

What are the Elements of Propaganda?

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Spring 2013

CIEP 475 Workshop-Teaching with Primary Sources Course

Essential Question

What are the necessary elements of propaganda?

Background

This mini-unit is going to be located in a larger unit that covers the world at war, specifically World War I and World War II. Students will have spent the preceding four weeks covering specific causes and events of those two world wars.

The unit relies heavily on Common Core State Standards, which have served as a reference point for lessons and activities the entire year.

Lesson #1: *What are the Elements of Visual Propaganda?* is found on pages 3-8 of the following mini-unit plan. Lesson #2: *How does Visual Propaganda Compare to Propaganda in Music?* is on pages 10-14 of the following mini-unit plan. Lesson #3: *Deconstructing Propaganda in Order to Reconstruct Propaganda* is found on pages 15-18.

1. Title

What are the Elements of Visual Propaganda?

2. Overview

In this lesson, students will observe several different examples of visual propaganda, identify common characteristics of those examples and use those characteristics to create questions.

3. Objectives

Students will be able to identify elements of visual propaganda.

Students will be able to use those elements to create questions that correspond to Costa's Levels of Questioning for Social Science #'s 1, 2, and 3.¹

4. Standards (State and Common Core)

CCSS ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

5. Time Required

One fifty-minute class period.

6. Recommended Grade Range

Grade 9

7. Subject/Topic

Social Studies-World Studies

PREPARATION

8. Materials Used

Observe/Reflect/Question Graphic Organizer for Visual Primary Sources

Blank Transparency

¹ http://jforrest.weebly.com/uploads/3/1/5/5/3155031/levels_questions_for_notes2.pdf

9. Resources Used



Title: Wir schaffen das neue Deutschland! Denkt an die Opfer-wählt Nationalsozialisten Liste 1 / Witte.

URL: <http://www.loc.gov/pictures/item/2008678844/>

Author/Publisher: Hamburg : N.S.D.A.P. Gau Hamburg 13, Tesdorfstr 9

Date: 1932?



Title: Harte Zeiten; harte Pflichten; harte Herzen

URL: <http://www.loc.gov/pictures/item/2004677217/>

Author/Creator:

Date: 1943



Title: Studenten seid Propagandisten des Führers Hoch- u. Fachschulen bekennen sich am 29. März zur Deutschen Freiheitsbewegung // Ludwig Hohlwein, München.

URL: <http://www.loc.gov/pictures/item/2008678846/>

Author/Creator: Hohlwein, Ludwig, 1874-1949, artist

Date: 1933



Title: "We're Fighting to Prevent This"

URL: <http://myloc.gov/exhibitions/creatingtheus/constitution/constitutionlegacy/exhibitobjects/werefightingtopreventthis.aspx>

Author:

Date: 1943



Title: In the Name of Mercy Give!

URL: <http://www.loc.gov/pictures/item/2001699930/>

Author/Creator: Albert Herter

Date: 1917

PROCEDURE

10. Description of Procedure

1. 5-8 Minutes: Students will answer the following questions in their notebook: “What is propaganda?” “What are some elements of propaganda?” Some students will provide their answers to those questions and short class discussion will ensue.
2. 5 Minutes: Students will receive three blank observe/reflect/question organizers with guiding questions for each category. (see pg. #9)
3. 20-25 minutes: Students will participate in a gallery walk (posted images around the room) and fill out both the observe and reflect categories for the three blank graphic organizers.
4. 5 Minutes: Students will formulate a level one question for one graphic organizer, a level two question for another graphic organizer and a level three question for the final graphic organizer and submit all three, seperated into three piles based upon the levels of questions.

5. 7-10 Minutes: A sophisticated level 3 question will be chosen (i.e. Do you feel that the use of propaganda is ethical? Why or why not?), written on the overhead and answered by individual students on a half sheet of paper as an exit slip.

11. Extension Ideas

Another student generated level 6 question can be answered for homework by individual students.

EVALUATION

12. Evaluation

Students will be evaluated based upon the sophistication of the questions that they have created (in conjunction with the attached pdf guide to Bloom's Levels of Questioning) using the characteristics of visual propaganda. Students will also be evaluated based upon their answer to the exit slip question.

CREDITS

13. Designer(s)

Martin Galligan

Analyzing Photographs and Prints Graphic Organizer

<p>Observe Describe what you see---What do you notice first?---What people and objects are shown---How are they arranged---What is the physical setting---What, if any, words do you see?---What other details can you see?</p>	<p>Reflect Why do you think this image was made?---What's happening in this image?---When do you think it was made?---Who do you think was the audience for this image?---What's missing from this image?---If someone made this today, what would be different?---What would be the same?</p>	<p>Question What do you wonder about... Who? What? When? Where? Why? How? Refer to Costa's Levels of Questioning</p>

Lesson Plan

1. Title

How does Visual Propaganda Compare to Propaganda in Music?

2. Overview

In this lesson, students will listen to two different examples of musical propaganda, identify common characteristics of those examples, and compare those characteristics to characteristics of visual propaganda.

3. Objectives

Students will be able to identify elements of musical propaganda.

Students will be able to compare elements of musical propaganda to elements of visual propaganda and determine which form is the most persuasive.

4. Standards (State and Common Core)

CCSS ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

5. Time Required

One fifty-minute class period.

6. Recommended Grade Range

Grade 9

7. Subject/Topic

Social Studies-World Studies

PREPARATION

8. Materials Used

Observe/Reflect/Question Graphic Organizer for Audio Primary Sources

Venn Diagram

9. Resources Used

Title

Over there

Contributor Names

Cohan, George M. (George Michael) -- 1878-1942 (composer)

Murray, Billy (performer)

Created Published

Edison, 1917.

Form

Sound Recording

URL

<http://www.loc.gov/item/jukebox.5977>

Recording Title

Ride of the Valkyries

Other Title(s)

Ring des Nibelungen. Walküre. Walkürenritt; arr. (Uniform title)

Cavalcata (Alternate title)

Walküre (Work title)

Musical group

Vessella's Italian Band

Composer

Richard Wagner

Conductor

Oreste Vessella

Genre(s)

Opera

Category

Instrumental

Recording Date

1914-01-16

Place of Recording

Camden, New Jersey

Duration

04:35

URLs

<http://www.loc.gov/jukebox/recordings/detail/id/3691/>

PROCEDURE

10. Description of Procedure

1. 5-8 Minutes: Students will answer the following question in their notebook: "What is the most important element in visual propaganda?" Make sure to explain your answer.
2. 5 Minutes: Students will receive two blank observe/reflect/question organizers and one organizer with guiding questions, specific to audio sources, for each category. (see pg. #13)
3. 10 Minutes: Students will take notes on background information related to Nazi propaganda music (see attached PowerPoint).
4. 5 Minutes: Students will listen to *The Ride of the Valkyries* by Richard Wagner and complete the observe/reflect/question sheet on audio sources.
5. 5 Minutes: Students will listen to *Over There* by George M. Cohan and complete the observe/reflect/question sheet on audio sources.
6. 10 Minutes: Using a Venn diagram, students will compare and contrast characteristics of musical propaganda and poster propaganda.
7. 7 Minutes: As an exit slip, students will answer the following question: "Which form of propaganda, musical or poster, is more powerful. Use evidence from the propaganda itself to explain your answer."

11. Extension Ideas

Have students answer the following question for homework: What is the most important common characteristic of visual/poster propaganda and musical/audio propaganda?

EVALUATION

12. Evaluation

Students will be evaluated on their Venn Diagrams (see pg.#14) and their answer to the exit slip question (see pg. #14).

CREDITS

13. Designer(s)

Martin Galligan

Analyzing Sound Recordings

<p>Observe Describe what you hear. What do you notice first? • If you hear any voices, can you understand what is being sung or said? • Are there any background noises? • Does it sound like a studio recording, or just “off the street”? • If the recording is musical do you know the song, or do you recognize any instruments? • What other details can you hear?</p>	<p>Reflect What was the purpose of this recording? • Who do you think recorded it? • Who would be interested in hearing this? • What was happening at the time it was recorded? • What kind of equipment was used for the recording? • Do you like what you hear? • What can you learn from listening to this recording?</p>	<p>Question What do you wonder about... Who? What? When? Where? Why? How? Refer to Costa’s Levels of Questioning</p>

Venn Diagram Rubric

	# of Characteristics	Characteristics(Quality)	# of Comparisons	Comparisons(Quality)
1	Student provides few characteristics for both forms of propaganda.	Student chooses characteristics that are non-essential to propaganda.	Student makes no valid comparisons between musical and visual propaganda.	Student's comparisons are of poor quality.
2	Student provides some characteristics for both forms of propaganda.		Student makes some comparisons between musical and visual propaganda.	Student's comparisons are of average quality.
3	Student provides many characteristics for both forms of propaganda.	Student chooses characteristics that are essential.	Student makes many comparisons between musical and visual propaganda.	Students' comparisons are of excellent quality.

Exit Slip Rubric

	Amount of Evidence	Quality of Evidence	Overall Argument
1	Student uses little to no evidence from the propaganda to support their argument.	Student uses evidence that is of poor quality.	Student's overall argument is unconvincing.
2	Student uses some evidence from the propaganda to support their argument.	Student uses evidence that is of average quality.	Student's overall argument is convincing.
3	Student uses an abundance of evidence to support their argument.	Student uses evidence that is of high quality.	Student's overall argument is highly convincing.

Lesson Plan

1. Title

Deconstructing Propaganda in order to Reconstruct Propaganda.

2. Overview

In this lesson, students will view two different examples of cinematic propaganda, identify common characteristics of those examples, and compare those characteristics to characteristics of both visual propaganda and musical propaganda.

3. Objectives

Students will be able to identify elements of cinematic propaganda.

Students will be able to compare elements of cinematic propaganda to elements of visual propaganda and musical propaganda to create their own piece of written propaganda using the commonalities that they have identified.

4. Standards (State and Common Core)

CCSS ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

5. Time Required

One fifty-minute class period.

6. Recommended Grade Range

Grade 9

7. Subject/Topic

Social Studies-World Studies

PREPARATION

8. Materials Used

Observe/Reflect/Question Graphic Organizer for Motion Picture Primary Sources

Venn Diagram

Assignment Sheet for Written Propaganda

9. Resources Used

Title

Triumph of the Will

Producer

Leni Riefenstahl

Date

March 28, 1935

URL

<http://www.youtube.com/watch?v=GHS2coAzLJ8>

Title

Japanese Relocation

Date

1943

Producer

U.S. Office of War Information

URL

<http://archive.org/details/Japanese1943>

PROCEDURE

10. Description of Procedure

1. 8-10 Minutes: Students will take notes on the use of propaganda in film. (see attached PowerPoint-The Use of Music and Film as a Propaganda Tool)
2. 5 Minutes: Students will receive two blank observe/reflect/question organizers and one organizer with guiding questions, specific to cinematic sources, for each category. (see pg. #17)
3. 9 Minutes: Students will watch a short film, *Japanese Relocation*, and complete the observe/reflect/question organizer on motion picture sources.
4. 10 Minutes: Students will watch an excerpt from the Nazi propaganda film *Triumph of the Will* and complete the observe/reflect/question organizer on motion pictures.
5. 10 Minutes: Using a three way Venn diagram, students will compare and contrast characteristics of musical propaganda, poster propaganda, and cinematic propaganda.
6. 7 Minutes: Students will begin working on the extension activity. (see attached assignment sheet on pg. #18)

11. Extension Ideas

(see attached assignment sheet on pg. #

EVALUATION

12. Evaluation

Students will be evaluated on their written propaganda pieces.

CREDITS

13. Designer(s)

Martin Galligan

Analyzing Motion Pictures

<p>Observe Describe what you see and hear. · What do you notice first? · Do you only see live action, or are there any special effects or animation? · Describe any words you see on the screen. · What do you notice about the length of the motion picture? · Does anything about it seem strange or unusual? · What other details do you notice?</p>	<p>Reflect What was the purpose of this motion picture? · Who do you think created it? · Who are the people who appear in it? · What tools and materials were used to create it? · Do you think it was filmed on location, or was there a stage set? · Who do you think was the intended audience? · What feelings or ideas do you think its creators wanted to communicate? · If someone created this motion picture today, what would be different?</p>	<p>Question What do you wonder about... Who? What? When? Where? Why? How? Refer to Costa's Levels of Questioning</p>

Propaganda: Art to Incite?

Due to many unfortunate circumstances, the countries of Studentsania and Teachervania now find themselves at war.

You, as a loyal citizen of Studentstania, have been asked by your government to write a propaganda speech that will inspire your fellow Studentstanians to participate in the war effort against Teachervania. Due to the limited attention span of your countrymen and women, you must limit the length of your speech to five minutes.

Use the elements of propaganda that you have identified over the previous class periods to write your speech. Your speech will be evaluated using the following criteria:

Point(s)	Evidence of the Elements of Propaganda	Clarity of Writing	Persuasive Ability
1	Speech contains very few elements of propaganda.	Writing is unclear.	Propaganda speech is unpersuasive.
2	Speech contains some elements of propaganda.	Writing is somewhat clear.	Propaganda speech is somewhat persuasive.
3	Speech contains several elements of propaganda.	Writing is very clear.	Propaganda speech is very persuasive.