

Political Propaganda in the Media and *Animal Farm*

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Rationale

The Common Core for English/Language Arts has students reading both informational text and literature as will be implemented in this unit. Writing standards focus on a student's ability to read argumentative text and analyze its claims and counterclaims as well as formulate their own argumentative thesis and support their claims while discounting counterclaims. This unit will help students to develop critical thinking skills to help them better recognize and analyze the author's purpose, themes and tone as well as develop their own persuasive writing skills. The unit is developed primarily for Honors classes in eighth grade language arts and will incorporate nonfiction to teach the methods used to persuade in propaganda, the intended result and the result that is achieved. The fiction will be used to analyze and discuss how power is achieved through propaganda. This unit will cover the common core areas under RL8 from standard one through four, as well as six and seven. RI8 is also addressed in the unit activities from standard one and three through five.

The demographics of our school population shows that we have a population of 1153 students enrolled with 56% white, 31% African-American, 9% Hispanic, 2% Asian and 2% that are other races or ethnicities. The gifted program has 16.5% of the students and five classes of self-contained exceptional children, two autistic and three SAC. Our ESL program serves thirty-five students. Bradley Middle School achieved every ABC category this year with positive growth in every tested area with high growth in 4 out of 7 subjects and 11 out of 13 in the subgroups. Overall 87.6% of our students tested scored on or above grade level in Math and 80.8% in Reading. Algebra students scored at 100% on grade level.

The level of ability in my classes consist of two honors classes with students who are above grade level in reading ability after scoring at the highest numerical level on the state test. These classes have over thirty students. The standard class has twenty-four students with twelve at grade level for eighth grade reading and twelve who are below this level. Three students are at the lowest level while nine are just under the accepted reading level from the state end of grade reading tests given last May. In further baseline and reading tests, the indicated areas of need include comparing texts, examining author's purpose and tone, and finding supporting details. Though this unit is a challenging one,

with some differentiation and modification of activities, it will be used in this class along with the honors classes.

Unit Overview

Students will define persuasive and propaganda techniques in order to recognize them in a variety of contexts. They will analyze the purpose and effectiveness of the message in a variety of medium, and how the media can control the dissemination of the message. In the literature piece of this unit, students will analyze the use of propaganda in George Orwell's novel, *Animal Farm*. To demonstrate how effective propaganda can be used to persuade the public, students will create their own persuasive multimedia presentation using the propaganda techniques presented in class and connecting the themes of the novel to our own society.

Activities in this unit will include: a power point presentation of persuasive and propaganda techniques; Articles about political propaganda techniques from a variety of sources will be analyzed; Four center activities designed as enrichment for the start of the novel along with a reading packet. As the culminating activity, students will be presenting a persuasive multimedia presentation exploring one or more of the themes presented in the novel and connect to a problem or issue in our own society.

The final activity will have the class divided into two political groups in a mythological land divided by their differences to the point of civil war. The Collected League of Nations has been brought in to arbitrate with the intent to avoid a war. Each group is given the opportunity to present their policies and platforms in a multi-media presentation to an independent panel who will decide who makes the most compelling case about their ability to lead.

Main Topic: Propaganda and Persuasion in the 2012 Election and Media

There are several sites available to help choose which terms the students need for the unit. I had gathered them over the years from a variety of sources but online teachers have published lesson plans about propaganda and included the terms with definitions and examples. There are too many sites to list here but "propaganda terms and definitions" typed into the search engine will present many choices. Students need to relate the term to an example or demonstration. I created a smart board presentation about a fairytale land election using familiar characters. Such as "The Three Pigs Construction, Co.: Not the sticks-just the bricks." It included a blurb about building a house that will keep out intruders and wolves. Students then tried to decide what techniques they observed. The topic seemed less dry and daunting when given in this fashion. There are some of the terms listed with a brief definition on the next page.

After identifying the techniques, literature circles will be given several pieces of propaganda: print ads, political cartoons, as well as view two almost identical political ads: one featuring Barak Obama during the 2008 campaign and one featuring Mitt Romney in 2012. Students will look for the techniques discussed previously especially looking at the use of irony and humor as viable ways to get the attention of the public and send the message. Students will rate the purpose and the effectiveness of the message after determining the intended audience.

Vocabulary/Terms and Comprehension

The following terms will be defined and discussed using a variety of media as examples:

Emotional Appeal: whether this is a use of fear, guilt or nostalgia, the candidate or product manipulates these emotions so that you will connect them with the solution to ending the fear or guilt, or prolonging the positive emotions evoked.

Name calling/mudslinging: personal attacks and negative comments or symbols about the other person or product are used to create doubt or dislike or even hatred.

Card stacking: this goes more for the positive by displaying the best features of a candidate or product but usually does so by not telling the whole truth or by omitting certain facts that might be problematic. This is especially effective when citing a candidate's virtuous qualities and qualifications in a campaign.

Testimonial: authority figure endorses the person or product to influence the audience's opinion; a *celebrity endorsement* has a public or famous person lend his or her name in the hope that the audience will associate the product with the person in a positive way.

Glittering generalities: ideas, ideals and images used to create an emotional response in the audience such as "red, white and blue, freedom, honor, sacrifice, forefathers" in the hopes that the emotions will be associated with the speaker or product.

Purr words: close to glittering generalities, these words are also chosen to induce emotions in the audience but more on the level of satisfying certain needs or wishes such as "juicy, delicious" or "whiter, brighter, cleaner".

Bandwagon: if everyone is doing this, buying this, believing this...why not you? The need to be part of the group and not be left out or behind is key to this technique.

Snob Appeal: the opposite of bandwagon, this appeals to the elitist either through wealth or level of intelligence. It insinuates that only someone with enough money or enough smarts can afford the product or understand the message. Cars, jewelry and accessories are good examples while politicians are cautious not to seem out of touch with the general public.

Plain Folks: also at odds with the snob appeal, this one uses spokespersons who look like us and make us feel that the product or person has something in common with us. Candidates are seen doing everyday activities such as going to fairs or eating fast food while dressed in casual attire to help us connect with them.

Transfer: using a favorable symbol or image in the hopes that it will be connected to the candidate or product. Think of how many candidates have the flag as a background and wear it as a pin on a jacket lapel. Other images may be a beach or activity that will link the product to a positive memory or desire.

Humor: while not on all lists of persuasive techniques, this one can be used quite effectively both by candidates and ad companies. Critical or negative remarks about the other person can seem less vindictive if done in a humorous manner. Humor can take the edge off of the remark to avoid seeming petty or mean. Irony and satire are often used in political cartoons to send their message.

Slogans/Jingles: these can be effective both for products “I am stuck on band-aids...” or politicians “I like Ike” when it comes to getting people to remember your name or product.

Repetition: acknowledge while annoying, this can be a very effective way to get the audience to remember your product or name.

Propaganda in the media and politics presents a wealth of material for students to analyze. One of the sources I found to be useful was Gadi Wolfsfeld’s *Making Sense of Media & Politics Five Principles in Political Communication*. Two chapters in particular provided background information to help with the activities below. The first chapter states: *Political Power can usually be translated into power over the news media*¹. Wolfsfeld explains how powerful politicians, groups, corporate leaders and entertainment figures already have the media’s and public’s attention. The more powerful the person or group, the less attention-seeking behavior is necessary. The media needs to have access to the powerful for stories that will be of interest to the audience. The everyday citizen does not have this access to the media and therefore is unlikely to get the media’s attention unless they do something to create news. The inequality of power is very much intertwined with the power of media attention. The more powerful you are, the more likely to have the media as a source for your intentions but the flip side is that you are also vulnerable to the negative stories about your cause or life. The author noted that the media is careful about negative stories since that can also mean being cut-off from the sources the press needs but that important people are not immune to criticism in the press. He states and explains that “there is no such thing as objective news” due to the flow of information and limited time and space in the media format.² An activity to help students discover and analyze these points is having them dissect a newsmagazine or newspaper as to the location and topic of the articles.

Students may be quick to point out that they do not read papers or magazines for their news sources but depend on the new technology. The new media such as social networking³ is also addressed as a possible source in this chapter for someone who is trying to get an issue or candidate on the political grid. What is interesting about this chapter in it Wolfsfeld explains that there are four steps or goals that a person or group desiring media attention needs to accomplish in order to become known to more than the local public and to have their message take seriously. The group needs to recruit and mobilize supporters, the message must go from the new technology into traditional sources, this in turn is the hope to gain influence with a larger group, and finally, to “have an impact” on politics.⁴It is difficult to achieve the latter two if the traditional sources do not find your issue or candidate interesting enough to cover. You may be able to get a grassroots effort going via social networking and the like, but it is difficult to make the next leap without some attention seeking activity which can hurt rather than help your cause.

In our class, Dr. Robert’s gave another explanation as to how successful political groups are formed in a four-step process: Collective Oppression, Existing Organizational Base, a Network of communication and a Critical Mobilizing Event. (Nancy McGlen and Karen O’Connor) In *Animal Farm* Orwell used each of these steps as the animals came together to fight the oppression of Mr. Jones through secret meetings called to spread the ideals of Old Major. The animals had only begun a plan of action when a drunken and dangerous Mr. Jones forced them to take action at a critical moment. While this is a work of fiction, can students find relevance in our world for such organizational movements?

One group able to achieve the above was the Tea Party movement which began back after the election of Barak Obama and grew in a grassroots movement to be powerful enough to influence to seize the 2010 Congressional and Senate elections. In the book *The Tea Party and the Remaking of Republican Conservatism* by Theda Skocpol and Vanessa Williamson, the authors take you through the process used by the Tea Partiers back in 2009 to gain both activists and media attention that translated into the political power used to get their message and their candidates in office. These groups across the country used protests and established ties with local and regional groups catching the attention of the Fox news and soon the attention of other major news stations much like Wolfsfeld described in her book.

Another point about media made in Wolfsfeld’s book was that whether a story makes it tends on a cultural bias that decides whether an event is newsworthy or as put by the author does it have “infotainment”. Reporters are looking for a story that has appeal because it involves a connection to our way of life and does it have drama?⁵

In fact in her acceptance speech for the Caldecott award⁶, Lois Lowry explained how she arrived at the various ideas in her book *The Giver* that is about a utopian society that has mastered the art of propaganda. Her one idea happened when she was sitting in a

small pub in Boston with her daughter and a news story about a shooting in a McDonald's came on the air. She said she immediately hushed her daughter so she could hear the details. She then learned it was out in a far Western state and dismissed it as unimportant until she saw the aghast expression on her daughter's face. It shamed her that since it was not in her own backyard, it did not carry any significance. She incorporated this isolation from others into her theme.

Comprehension Activity

After defining and discussing all of the above, students will be divided into groups. They group will be given two political cartoons and two print ads from magazines that they will analyze using the terms given as well as defining the message that is at the heart of the cartoon. They will examine the effectiveness of the message using the techniques using the worksheets given.

Media and the Message: Getting the message out to the public whether for a product or candidate involves both a great deal of money as well as getting the appropriate attention in the media. Major corporations have the capital and the employees who are experts at getting the ads and commercials out to the correct audience and in the appropriate venue and format through ad agencies. Politicians already in office have become fairly expert at fundraising and have a campaign funds available as well as the attention of the press through their "official" activities and press secretary. But how do fledgling companies and would-be candidates get out the message about their product or themselves? We will examine some of the ways money and media influence our choices.

The following activities will be given after discussing the statement for each point.

1. Power and money control the media.⁷ Students will look at who gets the media's attention along with the history of television ads and their effect on the way candidates campaign today.
 - A. Create a power tree on tree graphic organizer as to who is most likely to get noticed in the press.
 - B. *Upfront* article: Read: "The 30-Second Campaign" (September 17, 2012, Vol. 145, No. 2. p. 12). We will view both current and classic campaign ads on www.upfrontmagazine.com and analyze the message and techniques used in the ads. The article gives a brief history of TV ads used in campaigns and the ever-increasing use of negative ads. Also, we will examine the influence of Super PAC's money as a force in the 2012 election. Students will be given the following *Upfront In-depth Questions*. They will answer one in essay form using the article and videos as a primary source of support for their position and claim.

The article states that 70% of the ads in the 2012 campaign are negative. Why would these ads be seen as an effective strategy and use of money?

Why would campaign ads most likely be run in the states of Florida, Ohio and Pennsylvania as indicated in the article?

Since most of the ads are subjective, do you think most Americans take these ads seriously? Explain your answer using support from the article and videos.

2. News is culturally biased and predisposed.⁸ Is the news focused more on our own culture and stories or are international stories given equal time? (We will revisit the excerpt from the Lois Lowry speech in Springboard about *The Giver* and her experience in the pub as a discussion point.)

A. Students will be given newspapers and will fill-in a graphic organizer with titles, location in paper and a summary of articles found to fit the categories: national stories, international stories, state stories, local stories.

Homework: Watch NBC, ABC or CBS news one night this week. What are the top three stories? What is the final story? Use the Internet to find out the top story on FOX news and CNBC the same night. What similarities and differences did you note between the three networks you researched? Are the facts presented in the story accurate? A suggested source for checking would be factcheck.org.

3. Debate: Networking using twitter, blogging, face book and such: Can they be considered new way to get out your message in the media today? As stated in the *Upfront* article, many ads and other media bites go viral on YouTube and other sites. Can this be effective for established candidates? What about new candidate? Students will choose and position and play philosophical chairs by separating to one side of the room or the other to debate these points.

Main Topic: Propaganda in *Animal Farm*

The novel *Animal Farm* is an excellent source for teaching the impact of propaganda upon a society or country. Students will be using the previous part of this unit as the foundation but other background knowledge will benefit their comprehension and degree of understanding this cautionary tale to apply it to our world today. The stages as to how political groups are formed was related to us in class by Dr. Roberts and so aptly fit the beginning of the animal rebellion previously mentioned would be an excellent opening to begin the unit discussion.

Centers

The centers will help the students in their reading to better understand George Orwell's novel, *Animal Farm*, and be able to analyze both the types and effectiveness of propaganda used by the characters in the novel. Students will complete four centers that will provide background and enrichment to help in analyzing the novel. Each center will focus on a different aspect of the novel and propaganda using both fiction and nonfiction articles. The nonfiction common core standards from RI.8.1-8.5 are all addressed in these activities.

One center will be about the Russian Revolution with several handouts that will give students the main political figures involved and their role in the revolution and its aftermath as well as the use of media. Students will answer several questions about the information displayed at the center.

A second center will have two handouts comparing excerpts from speeches with opposing viewpoints about the Iraq War given by Barack Obama and George W. Bush. These speeches can be found at the American Presidency Project at the University of California-Santa-Barbara. Students will look at how each man uses persuasive techniques to make his point.

A third center will look at fables and why they are an effective method in this novel to carry Orwell's message and purpose. Students will read several short fables and examine what makes this genre an effective way to tell a cautionary tale.

The fourth center will have a small biopic of Orwell's life and purpose in writing this novel. While a satiric and scathing look at the results of the Russian Revolution, it is also a story that cautions us about any society whose citizens lack the education to be able to recognize the manipulation of those in power.

Reading and analyzing the novel

Students will be given a packet that will help them with the various elements of the novel. It will also allow them to connect characters to actual historical figures. Several themes will be discussed as the story develops and how propaganda manipulates characters and allows absolute power over others.

Each theme presents a point about how propaganda and power can manipulate the most vulnerable in society. People's ignorance and lack of education will allow both political and social oppression is one of the constant themes throughout the book. Orwell is not subtle about this point that makes this an easy theme for most students to both understand and discuss. It is also lends itself well to research into current political events both nationally and globally. Lisa Ling's film *Inside North Korea (2007)* produced by National Geographic is an especially effective documentary to show to students about an absolute dictatorship and the control over the people by Kim Jong-il. Though this was

made prior to Kim Jong-un rising to power, it is still a film that offers the real-life images of an entire country help hostage through propaganda. Students could then find current articles about the new dictator to see if anything has changed for the North Koreans.

The idea that power corrupts is one that students can understand on a superficial level when it comes to the division of food and comfort of shelter, but the getting students to look into how that corruption can affect an entire system and society is important as well. Another closely related discussion point is that there are members in every society who will seize power for their own reasons whether idealistically or for personal gain. Getting students to relate this not only to characters in the book but revisit some of our earlier discussions about propaganda and power in our own national election and government is a rich talking point and debate leading into another essay or research paper topic.

A good question to ask students is if they believe people are treated equally in the book and in our society? In the revolutions so prevalent in the Middle East, have the lives of the everyday people changed much since the revolutions? After our own revolution, was the daily life of the common farmer or tradesman altered? Both of these points as well as the themes take the student from the obvious fable and indignation about the conditions on Manor Farm as the story unfolds to fully grasp Orwell's allegory is not only related to a long ago revolution but can very well be a cautionary tale for today in our own society as well as globally.

The packet will contain questions about each chapter as well as the themes and other elements of the novel. This guide should help students focus on the reading and relate to relevant points for later discussion in class and for class activities. Students will work on part of the packet in literature groups but also need to answer some to the questions independently to be sure that they are reading the novel and not depending on other's voices and opinions for the responses. Packets can be used on tests in my class which encourages the completion of them.

Center Activities

Center One

Examine *Animal Farm* as an allegory for the Russian Revolution: read the brief summary of the revolution's main events in the handout. All words in bold need to be further researched and words in italics need to be defined.

The **Czars** had ruled Russia since 1547. But WWI caused great hardships for the people who felt overworked for little pay and food. **Vladimir Lenin** believed that socialism was the answer for the people's oppression and took these ideas to the people. In 1917 while the Czar Nicholas was away dealing with WWI issues, the people rebel refusing to work and protest in the streets.

The Czar was unable to get back to stop the revolt and was held as a prisoner with his family. A provisional government tried to run the country but nothing got better for the people who were restless for change. This allowed Lenin and his socialist party, the **Bolsheviks**, to gain favor with both the people and members of the military who helped to overthrow the provisional government. The workers felt satisfied because now they would control their destiny and the government.

Lenin is unable to continue his idealistic dreams for Russia as his health fails. As he is dying, two men try to take over as the leader of the socialist party. One is **Leon Trotsky** and the other is **Joseph Stalin**. Trotsky wished to follow Lenin's views but Stalin did not think the people were really capable of leading themselves and he gained power by undermining Trotsky's views and opposing him at every point possible to make him look weak and ineffective.

Eventually, Stalin took charge of Russia and Trotsky is forced into *exile*. Lenin tried to warn Stalin about absolute power but he is too sick to stop him and died in 1924. Stalin used Trotsky as a *scapegoat* and used propaganda to control the people by blaming Trotsky for all of the problems. Stalin also used propaganda to eliminate any other people who might oppose him calling them traitors. His *purges* led to millions of people being slaughtered or imprisoned allowing him total control over the Russian's destiny which led to the communist government that led the country through the twentieth century. Stalin built a cult-like personality by naming cities after himself and creating "bio" that made his role in the revolution must larger and his own part in WWII seem as if he were the driving force behind the victory. He kept promising better conditions for the workers under "industrialization" as the promise for the future but conditions remained pretty much as they had been prior to the revolution for most workers. **Karl Marx**, a German philosopher, developed the original ideas about communism on which Lenin based his own belief in socialism but was abandoned by Stalin.

Center Two

Using the SoapsTone graphic organizer read and analyze the two speeches. Find at least two propaganda techniques used by both speakers. In this center, any two speeches, articles or media on the same subject would be effective. The following speeches are examples that could be used in a center. It would also be an effective addition to this center to have students check out any claims or statistics on fact check site such as Factcheck.org.

Two speeches that are on the same topic are President George W. Bush's *Pro-Iraq War Speech (March 2003)* and Barak Obama's *I'm not against wars but...* from a speech in the Federal Plaza of Chicago, October 2002. Both of these would work as a compare and contrast using the SoapsTone graphic organizer below. The speech would not have to be a political one but over a topic that has two different perspectives allowing the students to analyze the facts and themes.

Graphic Organizer

Speaker:

Occasion:

Audience:

Purpose:

Subject:

Tone:

Propaganda techniques (explain and compare to those in Obama's speech):

Propaganda techniques (explain and compare to Bush's speech)

Fact Check:

Center Three

(Teacher: choose any two or three fables for the students to read then answer the following questions.)

Read the fables provided.

1. Define fable.
2. Why are fables good vehicles for morals and lessons? Why are animals used as the predominant characters?
3. What human characteristics do the animals demonstrate?
4. What human characteristics do we associate with our own pets such as a dog or cat? What about other animals such as elephants, donkeys, pigs and cows?
5. If you were to be depicted by an animal in a story or fable, what kind of animal would you be and why

Center Four

Please read the short biography about George Orwell. Be prepared to revisit what learn about him as we read the novel.

George St. Cyr aka George Orwell was born in Bengal, India on June 25, 1903. His experience in a boarding school back in England after being bullied by the adults in charge began his lifelong hatred of tyrannical behavior and force. He spent six years of his life as a British policeman serving with the Indian Imperial Police back in Burma, India. He resigned and returned to England to begin to write about the repressive influence of the British Empire and his view having experienced it firsthand. His criticism of government was not only directed at his own country but also other oppressive governments such as the communism in Russia. He was concerned about the

apparent influence communists were having both in Russia and abroad. It was this apprehension that led to his writing of the novel, *Animal Farm*. His point that communism is not about the equality of the citizen but just another way to gain power and control for those in charge. His position that power corrupts is one of the main themes of the novel. Orwell believed in the original tenets of Vladimir Lenin and socialism and despised how Stalin had seized power for his own devices through propaganda and brute force.

Orwell has a love of animals and owned many pets during his life such as goats, hens and geese as well as others. These were family pets given names, some humorous, by the author and his wife. Certainly this attachment and fondness for animals helped him in his development of the characteristics of the animals in the novel based on his own experiences.

Another novel, *1984*, was a futuristic warning about a government controlling society through media, technology and intimidation.

Animal Farm Packet

Pre-reading:

1. Define Marxism and the basic principles.
2. Summarize what you read about the Russian Revolution.
3. Define Utopia and explain its origin.
4. What are the four steps needed to form an effective political group as discussed in class?

Chapter 1

1. Who is Old Major and what are the grievances he has against man? Paraphrase what he says.
2. What is his appeal for action from the other animals? What is his idea of utopia?
3. Do you agree with his speech? How would you connect this to the Russian Revolution?
4. What is the name of the anthem? Explain how the anthem is an example of propaganda? Use some key phrases to support your answer.

Chapter 2

1. Name the three pre-eminent pigs on the farm and their main characteristics.
2. What do the pigs call Old Major's teachings? List all of them here.
3. Explain why these rules would be good for the animals to follow.
4. Do you see any possible problems arising from these rules? Explain.
5. What situation caused the beginning of the rebellion earlier than planned?
6. What did the animals decide to do with the Jones' farmhouse?
7. Why is the final commandment the most important of the seven?

Chapter 3

1. Why is there neither quarreling nor complaining about the hard work after the rebellion?
2. Why do the pigs become the natural leaders of the farm?
3. One of the themes of the novel is that power corrupts. What are some early signs of corruption or problems on the farm?
4. Explain whether or not all animals are being treated equally on the farm.

Chapter 4

1. How did animals on other farms learn of the rebellion? How did they react?
2. What was the battle of Cowshed? Why was Snowball recognized with a medal?

Chapter 5

1. Who is Molly and why did she disappear?
2. Why did the windmill end up being the turning point in the battle for power between Snowball and Napoleon?
3. What propaganda techniques did Napoleon use to disrupt the meeting?
4. What shocked the animals into submission?

Identify the following characters by their characteristics

Boxer
Benjamin
Moses

Chapter 6

1. Why are the animals optimistic about the future?
2. What discouraging incident occurs? How does Boxer handle the incident?
3. How does the ignorance of some of the animals contribute to their lack of power?

Chapter 7

1. Why was it important for the animals to conceal the food shortage from the other farms?
2. How did Napoleon convince the other animals that Snowball was a traitor?
3. Why were the animals horrified by the next events?
4. Why did Napoleon ban the singing of “Beasts of England”?

5. How has the farm changed for the animals? Why couldn't the animals maintain the original ideals of the rebellion?

Chapter 8

1. How does Napoleon further set himself apart from the other animals?
2. Why did the animals fear Mr. Frederick from Pinchfield Farm?
3. In the purchase of the excess wood, how did Mr. Frederick humiliate Napoleon and prove himself an enemy of the animals?
4. What was discovered in the basement of the farmhouse after the Battle of the Windmill and what happened as a result?

Chapter 9

1. Why did the animals still believe life was better despite the hard work and limited food on the farm?
2. How did Napoleon persuade the animals that life was better?
3. How did Napoleon trick the rest of the animals in a cruel move after Boxer became ill?

Chapter 10

1. Several years have passed since the rebellion on Animal Farm. Explain if the original promises from Napoleon were kept and if life is better for the animals as a result of the rebellion?
2. How have the pigs changed?
3. Why do the animals have further reasons to fear the pigs? Explain the significance of the scene that the animals witness through the window.

Reflection:

Explain each of the rules were broken or changed by Napoleon and his followers.

Why should our society be wary of individuals who will seize power for their own ends?

What groups past and present in our nation have taken their oppression and turned it into rebellion or political change?

What warning signs might be "red flags" that a person or group seeks more than change?

Allegory

Identify the person or symbol from the Russian Revolution and the characteristics that connect the symbol to the real person or thing.

Symbol	Russian Connection	Comments
1. Mr. Jones	<i>(Czar Nicholas)</i>	
2. Old Major	<i>(Marx)</i>	
3. Snowball	<i>(Trotsky)</i>	
4. Napoleon	<i>(Stalin)</i>	
5. Squealer	<i>(Pravda)</i>	
6. Boxer	<i>(Workers)</i>	
7. Mollie	<i>(Upper class/White Russians)</i>	
8. Moses	<i>(Orthodox Church)</i>	
9. Benjamin	<i>(Russian Proletariat)</i>	
10. Farmhouse	<i>(Kremlin)</i>	
11. Windmill	<i>(Industry)</i>	
12. Whips and spurs	<i>(Weapons used against the workers)</i>	

Main Topic: Culminating Assessment Activity

This activity is based on one in the *Level III Springboard* but I have modernized and adapted the requirements with up-to-date technology options as well as personalizing the background and story to our own school name and mascot. The activities have evolved along with the technology. The students will need about two weeks to complete all the assigned activities and practice the presentation.

Students will create their own multi-media presentation using the persuasive techniques and propaganda methods studied and analyzed in the unit activities. Students will be

divided into two demographic groups that are part of a divided nation. One political group goes by the name of Bradleyville and represents an urban metropolis that values manufacturing, the arts and higher education, and believes government agencies enhance the quality of life. The other group is rural with a small town center for activities that instill respect for independence, the land, and the environment that is so vital to their livelihoods. This group values practical education as was encouraged by Thomas More in his treatise *Utopia* that the youth would spend part of the educational day in the fields or with livestock or process crops in the mill.

The citizens of Maverickland have provided the raw materials for the factories in the urban Bradleyville while Maverickland purchased manufactured goods and machinery from the urban group. The two regions co-existed due to the mutual benefit each provided the other until a drought hit the region and caused a shortage of materials and changes in the environment from sources not yet determined. The hardships faced by both regions have created such tension between them that a civil war looms. A group from the United Council of Nations has been invited as a final measure to find an alternative to war.

Each region will make a presentation to a committee sent by the Council in an attempt to persuade the group that their region should be in control of the nation. The presentation will include both print and multimedia that will highlight the strengths of that region and the weaknesses of the other. Each presentation will include an anthem, a flag, a brochure, editorial articles in a news release, a persuasive speech, a history of that land, and security measures. A variety of media is available for use such as Glogster or Movie Maker. The panel will decide from this presentation which one will lead the nation out of the difficulties.

I divide my room in half using masking tape. Each side has a computer, supplies and a brief history of the problem and the challenge before them. The students are not allowed to cross into the other territory or will be considered a spy with “drastic” consequences. Students are given a list of recommended committee groups but they decide how to divide and assign the work. I invite the principal, assistant principal and academic facilitator to be the “panel” and give them an outline of the committees and assigned roles as decided by the groups. Their evaluation will choose the region with the most effective presentation to “lead” the land and this group will receive the “A” grade.

This activity is especially effective as it allows students to flourish in a creative area of their choice as well as apply the persuasive techniques they have acquired during this unit. It has been gratifying to observe students who are normally reticent blossom during this culminating unit and become engrossed in their own part of the presentation.

Bibliography for Teachers

- Bush, George. "Iraq War Speech." Guardian.co.uk.
www.guardian.co.uk/world/2003/mar/20/iraq.georgebush. (accessed September 10, 2012). One where the speech can be located.
- " George Orwell Biography - Facts, Birthday, Life Story - Biography.com ." Famous Biographies & TV Shows - Biography.com .
<http://www.biography.com/people/george-orwell-9429833> (accessed September 5, 2012). I found additional insight to Orwell and his work for the center.
- Holman, C. Hugh, and William Flint Thrall. *A handbook to literature: based on the original edition by William Flint Thrall and Addison Hibbard*. 4th ed. Indianapolis: Bobbs-Merrill Education Pub. 1980. P.13, 217. I found additional information about Orwell and other author's in this reference book.
- Inside North Korea*. DVD. Directed by Peter Yost. Burbank, CA: Warner Home Video, 2007. This can be found on UTube and is an exceptionally effective documentary about absolute dictatorship and propaganda.
- Obama, Barack. "Senator Barack Obama's Website." Internet Archive: Wayback Machine. <http://web.archive.org/web/20021217033809/www.obamaforillinois.com> (accessed September 10, 2012). This is the site for the Obama speech.
- Orwell, George . *Animal Farm*. New York: Signet Classics, 1996. An excellent novel to teach about propoganda and a fable about the Russian Revolution.
- Pollard, Arthur, and Ralph Willett. *Webster's new world companion to English and American literature*. New York: World Pub.1973. p.519-520. This is another handy reference book to find background information on authors and literature.
- Skocpol, Theda, and Vanessa Williamson. *The Tea Party and the remaking of Republican conservatism*. Oxford: Oxford University Press, 2012. This book helps to demonstrate how a grassroots movement develops into a powerful political group that influences a party's platform and elections.
- Springboard Level III*. unknown: Collegeboard, 2005. The units in this book helped to generate some of the activities in this unit.
- "The 30-Second Campaign." *New York Times Upfront Magazine*, September 17, 2012. This publication can be found online as well as in print form. It is a great source for nonfiction article that are current and pertinent to students. It also has links to the common core for each feature.

Wolfstedt, Gadi. *Making Sense of Media & Politics Five Principles in Political Communication*. New York: Routledge, 2011. A perceptive and interesting book about how media and politics intertwine and influence our perceptions and choices.

Recommended Reading/Viewing List for Students

Ling, Lisa. *Inside North Korea*. National Geographic. DVD. March, 2007.

New York Times Upfront Magazine. Scholastic. (various issues).

Orwell, George. *Animal Farm*. Signet Classics. New York, New York. 1996.

Endnotes

¹ (Wolfsfeld. Making Sense of Media and Politics. 2011. p. 9)

² Ibid p. 12-23

³ Ibid p. 17

⁴ Ibid p.17

⁵ Ibid

⁶ (Springboard. Collegeboard. 2005. p. 135)

⁷ (Wolfsfeld. 2011.)

⁸ Ibid

RL8.1: Citing the text for evidence that supports analysis both explicitly as well as inferences drawn from the text.

RL8.2: Developing the themes of the novel using the text including the relationship to characters, setting and plot; Be able to provide an objective summary of the novel.

RL8.3: Analyze the dialogue or incidents in the novel that propel the action, reveal aspects of the characters, or provoke a decision or action.

RL8.4: Determine the meaning of words in context in the novel; explain how they impact the tone and mood of the novel. Note any allusions to other fictional texts and historic events.

RL8.6: Analyze the differences in the point of view of the characters and the reader (such as dramatic irony) that create suspense or develop the themes.

RL8.7: Analyze how the novel, *The Russian Revolution*, and the film *Inside North Korea* use persuasion and propaganda to control a society. Connect with the themes of the novel. Evaluate the Ling's choices as to what she included in her documentary and how these choices affect the tone in the film.

The Centers and Activities

RI8.1: Citing the text for evidence that supports analysis of the main idea about the use of media and propaganda to control a society.

RI8.3: Analyze how the text makes a connection among and distinguishes between individuals, ideas or events. Think of the characters and the allusions to the actual people and events in Russia.

RI8.4: Words in context-evaluate figurative and connotative meanings of the words chosen by the characters both written and in the dialogue.

RI8.5: Analyzing a particular passage and its structure and the key concepts in it.

RI8.6: Author's point of view or purpose as learned from the biographical background, and the evidence to support it. Also, analyze the point of view and purpose of the authors in the speeches.

RI8.8: Evaluate the argument and claims in the text of the speeches and whether the reasoning is sound, the evidence is relevant and sufficient.