

**NEH Summer Institute 2016
Central Asia in World History
The Ohio State University**

**Soviet Propaganda in Central Asia: 1920s – 1930s
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Background: This lesson is part of a larger study on the history of Russia from the time of the Kievan Rus through present day. It is one of four units in a 9th grade regional history course on Russia, China and India. The unit emphasizes the development of the modern Russian state through the lens of the Revolutions of 1905 and 1917 and continues with an examination of how Russia grew into a global superpower. Before beginning this lesson, students will have examined the USSR’s first Five Year Plan (1928 – 1932) and the components of Joseph Stalin’s “Third Revolution,” namely collectivization, industrialization, and the consolidation of power.

This lesson focuses on the impact of Stalin’s Revolution on the peoples of Central Asia and how propaganda was used to further Soviet ideals and policies. While not comprehensive, the aim of this lesson is to provide an entry point to a more diverse conversation on the impact of Soviet policies outside of Russia. The aim is for students to contemplate what it means for a new political and cultural regime to enter a region of the world that is often under-examined in the context of world history.

Focus Questions:

- What role does propaganda play in a revolution?
- How did Soviet policies change the lives of Central Asians?

Vocabulary:

- Propaganda
- Collectivization
- Kolkhoz
- Kulak
- Unveiling

Materials:

- PowerPoint presentation
- Photographs of Soviet Central Asia
- “Practice of Chauvinism and Local Nationalism” document
- Source analysis worksheets
- Propaganda poster instructions
- Assessment reflection

Assessments:

- Source analysis worksheets
- Propaganda poster and analysis
- Assessment reflection

Lesson Components:

Part One

1. Vocabulary review of key terms
2. Warm-Up: *What is propaganda? What is the purpose of propaganda?*
3. Image analysis of photographs using See-Mean-Matter and/or 6 C's worksheet
4. Text analysis of primary source document using the SOAPS+Tone worksheet
5. Class discussion of source material / check for understanding

Discussion questions:

- a. *Which Soviet policies are reflected in the sources?*
- b. *How do the policies change the lives of Central Asians?*
- c. *How is each type of source an example of propaganda?*
- d. *What techniques are used to persuade the viewer or reader?*

Part Two

1. Warm-Up: *What techniques does propaganda use to persuade its audience?*
2. Examples of propaganda techniques
3. Examples of propaganda posters from Soviet Central Asia
4. Creation of propaganda poster

Part Three

1. Gallery walk of student posters in classroom
2. Assessment reflection (exit ticket)

Additional Resources on the Soviet Era and Collectivization in Central Asia

Books:

Edgar, Adrienne Lynn. *Tribal Nation: The Making of Soviet Turkmenistan*. Princeton: Princeton University Press, 2004. Print.

Kamp, Marianne. "Women-Initiated Unveiling: State-led Campaigns in Uzbekistan and Azerbaijan." *Anti-veiling Campaigns in the Muslim World: Gender, Modernism and the Politics of Dress*. London: Routledge, 2014. Print.

Khalid, Adeeb. *Making Uzbekistan: Nation, Empire, and Revolution in the Early USSR*. New York: Cornell UP, 2015. Print.

Rywkin, Michael. *Moscow's Muslim Challenge: Soviet Central Asia*. Armonk, NY: Sharpe, 1990. Print.

Shayakhmetov, Mukhamet. *The Silent Steppe: The Memoir of a Kazakh Nomad under Stalin*. London: Rookery, 2006. Print.

Websites:

Figes, Orlando. "Revolution from Above." Orlando Figes. 2014. Web.

"Making Central Asia Soviet." *Seventeen Moments in Soviet History*. Michigan State University, 2015. Web.



Comrades Court, 1934

Source: *Propaganda and Dreams: Photographing the 1930s in the USSR and the US*
Available at <http://soviethistory.msu.edu/1929-2/making-central-asia-soviet/making-central-asia-soviet-images/#>



Uzbek women who have cast off the chador

Source: <http://soviethistory.msu.edu/1929-2/making-central-asia-soviet/change-comes-to-soviet-central-asia/#>

SEE-MEAN-MATTER



<p>WHAT DO YOU SEE? List every detail that you can see in the image.</p>	<p>WHAT DOES IT MEAN? What is this image showing us? What is happening in the image?</p>
	<p>WHY DOES IT MATTER? Why is this image, event, or idea important?</p>

ANALYZING A PRIMARY SOURCE: THE 6 C'S

CONTENT	CREATION
<i>Describe in detail what you see.</i>	<i>Who created this? When was this created?</i>
CONTEXT	CONNECTIONS
<i>What was going on in the world, the country, the region, or the local area when this was created?</i>	<i>What do you already know about this topic? How does this source connect to other things that you have learned about?</i>
COMMUNICATION	CONCLUSIONS
<i>Is this source reliable? Is there any evidence of bias? What might influence this source's perspective?</i>	<i>How does the source contribute to our understanding of history? What conclusions can we make?</i>

Adapted from "The 6 C's of Primary Source Analysis" created by The History Project, University of California, Irvine

Practice of Chauvinism and Local Nationalism

P. Rysakov, 1930

Original Source: *Revolutsiia i natsionalnosti*, No. 8 (1930)

Facts are indeed stubborn. Only facts could induce a bourgeois politician like Voldemaras to state during the autumn session of the League of Nations that, owing to 'the lively activity of Soviet Russia in the field of reviving and supporting the National Regions ... the League of Nations will probably in the near future be faced with a serious problem which is maturing without its being aware of it ...

We shall quote only some particular examples, illustrating the achievements of our national policy ...

Take Uzbekistan. Before the Revolution that country, stripped by autocracy of its national physiognomy, had no industry of its own. But during the last three years, the industrial investments alone amounted to almost 50 million rubles. The investments in popular education and health services for 1927-28 and 1928-29 reached 89 million rubles. Whereas before the Revolution the Republic had less than 10 secondary schools, attended by the offspring of the colonial officials, it now has four higher educational establishments, which train dozens of indigenous engineers, doctors, chemists, agronomists and so forth. Fifty per cent of the workers of Uzbekistan are from the indigenous population. Bled white by autocracy, Uzbekistan was not able to develop its basic production—cotton growing and processing. At present the economy of the country has been switched in that direction, and already in 1931 Uzbekistan will gather from its fields 400,000 tons of cotton and build a network of cotton-processing works ...

Take Kazakhstan, the land of 'barbarians and bare steppes', as described by the Tsarist colonizers. That very country has already ploughed up over 4 million hectares of 'bare steppe', to be followed by as many as 20 million more. In 1915, Kazakhstan had 1,825 schools with 89,000 pupils (of whom 13,000 were Kazakhs), but in 1930 the Republic had 8,834 schools with 334,500 pupils (3,454 Kazakh schools with 130,000 pupils). The people, which had been downtrodden by autocracy, has founded its own university and reared hundreds of indigenous specialists. But recently a country without roads, Kazakhstan now has 1,452 kilometers of the Turksib, and is building 2,042 kilometers of new railroad lines. In the leading enterprises of the Republic, the indigenous proletariat now occupies a dominant position (Karsakpai-63 per cent and so forth).

All these are quantitative achievements. The qualitative achievements are no less instructive. The liberation from the colonial yoke of autocracy and the privileges it was establishing for the kulak settlers, the land-and-water reform in Central Asia, the confiscation of the property of the big semi-feudal beys in Kazakhstan and so

on, and finally, the mighty wave of collectivization which embraces ever new strata of the village poor and medium farmers-all these factors are making for the socialist transformation of the backward Republics of the Union. Already 23 per cent of all the households in the National Republics and Provinces have been collectivized.

Source: <http://soviethistory.msu.edu/1929-2/making-central-asia-soviet/making-central-asia-soviet-texts/practice-of-chauvinism-and-local-nationalism/>

SOAPS+Tone

“Too often students approach a text with no particular plan. To novice readers, the text contains a series of facts that they discover and report to the teacher....Thus, students typically respond by repeating the details of the piece to show they know what it says...Each piece of reading should give students the opportunity to practice and develop the intellectual skills by which they make meaning from material...” College Board, Interdisciplinary Strategies for Social Studies, 2004

Overview:

The SOAPSTONE strategy is an expanded version of SOAPS. The additional element, “tone,” reflects the attitude of the author, which includes his/her perspective, point of view, and even bias.

Materials Needed:

SOAPSTONE Guide

Reading or primary source material

Procedure:

As students examine their assigned text or source, ask them to respond to the following in complete sentences or short phrases, as the instructor desires. This initial analysis is useful as an important stepping-stone toward development of an essay that requires analysis of multiple sources in order to address a given prompt. However, it is just as useful to initiate students to understanding common elements of all primary sources, whether they be documents, illustrations, photographs, sound recordings, posters, maps, graphs, etc.

Adapted from Edmond Schools:

<http://edmondschools.net/AboutUs/Curriculum/CurriculumSpecialties/SocialStudies/STEPShandbook/tabid/1573/Default.aspx>

SOAPS+Tone Guide

<p>Who is the <u>Speaker?</u></p>	<ul style="list-style-type: none">• Identify the person or group of people who created the source (the author or the voice that is speaking). • What do we know about this person? • What role does he/she play in this event?
<p>What is the <u>Occasion?</u></p>	<ul style="list-style-type: none">• What is the time and place? What other things might be happening during this time?
<p>Who is the <u>Audience?</u></p>	<p>The audience may be one person, a small group, or a large group; it may be a specific person or a specific people.</p> <ul style="list-style-type: none">• To whom is the author writing?
<p>What is the <u>Purpose?</u></p>	<ul style="list-style-type: none">• What is the reason for writing the text? Why was it written? What goal did the author have in mind?
<p>What is the <u>Subject?</u></p>	<ul style="list-style-type: none">• What is the general topic or idea contained in the text? Summarize the text in a few words or a sentence.

What is the
Tone?

Examine the choice of words, emotions expressed, and imagery used to determine the speaker's attitude.

- What is the attitude expressed by the speaker (angry, surprised, frightened, curious, mysterious, playful, etc.)?

Soviet Propaganda Poster

Objectives:

- Create an original propaganda poster that illustrates the policies, actions, or ideology of the Soviet government in Central Asia (e.g. collectivization, liquidation of the kulaks, unveiling).
- Demonstrate your understanding of political reforms made in Central Asia in the 1920s and 1930s, as well as the central tenets of the Communist Party.

Poster Requirements:

- Minimum 8 ½ x 11 inches in size
- Color (no black and white)
- One or more specific propaganda techniques from the approved list
- A slogan or catch phrase
- Text and images that promote a specific political reform in 1920s/30s Soviet Central Asia

Resources:

- <http://changingminds.org/techniques/propaganda/propaganda.htm>
- http://www.cuesta.edu/student/servs_classes/ssc/study_guides/critical_thinking/103_think_logic_errors.html
- <http://soviethistory.msu.edu/1929-2/making-central-asia-soviet/making-central-asia-soviet-video/>

Poster Analysis:

You will submit a **typed** analysis of your poster. The analysis must answer the following questions:

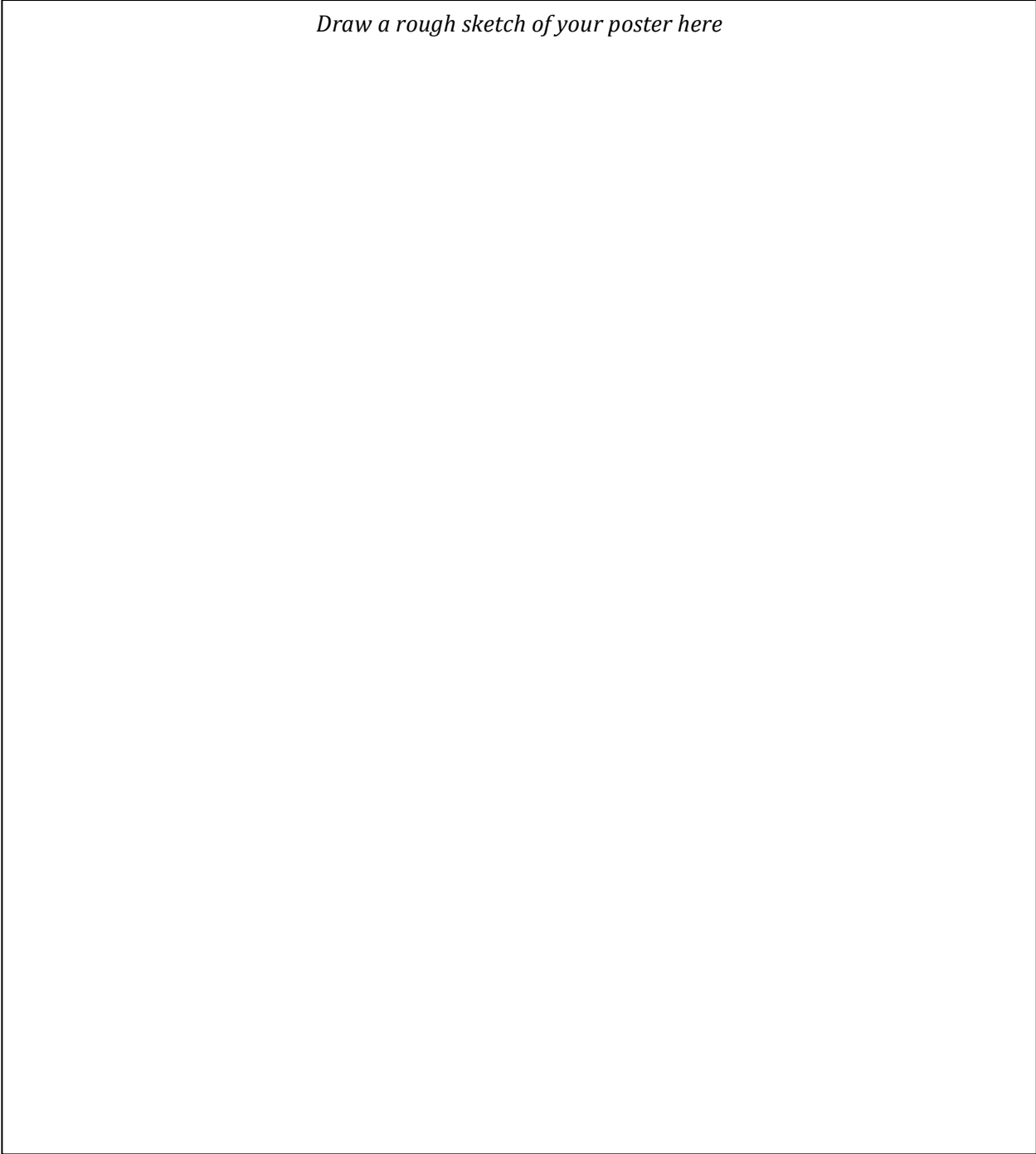
1. Which specific policy, action, or ideology does your poster illustrate?
2. Who is the intended audience?
3. What knowledge or background information would the viewer need to fully understand your poster?
4. What is the poster trying to get the viewer to do, think, or feel? Why?
5. Which propaganda technique(s) does your poster use? How is this reflected in the poster?

Project Planning Worksheet

Topic: _____

Propaganda technique(s): _____

Draw a rough sketch of your poster here



Assessment Reflection

Focus Questions:

- *What role does propaganda play in a revolution?*
- *How did Soviet policies change the lives of Central Asians?*

1. What is the most important thing you learned from creating this poster?

2. How could your teacher change this assessment to make it better next time?

3. Answer the two focus questions above in **no more than 3 sentences each**. Cite specific evidence to support your claims.