

Appendix 4.3 – Propaganda Worksheet Package

FEBRUARY - 1945

YALTA CONFERENCE:

AUGUST - 1945

POTSDAM CONFERENCE:

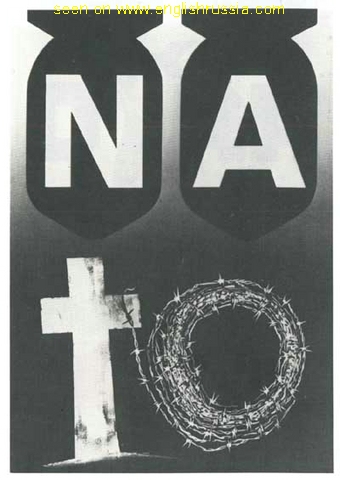
**Who are the major players at the end of WWII?**

* Soviet Union or Stalin - Soviet Union or Stalin
* The United States or Roosevelt - The United States or Harry S. Truman
* The UK or Winston Churchill - The UK or Winston Churchill

**Look at the second image. If you didn’t know these who these leaders were, would you think they were friendly?**

* Yes, they are smiling and looking like they’re having a good time.
* No, because they appear to be so different.
* Not sure, because I already know the outcome.

1949 – NORTH ATLANTIC TREATY ORGANIZATION

1. The ladder has “NATO” sign 2. Uncle Sam and UN 3. Neutron and Atomic bombs are bad for peace.

**What is bias? (Definition) What’s the message in these photos? (Meaning) Whom are these cartoons intended for? (Audience)**

**Bias:** 1. NATO is full of hate and just wants to kill Communism 1. Soviets, U.S. and supporting NATO members

Is a prejudice in a general or 2. It is controlled by Uncle Sam (The U.S) 2. Soviets, UN members, democratic countries

specific sense, usually in the sense

for having a predilection to one 3. NATO supports Atomic bombs/ 3. Soviets, NATO and its members.

particular point of view or ideology. N = Neutron A = Atomic T = Cross O = Violence

1945 – 1961 ESCAPING EAST BERLIN





**What if you were in the army? What would you have done?**

1. Tried to escape
2. Stayed in East Berlin Why?
3. Not sure.

**Even if the punishment was death, would you try to escape?**

YES / NO YES: Because I couldn’t live in a communist country.

NO: Because I wouldn’t want to risk my life.

**What if your parents arranged for you to escape? How would you feel? Could you go through with it knowing you’d leave them behind?**

* I would respect their wishes.
* I could never leave my parents.

1955 THE WARSAW PACT



**What is the Warsaw Pact?**

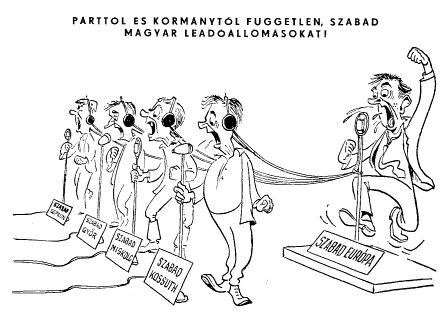
Warsaw Pact was formed as communist military alliance to maintain power over Eastern Europe.

**Who was the largest member?**

The Soviet Union

**Why was it created?**

In response to the creation of NATO, to protect the Soviet Union and its Socialist Republics from Capitalist aggression.



**How would you define the message of this cartoon?**

USSR is the boss: The leader. Whatever it says goes. The rest of the members of the Warsaw Pact are puppets. They just repeat and do what they are told to do by USSR.

**Is this message representative of NATO?**

Yes and No. The US dominates the decisions for NATO because it’s the wealthiest country and has the largest army. But UK France and other countries do have a say in the actions NATO takes, which is different from members of the Warsaw Pact.

1957 - Sputnik



**What is glorification?**

**1.**To give glory, honour, or high praise to; exalt.

**2.**To cause to be or seem more glorious or excellent than is actually the case:

**3.**To give glory to, especially through worship.

**How are these both primary sources?**

They are both images created around the same period in history. They are not recent, and you can study them to understand the purpose for which they were created during the Cold War.



**How would you describe the difference between both primary sources?**

One above is a real photo taken at the time of Sputnik.

One on the right is a stamp created at the time of Sputnik.

One above is an image of something that actually happened at that space and time.

One on the right is a stamp created specifically to glorify the achievements of the USSR and commemorate the dog Laika who was sent into space.

1960 – U-2 SPY PLANE SHOT DOWN



Francis Gary Powers Poster with thanks to Francis Gary Powers

**Who was Francis Gary Powers? What events surrounded these two primary sources?**

US pilot sent on a reconnaissance mission to spy on Soviet Spy plane was shot down; US denied it had sent a plane into enemy

Military bases. territory. Soviets captured powers and traded him for a Soviet spy.

Because of this incident, Soviets walked out on Paris Summit in 1960.

**What type of plane did he fly? Why would this Soviet poster thank Powers?**

U-2 Spy Plane They know the true nature of the US, that they can’t trust them.

They got a spy back.

1961 – Berlin Wall is built

|  |  |
| --- | --- |
| http://russia-moscow.com/images/construction1.jpg | http://russia-moscow.com/images/construction2.jpg |
| http://russia-moscow.com/images/construction3.jpg | http://russia-moscow.com/images/construction4.jpg |



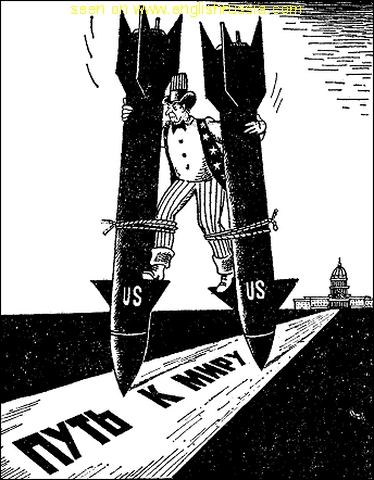
**Getting into role:**

You are an East German father who is a member of the Communist Party. You have been helping East Germans escape. Your family lives in West Germany because you helped them escape.

**In your Journal:**

Write a letter to your family talking about everyday life. Write about the ups and downs of living under Communism. What you wish for, the economy, the spirit of the East German people and your conflicted thoughts between your love for Communist ideals versus the reality of what Communism has become.

Propaganda War really begins

[](http://englishrussia.com/?p=312&cpage=1)  

*Uncle Sam walks of the "Path to Peace" with bombs for stilts.* This is a Black Sea and Uncle Sam is looking thru

spyglass on USSR with a sign “Provocation”

on it, standing on US ships.

**What is stereotyping? Who is Uncle Sam? What is he doing?**

Classifying people because of one unique characteristic. Symbol taken from a real person, Sam Wilson to In all three he is seen as spying, or being carless

Stereotyping is a form of prejudice that can form damaging represent the United Sates in cartoons. With nuclear warheads or portrayed as if he is

images of people because of a particular characteristic on a path to war with the Soviet Union.

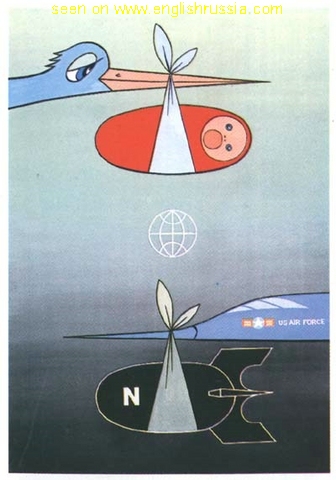
without having any knowledge of the person.  
 **What do you think the message is? What is his purpose in these photos?**

**Whom does he represent?** The US is a war mongering and spy who wants to To generate distrust amongst Soviet people

Uncle Sam was widely destroy the Soviet Union. of the U.S.

used to represent USA.

SOVIET PROPAGANDA

 “Our children shouldn’t be the last generation on the EARTH”.  In USSR there are many new schools,

In USA – schools are being closed all the time.

**What’s the message? What is propaganda? To what are these photos appealing?**

The USSR cares about children and Information designed to create and manipulate To the emotional side of citizens.

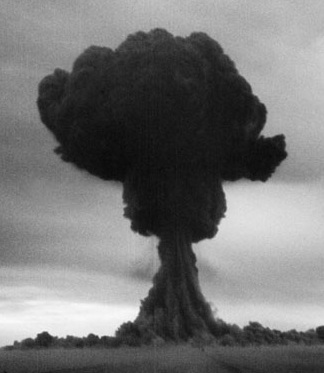
There future, whereas the U.S. just fear and hate of something or someone. To get them to believe that the USSR

cares about death and destruction. are the good guys.

**Who is the intended audience?**  Soviet and Socialist Republic Citizens

SOVIET ATOM AND HYDROGEN

1949 - ATOMIC 1953 - HYDROGEN



**Keep in mind:**

**You are a Ukrainian living in the Ukraine.**

You are sitting with your family watching T.V. at a relatives’ house who can afford to have a one. You see a notice that Russia now has the hydrogen bomb. Then a commercial comes on demonstrating what to do with your home anti-radiation kit.

Do you feel safe?

Do you trust your government?

1962 CUBAN MISSILE CRISIS



**Who are they?**

**Drawing on your prior knowledge, how do these images contradict and complement each other?**

The first shows Kennedy and Khrushchev as congenial and friendly. The second portrays them as mortal enemies, playing with nuclear weapons and deciding the fate of the world as if they were deciding a bet by race. Hence: The Arms Race

**In Role and in your journal, write a letter as Nikita Khrushchev to a loved one expressing any concerns, feelings, doubts etc. about the Cuban Missile Crisis.**

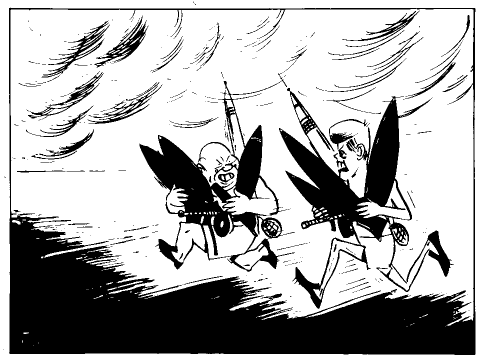
**Think about:**

**What do you think you would say?**

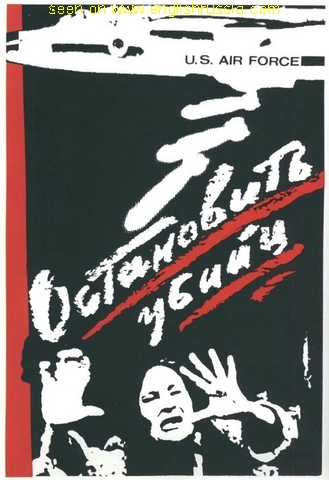
**Would you be strong and stoic or fearful and cautious?**

**Would you tell them not to worry or rush them to a fallout shelter?**

**Make Notes:**



1960’ – 1970’s VIETNAM WAR



Piece to Vietnam! “Stop the Killers!” i.e. stop US AIR FORCE “We are with you, Vietnam!”

In a group of 4, take 5 minutes to come up with three tableaux to represent these three different Russian propaganda posters.

Each group will take turns performing their tableaux in front of the class one right after the other with no stopping in between groups.

Once tableaux have been presented, each group has one minute to present their rational behind the tableaux. If the students take more than one minute they will be stopped.

1979 - The Soviet Union War in Afghanistan



**Can journalistic photos as primary sources tell a story of propaganda like caricatures do?**

Yes because it’s not fiction. Its real life and the depiction of real people and what they are going through. However, the photos can be staged and manufactured just like a cartoon or caricature can.

**How about movies? Are they a form of propaganda? If so how?**

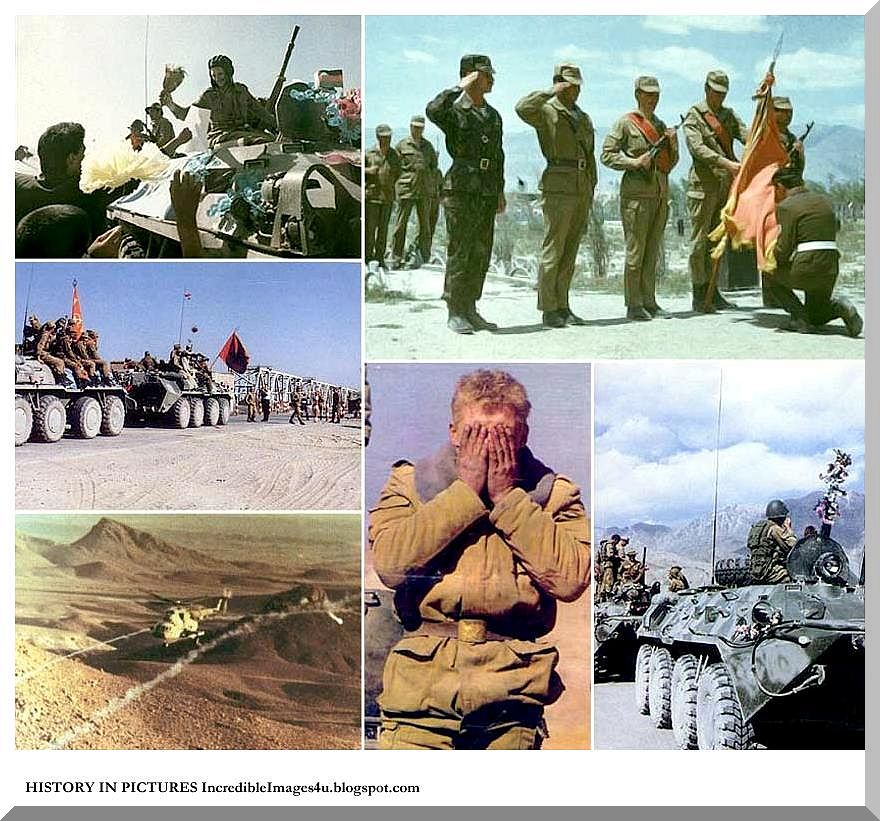
Yes, because they can be based on truth but skew the lines between reality and fiction. A movie can be whatever someone wants it to be. It can drive a message home further than just a picture because it has the use of story -telling and extended dialogue.

**Is either of these sources credible?**

It depends on what it they are used for.

The photos can be used as photos. The movie is Hollywood so not that credible.

Tom Hanks as Charlie Wilson: A Texan Congressman who pursued U.S. Covert involvement in the Afghan Civil War.



1986 – The Chernobyl Disaster

You’ve just watched a video on Chernobyl. With a partner, develop three questions that other students will have to answer, that pertain to the video as a source.

1. Is this video a credible source?
2. How could you find out if it was?
3. What was the most engaging part of the film?

With your partner, choose a role:

A) Chernobyl Nuclear Reactor Spokesperson

B) Journalist: A member of the press.

1. (A) Write a short statement about the Chernobyl Nuclear Reactor in the role of a spokesperson for the reactor who is speaking to the press. Use the poster, (on your left), that depicts the day before the Chernobyl disaster. Draw your description of the reactor from the poster and not from the video.

(B) As a member of the press, write notes down, as if you’re at a press conference about the Chernobyl Nuclear Reactor. Draw your notes from the poster, (on your left), and not from the video that you’ve just watched.

1. Once you are finished:

* (A) Will read or act out his/her statement to the (B).
* (B) Will act as a journalist and listen intently to (A), while going over his/her notes and adding any additional notes in a different section from the original notes.

1. (B) reveals the similarities and differences between what was initially written, and what (A), as a spokesperson wrote.
2. Together, prepare a list of discrepancies and reasons why or why not you found them.
3. Present to the class, while in a circle if any discrepancies were found and your reasons why or why not.

