

PROPAGANDA TECHNIQUES

LESSON OBJECTIVE(S)

The student will be able to:

- distinguish among common propaganda techniques
- identify examples of propaganda techniques in campaign literature and campaign speeches

MATERIALS AND RESOURCES

- Activity 1** Handouts/Transparencies F-1 "Propaganda Techniques"
Handouts/Transparencies F-2 "Identifying Propaganda"
- Activity 2** Advertisements from magazines (not included)
Campaign literature (not included)

ACTIVITIES

Activity 1 - "What is Propaganda?"

Introduce the various propaganda techniques to the students (found in Handout F-1) by showing advertisements from various magazines. Have students work in small groups to complete activity sheet F-2.

Next, explain to students that sometimes the person covered in news stories will use propaganda techniques. Propaganda is a technique used to influence and persuade others to one's point of view. For example, a candidate for office may make a speech in which one of the techniques is used. The newspaper reports the speech and identifies the speaker. By reporting the speech, most newspapers are not employing propaganda techniques, but factually stating who said what. Find examples of news reports of a candidate using a propaganda technique in a speech.

Activity 2 - "How is Propaganda Used in a Political Campaign?"

Provide students with copies of campaign literature distributed by the candidates. Also, distribute copies of Handout F-3 and have students work in groups to analyze campaign literature in terms of the Propaganda Techniques defined in Handout F-1. Each group should examine campaign literature of several candidates. To provide closure to this activity, ask students such questions as: In their ads, do candidates deal with issues, or do they appeal strictly to your emotions? Do they gain

your sympathy? Do they make you suspect their opponents' character or abilities? Do they arouse anger?

Campaign Strategies Topic F

Students may wish to analyze “real” ads published in newspapers, on television, or in campaign literature before they begin this activity. Students should ask themselves, “Would you attack an opposing candidate, stress achievements while in office or make campaign promises?” Then, students can compare their ad with what is actually running in the newspaper, on television, or being distributed by the candidates.

Have students design a political ad for a candidate of their choice using one of the propaganda techniques on Handout F-1. Tell students that their ad will be competing for readership with many other ads in the newspaper so they should consider how they will catch the readers attention when designing the ad. Display the ads in the classroom. Have students identify the propaganda technique used.