Lesson – Teacher Global Studies 2021

Creating and Defending a Propaganda kit/package

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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 and 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.museoacieloabierotensanmiguel.cl/

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

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


Fareast Posters, Murals, Colors

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

Korea

http://america.aljazeera.com/features/2014/1/-doing-all-rightprotestsspreadsinsouthkorea.html

Protest Posters Generic

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

Eastern Europe

Middle East

**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.

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