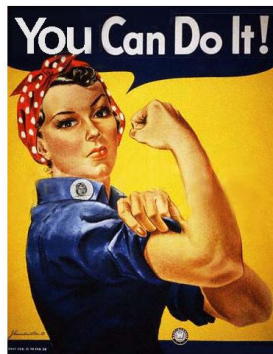


# Getting to the Core

English Language Arts

Grade 6 Unit of Study

**“Plugging into Propaganda”**



Final Revision: March 17, 2014

STUDENT RESOURCES

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### Extended Anticipatory Guide

Work with your partner to decide whether you agree or disagree with the statements below. Use the language on **Resource 1.2: Dyad Share** to guide your discussion.

Statement	Opinion at the Beginning of Lesson 1		Opinion at the End of Lesson 2		Evidence
	Agree	Disagree	Agree	Disagree	
1. The main purpose of a commercial is to make you laugh.					
2. People are easily persuaded to act or behave a certain way after watching a commercial.					
3. Advertisers use a variety of techniques to persuade you to buy something.					
4. Propaganda, that is, an organized attempt to spread certain beliefs or ideas, is always negative.					
5. Propagandists count on you to use your intelligence to form an opinion.					

## Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

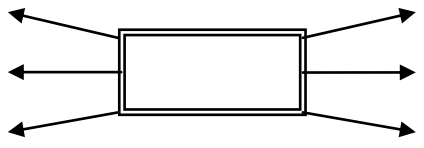
**Student 1:** Okay, I will begin by reading statement #1. (*Read statement.*) Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that...

**Student 2:** I agree/disagree with you. The reason for my agreement/disagreement is that I know that... Now I will read statement 2. (*Read statement.*) Based on what I know, I would say this statement is true/not true, so I will agree/disagree.

*(Continue through all the statements.)*

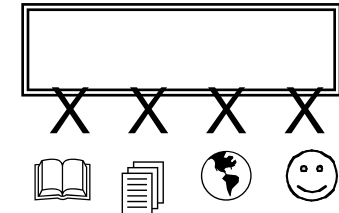
## ACADEMIC CONVERSATION PLACEMAT

Elaborate: “Can you elaborate on...?”  
“What do you mean by...?”



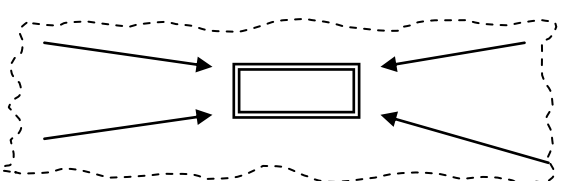
Frames for Responding:  
“I think it means that...”  
“In other words...”

Support Ideas with Examples: “Can you give an example from the text?”



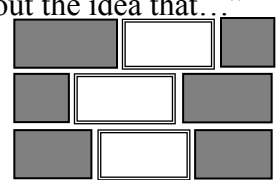
Frames for Responding: “For example...”  
“In the text it said that...”

Paraphrase: “What are you hearing?”  
“What do we know so far?”



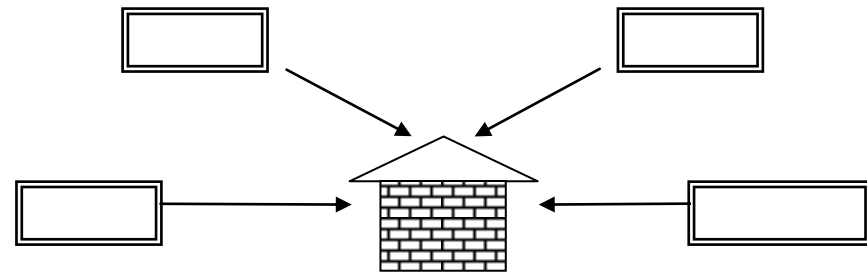
Frames for Responding: “So you are saying...”  
“Let me see if I understand you...”

Build on or/Challenge a Partner’s Idea: “What do you think about the idea that...”



Frames for Responding: “So, you are saying that..”  
“Let me see if I understand you...”

Synthesize Conversation Points: “What have we discussed so far?”



Frames for Responding: “We can say that...”  
“The main theme/point seems to be...”



**Video Response: *Can You Live with Dirty Water?***

Use the questions on this handout to guide your responses to the video advertisement *Can You Live with Dirty Water?*

<p><b><u>Focus: First Viewing</u></b>                  What are the positive and negative emotions the advertisers want people to feel?</p>	<p>The positive emotions the advertisers want people to feel are...</p>	<p>The negative emotions the advertisers want people to feel are...</p>
<p>What is the problem that needs a solution?</p>	<p>The problem that needs a solution is...</p>	
<p><b><u>Focus: Second Viewing</u></b>                  Is there a "call to action" in this advertisement?</p>	<p>The "call to action" in this advertisement is...</p>	
<p>What might the advertiser want people to think and do after watching?</p>	<p>The advertiser might want people to... and do... after watching the video.</p>	
<p><b><u>Focus: Third Viewing</u></b>                  How is the central idea developing, or going forward?</p>	<p>The central idea is developing by...</p>	
<p>How does sound contribute, or add to the development?</p>	<p>Sound contributes to the development by...</p>	

*Can You Live with Dirty Water*

**Short Response**

How did the advertiser use images and sound to influence your feelings about water pollution around the world? Use specific examples from the video to explain your response.

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### **Three Step Interview:**

#### ***Can You Live with Dirty Water*** **Short Response**

#### **Three Step Interview**

1. **Step One** – Student A asks Student B the short response question. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.)
  
2. **Step Two** – Student B now asks Student A the short response question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.)
  
3. **Step Three** – Each person shares his/her partner’s answer to the short response question with their group members. (All four students – A, B, C, D – are sharing together.)

#### **Language supports for Three Step Interview share out:**

- My partner stated that the advertiser used images and sound to influence his/her feelings about water pollution around the world by...
  
- My partner explained that \_\_\_\_\_ and \_\_\_\_\_ are some examples from the video that influenced his/her feelings by ...

### **Viewing with a Focus: *Evolution***

<p>What is happening in the video?</p>	<p>In this video, several things are happening. First...</p> <p>Then...</p>
<p>Write 3 emotions the video makes you feel.</p>	<p>This video makes me feel...</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>Why do you suppose the maker of the video decided not to use words?</p>	<p>I think the maker of the video decided not to use words because...</p>
<p>What is the message of this video?</p>	<p>The message of this video is...</p>
<p>What is the message of this video? (GROUP CONSENSUS)</p>	<p>My group agrees that the message of this video is...</p>
<p>What is the message of this video? (CLASS CONSENSUS)</p>	<p>Our class agrees that the message of this video is...</p>

## To Disagree

- Another way to look at it is \_\_\_\_\_.
  
- I do agree with what you said about \_\_\_\_\_, but I think \_\_\_\_\_.
  
- I have a different answer. I wrote down that \_\_\_\_\_.

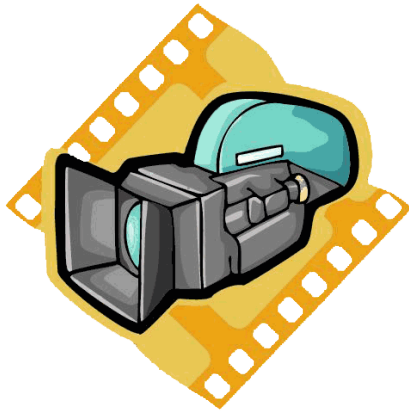
## To Agree

- You made a good point when you said \_\_\_\_\_.
  
- I see what you're saying. I agree because \_\_\_\_\_.
  
- My idea builds on \_\_\_\_\_'s idea. I think \_\_\_\_\_.

# How to Annotate a Video Clip

## *Listen with a Pencil*

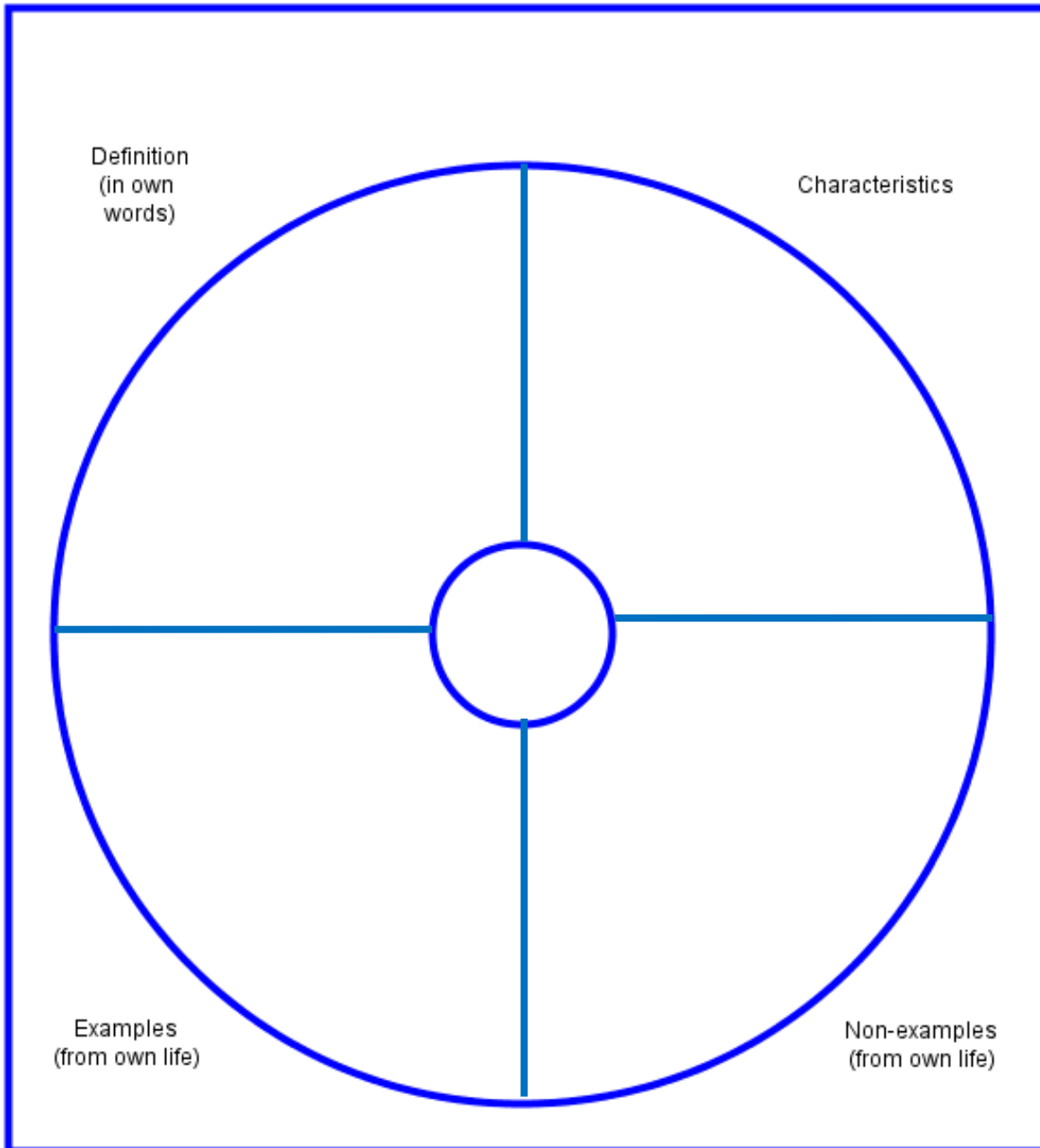
- **Write** key words or phrases that are confusing/unclear.
- Take **short notes** of any key words you hear.
- Write any **comments** that come to mind as you listen to the video.



## Academic Vocabulary Circle Map (Based on Frayer Model)

Directions: Write your academic word in the center and fill in the quadrants with your group.

Vocabulary Circle  
Map: Plugging  
into Propaganda



## ***Propaganda Techniques***

“Propaganda Techniques,” Holt Literature & Language Arts, Introductory Course, 2003, pp. 643-645

1 Propaganda techniques appeal more to your emotions than to common sense or logic. Like persuasive techniques, they are used to convince you to think, feel, or act a certain way. The difference is that a **propagandist**, a person who uses propaganda techniques, does not want you to think critically about the message.

2 For example, when you hear the name of a product or see its logo\* associated with your favorite football team, your excitement for that team is being used to sell that product. If you connect your excitement about the team with the product enough times, this propaganda technique, known as **transfer**, may eventually persuade you to buy the product. Your decision would be based not on logical reasons for buying the product but on your emotional response to the propaganda technique.

3 The following chart gives definitions and examples of other common propaganda techniques found in television ads and programs. As you watch TV, look for the given clues to identify these techniques in every kind of programming you watch.

<b>PROPAGANDA TECHNIQUES USED ON TELEVISION</b>		
<b>Techniques</b>	<b>Clues</b>	<b>Examples</b>
<b>Bandwagon</b> tries to convince you to do something or believe something because everyone else does.	Listen for slogans that use the words <i>everyone, everybody, all</i> , or in some cases, <i>nobody</i> .	While being interviewed on a talk show, an author might encourage viewers to join the thousands of other people who have benefited from his new diet book.
<b>Loaded language</b> uses words with strongly positive or negative meanings.	Listen for strongly positive or negative words, such as <i>perfect</i> or <i>terrible</i> .	<i>Wake-up Juice is a fantastic way to start your day!</i>
<b>Product placement</b> uses brand-name products as part of the scenery. The products' companies may pay producers for this seemingly unintended advertising.	As you watch TV, keep your eyes peeled for clearly visible brand names. Ask yourself if the brand names have anything to do with the plot of the show.	In the middle of a TV movie, an actor may drink a bottle of juice. The juice is not an important part of the plot, but the brand name of the juice is clearly visible.
<b>Snob appeal</b> suggests that a viewer can be special or part of a special group if he or she agrees with an idea or buys a product.	Listen for words, such as <i>exclusive, best</i> , or <i>quality</i> . Look for images of wealth, such as big houses, expensive cars, and fancy boats.	<i>Treat your cat like a queen; give her the cat food preferred exclusively by discriminating cats.</i>

<p><b>Symbols</b> associate the power and meaning of a cultural symbol with a product or idea.</p>	<p>Look for flags, team mascots, state flowers, or any other symbol that people view with pride.</p>	<p>A political candidate might use a national flag as a backdrop for a speech on TV.</p>
<p><b>Testimonials</b> use knowledgeable or famous people to endorse a product or idea.</p>	<p>Look for famous actors, athletes, politicians, and experts. Listen for their names or titles as well.</p>	<p>TV star Zen Williams actively supports alternative energy research--shouldn't you?</p>

***False and Misleading Information***

**Are You Sure About That?**

4 As mentioned earlier, a propagandist counts on you to be led by your emotions and not by your intelligence. Even if you wanted to think critically about a propagandist’s message, you would not have much to go on because propaganda is so strongly **biased**. That is, it favors one point of view and ignores information that supports another point of view.

5 However, any persuasive message can be misleading, not just those containing the propaganda techniques listed [in the chart above]. Here are some signals that a persuasive message contains misleading information.

**Presenting Opinions as Facts**

6 **Opinions** are beliefs, judgments, or claims that cannot be tested and proved true. Watch out for opinions presented as if they were facts. For example, a news report may quote an expert who says, “Space exploration is necessary for the future of human survival.” How could such a statement be proved? Opinions presented as facts, and not supported with evidence, can be misleading.

**Missing Information**

7 A persuasive message may downplay or leave out negative information. For example, car commercials often downplay the high price of the car. Instead, the commercials focus on the comfort, design, speed, and other positive features of the car. Information on pricing is usually included in small print or announced very quickly at the end of the commercial. As you watch TV, ask yourself, “What is missing? What facts or points of view are not being included?”

**The Moon is Made of Green Cheese**

8 While some persuasive messages may include misleading information, others may present falsehoods as if they were true. This type of information may sound perfectly logical, so it is much more difficult to detect than other propaganda techniques. For example, a talk show guest promoting his diet book might say, “With other plans, ninety percent of people gain back at least three-fourths of the weight they lost.” This might sound convincing, but because it would be difficult to track down these statistics, and because the speaker is trying to sell his own book, you should have a few doubts.

- 9 To avoid believing false information, consider the source of any fact or statistic. An authoritative source such as a respected research institution—for example, the Smithsonian Institution—probably provides accurate facts. If the information comes from a source you suspect may be strongly biased—for example, an oil company providing information that “proves” environmental regulations don’t work—look for a more reliable source that can confirm the facts before you accept them.

\*Example of a logo (National Football League):





## Common Text Structures and Features

A text may contain multiple **text features**, such as:

- Underlined words
- Headings and Subheadings
- Illustrations (graphics, images, maps, diagrams, etc.)
- *Italics*/**Bold** text
- Definitions (within text, usually in parentheses, or in the footer or margin of a page)

Text features can help you read and understand information (or expository) text. The following chart lists some commonly used text features, their format, and their purpose:

External Text Feature	Purpose - How does it help me read and understand the information?
Table of contents	This provides me with a list of information included in the text.
Heading/subheading	I can read a brief phrase that tells me what information I will find in the paragraph below it.
<b>Bold</b> or <i>italicized</i> words	These words are important terms that I must be able to define so I can understand the information.
Graphics/illustrations	A picture, graph, or chart provides me with more information OR arranges the information in a visual format so I might understand it better.

To help you understand how text structures and text features are used together, the following chart lists informational (or expository) writing assignments and the structure and features that could be used when completing them:

Writing Assignment	Text Structure/Text Feature
Biography	Chronological Order/Timeline
Report about a country or state	Description/Map
Article for a school newspaper about a school-related question or issue	Problem and Solution/Chart
Report about a life cycle	Sequential/Diagram
Essay about how something has changed over time, such as clothing styles	Compare and Contrast/Pictures
Article about the effects of a new law or important news event	Cause and Effect/Subheadings, Definitions, Italics

When you are reading informational text, you will notice that authors use many different text structures or organizational patterns to organize their information. The following chart lists signal words, definitions, and examples of some of the most common text structures you will encounter when reading informational text, as well as suggested Thinking Maps that can be used with each:

Text Structure	Signal Words/Phrases	Definition	Example	Thinking Maps
Cause and Effect	so that, because of, thus, unless, since, as a result, then, reasons for, consequently, explanation for , one possibility, nevertheless, accordingly	The writer explains the causes (reasons) for an event, situation, or phenomenon, and/or explains the effects (results) of an event, situation, or phenomenon.	Many Bald Eagles were killed by pesticides and illegal hunting; <b>therefore</b> , they were in danger of becoming extinct.	Multi-Flow Map
Comparison/Contrast	different from, same as, alike, similar to , unlike, but, not only, as well as, yet, either...or, compared to, by comparison, in contrast, while, although, unless, however	The writer explains how two or more things are similar and/or how they are different.	Golden Eagles are apt to hunt for prey <b>while</b> Bald Eagles are more likely to take an easy meal.	Double Bubble Map
Enumeration or Listing	to begin with, first, second, in addition, next, then, last, finally, another, also, most important	The writer presents information in a structure that resembles an outline. It is often presented in a bulleted format. Each section may open with a main idea, then elaborate on it, and is sometimes divided into subsections.	<u>Golden Eagles</u> *Physical Characteristics *Nesting *Migration *Diet	Tree Map
Sequential or Chronological Process	first, second, third, now, before, after, then, next, finally, following, while, meanwhile, last, during, not long, when, on date	The writer lists items or events in numerical or chronological order. The writer describes the order of events or how to do or make something.	<b>First</b> , Golden Eagles soar high along ridges near their nests. <b>Then</b> , they search for prey. <b>When</b> a meal is spotted, they attack in a long swoop.	Flow Map Multi-Flow Map
Definition/Description	is, involves, can be, comes from, defined as, known as, represents, named, called, in fact, also, contain, in terms of, make up, for example, as an illustration, for instance, refers to , calls for, means	The writer introduces and explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. The focus is generally on ONE thing and its components.	Golden Eagles <b>are</b> birds of prey. They hunt a variety of small animals. <b>For example</b> , they might catch mice, birds, lizards, and fish.	Circle Map Bubble Map
Problem/Solution	problem/issue is, solution, resolution, calls for, the answer is, dilemma, question is, action plan	The writer presents a problem and then gives one or more possible solutions.	Astronauts face many <b>problems</b> in space caused by weightlessness. One of these <b>problems</b> is... To <b>solve</b> this <b>problem</b> ,...	Flow Map Multi-Flow Map

### COLLABORATIVE ANNOTATION CHART

Symbol/ Paragraph	Comment/Question/Response	Partner's Comment/Question/Response

<i>Symbol</i>	<i>Comment/Question/Response</i>	<i>Sample Language Support</i>
?	<ul style="list-style-type: none"> <li>• Questions I have</li> <li>• Wonderings I have</li> <li>• Confusing parts for me</li> </ul>	<ul style="list-style-type: none"> <li>• The statement, "...” is confusing because...</li> <li>• I am unclear about the following sentence(s):</li> <li>• I don't understand what s/he means when s/he states...</li> </ul>
+	<ul style="list-style-type: none"> <li>• Ideas/statements I agree with:</li> </ul>	<ul style="list-style-type: none"> <li>• I agree with the author's idea that...because...</li> <li>• Similar to the author, I also believe that...because...</li> <li>• I agree somewhat with the author when s/he argues that...because...</li> </ul>
-	<ul style="list-style-type: none"> <li>• Ideas/statements I disagree with</li> </ul>	<ul style="list-style-type: none"> <li>• I disagree with the author's idea that...because...</li> <li>• Unlike the author, I do not believe that...because...</li> <li>• The author claims that... However, I disagree because...</li> </ul>
*	<ul style="list-style-type: none"> <li>• Author's main points</li> <li>• Key ideas expressed</li> <li>• Significant ideas</li> </ul>	<ul style="list-style-type: none"> <li>• One significant idea in this text is...</li> <li>• The author is trying to convey...</li> <li>• One argument the author makes is that...</li> </ul>

### DO/SAY CHART: “Propaganda Techniques”

Para-graph #	<b>DO</b> What is the author/text doing?	<b>SAY</b> What is the author/text saying?
1	Compares and contrasts propaganda techniques and persuasive techniques.	Like persuasive techniques, [propaganda techniques] are used to convince you to think, feel, or act a certain way. The difference is that a propagandist...does not want you to think critically about the message.
2	Gives an example of how a product is sold.  Explains the propaganda technique called "transfer."	For example, when you hear the name of a product or see its logo associated with your favorite football team, your excitement for that team is being used to sell that product.  If you connect your excitement about the team with the product enough times, this propaganda technique, known as <b>transfer</b> , may eventually persuade you to buy the product.
3	Introduces a chart on propaganda techniques used on television.	
(Skip chart)		
4		
5		
6		
7		
8		

9		
<p><b>Central Idea/Theme</b></p> <p>Example: In the text, “Propaganda Techniques,” the author (conveys, states, explains, describes, claims, discusses)...</p>		

### Propaganda Techniques Identification Activity

Work in your groups to identify which propaganda techniques are best represented by the advertisements below. Then provide an explanation for your choices using complete sentences.



Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

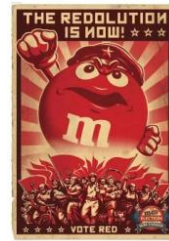


Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Propaganda Technique: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACADEMIC SUMMARY TEMPLATE

In the \_\_\_\_\_, \_\_\_\_\_,  
(“A” Text Type) (Title of Text)  
 \_\_\_\_\_ the topic  
(Full name of author) (“B” Academic Verb)  
 of \_\_\_\_\_ . S/he \_\_\_\_\_  
(Topic/issue of text) (“C” Precise Verb + “that”)  
 \_\_\_\_\_  
(Author’s main idea or point on the topic/issue)

*Continue the summary by paraphrasing the key details in the text that support the main idea.*

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(Ultimately/in summary), what \_\_\_\_\_ (conveys/argues/explains/examines)  
(Author’s last name)  
 is \_\_\_\_\_  
(Restate author’s main idea or state his/her purpose for writing this text)

- |                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b><br><b>Types of Texts</b><br>essay<br>editorial<br>article<br>research paper<br>narrative<br>lab report<br>letter<br>speech<br>short story<br>vignette<br>memoir<br>poem<br>novel<br>movie<br>drama/play |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B</b><br><b>Precise Verbs</b><br>addresses<br>discusses<br>examines<br>explores<br>considers<br>questions<br>analyzes<br>scrutinizes<br>debates<br>disputes<br>opposes<br>contests<br>criticizes<br>comments on<br>elaborates on<br>focuses on<br>reflects on<br>argues for |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C</b><br><b>Precise Verbs plus "that"</b><br>asserts<br>argues<br>posits<br>maintains<br>claims<br>notes<br>proposes<br>declares<br>concedes<br>states<br>believes<br>suggests<br>implies<br>infers<br>intimates |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional Connectors</b><br><br>in addition<br>furthermore<br>moreover<br>another<br>besides...also<br>further<br>additionally<br>beyond...also<br>...as well |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Adapted from ©Sonja Munévar Gagnon



## Academic Summary Scoring Guide

### ADVANCED

- Includes all of the Proficient criteria plus:
- 5 or more examples of precise language (verbs, nouns, and/or adjectives)
- 4 or more complex sentences

### PROFICIENT

#### Content

- Topic sentence identifies title of text, author, and main idea
- Paraphrases 3-5 key details from the text that support main idea
- Concluding sentence restates main idea or author’s purpose

#### Language

- Uses third person point of view
- Includes 2-4 signal words/phrases for sequencing, adding information, or concluding
- Uses 2-4 attributive tags (i.e., Lucas Martinez **reports that...**)
- Uses complete sentences

### BASIC

- Includes 2 of the “content” Proficient criteria
- Includes 2-3 of the “language” Proficient criteria

### BELOW BASIC

- Includes fewer than 2 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

## Commercial Storyboard Project

Using what you have learned about propaganda, develop, write, illustrate and present a TV commercial storyboard about an imaginary product.

Your storyboard must contain a minimum of 4 scenes and use both written and visual text that appeal to your audience’s emotions. Your product can be either realistic or ridiculous. Here are some ideas:


- breakfast cereal
- a cleaning product
- a toy
- fast food

In addition, the following must be included:

- A clearly written text for each scene
- A picture and description of the product
- Examples of at least two propaganda techniques from the chart on page 643-644 of your textbook
- A clearly stated claim about why your audience should buy the product

Your final project should be neatly organized, illustrated and written, and all members of your team must divide the tasks equally.

Example of a storyboard scene:

SCENE # <u>1</u>			
Sketch	Image Description	Text	Propaganda Technique(s) Used
	The scene opens with a bowl of cereal, a pitcher of milk, and a box of Amazing-O's with sparkles around them.	Breakfast is the most important meal of the day, so why not treat yourself to the most amazing breakfast of them all – Amazing-O's!	Loaded Language: important, treat, amazing



### Commercial Storyboard Group Planning Page

Group # \_\_\_\_\_

Group Members \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

- Purpose of ad \_\_\_\_\_
- Product \_\_\_\_\_
- Important information \_\_\_\_\_
- Overall design \_\_\_\_\_
- Propaganda techniques \_\_\_\_\_
- Emotional Appeal \_\_\_\_\_
- Oral Presentation Notes \_\_\_\_\_

Notes:

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<b>SCENE # _____</b>			
Sketch	Image Description	Text	Propaganda Technique(s) Used

<b>SCENE # _____</b>			
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Sketch	Image Description	Text	Propaganda Technique(s) Used

<b>SCENE # _____</b>			
Sketch	Image Description	Text	Propaganda Technique(s) Used

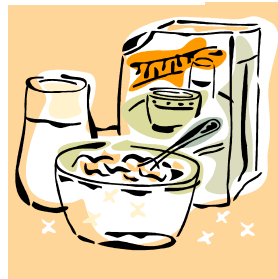
### Commercial Storyboard Project Rubric

4	3	2	1
<b>Content</b>			
The storyboard shows a high degree of understanding of the content.  (Persuasion and emotion)	The storyboard shows an understanding of the content.  (Persuasion and emotion)	The storyboard shows an understanding of some of the content.  (Persuasion and emotion)	The storyboard does not show an understanding the content.  (Persuasion and emotion)
<b>Purpose and Theme</b>			
The poster’s purpose is to persuade. The poster’s theme makes an important and interesting statement about the topic.	The poster’s purpose is to persuade and the theme makes a statement about the topic.	The poster’s purpose is to persuade and the theme relates to the topic.	The poster’s purpose is not persuasion. The theme does not relate to the topic.
<b>Images</b>			
The images relate to the poster’s content and add to the meaning.	The images relate to the poster’s content.	Some of the images relate to the poster’s content.	None of the images relate to the poster’s content.
<b>Design</b>			
Student used lines, shapes, mass, texture, and color creatively. The poster is interesting, attractive, and meaningful.	Student used lines, shapes, mass, texture, and color. The poster is interesting and attractive.	Student used some lines, shapes, mass, texture, and color. The poster is somewhat plain.	Student used some lines shapes, mass, texture, or color. The poster is sloppy.
<b>Organization and Balance</b>			
The poster is balanced. All the pieces work together to create a clear message.	The poster is fairly balanced. Most of the pieces work well together.	The poster is slightly unbalanced. Some pieces take away from the overall message.	The poster is unbalanced. The pieces do not work together.
<b>Creativity</b>			
Student used original, surprising, and appropriate graphics, text, and design to communicate meaning in poster.	Student used original and appropriate graphics, text, and design in poster.	Student attempted to use original and appropriate graphics, text, and design in poster.	Student used unoriginal or inappropriate graphics, text, or design in my poster.
<b>Conventions</b>			
The poster has no spelling, grammatical, or typing errors.	The poster has one or two minor spelling, grammatical, or typing errors.	The poster has some major spelling and grammatical errors that take away from the poster’s meaning.	The poster contains many errors that make it hard to understand.

**COMMERCIAL STORYBOARD EXAMPLE**

**Scene 1:**

Breakfast is the most important meal of the day, so why not treat yourself to the most amazing breakfast of them all – Amazing-O’s!



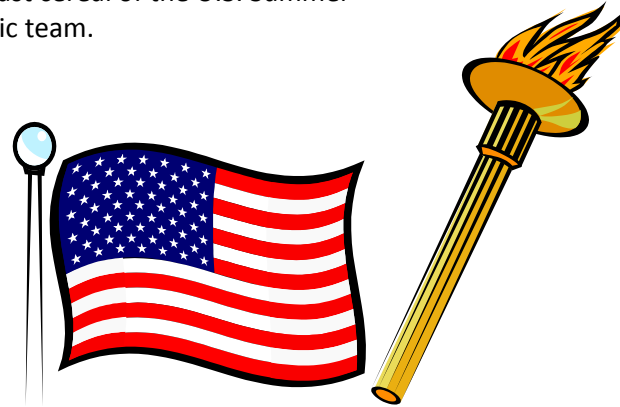
**Claim:** Amazing-O’s are the most amazing breakfast of them all.

**Propaganda technique used:** Loaded language – important, treat, amazing

**Scene 2:**

Amazing-O’s are the official breakfast cereal of the U.S. Summer Olympic team.

Group 1



**Propaganda technique used:** Symbols – American flag, Olympic torch

**Scene 3:**

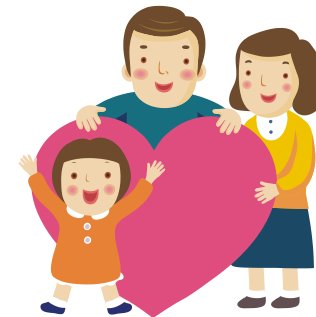
Olympic track star, Johnny Quickstart, eats a bowl of Amazing-O’s every morning. “Amazing O’s give me the energy I need to perform my best and win the gold!”



**Propaganda technique used:** Testimonial – famous athlete

**Scene 4:**

Join all the happy, loving families who eat a healthy bowl of Amazing-O’s each and every day!



**Propaganda technique used:** Symbols – heart, bandwagon – all

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Gallery Walk Questionnaire

Directions:

Walk around and carefully listen to each group’s presentation and read each storyboard. You will have 3 minutes at each project. After the group presents, you may ask questions and/or offer *positive* feedback. Remember that your peers worked very hard on their board and deserve your careful analysis and respect. Consider the following points and write down a response for at least 4 storyboards.

Storyboard # \_\_\_\_\_ Product or Title \_\_\_\_\_

What is this commercial trying to sell?

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How did the creator use emotion to persuade?

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What propaganda techniques did they use? Give evidence to support your answer.

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Would you buy this product?      Yes      No

Why?      or      Why not?

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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

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## ACADEMIC PARAGRAPH

**Write an academic paragraph in response to the following prompt:**

*Emotion can be a powerful persuader. Explain how you can recognize when an advertiser is using propaganda to persuade you and how you can protect yourself from making poor decisions.*

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## ACADEMIC PARAGRAPH INSTRUCTIONS

**Write an academic paragraph in response to the following prompt:**

*Emotion can be a powerful persuader. Explain how you can recognize when an advertiser is using propaganda to persuade you and how you can protect yourself from making poor decisions.*

**Include these elements in your paragraph:**

- Topic sentence
- 2-3 sentences explaining how you can recognize when an advertiser is using propaganda to persuade
- 2-3 sentences explaining how you can protect yourself from making poor decisions
- Concluding sentence
- Precise nouns, verbs, and adjectives (include at least 2)
- Transition or signal words/phrases (include at least 2)

Examples of precise language and transitions:

<b>Precise Nouns</b>	<b>Precise Verbs</b>	<b>Precise Adjectives</b>	<b>Transition or Signal Words/Phrases</b>
propaganda techniques commercial advertiser persuasion transfer bandwagon loaded language product placement snob appeal symbols testimonials	persuades addresses discusses examines explores considers questions analyzes scrutinizes debates disputes opposes	positive negative persuasive emotional misleading false logical exclusive knowledgeable famous biased authoritative	initially leads to/led to in addition furthermore moreover another besides...also further additionally beyond...also ...as well as a result

## Academic Paragraph Scoring Guide

### ADVANCED

- Includes all of the Proficient criteria plus:
- 5 or more examples of precise language (nouns, verbs, and/or adjectives)
- 4 or more complex sentences

### PROFICIENT

#### Content

- States the topic of the paragraph
- Includes 2-3 sentences that explain how you can recognize when an advertiser is using propaganda to persuade
- Includes 2-3 sentences that explain how you can protect yourself from making poor decisions
- Provides a concluding sentence that tells the importance of the topic

#### Language

- Includes 2-4 topic-specific words (e.g., propaganda, bandwagon, commercial, advertiser...)
- Includes 2-4 precise nouns, verbs, or adjectives
- Includes 2-3 transition or signal words/phrases
- Uses complete sentences

### BASIC

- Includes 2 of the “content” Proficient criteria
- Includes 2-3 of the “language” Proficient criteria

### BELOW BASIC

- Includes fewer than 2 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

### PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s paragraphs using the scoring guide and questions below:

**Scoring Guide**

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is the paragraph introduced with a clear topic sentence?	Self	1	2	3	4
	Partner	1	2	3	4
2. Are there at least 2-3 sentences explaining how you can recognize when an advertiser is using propaganda to persuade?	Self	1	2	3	4
	Partner	1	2	3	4
3. Are there at least 2-3 sentences explaining how you can protect yourself from making poor decisions?	Self	1	2	3	4
	Partner	1	2	3	4
4. Is there a clear concluding sentence that tells the importance of the topic?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the paragraph include at least 2 precise nouns, verbs, and adjectives?	Self	1	2	3	4
	Partner	1	2	3	4
6. Does the paragraph include at least 2 transition or signal words/phrases?	Self	1	2	3	4
	Partner	1	2	3	4
7. Are sentences complete?	Self	1	2	3	4
	Partner	1	2	3	4
8. Are any complex sentences included?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your paragraph to include any elements that may have been missed and any corrections needed to improve your writing.