## Soares Brussels-Lux Unit Plan:

## "Conflicting Rhetoric of Propaganda in the European Union"

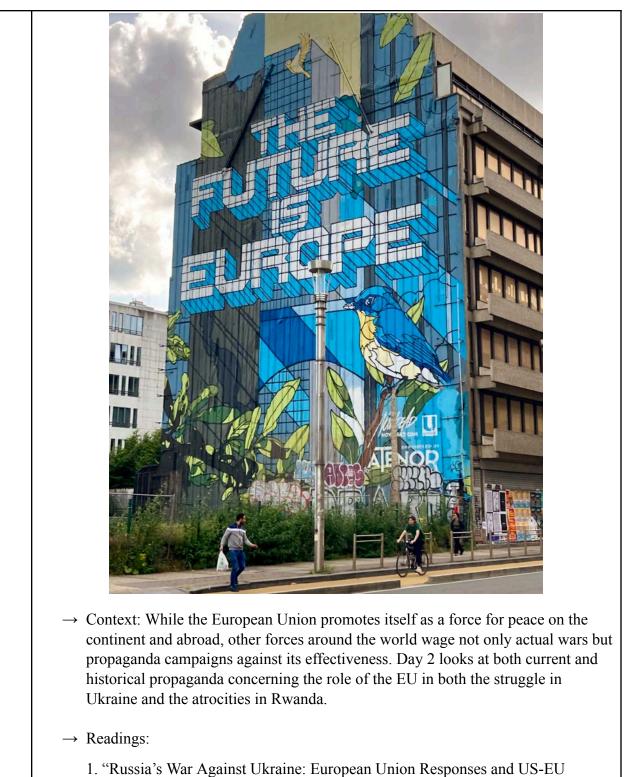


A defaced picture of Hitler, originally labeled "Putin," altered to say Zelensky, in an acrimonious and public propaganda debate.

Unit Name:	"Conflicting Rhetoric of Propa	ganda in the European Union"	
Instructor:	Dr. Michael Arthur Soares		
Subject:	AP English Literature and Con	nposition	
Grade Level:	12		
Unit Narrative:	political tool but also how it fu current issues. In each case, co elements to promote the urgend		
Standards:		e to understand how language functions in fective choices for meaning or style, and to	
		-12.4.A meaning of a sentence, paragraph, or text; a a sentence) as a clue to the meaning of a	
	CCSS.ELA-LITERACY.L.11 Demonstrate understanding or nuances in word meanings.	-12.5 f figurative language, word relationships, and	
<ul> <li>→ Students will demonstrate understanding of the function of language in propaganda and be able to apply this understanding to the unique issues faced by the European Union.</li> </ul>			
Essential Questions → What is propaganda?			
$\rightarrow$ How doe	es propaganda function rheto	orically and visually?	
	$\rightarrow$ How is propaganda being used to bring attention to current issues in the EU?		
$\rightarrow \text{How can} \\ \text{intent?}$	→ How can propaganda be altered to shift the argument from its original intent?		
Learning Acq	uisition and Assessments		
Form	native Assessments	Summative Assessment	
Day 1: "Argumer workshee	nt, Persuasion, or Propaganda?" t	Day 5: Propaganda Artifact and Padlet Exhibit	
Day 2: "Europe C writing	Complice de Genocide" in-class		

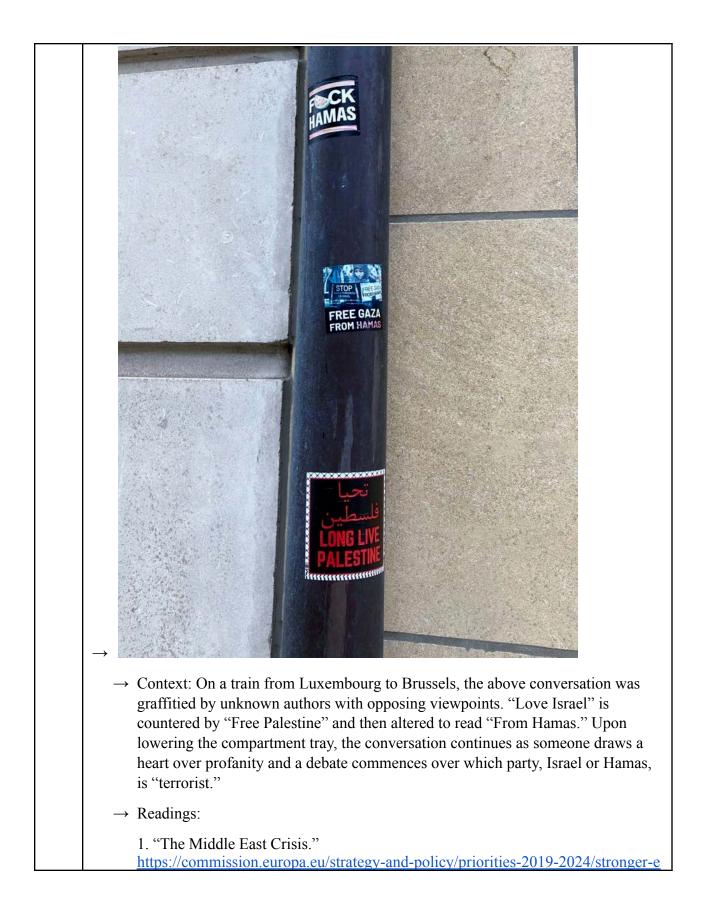


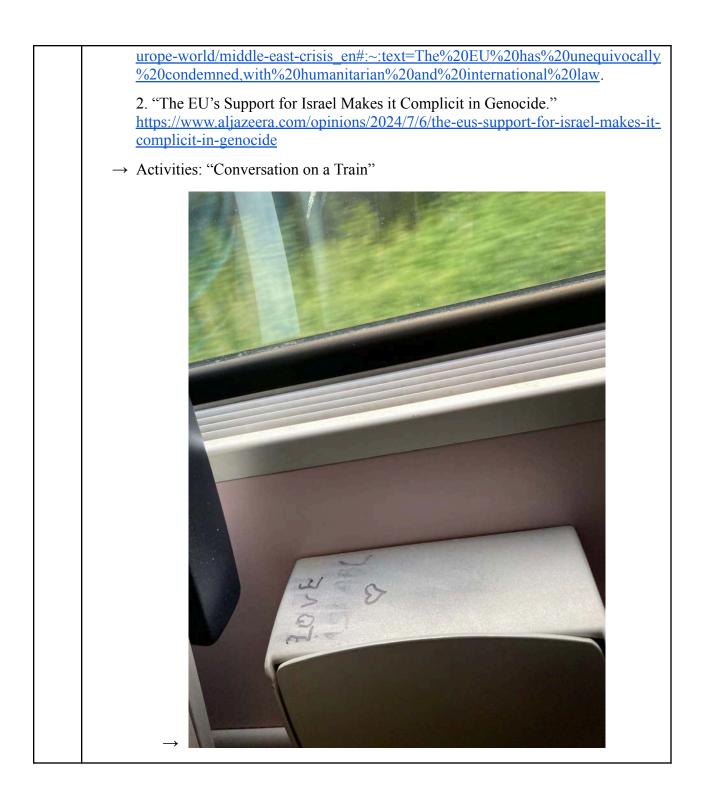
	→ Context: Inspired by the Brussels-Lux Study Tour to the EU Quarter of Brussels, Day 1 examines examples among the plethora of visual rhetoric in the city.
	$\rightarrow$ Reading/Multimedia:
	1. "European Policies in the Fight to Counter Propaganda." https://www.robert-schuman.eu/en/european-issues/665-european-policies-in-the-
	fight-to-counter-propaganda
	2. "Anti-EU Propaganda." https://multimedia.europarl.europa.eu/en/topic/anti-eu-propaganda 13107
	$\rightarrow$ Activities:
	<ol> <li>Teacher-led discussion of readings and <u>propaganda</u>.</li> <li>Students will complete "Argument, Persuasion, or Propaganda?"</li> </ol>
	https://www.readwritethink.org/sites/default/files/resources/lesson_images/
	<u>lesson829/Argument-Propaganda.pdf</u> 3. Review student work and apply answers to readings.
	4. Watch/discuss: "Commission Pulls Plug on 'Racist', 'Sexist' Propaganda."
	https://www.youtube.com/watch?v=kKN67ImpO4k
	<ol> <li>Students will record questions about the propaganda discussed in the video and discuss answers with classmates.</li> </ol>
	5. Homework: Day 2 readings.
	→ Brussels "Europe Complice de Genocide"
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Day 2	→ Brussels "Europe Complice de Genocide"
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•	$\rightarrow \textbf{Brussels "Europe Complice de Genocide"}$
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Relations." https://crsreports.congress.gov/product/pdf/IN/IN11897#:~:text=Since%20 February%202022%2C%20the%20EU,requires%20unanimity%20among%20 EU%20members.

	2. "Rwanda Genocide: How the UN and EU Failed to Prevent it"
	https://www.brusselstimes.com/998658/rwanda-genocide-how-the-un-and-eu-
	<u>failed-to-prevent-it</u>
	$\rightarrow$ Activities:
	<ol> <li>Students will sign up for Quizlet and explore the <u>"Propaganda Techniques"</u> flashcards.</li> <li>With a partner, students will Google examples of propaganda concerning the Ukraine war, the peacekeeping mission with the UN Assistance Mission for Rwanda (UNAMIR), or another pressing UN matter.</li> </ol>
	<ol> <li>Partners will find examples of competing propaganda online.</li> <li>Using Google docs and the Smartboard, partners will display and explain the rhetorical and visual techniques being used to classmates.</li> <li>Homework: Day 3 readings.</li> </ol>
	$\rightarrow$ Brussels and Luxembourg: "Free Palestine"
Day	The second and Europhic second second
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HAM 95 LEREORISTE CHAI 1. Students will review and analyze the images above. After a brief teacher-led discussion connecting the images to the readings, students will work with their partners to Google issues that are currently being debated in the EU.

	2. Students will choose a current issue and begin an informal propaganda debate
	with their partners. For ideas see: <u>https://european-union.europa.eu/index_en</u> .
	3. Students will use a piece of paper and two colored markers to create a
	conversation like the one above with the following instructions:
	A. Please keep the conversation on the piece of paper, no vandalizing the
	classroom, and no profanity.
	B. Flip a coin to see who goes first. Once your partner has written something
	like "Love Israel," counter the propaganda with the viewpoint of the other
	side of the debate.
	C. Once the sheet of paper is full (or multiple sheets depending on the length
	of your debate), be prepared to explain to the rest of the class the current
	issue and how two or more sides are responding to it in the EU.
	D. Note: please keep the conversation civil and professional. The point is not
	to "win," but to explore the opposing viewpoints.
	4. Using Google docs and the Smartboard, partners will display and explain the
	rhetorical and visual techniques being used to classmates.
	5. Homework: Day 4 readings.
	→ Barcelona: "Tourist Go Home!"
Day	
4	
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	Tourist 60
	Tourist GO HOME
	Tourist 60
	Tourist GO HOME

	→ Context: During a 2017 research trip to Barcelona, I photographed the above graffiti near the Plaça de Sant Felipe Neri. Over the last seven years, local friction over over-tourism has boiled over into physical conflict. In one example during the summer of 2024, locals in Barcelona squirted tourists with water guns on sidewalk cafes.
	$\rightarrow$ Readings:
	1. "Barcelona Anti-tourism Protesters Fire Water Pistols at Visitors." https://www.cnn.com/2024/07/08/travel/barcelona-tourism-protests-scli-intl/index .html
	2. "Spain's Tourism Minister Condemns Spraying of Barcelona Visitors with Water Pistols."
	https://www.reuters.com/world/europe/spains-tourism-minister-condemns-sprayin g-barcelona-visitors-with-water-pistols-2024-07-11/
	$\rightarrow$ Activities:
	1. Teacher-led discussion of the readings and the propaganda booth for and against (over)tourism in the Catalonian region.
	<ol> <li>Students will play "Match the Landmarks":</li> </ol>
	(https://learning-corner.learning.europa.eu/play-games/match-landmarks_en) to familiarize themselves with EU "landmarks." Students will select an EU landmark (examples: Atomium in Brussels, Eiffel Tower in Paris, Coliseum in Rome - each student must choose a different landmark) and complete online
	research on both propaganda attempting to lure visitors to the landmark and the impacts tourism has on the city/country/region.
	<ol> <li>Students will prepare a brief online presentation that includes slides of the following:</li> </ol>
	<ul><li>A. A picture of the landmark</li><li>B. An actual ad for visiting the landmark</li></ul>
	<ul><li>C. Any visuals of counter-propaganda or pictures of locals protesting tourists</li><li>D. If students are unable to find counter-propaganda visuals, they can create one by placing anti-tourist text (such as "Tourist Go Home!") on a picture of the landmark.</li></ul>
	4. Each student will briefly present their landmark and discuss any propaganda
	<ul><li>they discovered online.</li><li>5. Homework: Preview Day 5 Artifact Project and prepare to complete in class.</li></ul>
Day	→ Closing: Propaganda in the EU Summative Project: Artifact
5	Project and Exhibit
	→ Project: Students will demonstrate understanding of propaganda and its relationship to issues in the EU by creating an artifact and contributing their work to an EU Propaganda Artifact exhibit.

- → Activities:
   Students will elect one of the twenty-seven EU countries (every student must choose a different one). List: <u>https://european-union.europa.eu/easy-read\_en</u>.
   Create an <u>artifact</u>. Instructions to students: Create an artifact that demonstrates propaganda specific to an issue in the EU country you have selected. Examples of artifacts could include (but are not limited to): a video, poster, billboard, cereal box, postcard, placard, T-shirt- you are welcome to produce anything that carries your propaganda (just make sure it is classroom appropriate). You must actually create this artifact and bring it to class. Remember, you don't necessarily have to agree with the position of the propaganda on the artifact.
  - 3. Memo: Students will write a one page, double-spaced memo describing the following:
    - A. An explanation of the context of the propaganda.
    - B. Description of the audience for the chosen artifact.
    - C. Intended message of the artifact.
    - D. Explanation of details of the artifact (colors? graphics? font sizes?)
    - E. How do the details support the propaganda message of the artifact?
    - F. Why is this artifact propaganda? What techniques were used?
  - 4. Students will take photographs of or virtually submit their artifacts to <u>Padlet</u> for the class exhibit.
  - → <u>Rubric</u>



Further Resources and Materials	
→ "Argument, Persuasion or Propaganda?" <u>https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson8</u> <u>29/Argument-Propaganda.pdf</u>	
→ "When Walls Talk! Posters – Promotion, Propaganda and Protest." <u>https://historia.europa.eu/en/exhibitions-events/temporary-exhibitions/when-walls-</u> <u>talk</u>	
<ul> <li>→ "A Point of No Return: Why Europe Has Become an Epicenter for Anti-tourism Protests this Summer."</li> <li><u>https://www.cnn.com/2024/07/27/travel/why-europe-has-become-an-epicenter-for-anti-tourism-protests-this-summer/index.html</u></li> </ul>	
→ "How to Use Padlet and 5 Ways to Implement it Into Your Classroom." <u>https://www.classpoint.io/blog/how-to-use-padlet</u>	
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