

## › › › LESSONS AND ACTIVITIES

### INFLUENCE OF MEDIA

*(See Resources A and B)*

#### OBJECTIVES:

- Students take, defend and evaluate a position on the influence of the media on people's lives.  
*(California Content Standards for History-Social Science, Grade 12, Standard 12.8)*
- Students identify and analyze how words, figurative language, images and characterization can be used to convey particular ideas, attitudes or opinions.  
*(California Content Standards for English-Language Arts, Grades 9-10, 11-12, Reading Standard 3.0)*
- Students note instances of bias, stereotyping and unsupported inferences, fallacious reasoning, persuasion and propaganda in pictures, text and historical interpretations.  
*(California Content Standards for History-Social Science, Grades 9-12, Analysis Skills)*

#### ACTIVITY:

Students view or read sources of propaganda from the Museum of Tolerance archives. Individually or in groups, students analyze the effects of media images by discussing and responding to the questions below. Students communicate their arguments to appropriate individuals or groups and/or publish their finished compositions in appropriate newspapers, journals or other media sources.

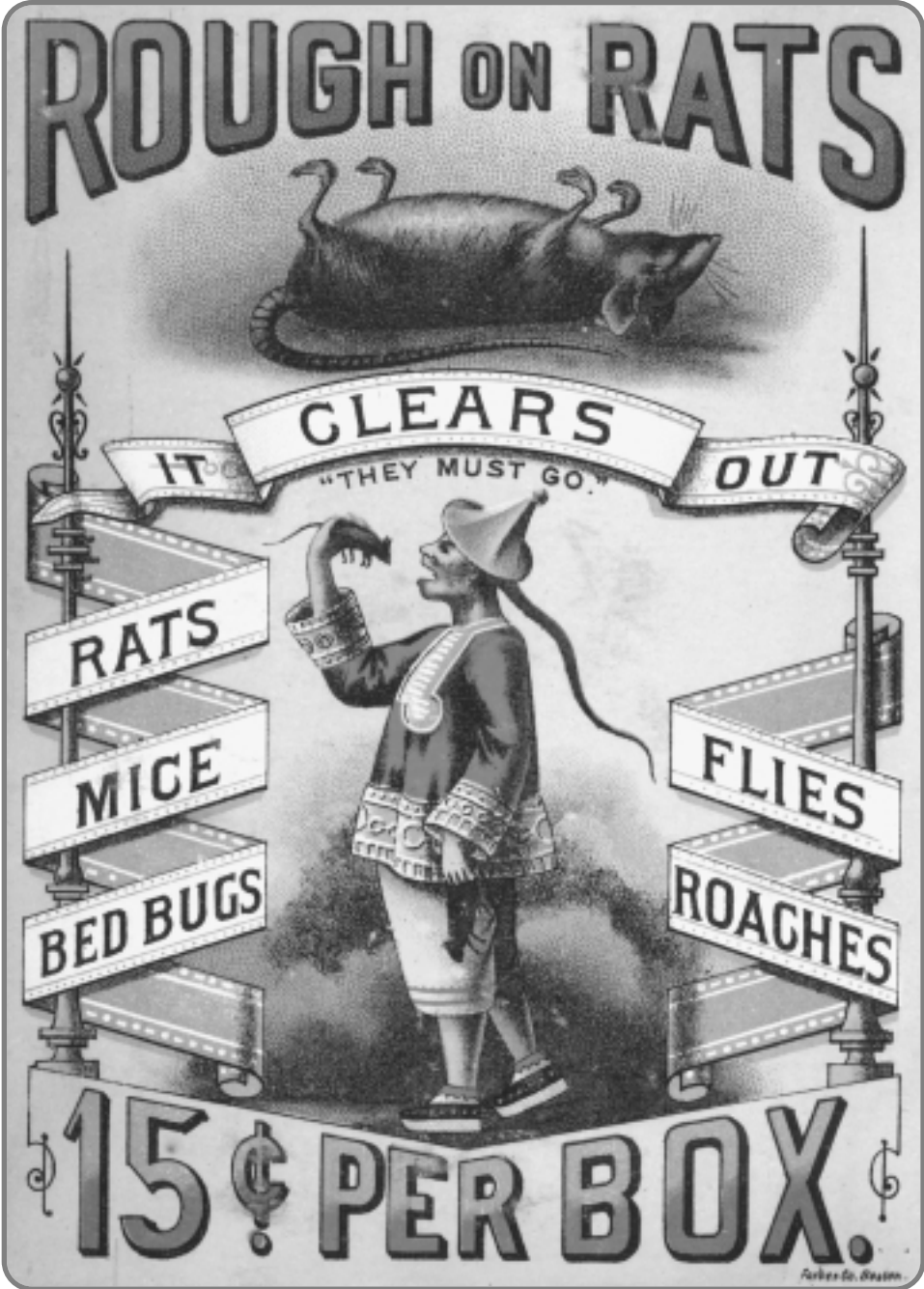
1. *What mood or message does each image convey? What do you see directly? What do you sense or feel indirectly as a result of this image?*
2. *What has the designer of this image done specifically to convey his/her direct or implied meaning?*
3. *What might be the effects of such an image on those viewing it? On the subject(s) depicted in the image or others in his/her group?*
4. *What examples of propaganda or media influence do you notice in your environment? Find some samples of modern media influence or even propaganda. Share your example(s) with your classmates, discussing the literal and figurative meaning of contemporary text or images portrayed by the media.*
5. *What new insights or conclusions do you draw from this assignment? How can you be a more critical consumer of information? Why is being a critical consumer of information important?*

Ask students to identify 2-3 new insights gained or conclusions drawn as a result of this assignment.

#### PRODUCT/APPLICATION:

Students develop and support presentations and/or compositions which take a stand on a controversial issue related to the influence of media on people's lives. Appropriate grade level rubrics, found in the Teachers' section of the Museum of Tolerance web site, can be used to guide student writing and to provide feedback to students about their compositions.





## RESOURCE A

Use the images on pages 2 and 3 with students and reference these descriptions for follow-up discussion.



"HINTER DEN FEINDMÄCHTEN:  
DER JUDE" POSTER  
1940s

This antisemitic poster depicts a large Jewish man behind the flags of the United States, Russia and Great Britain. This caricature shows a Jew working behind the scenes in world affairs, manipulating the superpowers.

The poster reads: "Behind the hostile powers: the Jew."

## RESOURCE B



"ROUGH ON RATS"  
1890s

This image is on a box of rat poison sold in the United States at the end of the 19th Century. The product name was "Rough on Rats." The box design depicts a Chinese man holding a rat near his mouth as if he were about to eat it. The representation is based on the stereotype that Chinese eat rats and mice.