

NOTE: Today is a computer lab day. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 23 – Powers of Persuasion
Do images or words tell the truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.3, 2.8, 3.2, 3.11-12, L/S1.0-1, 2.0, 2.2a-f
NETS for Students – 3, 4, 5

EXPLANATION OF LESSON

Students will visit an online exhibit of propaganda posters from World War II at <http://www.nara.gov/exhall/powers/powers.html>. They have been examining how images are used to convey political ideas and opinions. Now, they will explore how images are used to persuade people to believe certain opinions. In the coming week, the students will incorporate images and text to persuade people to believe a particular idea, through an activity called Cyber Speech. The cyber speech will be a basis for their newspaper editorials. Today’s lesson is a bridge between their exploration of visual devices (via cartoons) and their introduction to persuasive writing (via editorials).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments. If you have finished grading the political cartoons, return those. Have students place them in the appropriate section of their binders. Collect the drawings for *Malcolm X For Beginners* that the students created last night.
- 2) Computer Protocol – Remind students of appropriate computer lab behavior. Computer monitors should be turned off until the teacher says to turn them on. Any students accessing web sites other than those approved by the teacher will be sent to the principal’s office (or whatever suitable consequence you have predetermined). No food, gum, or drinks in the computer lab.
- 3) Vocabulary – Tell students to take out their Unit 2 Vocabulary List 3 and write the words propaganda, subtle, complacency, and galvanize. They will need to define these words today, using information from the class activities. They should write down the sentences from the online exhibit that help them figure out the definition of the words today.
- 4) Daily Log – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Freyer Diagram 2. Powers of Persuasion	Powers of Persuasion exhibit	1. Read “Their Best Way to Show Loyalty” 2. Highlight and annotate the reading and write down what opinion the author is trying to persuade you to believe (the message) and how they try to do this (the tools). 3. Continue reading novels. 4. Look up vocabulary words and study vocabulary to date.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Freyer Diagram – Tell the class that today they will be looking at another kind of image that is intended to convey an opinion. They will be examining an online exhibit of propaganda posters from World War II. Have them create a Freyer Diagram for the word propaganda. Ask each group to select a notetaker. There will be no

other formal roles for this warm-up activity. Each notetaker should draw a circle with the word propaganda in the middle and draw four quadrants around the circle (see **Instructions for Freyer Diagram** in our *Teacher Pages*). Write the word “definition” in the top left quadrant. Write the word “characteristics” in the top right quadrant. Write the word “examples” in the bottom left quadrant. Write the word “non-examples” in the bottom right quadrant and write the word “propaganda.” Each person in the group should write their name on the paper.

2. Tell the students to begin the Freyer Diagram by writing down examples and non-examples. Remind them to think about all the forms of media they have been exploring, including the cartoons they created yesterday and the drawings they made last night. Then, have them fill out the section marked characteristics. (The question they should keep in mind for the characteristics section is “how do I know if something is propaganda?”) Finally, they work together to create a definition. Their group definition should include information from their characteristics section and examples from their examples section. Give them five minutes to do this.
3. Present – At the end of five minutes, call time. Randomly, call on a member of each group to report their definitions, characteristics, and examples to the class. Write their definitions and examples on the board. Is there agreement in the class about the examples and non-examples of propaganda? If there is disagreement - for example, if one group selects newspaper editorials as propaganda, but another group does not - ask them why there is disagreement. Do this for each idea on their list that the class does not agree on. (If no one mentions newspaper editorials as an example or non-example, make sure you list it and ask the class where to place it.)
4. **Class Definition** – Now, ask if there is a way to create one class definition from all of the definitions you have written on the board. Take a volunteer to try. Write down their answer. Ask the class if that definition will work for the whole class. If anyone says no, ask them what they would change. Change it directly on the first definition, crossing out words, adding words, and working on punctuation. You are modeling for them revision strategies and reminding them that erasing should not be done. They may end up going back to the original idea; so it is always helpful to see the changes made. Let as many people try as want to until the whole class can agree upon a definition. Have students write the agreed upon definition on their vocabulary list. Then ask for a volunteer to write the definition on a large sheet of butcher paper to refer to for the rest of the period. Post it some place highly visible in the room. Collect all group definitions.
5. Directions – Ask students to turn on their computers, open their web browsers, and go to <http://www.nara.gov/exhall/powers/powers.html>

Write the address on the board. Distribute the **Powers of Persuasion Table** to each student. Tell the students they will be looking at the propaganda posters in order to identify the target audience, the message, and the tools used to deliver the message. They are examining these posters in order to understand the devices that are used to persuade people to believe a particular version of the truth. In the newspapers they will be creating, they will be using persuasive writing, but they must resist the tendency to utilize propaganda to support their viewpoint. Remind the students of the list they just created, with examples and non-examples of propaganda and tell them you want them to think about how that relates to the definition and examples they created for the word objective. As they write editorials in the next few lessons, they will need to understand how to persuade people to believe an idea by using objective information and a balanced viewpoint. Tell them to answer the question on the bottom of the sheet first (describe the two psychological approaches used by American poster artists during World War II), and then look through all of the posters on the site and fill out the table. Each set of posters is divided into a subject category. They should use the information from all the posters in each category to help them to fill out the table. They may help each other fill out the table, but each member of the group is responsible for completing a sheet. Remind them that they must also define their vocabulary words. Tell them they will have 25 minutes to complete this activity.

6. Presentations – At the end of 25 minutes, call time. Have students leave their computers turned on with the exhibit page open, as they may need to refer to the poster images in order to prove a point. Take out your overhead of the **Powers of Persuasion Table** and randomly call on people to provide you with answers for the message and target audience sections. Fill out the table, as they offer answers. Remember (and remind the students) that answers may differ. If they do, ask students to support their answers with reasons and evidence from the images. Let students hash it out logically. Some students may wish to change their answers. That’s fine. Often we change opinions based on new, more convincing evidence. However, copying because they had no idea to begin with is not acceptable. Students need to try!!! Then call on members from each group to contribute an idea for the list of tools being used. List their answers on the table. After you call on each group to

provide you with examples of tools, ask for volunteers to contribute more ideas. Give extra points to the groups that offer tools that are not yet listed on the table. Remind students that if you are writing, they should be writing too. Any information they do not have on their list, they must add.

7. Discussion – Now, ask the students to look at the examples and non-examples of propaganda again. If newspaper editorials were listed as an example of propaganda, ask the students what they saw in the propaganda they looked at today that reminded them of newspaper editorials. If newspaper editorials were listed as a non-example, ask the students to explain how newspaper editorials differ from propaganda. (You will want to emphasize that, whatever their beliefs about newspapers, their goal for their own newspaper editorials will be to strive for persuasive writing that is not propaganda.) Now, having viewed an entire exhibit on propaganda, would they change any of their examples or non-examples? Why or why not?
 8. Review Homework – Tomorrow, the students will work with the newspaper editorial “Their Best Way to Show Loyalty” in order to distinguish this type of writing from other types they have studied. Tonight, they will read the editorial that will be discussed tomorrow.
 9. Clean Up – At the end of the period, have students clean up their workstations, shut down their computers, and push in their chairs.
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HOMEWORK

- 1) Read “Their Best Way to Show Loyalty.”
 - 2) **Highlight and annotate** the reading and write down what opinion the author is trying to persuade you to believe, and how the author does this.
 - 3) Continue reading novels.
 - 4) Finish vocabulary definitions.
 - 5) Study vocabulary to date.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 – Letters to the Editor
Evaluation Essay#5
Project 2 – Political Cartoons