

# WINDOWSWEAR

## LESSON MODULE

Politics and Propaganda

**Length:** 2-3 weeks (5-10 classes)

**Level:** Intermediate High School (grades 10-12)

**Keywords:** design, art, visuals, window design, retail, fashion, trends, politics, social sciences, culture

*This course could be implemented into the following courses:*

- Visual Arts
- 3-D Arts / Sculpture
- Art History / Theory
- Graphic Design
- Interactive / Digital Design
- Fashion / Textile Design
- Fashion Merchandising
- Marketing / Communications
- American & World History
- Social Studies
- Arts & Culture

### **Overall Objective/Target:**

This lesson teaches students how to recognize and analyze historical social events within the context of arts, culture and design. By the end of this lesson module, students will be able to successfully:

1. Recognize the use of political themes and propaganda in design and retail specifically related to World War II,
2. Identify various techniques used in window displays to sell product using political propaganda during World War II,
3. Analyze and employ current propaganda techniques in today's political climate to sell products.

### **Overall Assessment:**

Students will be required to complete a three-part research and design project. The first part of the project will be to research Lord & Taylor windows in 1945, using WindowsWearPro to identify and analyze political propaganda techniques used to sell products in

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the 1940s. This project will include researching political posters, music, art and entertainment during that same time period. The second part of the project, will involve researching current windows (last two years), using WindowsWearPro, to discover stores using political propaganda in their windows. Students will be asked to compare the present with the past. The final phase of the project, will involve students developing a store window design to sell a specific current product using propaganda techniques related to current events.

## **Overall Direct/Explicit Instruction:**

This lesson module will be taught using the following methods in order to achieve overall lesson objectives.

1. Lecture using WindowsWearPro visual
2. Research using WindowsWearPro
3. In-class individual and group work
4. Group oral presentations using physical or digital presentation tools
5. Quizzes (optional)

## **Overall Student-Centered Activities:**

Students will be engaged in evaluating/synthesizing information related to politics and propaganda via these activities:

1. Individual and group research using WindowsWearPro
2. Individual and group analysis and discussion of historical and current examples of propagandist selling techniques.
3. Group oral presentations in-class using digital and/or physical visual presentations
4. Presentation of physical work in classroom

## **Weekly Plan**

This plan is developed on a 1-week or 5-class plan. Teachers can spread this module out over one to three weeks depending on school schedule or class needs.

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## WEEK 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>DAILY LEARNING OBJECTIVE/TARGET:</b>  <i>What do the students need to learn and why? i.e. Essential Question</i>	<p>The intersection of politics and culture.</p> <p>Context for selling products and services.</p> <p>(see resources provided below)</p>	<p>Definition and history of propaganda, looking at historical examples, with focus on World War II.</p> <p>(see resources provided below)</p>	<p>Current politics and use of propaganda with a focus on current events.</p> <p>(see resources provided below)</p>	<p>Propaganda design and techniques, past and present.</p> <p>(see resources provided below)</p>	<p>Identifying and analyze propaganda use in retail and entertainment.</p> <p>(see resources provided below)</p>
<b>ASSESSMENT/GRADING:</b>  <i>What student evidence will you have that indicates learning outcomes have been met during the class period?</i>		<p>Group Assignment: Students are asked to research a particular Lord &amp; Taylor window to identify propaganda elements.</p>	<p>Group Assignment: Students are asked to research a particular window from the past year to identify propaganda elements.</p>	<p>Group Assignment: Students are asked to compare and contrast the L&amp;T historical window with a current window. What is the same or different?</p>	<p>Individual Assignment: Students is asked to find three examples of non-window propaganda examples, and provide research and analysis of each.</p>

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<p><b>DIRECT/EXPLICIT INSTRUCTION:</b></p> <p><i>How are you teaching/ presenting the learning objective?</i></p>	<p>Lecture &amp; Visual Presentation using WindowsWearPro (image recommendations provided below)</p>	<p>Lecture &amp; Visual Presentation using WindowsWearPro (image recommendations provided below) and WWII era posters and music.</p>	<p>Lecture &amp; Visual Presentation using WindowsWearPro (image recommendations provided below) and social media memes with propaganda.</p>	<p>Lecture &amp; Visual Presentation using WindowsWearPro (image recommendations provided below)</p>	<p>Lecture &amp; Visual Presentation using WindowsWearPro (image recommendations provided below)</p>
<p><b>STUDENT CENTERED ACTIVITIES:</b></p> <p><i>How are students engaged in evaluating/ synthesizing information towards the learning target?</i></p>	<p>Lecture, with ongoing probing questions and answers from students.</p>	<p>Students are asked to get in groups and to identify historical propaganda (group work).</p>	<p>Students are asked to get in groups and to identify current propaganda (group work).</p>	<p>Students are asked to get in groups and to compare and contrast historical and current propaganda (group work).</p>	<p>Students are given an assignment to find three different variations of propaganda in art, film, music, etc.</p>

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## WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>DAILY LEARNING OBJECTIVE/TARGET:</b>  <i>What do the students need to learn and why? i.e. Essential Question</i>	Reiterating propaganda design techniques and usage by reviewing individual student work as a group.	In-class collaboration on group assignment. Teacher reviews groups.	In-class collaboration on group assignment. Teacher reviews groups.	In-class collaboration on group assignment. Teacher reviews groups.	Communicate the four principles of design.
<b>ASSESSMENT/GRADING:</b>  <i>What student evidence will you have that indicates learning outcomes have been met during the class period?</i>		Group Assignment: Choosing 3-4 examples from individual work to include in group presentation.	Group Assignment: Groups choose a new product and find a way to use current propaganda techniques to sell the product.	Continue work on developing design concept into a visual for class presentation.	Oral presentations of group project using rubric (continued).  Survey of student participation in groups.

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<p><b>DIRECT/EXPLICIT INSTRUCTION:</b></p> <p><i>How are you teaching/ presenting the learning objective?</i></p>		<p>Group work and with instructor, providing support on projects.</p>	<p>Group work and with instructor, providing support on projects..</p>	<p>Group work and with instructor, providing support on projects.</p>	<p>Student presentations.</p>
<p><b>STUDENT CENTERED ACTIVITIES:</b></p> <p><i>How are students engaged in evaluating/ synthesizing information towards the learning target?</i></p>	<p>Individual student work is reviewed in class.</p>	<p>Students compare notes related to individual research. Choose best examples.</p>	<p>Group work.</p>	<p>Group work.</p>	<p>Participating and engaging with classmate's presentations, including a required Q&amp;A session for all groups.</p>

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## Resources for Lecture

Propaganda in General

<https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/what-is-propaganda>

World Word II Propaganda

[http://www.allposters.com/-st/World-War-II-Propaganda-Vintage-Art-Posters\\_c50710\\_.htm?ac=true](http://www.allposters.com/-st/World-War-II-Propaganda-Vintage-Art-Posters_c50710_.htm?ac=true)

<https://gilderlehrman.org/history-by-era/world-war-ii/essays/every-citizen-soldier-world-war-ii-posters-american-home-front>

<http://www.webcrawlerblog.com/history/us-propaganda-during-world-war-ii>

<http://warfarehistorynetwork.com/daily/wwii/this-is-the-army-irving-berlins-war/>

## WindowsWearPro image recommendations

Lord & Taylor windows, 1945

<http://pro.windowswear.com/search>

## Assignment

Part I – Students are put into groups. As a group, students are asked to use WindowsWearPro and other web resources to search and find examples of products being sold using propaganda techniques. Key focus should be on the Lord & Taylor window archives from 1945. Outside resources may include posters, art, music, film and theater examples. Depending on the type of course, the instructor may tailor this assignment to be history focused and/or design focused.

Part II –As a group, students are asked to use WindowsWearPro and other web resources to search and find examples of products being sold using propaganda techniques. Key focus should be on windows from the past year (ie. 2016 Election). Outside resources may include art, music, film and theater examples, as well social media and websites. Depending on the type of course, the instructor may tailor this assignment to be history focused and/or design focused. Then, students are

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asked to find three unique examples of propaganda on their own with appropriate research on each example. These examples will be brought to class where they will be discussed and then integrated back into the group project.

Part III – As a group, students are asked to identify a product and political issue and then find a way to use the issue to sell the product, using appropriate propaganda techniques. Depending on the level of the students, or the class this module is being taught in, the students will be asked to visually represent their idea (examples: mood board, sketch, 3D design, Powerpoint presentation).

Class Presentation – As a group, students will present the three parts of the overall assignment, with a focus on their unique design to sell a product using propaganda.

Presentation of Physical Work – When appropriate, student visuals should be presented in the classroom, hallway or school gallery.

## **Quizzes**

Quizzes are recommended to ensure concepts are understood for each course. These quizzes should be short in nature and focus on key concepts related to political propaganda examples and techniques.