

Lesson – Teacher Global Studies 2021

Creating and Defending a Propaganda kit/package

Haydee Pagan

Lesson Objective

Students will be able to analyze forms of protest to include Posters/Murals/Color used in the geographical areas of Eastern Europe, Latin America, Middle East, and Far East based on a theme. These themes may include Women’s Rights, Government Corruption, LGBTQ Rights, Reproductive Rights, Labor Rights and Health/Care Rights.

Students will create a visual representation using the knowledge gained using art and color to demonstrate the importance of a clear message/purpose in a unique presentation.

Students will be able to present and defend a protest/propaganda kit to the class demonstrating a team approach. The kit will include a poster for each student, a focus color selected by the team, and a visual presentation either on poster board or using a slide presentation explaining the reasoning behind the choices made.

Vocabulary

Liberation

Protest Forms

Gender equality

Women’s Rights

Censorship

Double Burden

Abstract

Dictatorship

Coup

Culminating Activity

As a team (2-3) create a poster using color, current themes/issues to demonstrate a message of protest reflecting materials discussed in at least two regions, research, innovation and purpose. Students must demonstrate ability to work as a team to share responsibility for determining the final product and defend it. They must use knowledge, research, collaboration and resourcefulness to show a powerful final project.

Standards

RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such

as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RESOURCES/MATERIALS

Latin American Posters, Murals, Colors and materials

Museo a Cielo Abierto en San Miguel

<https://www.museoacieloabiertoensanmiguel.cl/>

Inti Biography <https://www.streetartbio.com/artists/about-inti-biography/>

Precita murals <https://www.precitaeyes.org/mural-arts1.html>

San Martín, Florencia. "Aesthetics of Disobedience," Archives of American Art, Aug. 23, 2018. <https://www.smithsonianmag.com/blogs/archives-americanart/2018/08/23/aesthetics-disobedience/>

Fareast Posters, Murals, Colors

Japan

https://visualizingcultures.mit.edu/protest_interwar_japan/pij1_essay02.html

Korea

<https://sunmuart.com/sun-mu-from-propaganda-to-protest-one-artists-creative-rebellion-against-the-kim-regime/>

<http://america.aljazeera.com/features/2014/1/-doing-all-rightprotestspreadsinsouthkorea.html>

Protest Posters Generic

<https://www.frieze.com/article/pictures-defiant-art-protest-poster>

Eastern Europe

<https://www.theguardian.com/world/gallery/2014/jun/09/soviet-propaganda-art-posters-in-pictures>.

<https://postermuseum.com/collections/soviet-union-russia>

Middle East

<https://www.lib.uchicago.edu/e/scrc/findingaids/view.php?eadid=ICU.SPCL.MEPOSTERS>

https://www.google.com/search?rlz=1C1CHZL_enUS757US757&source=univ&tbm=isch&q=Protest+posters+Middle+East&sa=X&ved=2ahUKEwjQuoOauYvyAhUYQ80KHXtSDEwQjJkEegQIBhAC&biw=1366&bih=600

Pace Of Lessons/Unit

Day 1-2 (50 minutes each)

1. **Hook students into conversations** by posing questions that relate to protests in USA and how the message is delivered and lead into other areas; bring students into the discussion by having them share personal experiences. Clarify, verify, or challenge ideas.
2. **Introduce the Unit** pace with an outline of activities for each day.
3. **Outline** the culminating activity and the grading rubric.
4. **Provide guidelines** for researching and group time for gathering information and formulating individual goals for each team member.
5. **Begin discussion** by sharing murals and other art forms used in protests in Latin America.
6. Discuss several **vocabulary** words each day.

Day 3-4 (50 minutes each)

1. **Compare and contrast** protest art from various regions allowing students to do further research during group time. Add art from Asia, Middle East and Eastern Europe.
2. Discuss several **vocabulary** words each day.
3. **Discuss purpose** of the art forms and the use of color to unify and demonstrate purposes of protests.
4. **Provide group time** to continue work on the team presentation.

Day 5-6 (50 minutes each)

1. **Discuss** concerns the students have as they proceed with their project.
2. Discuss several **vocabulary** words each day.
3. **Provide additional examples**, timelines, and readings to support their investigation.
4. **Provide group time** to continue work on the team presentation.

Day 7 (50 minutes)

1. **Students to present.**
2. **Evaluate** presentations using a rubric.

	4	3	2	1	score
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	
Attractiveness	Makes excellent use of font, color, graphics, effects to enhance the presentation.	Makes good use of font, color, graphics, effects to enhance the presentation.	Makes use of font, color, graphics, effects but occasionally these detract from the presentation content.	Use of font, color, graphics, effect, but these often distract from the presentation content.	
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or errors.	Four misspellings and/or errors.	More than 4 errors in spelling or grammar.	
Content	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are multiple factual errors.	
Organization	Content is well organized using headings or bulleted lists to group	Uses headings or bulleted lists to organize, but the overall	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.	

	related material.	organization of topics appears flawed.			
Total Score					