

Lesson Title Comparing Chinese Communist Propaganda with US Cold War Propaganda

Class and Grade level(s) High School Social Studies or East Asian Studies

Goals and Objectives

The student will be able to:

- *evaluate Chinese Communism propaganda
- *compare Chinese propaganda to Cold War-era US propaganda
- *draw conclusions about the attitude towards communism in China and the attitude towards communism in the US
- *create a propaganda poster

Time required/class periods needed

1-2 class periods, depending on whether students create their own posters.

Primary source bibliography

<https://manspropaganda.wordpress.com/the-cold-war/>

<http://www.kuriositas.com/2013/10/the-red-menace-anti-communist.html>

<http://www.designer-daily.com/10-amazing-cold-war-propaganda-posters-2901>

<http://www.iisg.nl/~landsberger/>

Other resources used

Beyond the Cold War

By Everette E. Dennis, George Gerbner, Yassen N. Zassoursky

The Clandestine Cold War in Asia, 1945-65

By Richard James Aldrich, Gary D. Rawnsley

Politics and Propaganda

By Nicholas J. O'Shaughnessy

Required materials/supplies

See attached handout

Internet access to above websites

Vocabulary

Propaganda

Democracy

Cold War

Communism

Procedure

Use the foothilltech.org website to discuss the basic elements of propaganda. Make copies of some of the propaganda posters from the above websites, or direct students to the websites. Pair students together and have each pair evaluate three US posters and three Chinese posters. Hand out the analysis sheet and give the students 20 minutes to look over their six posters and choose one Chinese and one US poster to analyze. Students will then present their poster analyses to the class. Afterwards, hold a class discussion about the similarities and differences between the anti-communism and pro-communism posters. Ask students if the posters had an impact on their ideas about communism and have them explain how propaganda is used in other ways to sway public opinion, in the US and abroad. As a follow-up activity students can create their own pro-communism poster that may have appeared in China, or a propaganda poster (not necessarily about communism) that might appear today in the US.

Assessment/evaluation

Assessment through assignment completion, including necessary propaganda elements in own design.

Poster Analysis

1. How do the colors evoke certain feelings or opinions?
2. Explain any symbolism in the poster. Is the author using something specific to represent something else? How easy are the symbols to interpret?
3. Is the poster using verbal, emotional or visual cues, or all three?
4. Who is the intended audience for this poster?
5. What is the poster trying to get people to do?
6. How would this poster support or refute the government's stand on communism?
7. On what types of emotions is this poster playing?
8. Given what you know about propaganda, is this poster effective in passing on the intended message?