



DIGITALLY WRITING NEW HISTORIES

Is Propaganda Good or Bad for Society?



1. How is propaganda used to successfully influence people?
2. In what ways has propaganda been used in positive and negative ways?
3. What can be done to help people determine when propaganda is good or bad for society?

Propaganda: A Critical Analysis	
Designed by:	Vena Karana, Plymouth-Canton Community Schools. David W. Swan, Cheboygan Area Schools.
Unit Overview:	Lesson 1 - What is Propaganda? Lesson 2 - Propaganda Gallery Walk Lesson 3: Micro-thesis Summative Assessment: Producing a Public Service Announcement
Grade Level(s):	7-12
Connection to Primary Source Materials	An exploration of the nature and characteristics of propaganda through critical analysis of various examples of propaganda from the United States and European, and North African history.
Michigan Social Studies Standards Addressed:	<p>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p>
C3 Indicators	<p>D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p>

Disciplinary Literacy Essential Practices:	<p>D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p>
Other Relevant Standards, Connections to the CCSS, or the Context for the Unit	<p>ISTE Standards:</p> <p>6a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b) Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>7b) Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> <p>NAMLE Core Principles of Media Literacy Education:</p> <p>Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.</p> <p>Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society</p> <p>Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.</p>

Compelling Question:		
<p>Is Propaganda Good Or Bad For Society?</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What techniques does propaganda use to successfully influence people?</p>	<p>In what ways has propaganda been used in positive and negative ways?</p>	<p>What can be done to help people determine when propaganda is good or bad for society?</p>

Lesson 1: What is Propaganda?

Use the [Lesson One: What is Propaganda?](#) Google Slides to guide you through the lesson.

Note: All Google Slides and Forms will force you to make a copy.

Supporting Question 1:	What techniques does propaganda use to successfully influence people?
Step 1 (5 min)	<p>As a daily starter, begin class by having students watch the “Dove: Reverse Selfie” advertisement. Students will use the Google Form to answer two questions. Discuss answers as a class. Students should understand that like advertisements, propaganda aims to activate strong emotions.</p> <p>Independent Student Copy: Daily Starter Pre-Assessment</p> <p>Whole-Class/Teacher Copy (Slide 1): Lesson One: What is Propaganda?</p>
Step 2 (15 Min)	<p>Mini-Lesson: Lesson One: What is Propaganda? (Slides 2-14).</p> <p>Teacher(s) will direct students through the “Lesson One: What Is Propaganda?” mini-lesson.</p>
Step 3 (30 min)	<p>Student Activity: Students will spend time working with a group/partner to complete the worksheet. Through the exploration, students will understand how propaganda is used today.</p>
Step 4	<p>As an exit ticket/formative assessment, students will use the Exit Ticket Google Form to answer two questions!</p>
Formative Assessment Task	<p>Daily Starter Pre-Assessment</p> <p>Types of Propaganda: Student Worksheet</p> <p>Exit Ticket Google Form</p>

Lesson 2: Propaganda Gallery Walk

Supporting Question 1:	In what ways has propaganda been used in positive and negative ways?
Step 1 (5 min)	<p>As an opening activity, have students share their own thinking with a peer (turn-and-talk, shoulder partners, pre-arranged pairings, etc) in response to the following prompt:</p> <p>In what ways has propaganda been used in positive and negative ways?</p> <p>Invite students to share their thoughts in a class discussion.</p>
Step 2 (30 Min)	<p>Before teaching this lesson decide which approach you wish to take in teaching this lesson:</p> <ul style="list-style-type: none">Traditional gallery walkGoogle slide deckVirtual gallery walkTraditional Gallery Walk <p>For the traditional gallery walk, you will need to print the propaganda media artifact exhibits from this Google Doc. Each propaganda media artifact has two pages. The first page is the propaganda artifact, the second page has source information for the artifact (translation if necessary, date, place, and vocabulary). Make sure to print these copies as single-sided.</p> <p>You will also need pads of sticky notes for each exhibit for students to write their thoughts and stick them around the exhibit.</p> <p>Arrange the propaganda artifacts around your classroom in stations that groups of students will circulate through. Hanging the propaganda artifacts on a wall where students can add their post-it notes for others to easily read is ideal. When you hang the exhibits hang the artifact on top and the source information below the artifact.</p> <p>Arrange students in groups of 3-4. Pass out the Lesson 2 - Propaganda Gallery Walk - Student Worksheet to each student.</p> <p>Read over the directions for the student worksheet and explain to students that they will have a predetermined period of time to analyze each exhibit (3-5 minutes). Use a bell or play music to cue students to the next exhibit.</p> <p>Instruct students that after they analyze the exhibits they will write down what type of propaganda they think the artifact is and what emotions the artifact was meant to trigger.</p> <p>When students have completed the circuit of exhibits, have them return to their seats for step 3.</p> <p>Google Slide Deck</p> <p>Here is a Google Slide deck with all of the exhibits if you would prefer to have students analyze the propaganda artifacts from their seats rather than a gallery walk. n either of these online platforms.</p>



	<p>Virtual Gallery Walk</p> <p>Here is a Google Jam Board if you wish to conduct a virtual gallery walk via Google Meet or Zoom. This requires that you are familiar with how to use a Google Jam Board in either of these online platforms.</p>
<p>Step 3 (15 min)</p>	<p>Ask students to share with a peer how they would answer the following prompt:</p> <p>In what ways has propaganda been used to weaken or deny people their human rights?</p> <p>While students discuss, distribute the Written Reflection student worksheet. This is the last page from the Google Doc Lesson 2 - Propaganda Gallery Walk - Written Reflection Worksheet.</p> <p>After 3-5 minutes invite students to share their thoughts about their answer to the prompt.</p>
<p>Formative Assessment Task</p>	<p>Instruct students to write a 3-5 sentence response to the prompt for the Final Reflection in the worksheet: Lesson 2 - Propaganda Gallery Walk - Written Reflection</p>

Lesson 3: Micro-thesis	
Supporting Question 1:	What can be done to help people determine when propaganda is good or bad for society?
Step 1 (10 min)	<p>For the opening activity have students respond to the following prompt:</p> <p>What can be done to help people determine when propaganda is good or bad for society?</p> <p>Lead a class discussion inviting students to share their thoughts</p>
Step 2 (30 Min)	<p>Distribute the directions for the Micro-Thesis.</p> <p>Explain to students that they will be writing a response to the question considered during the opening activity.</p> <p>Explain to students that this is an open ended question. There is no one correct answer. Encourage students to brainstorm ideas about how citizens can be better prepared to identify positive versus negative propaganda.</p> <p>Emphasize that a person's perception of propaganda being positive or negative is greatly influenced by their own values.</p> <p>Explain to students the expectations in the rubric.</p> <p>Provide time for students to brainstorm together.</p> <p>Teacher should circulate among students to assess their progress.</p>
Step 3 (10 min)	<p>Instruct students to share with peer/s their position regarding the prompt.</p> <p>Invite students to share their position with the whole class.</p>
Formative Assessment Task	Teacher assesses student written responses.

Summative Assessment: Producing a Public Service Announcement

Students will work with a partner or in a small group to create a public service announcement about an issue that affects individuals their age. Students must include one or more primary sources within their PSA. This can be a powerful quote, image, video, law, etc.

Rubric: Producing a Public Service Announcement

Summative Assessment Criteria	Expert 25	Proficient 20	Developing 15	Novice 10
Process: Techniques used are justified and appropriate choices were made. - Growth evident in daily editing - Group worked well together and everyone made significant contributions				
Purpose: The purpose of your PSA is clear! - What should I know after viewing? (research/facts are evident and appropriate) - What should I do after viewing? (call to action is clear and fits purpose of campaign)				
Persuasive Techniques: Makes an impact on the audience with emotion (shock, anger, sadness, guilt, surprise) - Language has power to persuade.				
Propaganda Techniques: Includes one or more propaganda techniques.				
Primary Source: Includes one or more primary sources.				

About the Inquiry Author



David W. Swan teaches students in 9-12 grade(s) at Cheboygan Area High School in Cheboygan, MI. He has taught World History and U.S. History for 5 years. His favorite aspect of teaching social studies is leading his students to appreciate and understand how history is essential in understanding the world today. He can be contacted at swand@chebschools.com.



Vena Karana received her Bachelors in Secondary Education from Wayne State University. She majored in English and minored in English as a Second Language. She is an English Language Development teacher at Pioneer Middle School and a 2021 graduate of the Master in Arts in Learning, Design, and Technology from Central Michigan University.

Learn More About the Inquiry Here:

