

Unit: American Identity

Title of lesson: What is Propaganda?

Timeframe: 45 mins. to an hour.

Standards addressed:

Standards in Historical Thinking: 1.A, 5.A

Alaska State Content Standards: A.7, B.1 & 2, C.3

Social Studies Knowledge, Skills, Dispositions:

Bandwagon, testimonial, plain folks, fear, and name-calling are types of propaganda to be characterized and defined. Identify characteristics of the before mentioned propaganda.

Propaganda has an underlying goal.

Learning objectives: At the completion of this lesson, students will know & be able to:

differentiate between different types of propaganda.

define different types of propaganda.

develop own definition of propaganda.

purpose of propaganda.

Cooperative skills addressed:

Students will practice both personal and group interactive skills through working cooperatively.

Technology inclusion:

Overhead projector

Materials needed:

Types of propaganda chart

2 to 3 examples of each type of propaganda

Prior assignment/preparation

A. Understand how to use and understand primary sources.

B. Theme Unit: What Motivates People to Explore?

Lesson Plan

Opening activity-Discussion—"Why you buy a certain manufacturers product over a product of the same kind, but a different manufacturer? How were you made aware of the product? What persuaded you to buy that particular product? Today we will discover what is PROPAGANDA!"

Activity-After a brief whole class discussion addressing the questions have students partner up. Instruct students to each pick up a Propaganda Chart from a designated spot. While students are partnering up and picking up a Propaganda Chart lay out the various examples of bandwagon, testimonial, plain folks, fear, and name-calling propaganda.

After a sufficient amount of time (15-20mins.) for students to look at the examples of different types of propaganda and record their findings, bring class back together for whole class discussion based upon students initial definition of propaganda, the different types of propaganda, and their knew definitions of propaganda and its various types. Before whole classroom discussion on propaganda and its various types, pass out the definitions of each to randomly to students. Students with the definition of the particular type of propaganda being discussed read it aloud after discussion of that particular type of propaganda.

Assessment – Thoroughness of student produced propaganda chart will assess their learning of the different types of propaganda, and the propaganda chart will demonstrate to students' new knowledge learned.

Informal Assessment-Classroom discussion based on students knew definition of propaganda and the different types of propaganda.