

**Denise Phillips
Summer Institute 2010
Action Plan for Learning**

Title	Propaganda: A Look at Advertising
Subject area/Course	Reading
Investigative Question	What propaganda techniques are effectively used in Coca Cola advertisements? (bandwagon, name calling, testimonial, transference, stereotyping, plain folks, emotional appeal)
PA Teaching Standards	<p>Reading</p> <p>R11.B.3.2.1: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>R11.B.3.2.2: Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.</p> <p>History</p> <p>8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>
Objectives	<ol style="list-style-type: none"> 1. Identify propaganda techniques used in advertisements. 2. Explain the effectiveness of the propaganda techniques. 3. Evaluate why the propaganda techniques would be effective at the given time in history. 4. Create an advertisement using a propaganda technique.
Duration	One class period (1 hr 30 min)

Materials

1. Drink Coca Cola 5 cents <http://www.loc.gov/pictures/item/2004671509>



Stereotyping/Bandwagon

2. Mean Joe Green
http://memory.loc.gov/mbrs/ccmp/meanjoe_01t.gif



Testimonial

3. "A Classic Never Goes Out of Style"
<http://blog.corporatelogos.ws/wp-content/uploads/2009/04/coke-4.jpg> Transference
4. "For a Better Start in Life" <http://www.funpeak.com/funnypics/coca-cola-advertisement.jpg> Bandwagon
5. "Tastes Like Home" <http://www.funpeak.com/funnypics/coca-cola-advertisement.jpg> Emotional
6. "Serving Coke Serves Hospitality"
<http://www.digitaldeliftp.com/Images/pings/1951Advertising.png> Plain folks
7. "Coke – Second Floor"
http://www.piculous.com/wp-content/uploads/2009/02/pepsi_everywhere.jpg
Cartoon http://farm1.static.flickr.com/4/5469094_6ebe175024.jpg Name calling
8. Computers
9. Projector

<p>Inquiry-Based Learning</p>	<p>I will use an Inquiry-Based Learning Model with the following components: Questioning, Researching, Discussing, Creating, and Reflecting.</p> <p>Questioning - I will ask students to name examples of types of propaganda seen in Coca Cola advertisements and describe how the time period may have affected the theme shown in the advertisement.</p> <p>Researching - I will demonstrate how to research advertisements using the Library of Congress website. I will also show students how to research using other reputable Internet sources.</p> <p>Discussing - The class will discuss the types of propaganda found during research. We will also discuss the relevance of the time period.</p> <p>Creating - Students will create an advertisement using one of the propaganda techniques discussed in class.</p> <p>Reflecting - Students will reflect on how the advertisement exhibits the proper propaganda technique and what influences led them to create their advertisement.</p> <p>Assessment - Students will be assessed by using a rubric designed specifically to the project.</p> <div data-bbox="324 1008 1136 1596" data-label="Diagram"> <pre> graph TD Q[Questioning] --> R[Researching] R --> D[Discussing] D --> C[Creating] C --> Ref[Reflecting] Ref --> Q </pre> </div>
<p>Description of procedures</p>	<p>After an introductory lesson on bias and propaganda, the teacher will continue instruction by implementing the following project.</p> <p>I will begin class by reviewing the types of propaganda listed on the board (bandwagon, name calling, testimonial, transference, stereotyping, plain folks, emotional appeal). After prompting students for a brief description of each type of propaganda, we will view various Coca Cola advertisements from the Library of Congress and other sources. Students will be asked to determine the type of propaganda being used in each advertisement and explain why they</p>

believe it to be such.

I will then explain the research process and demonstrate how to explore the Library of Congress website. Students will also be informed about finding reputable Internet sites, citing sources, and how to select key words for efficient and effective searching.

In groups of three, students will search the Library of Congress and other websites to find advertisements exhibiting the various types of propaganda. The students will need to choose one of the following roles: researcher, documenter, or speaker. All members of the group will oversee each other, but there will only be one student searching the websites, one student transferring the findings to a Word document, and one student expressing the group's findings during the class discussion. The documenter will copy and paste the group's research into a Microsoft Word document including the web address and a brief description explaining each type of propaganda. This information will be projected during the speaker's presentation.

During the discussion, the speaker will relate the group's results to the rest of the class. The speaker must be able to accurately explain why the advertisement was effective and how the time period may have effected the creation of this type of propaganda.

The students will then be asked to create an original advertisement. They may create a product to advertise or use a trademark product. The students will remain in their groups, but there will be new roles to choose. During the creation process, there must be a researcher/creator, a graphic designer, and a marketing executive. The researcher/creator will either research a trademark product or create a new product for the group to advertise. The graphic designer will create the graphics for the advertisement. The marketing executive will be in charge of presenting the product to the class for production and sale. Students must use a propaganda technique that will be randomly drawn, so understanding of all types of propaganda is essential.

Once the projects are presented to the class, students will be asked to access the class webpage and blog about their reactions to the various products. These questions should be answered: 1. What did you learn about propaganda that you did not know before this project? 2. Which product(s) created/advertised by your peers would you purchase? Why? 3. What relevance did time period have to the advertisements created by your peers?

Assessment will consist of a rubric that measures students' abilities to design and create an advertisement based on a specific type of propaganda. Students will also be graded on participation with their group members, grammar, spelling, and preparedness.

Oral history will be used in the days following this lesson. I will arrange a video conference with a marketing director at Coca Cola. The class will brainstorm ideas for an interview guide. Overall, we want to know what type of propaganda Coca Cola is currently using to appeal to its market, what types of propaganda have been effective in the past, how history has influenced advertisement, and what the most controversial campaign in Coca Cola history was?

Assessment	Oral Presentation Rubric : Propaganda: A Look at Advertising					
<hr/>						
Teacher Name: Ms. Phillips						
Student Name: _____						
CATEGORY	4	3	2	1		
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.		
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.		
Propaganda	Students creatively and effectively use propaganda technique to create an amazing advertisement.	Students effectively use propaganda technique to advertise product.	Students' use of propaganda technique is unclear. Could use more detail.	Students did not use assigned propaganda technique.		
Grammar/Spelling	Advertisement does not have grammatical or spelling errors.	Advertisement has at least three grammatical and/or spelling errors.	Advertisement has at least four grammatical and/or spelling errors.	Advertisement has more than five grammatical and/or spelling errors.		

Interview Guide

General Background

- 1) Name and job title of interviewee
- 2) Length of time in current position

Education

- 3) College, degree, internship – what preparation this person had to have in order to be considered an expert in this field.
- 4) Previous positions in similar field

Professional Questions

- 5) What type of propaganda is Coca Cola currently using to appeal to its market?
- 6) What types of propaganda have been effective in the past?
- 7) How history has influenced advertisement?
- 8) What is the most controversial campaign in Coca Cola history?