



ALBUM SOUNDS & SCENES OF THE HOME FRONT: MESSAGING IN AMERICAN MEDIA DURING WORLD WAR I

Album Description

The final project of my TPS internship in the fall of 2024, this album is a series of separate but connected lesson plans designed for students to learn about how patriotism and propaganda were promoted through different forms of media during World War I. Designed for a high school-level History class learning about WWI or early 20th-century United States, or an English class examining the language and rhetoric of propaganda through different mediums.

[9 - 12](#) [Social Studies/History](#) [English/Language Arts](#) [Art/Music](#) [World War I](#) [Propaganda](#)
[Media Literacy](#)



OVERVIEW.PDF



INQUIRY #1.PDF



INQUIRY #2.PDF



INQUIRY #3.PDF



INQUIRY #3 - SOURCE BACKGROUNDS.PDF




INQUIRY #3 - GRAPHIC ORGANIZER.PDF



FINAL REFLECTIVE ASSIGNMENT.PDF



Teaching Notes:

Great lessons,  [Jed Edwards](#) ! I've added a link to this album in the following resource set from the Primary Source Nexus - [Primary Source Learning: World War I Teaching Resources](#).

Teaching Notes:



[Jed Edwards](#) , what a complete, thoughtful, and beautifully executed album! Everything about it indicates that a huge amount of planning and learning went into it, from your careful choices of primary sources to the way you brought together different media to guide students to an understanding of propaganda and patriotism. Each PDF is also visually engaging. I hope you will find opportunities both to teach the unit and to present it at various professional conferences. And even though it focuses on World War I, it seems to me that it has staying power over 100 years later and should become a part of every high school history class both now and into the future.

Librarians! You can be allies in spreading the word about this unit, especially since media literacy is one of your specialties.

At the same time Jed has been putting final touches on this unit, I've been watching as the holiday album of Bell Ringers has been filling up. I can envision the following resource from Jed's Inquiry #1 as something that would "ring my bell!"



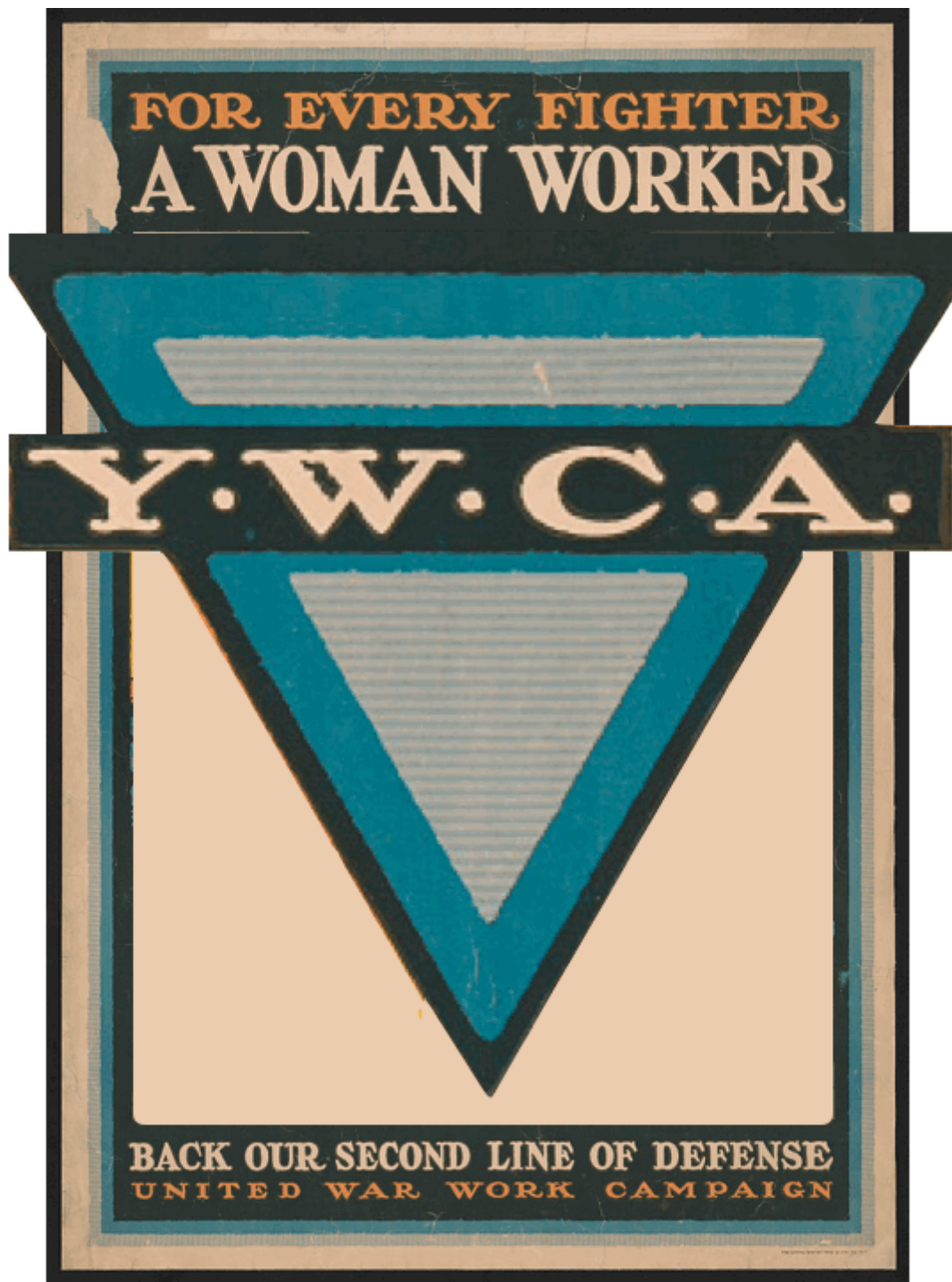
Teaching Notes:

Outstanding research and album  [Jed Edwards](#) ! Agree Mary with your comment!

I intend to pass on the public URL of the Album to social studies teachers in my other networks. It is a great look at media, propaganda and media literacy today!

I work with teachers who are integrating arts and technology into lessons so I tried my hand at a very simple transition animation on one of the WW I posters via a slide. I find that if you can get learners to do some hands on digital arts, that often engages them to dig into the meaning of the media while they are creating. From there they can proceed to ask questions.

If gif making during World War I was as easily available as it is today, what might have that media landscape looked like?





Teaching Notes:

This is perfect for me as a High School U.S. History Teacher...thank you!