

**The Power of Persuasion: “What influences our opinions & decisions?”**

Congratulations on accepting the challenge of enrolling in Pre-AP English II. We are excited you are choosing a course that will prepare you for AP English, as well as a course that will help continue your preparation for college.

You will participate in a number of activities during the summer to prepare you for next year. The following information will help you complete each assignment. You may also visit the J. Frank Dobie website if you lose the summer assignment handouts.

**Your Assignments:**

You will need to purchase your own copy of the novel, Animal Farm, and have it read by the time we return in August. While reading the novel, you will participate in the *Guided Dialectical Journal* assignment. There will be an exam and a timed writing over the novel when you return in August.

You will be asked to complete the *Persuasion Politics* assignment by looking at two speeches given by two of today’s most influential political leaders: Republican Governor of California, Arnold Schwarzenegger, and current President of the United States, Barack Obama. This assignment will consist of annotating, several short answer questions, and a brief essay.

You will also be asked to create a *Media Journal* throughout the summer. This will force you to look at the world around you and discover how different forms of media attempt to influence your choices. There are several different ways this is done and through this assignment you will discover which methods seem to influence you the most.

**English II/Pre-AP Teacher Contact Information:**

Feel free to contact any of the English II/Pre-AP teachers during the summer if you have any questions or concerns.

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### Guided Dialectical Journal

**Directions:** Using the format below, you will complete a *Guided Dialectical Journal* throughout the reading of the novel, Animal Farm. There are several different types of entries, including: natural commentary, personal connections, characterization, analysis of a literary element, and question & answer.

*Natural Commentary:* These entries are written based on your natural reaction to the text. It is not about your personal connections, but rather your reaction to the material. Respond with whatever comes to mind after reading the passage or quote.

*Personal Connections:* This type of entry is based on any personal connection you can make to the text. For example, it reminds you of something you have been through, someone you know, something you have seen, etc.

*Characterization:* These entries are based on what assumptions you can make about a character based on his/her description in the text. These entries are based on both indirect and direct characterization.

*Analysis of a Literary Element:* This type of entry is based on the analysis of a literary element (i.e. symbols, allusions, diction, foreshadowing, metaphor, mood, personification, plot elements, repetition, suspense, etc.). These entries require you to understand what type of literary device is being used, as well as what effect it has on the text.

*Question & Answer:* This type of entry requires you to pose a question about the selection and then offer a possible answer to the question. Obviously, you may not always know the correct answer, but you need to attempt an answer.

There will also be an opportunity for you to select your own quotes, but they have to match the entry type listed in the Response column. You will know you have to select a quote if the quote column is left blank.

We have already completed Chapter I of Animal Farm. These examples should help guide you through the rest of the assignment. For the rest of the chapters, the quote and/or the type of entry response you should write are provided for you, but the rest is up to you and your individual experience while reading the novel.

\*Please Note: The page numbers in the *Guided Dialectical Journal* may differ depending on the copy of the novel you purchase. The quotes however, remain the same, so “not being able to find the quote according to the page number” is NOT an excuse for not completing the assignment.

## Animal Farm by George Orwell

### Chapter I:

Quote	Response
“At the last moment Mollie, the foolish, pretty white mare who drew Mr. Jones’s trap, came mincing daintily in, chewing at a lump of sugar.” (27)	<i>Characterization:</i> It is obvious that Mollie is spoiled and different from the rest of the animals in her attitude. The fact that she comes in “at the last moment” shows she thinks the world revolves around her.
“Old Major...was so highly regarded on the farm that everyone was quite ready to lose an hour’s sleep in order to hear what he had to say.” (25)	<i>Q&amp;A:</i> Why is old Major so respected? He is respected because he is one of the oldest animals on the farm and has survived all his years because he is a prize-winning boar.
“Man is the only real enemy we have. Remove man from the scene, and the root cause of hunger and overwork is abolished forever.” (29)	<i>Personal Connection:</i> This reminds me when I studied about Hitler in 9 <sup>th</sup> grade. It sounds like the same type of lies Hitler used to convince others that the Jews should be exterminated.
“Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals.” (29)	<i>Natural Commentary:</i> Old Major makes a good point when he talks about how man can’t really do anything for himself, but he gets to be in charge of all things living. What is really surprising is that old Major is right...we do consume without doing anything, which really made me think.
“Comrades, you have heard already about the strange dream that I had last night.” (27)	<i>Literary Analysis:</i> Orwell’s choice of diction when he uses the word “Comrades” is significant because it makes the reader understand that old Major sees all the animals as equals, even though he is much older and wiser. The word “Comrade” seems to be like the word “friend”, and it is important to make the animals feel like friends because he is asking them to rebel.

## Chapter II:

Quote	Response
“Three nights later old Major died peacefully in his sleep.” (35)	<i>Natural Commentary:</i>
“The work of teaching and organising the others fell naturally upon the pigs, who were generally recognised as being the cleverest of the animals.” (35)	<i>Q&amp;A:</i>
“The others said of Squealer that he could turn black into white.” (36)	<i>Characterization:</i>
“The most faithful disciples were the two cart horses, Boxer and Clover...they absorbed everything they were told, and passed it on to the other animals by simple arguments.” (37)	<i>Personal Connection: Does this type of hard work and attitude remind you of anyone you know?</i>
“Going back, the others found that she had remained behind in the best bedroom. She had taken a piece of blue ribbon from Mrs. Jones’s dressing table...in a very foolish manner.” (41)	<i>Characterization:</i>

<p>“They explained that by their studies of the past three months the pigs had succeeded in reducing the principles of Animalism to Seven Commandments.” (42)</p>	<p><i>Literary Analysis (Diction):</i></p>
<p>“So the animals trooped down to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared.” (44)</p>	<p><i>Natural Commentary:</i></p>

**Chapter III:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural they should assume leadership.” (45)</p>	<p><i>Natural Commentary:</i></p>
	<p><i>Characterization:</i></p>

<p>“Snowball and Squealer were by far the most active in the debates. But it was noticed that these two were never in agreement: whatever suggestion either of them made, the other could be counted on to oppose it.” (48)</p>	<p><i>Personal Connection: Have you ever felt like no matter what you say, you know someone who will say the opposite?</i></p>
<p>“Mollie refused to learn any but the six letters which spelt her own name.” (50)</p>	<p><i>Characterization:</i></p>
<p>““Comrades!”” he cried. ‘You do not imagine, I hope, that we pigs are doing this in the spirit of selfishness and privilege? Many of us actually dislike milk and apples...surely there is no one among you who wants to see Jones come back?’” (52)</p>	<p><i>Literary Analysis (Persuasion):</i></p>

**Chapter IV:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“Most of the time Mr. Jones had spent sitting in the taproom of the Red Lion at Willingdon, complaining to anyone who would listen of the monstrous injustice he had suffered in being turned out of his property by a pack of good-for-nothing animals.” (54)</p>	<p><i>Characterization:</i></p>

<p>“As the human beings approached the farm buildings, Snowball launched his first attack...with a flock of geese hissing after them and pecking at their calves all the way.” (57-58)</p>	<p><i>Natural Commentary:</i></p>
<p>“‘He is dead,’ said Boxer sorrowfully. ‘I had no intention of doing that. I forgot that I was wearing iron shoes. Who will believe that I did not do this on purpose?’” (58-59)</p>	<p><i>Characterization:</i></p>
<p>“‘No sentimentality, comrade!’ cried Snowball, from whose wounds the blood was still dripping. ‘War is war. The only good human is a dead one.’” (59)</p>	<p><i>Characterization:</i></p>

**Chapter V:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“‘It isn’t true!’ repeated Mollie, but she could not look Clover in the face, and the next moment she took to her heels and galloped away into the field.” (62)</p>	<p><i>Characterization:</i></p>
	<p><i>Q&amp;A:</i></p>

<p>“He walked heavily round the shed, looked closely at every detail of the plans...then suddenly he lifted his leg, urinated over the plans, and walked out without uttering a word.” (64)</p>	<p><i>Characterization:</i></p>
<p>“Benjamin was the only animal who did not side with either faction.” (65)</p>	<p><i>Characterization:</i></p>
<p>“At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn...Then he put on an extra spurt and, with a few inches to spare, slipped through a hole in the hedge and was seen no more.” (67-68)</p>	<p><i>Natural Commentary:</i></p>
	<p><i>Natural Commentary:</i></p>

**Chapter VI:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“All that year the animals worked like slaves.” (73)</p>	<p><i>Q&amp;A:</i></p>

<p>“Clover warned him sometimes to be careful not to overstrain himself, but Boxer would never listen to her.” (75)</p>	<p><i>Characterization:</i></p>
<p>“A Mr. Whymper, a solicitor living in Willingdon, had agreed to act as intermediary between Animal Farm and the outside world, and would visit the farm every Monday morning to receive his instructions.” (77)</p>	<p><i>Literary Analysis (Character Nym): The figurative meaning of his name, Whymper (whimper)</i></p>
<p>““It says, No animal shall sleep in a bed <i>with sheets,</i> ’ she announced.” (79)</p>	<p><i>Personal Connection: Have you ever felt like someone changed the “rules” on you to help fit what they wanted?</i></p>
<p>“The animals were shocked beyond measure to learn that even Snowball could be guilty of such an action...Snowball had probably come from the direction of Foxwood Farm.” (82)</p>	<p><i>Natural Commentary:</i></p>

## Chapter VII:

Quote	Response
	<i>Characterization:</i>
<p>“In addition, Napoleon ordered the almost empty bins in the store-shed to be filled nearly to the brim with sand, which was then covered up with that remained of the grain and meal.” (85)</p>	<i>Personal Connections: Have you ever done something to try and keep up outward appearances when something was really wrong?</i>
<p>“For the first time since the expulsion of Jones, there was something resembling a rebellion...He ordered the hens’ rations to be stopped, and decreed that any animal giving so much as a grain of corn to a hen should be punished by death.” (86-87)</p>	<i>Natural Commentary:</i>
<p>“Whenever anything went wrong it became usual to attribute it to Snowball.” (88)</p>	<i>Personal Connection: Have you ever been blamed for something when it wasn’t your fault?</i>

<p>“To the amazement of everybody, three of them flung themselves upon Boxer.” (92)</p>	<p><i>Q&amp;A:</i></p>
<p>“And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon’s feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones.” (93)</p>	<p><i>Natural Commentary:</i></p>
<p>“Whatever happened she would remain faithful, work hard, carry out the orders that were given to her, and accept the leadership of Napoleon.” (95)</p>	<p><i>Characterization:</i></p>

**Chapter VIII:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
	<p><i>Natural Commentary:</i></p>
<p>“Three days later there was a terrible hullabaloo...Frederick had got the timber for nothing!” (106)</p>	<p><i>Personal Connections: Have you ever trusted someone and he/she betrayed you in the end?</i></p>

<p>“They had won, but they were weary and bleeding...It was as though the windmill had never been.” (109)</p>	<p><i>Natural Commentary:</i></p>
<p>“Comrade Napoleon was dying!” (111)</p>	<p><i>Q&amp;A:</i></p>
<p>“One night at about twelve o’clock there was a loud crash in the yard, the animals rushed out of their stalls. It was a moonlit night. At the foot of the end wall of the big barn, where the Seven Commandments were written, there lay a ladder broken in two pieces. Squealer, temporarily stunned, was sprawling beside it, and near at hand there lay a lantern, a paintbrush, and an overturned pot of white paint.” (112)</p>	<p><i>Natural Commentary:</i></p>

**Chapter IX:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“Boxer refused to take even a day off work, and made it a point of honour not to let it be seen he was in pain.” (114)</p>	<p><i>Characterization:</i></p>
	<p><i>Literary Analysis (Diction):</i></p>

<p>“Napoleon had commanded that once a week there should be held something called a Spontaneous Demonstration, the object of which was to celebrate the struggles and triumphs of Animal Farm.” (117)</p>	<p><i>Literary Analysis (Irony):</i></p>
<p>“The wounds on Snowball’s back, which a few of the animals still remembered to have seen, had been inflicted by Napoleon’s teeth.” (119)</p>	<p><i>Natural Commentary:</i></p>
	<p><i>Natural Commentary:</i></p>
<p>“Here Squealer’s demeanour suddenly changed. He fell silent for a moment, and his little eyes darted suspiciously from side to side before he proceeded.” (125)</p>	<p><i>Characterization:</i></p>

**Chapter X:**

<p><b>Quote</b></p>	<p><b>Response</b></p>
<p>“A time came when there was no one who remembered the old days before the Rebellion, except Clover, Benjamin, Moses the raven, and a number of the pigs.” (127)</p>	<p><i>Natural Commentary:</i></p>

<p>“The truest happiness, he said, lay in working hard and living frugally.” (128)</p>	<p><i>Personal Connection: Although this does not seem like a typical description of happiness, discuss a time when you, personally, have been truly happy.</i></p>
<p>“But still, neither the pigs nor dogs produced any food by their own labour; and there were very many of them, and their appetites were always good.” (129)</p>	<p><i>Literary Analysis (Irony): Hint: Think back to old Major’s speech.</i></p>
	<p><i>Natural Commentary:</i></p>
<p>“He [Mr. Pilkington] believed he was right in saying that the lower animals on Animal Farm did more work and received less food than any animals in the county.” (136)</p>	<p><i>Natural Commentary:</i></p>
<p>“Twelve voices were shouting in anger, and they were all alike. No questions, now, what had happened to the faces of the pigs. The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.” (139)</p>	<p><i>Literary Analysis (Irony or Symbolism):</i></p>

### Persuasion Politics: Compare and Contrast

**Directions:** You will read and respond to two speeches given by two of today's most influential political leaders: Republican Governor of California, Arnold Schwarzenegger, and current President of the United States, Barack Obama.

**Part I:** Read the two speeches.

As you read, annotate and find the following literary devices in each speech:

**Anaphora** refers to the repetition of a word or a phrase at the beginning of successive clauses.

**If-then clauses** refer to clauses that have a cause and an effect.

**The Imperative** refers to a sentence that gives advice or instructions or that expresses a request or command.

**Parallel phrasing** refers to similarly structured words, phrases, or clauses that appear in a sentence.

**Personal narrative** refers to a form of writing in which the writer relates an event, incident, or experience in his or her own life.

**Part II:** Answer the following questions.

**Diction** refers to word choice and how certain words can characterize a passage or an entire work. In politics, diction shifts according to audience. A speaker may use informal, slang, elegant and/or formal diction.

1. What type of diction do both Obama and Schwarzenegger use in their speeches?

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2. Why did they use this type of diction?

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### Keynote Address at the Democratic National Convention, 2004

1. What was your reaction to this speech? Did you like it? Were you moved by his words of hope? What didn't you like about it?

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2. What are Obama's main themes? Are there any flaws in his argument? What are they?

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3. How partisan is Obama's speech? How much does he attempt to discredit Republicans and elevate Democrats?

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**Keynote Address at the Republican National Convention, 2004**

1. What was your reaction to this speech? Did you like it? Were you moved by his words of hope? What didn't you like about it?

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2. What are Schwarzenegger's main themes? Are there any flaws in his argument? What are they?

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3. What does Schwarzenegger's speech tell you about how he views what it is to be American?

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**Part III:** Answer the following questions that take you beyond the text.

1. Did you have any pre-biased opinions before you read each speech?

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2. Do you consider yourself a Republican, Democrat, or part of any other political party?

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3. What influences your political perspective?

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4. What are possible political influences for people your age?

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**Part IV:** Complete the writing assignment over one of the speeches using the following guidelines:

- Below are two prompts related to each speech.
- Choose ONE prompt to write your essay.
- Essay must be typed.
- Use 12 point font.
- Heading must include Name, English II Pre-AP, Title
- Length: One to Two pages

**Keynote Address at the Democratic National Convention, 2004**

“The Audacity of Hope”

In his speech to the 2004 Democratic National Convention, then Senator Barack Obama conveyed his belief that a spirit of hope and unity would help solve America’s problems. In a well-organized essay, develop your own position by agreeing or disagreeing with Senator Obama’s belief. Use your own experiences, observations, or readings to support your position.

**Keynote Address at the Republican National Convention, 2004**

In his speech to the 2004 Republican National Convention, California Governor Arnold Schwarzenegger described his own journey to become an American citizen. At one point he told his audience, “We [Americans] are still the lamp lighting the world, especially [for] those who struggle.” In a well-organized essay, explain the meaning of these words. Then defend or challenge Schwarzenegger’s position, using your own experiences, observations, or readings as support.

\*\*The speeches can be obtained online if you do not have the original handouts.

### **Media Journal Project**

**Directions:** Read through the definitions and examples of the different types of propaganda. Your assignment is to create a *Media Journal* that reflects modern examples of these types of propaganda.

You must find eight (8) examples, using any of the 10 techniques described. You may repeat a technique, but only once. This means that you have to have a minimum of four (4) different techniques.

You may find examples in magazines, newspapers, online advertisements or even billboards (if you take a picture of the billboard). You must have a copy of the advertisement you are using as an example. This can be the original advertisement which is cut out and glued neatly into your *Media Journal*, or it can be printed from the computer or photocopied, either way it must be legible and easy to see.

You will complete this assignment over the summer break. You should expect to turn it in during the first week of school. It is going to take some time to find all your examples and write your analysis, so please plan accordingly. Don't leave this until a week before school starts.

For each example you will need to do the following things:

- Correctly identify the type of propaganda being used and defend your answer.
- Analyze the effectiveness of the advertisement in a paragraph. Do you think the technique is effective or not? What else is effective or ineffective about the advertisement?
- Identify the intended audience for this advertisement based on who would buy this product or use this service, as well as based on where you found the advertisement. For example, advertisements in a women's magazine would most likely have a female audience.
- Discuss in a paragraph your initial reaction to the advertisement. If you were looking at this advertisement without analyzing it, do you think it would have been effective on you? Why or why not? What do you like or dislike about it?

You will also need to create a cover for your *Media Journal*. This can be created in any manor you choose (hand drawn, computer etc.) Your *Media Journal* should be stapled neatly together in a book format with the cover on top, all eight examples in the middle and the grade sheet on the back. You may also choose to put this in a folder with brads instead.

**Grading:** See attached grade sheet to see how each section will be graded.

## Types of Propaganda

The following descriptions will help guide you as you complete the *Media Journal* assignment.

**Assertion:** An assertion is an enthusiastic or energetic statement that is presented as a fact, although it is not necessarily true. They often imply that the statement requires no explanation or back up, but that it should merely be accepted without question. An example of assertion is when an advertiser states that their product is the best without providing evidence for this.

**Bandwagon:** Bandwagon is an attempt to make you follow the crowd, to join in because others are doing so as well. In modern propaganda, they are trying to convince you that since everyone else is doing it, you will be left out if you do not. For example, an ad states, “Everyone is rushing down to their Ford dealer.”

**Card Stacking:** (also called selective omission) Card stacking involves only presenting information that is positive to an idea and omitting information that is negative. Although the majority of information presented by the card stacking approach is true, it is dangerous because it omits important information.

**Glittering generalities:** Using language associated with values and beliefs deeply held by the audience without providing supporting information or reason. They appeal to such notions as honor, glory, love of country, desire for peace, freedom, and family values. The words and phrases are vague and suggest different things to different people but the implication is always favorable. For example, when a person is asked to do something in “defense of democracy” they are most likely to agree. The concept of democracy has such a high value to people that they don’t question what is meant by “defending” it. Words often used as glittering generalities are “honor”, “glory” or “freedom”.

**Lesser of Two Evils:** The “lesser of two evils” technique tries to convince us of an idea or proposal by presenting it as the least offensive option. This technique is often used during wartime to convince people of the need for sacrifices or to justify difficult decisions. For example, this technique would have been used to remind Americans why it was important to stick to rations during war time. Having to live with rations was better than having to live with communism.

**Name Calling:** The name-calling technique links a person, or idea, to a negative symbol. The propagandist who uses this technique hopes that the audience will reject the person or the idea on the basis of the negative symbol, instead of looking at the available evidence. For example, politicians often use this when they make advertisements that put-down their opponent.

**Pinpointing the Enemy:** “Pinpointing the enemy” is an attempt to simplify a complex situation by presenting one specific group or person as the enemy. Although there may be other factors involved, the subject is urged to simply view the situation in terms of clear-cut right and wrong. For example, Coke is better than Pepsi.

**Plain Folks:** By using the plain-folks technique, speakers attempt to convince their audience that they, and their ideas, are “of the people.” The device is used by advertisers and politicians alike. For example, America's recent presidents have all been millionaires, but they have gone to great lengths to present themselves as ordinary citizens. Bill Clinton ate at McDonald’s and confessed a fondness for trashy spy novels and Jimmy Carter presented himself as a humble peanut farmer from Georgia.

**Testimonials:** Testimonials are quotations or endorsements from a famous or respectable person for a product or item. For example, a testimonial is when a celebrity is used in a commercial to help sell a product.

**Transfer:** Transfer is an attempt to make the subject view a certain item the same way they view another item, to link the two in the subjects mind. Although this technique is often used to transfer negative feelings for one object to another, it can also be used in positive ways.

**1<sup>st</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
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Effectiveness: \_\_\_\_\_  
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Audience: \_\_\_\_\_  
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**2<sup>nd</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
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Effectiveness: \_\_\_\_\_  
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Audience: \_\_\_\_\_  
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**3<sup>rd</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
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Effectiveness: \_\_\_\_\_  
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Audience: \_\_\_\_\_  
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**4<sup>th</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
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Effectiveness: \_\_\_\_\_  
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Audience: \_\_\_\_\_  
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Personal reaction: \_\_\_\_\_  
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**4<sup>th</sup> Example Point Break Down:**

- Correctly identified and defended in complete sentences ( \_\_\_\_\_ /2 pts).
- Analysis of the effectiveness of the advertisement is thorough, detailed, accurate and insightful ( \_\_\_\_\_ /3 pts).
- Audience is identified specifically based on where the advertisement was found as well as what type of product or service is being advertised ( \_\_\_\_\_ /2 pts).
- Your personal reactions to the advertisement are well worded, thorough, on topic, and insightful ( \_\_\_\_\_ /3 pts).
- Mechanics and writing conventions are followed and overall journal entry is neat and legible ( \_\_\_\_\_ /2 pts).

**5<sup>th</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
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Effectiveness: \_\_\_\_\_  
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Audience: \_\_\_\_\_  
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**6<sup>th</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Effectiveness: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Audience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**7<sup>th</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Effectiveness: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Audience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal reaction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7<sup>th</sup> Example Point Break Down:**

- Correctly identified and defended in complete sentences ( \_\_\_\_\_ /2 pts).
- Analysis of the effectiveness of the advertisement is thorough, detailed, accurate and insightful ( \_\_\_\_\_ /3 pts).
- Audience is identified specifically based on where the advertisement was found as well as what type of product or service is being advertised ( \_\_\_\_\_ /2 pts).
- Your personal reactions to the advertisement are well worded, thorough, on topic, and insightful ( \_\_\_\_\_ /3 pts).
- Mechanics and writing conventions are followed and overall journal entry is neat and legible ( \_\_\_\_\_ /2 pts).

**8<sup>th</sup> Example:**

[Neatly glue or tape advertisement here. If it is larger than this space, please fold and staple the advertisement here.]

Type of propaganda: \_\_\_\_\_

Defense: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Effectiveness: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Audience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Period: \_\_\_\_\_

**Media Journal Grade Sheet**

Section	Points Possible	Points Earned
Cover Page: very neat and creative. Includes title, name and class period	4	
1 <sup>st</sup> example (See point break down on journal entry.)	12	
2 <sup>nd</sup> example (See point break down on journal entry.)	12	
3 <sup>rd</sup> example (See point break down on journal entry.)	12	
4 <sup>th</sup> example (See point break down on journal entry.)	12	
5 <sup>th</sup> example (See point break down on journal entry.)	12	
6 <sup>th</sup> example (See point break down on journal entry.)	12	
7 <sup>th</sup> example (See point break down on journal entry.)	12	
8 <sup>th</sup> example (See point break down on journal entry.)	12	
Total Score	100	