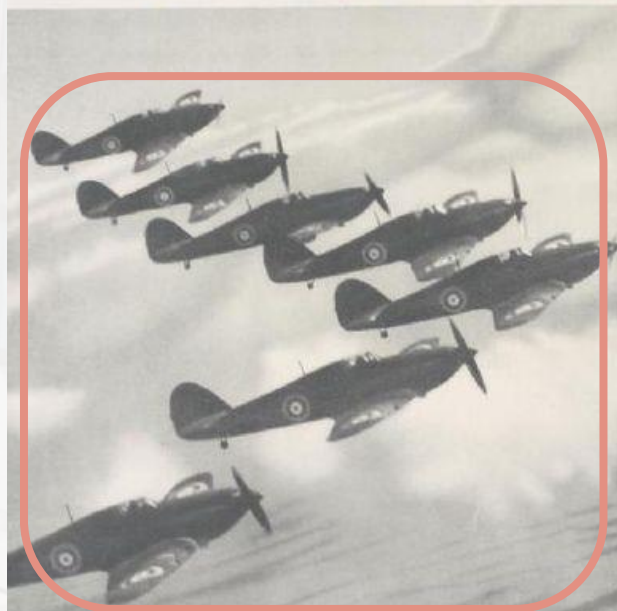
'MIGHTIER YET' highlights that the RAF is growing in strength. It is capitalised to emphasise the significance of this fact and suggest their likelihood of victory.

Alliteration of **p**lanes and **p**ilots.

MIGHTIER YET!

Every day more PLANES
Every day more PILOTS

Slogan Power

Effective strategies for writing a slogan:

rhyme	alliteration
repetition	rhetorical question
appealing directly to the reader	using exclamation marks
using capital letters	humour

Can you add any more?

Catchy Slogans
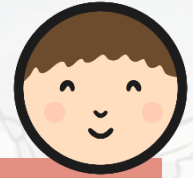
Complete the activities on your **Catchy Slogans Activity Sheet.**

Catchy Slogans

I can design my own World War II propaganda poster.

Each of these slogans are from different World War II propaganda posters.
Write down what you think the poster was designed to persuade people to do or not do.
Next, draw or describe what you think the accompanying picture on the poster might have looked like.

| Slogan	This persuades people to…	I think the poster might have looked like…
GROW YOUR OWN FOOD		
MAKE-DO AND MEND		
CARELESS TALK COSTS LIVES		
KEEP CALM AND CARRY ON		

Which is your favourite slogan? Describe how and why you think this slogan is effective.

Catchy Slogans

I can design my own World War II propaganda poster.

Each of these slogans are from different World War II propaganda posters.
Write down what you think the poster was designed to persuade people to do or not do.
Next, draw or describe what you think the accompanying picture on the poster might have looked like.

Slogan	This persuades people to…	I think the poster might have looked like…
LOOSE LIPS MIGHT SINK SHIPS		
YOUR METAL KEEPS 'EM SHOOTING		
IT'S A FULL TIME JOB TO WIN		
STAND FIRM!		
DIG FOR VICTORY		
TO VICTORY! TOGETHER!		
BE LIKE DAD - KEEP MUM!		

Which is your favourite slogan? Describe how and why you think this slogan is effective.

WE BEAT 'EM BEFORE WE'LL DO IT AGAIN!

Purpose: To persuade people to have faith in the allies' ability to win the war.

Key Question:

Why do you think the figures are shown in increasing shades of grey/black?

WE BEAT 'EM BEFORE
WE'LL
DO IT AGAIN!
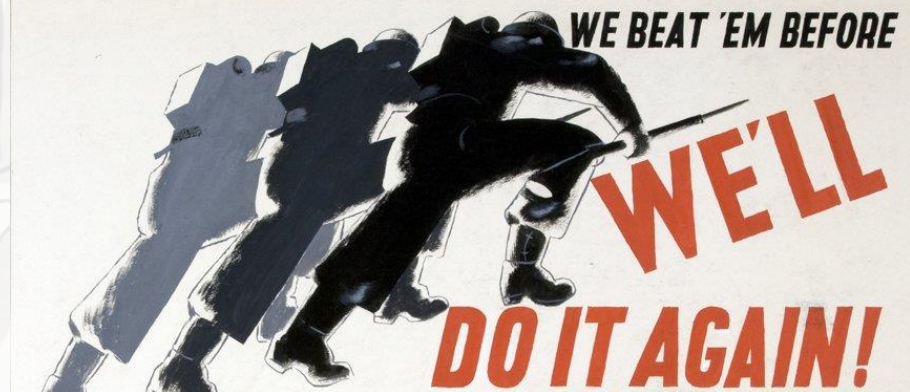
LOOSE LIPS MIGHT SINK SHIPS

Purpose: To persuade people not to gossip about war tactics, which could be overheard by a spy and potentially endanger lives.

MAKE-DO AND MEND

Purpose: To persuade people to repair and 'make-do' with old clothes.

YOUR METAL keeps 'em shooting

Purpose: To persuade people to salvage available metal to be made into weapons.
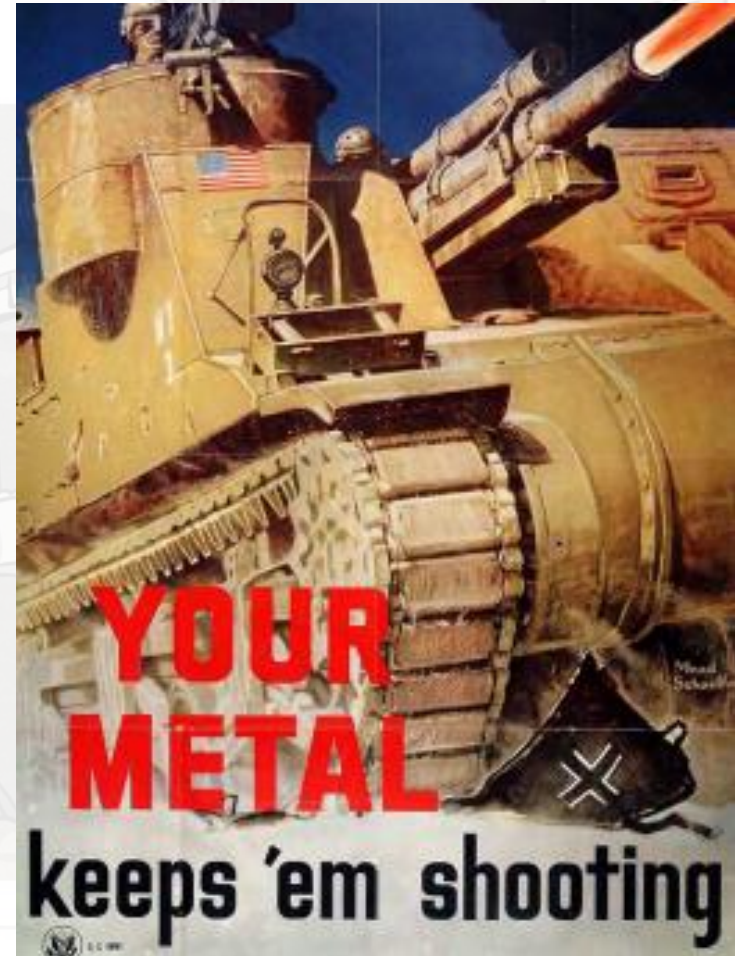
TO VICTORY! TOGETHER!

Purpose: To persuade people that Hitler can be beaten if everyone works together.
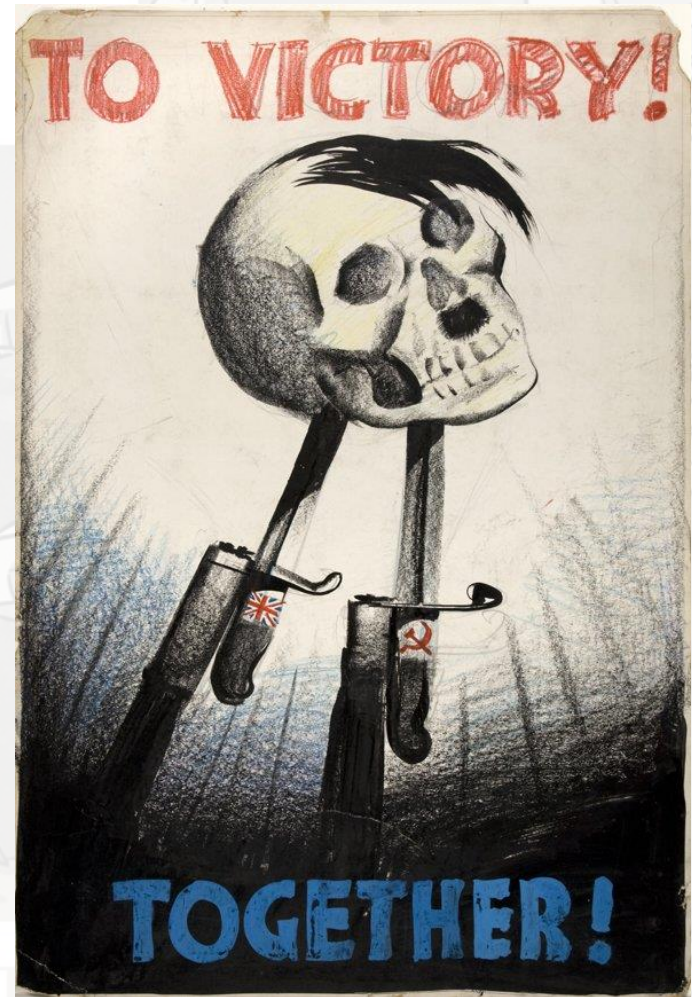
STAND FIRM!

Purpose: To persuade people to be strong and resilient and not give up hope.

Key Question: Why do you think the image of a lion is used?

STAND FIRM!
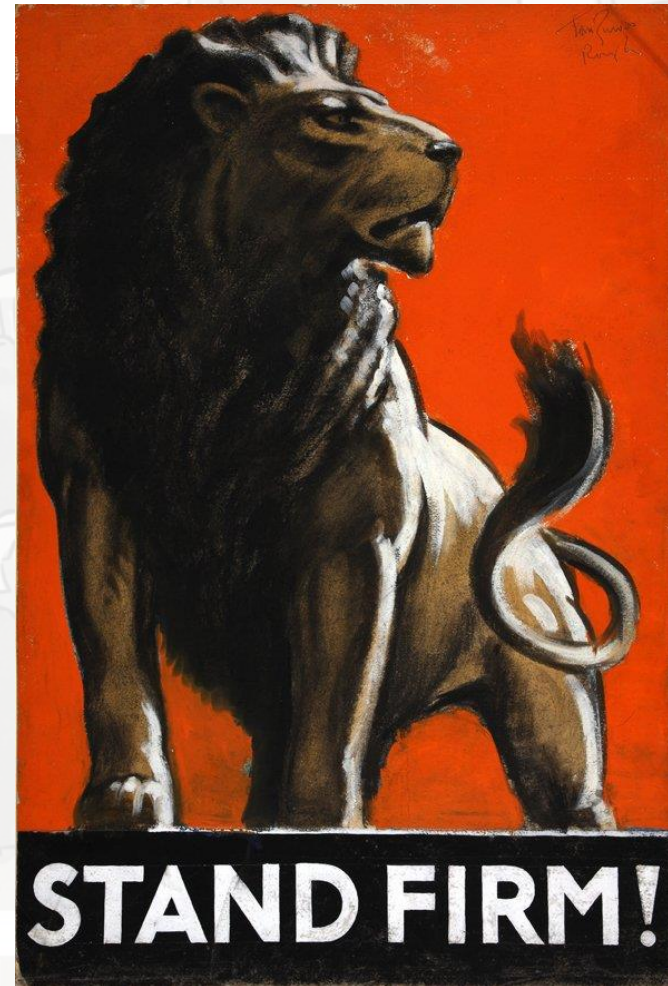
CARELESS TALK COSTS LIVES

Purpose: To persuade people not to gossip about war tactics which could be overheard by a spy and potentially endanger lives.

Key Question: How has Hitler been portrayed?

Why?

CARELESS TALK COSTS LIVES

MR. HITLER WANTS TO KNOW!

He wants to know the unit's name
Where it's going_whence it came
Ships, guns and shells all make him curious
But silence makes him simply Fuehrious
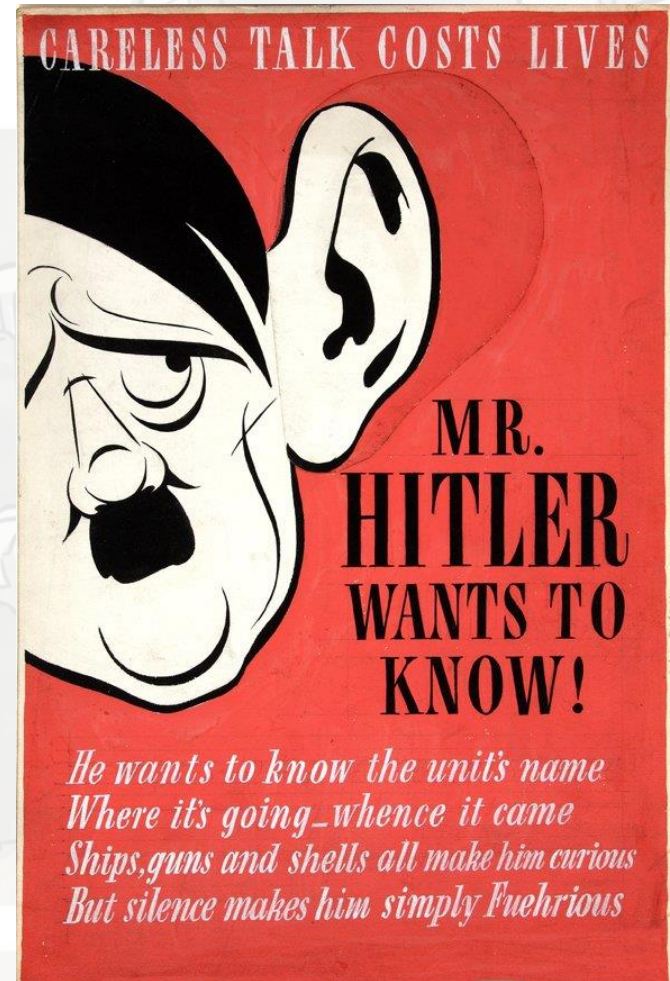
GROW YOUR OWN FOOD

Purpose: To persuade people to be self-sufficient and grow their own food.
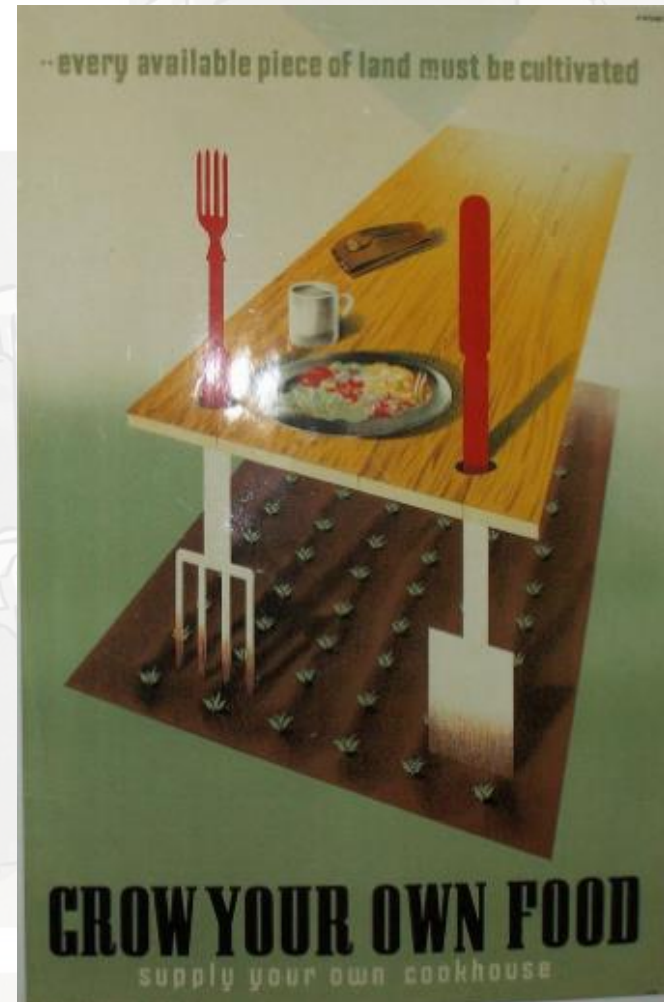
BE LIKE DAD – KEEP MUM!

Purpose: To persuade people not to gossip about war tactics which could give away secrets to undercover spies.

Key Question: What does the phrase 'keep mum' mean?

IT'S A FULL TIME JOB TO WIN

Purpose: To persuade people to do everything they can to help the war effort **now** and to remember that everything they do should contribute towards it.

"The need is great, the time is short, URGENCY must be the watchword."

LORD BEAVERBROOK

IT'S A FULL TIME JOB TO WIN
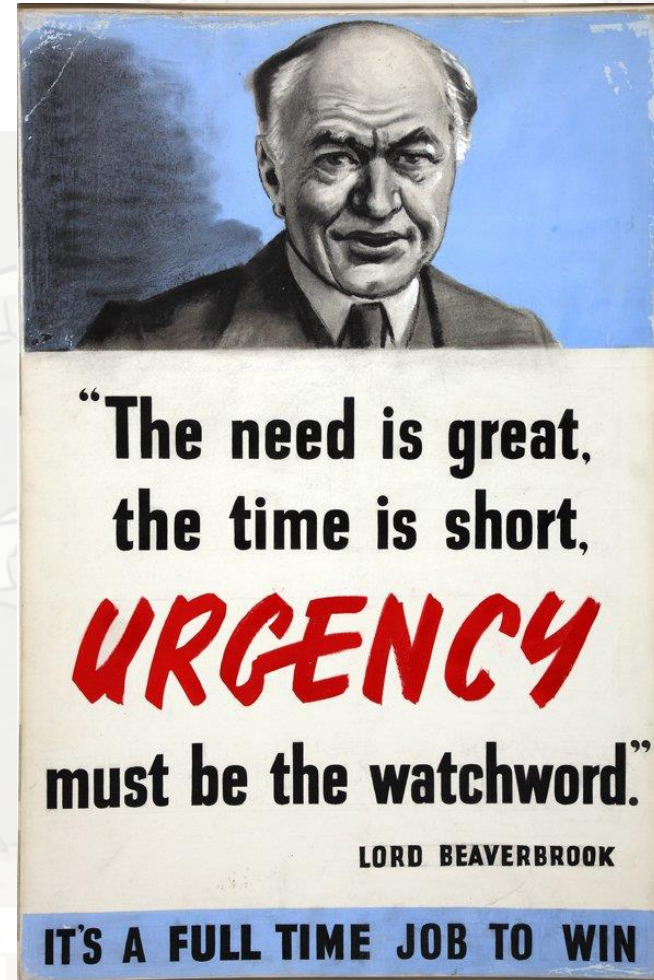
KEEP CALM AND CARRY ON

Purpose: To persuade people to not panic, even when faced with adversity, but to continue to do their duty and go about their daily lives as best they could.

KEEP CALM AND CARRY ON

DIG FOR VICTORY

Purpose: To persuade people to grow their own food in order to avoid being starved out by the enemy.

Key Question: Why do you think the image of a child is used?
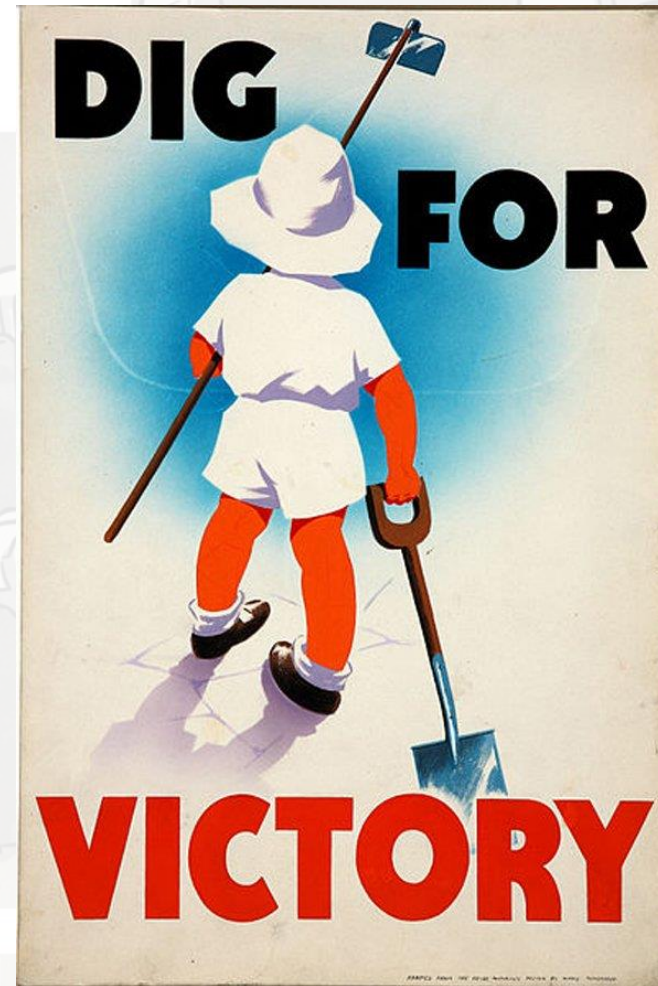
My Own Propaganda Poster

Work with a partner. Use what you have learnt about propaganda posters to design and create your own. Use the **Propaganda Poster Ideas Activity Sheet** to help you. When you have finished, be ready to explain your poster to the rest of the class.

Propaganda Poster Ideas

I can design my own Second World War propaganda poster.

Use what you have learnt about propaganda posters to design and create your own poster.
Use the checklist below to help you include key features.

Feature	How/why we think the feature is effective
Theme - what the poster is persuading people to do	
Catchy slogan	

Poster Presentation

Look at the posters that have been made.

Which do you think are particularly effective? Why?
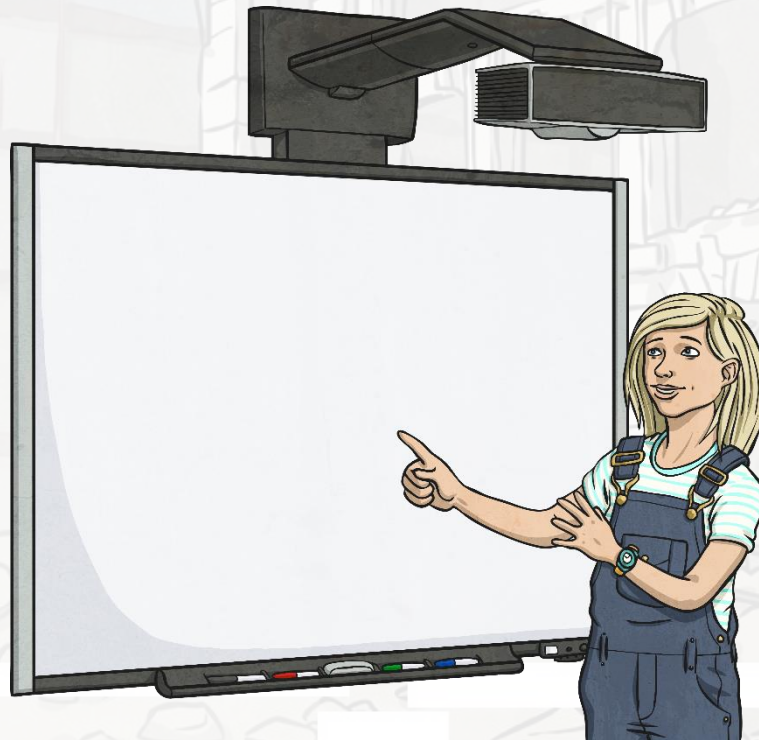
Aim

- I can design my own World War II propaganda poster.

Success Criteria

- I can explain some strategies that made WWII propaganda poster slogans effective.

- I can write my own catchy slogan.

- I can choose an effective font, layout and picture to design an effective poster.

- I can explain how and why I chose to design my poster the way I did.

English Guide
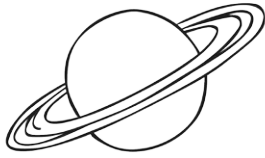
This is our scheme of work for the 2014 National Curriculum for English.

To help you save time we have designed resources to meet many of the aims in English. They have been developed by our teachers and designed by our creative team to provide you with everything you need.

Each topic is covered by a flexible scheme of work including an area overview, a topic web, a set of additional resources as teaching aids and display materials, home learning tasks and special WriteIt lesson packs. The aims in English are covered throughout the topic packs, making links to spelling, punctuation and grammar where appropriate, and could be used at any point in the year. Each lesson pack includes a detailed lesson plan, a lesson presentation, creative differentiated lesson activities and any other resources you may need.

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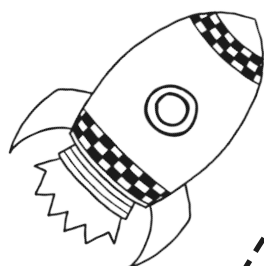
What Is in a PlanIt Area of English?

For each area of English there is...

Topic Overview

Additional Resources

WriteIt Pack
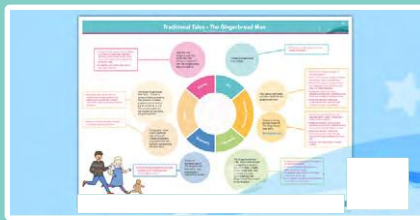
Topic Web

Home Learning

A range of genres...
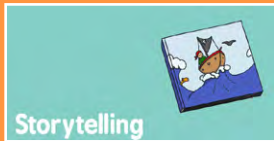
Storytelling
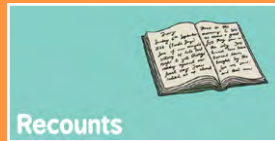
Recounts

Instructions
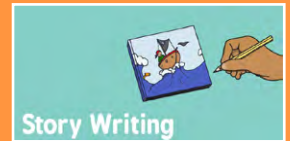
Story Writing

Each genre contains...
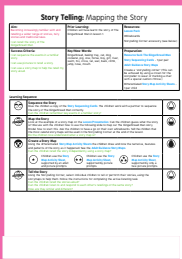
Lesson Plan
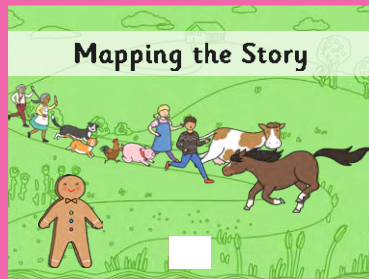
Lesson Presentation

Multiple Lesson Packs
each containing...
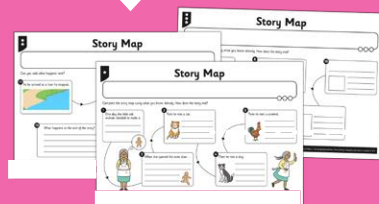
Activity Sheets
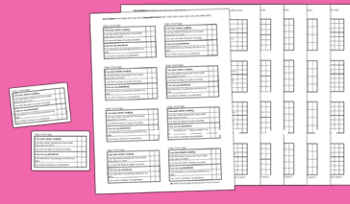
Success Criteria Grids

and sometimes....
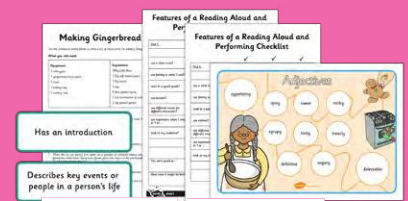
Word Mats, Writing Frames, Genre Checklists etc.

What Goes into a PlanIt Lesson Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own planning format. The lesson plan is split into two main sections to help with your planning.

Area Name

Lesson Name

Resources: Any resources you need will be listed here.

Preparation: Here you will find everything that needs preparing before the lesson.

Aim: The text in red is the 2014 NC aim. The green text gives you a child friendly aim for the lesson.

Story Telling: Mapping the Story

| Aim: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. I can retell the story of The Gingerbread Man.	Prior Learning: Children will have learnt the story of The Gingerbread Man in lesson 1.	Resources: Lesson Pack Whiteboards Storytelling Corner accessory (see below)
Success Criteria: I can sequence the events in a familiar story. I can use pictures to retell a story. I can use a story map to help me retell my story aloud.	Key/New Words: Gingerbread, baking tray, cat, dog, cockerel, pig, cow, horse, boy, girl, river, swim, fox, cross, tail, wet, back, climb, jump, nose, mouth.	Preparation: Resource Sack The Gingerbread Man Story Sequencing Cards - 1 per pair Adult Guidance Story Maps Create a 'storytelling corner' (This can be achieved by using a crown for the storyteller to wear or marking a chair with a special cushion/throw.) Differentiated Story Map Activity Sheets 1 per child

You'll find Twinkl resources in blue and bold, hyperlinks are also underlined.

Learning Sequence: Takes you through the lesson step by step.

Our icons tell you the type of activity involved for each part of the lesson. You can find out more about these at the bottom of the page.

These titles in bold match the relevant slides in the lesson presentation.

Learning Sequence

Sequence the Story
Give the children a copy of the Story Sequencing Cards. The children work with a partner to sequence the story of The Gingerbread Man correctly.
Can the children remember key events in a familiar story?

Map the Story
Look at the example of a story map on the Lesson Presentation. Can the children guess what the story is? Discuss with the children how to use the following slide to map out The Gingerbread Man. Model how to start this. Ask the children to have a go on their own whiteboards. Tell the children that the most careful story maps will be used in the Storytelling Corner at the end of the lesson.
Do the children now understand what a story map is?

Create a Story Map
Using the differentiated Story Map Activity Sheets the children draw and note the narrative, features and patterns of the story as it happened. See the Adult Guidance Story Maps.
Can the children retell the story independently using a story map?

⭐ Children use the Story Map Activity Sheet, supported by an adult and picture prompts.

⭐⭐ Children use the Story Map Activity Sheet, supported by picture prompts.

⭐⭐⭐ Children use the Story Map Activity Sheet, supported by only a few picture prompts.

Tell the Story
Using the Storytelling Corner, select individual children to tell or perform their stories, using the storymaps to help them. Follow the instructions for completing the active listening task.
Can the children retell the stories aloud?
Can the children listen to and respond to each other's retellings of the same story?
How are they similar and different?

You'll find key assessment opportunities in green in the learning sequence.

Differentiation is indicated by 1, 2 or 3 stars.

The egg timers tell you how long that part of the lesson should last; short, medium or long. If you don't have time for the full lesson, this might help you select individual parts.

Footer: This tells you which area the lesson comes from, where the lesson comes within the area, and if the lesson stands alone or is linked in a series with other lessons.

English | Year Group | Topic Genre | Lesson Name | Lesson #of #

Lesson Plan Icons

Duration of Activity	Short	Medium	Long

Differentiation	Low ⭐	Medium ⭐⭐	High ⭐⭐⭐

Assessment — Or look for green text in the learning sequence.

Individual

Pairs

Group Work

Whole Class

Talk Partners

Teacher Led

What Goes into a PlanIt Lesson Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence as outlined on the lesson plan, providing information, posing questions and setting tasks.

Each presentation has the same 3 slides at the beginning;

English
The Gingerbread Man
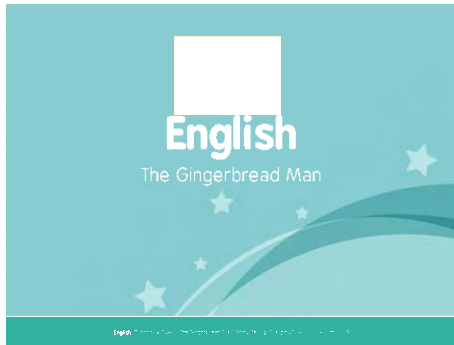
Slide One: PlanIt title slide with the subject and the area title. The footer of the slide will match the lesson plan.

Mapping the Story
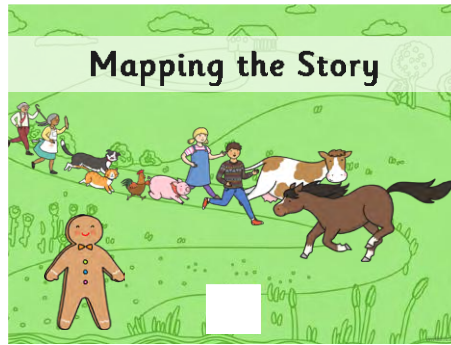
Slide Two: Child-friendly title slide. You might choose to start your lesson with this slide.

Aim
- I can learn the story of The Gingerbread Man.

Success Criteria
- I can sequence the events in a familiar story
- I can use pictures to retell a story.
- I can use a story map to help me retell my story aloud

Slide Three: Child-friendly aim and success criteria.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.

Create a Story Map

Tell the story again, using a story map. Look at this story map. Which story do you think this story map is telling us about?

Whole Class

Aim
- I can learn the story of The Gingerbread Man.

Success Criteria
- I can sequence the events in a familiar story.
- I can use pictures to retell a story
- I can use a story map to help me retell my story aloud

The success criteria slide will be repeated at the end of each presentation to facilitate assessment.

Lesson Presentation Icons

Individual	
Group Work	
Talk Partners	
Pairs	
Whole Class	
Assessment	

Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

Activity Sheet Icons

Low	Medium	High
★	★★	★★★
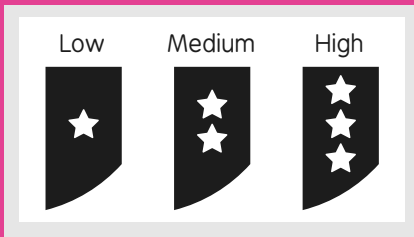
Instructions

Use the command words below to write a list of instructions for making gingerbread men.

Command words

| put | mix | cut | decorate | add | dust | roll | place |

What you will need:

Equipment

Ingredients

How to make the biscuits:

1.
2.
3.
4.
5.

This box is for the lesson aim. An editable version where you can add your own aim is also provided. The three circles are for optional self or teacher assessment.

e.g. traffic light colours or shading 1, 2 or 3.

The footer will let you know which area and lesson the activity sheet is from.

Home Learning

For each curriculum aim, differentiated home learning activities are provided.

What's in an Additional Resources Pack?

Each topic of English features a PlanIt additional resources pack, which has everything you need to teach a range of English skills for that topic. Each pack contains different resources ideal for the genre and year group concerned. This pack also includes a wide range of display questions, genre posters and images to create an eye-catching English display in your classroom.

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What's in a PlanIt Topic Web

Each topic of English also features a PlanIt Topic Web, which has everything you need to create links between English and other areas of the curriculum. This topic web identifies the aims from subjects in the 2014 National Curriculum and makes planning easier and more creative for teachers in your school.
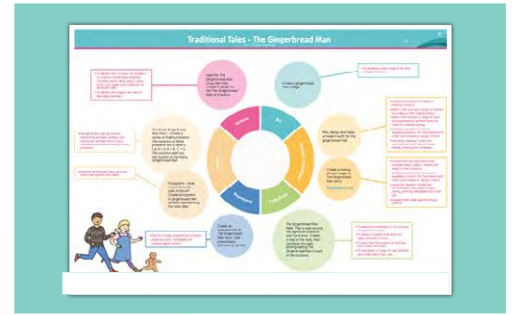
What Is a PlanIt WriteIt Lesson?

PlanIt WriteIt lessons and resources have been devised to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. Each PlanIt WriteIt pack is based on one of the genres covered in the topic. These packs are structured to deliver lessons mirroring the learning that has already taken place, whilst providing assessment opportunities and sometimes checklists for teachers.

The Big Plan: Children are given time to plan their work, using a given structure

The Big Check: Children are encouraged to check through their writing.

The Big Challenge: Children are introduced to the assessment challenge.

The Big Challenge: Children independently begin the assessment challenge.

WriteIt: Instructions

Aim: Writing for different purposes I can write instructions.	Prior Learning: Children will have learnt about instructions for making gingerbread in this unit.	Resources: Lesson Pack
Success Criteria: I can plan instructions independently. I can use what I know about instructions to help me write. I can show the features of instructions in my writing.	Key/New Words: Instructions, features.	Preparation: Y2 Exemplification Checklist - 1 per child Activity Sheet How to Make a Sandwich - 1 per child

Learning Sequence

	The Big Challenge: Introduce the independent task to the children. Discuss how the children are already prepared to do this.	
	The Big Plan: Ask the children to use the prompts displayed. They can use the first page of How to Make a Sandwich Activity Sheet to do this. Give the children 5 or 10 minutes to do this. Can the children plan their own instructions?	
	The Big Challenge Ask the children to write their instructions using everything they know about the genre. Can the children write instructions independently?	
	The Big Check Ask the children to check through the writing they have done. (This is a good opportunity to remind the children of their personal writing targets if they have them). Use the prompts on the Lesson Presentation to guide the children in their checking. Can the children remember which features are common to instructions?	

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Meet the Teacher Team Behind PlanIt

Helen
With a commitment to valuing the visual arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and history.

Gemma
With 13 years' experience as a primary teacher, Gemma has led science, design and technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.

Helen
From an inner city school in London to a village school in Yorkshire, Helen is a former SENCo who has enjoyed 13 years teaching 6 to 11 year olds, focusing on a creative, cross curricular approach.

Victoria
Vicky is an experienced teacher who has been subject leader for English, geography, Gifted and Talented and Assessment. She likes to inspire children through active projects which require creative thinking.

Alistair
Alastair has taught in a variety of schools from Barnsley to Bangkok and held responsibility for English, maths and Gifted and Talented. He enjoys thinking of new ideas for learning experiences.

Hannah
Hannah is an experienced primary teacher of 14 years. She loves finding creative and challenging ways to inspire children's learning and has a particular interest in English.

Jo
With 13 years' experience teaching 4 to 11 year olds, Jo believes passionately in the inclusion of all children within education using creative and 'hands on' approaches.

Liz
Liz has 20 years' experience teaching 5-11 year olds in a variety of settings. She loves inspiring children to be enthusiastic about new languages.

Jemma
An experienced SEN teacher and SENCo for 5-13 year olds, Jemma has an MA Diploma in SEN and expertise in geography, English and PSHE. She loves visual resources and sign language.

Steve
With 15 years' primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and computing, He is also an author and school governor.

Be kind to yourself, you're doing wonderfully.

WWII | Propaganda Posters

I can design my own Second World War propaganda poster.		
I can explain some strategies that made Second World War propaganda poster slogans effective.		
I can write my own catchy slogan.		
I can choose an effective font, layout and picture to design an effective poster.		
I can explain how and why I chose to design my poster the way I did.		

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WWII | Propaganda Posters

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I can explain some strategies that made Second World War propaganda poster slogans effective.		
I can write my own catchy slogan.		
I can choose an effective font, layout and picture to design an effective poster.		
I can explain how and why I chose to design my poster the way I did.		

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English I Year 5 I WWII: Battle of Britain I Persuasive Writing I Propaganda Posters I Lesson 2 of 2

Introduction

In this topic the children will study fiction and non-fiction texts relating to the Battle of Britain. They will use what they have learnt to answer comprehension questions and write their own recounts, propaganda posters and historical stories about this major turning point of World War II.

Home Learning

Battle of Britain Key Facts: In this task, the children are required to use their knowledge (undertaking additional research if necessary) to explain key information about the Battle of Britain.

Supermarine Spitfire: In this task, the children label a diagram of a Spitfire and design their own poster or radio advertisement to advertise the prowess of this iconic plane.

Educational Visits

Imperial War Museum, Leeds

The Forties Experience, Hertfordshire

Holdenby House Evacuee Day Trip, Northampton

Eden Camp Modern History Theme Museum, North Yorkshire

Stockport Air Raid Shelters, Stockport

Western Approaches Museum, Liverpool

Weblinks

British Legion

Imperial War Museums

BBC History

History.com

Assessment Statements

By the end of this unit...

...all children should be able to:

- explain the purpose of wartime propaganda posters;
- recall key facts about the Battle of Britain;
- answer questions to demonstrate an understanding of the Battle of Britain.

...most children will be able to:

- explain the purpose, meaning and effect of wartime propaganda posters;
- incorporate some factual information about the Battle of Britain into their fiction writing.

...some children will be able to:

- independently plan and research their own work and communicate their learning in creative and interesting ways;
- confidently interweave fictional and factual elements about the Battle of Britain and other wartime events in their writing.

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Lesson Breakdown

Information Texts

Comprehension
Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Explaining and discussing their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary.
I can answer comprehension questions about the outbreak of World War II.

Recounts

Planning a Recount
Retrieving, recording and presenting information from non-fiction.
I can plan a recount about the Battle of Britain.

Writing a Recount
Noting and developing initial ideas, drawing on reading and research where necessary.
I can write a recount about the Battle of Britain.

Persuasive Writing

Propaganda Posters
Identifying and discussing themes and conventions in and across a wide range of writing.
I can analyse and describe the features of World War II propaganda posters

Designing Propaganda Posters
Noting and developing initial ideas, drawing on reading and research where necessary.
I can design my own World War II propaganda poster.

Story Writing

Character Descriptions
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
I can analyse elements of a character description and plan my own character.

Beginning and Build-Up
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
I can write the beginning and build up to my story.

Planning the Dilemma
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
I can plan the dilemma for my story.

Writing the Dilemma
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
I can write the dilemma for my story.

Closing and Editing
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Assessing the effectiveness of their own and others' writing.
I can write the closing of my story.
I can proofread my own writing.

WriteIt

Our WriteIt lessons and resources have been specifically designed to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated as they have been created for writing assessment purposes. These packs are structured to deliver lessons mirroring the learning that has taken place within this topic and provide assessment opportunities for teachers.

WriteIt

Persuasive Writing
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a persuasive poster.

Recounts
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a personal recount about the Blitz.

Story Writing
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can write a story opening set in World War II.

Aims

Reading

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Explaining and discussing their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Retrieving, recording and presenting information from non-fiction.

Writing

- Noting and developing initial ideas, drawing on reading and research where necessary.
- In narratives, describing setting, character and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Assessing the effectiveness of their own and others' writing.

Spelling, Punctuation and Grammar

- Using devices to build cohesion within a paragraph [then, after that, this, firstly].

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Catchy Slogans

★

I can design my own World War II propaganda poster.

Each of these slogans are from different World War II propaganda posters.

Write down what you think the poster was designed to persuade people to do or not do. Next, draw or describe what you think the accompanying picture on the poster might have looked like.

Slogan	This persuades people to...	I think the poster might have looked like...
GROW YOUR OWN FOOD		
MAKE-DO AND MEND		
CARELESS TALK COSTS LIVES		
KEEP CALM AND CARRY ON		

Which is your favourite slogan? Describe how and why you think this slogan is effective.

_____

_____

_____

_____

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Slogan	This persuades people to...	I think the poster might have looked like...
LOOSE LIPS MIGHT SINK SHIPS		
YOUR METAL KEEPS 'EM SHOOTING		
IT'S A FULL TIME JOB TO WIN		
STAND FIRM!		
DIG FOR VICTORY		
TO VICTORY! TOGETHER!		
BE LIKE DAD - KEEP MUM!		

Which is your favourite slogan? Describe how and why you think this slogan is effective.

Propaganda Poster Ideas

I can design my own World War II propaganda poster.

Use what you have learnt about propaganda posters to design and create your own poster. Use the checklist below to help you include key features.

Feature	How/why we think the feature is effective
Theme - what the poster is persuading people to do	
Catchy slogan	
Picture	
Text/font - size, position etc.	
Layout	
Other	

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Disclaimer

This resource is provided for informational and educational purposes only. You must ensure that an adequate risk assessment is carried out prior to using this resource. It is your responsibility to ensure that the information/activity this resource contains are safe and appropriate to use in your situation.

Loose Lips Might Sink Ships

Make-Do and Mend

Your Metal Keeps 'em Shooting

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To Victory! Together!

Stand Firm!

Careless Talk Costs Lives

Grow Your Own Food

Be Like Dad - Keep Mum!

"The need is great,
the time is short,
URGENCY
must be the watchword."

LORD BEAVERBROOK

IT'S A FULL TIME JOB TO WIN

It's a Full Time Job to Win

Keep Calm and Carry On

Dig For Victory

We Beat 'Em Before We'll Do it Again!

Mightier Yet!