

Schedule of Events

Previous to Activity

Students will have been educated about the political, economic, and social aspects of the events leading up to the beginning of the American Civil War. Political concepts explaining the political parties, abolitionists and legislative acts will assist in the understanding of the governmental role and feeling of the time. Economic differences between the North and the South will have been shown examining industry, agriculture, and production as a world economy. Finally, students will have been informed about the social aspects of slavery and how that impacts the country in a variety of ways.

Day 1

Students will be exposed to the concept of propaganda. The following techniques will be discussed and examined.

Seven Types of Propaganda

- 1. Name Calling** Giving people or things a bad label to make us reject and condemn them without examination.
- 2. Glittering Generality** A sweeping statement that associates people or things with a "virtue word" to make us accept and approve without examining the evidence.
- 3. Symbol** Using the prestige of one person or a symbol to make us approve of another person or thing. Or using the "bad" name or symbol.
- 4. Endorsement** Having some respected person endorse a candidate, a product or an idea.
- 5. Plain Folks** Trying to show that something or someone is good because of close association with "average people".
- 6. Card Stacking** Selecting or using facts, falsehoods, illustrations, or distractions to give the best (or worst) possible case for people or things. i.e. 25 years of experience, college educated, his opponent only went through the 8th grade.
- 7. Bandwagon** Attempting to convince us that almost everybody is doing the same thing; therefore, we should do it too.

Day 2

Students will be asked to examine and watch several of examples of propaganda techniques. These examples will stem from posters, World War II newsreels, and current television advertisements. (see Instructor WEB site sheet)

After watching these examples, students will be asked to find the Propaganda techniques used to try to get their product or viewpoint across.

Teachers may also want to discuss the impact these techniques may have made during the time. Some of the questions to discuss may be : Were they effective? Did they appeal to their specific target? Were they factual?/ Does it matter?

Day 3

Students will be broken up into groups and begin researching and preparing a propaganda presentation of their own. They will be asked to present a 3-5 minute video or live presentation reflecting the viewpoints and feelings of the day as they pertain to their specific group, using propaganda techniques to attempt to lure others to their cause.

These groups include, but are not inclusive to, Democrats, Republicans, Free Blacks, Southern Slaves, Abolitionists, Southern Fire-eaters, Northern Copperheads (Peace Democrats), Southern Yeoman Farmer, Immigrants, Women, Union Soldiers, and Confederate Soldiers.

Students will then spend the rest of the period researching and understanding the possible position held by their Civil War group. (See Content Section of Course Overview for WEB sites)

Day 4

Students will take their information and position and develop a propaganda scenario to represent the viewpoints and persuade others to follow. The use of propaganda techniques will be used and examined as part of the assessment.

Day 5

Final day for student research and completion of the propaganda project. Students may film their project, practice for the live presentation or finalize their research on this day.

Day 6

Students present their propaganda projects to the class. Student evaluation and discussion will follow each presentation. A discussion about the product, types of propaganda used, and the effectiveness during the era, will be examined.

Day 7

The question: Would it have made a difference to have had this type of media available during the Civil War era? can be used as a final writing assessment or discussion question to wrap up the project

Civil War

Applying Propaganda Techniques To The Civil War Era

Objective:

When completed, your group will show an understanding of the political, economic, and social dilemmas faced by specific groups in the Civil War era by using and evaluating propaganda techniques.

Goals:

- * Identify and incorporate propaganda techniques from a position of one affected by the events leading to the Civil War.
- * Apply previous knowledge to represent the possible position a group may have had during the Civil War era by presenting a propaganda project.
- * Debate and discuss the impact that the propaganda techniques might have made on those involved during this era.

Outcomes:

- Show a knowledge of different propaganda techniques and their impact
- Learn and understand the viewpoints held by the different groups affected by Civil War dynamics.
- Critically evaluate the effectiveness of the techniques on those involved.

Directions:

- Break up into small groups (2 or 3). You will then be assigned a Civil War era group to represent.
- Research the feelings, viewpoints, and positions the group had toward war.
- Apply that information to a propaganda scenario which would influence others to join your cause.

Propaganda Project Options:

One of the types of media not available during the Civil War era was film. Your group will produce a 3-5 minute video or live presentation reflecting the views of your topic group. The video may be produced outside of class, during class time, or presented live during class time.

Presentation:

You will be given three days to research and prepare your propaganda project.

All groups will then present their projects to the rest of the class. Your presentation must be between 3-5 minutes and involve all members of your group. (See the following rubric) After each presentation a discussion as to the techniques and the effectiveness will be examined.

Handout for Students on Propaganda Techniques

Propaganda Techniques

Definition: When one person's opinion or a group of persons present an opinion as fact.

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How many examples of propaganda devices can you find in the following passage?

Everybody who is anybody is using "Good Smell", from the captain of the Green Bay Packers to Miss America. George W. Bush, president of the United States says "Good Smell" is the greatest.

All other products don't hold a candle to "Good Smell". The only people who don't use "Good Smell" are losers and nerds. Other products are more expensive and harder to find in leading stores.

"Good Smell" is used by people with class. Don't be a loser; be like most people, use "Good Smell".

Civil War Propaganda Scoring Rubric

<p style="text-align: center;"><i>Academy Award Winner (93-100 points)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> All criteria in “Golden Globe” category have been met <input type="checkbox"/> “Dressed the part” for presentation <input type="checkbox"/> Demonstrated all of the propaganda techniques <input type="checkbox"/> Creative presentation format (debate, songs, art work, story reading, role playing, etc.) <input type="checkbox"/> Included class in presentation
<p style="text-align: center;"><i>Golden Globe Award Winner (85-92 points)</i></p>	<p><u>Technology</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to see images and actors clearly <input type="checkbox"/> Able to hear dialogue and sounds clearly <p><u>Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Covered main topics, understood majority of groups position <input type="checkbox"/> Strong overall knowledge of topic <input type="checkbox"/> Thoroughly described impact of events affecting the group during the Civil War era <input type="checkbox"/> Demonstrated at least five propaganda techniques <input type="checkbox"/> Video or presentation lasted between 3-5 minutes <input type="checkbox"/> Prepared and professional tone <p><u>Effort/Attitude</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Used time appropriately during research <input type="checkbox"/> Actively participated in project <input type="checkbox"/> Positive attitude towards project
<p style="text-align: center;"><i>Daytime Emmy Award Winner (77-84 points)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Only five <u>Presentation</u> requirements were met <input type="checkbox"/> Only used two to four of the propaganda techniques <input type="checkbox"/> Performed a limited role in the presentation <input type="checkbox"/> Did not take full use of resource time
<p style="text-align: center;"><i>Nickelodeon Kid’s Choice Runner-Up (69-76 points)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Only four <u>Presentation</u> requirements were met <input type="checkbox"/> Used only one or two slides completed <input type="checkbox"/> Had a very limited role in presentation <input type="checkbox"/> Was not actively participating in research

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War Propaganda Websites for the Instructor

Civil War Propaganda

- <http://www.civilwarhome.com/propaganda.htm>—text explanation of Union efforts to influence various groups, including the British and French at the outset of the Civil War.
- <http://lcweb2.loc.gov/ammem/gmdhtml/cwmhtml/cwmcm.html> --propaganda maps.

Spanish-American War Propaganda

- <http://sbhs.sbschools.net/socialstudies/prop.htm> --Posters, with textual descriptions, used in the Yellow Press, to persuade Americans of our need to be involved with ridding Cuba of Spanish rule.
- <http://chnm.gmu.edu/aq/war/recep1.htm> --Extractions of articles used to influence what people thought of the war in Cuba.

World War I Propaganda

- <http://www.firstworldwar.com/posters/usa.htm> --Propaganda posters used in the United States.
- <http://carmen.artsci.washington.edu/propaganda/video/> --Video clips of WW I propaganda.

World War II Propaganda

- <http://www.library.unt.edu/govinfo/mapsandposters/wwiipost.html> --World War II propaganda posters.
- <http://www.playwinningpoker.com/articles/mz/war1.html> --Gives synopsis's of movies that were to persuade Americans that our reason for being in WW II were justified.

Korean War Propaganda

- <http://dpmachenry.tripod.com/propwar.htm> --Examples of propaganda leaflets used to persuade the enemy to stop fighting, as well as other types of leaflets.
- <http://www.koreanwar-educator.org/homefront/magazines.htm> --Summary of the needs to fight the Korean War, including, but not limited to, morale.

Vietnam War Propaganda

- <http://members.aol.com/TeacherNet/Vietnam.html#Prop> --General and complete list of links to websites about the Vietnam War, including propaganda on both sides.
- http://xroads.virginia.edu/~CLASS/am485_98/lane/media/viet.htm --Site with links to other helpful sites about reporting the war in Vietnam.

Desert Storm/Iraq War Propaganda

- <http://eserver.org/bs/35/castonguay.html> --Tells how the Super Bowl and Desert Storm were connected.
- <http://bellinghamherald.gannetonline.com/gns/iraq/full-chron.html> --General site that links to stories about war in Iraq, 2003.

