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## Teaching About Propaganda

A Live Webinar for Educators  
Hosted by the  
Albright College Holocaust Library  
& Resource Center

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## Why Teach About Propaganda?



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## Media Literacy



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### Framing Questions

- Who created this message and what is the purpose?
- What creative techniques are used to attract and hold attention?
- How might different people understand this message differently?
- What values, lifestyles and points of view are represented in this message?
- What is omitted from the message?

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### What is Propaganda?

**Biased Information**  
Created to shape public opinion and behavior

*True, partially true, or blatantly false information*

**PLAYS ON EMOTIONS**

**SYMBOLS, IMAGES, WORDS, OR MUSIC**

Directs human action toward a given goal

Simplifies complex issues or ideas

Advocates a cause, organization, or movement and its opponents

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### Common Propaganda Techniques

- Bandwagon**
- Testimonial**
- Plain Folks**
- TRANSFER**
- Fear/Card Stacking**
- Logical Fallacies**
- GLITTERING GENERALITIES
- Name-calling**

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### Bandwagon

- It is human nature to want to be on the winning side.
- This technique tries to get people to follow the "winning crowd."



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### Testimonial

- Quotations or endorsements which attempt to connect a well-known or respectable person with a product or ideal with the intent to better "sell" the product or ideal



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### Plain Folks




- The candidate tries to appear to be working for the benefit of the "common person," and is promoting the views of the "common man."

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### TRANSFER

- ❑ An attempt to make the subject view a certain item in the same way as they view another item
- ❑ Used to transfer negative feelings or blame from one object to another
- ❑ Popular political technique



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### Fear/Card Stacking



- ❑ Only presents information that is positive to an idea or proposal and purposely omits information contrary to it

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### Logical Fallacies



- ❑ An argument that sounds as if it makes sense but the premises given for the conclusion do not provide proper support for the argument

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### GLITTERING GENERALITIES



- ▣ Uses words that have different positive meaning for individual subjects, but are linked to highly valued concepts

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### Name-calling



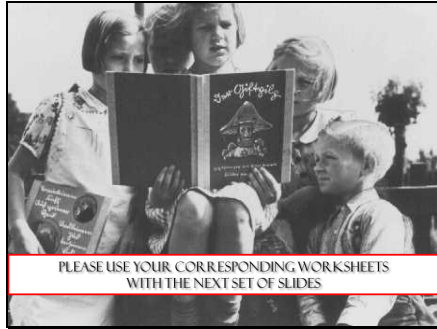
- ▣ Uses derogatory language or words that carry a negative connotation when describing an enemy
- ▣ Attempts to arouse prejudice among the public by labeling the target something that the public dislikes

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### Common Propaganda Traits

- **USES TRUTHS, HALF-TRUTHS, OR LIES**
- *Omits information selectively*
- **Simplifies complex issues or ideas**
- **Plays on emotions**
- **ADVERTISES A CAUSE**
- **Attacks opponents**
- **TARGETS DESIRED AUDIENCES**

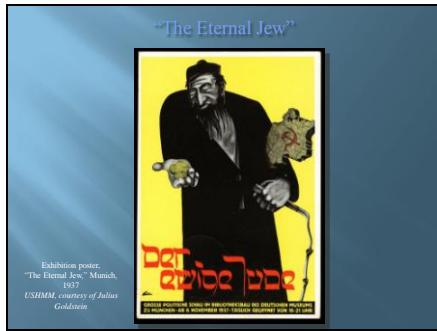
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**Suggested Resources**

- ❑ "State of Deception" USHMM Online Exhibit on Propaganda ([www.ushmm.org/propaganda](http://www.ushmm.org/propaganda))
- ❑ Media Education Lab at Temple University ([www.mediaeducationlab.com](http://www.mediaeducationlab.com))
- ❑ Calvin College German Propaganda Archive ([www.calvin.edu/academic/cas/gpa/ww2era.htm](http://www.calvin.edu/academic/cas/gpa/ww2era.htm))
- ❑ English Companion Ning USHMM Webinar ([englishcompanion.ning.com/group/usholocaustmuseumwebinar](http://englishcompanion.ning.com/group/usholocaustmuseumwebinar))
- ❑ WWII - Posters of Persuasion at the National Archives ([www.archives.gov/education/lessons/wwii-posters/](http://www.archives.gov/education/lessons/wwii-posters/))