



**FLORIDA JOINT CENTER  
FOR CITIZENSHIP**

**MEDIA & POLITICAL COMMUNICATION**

**SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).

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## *Lesson Summary*

### ***Essential Questions***

What types of communication techniques and methods are used in the media and political communication?  
How can these techniques impact public opinion?

### ***NGSSS Benchmark***

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).

### ***Florida Standards***

LAFS.68.RH.1.1	LAFS.68.RH.1.2	LAFS.68.RH.2.4	LAFS.68.RH.2.6
LAFS.68.RH.3.7	LAFS.68.RH.3.9	LAFS.68.WHST.1.2	LAFS.68.WHST.3.8
LAFS.68.WHST.3.9	LAFS.68.WHST.4.10	LAFS.7.SL.1.1	MAFS.K12.MP.6.1

### ***Overview***

In this lesson, students will understand and analyze how bias, symbolism, and propaganda are used in media and political communication.

### ***Learning Goals/Benchmark Clarifications***

- Students will use scenarios to identify bias, symbolism, and propaganda.
- Students will evaluate how bias, symbolism, and propaganda can impact public opinion.

### ***Civics EOC Reporting Category***

Reporting Category 3 – Government Policies and Political Processes

### ***Suggested Time Frame***

- Three 45-50 minute class periods

### ***Civics Content Vocabulary***

- bandwagon, bias, card stacking, glittering generalities, media, name calling, plain folks, political communication, propaganda, symbolism, testimonial, transfer

### ***Instructional Strategies***

Primary source analysis

Defining terms in context

Collaborative learning

### ***Materials***

Computer with internet access to project lesson activity sheets

Student activity sheets and reading materials:

- Media and Political Communication reading and student activity sheet
- Cartoon Analysis Worksheet from National Archives
- Poster Analysis Worksheet from National Archives
- Copies of political cartoons and posters

### ***Lesson Activities and Daily Schedule***

Please use the chart below to track activity completion.

<b>Day</b>	<b>Task #</b>	<b>Steps in Lesson</b>	<b>Description</b>	<b>Completed? Yes/No</b>
<b>Day One</b>	Task 1	1-6	Hook Activity	
	Task 2	7-10	Media and Political Communication Reading	
	Task 3	11-14	Campaign Logos Activity	
<b>Day Two</b>	Task 4	15-19	Newspaper Front Pages Activity	
	Task 5	20-30	Political Cartoon Analysis Activity	
<b>Day Three</b>	Task 6	31-39	Poster Analysis Activity	
	Task 7	40	Checking for Understanding	

### ***Suggested Student Activity Sequence***

1. To begin this lesson, instruct students to brainstorm about their favorite commercial on television or advertisement in a magazine or online.
2. Provide students with a few minutes to write down ideas and then engage in a whole class discussion using the following questions: “Why do you like the commercial? How does it make you feel after viewing it? Does the commercial convince you to buy the product? Why or why not?”
3. Project the following website with presidential campaign logos: <http://www.downwithdesign.com/logo-design/20-years-presidential-election-campaign-logos/>.
4. Slowly scroll down the page so that students can view the presidential campaign logos from 2012 – 1992. While scrolling, ask students to share out any similarities they see between all of the logos (red, white, blue, stars, flags).
5. Pose the following questions for discussion: “Why do you think candidates use the colors red, white, and blue and stars and stripes in their logos? What message do you think they are trying to convey by using these colors and images? Is there a feeling or emotion that the logos convey?” Teacher note: Allow these questions to serve as a brainstorm as the logos will be revisited later in the lesson.
6. Lead students to the understanding that similar techniques are used in media and political communication to convey messages or convince the audience to think or feel a certain way.
7. Pass out the “Media and Political Communication” reading and the “Understanding Methods of Media and Political Communication” student activity sheet.
8. Explain to students that their task is to read for purpose in order to define the key terms as they appear in context in the text.
9. Review the directions on the activity sheet. Instruct students to mark the text that will help them define each term on the activity sheet and then write the definition in the box next to the word. Instruct students to leave the Examples and Impact on Public Opinion boxes blank until later in the lesson.
10. Provide time for students to complete the reading activity and activity sheet independently.
11. Project the presidential campaign logos website again and ask students to identify the form of communication that is exemplified. (symbolism)
12. Instruct students to write a sentence explaining how the campaign logos use symbolism on their student activity sheet in the Examples box under symbolism.
13. Pose the following question for student discussion, “How might the use of symbols in political communication, such as campaign logos, impact public opinion?”
14. Instruct students to take notes during this discussion on their student activity sheet in the Impact on Public Opinion box under symbolism.
15. Project the Today’s Front Pages website from Newseum (free registration required) and display some of the archived front pages from Wednesday, November 9, 2016 (the day after the 2016 election) <https://newseumed.org/tools/artifact/trump-wins-2016-election-archived-papers>  
Some example pages to display are:
  - Los Angeles Times – Los Angeles, CA:  
[https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9CA\\_LAT.jpg?itok=hW5iN7FO](https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9CA_LAT.jpg?itok=hW5iN7FO)
  - The Dallas Morning News – Dallas, TX:  
[https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9TX\\_DMN.jpg?itok=vUqnGTak](https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9TX_DMN.jpg?itok=vUqnGTak)
  - Atlanta Journal-Constitution – Atlanta, GA:  
[https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9GA\\_AJC.jpg?itok=eLfsl-8q](https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9GA_AJC.jpg?itok=eLfsl-8q)
  - Star Tribune – Minneapolis, Minn:  
[https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9MN\\_ST.jpg?itok=3Rg2OIX1](https://newseumed.org/sites/default/files/styles/600height/public/legacy/2018/05/Trump9MN_ST.jpg?itok=3Rg2OIX1)
16. Engage students in a discussion about the different front pages from this day and the variety of headlines. Pose the following questions for discussion: “How do the headlines vary? Are both candidates mentioned?”

What type of communication is being used? What evidence can you point to in your reading to explain your answer?"

17. Revisit each front page individually and pose the following questions for discussion: Does each front page have a bias? How do you know? Is there an opinion or preference being expressed on the front page? Is there a clear emotion being expressed by each front page?"
18. Instruct students to take notes during this discussion in the Examples box under bias on their activity sheet.
19. Pose the following question to the students and instruct them to respond by writing a summary sentence in the Impact on Public Opinion box under bias: "Many Americans get their news from the newspaper. What might be the impact on public opinion if a newspaper's front page has a bias?"
20. Project the "Except for Those of Us Who Are Above It" political cartoon from Herbert Block, <http://www.loc.gov/exhibits/herblocks-history/one.html> (Cartoon is the fifth one down on the page, click on the cartoon to enlarge the image.). For more information, visit the cartoon's main page: <http://www.loc.gov/pictures/item/00652249/>.
21. Ask students to identify the type of document they are viewing.
22. Pass out the "Cartoon Analysis Worksheet" from the National Archives: [https://www.archives.gov/files/education/lessons/worksheets/cartoon\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_former.pdf).
23. Complete the "Cartoon Analysis Worksheet" as a whole class.
24. Share with students that this cartoon was created in 1977 in reaction to the CIA and FBI being investigated for keeping Americans under surveillance. The artist, Herb Block, commented, "*Unwarranted secret operations and snooping in the interest of 'security' have contributed to making Americans feel less secure.*" (<http://www.loc.gov/exhibits/herblocks-history/one.html>)
25. Ask students to consider the following questions for discussion: "What types of communication are used in this cartoon? (bias and symbolism) Based on what you know about the background of this cartoon, what is the bias in this cartoon? What symbols are being used?"
26. Instruct students to write a summary sentence explaining the bias in the cartoon at the bottom of their cartoon analysis worksheet.
27. Place students into pairs and pass out another "Cartoon Analysis Worksheet".
28. Pass out copies of the "It's still a representative form of government – they represent us" political cartoon: <http://www.loc.gov/exhibits/herblocks-history/hare.html>. Cartoon is the fourth one down on the page, click on the cartoon to enlarge the image.). For more information, visit the cartoon's main page: <http://www.loc.gov/pictures/item/00652526/>.
29. Share with students the following information about the political cartoon. There is a concern in the United States regarding soft money and the ability for national political party organizations to raise unlimited funds for political advertisements. Some believe that this leads to elections being "bought" by donors who give the most money in return for favors. Herb Block, the artist has stated "*that there is nothing free about sales of public office to high bidders, who buy and pay for elections and influence.*" (<http://www.loc.gov/exhibits/herblocks-history/hare.html>)
30. Instruct the pairs to complete the worksheet and write a summary sentence at the bottom of the worksheet explaining the bias in the cartoon.
31. Pass out copies of the "Poster Analysis Worksheet" from the National Archives [https://www.archives.gov/files/education/lessons/worksheets/poster\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/poster_analysis_worksheet_former.pdf).
32. Explain to students that government agencies used propaganda techniques for different areas of need throughout history but especially during World War I and World War II.
33. Refer students back to their reading and ask a student to share out the difference between the use of bias and propaganda.
34. Project the "Food will win the war" poster from the National Archives: <http://research.archives.gov/description/512499>.
35. Complete the "Poster Analysis Worksheet" as a whole class.
36. Engage students in a discussion by using the following questions and instructing them to take notes on the bottom of their "Poster Analysis Worksheet": "Which propaganda techniques are used in this poster? (transfer, plain folks, glittering generalities) What emotion is being conveyed? How might this poster impact a viewer and public opinion during the war?"

37. Pass out copies of the following posters, one for each pair of students. Teacher note: Based on the number of students in your class, some posters will be repeated.
- “Be Patriotic sign your country’s pledge to save the food” (transfer, glittering generalities, name calling) <http://research.archives.gov/description/512497>
  - “We’re All in the Army Now” (bandwagon, transfer) <http://research.archives.gov/description/533998>
  - Bonds or Bondage. Everybody Every Pay day. 10 Percent. (card stacking, transfer) <http://research.archives.gov/description/534069>
  - Abraham Lincoln (testimonial) <http://research.archives.gov/description/534342>
  - Be a Regular Fellow (plain folks) <http://research.archives.gov/description/534107>
  - Keep Old Glory Forever Free, Buy More Bonds for Victory (transfer) <http://research.archives.gov/description/534098>
  - Join the Parade of Winners (bandwagon, glittering generalities) <http://research.archives.gov/description/534238>
38. Instruct students to complete the “Poster Analysis Worksheet” for their assigned poster with their partner. In addition, instruct students to answer the following questions on the bottom of their poster: What propaganda technique(s) is being used in the poster? What is the intended emotion this poster is trying to convey? How might this poster impact public opinion during the time this poster was released?
39. Return student attention to the front of the class. Project each poster and ask the students assigned to each poster to share the propaganda technique for their assigned poster and the impact the poster might have on public opinion. Instruct students to take notes on their “Understanding Methods of Media and Political Communication” student activity sheet.
40. Checking for Understanding (Formative Assessment):  
Instruct students to write a well-crafted informative response using one of the following prompts:
- Prompt 1  
Using what you have learned from this lesson, explain how bias, symbolism, and propaganda can be used to impact public opinion.
- Prompt 2  
Explain how bias, symbolism, propaganda impact how information is used in media and political communication and why it is important to be aware of these techniques.

## Political and Media Communication

When reading the news, looking at candidate websites or viewing election information, it is important to consider how persuasion techniques might be used to influence the viewer. Bias, symbolism, and propaganda are common techniques used to persuade people to think or feel a certain way.

Bias is a preference, opinion or attitude that favors one way of thinking or feeling over another. Bias affects how people see events and people around them.

Bias in media or political communication can occur in various ways. A journalist or politician can choose to select or leave out certain information in order to persuade the reader to favor one opinion over another. Bias also occurs through the placement of information. If information is featured in large or bold type or in very small type, the author is sending a message about how the information should be viewed. This technique often occurs through headlines and titles on websites. Another way that bias appears is through word choice and tone. If a news story, advertisement or campaign pamphlet contains mainly positive or mainly negative words about a subject, this will persuade the audience to think or feel a certain way. Finally, bias occurs in the way data and statistics are used. For example, during a campaign speech a candidate may share only positive data about their accomplishments rather than the negative in order to convey positive messages to the reader.

Symbolism is the technique of using images or pictures to convey a certain message. Symbols are commonly used in political communication, especially during campaigns. Symbols are often used to associate candidates with images that represent the United States. Common symbols used in political campaigns are the colors red, white, and blue, stars and stripes, the Statue of Liberty and the Liberty Bell. Symbols are also used in political cartoons to convey positive and negative images. Here are some examples of common symbols:

Symbol	Words or Ideas Represented by the Symbol
Uncle Sam, bald eagle, American flag, Capitol building, White House	U.S. government
red, white, blue, stars and stripes	American flag, patriotism
Statue of Liberty, torch, Liberty Bell	freedom and democracy
U.S. Supreme Court building, scales	Justice
donkey	Democratic Party
elephant	Republican Party
dove, olive branch, peace sign	Peace

Propaganda is another method used in media and political communication to persuade the reader to think or feel a certain way. Propaganda is the method of spreading ideas, information or rumors for the purpose of helping or injuring an institution, a cause, or a person. Propaganda is similar to bias and symbolism in that they are all used to persuade; however propaganda uses more extreme measures to communicate a certain message. Propaganda relies on appealing to the viewer's emotion rather than reason to convey a message. There are seven commonly used types of propaganda:

<b>Card stacking</b> is the strategy of showing a product or person's best features and leaving out information about any negative features or potential problems.
In a <b>testimonial</b> a celebrity or well-known person speaks on behalf of a product or person as an endorsement. In a testimonial a celebrity's message is that if they believe in a candidate, everyone else should too.
When short phrases or few words are used to appeal to particular emotions, it is called <b>glittering generalities</b> . Words or phrases such as love of country, home, peace, hope, freedom and honor are used to persuade the viewer to have a positive emotional reaction to the image being described by the word.
The strategy of <b>transfer</b> is apparent when symbols are used to convey a message. Political advertisements, websites and campaign materials will often use United States symbols to persuade viewers to believe that a candidate represents America.
<b>Plain folks</b> is the strategy of using ordinary language and clothes to convey to the audience that the spokesperson or candidate is just like everyone else. This strategy is often used in political campaigns. Candidates will take pictures at local restaurants and at ballparks to convey the message that they are an ordinary person, just like you.
In <b>bandwagon</b> , an attempt is made to make the viewer feel like everyone is using a product or voting for a particular candidate, so they should too. The viewer should "join the crowd" and not be left out.
<b>Name calling</b> is used to send a negative message about an opposing product or candidate. This technique connects a person or idea to a negative word and convinces the viewer to believe the message without examining the evidence.

## Understanding Methods of Media and Political Communication

Directions: While reading you will learn the definitions of terms related to persuasion methods in media and political communication. While you read, mark the text that helps you define each term. After reading, write the definition for each term in the chart below. Leave the Examples and Impact rows blank until instructed by your teacher.

<b>Term</b>	<b>Definition</b>
<b>Bias</b>	
<i>Examples:</i>	
<i>Impact on Public Opinion:</i>	
<b>Symbolism</b>	
<i>Examples:</i>	
<i>Impact on Public Opinion:</i>	
<b>Propaganda</b>	
<b>Bandwagon</b>	
<b>Card Stacking</b>	
<b>Glittering Generalities</b>	
<b>Name Calling</b>	
<b>Plain Folks</b>	
<b>Testimonial</b>	
<b>Transfer</b>	
<i>Impact on Public Opinion:</i>	

**Level 1**

## Visuals

1. List the objects or people you see in the cartoon.

## Words (not all cartoons include words)

1. Identify the cartoon caption and/or title.

2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

3. Record any important dates or numbers that appear in the cartoon.

**Level 2**

## Visuals

2. Which of the objects on your list are symbols?

3. What do you think each symbol means?

## Words

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

5. List adjectives that describe the emotions portrayed in the cartoon.

**Level 3**

A. Describe the action taking place in the cartoon.

Limit response for each question to 3 lines of text

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?

Reset Form

## Poster Analysis Worksheet

Print Form

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
<b>Limit response for each question to 2 lines of text</b>	
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

Reset Form

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Print Form

## **Sources**

Campaign logo website: <http://www.downwithdesign.com/logo-design/20-years-presidential-election-campaign-logos>

Newseum, November 7, 2012 headlines:

[http://www.newseum.org/todaysfrontpages/?tfp\\_display=archive-date&tfp\\_archive\\_id=110712](http://www.newseum.org/todaysfrontpages/?tfp_display=archive-date&tfp_archive_id=110712)

Media and Political Communication Reading:

Bias Information - [http://indykids.net/main/teachers/classroom\\_workshops/](http://indykids.net/main/teachers/classroom_workshops/), Accessed February 2013 and [http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson\\_Bias\\_News\\_Sources.pdf](http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Bias_News_Sources.pdf)

Symbolism - <http://arch.k12.ar.us/apush/files/Assignments/Political%20Cartoon%20symbols.pdf>, Accessed February 2013

Propaganda - <http://www.schooljournalism.org/recognizing-types-of-propaganda-in-advertising/>, Accessed February 2013 and <http://mason.gmu.edu/~amcdonal/Propaganda%20Techniques.html>, Accessed February 2013

Political Cartoons from Library of Congress –

<http://www.loc.gov/exhibits/herblocks-history/one.html>

<http://www.loc.gov/exhibits/herblocks-history/hare.html>

National Archives Political Cartoon Analysis Worksheet -

[https://www.archives.gov/files/education/lessons/worksheets/cartoon\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_former.pdf)

National Archives Poster Analysis Worksheet -

[https://www.archives.gov/files/education/lessons/worksheets/poster\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/poster_analysis_worksheet_former.pdf)

National Archives Posters -

- Be Patriotic sign your country's pledge to save the food  
<http://research.archives.gov/description/512497>
- We're All in the Army Now <http://research.archives.gov/description/533998>
- Bonds or Bondage. Everybody Every Pay day. 10 Percent.  
<http://research.archives.gov/description/534069>
- Abraham Lincoln <http://research.archives.gov/description/534342>
- Be a Regular Fellow <http://research.archives.gov/description/534107>
- Keep Old Glory Forever Free, Buy More Bonds for Victory  
<http://research.archives.gov/description/534098>
- Join the Parade of Winners <http://research.archives.gov/description/534238>

## Understanding Methods of Media and Political Communication – Sample Answers

Directions: While reading you will learn the definitions of terms related to persuasion methods in media and political communication. While you read, mark the text that helps you define each term. After reading, write the definition for each term in the chart below.

Leave the Examples and Impact rows blank until instructed by your teacher.

Term	Definition
<b>Bias</b>	Bias is a preference, opinion or attitude that favors one way of thinking or feeling over another.
<p><i>Examples:</i> The front pages of newspapers contain bias by what they choose to display on the page, the words and photographs chosen convey messages as well as what is left out or given less space.</p>	
<p><i>Impact on Public Opinion:</i> Due to the fact that many people get their news from newspapers, the use of bias in a paper has a large influence because newspapers communicate to people what is “newsworthy.”</p>	
<b>Symbolism</b>	Symbolism is the technique of using images or pictures to convey a certain message.
<p><i>Examples:</i> Campaign logos use symbolism to connect images of America (flags, stars, stripes, red, white, and blue) to the candidate.</p>	
<p><i>Impact on Public Opinion:</i> Symbolism can impact the way the public feels about a candidate. The use of images can create positive or negative feelings about the candidate.</p>	
<b>Propaganda</b>	Propaganda is the method of spreading ideas, information or rumors for the purpose of helping or injuring an institution, a cause, or a person.
<b>Bandwagon</b>	when an attempt is made to make the viewer feel like everyone is using a product or voting for a particular candidate, so they should too
<b>Card Stacking</b>	the strategy of showing a product or person’s best features and leaving out information about any negative features or potential problems
<b>Glittering Generalities</b>	when an advertisement or political campaign uses short phrases or few words to appeal to particular emotions
<b>Name Calling</b>	used to send a negative message about an opposing product or candidate
<b>Plain Folks</b>	the strategy of communicating using ordinary language and clothes to convey to the audience that the spokesperson or candidate is just like everyone else
<b>Testimonial</b>	a celebrity or well-known person speaks on behalf of a product or person as an endorsement; in a testimonial a celebrity’s message is that if they believe in a candidate, everyone else should too
<b>Transfer</b>	when symbols are used to convey a message
<p><i>Impact on Public Opinion:</i> The use of propaganda will have an impact on public opinion because it is purposely used to convey a strong positive or negative message. People may be attracted (or not at all) to the message because of the emotion that is being conveyed.</p>	

Cartoon Analysis Worksheet – **Sample Answers**  
**Except for those of us who are above it.**

**Level 1**

**Visuals**

1. List the objects or people you see in the cartoon.
  - Five men wearing suits and hats.
  - Badges on the men labeled FBI and CIA
  - A briefcase that says “Official Business”
  - An American flag
  - A building with pillars – U.S. Supreme Court
  - “Equal Justice Under Law”

**Words**

1. Identify the cartoon caption and/or title

Except for those of us who are above it

2. Locate three words or phrases used by the cartoonist to identify objects or people within this cartoon.

FBI and CIA badges on the men; Official Business label on the briefcase; Equal Justice Under Law sign on the U.S. Supreme Court

3. Record any important dates or numbers that appear in the cartoon

N/A

**Level 2**

**Visuals**

2. Which of the objects on your list are symbols?

American flag, U.S. Supreme Court

3. What do you think each symbol means?

The flag stands for all things associated with being an American. The building is the U.S. Supreme Court which represents the court system and the idea of justice.

**Words**

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

Equal Justice Under Law because they are the largest in the cartoon.

5. List adjectives that describe the emotions portrayed in the cartoon.

The men’s faces appear to be happy and as if they have gotten away with something.

**Level 3**

- A. Describe the action taking place in the cartoon

Men are sitting on top of the U.S. Supreme Court building. They are sitting above the sign that says: Equal Justice Under Law.

- B. Explain how the words in the cartoon clarify the symbols.

The words “Equal Justice Under Law” lets you know that the building they are on is the U.S. Supreme Court.

- C. Explain the message of the cartoon.

The message of this cartoon is that the men, representing the FBI and CIA, are above the law.

- D. What special interest groups would agree/disagree with the cartoon’s message? Why?

Members of the FBI and CIA would disagree because it paints them in a negative light. People who have a negative view of the FBI and CIA would probably agree with this cartoon.

Cartoon Analysis Worksheet – **Sample Answers**  
**It's Still A Representative Government – They Represent Us**

**Level 1**

**Visuals**

1. List the objects or people you see in the cartoon.
  - The U.S. Capitol building
  - A man sitting on the building with a badge that says: Big Money Interests
  - A smaller man standing in front of him holding a piece of paper that says: One Person, One Vote

**Words**

1. Identify the cartoon caption and/or title  
It's Still a Representative Form Of Government – They Represent Us
2. Locate three words or phrases used by the cartoonist to identify objects or people within this cartoon.  
Big Money Interests on the man sitting on the Capitol; One Person One Vote on the smaller man
3. Record any important dates or numbers that appear in the cartoon  
N/A

**Level 2**

**Visuals**

2. Which of the objects on your list are symbols?  
U.S. Capitol
3. What do you think each symbol means?  
The building is the Capitol, which is where Congress meets. The Capitol is often used to represent Washington, D.C. and the federal government.

**Words**

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?  
Big Money Interests because it is located on the man sitting on the Capitol and your eye is drawn to him.
5. List adjectives that describe the emotions portrayed in the cartoon.  
The larger man looks happy and boastful. The smaller man looks frustrated and defeated.

**Level 3**

- A. Describe the action taking place in the cartoon  
The man sitting on the Capitol is looking down at the smaller man. The smaller man is looking back up at him.
- B. Explain how the words in the cartoon clarify the symbols.  
The words on the larger man clarify that he represents Big Money Interests and is not just a random larger person.
- C. Explain the message of the cartoon.  
The cartoonist has the larger man sitting on the Capitol with the sign representing interest groups conveying the message that interest groups are represented in our government. The fact that he is much bigger than the man holding the “One Person, One Vote” paper conveys the message that interest groups are a bigger influence than an individual’s vote in the government.
- D. What special interest groups would agree/disagree with the cartoon’s message? Why?  
People who represent interest groups might disagree with this cartoon as well as members of the government. They would disagree with this because it paints them in a negative light. Average citizens might agree with this cartoon because they might feel as if their votes don’t count and government doesn’t represent their interests.

## Poster Analysis Worksheet – Sample Answers

### Food Will Win the War

1. What are the main colors used in the poster? *Red, White, Blue and Gray*
2. What symbols (if any) are used in the poster? *The Statue of Liberty and Red, White and Blue*
3. If a symbol is used, is it
  - a. clear (easy to interpret)? *Yes, the Statue of Liberty is a clear image and represents the symbol of freedom and immigration.*
  - b. memorable? *Yes, the colors red, white, and blue are used in a rainbow. The unique use of these colors in a rainbow is memorable.*
  - c. dramatic?
4. Are the messages in the poster primarily visual, verbal, or both? *Both, the visuals compliment the words. The “You” is reinforced by the images of people who came to Ne York as immigrants to seek a better life.*
5. Who do you think is the intended audience for the poster? *People who came to the U.S. for a better life and left their home country for that life.*
6. What does the Government hope the audience will do? *The government hopes that the audience will not waste food so that it can be used by the soldiers and our allies.*
7. What Government purpose(s) is served by the poster? *Preservation of resources*
8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The symbol of the Statue of Liberty and the red, white, and blue rainbow convey the message of the U.S. as a better place for people. The combination of the military ship on one side and people on the other make it clear that you must not waste food in order to support the war effort.*

**Propaganda techniques:** transfer, plain folks, glittering generalities

**Intended emotion:** duty, guilt

**Impact on public opinion:** The public may feel as if people who have recently moved to the U.S. “owe” their new country and must play a role in the war effort. The audience of the poster may feel a sense of duty and a feeling of guilt that they have to support the war.

### Be Patriotic

1. What are the main colors used in the poster? *Red, White, and Blue*
2. What symbols (if any) are used in the poster? *Red, White and Blue, American flag*
3. If a symbol is used, is it
  - a. clear (easy to interpret)? *Yes, the woman is dressed in an American flag, representing the government.*
  - b. memorable?
  - c. dramatic? *Yes, the woman’s pose is dramatic and emotional. She is reaching out for help.*
4. Are the messages in the poster primarily visual, verbal, or both? *Both, the visuals compliment the words. The woman’s actions make it clear that the government needs people to be patriotic and save food.*
5. Who do you think is the intended audience for the poster? *An average citizen*
6. What does the Government hope the audience will do? *“Be patriotic” and save food for the wary effort.*
7. What Government purpose(s) is served by the poster? *Preservation of resources*
8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. It is a very simple image of a woman, dressed in an American flag, urging for people to be patriotic and save food for the war effort.*

**Propaganda techniques:** transfer, glittering generalities, name calling

**Intended emotion:** duty, sadness

**Impact on public opinion:** The public might like if they don’t save food to support the war effort they are not being patriotic and they are letting this woman representing the country down.

### We’re All in the Army Now

1. What are the main colors used in the poster? *Red, White, and Blue*
2. What symbols (if any) are used in the poster? *Red, White and Blue, Uncle Sam*
3. If a symbol is used, is it
  - a. clear (easy to interpret)? *Yes, the face of Uncle Sam is the largest image on the poster.*
  - b. memorable? *Yes, the image of Uncle Sam stands out because of the expression on his face.*
  - c. dramatic? *Yes, the serious look on Uncle Sam’s face conveys a serious tone.*
4. Are the messages in the poster primarily visual, verbal, or both? *Both, the visuals compliment the words. Uncle Sam’s salute to the workers is conveying the message that “we’re all in the army now.”*

- Who do you think is the intended audience for the poster? *American workers*
- What does the Government hope the audience will do? *Work hard to support the war effort.*
- What Government purpose(s) is served by the poster? *Engaging workers to support the war effort.*
- The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The image of Uncle Sam saluting the workers on the poster is a clear message of “we’re all in this together” to win the war.*

**Propaganda techniques:** bandwagon, transfer

**Intended emotion:** duty, pride

**Impact on public opinion:** The public might feel like “we’re all in this together” and that they play an important role in the war effort.

### **Bonds or Bondage. Everybody Every Pay day. 10 Percent.**

- What are the main colors used in the poster? *Red, White, Blue, Black and Gray*
- What symbols (if any) are used in the poster? *Red, White and Blue, American flag, ball and chain*
- If a symbol is used, is it
  - clear (easy to interpret)? *Yes, American flag is used to represent the positive “Bonds” side of the poster.*
  - memorable? *Yes, the poster is split in half with two different scenarios, which make it memorable.*
  - dramatic? *Yes, the contrast between Bonds or Bondage is dramatic.*
- Are the messages in the poster primarily visual, verbal, or both? *Both, the visuals compliment the words. The choice between bonds or bondage is clearly conveyed through the positive images in color and the negative possibility in the gray and black.*
- Who do you think is the intended audience for the poster? *American workers*
- What does the Government hope the audience will do? *Purchase bonds to support the war effort.*
- What Government purpose(s) is served by the poster? *Raising money by encouraging workers to purchase war bonds.*
- The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The contrast between the images creates a direct message that if you don’t purchase war bonds you will end up in bondage. Everything will go from positive to negative.*

**Propaganda techniques:** card stacking, transfer

**Intended emotion:** fear

**Impact on public opinion:** The public might feel compelled to support the war effort because they are afraid of the consequences.

### **Abraham Lincoln**

- What are the main colors used in the poster? *Red, White, Blue, Black and White*
- What symbols (if any) are used in the poster? *Abraham Lincoln*
- If a symbol is used, is it
  - clear (easy to interpret)? *Yes, the accompanying words make it clear that his image is being used to gather support for U.S. bonds.*
  - memorable? *Yes, the use of just Abraham Lincoln’s head is unexpected.*
  - dramatic?
- Are the messages in the poster primarily visual, verbal, or both? *Both, the visuals compliment the words. The image of Abraham Lincoln and the American flag banner first catch your eye and then once you read the text it becomes clear that you must be like Abraham Lincoln, support the American ideals of liberty and equality and purchase war bonds.*
- Who do you think is the intended audience for the poster? *Fellow Americans*
- What does the Government hope the audience will do? *Purchase bonds to support the war effort.*
- What Government purpose(s) is served by the poster? *Raising money by encouraging workers to purchase war bonds.*
- The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The images are simple and the focus is on the text. By reading the text the audience understands that they can be like Abraham Lincoln, and support liberty and equality, by supporting the troops and the government through the purchase of war bonds.*

**Propaganda technique:** testimonial

**Intended emotion:** inspiration, pride

**Impact on public opinion:** The public might feel inspired “be like Abraham Lincoln” and support the ideas of liberty and equality (just like he did) by supporting the war.

### **Be a Regular Fellow**

- What are the main colors used in the poster? *Red, White, and Blue*
- What symbols (if any) are used in the poster? *The colors and shapes of the American flag.*
- If a symbol is used, is it
  - clear (easy to interpret)? *Yes, the use of red, white, and blue convey the idea that the text is connected to being an American.*

- b. memorable?
  - c. dramatic?
4. Are the messages in the poster primarily visual, verbal, or both? *Verbal.*
  5. Who do you think is the intended audience for the poster? *American workers or Americans thinking about getting a job*
  6. What does the Government hope the audience will do? *Work in order to purchase bonds to support the war effort.*
  7. What Government purpose(s) is served by the poster? *Raising money by encouraging workers to purchase war bonds.*
  8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The text is simple and easy to read. The use of numbers and underlining/capitalizing of text makes it clear that everyone can be a “regular fellow” and support the war effort.*
- Propaganda techniques:** plain folks  
**Intended emotion:** pride, inspiration  
**Impact on public opinion:** The public might feel inspired to become a “regular fellow” and work hard to purchase bonds and support the war effort.

### Keep Old Glory Forever Free, Buy More Bonds for Victory

1. What are the main colors used in the poster? *Red, White, Blue, Yellow*
  2. What symbols (if any) are used in the poster? *American flag (Old Glory), Statue of Liberty*
  3. If a symbol is used, is it
    - a. clear (easy to interpret)? *Yes, the use of the flag and the Statue of Liberty are the primary images in the poster.*
    - b. memorable?
    - c. dramatic? *Yes, the size of the flag and Statue of Liberty in the poster conveys the message that your focus should be on supporting the country and ideas that are represented by both images.*
  4. Are the messages in the poster primarily visual, verbal, or both? *Both. The images support the text.*
  5. Who do you think is the intended audience for the poster? *Any American who can purchase war bonds should do so to protect the country.*
  6. What does the Government hope the audience will do? *Purchase bonds to support the war effort.*
  7. What Government purpose(s) is served by the poster? *Raising money by encouraging people to purchase war bonds.*
  8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The message is direct. In order to keep our country safe and “Old Glory” free, war bonds need to be purchased for victory.*
- Propaganda techniques:** transfer  
**Intended emotion:** pride, inspiration  
**Impact on public opinion:** The public might feel inspired to support their country and sense of freedom by supporting the war effort by purchasing war bonds.

### Join the Parade of Winners

1. What are the main colors used in the poster? *Red, White, and Blue*
  2. What symbols (if any) are used in the poster? *the colors of the American flag*
  3. If a symbol is used, is it
    - a. clear (easy to interpret)? *Yes, due to the fact that the use of the colors of the flag are the only colors used in the poster.*
    - b. memorable? *The red, white and blue colors stand out and their messages are the primary focus of this poster.*
    - c. dramatic?
  4. Are the messages in the poster primarily visual, verbal, or both? *Both. The images support the text. The text tells you to join a parade of winners with war bonds. The images tell you that this “parade” is of average workers who can support the war.*
  5. Who do you think is the intended audience for the poster? *Any American worker who can purchase war bonds should do so to protect the country. Any companies looking for ways to support the war effort (they are using the Warner & Swasey Company as an example).*
  6. What does the Government hope the audience will do? *Purchase bonds to support the war effort.*
  7. What Government purpose(s) is served by the poster? *Raising money by encouraging people to purchase war bonds.*
  8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? *This is an effective poster. The use of the word parade with the image of workers lining up to support the war is unusual and memorable.*
- Propaganda techniques:** bandwagon, glittering generalities  
**Intended emotion:** pride, sense of belonging  
**Impact on public opinion:** The public might feel inspired “be a winner” and support the war effort through the purchase of war bonds. They might feel like they want to feel “part of the group” and will support the war if that means being part of the “parade.”

### *Civics Content Vocabulary*

<b>Word/Term</b>	<b>Part of Speech</b>	<b>Definition</b>
<b>bandwagon</b>	noun	propaganda technique encouraging the viewer to like something or someone because everyone else does
<b>bias</b>	noun	a preference, opinion or attitude that favors one way of thinking or feeling over another
<b>card stacking</b>	noun	propaganda technique involving the use of showing one-sided information
<b>glittering generalities</b>	noun	propaganda technique using short phrases or words to promote positive feelings or emotions
<b>media</b>	noun	plural form of the word “medium,” refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media. The term can also be used to describe news organizations as a whole group.
<b>name calling</b>	noun	propaganda technique using negative words to associate with a product or person
<b>plain folks</b>	noun	propaganda technique conveying that a candidate is a “regular” person, just like everyone else
<b>political communication</b>	noun	the use of media to convey messages or information related to government issues, campaigns or public offices
<b>propaganda</b>	noun	the method of spreading ideas or information for the purpose of helping or injuring an institution, a cause, or a person
<b>symbolism</b>	noun	the use of something to represent ideas or qualities
<b>testimonial</b>	noun	propaganda technique involving the use of a celebrity or spokesperson to speak on behalf of a product or candidate
<b>transfer</b>	noun	propaganda technique involving the use of symbols to convey a message or feeling

## *Essential Teacher Content Background Information*

**This section addresses the following issues:**

1. Media and political communication and their impact on public opinion
2. The role of the media in election campaigns
3. Presidential campaign slogans (table)

### **1. Media and political communications and their impact on public opinion**

The public learns most of its information about government from the media. Scholars suggest that the media act as a “black box” between the public and government. The image of the “black box” is fitting; individuals cannot see what is between them and what is on the other side. The public must trust the information that they receive through the media as they have no real means to verify it. The “black box” metaphor also works in reverse; government and political entities such as political parties, candidates and interest groups know that the media is reporting on their activities. Being aware of the media’s presence shapes their behavior. Individuals on both sides of this relationship depend on the media to receive or transmit information. The information transmitted through the media, and by government and other political institutions such as interest groups, candidates and political parties, is all understood as political communication.

The role of the media in presenting information is often not balanced—the media may present information in a way that favors one perspective (“bias”), advocates a clear point of view or action (“propaganda”), or references or presents images to serve as information shortcuts (“symbolism”).

Media bias may take two forms. One form of bias involves the information shared with the public. It is impossible for the media to report all information about which the public has no direct connection; thus, the media choose what to report on and how much information to share about that news item. Another form of media bias focuses on how information is presented to the public. For example, a media story on poverty may show members of a specific race, gender, age or ethnic group as being impoverished, which may impact how the public reacts to news stories about poverty because public perceptions about poverty may be shaped by their opinions about the impoverished persons portrayed in the news story. Bias may also be demonstrated in the importance placed on a news item such as placing a news story on the front page of a newspaper, or leading with that story on a televised news program.

Propaganda is a way for government and political entities to shape or motivate political action or public opinion. For example, government may use public information campaigns to bring about certain behaviors such as during World War I when the federal government sponsored a campaign to encourage the public to buy liberty bonds to fund the war effort.

Symbols provide the public with information shortcuts; they often replace text. Symbols may also bias public opinion and serve as propaganda tools. For example, “U.S.” is often used to represent “United States”. “United States” is also represented as an older white male dressed in clothing with red and white stripes, and white stars on a blue background (the colors, symbols and patterns of the American flag). This “person”, “Uncle Sam” is a symbol of patriotism toward the United States and has been used to encourage individuals to fulfill civic responsibilities such as registering for the draft, paying taxes and voting.

In transmitting information to the public, political entities use the media to shape information that includes bias, symbolism and propaganda when sharing information with the public. These

communication methods impact public opinion and political behavior; how the public learns information impacts the public's reaction.

## **2. The role of the media in election campaigns**

The media also play a key role in transmitting information sponsored by candidates, political parties, interest groups and individuals during election campaigns. Political advertising focuses on influencing voting behavior, raising money, and motivating other political action. These organizations and individuals pay media outlets to advertise their messages. Campaign advertising gives candidates, interest groups and political parties the opportunity to control their message.

Campaign commercials serve as useful tools for understanding candidate strategies. Information provided by commercials is shown through the substance of, and the approach used, to convey messages. For example, some candidates may emphasize theirs or their opponent's policy positions while other candidates will choose to focus on personal characteristics. These strategic decisions are critical because they create one key lens through which voters process campaign related information. Information generated by campaigns and disseminated through commercials impacts several election-related decisions: whether to register to vote, whether to vote, how to vote, and whether and how much time or money to donate to a campaign organization, political party or interest group.

Most campaign-related advertising is available where there are the most consumers. There are far more television consumers than there are radio, Internet, newspaper or newsmagazine consumers. Thus, far more campaign-related advertising is found on television than in any other medium. Among non-television media, radio and the Internet are far more often used as campaign advertising outlets than are newspapers or news magazines. Social media, such as Facebook and Twitter, have grown in importance as campaign advertising media.

Televised campaign advertising spots were first aired in 1952. The cost and use of television advertising has grown exponentially since then resulting in shorter television spots. Critics argue that shorter advertisements contain less information and a greater emphasis on entertaining viewers, both of which compromise and bias the information found in these advertisements.

## **3. Presidential campaign slogans (table)**

The following table provides some of the more memorable campaign slogans from 1840-2008. Available at: <http://www.presidentsusa.net/campaignslogans.html>

<b>Campaign</b>	<b>Candidate</b>	<b>Slogan</b>
1840	William Henry Harrison	Tippecanoe and Tyler Too
1844	James K. Polk	54-50 or Fight
1844	James K. Polk	Reannexation of Texas and Reoccupation of Oregon
1844	Henry Clay	Who is James K. Polk?
1848	Zachary Taylor	For President of the People
1856	John C. Fremont	Free Soil, Free Labor, Free Speech, Free Men, and Fremont
1860	Abraham Lincoln	Vote Yourself a Farm
1864	Abraham Lincoln	Don't swap horses in the middle of the stream
1884	Grover Cleveland	Blaine, Blaine, James G. Blaine, The Continental Liar from the State of Maine
1884	James Blaine	Ma, Ma, Where's my Pa, Gone to the White House, Ha, Ha, Ha
1888	Benjamin Harrison	Rejuvenated Republicanism
1896	William McKinley	Patriotism, Protection and Prosperity
1900	William McKinley	A Full Dinner Pail
1916	Woodrow Wilson	He Kept us Out of War
1920	Warren G. Harding	Return to Normalcy
1920	Warren G. Harding	Cox and Cocktails
1924	Calvin Coolidge	Keep Cool with Coolidge
1928	Herbert Hoover	A Chicken in Every Pot and a Car in Every Garage
1952	Dwight Eisenhower	I Like Ike
1956	Dwight Eisenhower	Peace and Prosperity
1960	Richard Nixon	For the Future
1964	Lyndon Johnson	The Stakes are Too High for you to Stay Home
1964	Barry Goldwater	In your Heart you Know He's Right
1968	Richard Nixon	Nixon's the One
1976	Gerald Ford	He's Making us Proud Again
1976	Jimmy Carter	Not Just Peanuts
1976	Jimmy Carter	A Leader, For a Change
1980	Ronald Reagan	Are you Better off Than you Were Four Years Ago?
1984	Ronald Reagan	It's Morning Again in America
1984	Walter Mondale	America Needs a Change
1988	George Bush	Kinder, Gentler Nation
1992	Bill Clinton	Don't Stop Thinking About Tomorrow
1992	Bill Clinton	Putting People First
1992	Ross Perot	Ross for Boss
1996	Bill Clinton	Building a Bridge to the 21 <sup>st</sup> Century
1996	Bob Dole	The Better Man for a Better America
2000	Al Gore	Prosperity and Progress
2000	Al Gore	Prosperity for American's Families
2000	George W. Bush	Compassionate Conservatism
2000	George W. Bush	Leave no Child Behind
2000	George W. Bush	Real Plans for Real People
2000	George W. Bush	Reformer with Results
2000	Ralph Nader	Government of, by, and for the People...not the Monied Interests
2004	John Kerry	Let America be America Again
2004	George W. Bush	Yes, America Can!
2008	John McCain	Country First
2008	Barack Obama	Hope
2008	Barack Obama	Yes We Can!
2012	Barack Obama	Forward
2012	Mitt Romney	Believe in America