

C3 Teachers

*9th Grade*

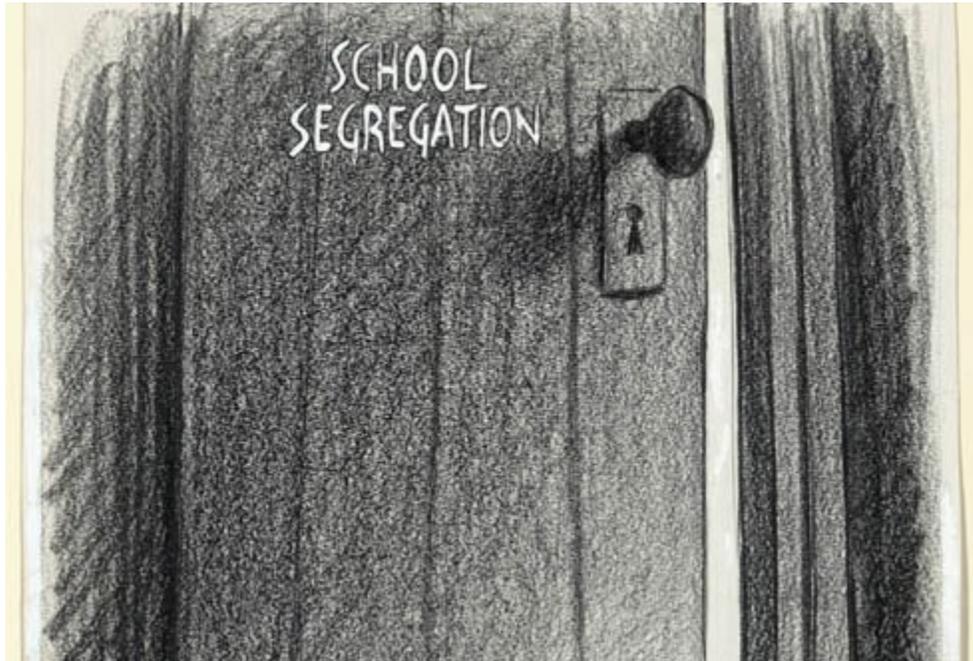
*Propaganda*

# What are the Props Behind Propaganda?

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Spring 2020

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<https://www.loc.gov/exhibits/brown/images/br0145s.jpg>

9th Grade Inquiry: Propaganda

<p><b>Compelling Question</b></p>	<p>What are the props behind propaganda?</p>	
<p><b>Standards and Practices</b></p>	<p><b>Standard- 8.1.9.B</b> Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspective, and cause and effect relationships</p> <p><b>CC.8.5.9-10.F.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	
<p><b>Staging the Question</b></p>	<p>To ensure students are able to properly analyze and interpret propaganda, use this beginner’s exercise. Review the meaning of propaganda and the <i>Cartoon Analysis Guide</i> with your students using Bill Mullins, “Inch-By-Inch” cartoon. Emphasis each “prop” that is used by illustrators when creating propaganda. Be sure to emphasize how/why each technique is used to effectively portray the illustrator's point of view.</p> <p><b>Cartoon Analysis Guide:</b> <a href="https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Political_Cartoons.pdf">https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Political_Cartoons.pdf</a></p> <p><b>Propaganda and Its Props Intro Sheet</b></p> <p><b>Political Cartoon:</b> <a href="https://www.loc.gov/exhibits/brown/images/br0145s.jpg">https://www.loc.gov/exhibits/brown/images/br0145s.jpg</a></p>	
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>
<p>What “props” did each illustrator use to debate the impact of nuclear weapons and their continued use throughout the Cold War? Did the illustrators use them effectively?</p>	<p>How does each illustrator use the “props” of propaganda to strengthen their argument in regards to Cold War Peace Talk? What arguments are being made? Were the arguments effective? Why?</p>	<p>What is the argument being presented in regards to the Cold War? Is the argument presented effectively (is it a strong argument)? Defend your stance. How did their use of the “props” of propaganda make their illustration more powerful? What changes would you make to the cartoon to strengthen it?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Analyze each piece of propaganda presented. Make note of all observations (highlight, circle, annotate, guided worksheet one). Discuss in small groups and then as a class using the jigsaw method.</p>	<p>Analyze each piece of propaganda presented. Make note of all observations (highlight, circle, annotate, guided worksheet two). Discuss in pairs and review as a class.</p>	<p>Analyze each piece of propaganda presented. Make note of all observations (highlight, circle, annotate, guided worksheet three). Analyze independently. Debate various stances as a class.</p>

Featured Sources		Featured Sources	Featured Sources
<p><b>Source A:</b> Willard Combes, "Take It Easy, Boys, It's Loaded," 1945  <a href="http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj013_01">www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj013_01</a></p> <p><b>Source B:</b> Herblock, "The Iceman Cometh," 1946  <a href="http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj011_01">www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj011_01</a></p>		<p><b>Source A:</b> Don Hesse, "Undermining Again," 1953  <a href="http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj013">http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj013</a></p> <p><b>Source B:</b> Jon Fischetti, "Carrot and The Sick" 1953 <a href="http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj014">www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj014</a></p>	<p><b>Source A:</b> L.D. Warren, "Alice Remains in Wonderland," 1958  <a href="http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj015">www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/cold-war.html#obj015</a></p>
Summative Performance Task	<b>Argument</b>	Write a claim statement (1- 2 paragraphs) with supporting evidence you found in the featured sources to answer, "What are the props behind propaganda?" Be sure to include the props, which are most often used, and which seem to be most effective.	
	<b>Extension</b>	Defend the claim statement by analyzing a contemporary cartoon of your choice. Be sure to elaborate upon which Propaganda Props are being used and their effectiveness.	
Taking Informed Action	Being able to analyze propaganda is one thing but, applying the skills that you have gathered is another. Choose a topic that is relevant in today's society and create your own propaganda piece. Be sure to choose a topic that can be debated or has multiple perspectives. Study both sides of the issue; the most effective pieces of propaganda are created by individuals who understand their opponent's argument. After creating your piece post it to social media. In three to four paragraphs, document each symbolic meaning found within your piece, explain which props you used along with documentation of the responses you receive from the public. Be sure to link the social media post in this documentation.		

Name:

Period:

Date:

## Table of Contents: The Props of Propaganda Binder

1. Table of Contents (THIS DOCUMENT)
2. Propaganda and Its Props Intro Sheet
3. Inch by Inch cartoon by Bill Mullins
4. Guided Worksheet One
5. **Cartoons: Take it Easy, Boys, It's Loaded AND The Iceman Cometh**
6. Guided Worksheet Two
7. **Cartoons: Undermining Again AND Carrot and the Stick**
8. Guided Worksheet Three
9. **Cartoon: Alice Remains in Wonderland**
10. Performance Task Rubric
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12. Contemporary Cartoon
13. Taking Informed Action Rubric
14. Written Portion of Formative Task
15. Copy of Original Propaganda
16. Binder Rubric

# Propaganda and Its' Props

## THE BIG QUESTION:

### WHAT IS PROPAGANDA:

## The Props of Propaganda:

1. **Symbolism:** Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas.

**Things to consider when working with Symbolism:** After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

2. **Exaggeration:** Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.

**Things to consider when working with Exaggeration:** When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

3. **Labeling:** Cartoonists often **label** objects or people to make it clear exactly what they stand for.

**Things to consider when working with Labeling:** Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

4. **Analogy:** An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

**Things to consider when working with Analogies:** After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

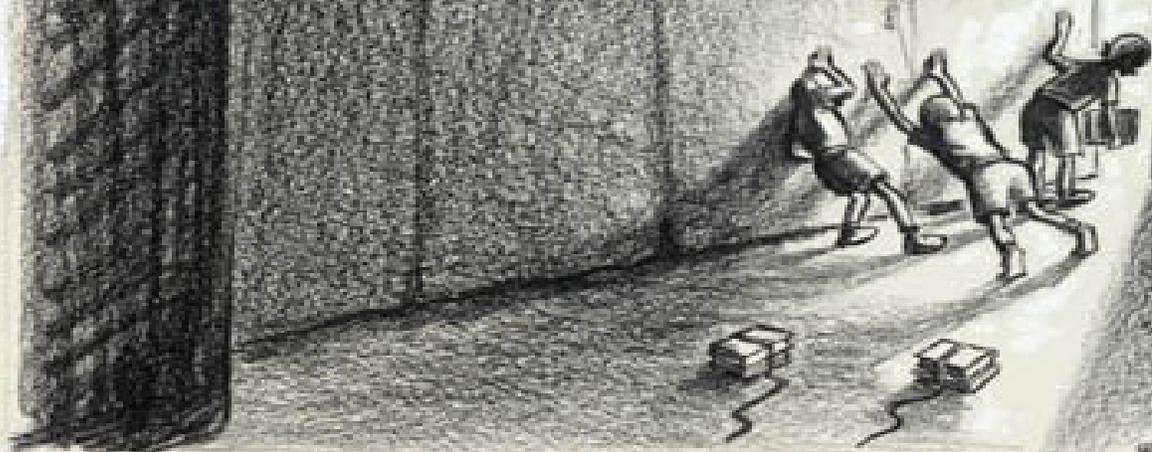
5. **Irony:** the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.

**Things to consider when working with Irony:** When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques or "*Props*" that the cartoonist used, ask yourself:

- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

# SCHOOL SEGREGATION



MAULDIN

©1960 St. Louis Post-Dispatch

INCH BY INCH

Name\_\_\_\_\_

PD.\_\_\_\_ Date\_\_\_\_\_

## What are the props of propaganda?

### Question 1:

What “props” did each illustrator use to debate the impact of nuclear weapons and the potential for their continued use throughout the Cold War? Were the “props” used effectively?

#### **Directions:**

Analyze each piece of propaganda. Make note of all observations (you may write on actual propaganda and make notes on guided worksheets). Discuss all observations in small groups and then as a class using the jigsaw method.

#### **Image 1: “Take It Easy, Boys, It’s Loaded”**

What props are being used? Take note of each prop to ensure you understand the full purpose of each propaganda piece. **Give examples!** (refer to your, “*Propaganda and Its Props*” guidance sheet for help) **DO NOT BE AFRAID TO ASK QUESTIONS**

Symbolism:

Exaggeration:

Labeling:

Analogy:

Irony:

***What Argument is being made?:***

**Image 2: "The Iceman Cometh"**

What props are being used? Take note of each prop to ensure you understand the full purpose of each propaganda piece. **Give Examples!** (refer to your, "*Propaganda and Its Props*" guidance sheet for help)

Symbolism:

Exaggeration:

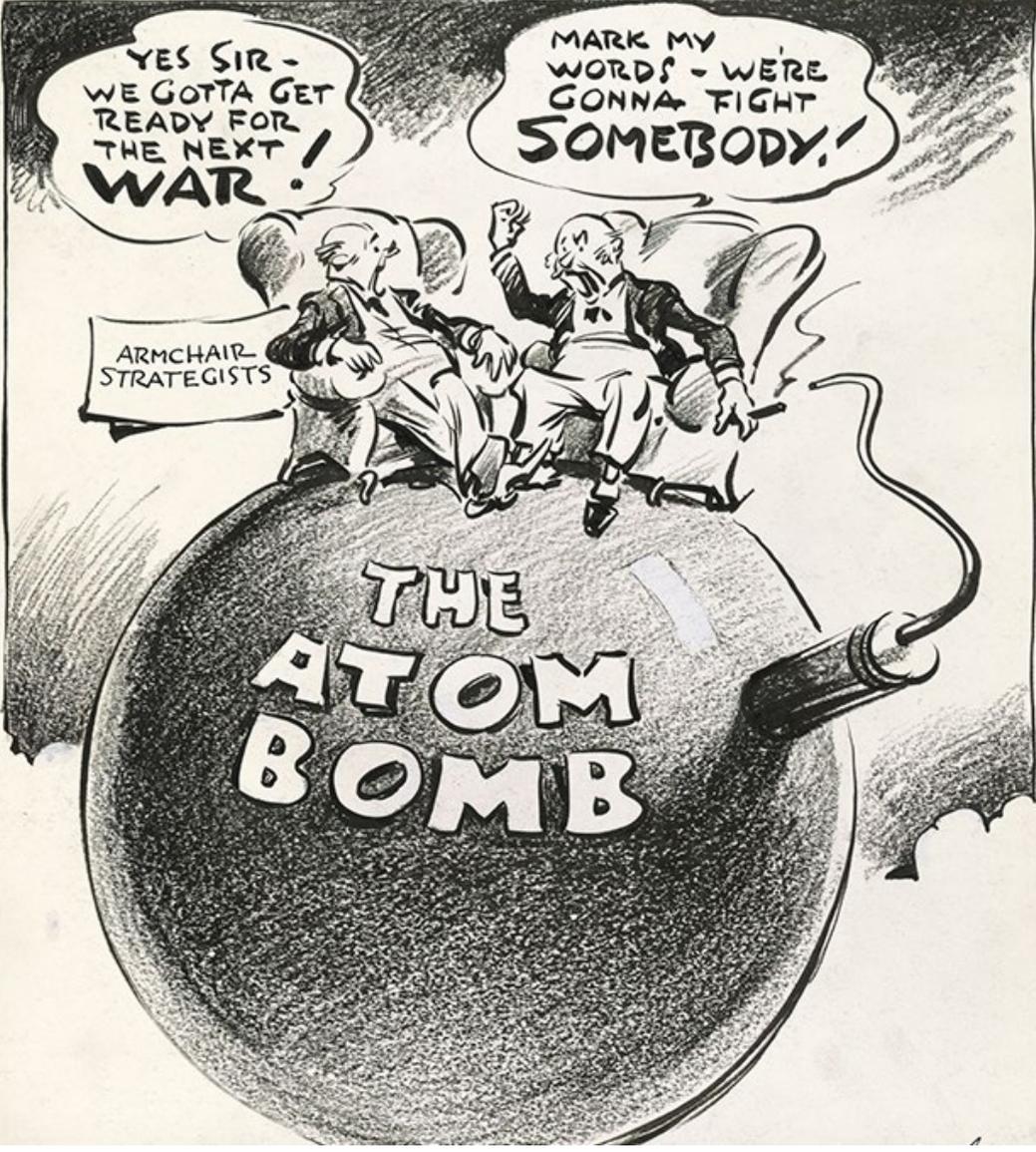
Labeling:

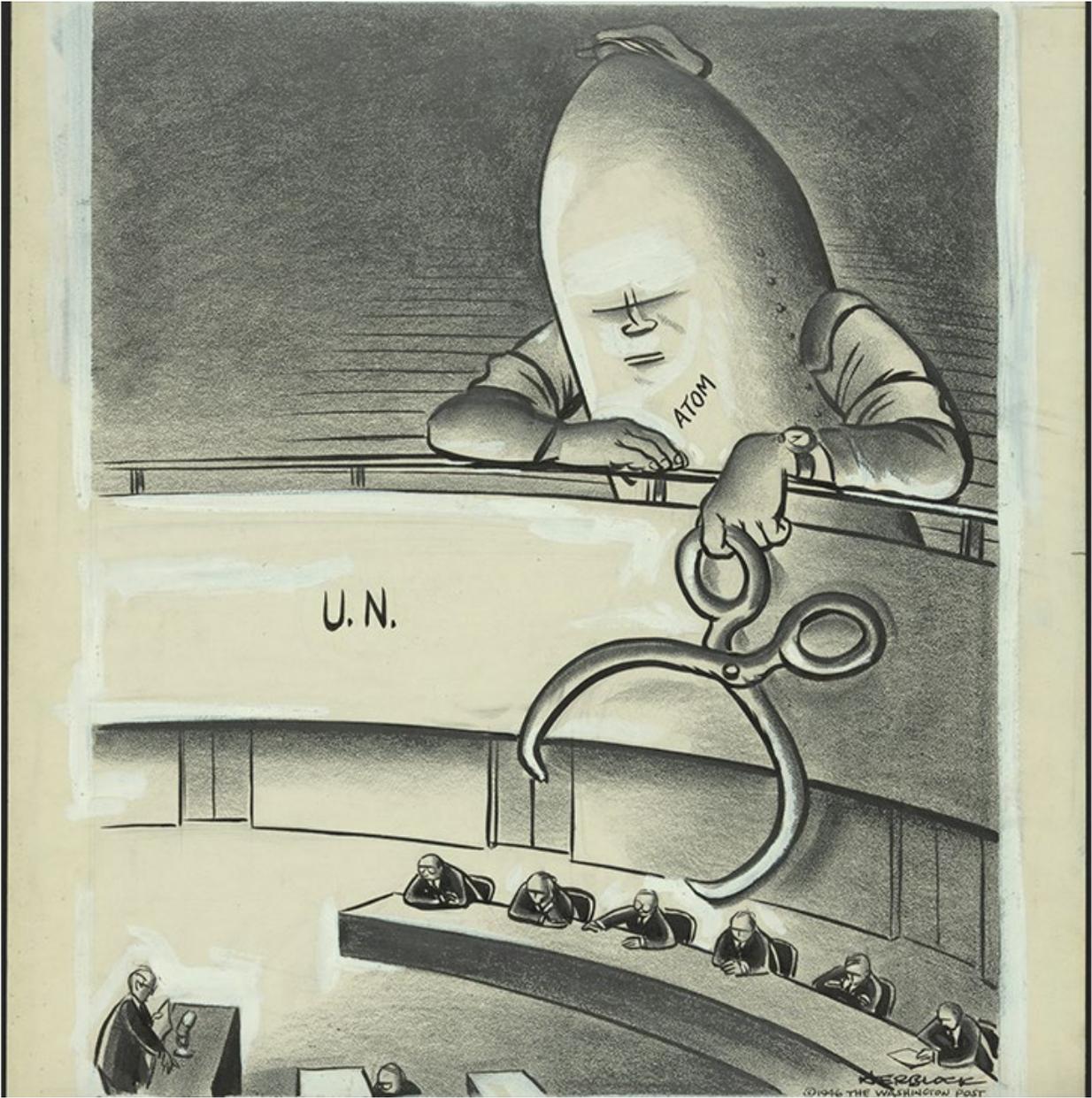
Analogy:

Irony:

**What argument is being made?**

TAKE IT EASY, BOYS, IT'S LOADED!





Name\_\_\_\_\_

PD.\_\_\_\_ Date\_\_\_\_\_

## What are the props of propaganda?

### Question 2:

**How does each illustrator use the “props” of *propaganda* to strengthen their argument in regards to Cold War peace talk? What arguments are being made? Were they effective, why?**

#### **Directions:**

Analyze each piece of propaganda. Make note of all observations (you may write on actual propaganda and make notes on guided worksheets). Discuss all observations in small groups and then as a class using the jigsaw method.

#### **Image 1: “Undermining Again”**

What props are being used? Take note of each prop to ensure you understand the full purpose of each propaganda piece. **Give examples!** (refer to your, “*Propaganda and Its Props*” guidance sheet for help) **DO NOT BE AFRAID TO ASK QUESTIONS**

Symbolism:

Exaggeration:

Labeling:

Analogy:

Irony:

**Image 2: "Carrot and The Stick"**

What props are being used? Take note of each prop to ensure you understand the full purpose of each propaganda piece. **Give examples!** (refer to your, "*Propaganda and Its Props*" guidance sheet for help)

Symbolism:

Exaggeration:

Labeling:

Analogy:

Irony:

**What argument is being made?**

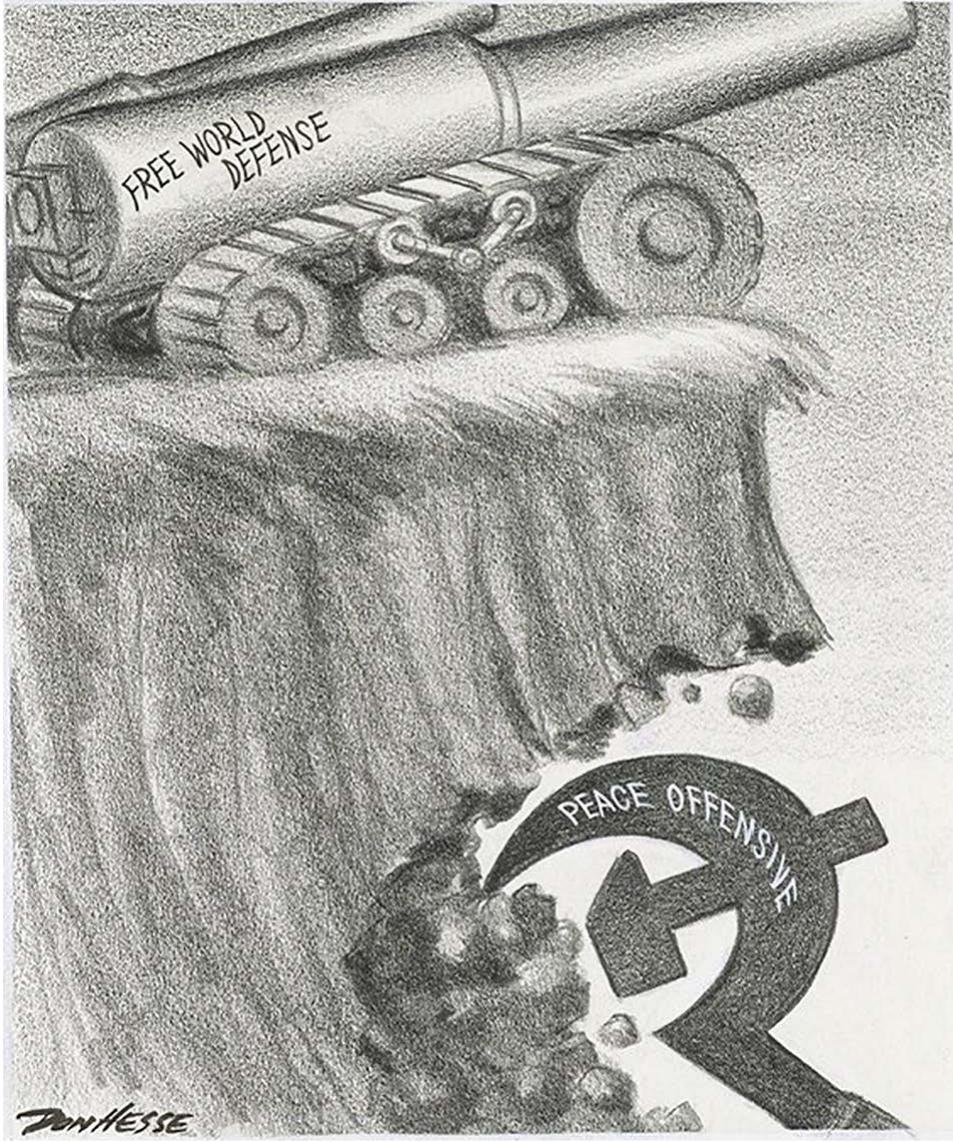
**Were both arguments effective? Why?**

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MITE  
MVST

124 88

# CARROT AND THE STICK





Name\_\_\_\_\_

PD.\_\_\_\_ Date\_\_\_\_\_

## What are the props of propaganda?

### Question 3:

**What is the argument being presented in regards to the Cold War? Is the argument presented effectively (is it a strong argument)? Defend your stance. How did their use of the “props” of propaganda make their illustration more powerful? What changes would you make to the cartoon to strengthen it?**

#### **Directions:**

Analyze “Alice Remains in Wonderland,” by L.D. Warren. If you are unsure of what is being argued, remember that in the late 1950’s there was debate regarding the disestablishment of nuclear weapons. Complete each section to the best of your ability. Be prepared to debate/discuss your various opinions as a class.

#### **Image 1: “Alice Remains in Wonderland”**

**1. Analysis of the Propaganda:**

**2. What is the argument being presented?**

**3. Is the argument effective, why or why not (is it a strong argument)?  
What props were used to strengthen the argument?**

**4. Would you make any changes to the cartoon? If so, describe the changes you would make.**

**Name:**\_\_\_\_\_ **PD.**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Directions:** Write a claim statement, 1-2 paragraphs in length that demonstrates your overall comprehension of the questions, "What are the Props of Propaganda?"

To support the opinions given throughout your essay, choose a contemporary piece of propaganda, analyze the cartoon independently, and explain which props were used and how effective they were. Attach the cartoon to your essay with all notes given. You may also use the resources gathered throughout the binder project to support your knowledge of Propaganda Props. Be sure answer questions such as:

- Which props are used most often?
- What props are most effective?
- What are the props of propaganda and their main purpose?

**YOU WILL NEED TO USE YOUR EDUCATIONAL OPINION TO ANSWER THESE QUESTIONS.**



ALICE REMAINS IN WONDERLAND

TO ART WOOD FROM  
© 1964

**Performance Task: “What are the Props of Propaganda”**

<b>Objectives:</b>	<b>Points Assigned</b>	<b>Points Earned</b>
<b>Choice of cartoon is contemporary and analyzed properly. <u>Comments:</u></b>	<b>5</b>	
<b>Clear and concise understanding of the props of propaganda and their purpose. <u>Comments:</u></b>	<b>10</b>	
<b>Cartoon is used to defend definition and understanding of the Props of Propaganda. <u>Comments:</u></b>	<b>10</b>	
<b>Additional Comments:</b>	<b>25</b>	

# PERFORMANCE TASK

# Contemporary Cartoon

## Taking Informed Action Rubric

<b>Objectives:</b>	<b>Points Assigned</b>	<b>Points Earned</b>
<p>Topic chosen is both relevant and has multiple perspectives. Original Propaganda piece makes it evident that knowledge of both viewpoints was a guiding piece in its creation.</p> <p>Comments:</p>	5	
<p>Includes a clear explanation of the piece and why/ each prop was used within the illustration.</p> <p>Comments:</p>	10	
<p>The original piece contains multiple Propaganda Props used <u>effectively and PROPERLY</u>.</p> <p>Comments:</p>	15	
<p>Inclusion of social media links along with only school appropriate responses from the public.</p> <p>Comments:</p>	20	
<p>Additional Comments:</p>	50	

# Written Portion of Taking Informed Action

# Original Propaganda

## The Props of Propaganda Binder Rubric

<b>Objectives:</b>	<b>Possible Score</b>	<b>Acquired Score</b>	<b>Comments</b>
Name, period, and date are clearly written on the table of contents.	<b>10</b>		
All guided worksheets are present within the binder and are completed to their entirety	<b>25</b>		
All political cartoons are present with their corresponding guided worksheet. They have clear signs of students analysis (highlights, pencil/pen marks)	<b>20</b>		
All information presented follows the correct organization directed by assigned table of contents	<b>20</b>		
<b>THE END!</b>	<b>75</b>		<b>Additional Comments</b>