

Museum Curator: World War I Documents

Adventure Description:

In this adventure, students will think like a museum curator and create an art installation for people to learn about propaganda related to World War I.

Activity

Step 1: Background on Propaganda Related to WWI (5+ minutes)

- Show [Video: World War I Documents](#).
- As a class, discuss how posters from WWI were examples of propaganda. Propaganda is information that is used to influence people's opinions about a topic or event. Propaganda can come in many forms, like posters, advertisements, commercials, and slogans. During World War I, the American, British, French, and German governments all used propaganda to convince the people in their countries that they should support the war.
- Ask students why they think governments used propaganda to convince people to support the war. Discuss how having supporters was important because governments need a lot of resources to fight in a war. For example, they need soldiers and people working in factories. Propaganda encouraged men to join the military. Discuss what other resources were needed during a war (e.g., money, volunteer efforts, nursing, food).

Step 2: Activity Set Up (5+ minutes)

- Explain to students that they will imagine they are museum curators who are creating an exhibit on propaganda from World War I. The exhibit will include an art installation.
- Show [Handout: Types of Art Installations](#). Discuss how art installations are 3-dimensional and can be using any material or media, including natural or made-made objects, paintings, film, photography, or live performance art.
- Next, show [Handout: Email from a Museum President](#). As a class, read through the email from the president of museum about what the new World War I exhibit should focus on.
- Next, provide students with [Handout: Steps to Create an Art Installation](#) and [Handout: Examples of Posters](#). As a class, read through the steps students will take to create their art installation.
- Explain to students that they can use the posters as inspiration to create their art installation. They can also cut out images from the handout and incorporate them into their installation.
- Divide students into pairs or small groups.

Step 3: Brainstorming Ideas (5-10 minutes)

- Have students complete Steps 1-3 on their handout.
- As students are working, ask the following questions:
 - What is your central message and who is your audience?
 - What sources/posters will you use?
 - How will your art installation help demonstrate your central message?

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

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Step 4: Building an Art Installation (30+ minutes)

- Explain to students that they will now complete Step 4, brainstorming ideas and building their art installation. Provide students with art supplies and building materials.
- Remind students that they can cut out images from [Handout: Sources](#) to use as part of their installation.
- As students are working, ask the following:
 - Is your art installation eye catching?
 - What type of art installation are you creating?
- Remind students to include a plaque with an explanation of their piece. The plaque should explain what the piece is about.

Step 5: Presentation and Discussion (5 minutes)

- Have students volunteer to present their installations to the class.
- Have a concluding class discussion about what propaganda and posters can tell us about World War I.
- If time permits, discuss (or have students research) the following:
 - Other times in history when propaganda was used to convey a message
 - How propaganda is conveyed in a digital era

Materials List

Provided online:

- Video: World War I Documents
- Handout: Types of Art Installations
- Handout: Email from a Museum President
- Handout: Steps to Create an Art Installation
- Handout: Examples of Posters

Not Provided Online:

- Assortment of art and building supplies (cardboard, paper towel rolls, pipe cleaners, recycled goods, paint, tissue paper, etc)

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