

# Dogfighting Unit Lesson Five- The Media and Propaganda

Grade Level- Secondary

Time Needed- Approximately one 80 minute or two to three 40 minute class periods or club meetings

## Character Concepts

Citizenship and Responsibility- A responsible citizen reviews advertising to determine what is being conveyed and how the advertisement is trying to influence the consumer.

## Objective

The students will examine different types of propaganda related to dog fighting and popular culture. Students will understand what message is trying to be sent and observe the ways in which companies and artists attempt to get us to buy their products.

## Curriculum Connections

Students will learn the definition of and types of propaganda. Students will use this knowledge to create their own anti-dogfighting advertisement.

## 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
- PSA's (use as needed)
  - Jason Taylor [http://www.youtube.com/watch?v=4\\_ezB96lhzc](http://www.youtube.com/watch?v=4_ezB96lhzc)
  - HSUS PSA [http://video.hsus.org/?fr\\_story=fed419008cbcb17ac8c17940224453ee3f3e4d92&rf=bm](http://video.hsus.org/?fr_story=fed419008cbcb17ac8c17940224453ee3f3e4d92&rf=bm)
  - Hulk Hogan PSA
  - [http://video.hsus.org/?fr\\_story=fdb7e596a6c7bfd4e90ffbc3e1e5c884a68587b6&rf=sitema](http://video.hsus.org/?fr_story=fdb7e596a6c7bfd4e90ffbc3e1e5c884a68587b6&rf=sitema)
  - Mixed Martial Arts PSA <http://www.knockoutdogfighting.org/psas.asp>
  - Knock Out Dog Fighting <http://www.knockoutdogfighting.org/psas.html>
- poster listing the 10 propaganda types (numbered 1-10) (See the "Propaganda Types" sheet.)
- ["Propaganda Types" sheet](#)
- 10 advertisements chosen by the educator (One advertisement should correspond with each propaganda type- [see advertisement locator tips sheet](#). As many as possible should relate to dogfighting)
- poster or construction paper
- markers, colored pencils, or paints
- tape or rubber cement
- VCR (optional)
- television (optional)
- video camera (optional)

## Lesson Procedure

### Preparation

1. Make copies of the propaganda worksheet 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. Try to locate advertisements that reference dogfighting or “angry” dogs. (Some [example advertisements can be found here](#) to help you get started.)

### 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 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 right, 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 dogfighting.

### Body

1. Pass out a copy of the propaganda 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. The good news is that advertising and media messages can also be used to help others.

Ask the students to watch a few examples of positive media. (Show one or more of the PSA clips.)

8. Ask students to answer the following questions orally or in writing: “These messages are still using propaganda and advertising, but are they trying to trick you into buying something? How did they make you feel?” Accept all answers.

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? 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.

#### *Closure*

Ask students to choose one type of propaganda and create an ad campaign to convince others that dogfighting is not only illegal, but also cruel. The ad can be created using any form – magazine, television, radio.

#### *Extension*

Ask students to display their advertisements in the school, in a community location, or to upload their video advertisement to YouTube, Twitter, or other online site.