**I. OVERVIEW**

**LESSON TITLE:** Have no shame, create your claim!

**LESSON SUMMARY:** This lesson explores the use and importance of propaganda that has affected American society. Using the 7 types of propaganda the students will learn more about the street artist Shepard Fairey and his personal style during the modern era. They will be able to display basic artistic techniques they have acquired throughout the year like principals of design and mix in new knowledge of stencil making and painting to create a large propaganda banner through collaborative group work that makes a comment on a social issue within American society today.

**GRADE LEVEL:** High school

**ANTICIPATED CLASS SIZE:** 30 students

**CLASS TIME/DATE:** 1 hour 20 minutes 5 days a week 5 sessions

**UNIT TITLE:** Breaking the hold: Redefining you in Society

**UNIT RATIONALE:** Society, whether it be our own or someone else’s, reflects values of a larger body of people. The class shall embark on a journey to explore and rediscover themselves in a society, learn about a history of another society, and state their claims about social issues in society. For the first lesson students shall evaluate their identity in society and how society can affect who they are and who they will become. The second lesson will challenge stereotypes that are created by our society and in other societies and gain a stronger respect for other societies and the people that live in them. Finally, in the third lesson the students will take all of the information they have gathered from the other discoveries and create a propaganda piece based off of a social issue that affects American society.

**A. BIG IDEA:** Challenging society through propaganda

**B. ENDURING UNDERSTANDINGS:** Propaganda is most well known in the form of war posters. But at its core, it is a mode of communication aimed at influencing the attitude of a society toward some cause or position which does not have to necessarily be a negative thing. Although propaganda is often used to manipulate human emotions by displaying facts selectively, it can also be very effective at conveying messages. People express their views on a day-to-day basis, and often discussions develop based on social issues. For young adults, self expression means self discovery and development, and through creative problem solving, they can further develop their ideas into something powerful. This lesson will help the students learn the importance of accepting differences while exploring their own social views in society in a healthy environment. Reflecting on society allows for overall growth for the student.

**C. ESSENTIAL QUESTIONS:**

* + What is propaganda?
  + What affects does propaganda have on societal views?
  + What are the goals of propaganda?
  + What role does art play in the realm of propaganda?

**D. BACKGROUND INFORMATION:** When entering into the classroom the students will be expected to have some understanding of what is required of the standards. They will be building upon their knowledge of the elements and principles as well as learning new knowledge on viewing work, color theory, and history. The students should also have a stronger understanding of society and their place in society and a basic knowledge of historical events like WWII and the Cold War.

**E.MATERIALS/EQUIPMENT, ROOM ARRANGEMENT**

1. MATERIALS/EQUIPMENT: 7, 4’ x 5’ canvas drop cloths, 7, 6ft wooden dowels, box of twine, pencils, paint markers, paint brushes, sketch paper, erasers, acrylic paints, exacto knives, bristol board, printmaking rollers, rulers/ t-squares, tape, poster board, 1+ gallon of gesso, cardboard scraps

2. ROOM ARRANGEMENT: The students will be grouped in groups of 5 in the room at large tables. This will be 6 groups of 5 (approximately depending on actual size). This gives students room to work on their large banners as well as the ability to share needed items

**F. VOCABULARY and REFERENCES/SOURCES**

1.VOCABULARY:

A. **Bandwagon:** most people have this or are doing this so you should too

B. **Loaded Words:** using words that have strong emotions: examples: peace war patriotism freedom hope

C. **Testimonials:** using an expert or celebrity to sell or support

D. **Name Calling:** saying bad things about your competitor

E. **Plain Folk:** using ordinary people or trying to sound ordinary to sell something or persuade you to vote or support an idea

F. **Glittering Generalities:** employ vague, sweeping statements (often slogans or simple catch phrases) using language associated with values and beliefs deeply held by the audience without providing supporting information or reason. They appeal to such notions as honor, glory, love of country, desire for peace, freedom, and family values.

G. **Transfer:** a technique used to carry over the authority and approval of something we respect and revere to something the propagandist would have us accept. Propagandists often employ symbols (e.g., waving the flag) to stir our emotions and win our approval.

H. **Propaganda:** the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person

2. REFERENCES SOURCES:

<http://www.projectarticulate.org/principles.php> - reference for elements and principles

<http://www.obeygiant.com/> - shepard fairey’s website

<http://vimeo.com/5148749> - video of shepard’s mixed style of work

<http://www.industryartcollective.com/wp-content/uploads/2012/09/Shepard-Fairey-obama_hope.jpeg> - Shepard’s Obama Hope work

<http://4.bp.blogspot.com/_fT9E7lrkBgY/TO1dgCJH9MI/AAAAAAAAAJU/3bAslF1EcrY/s1600/kataras_fig3fairey.jpg> - Starting work for Shepard Fairey

<http://obeygiant.com/images/2012/08/Love-Is-The-Drug-18x24-red.jpg> - Shepard print

**II. STANDARDS/OBJECTIVES**

**A. STANDARDS**

**Art**

1.1.12.D.1 - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.2.12.A.2 - Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras

1.4.12.A.4 - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to work.

**21st Century Life and Career Standards**

9.1.12.F.5 - Formulate an opinion regarding a current workplace or social/ethical issue based on research.

**Social Studies**

6.1.12.A.16.a - Determine the impact of media and technology on world politics during this time period.

**B. OBJECTIVES**

1. The students will be able to define propaganda as the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person.

2. The students will be able to analyze, using vocabulary words, propaganda and its techniques to persuade society’s actions/views.

3. The students will be able to recognize how propaganda influences an individual's thoughts and views.

4. The students will be able to, through the use of principles of design, synthesize an artwork that reflects propaganda and its effects on society.

**III. LEARNING EXPERIENCE**

**A. INTRODUCTION**

This lesson will begin with the students entering the classroom and being brought on a visual journey of propaganda. With an onslaught of visual images consisting of posters, a video, a teacher example banner and overbearing sounds the students will have a first hand account of extreme propaganda like when you are in the middle of Times Square. These visuals will exhibit the seven types of propaganda, the work of Shepard Fairey, and connect to the history of propaganda to promote reflection of these visual images that affect their lives. After the video, a series of questions will be asked about the work on the walls, the video, and the music. Using context clues and questions, the students will come to the conclusion that propaganda is the focus of the lesson. The questions will be general and open ended; what are the images showing? How do these works make you feel? What is the subject matter for a piece? Do any of these images appeal or not appeal to you?

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s Questions/Actions** | **Dialogue** |
| **Day 1**  **15 minutes**  **10 minutes**  **5 minutes**  **15 minutes**  **5 minutes** | After introduction to lesson, present powerpoint to students. Cover the works of Shepard Fairey, the seven types of propaganda and a basic history of propaganda from the 20th century to today.    Once finished with presenting, prepare quick activity for the students. Have students, in small groups, apply text slips with new vocabulary words under each of the seven types of propaganda images. For example, under an image that promotes everyone doing the same thing, the student should place the word “bandwagon” upon the image.  Have students take their seats to hold discussion to find out the students’ reactions to the works and big idea.  Group students and distribute idea lists. Students discuss and begin to brainstorm their ideas for their group propaganda banners.  For the exit pass, the students will be required to return the next day with 7 facts on the social or political issue that they have chosen as a group. | Teacher: “Okay class, now we are going to look at some of the works of Shepard Fairey. His work has become quite popular the last few years, mostly due to the 2008 elections. You have probably seen his Obama piece.”    Student: “Oh! I’ve seen that before! How did he make that?”  Teacher: His concepts deal with various social issues displayed through the form of propaganda.”  “Propaganda can be broken down into seven categories, them being bandwagon, loaded words, testimonials, name calling, plain folk, glittering generalities, and transfer.”  Student: “ I think propaganda is really interesting, I mean technically we look at it all of the time.”  Student: “I never thought Shepard Fairey was propaganda, shows you how much I know...”  Students: “I like the idea of doing the election, I know it was over but it is still pretty relevant.”  Students: “Maybe we can do something about childhood obesity? That’s really current”  Teacher: “ That would be really interesting, make sure students, that you are picking a side and covering one of the seven types of propaganda. Do you think you can create this using one of the seven types?”  Student: “Yeah, we could turn it into a loaded words piece”  Teacher: “Okay, please think about the placement of the text and the amount of text you use, it needs to be limited.” |
| **Day 2**  **20 minutes**  **20 minutes**  **10 minutes**  **20 minutes**  **10 minutes**  **10 minutes** | Students file into classroom, and sit within their project groups. They will be prompted to organize their different information into a single list of importance. The students will present their top 5 facts to the class.  Each member creates sketch for their group topic and then presents it to each person  They democratically decide the 2 designs and present them to the teacher and the group has a student teacher consultation about the project  The quick gesso demo is done for the students to prep for their projects. The banners will be layed out onto the tables that were already pre-covered for the use of gesso. Demonstrate the technique of thinly applying the gesso with the palette knife and brush. After the gesso has dried slightly, move it to a cleared area in the classroom to dry.  Decide to create their top project in a smaller version of 11x17 sheet of paper. They will continue to work out their other design issues; colors, composition etc. Also beginning to work out text into the image, if they feel it is necessary.  close with exit pass that tells of your progress of the day and if they have any questions or concerns. | “So what did everybody bring in today? What did you find?”  Student: “The election!”  Student: “Obesity.”  Student: “Pollution!”  Teacher: “Great! Before we start on our main project, I would like you all to quickly draw up a sketch to visually represent the social issue you researched for today.”  Teacher: “Okay so explain to me why you chose these two designs?”  Students: “The first design, has a good sense of balance between the background and the text. We were thinking our 3 colors would be black, green, and a white color to emphasis how sick obesity could make you.”  Teacher: “I like that thought, thats interesting. And the second design?”  Student: “This design is more centered on the glittering generalities, and we would use brighter happier colors that would be high in contrast to catch the eye.”  Teacher: “Okay, that seems like a strong concept to me as well. Which do you feel would be more effective as a propaganda piece? I feel that the first piece would be very emotional, you just have to be careful of not being overly aggressive.”  Students: “ Okay, we all like the first idea. We are gonna do it!”  Student: “Lets have Charlie work out the text and then Lucy do the figure. If we all break up the work evenly then it will be easier and we can help each other along the way.”  Student 2: “I like that idea. I was thinking about looking up different fonts that could play into the composition”  Student 3: “We should do rays coming from behind the figure, like Shepard Fairey does in some of his pieces”  Teacher: “Did your group make effective progress today?”  Student: “I feel we did, I have a few concerns though, can I write them on the exit pass?”  Teacher: “Sure, just hand it to me tomorrow morning.” |
| **Day 3**  **5 minutes**  **10 minutes**  **25 minutes**  **30 minutes**  **5 minutes** | The students enter the classroom, the teacher collects the exit passes for reference.  Have one member from each group gather to discuss their project idea. Make sure they give constructive feedback to each person.  Give demonstration on how to prepare the banners and the stencil/printmaking process.  Step 1: Gesso the dropcloth. Do this by spreading a thin layer of the material on the canvas with either a large brush or a large flat object. Let dry until no longer tacky.  Step 2: Obtain bristol board and sketch out design onto the bristol board to use as a future stencil.  Step 3: Cut out design with exacto knife. Be sure to be conscious of not fully cutting out smaller pieces if surrounded by negative area and not to leave floating pieces.  Step 4: Demonstrate applying paint to roller. Be sure not to spread too thin or thick.  Step 5: Take stencil off and repeat process to show how to layer different colors/designs.  The students can now freely engage in the creativity process of making their group projects. The teacher will wander about the room to give suggestions and assist the students with any problems they encounter.  close with exit pass that has the students bring in an artwork of propaganda that speaks to them. | Teacher: “Morning students, I hope you had a good evening, productive I hope. Maybe you thought about the work you had to do today Haha!”  Student: “Anything for you teach!”  Group 1: “I really like your group’s idea, it seems like a solid plan. Just make sure the composition doesn’t become too busy. Keep in mind which is more important, the text or the subject matter?”  Group 2: “Oh we didn’t think of it that way. Thank you. For you guys, the only suggestion that we might have is to change one of the colors, it kind of conflicts with the story that you are trying to tell, or your arguement.”  Group 1: “ Do you have any suggestions for a third color?”  Group 2: “ Maybe you can use a blue color to go with the green, more somber?”  Group 1: “That might work, thanks!”  Teacher: “Be sure not to fully disconnect piece that are cut out around a piece, we don’t want ‘Islands’ when you are trying to make a successful design”  Teacher: “ If you need to use tape to help connect them”  Teacher: “We have found it is easier to even write on the canvas what color goes where so you have a smaller margin for error. IF you just use a pencil, the paint will cover with no problem.”  Teacher: “Rolling is something you can just fanese. Its not difficult, you just need to be conscious of your actions.”  Teacher: “Do all of you understand? Are there questions you have?”  Student: “What if you aren’t good with cutting with an xacto knife?”  Teacher: “You could always have another student in your group cut, someone will be strong in it, otherwise I will assist you in a smaller cutting example. Okay? Please remember to place cardboard below whatever you are cutting, we don’t want any more damage done to the tables than what has already been done.”  Student: “ I think we are moving along in our example. We should completely color it in so then we can see how it would look as a finished product.”  Student 2: “I agree, it can help with the planning process. Then we can make sure we are doing all of the same colors at the same time.”  Teacher: “Please students, don’t forget to bring in your propaganda pieces tomorrow. Think about the type of propaganda it is. If you want, just look at Shepard Fairey work, you can always use him as inspiration.”  Student: “My computer is broken...”  Teacher: “ Do you have magazines or a newspaper at home?”  Student: “Oh right! I totally forgot about that.” |
| **Day 4**  **35 minutes**  **45 minutes**  **10 minutes** | The students enter the classroom with to find the tables are prepared for them to work. They will be periodically working on their group projects throughout the class period  During the students down time, aka while they are waiting for paints to dry, they will read a prompt about Shepard Fairey and one of his works. This prompt is a worksheet that drives a student analysis of one of his works. The students will take the terms, other elements and principles knowledge, as well as apply critical thinking skills, and analyze the work of art. They will then present their finds to the class and lead a short discussion about his works and how his work can relate back to the student creations.  Clean up must begin to commence, and the students will be notified that the projects must be finished to be prepared to hang in class tomorrow within the first half of class. They will receive an exit pass regarding their project and their process | Teacher: “Good morning students!”  Student: “Morning”  Teacher: “ Did you all remember to complete your exit passes last night? I know they took all of 5 minutes to do... Please hand your passes into me.”  Student1: “Did you know that Shepard Fairey is now commissioned to do works? That piece he did in Asbury Park was commissioned. Thats pretty interesting.”  Student 2: “Yeah, look how neutral that work is too, they all play into each other really nicely. They are simple but effective.”  Student 3: “I think so as well. I like how intricate his designs are, but he is able to use balance, line and rhythm effectively.”  Teacher: “These exit passes are just quick reflections of your projects, start thinking about your successes and things you wish you could have done better. Maybe think about why you chose the subject matter, how much does it affect you?”  Students: “ Okay!”  Teacher: “Don’t forget these are coming back to me tomorrow!” |
| **Day 5**  **25 minutes**  **20 minutes** | The students will enter the classroom and immediately will begin to place the finishing touches on their banners.  The dowels will be placed through the top of the banners and the students will be assisted with hanging them by their workstations throughout the classroom as preparation for their final critique of their project. | Teacher: “Class get right to work. Almost everything is dried, now you should just be making small hand touch-ups to any imperfections. Let me know if you need any help with techniques.”  Students: “What would you suggest for line work?”  Teacher: “ Tape out the lines you need to make so they are more straight and then the paint won't seep through. Make sure you double tape it so it is a more effective barrier.”  Teacher: “ Once you are finished I will come around and help you set up the dowels and twine to help hang these effectively from the ceiling. We don’t want them to be too low, about 3 feet from the ceiling. I will help you measure as you go.”  Student: “How is the twine going to stay on the dowels?”  Teacher: “We are going to put glue on the twine where it is on the dowel after we tie it securely around and knot it. Make sure you cut 9 ft of twine so they hang at the correct height and there is room for play if there is error.” |

**C. CLOSING/CULMINATING EXPERIENCE**

Once the works are complete, the banners will be hung from the ceiling for the critique. The students will be asked to walk around the space and perform a written critique of their peer’s works. In addition, there will be a discussion about what the students have learned about propaganda and the effect it has on society and the individual. During the critique, general questions about aesthetics will be asked about the finished works as well as questions regarding the use of the elements and principles of design and which ones are present/ being applied, if the work is a successful representation of propaganda, if it relates to Shepard Fairey’s work, which type of propaganda is being displayed, and finally if the work is successful and what things could be improved on. The discussion will continue into if the students enjoyed the projects, what were their reactions to the propaganda works, the artist, and if they would like to see something done differently next time.

**D. ADAPTATIONS/MODIFICATIONS**

* + **ADD/ADHD:** For students with attention disorders I will limit their options if need be on which art supply object they can choose from. While they are working I can play music and have specific assigned seating. It will be in areas that will not be as visually or psychically distracting by other students.
  + **Auditory Impairments:** For students with auditory disabilities they will be given all notes, lectures, and directions typed up before the class begins so that they may follow along during the day. They will be sat close to my desk or area so when I am going over the power point or lectures they can have a good line of sight at my face. Extra example slides may be added to improve communication/directions between the student and myself.
  + **Physical Disabilities:** For students that have a physical disability such as a wheelchair or hand crutches special seating areas will be designated for them. I will also already have specific supplies within reach for these students along with an assigned buddy to help the student out if I am not there to directly help the student right away.

**IV. LESSON ANALYSIS**

**A. STUDENT ASSESSMENT**

The students will be asked to fill peer assessment worksheets, these worksheets will have general questions and be formatted such as;

1. Write an analysis on what you see, how is this work successful? Where can it be improved?

2. How does this work successfully reflect two of the principles of design? Why?

3. Do you agree with this groups views on the subject matter? Why or why not?

4. Which type of propaganda is being used? Are there any other types that might fit?

5. Please add any additional comments about the piece below.

These questionnaires will be submitted to the teacher first, and then photocopied and returned back to the groups at a later date.

**Propaganda Site:**

[**http://quizlet.com/5435505/7-types-of-propaganda-techniques-flash-cards/**](http://quizlet.com/5435505/7-types-of-propaganda-techniques-flash-cards/)