

PROPAGANDA ANALYSIS PRACTICE



CA State Standard



9th & 10th Grade, Reading Comprehension:

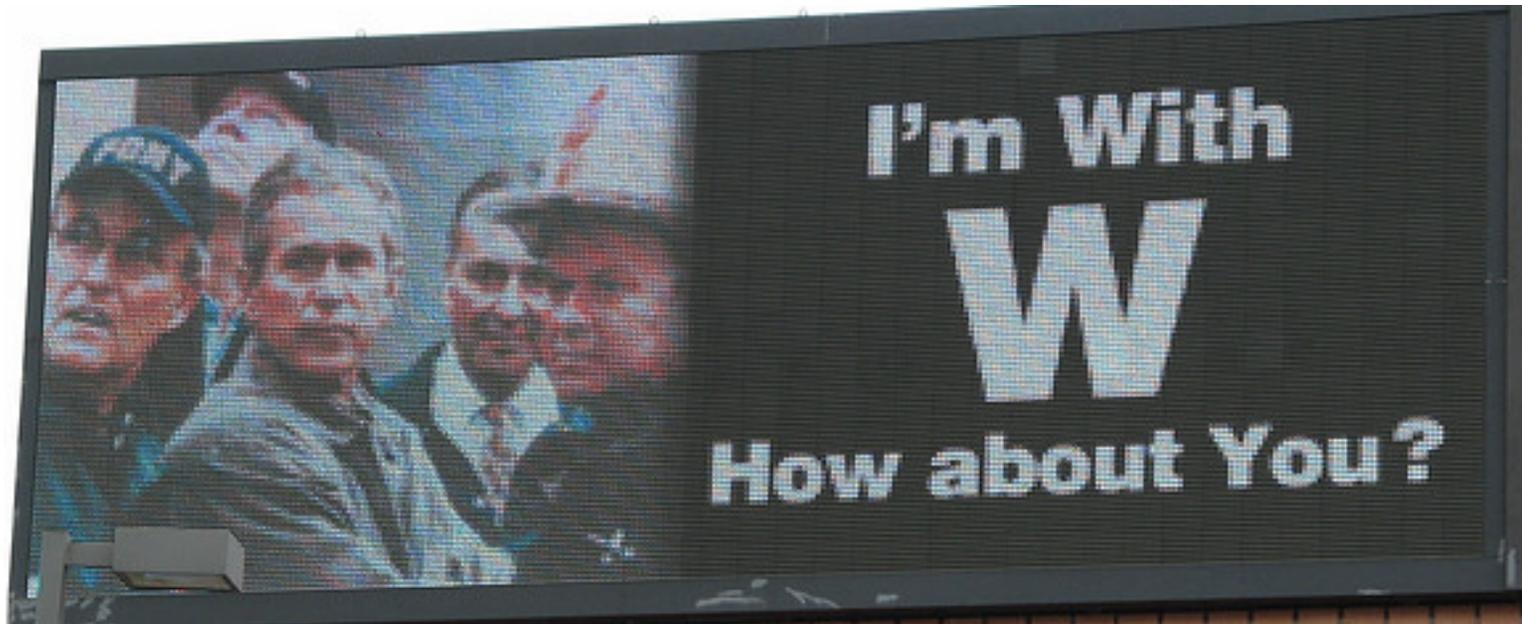
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Lesson Objective



- Students will be able to identify seven types of propaganda:
 - bandwagon
 - testimonial
 - plain folks
 - transfer
 - fear
 - glittering generalities
 - name-calling

Warm-Up



- ❑ Take out your “Propaganda Analysis Project” prompt
- ❑ Look at the image above.
- ❑ On a separate sheet of paper, answer the questions at the bottom of your prompt. You should answer those questions in reference to the piece of propaganda above.
 - ❑ *If you don't know the answer to a question, leave it blank for now.

Warm-Up, continued



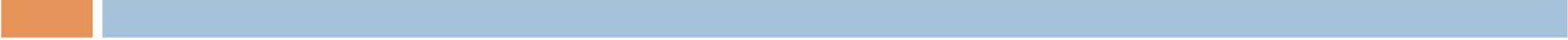
- On a separate sheet of paper, answer the questions at the bottom of your Propaganda Analysis prompt. You should answer those questions in reference to the piece of propaganda above.
 - *If you don't know the answer to a question, leave it blank for now.
- **What you should know:** This piece was published on a billboard when George W. Bush was running for President in 2004

Warm-Up, continued



- Hang on to your answers because we're going to use them later.

Review: Types of Propaganda



Make sure to have your “Types of Propaganda” handout in front of you. Be prepared to read a portion out loud to the class.

- Bandwagon
- Testimonial
- Plain Folks
- Fear
- Transfer
- Glittering Generalities
- Name-Calling

Propaganda Analysis Project

- Turn your handout over and read along with me.
- Questions:
 - ▣ Are you allowed to select an ad for a product?
 - ▣ Who should the audience be?
 - ▣ Can you select old propaganda (e.g., from WWII)?
 - ▣ How long will your presentation be?
 - ▣ In what way will you present the information?
 - ▣ Does your propaganda have to be one of the seven types I have discussed with you?
 - NO! (See http://en.wikipedia.org/wiki/Propaganda_techniques)

Warm-Up Revisited

Take out your Warm-Up. Discuss your answers with your table partner. **Use complete sentences and academic language in your discussion.**

- “The source of this piece of propaganda is...”
- “The intended audience for this propaganda is...”
- “The propagandist’s desired outcome is...”
- “This is an example of _____” (type of propaganda)
- “The propagandist uses ... to communicate the message.”
- “On a scale of 1-10, I would rank myself a ____ in response to this piece. I am very convinced/not at all convinced by this ad.”

Homework



- Select a piece of propaganda to use for your project
 - ▣ This can be the piece you brought in today or a completely different piece.
 - ▣ Try to avoid selecting the same piece as one of your classmates.
- Write 1-2 sentences of response to each question on the Project prompt, just as you did for today. **Make sure you have two copies: one for you and one for me.**
- You will be turning in these items so that I can approve them. Feel free to e-mail them to me.
- Finish your Ch. 6-7 questions if you have not yet finished them. (The sub gave you these questions on Tuesday.)