

Lesson Two

Propaganda

Teachers' Materials

Propaganda Lesson Plan
Further Information

Lesson Materials

Propaganda images
Protest and Survive
Protect and Survive
Propaganda Checklist

Download this resource
www.cnduk.org/lesson-2

Lesson Two: Propaganda

AIM

To consider the use and application of propaganda.

LESSON OUTCOMES

By the end of the lesson:

All students will be able to consider the spiritual, moral, social and cultural consequences of using propaganda.

Some students will be able to consider the ethical implications of the use of propaganda.

A few students will be able to consider the positives and negatives of the use of propaganda.

CONCEPTS TO EXAMINE

Propaganda, prejudice, discrimination, media, peace.

OVERVIEW

The class will examine pieces of propaganda used before and after the Cuban missile crisis to explore the use of information and media to influence audiences for different motivations. Students will explore the use of propaganda inciting prejudice and discrimination. Using critical enquiry students will develop an understanding of how propaganda can be used today and analyse its effects and consequences.

EQUIPMENT NEEDED

- Pens
- Propaganda images
- *Protect and Survive*
- *Protest and Survive*
- Propaganda Checklist
- Propaganda PowerPoint (online)
- Video of *Protect and Survive* could also be used
- Newspapers

SUGGESTED TIME

This is a one hour lesson, but can be differentiated to run over a number of lessons examining each activity in more detail.

ROOM LAYOUT

For pair/group work

SKILLS

- Presentation skills
- Critical enquiry
- Critical analysis
- Drawing/Writing

INSTRUCTIONS

Starter

Teacher to display images of American and Japanese propaganda before/during World War Two.

In groups students to discuss the images and answer the questions that are displayed in the PowerPoint images.

Teacher to facilitate discussion based around questions, and ask class members to think about the spiritual, moral, social and cultural impacts of the images.

Main activities

Split the class into groups of students.

Give one set of students *Protect and Survive* cover pages and booklet pages 20-24.

Give another set of students *Protest and Survive* booklet cover pages and *Nuclear Attack on Newham* leaflet.

All students to be given the Propaganda Checklist.

Students then examine the sources that they have been given using the checklist to evaluate the use of language and images to influence audiences.

After 5 minutes students stop their investigation, and then are given the other resource and repeat the activity.

After a further 5 minutes students stop and return both sources.

Using their checklist students then discuss which aspects of each source contains the most influential propaganda, and what tools are needed to influence the public. Groups to feed this back to the class.

Give all the groups a different newspaper to examine. Using the same checklist as before students are given time to examine the newspapers to analyse how propaganda is used to influence the public today.

When this activity is fed back to the class the teacher can illicit answers that enable students to consider prejudice and discrimination and ethical dilemmas.

PLENARY

At the end of the lesson, ask students to consider the emotional impact of the use of propaganda on different groups in society. Can students think of any examples of good propaganda?

DIFFERENTIATION

- Use sections of each of the sources to examine
- Use a differentiated version of the checklist – with the first line of each category started
- Give student specific pages of newspapers to examine, or other cultural/visual references from the period.

EXTENSION

- Students spend more time examining each resource and considering the ethical implications of the use and influence of such material.
- Create a list of positive and negative uses of propaganda through history – using examples.

Further information: Propaganda

What is it?

Propaganda is one of the most important tools a government or organisational body has in mobilising public support for a particular cause, event or crisis. In general propaganda is a message which aims at persuading its audience, in most cases the general public, to behave or think in a certain manner. In the case of the Cuban missile crisis the purpose of the propaganda was to promote the viewpoints of the two superpowers – USA and the Soviet Union – to their own population and the world as a whole. Understanding what propaganda is and how it functions is important because if not recognised it can allow information to be transmitted under the pretence of truth even though it may be completely fabricated or false.

How is it used?

Propaganda can be used to deliver messages to the public in a variety of ways, this includes through the use of radio, television, newspapers, posters, people and leaflets. It can be delivered in a secretive or subtle way so that the person receiving the propaganda is not fully aware they are being targeted to change the way they behave, their attitudes or beliefs towards a certain person, topic, government or state. This can have positive or negative effects. It can be achieved through covert or official means and the aim in all this is to channel the public's attitudes towards a certain event, topic, person or state in the way the propagandist wants it.

Cuban Missile Crisis

During the Cuban missile crisis propaganda was used by both sides to mobilise support for their objectives within the conflict. During the crisis both governments and the media were trying to frame the crisis as the fault of the other country as well as trying to reduce panic and maintain order within the population so life could go on as smoothly as possible given the circumstances. This aspect of propaganda is vital during possible conflict situations as it prepares the population for war whilst simultaneously reducing tension and maintaining public order.

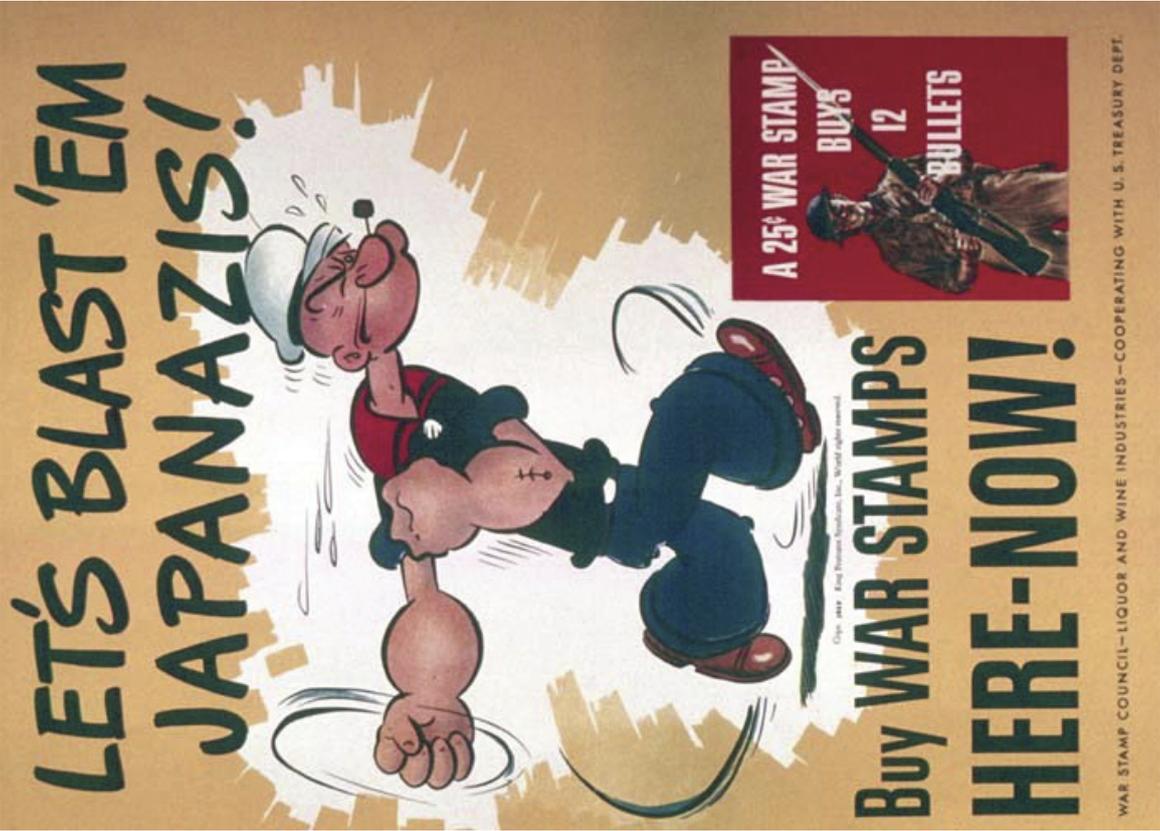
Is it still used today?

Propaganda continues to be an important aspect of people's daily lives to this day. We are constantly encountering it, through adverts, media outlets and government announcements. Propaganda has become increasingly sophisticated since the Cuban missile crisis. In an average day you will encounter multiple examples of propaganda, some more obvious than others.

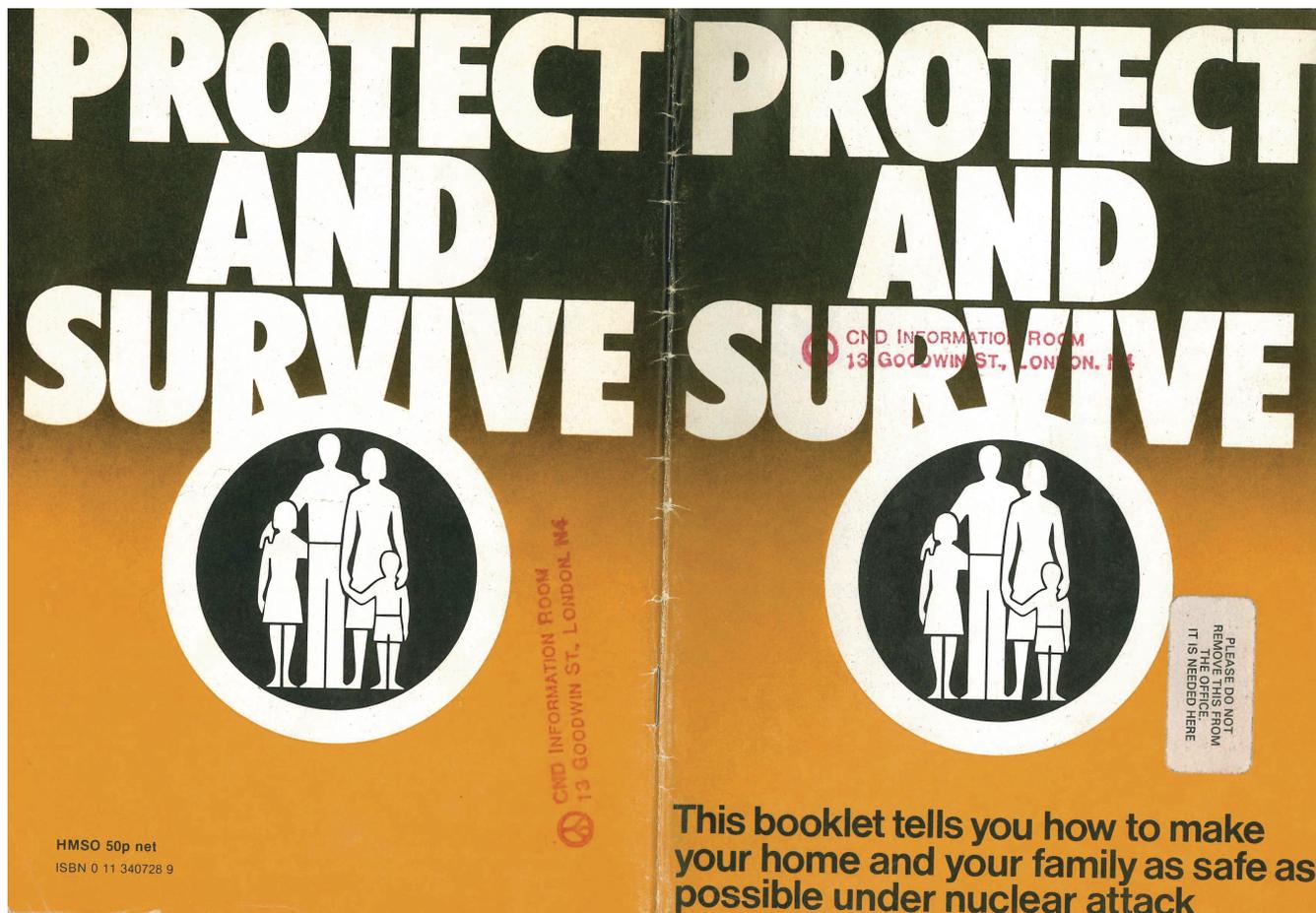
WW2 Propaganda from US and Japan



Text: With the help of Japan, China and Manchuko, the world can be in peace



Please use the full booklet that can be downloaded from here: <http://www.atomica.co.uk/main.htm> especially pages 20-24 can be used. Without access to this, use the following images.



What to do on hearing an Attack Warning:

At home

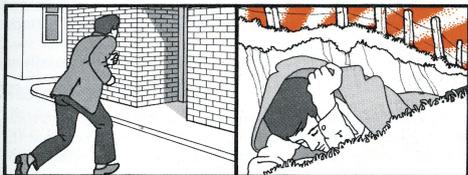
If you are at home you should:
Send the children to the fall-out room.
Turn off the gas and electricity at the mains; turn off all pilot lights. Turn off oil supplies. Close stoves, damp down fires. Shut windows, draw curtains. Go to the fall-out room.

At work or elsewhere

If you can reach home in a couple of minutes try to do so. If you are at work, or elsewhere, and cannot reach home within a couple of minutes, take cover where you are or in any nearby building.

In the open

If you are in the open and cannot get home within a couple of minutes, go immediately to the nearest building. If there is no building nearby and you cannot reach one within a couple of minutes, use any kind of cover, or lie flat (in a ditch) and cover the exposed skin of the head and hands.



Light and heat from an explosion will last for up to twenty seconds, but blast waves may take up to a minute to reach you. If after ten minutes there has been no blast wave, take cover in the nearest building.

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What to do after the Attack:

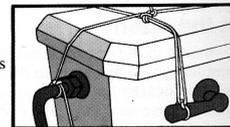
After a nuclear attack, there will be a short period before fall-out starts to descend. Use this time to do essential tasks. This is what you should do.

Do not smoke.
Check that gas, electricity and other fuel supplies and all pilot lights are turned off.
Go round the house and put out any small fires using mains water if you can.
If anyone's clothing catches fire, lay them on the floor and roll them in a blanket, rug or thick coat.



If the mains water is still available also replenish water reserves. Then turn off at mains.

Do not flush lavatories, but store the clean water they contain by taping up the handles or removing the chains.



If the water supply is interrupted extinguish water heaters and boilers (including hearth fires with back boilers). Turn off all taps.

Check that you have got your survival kit at hand for the fall-out room. (See the list of survival items on pages 12-16.)

If there is structural damage from the attack you may have some time before a fall-out warning to do minor jobs to keep out the weather – using curtains or sheets to cover broken windows or holes.

If there is time, help neighbours in need, but listen for the fall-out warning and be ready to return to the fall-out room.

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PROTEST AND SURVIVE



CAMPAIGNING
02780

E. P. Thompson

Published for the
Campaign for Nuclear Disarmament
and the Bertrand Russell Peace Foundation

Spokesman
Pamphlet No 71
45p

NUCLEAR ATTACK ON LONDON: NEWHAM OBLITERATED: WHOLE POPULATION KILLED.

This map shows a likely nuclear attack on East London. It includes a massive bomb exploded over the Royal Docks. The details have been worked out from official figures by eminent scientists.

Everybody in Newham would be killed by the bomb over the docks. It would be equal in power to one third of all the explosive energy used in the second world war. Nobody would survive.

HOW WOULD PEOPLE DIE?

- 57 out of every 100 from the EXPLOSION. People hurled into walls, struck by debris or crushed by collapsing buildings. Intense blast pressure would also kill by rupturing lungs, eardrums and other organs.

- 8 out of every 100 from BURNS. The huge explosion would create a fireball,

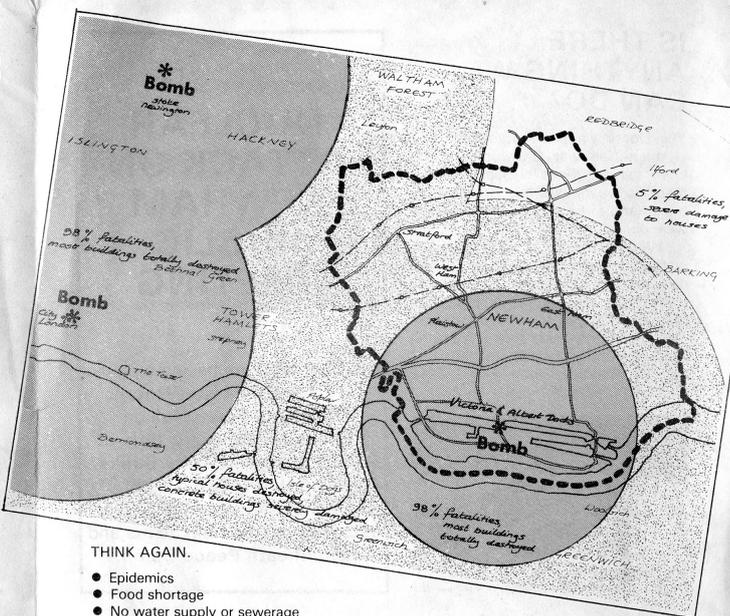
which would burn out people's eyes. The heat would start fires from petrol stations, burst gas mains and from furniture and clothes igniting. It would grow into a firestorm with temperatures of 1000°C., sufficient to melt glass.

- The other 35 out of every 100 from RADIATION. The invisible particles given out from nuclear explosions, which attack cell tissue. Death would be painful with vomiting, diarrhoea, bleeding, loss of hair and blisters on the skin.

NEWHAM MAY BE LUCKY: PEOPLE WOULD DIE QUICKLY

It would be worse to survive a nuclear attack.

Do you think if you survived safe in your house you would be able to return to a normal life but with fewer people around?



THINK AGAIN.

- Epidemics
- Food shortage
- No water supply or sewerage
- Armed gangs
- Martial law
- Hopelessly inadequate medical care. Most doctors who survive would be used for the army. Those left would have to leave the very sick to die.
- No radio, TV, telephones or rescue services.
- A world of desperate people. Everyone would lose someone they love.
- Over the years thousands more will die from the long term effects, CANCERS, LEUKAEMIA, STILLBORN BABIES, reduced resistance to disease.

GOVERNMENT LIES

Our Government concentrates on the threat from Russia to justify huge expenditure on

nuclear arms. But it says nothing about the facts of a nuclear attack. It pretends that it is possible to protect against nuclear weapons. This is a lie except for the tiny numbers of government officials and generals in deep bunkers. There is no protection against nuclear attack.

CRUISE MISSILES

And the Government is making the risk worse. It is allowing the Americans to site large numbers of cruise missiles in Britain. This means that Britain will be an even bigger target because of the huge number of bombs that would be needed to destroy cruise. The trouble is that most of us would die as well.



'Well, Dammit, That's Not What This Printout Says!'

Propaganda checklist

What kind of emotive language does it use?	
How and what sort of power do the images present?	
What are the key messages?	
What are potential problems with this image/text?	
What is the purpose of the source and how do you think it could be used? How reliable is it?	
How does it make you feel? How about your parents? A war veteran?	
How could people be offended by the message?	
Why do you think the message has been constructed in this way?	
Would this poster be able to be used in today's society?	
Is this propaganda?	