



Teacher guidelines

The power of propaganda

Year 9

English

Students create and present a persuasive speech based on the propaganda techniques employed in *Animal farm*. Students then reflect on the choice and effectiveness of the techniques they selected.

Student roles Students work individually.

Context for assessment

Propaganda uses powerful techniques of persuasion in order to sway audiences to a particular point of view. An understanding of these techniques enables students to create powerful relationships with their audience by manipulating language to suit their own purposes. The techniques used in *Animal farm* are still relevant today and create an interesting study of the use and effectiveness of propaganda.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 9
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate and analyse the relationship between audience, subject matter, purpose and text type • recognise and select vocabulary and interpret and apply literal and figurative language • interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners • construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts • reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information. 	<p>Knowledge and understanding</p> <p>Speaking and listening</p> <p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.</p> <ul style="list-style-type: none"> • Speakers make assumptions about listeners to position and promote a point of view, and to plan and present subject matter. • Statements, questions (including rhetorical questions) and commands can be used to identify the main issues of a topic and sustain a point of view. • Words and phrasing, pronunciation, pause, pace, pitch and intonation express meaning, establish mood, signal relationships and are monitored by listeners. • Nonverbal elements, including body language, facial expressions, gestures and silence, express meaning, establish mood, signal relationships and are monitored by listeners. • In presentations, speakers make meaning clear by organising subject matter, and by selecting resources that support the role they have taken as the speaker and the relationship they wish to establish with the audience. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes parodying, analysing and arguing. • Text users make choices about grammar and punctuation, to affect meaning. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

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	<p>Language elements</p> <p>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</p> <ul style="list-style-type: none"> • Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions. • Modal auxiliary verbs are selected to convey degrees of certainty, probability or obligation to suit the text type. • Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere. <p>Literary and non-literary texts</p> <p>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Non-literary texts analyse, inform, argue and persuade. • Non-literary texts can focus on a major point that is supported by elaboration.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Interpreting texts • Constructing texts • Reflecting 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 9</i>, QSA, Brisbane.</p>	

Links to other KLAs

This assessment could be expanded to assess the following **Essential Learnings**:

SOSE <i>Essential Learnings by the end of Year 9</i>	
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> draw conclusions and make decisions supported by interpretations of data, information and evidence communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts. 	<p>Knowledge and understanding</p> <p><i>Time, continuity and change</i></p> <p>Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.</p> <ul style="list-style-type: none"> Important ideas of democracy, government and law, citizenship rights and public decision making, and the concepts of power, dissent and civic duty, are developed from ancient to modern times and from Eastern and Western cultures.
Source: Queensland Studies Authority 2007, <i>SOSE Essential Learnings by the end of Year 9</i> , QSA, Brisbane.	

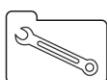
The Arts <i>Essential Learnings by the end of Year 9</i>	
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols. 	<p>Knowledge and understanding</p> <p><i>Drama</i></p> <p>Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal and physical techniques. Drama elements are manipulated to create tension and status, and are used to express ideas.
Source: Queensland Studies Authority 2007, <i>The Arts Essential Learnings by the end of Year 9</i> , QSA, Brisbane.	

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Read *Animal farm*.
- Watch the animated film and discuss the performances of characters.
- Discuss the historical information used by the author in creating *Animal farm*, in particular Russian history and the revolution. Complement with historical information from other sources or from a guest speaker such as a modern history teacher.
- Discuss the use of allegory.
- Discuss propaganda techniques and their purpose. Use Appendix A, Types of propaganda, to introduce key types.
- Display propaganda posters in the classroom — see Teacher resources for links.
- View a range of items of propaganda, e.g. America and Australia during World War I and II, Hitler/Goebbels during World War II, Chairman Mao and China.
- Deconstruct the generic structure of a persuasive speech, focusing on the relationship between the speaker and audience and positioning listeners.
- Explore the impact of voice, gesture and body language on creating meaning in persuasive speaking — watch video clips of Adolph Hitler stirring up the masses.
- Explore the concept of charisma and the relationship between it and propaganda.



Teacher resources

Books:

Orwell, 1945, *Animal farm*, Secker and Warburg, London.

Eshuys, Guest and Phelan, 1994, *English Power Book 4*, Jacaranda, Biased Language.

Sadler, Hayllar and Powell, 1988, *New Senior English*, Macmillan, Chapter 11.

Sadler, Hayllar and Powell, 1981, *Senior Language*, Macmillan, Unit 13: Language in Action.

Internet resources:

Useful definitions and applications of propaganda: <www.propagandacritic.com>.

Excellent information discussing characters and plot of *Animal farm*:

<http://en.wikipedia.org/wiki/Animal_Farm>.

A large stock of propaganda posters:

<<http://images.google.com.au/images?hl=en&q=propaganda+posters&um=1&ie=UTF-8>>.

Animal farm resources and interpretations: <www.online-literature.com/orwell/animalfarm>.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

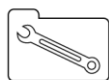
Consider these points before implementing the assessment.

- Give students the opportunity to read the text, *Animal farm*, and ensure they have an understanding of the historical and allegorical context of the story.
- Ensure students have an understanding of the generic structure of a persuasive speech.
- Discuss the role and techniques of propaganda.
- Exercise sensitivity and care when deciding if students can choose their own speech topics. Issues around politics, religion, personal appearances and cultural background should be handled with regard for your school community and policies.
- Create copies of Appendix A: Types of propaganda, for students. Consider enlarging the resource to create a poster for the classroom.
- Decide whether you will use Appendix B: Structure of the persuasive speech using propaganda, as part of the assessment. Prepare copies.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
Section 1. Analyse a persuasive speech		
1 lesson	Read the <i>Student booklet</i> . Initial interpretation of the assessment.	Instruct students in the use of the <i>Student booklet</i> . Clarify the steps in the assessment. Analyse the assessment. Check for understanding. Clarify and discuss the suggested topics for speeches in Section 2. Encourage students to consider their own topic choices.
2 lessons	Analyse a section of a speech from <i>Animal farm</i> .	As a class, analyse a section of a speech from <i>Animal farm</i> (use a different speech to the one printed in the student booklet). Work through the process with students, modelling appropriate responses. Allow class time for students to independently analyse the section of <i>Animal farm</i> in Section 1.
Section 2. Create a persuasive speech		
1 lesson	Choose a speech topic. Brainstorm ideas using the scaffolding tool in Section 2 of the <i>Student booklet</i> , and teacher handout.	Assist in the selection of topics on a one-to-one basis. Students begin to develop their ideas on a topic using the scaffolding tool in Section 2 of the <i>Student booklet</i> .
4–5 lessons	Plan and write the speech. Include annotations for gestures, vocal cues and physical movements that will enhance the persuasiveness of the speech.	Revise propaganda techniques and elements of persuasive speaking. Give feedback. Encourage students to consider the reflection questions in Section 4 of the <i>Student booklet</i> as they work.
1 lesson	Workshop the speech with two or three other students. Practise speaking to an audience. Give and gather appropriate, constructive feedback.	Give students the opportunity to present their speeches to their peers and gather feedback. Assist students with the workshopping process.
1 lesson	Final drafting of speech.	Assist students with final drafting.
Sections 3 & 4. Present your speech, and Reflection		
2–3 lessons	Present speeches Complete peer assessment.	Listening to a number of speeches based around a similar topic is difficult for any audience. If possible, vary the topics covered in each session, or limit the number in each session. Interview students as quickly as possible after they complete the speech, using Appendix C: Student reflection interview. Have other students complete Appendix D: Peer evaluation sheet, for the student who has just presented while you interview.



Resources for the assessment

Appendix A Types of propaganda

Appendix B Structure of the persuasive speech using propaganda

Appendix C Student reflection interview

Appendix D Peer evaluation sheet

Speeches.com — a speech-building tool:

<<http://speeches.com/speeches/582/Menu/d/speech582.aspx>>.

Persuasive speeches — what's it all about? Helpful hints for preparing and giving speeches (PDF):

<http://nz.eastlock.com/Environments/edoras/Resources/Eastlock/PDFs/JnrAmbassador_Prep.pdf>.

Guide on the side — how to organise the body of a speech: <www.llrx.com/columns/guide70.htm>.

Dept of Education, Queensland — persuasive text sample and template

(search for “persuasive text” on this page):

<<http://education.qld.gov.au/curriculum/area/literacy/uplg/using-templates.html>>.

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

Giving feedback about this assessment

Give students feedback before they need to hand in their assessment. The Student reflection interview gives immediate opportunity for feedback. Use this time to talk about the speech.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.

Types of propaganda

There are many techniques commonly used in the dissemination of propaganda. Use this handout to help you identify different types of propaganda.

Type of propaganda	Example
<p>Bandwagon</p> <p>The basic idea behind the bandwagon approach is just that, “getting on the bandwagon”. The propagandist puts forward the idea that everyone is doing this, or everyone supports this person/cause, so you should too. The bandwagon approach appeals to the conformist in all of us. No one wants to be left out of what is perceived to be a popular trend.</p>	<p>Everyone in Lemmingtown is behind Jack Smith for Mayor — shouldn’t you be part of the winning team?</p>
<p>Testimonial</p> <p>This is the celebrity endorsement of a philosophy, movement or candidate. In advertising, for example, athletes are often paid millions of dollars to promote sports shoes, equipment and fast food. In political circles, movie stars, television stars, rock stars and athletes lend a great deal of credibility and power to a political cause or candidate. Just a photograph of a movie star at a political rally can generate huge interest in that issue or candidate, and cause thousands, sometimes millions of people to become supporters.</p>	<p>A baseball Hall of Famer who led the pros for hitting for years, appears in a television ad supporting a candidate for the US Senate. Since the baseball player is well known and respected both in his home state and nationally, he will likely gain the candidate many votes just by his appearance with the candidate.</p>
<p>Plain folks</p> <p>Here the candidate or cause is identified with common people from everyday walks of life. The idea is to make the candidate or cause come off as grassroots.</p>	<p>After a morning speech to wealthy businessmen, a politician stops off at a pub for a beer and a photo opportunity.</p>
<p>Transfer</p> <p>Transfer employs the use of symbols, quotes or the images of famous people to convey a message not necessarily associated with them. In the use of transfer, the candidate or speaker attempts to persuade us through the indirect use of something we respect, such as a patriotic or religious image, to promote their ideas. Religious and patriotic images are the most commonly used in this propaganda technique, but they are not alone. Sometimes even science becomes the means to transfer the message.</p>	<p>The environmental group, People Promoting Plants, in its attempt to prevent a highway from destroying the natural habitat of thousands of plant species, produces a television ad with a scientist in a white lab coat explaining the dramatic consequences of altering the food chain by destroying habitat.</p>
<p>Fear</p> <p>This technique is very popular among political parties. The idea is to present a dreaded circumstance and usually follow it up with the kind of behaviour needed to avoid that horrible event.</p>	<p>The Citizens for Retired Rights (CRR) present a magazine ad showing an elderly couple living in poverty because their social security benefits have been drastically cut by Party A. The CRR urge you to vote for Party B.</p>

Type of propaganda	Example
<p>Logical fallacies</p> <p>Applying logic, one can usually draw a conclusion from one or more established premises. In the type of propaganda known as the logical fallacy, however, the premises may be accurate but the conclusion is not.</p>	<p>Premise 1: A Prime Minister supports gun control</p> <p>Premise 2: Communist regimes have always supported gun control</p> <p>Premise 3: The Prime Minister is a Communist</p>
<p>Glittering generalities</p> <p>This approach is closely related to what is happening in transfer propaganda. Here, a generally accepted virtue is employed to stir up favourable emotions. The problem is that these words mean different things to different people, and are often manipulated for the propagandists' use. The important thing to remember is that in this technique the propagandist uses them in a positive sense. They often include words like democracy, family values, rights, civilisation or a nationality (Australian, American, Chinese etc).</p>	<p>An ad by a cigarette manufacturer proclaims to smokers: "Don't let them take your rights away!"</p> <p><i>Rights</i> is a powerful word, something that stirs the emotions of many, but few on either side would agree on exactly what the rights of smokers are.</p>
<p>Name-calling</p> <p>This is the opposite of the glittering generalities approach. Name-calling ties a person or cause to a largely perceived negative image.</p>	<p>In a campaign speech to a logging company, a candidate referred to his environmentally conscious opponent as a "tree hugger".</p>

Structure of a persuasive speech using propaganda

Persuasion is a skill that we all have to varying degrees. A good persuasive speaker persuades the audience that their point of view is the right one. They do this by appealing to common sense, to people's needs and desires and by being believable.

Good persuasion is not just about saying the right things but about how you say them as well. Tone, stance, facial expressions and hand gestures all contribute to the success of a speech.

Think about ...	What will you say?	How will you use propaganda?
Orientation — creates a background or context for the listeners. Thesis — states your point of view and lets the audience know what angle you are talking from.		
Argument — supporting evidence for your point of view. You can use examples or evidence to support your statements. Don't introduce a point unless you can elaborate on it.		
Conclusion — sums up the argument, reiterates your point of view and states why your point of view is the correct one. Sometimes, a summary statement can include a "call to action", which asks people to take action.		

Student reflection interview	
Student name: Topic:	
Question	Notations on student response
What effect did you have on the audience? Was this the intended effect?	
Do you believe the audience was persuaded to your opinion? Why, or why not?	
What similarities are there between your speech and those of Squealer's?	
What were the strong points in your speech?	
What could be improved?	

Peer evaluation sheet		
Student name: Topic:		
Task-specific assessable elements	Grade	Comments
A variety of propaganda techniques were used		
Suitable for the audience		
Effective (persuasive) language choices		
Persuasive speaking skills (voice and gesture)		
Strengths of the speech		
Areas for improvement		