



Propaganda Secondary



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Standards

Standards as developed by the Louisiana Department of Education. Available online at <http://www.vermilionville.org/vermilionville/educate/lesson-plans>.

Grade 8

Social Studies

- **GLE #73:** Describe and explain the importance of major events and ideas in the development of Louisiana (H-1D-M1)

English Language Arts

- **Reading Standard for Informational Text.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **Reading Standard for Informational Text.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **Reading Standard for Informational Text.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

High School United States History

Standard 1 - Historical Thinking Skills

- **GLE US.1.3:** Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
- **GLE US.1.4:** Discriminate between types of propaganda and draw conclusions concerning their intent

Objectives

1. The learner will understand the term propaganda and how it is used to persuade choices.
2. The learner will identify different these propaganda strategies: bandwagon, name-calling, testimonial, and either/or fallacy.
3. The learner will analyze purpose behind examples of bandwagon, name-calling, testimonial, and either/or fallacy strategies.
4. The learner will create their own propaganda slogan.



Pre-Visit Activity

Materials needed: pen, paper, internet

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them [here](#), by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

In this pre-visit activity, students will be introduced to the definition of propaganda and examples of propaganda.

Propaganda is used in everyday life to influence people's choices. Propaganda can be used to influence what a person wears, eats, listens to, and even what a person becomes. In pre- and post- World War I, many propaganda strategies were used to influence people to join war efforts and to become more American. On a daily basis, citizens were bombarded with propaganda on how to be a better American.

To view some examples of propaganda, visit this website: [Examples of Propaganda](#).

Anchor Lesson

Materials needed: strategic handout (document #1)

Coming into this lesson, students will already know what propaganda is and how it is used to persuade people. Here, students will focus on understanding a few propaganda strategies, namely, bandwagon, name-calling, testimonials, and either/or fallacy. They will analyze examples of the strategies from pre- and post-World War I, to better understand how American citizens were influenced during that time (document #1).

After students are presented with examples of these four strategies, the teacher will give them a brief history on the Acadian and Creole assimilation into the American culture. They will learn that the French language was banned in Louisiana public schools in 1923 and there was an enormous push for French speaking Cajuns and Creoles to become more American. The class will have an open discussion based on their knowledge of propaganda strategies. Have them think about what kind of propaganda French Louisianans might have been exposed to that persuaded them to stop speaking French. For more information, please visit this website prior to coming to Vermilionville – [French in Louisiana](#).

Post-Visit Activity

Materials needed: posters, markers

After going over the four chosen propaganda strategies and having discussed what students think about the propaganda Cajuns and Creoles probably faced about their French speaking, students will create their own propaganda slogans.



The students will choose one of the four strategies and then create a propaganda slogan that could have been used seen in Louisiana during the early 1900s. This can be done individually or in groups.

Examples

Bandwagon

The rest of America speaks English, why don't you?

Draw a rough outline of the United States with Louisiana colored in one color and the rest of the country in another color.

Testimonial

Lady Liberty only speaks English.

This uses a famous figure during that time.

Name-calling

The French language is the language of love.

Showing love in public, like holding hands or hugging, was frowned upon during that time, so it is giving the language a bad connotation.

Either/or fallacy

America was built on the English language. If you don't speak English, you are not American.

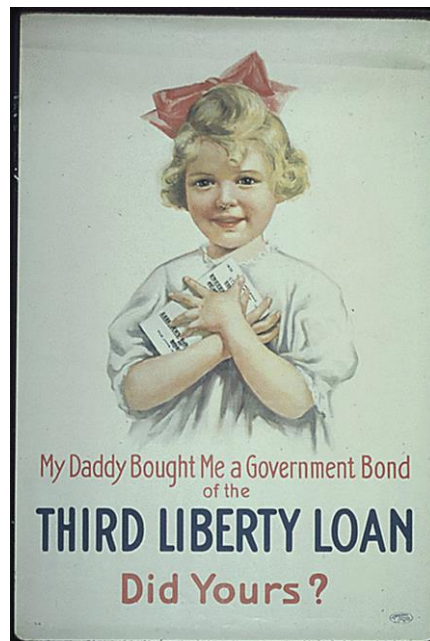
This is conveying that you must speak English to be a true American.



Document #1 - Propaganda strategies (from Pre-Visit Activity website)

Bandwagon

The “bandwagon” approach encourages you to think that because everyone else is doing something, you should do it too, or you will be left out. This technique embodies a “keeping up with the Joneses” philosophy.



Testimonial

This technique is easy to understand. It is when famous personalities are used to endorse a product. Whenever you see someone famous endorsing a product, ask yourself how much that person knows about the product, and what he or she stands to gain by promoting it.



Name-calling

This technique consists of attaching a negative label to a person or a thing. People engage in this type of behavior when they are trying to avoid supporting their own opinion with facts. Rather than explain what they believe in, they prefer to try to tear their opponent down.



Either/or fallacy (false dilemma)

This technique is also called “black and white thinking” because only two choices are given. You are either for something or against it; there is no middle ground or shades of gray. It is used to polarize issues, and negates all attempts to find a common ground.



