

Lesson Three How did the Bolsheviks use propaganda to turn Allied soldiers against their leaders?

Learning Objective:

To discover the significance of propaganda.

Learning Outcomes:

- To read through examples of British and Russian propaganda
- To summarise main points of sources on to a spider diagram in groups
- To share information from spider diagrams with peers.
- To suggest possible effects of Bolshevik propaganda on British soldiers

Starter (5 mins):

Display slide 2 and recap on the definition of Bolshevism. Then display slide 3 and recap the definition of propaganda. Display the image of the British seaplane dropping propaganda leaflets on Bolshevik troops over North Russia.

Ask individuals to reflect on what they can see briefly in silence, discuss their impressions with a partner and lead class discussion, taking suggestions from pairs.

The discussion should focus on the fact that plane is dropping leaflets to the Russians (the note in the source is in Russian so that the Russian soldiers can read it). Probe students to discuss why these leaflets may have been dropped and ensure that students understand that the leaflets are being dropped to dissuade the Russians from fighting any longer. It is beneficial to make clear that the source is a photograph that has been scanned with the leaflets on top of the photograph as student may think the leaflets were bigger than the plane!!

Main Activities (No more than 20 minutes):

Sources A-E from slides 10-14 need enlarging and displaying on the walls around your classroom.

Divide the class into 5 groups (number them 1-5 and if there are an odd number of students group 1 is to be the largest) ready to consult the 5 sources that are placed around the room in turn.

One student in each group is allocated to be the reader. The reader goes to their allocated first source and return to their group to summarise the main point of the text to them by describing it to the group. The rest of the group will then put the main points of the source onto a spider diagram (in their own books). Refer to instructions on slide 7. Once the information has been relayed the reader will then go to the next source and the process is repeated until all 5 sources have been completed (the teacher will need to time this activity carefully so that a brisk pace is maintained).

(The above task can be adapted and the sources can be handed to groups where they sit. This is better suited to a smaller classroom).

(5mins) Display sources A-E from slides 10-14 leading class discussion taking suggestions from groups on the main themes of the sources displayed on slide 8 (War weariness, Brotherhood, War is over, Internationalism and homesickness).

Plenary:

(10 mins) Students are to read through Churchill's letter to Lenin and think about:

1. Who wrote the letter?
2. What was the tone of the letter like?
3. What does that show us about the effect of the propaganda?

(5 mins) As a class discuss these points and decide how effective was the Bolshevik propaganda?

Allow the students to offer their opinions of the letter, but then the students should be geared toward considering that the propaganda must have been quite effective considering the status of the author of this letter- Winston Churchill. He feels the need to denounce the Russian propaganda quite severely.