

## **Section 5: Chinese Propaganda During the Cultural Revolution**

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American history 10<sup>th</sup> grade

This lesson is a single day lesson.

Theme: Cold War propaganda, U.S. vs. China

Essential Questions: How and why do countries use various art forms to mold public opinion? How was art used by Mao in the Cultural Revolution? How was it also used by America during the Cold War?

Objective: Students will have an understanding of Cold War from both a U.S. perspective and Chinese perspective using government propaganda art. They will compare propaganda posters detecting bias on both sides as well as the intent of each poster.

Opening Engagement Activity: Students will be shown a strongly-themed U.S. coldwar poster. They will write 3 words to describe what they see. A short discussion would ensue about bias and point of view as well as the term propaganda.

Students be shown a poster of the famous Uncle Sam poster used to recruit soldiers for WWI.

Activities: The students will first be given a short reading from the textbook giving an overview of the US Cold war situation and then a summary reading about the Chinese Cultural Revolution. They will then view 3 propaganda posters from the American side and three from the Chinese side. Using these web sites:

American propaganda these websites: [www.designer-daily.com](http://www.designer-daily.com); and <http://blog.uptinting.com/26-amazing-cold-war-vintage-home-front-posters/>

Chinese propaganda the website is: [www.chineseposters.com](http://www.chineseposters.com); and [www.sinohits.com](http://www.sinohits.com).

A Venn diagram they will record observations from both countries viewpoints in regard to the Cold War.

They will present their findings on the comparison between the two countries. Similarities and differences will be discussed and debated. Propaganda techniques such as flag-waving and name-calling will also be identified and explained. (Students will be given information about these propaganda techniques)

Post assessment: Working with a partner, the students will then design their own propaganda poster. This poster will be about America's current war on terror. They will be asked to model these posters after the posters they saw and employ one of the propaganda techniques discussed. A rubric will be used to grade the assignment.