Propaganda Then and Now: What has changed?

Objectives

In this unit, students will
- Learn about the basics of propaganda and how it works
- Learn basic information about World War II leaders and their platforms
- Learn about propaganda used during World War II and compare and contrast it with current digital propaganda in the US
- Learn and understand the similarities and differences of misinformation and disinformation as well as how they have all have progressed and work in the digital age
- Learn about computational data and how that helps/hurts propaganda campaigns
- Learn basics of how social media impacted propaganda, misinformation, and disinformation during 2016 elections in the US
- Learn the impact of AI and other technology on propaganda, misinformation, and disinformation

Lesson Resources

What is propaganda?	AI and Fake News: How Technology has Changed Modern Propaganda	How Russia used Facebook, Twitter & Google to influence 2016 election	Visual Puppeteer: Japanese Propaganda During World War II
How propaganda works in the digital age	Why propaganda is more dangerous in the digital age	Facebook, Russia, and election propaganda: What you need to know	Propaganda's Progression
PropWatch Project Misinformation vs Disinformation	Exposing Government Botnets That Spread Propaganda	The Propaganda Campaign: US government propaganda and WWII	AI for Bad? AI and disinformation

[What is Propaganda? An Introduction to Propaganda Techniques](#)	[Propaganda: Power and Persuasion](#) [Factsheet: Misinformation and Disinformation](#)	[Inside America's Shocking WWII Propaganda Machine](#)	[Social Identity (UMich) Identity Investigation Worksheet](#)

Lesson Descriptions

DAY 1

Essential Question(s): What is propaganda? What is the purpose of propaganda?

Main Activity: Students will learn what propaganda is and its seven forms. They will learn the history of propaganda, its current digital forms, and the purpose it is supposed to serve. As a whole class, watch the video "What is propaganda?" and discuss important points from the video. Students will then work in pairs or groups of three and watch the "What is propaganda? An introduction to propaganda techniques" video as well as choose to read one of the two articles ("How propaganda works in the digital age" or "Why propaganda is more dangerous in the digital age") and annotate it.

CRCS Framework Connection: Core Component 3 and 4

Potential Instructional Strategies to Use: Think-Pair-Share, Close Reading, Jigsaw, Graphic Organizer, Guided Notes, Exit Ticket, Fishbowl, Concentric Circles, Barometer

Debrief: What is one purpose of propaganda? What is one propaganda technique?

DAY 2

Essential Question(s): What is identity? How are identity characteristics and propaganda connected?

Main Activity: Students will review the basic information about propaganda, how they are created, how they work, and its purpose. Students will learn about identity, and identity markers, within the Social Identity Resources and complete the Identity Investigation Worksheet in pairs. Students will use PropWatch and learn more about propaganda techniques by creating a graphic organizer of these techniques. Students will brainstorm as a whole class the connections between propaganda techniques and identity markers.

CRCS Framework Connection: Core Components 1, 2, 3, and 4

Potential Instructional Strategies: Graphic Organizer, Think-Pair-Share, Jigsaw, Concept Map, Four Corners, Gradual Release, Exit Ticket

Debrief: How can my identity markers or the identity markers of others impact propaganda and its greater impact?

DAY 3

Essential Question(s): How are identity markers and propaganda connected?

Main Activity: Students as a class will review identity, identity markers, and the overlaps with propaganda. Students will learn about the leaders of the Allied and Axis power and their main platform in regard to World War II. Students will examine several forms of propaganda used during WWII and some current-day propaganda and discuss propaganda techniques used and identity markers that could be negatively impacted. Students will then watch videos (How Russia used Facebook, Twitter & Google to influence 2016 election & Facebook, Russia, and election propaganda: What you need to know) and compare and contrast propaganda from the 2016 election and WWII.

Supplementary Resource: Bring in a guest speaker who works in the technology-related media about disinformation and propaganda.

CRCS Framework Connection: Core Components 1, 3, 4, and 6

Potential Instructional Strategies: Jigsaw, Concentric Circles, Fishbowl, Journaling, Frayer Model, Guided Notes, Self-Explanation, Close Reading, Socratic Seminar, Concept Map, Graphic Organizer

Debrief: What are some examples of negative -isms (racism, sexism, ableism, xenophobia, etc.) showing itself in some propaganda from the past or present?

DAY 4

Essential Question(s): How are identity markers and propaganda connected?

Main Activity: Students as a class will review identity, identity markers, and the overlaps with propaganda. Students will examine several forms of propaganda used during WWII and some

current-day propaganda and discuss propaganda techniques used and identity markers that could be negatively impacted. Students will then watch videos (How Russia used Facebook, Twitter & Google to influence 2016 election & Facebook, Russia, and election propaganda: What you need to know) and compare and contrast propaganda from the 2016 election and WWII.

CRCS Framework Connection: Core Components 1, 3, and 4

Potential Instructional Strategies: Jigsaw, Concentric Circles, Fishbowl, Journaling, Frayer Model, Guided Notes, Self-Explanation, Close Reading, Socratic Seminar, Concept Map, Graphic Organizer

Debrief: What are some examples of negative -isms (racism, sexism, ableism, xenophobia, etc.) showing itself in some propaganda from the past or present?

DAY 5

Essential Question(s): Has technology impacted propaganda, misinformation, and disinformation?

Main Activity: Students will review information from the previous days. Students will learn the differences between misinformation and disinformation and gather data on both. Students will learn more about propaganda in the digital age about artificial intelligence and its impact on propaganda from the following articles ("How propaganda works in the digital age", "AI for Bad? AI and disinformation", "AI and Fake News: How Technology has Changed Modern Propaganda", "Why propaganda is more dangerous in the digital age", "Misinformation vs Disinformation") and take notes. Additionally, students should also research additional resources about technology's impact on disinformation and misinformation as well as propaganda's impact on them personally. Students will ask the adults in their homes about misinformation and disinformation and for examples of propaganda that was successful. All of this information will be gathered and organized by students to prepare a summative presentation on the impact of technology on propaganda.

CRCS Connection: Core Components 2, 3, 4, and 5

Potential Instructional Strategies: Concept Map, Graphic Organizer, Anticipation Guide, Close Reading, Journaling, Guided Notes, Case Studies

Debrief: What are some examples of the technology tools and techniques used to influence the spread of propaganda, disinformation, and misinformation?

DAY 6

Essential Question(s): How has technology impacted propaganda, misinformation, and

disinformation?

Main Activity: Students will review information from the previous days and continue to organize their information and data for a presentation. Students will be provided a variety of methods to present their information on technology's impact on propaganda using the information they have gathered during this unit to produce one of the following: lightning talk, digital infographics, short student-created videos, or an op-ed written piece.

CRCS Connection: Core Components 3 and 5

Potential Instructional Strategies: Graphic Organizer, Fishbowl, Barometer, Storyboarding, Gallery Walk

Debrief: How can your understanding of propaganda techniques, misinformation, and disinformation help in navigating future elections and other decisions?

Extension Activities
➕ [Put a Political Spin on Things!](#) **Activity**
➕ Students can research updates on the 2020 or 2022 elections, propaganda used, and other misinformation and disinformation election campaigns locally or nationally
➕ Students can investigate other current or historical societal concerns in the US or their local area and complete the identity investigation worksheet for those topics

Differentiated Activities
➕ Students can create their own digital propaganda for their favorite food brand
➕ Students can create a collage or Venn diagram showing the similarities and differences between propaganda, misinformation, or disinformation

Vocabulary
- propaganda: dissemination (sharing) of information to influence public opinion
- bias: is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that is considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.
- stereotypes: an exaggerated belief, image, or distorted truth about a person or group—a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers, and other members of society. Stereotypes can be positive or negative.

- identity: the collective set of characteristics by which a person is known or can be grouped; identity will provide belonging to large and small groups of other people and identity characteristics are both visible and invisible
- identity markers: characteristics individuals can be grouped into; commonly used identity markers are gender, race, ethnicity, disability, socioeconomic status, religion, and sexual orientation.
- misinformation: false or out-of-context information that is presented as fact regardless of an intention to deceive (i.e. rumors)
- disinformation: type of misinformation that is intentionally false and intended to deceive and/or mislead (i.e. hoaxes)

Standards
- CCSS.ELA-Literacy.W.8.1.A
- CCSS.ELA-Literacy.W.8.1.B
- CCSS.ELA-Literacy.W.8.1.C
- CCSS.ELA.Literacy.RI.8.2
- CCSS.ELA.Literacy.RI.8.3
- CCSS.ELA.Literacy.RI.8.6
- CCSS.ELA-Literacy.SL.8.1
- CCSS.ELA-Literacy.SL.8.1.A
- SSWH.17b: New war technologies & tactics
- SSWH.18a: Important totalitarian & authoritarian leaders
- SSWH.18b: Rise of fascism
- SSWH.18d: Conflicts leading to World War II in Europe & Asia
- SSWH.19a: World War II
- SSWH.19c: Important World II leaders
- SSWH.19d: Post World War II negotiations & policies
- K12 CS Framework 8th Grade: Algorithms and Programming
- K12 CS Framework 8th Grade: Impacts of Computing