5/6 G&T Unit A3: Propaganda and Advertising

Content Area: **Gifted & Talented**
Course(s):
Time Period: **MP3**
Length: **30 days**
Status: **Published**

NJSLS

9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
1.2.12acc.Cn11a	Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

Rationale and Transfer Goals

In this unit, students will be introduced to the role that media plays in our everyday lives. Students will learn about the historical uses of propaganda and apply that understanding to modern media. Students will recognize different techniques in propaganda and advertising, analyze historical and contemporary examples of propaganda and advertising, question the importance and relevance of different forms of media in our society, and create their own advertisements and/or propaganda.

Enduring Understandings

As engaged citizens, our students should be aware of the role the media plays in American life. In this current age of social media, learning to discern and evaluate sources, understanding the purpose and point of view of propaganda and advertising, and being able to identify techniques in modern media are all important parts of becoming active members of society.

Essential Questions

What is propaganda?

What is culture?

How can we be socially responsible when engaging with media?

To what extent is propaganda beneficial? To what extent is it harmful?

Content - What will students know?

- Students will understand that propaganda is defined in different ways based on culture, time period and context.
- Students will recognize that propaganda activates strong emotions, simplifies ideas, appeals to audience needs and values, and targets opponents.
- Students will identify and utilize different advertising techniques.
- Students will develop a sense of social responsibility in regard to social media use and the appropriate sharing of propaganda.
- Students will understand the role of the audience in advertising.

Skills - What will students be able to do?

- Students will be able to analyze historical and contemporary primary sources.
- Students will write and design advertisements and examples of propaganda.
- Students will discuss meaningfully the role of media in historical American life, and in the current climate.

Activities - How will we teach the content and skills?

- Small group and whole class discussion.

- Viewing historical and contemporary examples of advertisements.
- Exploring culture, through media.
- Creating individual definitions of key terms: media, culture, propaganda, audience, gaze, etc.
- Paired projects to identify how and why certain techniques are used in media.
- Social media diagnostic.

Evidence/Assessments - How will we know what students have learned?

- Students will produce several examples of thoughtful, well-researched work in the forms of their choosing.
- Students will present their work aloud in class.

Key Resources

Mind Over Media

primary sources of historical and contemporary propaganda and advertising

EverFi Digital Wellness and Safety.

21st Century Life and Careers

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Career Readiness, Life Literacies, & Key Skills

9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

Interdisciplinary Connections/Companion Standards

LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)