**Fascism Source Analysis**

**Guiding Question:**

* How has language been use as a tool **for** fascist movements?
* How has language been use as a tool **against** fascist movements?

*Language can encompass the following:*

*Literature – novels, short stories, poems*

*Propaganda*

*Songs*

*Visual art*

*Film*

*News (print)*

*Radio broadcast*

**Directions:**

* Find a primary source that reflects the **one** of the two guiding questions. The scope of the source should be within 20th century Europe during the Interwar Period. (Reminder: Lenin and Stalin were not fascist and Soviet Russia was not a fascist regime.)

Below are links to articles that will provide context and ideas for primary sources.

* <http://www.bbc.com/culture/story/20170206-the-artists-who-fought-fascism>
* <https://www.theguardian.com/artanddesign/2014/nov/05/conscience-conflict-british-artists-spanish-civil-war-review>
* <https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>
* <https://folkways.si.edu/anti-fascism-and-racial-struggle-in-song/music/playlist/smithsonian>

Possible places to find sources besides the library databases (at Ms. Bacon’s website)

* <https://www.library.wisc.edu/exhibits/special-collections/italian-life-under-fascism-selections-from-the-fry-collection/fascist-propaganda/>
* <https://www.pablopicasso.org/picasso-paintings.jsp>
* <https://folkways.si.edu/anti-fascism-and-racial-struggle-in-song/music/playlist/smithsonian>

LA:

* Write a thesis driven paragraph analyzing the language and rhetoric that contributes to the author’s purpose.
* Include at least two quotes to analyze for technique and/or propaganda.

SS:

* Create an OPCVL analysis chart (like what we’ve done before for our WWI unit) for your primary source that includes the source’s origins, purpose and content and the values and limitations relevant to the guiding question.
* Your analysis must be written in formal academic language, paragraph format.

*An OPCVL analysis chart template will be posted on my website and on Teams.*