

Title Election 2002

Curriculum Social Studies

Grade Level Span 6-12

Purpose: To enable students to critically analyze current election issues, identify propoganda in political ads, and make informed decisions about political candidates. 1. Propaganda Techniques – Students will learn how to differentiate between fact and opinion 2. Identify objective information, simple ideology, and identify biased statements.

Description: Students will use various tools and processes to survey public opinion, research campaign issues, and analyze information from various sources.

| Activities | Curriculum Standards | NETS for Students (Standard #'s) |
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| 1.Students will read about and discuss 10 propaganda techniques. Students will then view current political TV ads (recorded by the teacher or brought in by students), and discuss the techniques used in the commercials. | Current Issue Analysis Inquiry Write and Speak | |
| 2. In groups of 2 or 3, students will create and perform skits/TV ads demonstrating one of the 10 propaganda techniques. Students must address one or more political issues in their skit (the teacher can prepare students by discussing key issues and writing them on the board or creating a handout). | Current Issue Analysis Inquiry Write and Speak | 2, 3,4,6 |
| 3. After each skit/TV ad is performed, others students will attempt to identify the propoganda technique identified in the skit/TV ad (skits/TV ads may be video taped and played for the class). | Current Issue Analysis Inquiry Write and Speak | |
| 4. Students will research election issues on the Internet (citing all sources in a bibliography) and present all sides of their issue to the class using multimedia software, poster boards (or whatever you have available). | Current Issue Analysis Inquiry Write and Speak | 1,2,3,4,5,6 |
| 5. Students will choose a candidate for MN Governor or US Senate and state their reasons for choosing the candidate. They will so describe their candidate’s experience and qualifications. | Current Issue Analysis Inquiry Write and Speak | |

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| (Optional: Write and send an email msg to a candidate, create multi-media presentations about issues and/or candidates) | Current Issue Analysis Inquiry Write and Speak | |
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Tools and Resources

(List all Web sites, specific software and hardware needs)

1. Internet access for research and/or email
2. TV, newspapers, magazines, guest speakers, etc...
3. Optional: PowerPoint or other multi-media software, Video or digital video camera, Computer projector to show presentations
4. Helpful web sites:

www.moeforMN.com

www.timpenny.com

www.timpawlenty.com

www.votekenpental.org

www.wellstone.org

www.colemanforsenate.com

www.kidsvotingusa.org

www.vote-smart.org/

www.senate.gov

Propaganda techniques:

- 1. Emotional appeal**
- 2. Glittering Generalities:** Using vague statements that seem exciting but have little substance. Frequently, the appeal is to patriotism, peace, prosperity-things everyone agrees with but which don't really deal with the candidate or the issues.
- 3. Testimonials:** Well known and respected people are used to endorse the candidate.
- 4. Bandwagon:** This technique relies upon people's need to conform, to go with the perceived front runner. The candidate is presented not as an outsider but as having broad support.
- 5. Plain Folks:** An attempt to win support by presenting the candidate as someone with things in common with his/her audience. This may involve props or change in dress in order to relate to the voter.
- 6. Scientific Approach:** Graphs, charts and or quoting scientific data to sway the voter.
- 7. Snob Appeal:** The "in or wealthy" people are voting for her.
- 8. Card Stacking:** Presenting only one side of the arguments by omitting, manipulating, or distorting facts.
- 9. Transfer:** Associating a policy or candidate with objects that are honored and respected. For instance, showing the candidate at the Grand Canyon if he/she wishes to enhance an image as an environmentalist-or walking up a highway hill in the country.
- 10. Name Calling:** Instead of dealing with issues, the candidate attacks his/her opponent through appeals to fear and prejudices. "My opponent is another spendthrift."

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

1. The judging propaganda skits/ads will be graded on a rubric based on the following criteria
 - a. Written script for the skit/ad
 - b. Use of at least one propaganda technique
 - c. At least one election issue addressed
 - d. Public speaking skills
 - e. Time (1-2 minutes)
2. Issue Analysis and candidate choice presentation rubrics

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

- some of the material for this website was adopted from the Kids Voting MN curriculum
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Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

- Students really enjoy critiquing the TV political ads and watching for propaganda.
- The propaganda techniques are really driven home when students create their own skits.

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