

## PROPAGANDA

**Objectives/Goals:** Students will be able to understand and appreciate propaganda and how different political parties have used this tool throughout the years of American history. The notes will provide the students with the basic information about different tools of propaganda. The videos of different presidential campaigns will give the students a real life look into how these different ads are used. The political ads will allow the students to express their creativity to obtain votes for their candidate.

**Course and Grade Level:** Civics and Economics (can be modified for grade 8 and 5 social studies and other courses)

**NCSCOS Standard(s) Covered:**

CE.C&G.2.8 Analyze America's two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politic

**NCSS Standard(s) Covered:** Institutions, Power, and Civic Ideals

**Teacher Name:** Thomas Bogucki

**Duration of Course:** 90 minutes

**Resources**

PowerPoint notes on propaganda <https://drive.google.com/file/d/OB0pRljb23-ZYXRGeUd3TTdRYTg/view?usp=sharing>

Campaign ads <http://www.livingroomcandidate.org/>

## INSTRUCTIONS

**Anticipatory Set:** For the warm up, I will write these questions on the board for the students to write the answers to. We will then discuss these questions as a whole class. (5 minutes)

★ How do you think political parties get people involved to vote for their party?

After five minutes I will ask the students what they think about getting people to vote for a party. The students will explain their answers. The students can answer freely or I will call upon them individually. (10 minutes)

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## Procedures

1. After the students have completed the bell ringer, I will begin my lecture on the propaganda and its effects on voting. Handouts of the PowerPoint notes will be passed out to the students. These notes will include blanks for the students to fill in, this will allow them to take notes and still be able to focus on what I am saying. We will stop periodically to answer any questions the students have and to make sure they are following the lecture. (25 minutes)
2. When the lecture is complete I will then show the students many different videos of presidential ads. Each of these ads will show the different tools of propaganda that political parties use to guide the people to vote. After each video I will discuss each video and ask the students what type of propaganda tool was used in the different videos. The students can answer freely or I will call upon them individually. (20 min.)
3. The students will then get into pairs, one student will act as the president being nominated and the other student will act as the campaign leader helping the president to win. The students will create an ad using one of the tools of propaganda they have learned from the lecture and the videos shown. The students will have to appeal to the class and try to get people to vote for that person. I will provide the students with materials they need to create their ad. The students can draw out their ad, make a storyboard, or even create a skit. I will also walk around to each pair to make sure they are prepared and staying on task. (25min.)
4. After the pairs have completed their ads, they will present their campaign ads to the class. The students must pitch the idea to vote for that person to the class, also they have to explain the type of propaganda tool used and why. After each student has gone, we will then vote to see who will become class president. The students with the most votes then win the election. **(20min.)**

**Closure:** To wrap up the lesson, I will give the students a review guide to work on for their test on political parties. The students will have time in class to study and prepare for their test. I will also answer any questions the students may have about the test or the unit. (10 minutes)

**Assessment:** The assessments for this lesson will be informal. The students' campaign ads will assess the students' knowledge about the different types of propaganda presented in the lesson.

**Adaptations for Exceptional Students:** The handouts that I provide of the notes will give students who are ELL, slower readers, and slower learners a tool to help them focus on what I am saying as opposed to them just taking full notes. Working in pairs will provide those students who are slow learners and fast learners to work together in order to finish the assignment. I will put the students in their pairs based on the students who can work faster will be able to help the students who work slower to finish their ads in time.

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