

Anti-Dogfighting Curriculum: Media and Propaganda Extension Lesson

Grade Level: Secondary

Time Needed: approximately two to three class periods or club meetings

Character Concepts: Responsibility and Citizenship

Objective: The students will examine different types of propaganda and will understand what message is trying to be sent, as well as observe the ways in which companies and artists attempt to get us to buy their products. Students will also examine how advertisements may not show how the advertised item impacts people, animals, and the environment.

Curriculum Connections: Students will learn the definition of and types of propaganda.

National Standards Addressed

NL-ENG.K-12.3 - Evaluation Strategies

NL-ENG.K-12.5 - Communication Strategies

NL-ENG.K-12.12 - Applying Language Skills

Materials Needed

- commercial jingles
- note paper or scratch paper for each student
- 10 advertisements chosen by the educator - one to correspond with each propaganda type (see advertisement locator tips on page 6). As many as possible should relate to dogfighting or treatment of people, animals, and/or the environment.
- poster listing the 10 propaganda types (numbered 1-10; teacher-created poster)
- "Propaganda Types" worksheet (page 4) for each student
- poster or construction paper
- markers, colored pencils, or paints
- tape or rubber cement

Lesson Procedure

Preparation:

- 1) Make copies of the "Propaganda Types" worksheet (page 4) for each student.
- 2) Create "Propaganda Types" poster on which all 10 types are listed and numbered.
- 3) Obtain copies or clips of advertisements for each type of propaganda (see page 6 for suggestions).

Opening:

- 1) Ask students if they like to make their own choices and decisions. Accept all answers. Review with students that companies try to influence the thinking of consumers (us) and how they use many techniques to make us think we need a product or that it will help us in some way.
- 2) Ask students to take a piece of note paper or scratch paper and number their paper from 1-6. Read the directions: "I will read slogans or show advertising for eight products. Write down what is being advertised or what store is being promoted."
 - a. "Mmm, Mmm Good" (Answer: Campbell's Soup)
 - b. "What would you do for a _____?" (Answer: Klondike Bar)
 - c. "I'm a Big Kid Now" (Answer: Pull-Ups)
 - d. "They're Magically Delicious!" (Answer: Lucky Charms)

- e. "Meow, meow, meow, meow - Meow, meow, meow, meow" (Answer: Meow Mix cat food)
 - f. "I'm Lovin' It!" (Answer: McDonald's)
 - g. Show the red target used in all Target ads and promotions -- a copy can be obtained at <http://www.target.com>.) (Answer: Target)
 - h. Show the giraffe used in all Toys 'R' Us ads and promotions (A copy can be obtained at <http://www.tvacres.com/giraffes.htm>.) (Answer: Toys 'R' Us)
- 3) Ask students to self-check their answers as the slogans are being reviewed. Once the review is complete, inform students that all of these advertisements are a form of something called propaganda.
 - 4) Define propaganda for the class. Propaganda, as defined by Merriam-Webster Dictionary, is "The spreading of ideas, information or rumor for the purpose of helping or injuring an institution, cause, or person; ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause."
 - 5) Ask the class why a business may use advertising, or propaganda, to influence the choices of consumers. Accept student answers before reviewing that advertising is a form of communication that attempts to persuade potential customers to buy a particular brand, product, or service. Every major form of communication is used to deliver these messages, including television, radio, magazines, newspapers, video games, the Internet, and billboards. Basically, propaganda and advertisements try to get us to think a certain way and do certain things.

Review with students that if they got most of the answers to the propaganda/slogan quiz correct, they have been influenced by the companies who create these ads and try to sell products.

- 6) Inform the class that they are going to look at some forms of advertisement or propaganda and learn how companies try to influence what we, the public, think, do, and purchase, especially as it pertains to treatment of animals, people, and the environment.

Body:

- 1) Pass out a copy of the Propaganda Types worksheet to each student and introduce the types of propaganda. (This can be done as a silent reading or aloud.)
- 2) Once all students have had a chance to review the types of propaganda, place the propaganda poster (poster containing propaganda titles numbered 1-10) in front of the room and the 10 individual advertisements upside down on the board or wall. (If using any computer links or videos place the product or company name on a blank piece of paper or cardstock.)
- 3) Ask students to use the same piece of note or scratch paper from earlier and number 1-10.
- 4) Ask students to match up the type of propaganda with the proper advertisement as you flip the advertisements over or show video clips. Students are to write the product or company next to the number of the proper propaganda type. Allow students to use the "Propaganda Worksheet" and give 2-4 minutes to complete the activity.
- 5) Review the answers with the students. As you review each type of propaganda, ask the class if what is being sold truly relates to how it is being sold. For example, ask the class, "Do you think an energy drink will really make me tough?"
- 6) Ask the class to describe what they learned about advertising and propaganda. (This can be done orally or in writing.)
- 7) Review with the students that much of what they have seen has shown how advertising and propaganda can be used in a way that promotes a product or tries to trick the public into doing something.



- 8) Ask students to think about how advertising also impacts the world including other people, animals, and the environment. Create a chart with four columns on the board, titling the columns: Products, People, Animals, and Environment.

Product	People	Animals	Environment
Huggies Pull Ups: diaper	May contaminate water near landfill	Animals may attempt to eat parts of the diaper, contaminate water near landfill	Sent to landfills, takes many years to break down, may contaminate water near landfill

- 9) Using the example of the “Pull Ups” ad and jingle from the lesson opening ask the class to think about what this product is advertised to do. (A: A diaper to help children transition to regular underwear.) Write “Pull Ups” under the “Product” column on the chart.
- 10) Ask students to think about how the product may impact people, animals, or the environment in a way not mentioned in the commercial. Take answers as applicable from the students.
- 11) Complete one or two more examples as needed.
- 12) Split students into groups of two or three. Provide each group with an example product and ask them to create a chart similar to the one on the board. Provide groups with access to a computer or research materials as necessary.
- 13) Once each group has completed a chart for the product ask them to think of a product that could be chosen to replace the initial product.
- 14) Ask each group to create a diorama, video, or written work showing the following: product, intended use, impact on people, animals, the environment, and a replacement product. (This may take one class meeting.)

Closure:

- 1) Ask each group to display or share their completed project. This may be done via stations or an art walk. Ask students to review the projects done by each group and share their thoughts.
- 2) Ask each student to write down one thing they learned about products, advertisements, and the impact they have on society on a sticky note before they leave the room (a.k.a. “ticket out the door”).
- 3) Remind students that the important thing to remember when seeing any type of advertisement is to think as an individual. Is the ad trying to get you to “do” something or “buy” something? Does the ad promote something illegal or wrong? Does the product have unmentioned impact on people, animals, or the environment? If you answer “Yes” to these questions, stop and think about what the ad is trying to get you to do. It is easy to be fooled by rich, powerful, or popular people acting as spokespersons, and companies depend on the fact that the consumer, you, will not think for yourself.

Propaganda Types

Bandwagon

Bandwagon advertisements attempt to persuade the target audience to join in and take the course of action that "everyone else is taking." The bandwagon approach reinforces people's desire to be part of "the in crowd" or "those in the know." This is used to convince people that there is mass approval of a product or action and that the reader or listener should join too. This approach is used often to sell things to young people.

Transfer – a.k.a. “Association”

Transfer depicts famous people or attractive, happy people. This technique desires to make the listener or reader feel that if they buy a product or follow a certain ideology, they too will be happy, beautiful, strong, or successful.

Emotional Words – a.k.a. “Glittering Words”

Glittering generalities are emotionally appealing words applied to a product or idea, but which present no concrete argument or analysis. A famous example is the campaign slogan "Ford has a better idea!"

Half-truth

A half-truth is a deceptive statement which may come in several forms and includes some element of truth. The statement might be partly true, the statement may be totally true but only part of the whole truth, or it may utilize some deceptive element, such as improper punctuation, or double meaning, especially if the intent is to deceive, evade blame, or misrepresent the truth.

Faulty Cause and Effect

This technique is used to persuade a target audience to believe an action or idea by using bad logic where "a" is said to equal "X", and "b" is said to equal "X", therefore, "a = b". Faulty cause and effect is the most difficult technique to detect because it does not provide all of the information necessary for the audience to make an informed decision. The audience must decide what is missing.

For example: Pit bulls are strong and have a lot of energy. "Pit Bull" energy drink has a picture of a pit bull and is called an energy drink. This is intended to make the consumer think: If you drink "Pit Bull" energy drink you will be strong and have energy.

Name-calling

Name-calling uses negatively charged words to shape a negative opinion or image of a person, product, or company. Name-calling is not based on facts, but instead appeals to the emotions, and often fears, of the listener or reader. This technique is most often used in politics. For example, words such as lazy, untrustworthy, incompetent, etc., are often used in political ad campaigns.

Repetition

This type of propaganda deals with a jingle or word that is repeated over and over again, thus getting it stuck in someone's head, so they remember the product or person.

Slogans

A slogan is a brief, striking phrase that may include labeling and stereotyping. Although slogans may be enlisted to support rational ideas, in practice they tend to act only as emotional appeals.

Testimonial

Testimonials are quotations, in or out of context, especially cited to support or reject a given policy, action, program, or personality. The reputation or the role of the individual giving the statement is exploited. The testimonial places the official endorsement of a respected person or authority on a propaganda message. This is done in an effort to cause the target audience to identify itself with the authority or to accept the authority's opinions and beliefs.

Advertisement Locater Ideas

Bandwagon: Teen magazines are a good place to look for these types of advertisements.

Transfer (a.k.a. Association): DMX album cover (Year of the Dog):
http://newsimg.bbc.co.uk/media/images/44079000/jpg/_44079042_dm_x_203.jpg.

Phat Farm website showing those who wear the clothes to be successful and desired:
<http://www.phatfarm.com/>

Emotional Words: Most magazines will contain this type of advertisement. Many television commercials will also use emotional words.

Half-truth: Verizon commercial for LG Dare: <http://www.youtube.com/watch?v=f7hiUrTy6vU>

Faulty Cause and Effect: Pit Bull energy drink:
<http://www.bevnet.com/reviews/pitbull/media/6E6375144DD6427A87A761DCCC393339>

Name-Calling: For examples, look for recent election advertisements.

Repetition: Head On commercial: http://www.youtube.com/watch?v=f_SwD7RveNE

Slogans: It keeps going, and going, and going... or Keep Going - Energizer Batteries
http://www.energizer.com/layouts/displaylargeimage.aspx?image=/SiteCollectionImages/media-center/print_ad_gallery/large/corporate_ad.jpg or <http://www.energizer.com/media-center/Pages/bunny-commercials.aspx>

Testimonial: Ashanti for Akademiks clothing www.akademiks.com; <http://www.ideclareme.com/>

Cover Girl Queen collection: <http://www.diaprods.com/GRAPHICS/KymHampton700.jpg>

Many testimonials can be found in television advertisements.