NATIONAL MUSEUM
OF THE UNITED STATES AIR FORCE®

COLD WAR PROPAGANDA

Students will learn a brief history of the key events and persons involved in the U.S. Cold War. The students will also learn terms and techniques of propaganda as it was employed in the period of the Cold War in America. They will also learn how to implement those techniques in evaluating all propaganda.

LESSON PLAN

Introduction
The Cold War was a period in U.S History that began following World War II. It was marked by intense political rivalry between the U.S. and then Soviet Union. The two countries teetered on the brink of military action with one another for over five decades. However, the fear of nuclear annihilation prevented either from engaging militarily. Instead, the typical form of aggression from each country was various forms of propaganda that incited intense fear from each countries population as the threat of nuclear war warfare was constant.

Lesson Objective
In this lesson, students will have a basic understanding of the events of the Cold War. Students will also learn about the different types of propaganda and its uses. They will then work in teams to review and analyze propaganda, that exists throughout the Museum's galleries by using the Museum's "Virtual Tour."

Problem
- Do students have a basic understanding of the history of the Cold War and America's role in this event?
- How can student recognize and analyze types and uses of propaganda as it is used in a military and political context?

Learning Objectives
The students will
- Learn about the history, types and purposes of propaganda, not only from the Cold War, but from other military offensives in which the Air Force was involved.
- Learn the name and function of various components of propaganda.
- Work cooperatively in teams to review propaganda within the National Museum of the U.S. Air Force using the technology components of the Museum's "Virtual Tour".

Grade Level: 6—8

National History Standards:
Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical research capabilities.

Technology Content Standards (from STL):
Technology and Society, Design, Abilities for a Technological World, and The Designed World.

Materials Required:
- PowerPoint presentation
- Writing tool
- Analysis chart- Please note copy-write information
- Computer access for both students and teacher

Preparation for activity:
- The teacher should provide students with a solid background in the history of events that lead to and contributed to the continuation of the Cold War throughout the 20th century.

Procedures:
- The students will work in teams of 2-4 students
- Begin by showing the Cold War Propaganda PowerPoint presentation. Emphasize key names and history of the Cold War. Follow up by defining types and provide examples of types and functions of propaganda.
- Explain to the students that each team will be conducting online research:
    - Writing tool
    - Analysis chart *
    - Computer access with online capabilities.

- Problem:
    - Explore the National Museum of the U.S. Air Force through the "Virtual Tour".
    - What types of propaganda do you see represented in the Museum Galleries using the "Virtual Tour?
    - Who is the creator and who is the intended audience?
    - Speculate on whether you believe the propaganda was successful?

- Students will tour the National Museum of the U.S. Air Force Museum by using the "Virtual Tour". Beginning in the Cold War Gallery, students will review types of propaganda they find. They must assign the types of propaganda they believe is represented and complete the attached analysis chart. Student will present their findings to the class. They may use the PowerPoint slides for support and reference.

Alternate suggestion:
- Students can work in groups to design their own propaganda poster. They can expand their focus to include more topic areas on which they wish to discuss.

* Please note that copies may be made for educational purposes, but copyright data must be included.

Extension:

- Using the key names, ideas and definitions from the Cold War period post a "Sticky note" on the backs of each student. Do not reveal this information to the students assigned. Each student should get a "sticky" on his or her back. They will then move throughout the class asking indirect questions about who or what they may be. They cannot ask questions such as, " Am I Fidel Castro?". They can ask "Am I a man or a woman?". "Am I a person or a idea or thing?". This concept with reinforce the concepts throughout within the pre-knowledge portion of the lesson plan.

- Rather than using the "Virtual Tour" as a means to complete this lesson plan, teachers can cover introductory history and terms and complete the activity at the National Museum of the USAF.

Resources:

Christel, Mary, and Scott Sullivan, eds. 2007. *Lesson Plans for Creating Media-Rich Classrooms*. Urbana, IL: NCTE.

http://www.readwritethink.org/files/resources/interactives/persuasion_map/

http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html

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http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=8092

http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=3983

http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=1645

http://www.nationalmuseum.af.mil/shared/media/photodb/photos/051021-F-1234P-017.jpg

http://www.nmusafvirtualtour.com/full/tour-std.html

http://www.youtube.com/watch?v=mXNVArgKZGc

http://www.youtube.com/watch?v=cdh7YKER5aw&feature=related

Analysis Chart

What person or organization is the source of the propaganda?

What audience do you think the ad is trying to reach?

What position have the people who placed this propaganda taken?

What kind of opinion or action are they hoping to get from readers?

http://www.nationalmuseum.af.mil/education

ARGUMENT, PERSUASION OR PROPAGANDA?

	ARGUMENT	PERSUASION	PROPAGANDA
GOAL	Seeks to discover the "truth"	Seeks to promote an opinion that is rooted in truth	Seeks to advance a political position while providing false or altered in-formation
GENERAL TECHNIQUE	Seeks to convince the audience of the speakers "truth"	Seeks to persuade the audi-ence using emotion or per-sonal relevance to the subject	Seeks to enforce or change audience opinion using emotional and values messages
METHODS	• Argues both sides of the issue • Supports perspective with evidence • Examines the conse-quences of accepting or denying the argument	• May provide both sides of the issue • Includes emotional appeal with facts • May examine the con-sequences of accept-ing or denying the opinion	• Provides only one side of the issue • Biases and assumptions are used to alter the evidence presented • Ignores the negative conse-quences of the opinion

PROPAGANDA ANALYSIS WORKSHEET

1.) Describe the format of the propaganda:

_____ Poster   _____ Speech

_____ Advertisement   _____ Movie

_____ PSA   _____ Magazine

2.) What propaganda technique(s))))) are used ?

_____ Name Calling   _____ Glittering Generalities

_____ Euphemisms   _____ Transfer

_____ Testimonial   _____ Plain-folk

                 _____ Fear

3.) Who or what is the intended audience?

_____

_____

_____

4.) What visual images, if any, appear in the propaganda? What do the images symbolize? What emotions do they seek to arouse?

_____

_____

_____

_____

_____

5.) What key words are used? What emotions or reactions do those words seek to arouse?

_____

_____

6.) What is or was the purpose of this propaganda? What emotion was is trying to elicit?

_____

_____

_____

7.) How effective did you find this propaganda and why?

_____

_____

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