

# Agenda



1. Revolutionary Songs
2. Discuss Ch. 6 & 7
3. Propaganda Practice

# Song Lyrics & Annotated Bibliographies



- Those of you who have performed:  
**Have you given Ms. Aguirre or me your song lyrics & Annotated Bibliographies?**

ANIMAL FARM CH. 6 & 7  
PROPAGANDA ANALYSIS  
PRACTICE



# Ch. 7: CA State Standard



9<sup>th</sup> & 10<sup>th</sup> Grade, Literary Criticism:

- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

# Ch. 7 Discussion: Learning Goal



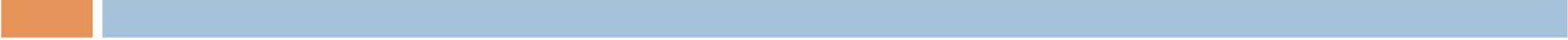
- Students will be able to identify portions of the selected literature (*Animal Farm* Ch. 7) and explain orally the ways in which those passages reflect historical events of Soviet Russia.

# Ch. 6 & 7 Questions



- If you still have not turned in your answers to the Ch. 6 & 7 questions that the sub gave you, then be sure to turn them in today

# Discussion: *Animal Farm* Ch. 7



- How many of you have finished reading Ch. 7?
- Take 5 minutes to skim the chapter and refresh your memory of what happened in the chapter
- What happened?
  - ▣ What happened with the windmill?
  - ▣ What business decisions does Napoleon make?
  - ▣ How do the animals react to Napoleon's decision?
  - ▣ What happens to animals who disagree with Napoleon?
  - ▣ What happened with "Beasts of England"?

# Instruction: Historical Connections

- **Stalin's Great Purge**
- Three “show trials” held in the Soviet Union in the 1930s
  - ▣ Q: What do you think a “show trial” is?
- Many Communist leaders were tried and executed
  - ▣ These leaders were seen as a threat to Stalin's power: some were actual threats and others were perceived threats
- “It was subsequently established that...
  - ...the accused were innocent
  - ...the cases were fabricated by the secret police
  - ...that the confessions were made under pressure of intensive torture and intimidation.”

# Historical Connections, continued

- August 1936: First Trial
  - Head of the secret police was tried with 16 others
  - Accused of having joined Trotsky in 1932 to form a terrorist organization to remove Stalin from power
    - Q: In the novel, which character represents Trotsky?
  - The group was supposedly planning to murder Stalin and his close associates
  - Court found the defendants guilty and ordered their executions
- How is this scenario like the Hen Rebellion in Ch. 7? Discuss with your table partner. Be prepared to share.

# Historical Connections, continued

- January 1937: Second Trial
  - ▣ Tried 21 prominent figures in the Soviet regime
  - ▣ Accused of forming an “anti-Soviet Trotskyite center,” which had allegedly collaborated with Trotsky to conduct sabotage and terrorist activities that would ruin the Soviet economy and reduce defensive capability of the nation.
  - ▣ Accused of working for Germany and Japan, intending to overthrow the government and restore capitalism
  - ▣ Found guilty; four were given 10-year sentences and the others were executed
- **How does this trial match up with events in Ch. 7?**  
Discuss with your table partner. Be prepared to share.

# Historical Connections, continued

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- March 1938: Third Trial
  - 21 defendants
  - Accused of performing numerous acts of sabotage and espionage with intent to destroy Soviet regime and restore capitalism
  - Charged with intent to murder chief of secret police
  - One defendant retracted his guilty plea
  - Two defendants skillfully responded to questioning and demonstrated their innocence
  - All defendants but three were sentenced to death

# Historical Connections, continued



- In addition to the “show trials,” a series of closed trials of top Soviet military leaders was held in 1937–38
- A number of prominent military leaders were eliminated
- Closed trials were accompanied by a massive purge throughout the Soviet armed forces.
- Do you think the public trials were part of a propaganda campaign?

# Transition



- Questions or comments on Ch. 7?
- Take out your Propaganda Analysis Project prompt/Types of Propaganda handout
- Take out your homework (two items):
  - ▣ Piece of propaganda
  - ▣ Written responses to the questions on your Propaganda Analysis Project prompt

# CA State Standard



9<sup>th</sup> & 10<sup>th</sup> Grade, Reading Comprehension:

- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

# Lesson Objective



- Students will be able to identify seven types of propaganda:
  - bandwagon
  - testimonial
  - plain folks
  - transfer
  - fear
  - glittering generalities
  - name-calling

# Warm-Up: Army Strong



# Warm-Up, continued

**On a separate sheet of paper, answer the questions at the bottom of your Propaganda Analysis Project prompt. You don't have to copy the questions.**

1. What is the source of this propaganda (if known)?
2. Who is the intended audience?
  - It should be you, but be specific, e.g., “The intended audience is Latino males under the age of 25,” or “The intended audience is teenagers who may become sexually active.”
3. What is the propagandist's desired outcome? (What do they want you to do? Not to do? To think?)
4. What type of propaganda is it? (Use the terminology from your handout.) How do you know?
5. What techniques does the propagandist use to convince you to act or think the way they want you to?
6. How convincing do you find this piece to be? On a scale of 1 (not at all convinced) to 10 (completely convinced), where would you rank yourself in response to this piece? Is this the response that the propagandist was hoping for?

# Discussion

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# Project Tips



- See Miss Brown's PowerPoint template on the website at [msaguirremac.weebly.com](http://msaguirremac.weebly.com)

# Homework



- **Read *Animal Farm* Ch. 8**
- Think about what you'll do for your propaganda project. If you need to do extra research (for example, on who the propagandist is), then you should get started on that.
  - ▣ I'm going to review your propaganda pieces tonight and return them to you Friday with feedback.
  - ▣ This way, no one will do their project on something that does not fit the requirements.