***Animal Farm*: Propaganda Assignment**

**EXTRA! EXTRA! READ ALL ABOUT IT!**

**Napoleon’s been Impeached from Power!**

Napoleon being kicked out of office as president and has left the farm. Therefore, there is a need for a new leader on *Animal Farm*. Elections will be held soon. There will be a farm meeting to hear presidential candidate speeches next week. Your task is threefold:

1. to create a propaganda piece, which can be in almost any form, as a group;
2. to present the propaganda piece to the class, as a group;
3. to write an analysis essay, individually.

Outline due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Essay due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part A – Group Task: Propaganda Piece Creation**

1. In groups of 3-4, create a propaganda piece. It can be a jingle, a commercial, an ad, a song, a poem – it can be in any form of media: written, visual, or oral.
2. This propaganda piece is for or about **ONE** character **IN** *Animal Farm* that you, as a group, pick who is running for president (your candidate). Do not make up a new character!
3. Use events / symbols / details from *Animal Farm* as a basis of your campaign.
4. Demonstrate your understanding and use of propaganda through this piece, and also your knowledge of your candidate.
5. Select **AT LEAST ONE** other character from *Animal Farm* to downplay or discredit (show why he/she should not be president), using the elements / techniques of propaganda. This needs to be done in the same piece – that is, you are creating only one piece. Do not make up a new character! Remember that Napoleon is gone, so do not pick him!
6. The piece needs to include **AT LEAST THREE** elements / techniques of propaganda, as discussed in class (see propaganda handout), to enhance your candidate’s image. These elements will convince the audience to vote for your candidate or to not vote for the opposing candidate you have picked.
7. Each group member must contribute **AT LEAST ONE** of the elements / techniques of propaganda, to either promote or discredit a candidate.
8. Remember to use appropriate language for a propaganda poster. This may include slang.

**REMEMBER!** This is a political campaign. Have fun with this task, but still be mindful of the audience – the voting citizens.

**Part B – Group Presentation**

As a group, you will present your propaganda piece to the class in the most appropriate way for the media type, for example playing the commercial, handing out copies of the ad, displaying the poster, etc. Each group member needs to briefly explain the elements she/he has contributed.

You need to name all your sources used, so a Works Cited page needs to be created and handed in at the end of the presentation.

NOTE: Videos, songs, etc. should not exceed 3 minutes, and any text-based pieces should not exceed one typed page.

Length: group presentation, including media, should be maximum 10 minutes

HAND IN: Please email your media creation to me.

**Part C – Individual Analysis**

After your group has created the propaganda piece, you will write an essay in which you compare your creation to an example of propaganda of the same media type from the mass media. You should analyze:

1. both the explicit and implicit messages in your piece;
2. both the explicit and implicit messages in the mass media piece you chose;
3. Discuss one technique that is used in both your piece and the media piece that is used in animal Farm as well.

Please refer to and consider the elements and techniques that are explained in the propaganda handout.

You need to name all your sources used, so a Works Cited page needs to be included.

Length: 400-500 words, typed and printed, in MLA style

Please hand in your final draft and all rough work stapled together on the due date given.

**ENG3U Propaganda Poster & Presentation Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and**  **Understanding** | **Insufficient**  6.0 8.0 | **Level One**  10.4 11 11.6 | **Level Two**  12.4 13 13.6 | **Level Three**  14.4 15 15.6 | **Level Four**  16.8 17.8 19 20 | **K/U** |
| ▪ Demonstrates knowledge of propaganda techniques and *Animal Farm* with an understanding relevant concepts  ▪ Demonstrates knowledge of speaking, presenting, and representing skills | ▪ demonstrates insufficient knowledge of propaganda techniques and *Animal Farm*  ▪ demonstrates unacceptable knowledge of speaking, presenting, and representing skills | ▪ demonstrates limited  knowledge of propaganda techniques and *Animal Farm*  ▪ demonstrates limited knowledge of speaking, presenting, and representing skills | ▪ demonstrates adequate  knowledge of propaganda techniques and *Animal Farm*  ▪ demonstrates some knowledge of speaking, presenting, and representing skills | ▪ demonstrates considerable  understanding of propaganda techniques and *Animal Farm*  ▪ demonstrates considerable knowledge of speaking, presenting, and representing skills | ▪ demonstrates thorough  understanding of propaganda techniques and *Animal Farm*  ▪ demonstrates a thorough understanding of speaking, presenting, and representing skills | **\_\_\_**  **20** |
| **Thinking** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **T** |
| ▪ Uses critical and creative thinking processes to analyze the use of propaganda techniques  ▪ Integrates specific and compelling examples to support analysis  ▪ Explains, analyses, and synthesizes ideas, themes, and concepts | ▪ little evidence of effective critical and creative thinking processes  ▪ provides inadequate,  inaccurate, and/ or  irrelevant research  ▪ insufficient explanation of ideas | ▪ uses critical and creative thinking processes with limited effectiveness  ▪ provides limited supporting examples which is frequently vague or inappropriate  ▪ provides limited explanation of ideas | ▪ uses critical and creative thinking processes with some effectiveness  ▪ provides some supporting examples, but is occasionally vague or inappropriate  ▪ provides explanation and shows some analysis of ideas | ▪ uses critical and creative thinking processes with considerable effectiveness  ▪ integrates considerable and convincing supporting examples  ▪ shows considerable analysis and synthesis of ideas | ▪ uses critical and creative thinking processes to a high degree of effectiveness  ▪ integrates substantial and compelling supporting examples  ▪ shows thorough analysis and skillful synthesis of ideas | **\_\_\_\_**  **30** |
| **Communication** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **C** |
| ▪ Organizes information and ideas with clarity and focus  ▪ Uses language and style appropriate to purpose and audience (diction, voice, sentence structure, devices)  ▪ Communicates and interacts with the audience | ▪ lacks clear sense of direction  ▪ demonstrates a lack of  competence in the use of  language and style  ▪ little communication and/or interaction with the audience | ▪ frequent loss of focus and logical sequencing of ideas  ▪ language and style are  frequently ineffective and demonstrate limited sense of audience and purpose  ▪ communicates and interacts with the audience with limited effectiveness | ▪ occasional lapse(s) in focus and/or logical sequencing of ideas  ▪ language and style are  occasionally ineffective, but demonstrate some sense of audience and purpose  ▪ communicates and interacts with the audience with some effectiveness | ▪ organization is clear, focused, and logical  ▪ language and style are effective and demonstrate a considerable sense of audience and purpose  ▪ communicates and interacts with the audience with considerable effectiveness | ▪ organizes information and ideas with a high degree of coherence and unity  ▪ language and style are  sophisticated, well-crafted, and engaging with a strong sense of audience and purpose  ▪ communicates and interacts with the audience with a high degree of effectiveness | **\_\_\_\_**  **30** |
| **Application** | 6.0 8.0 | 10.4 11 11.6 | 12.4 13 13.6 | 14.4 15 15.6 | 16.8 17.8 19 20 | **A** |
| ▪ Makes connections within and between information to presentation  ▪ Propaganda piece is used to enhance the content of the presentation (visuals) | ▪ makes little to no connections within and between information to presentation  ▪ propaganda piece is not accessible and/or included | ▪ makes few connections within and between information to presentation  ▪ propaganda piece is somewhat accessible and included | ▪ makes some connections within and between information to presentation  ▪ propaganda piece is accessible, creative, and included | ▪ makes considerable connections within and between information to presentation  ▪ propaganda piece is accessible, creative, and important | ▪ makes considerable connections within and between information to presentation  ▪ propaganda piece is accessible, creative, professional, and important | **\_\_\_\_**  **20** |
| **Comments**: |  |  |  |  |  | **Total**  **\_\_\_\_**  **100** |

**ENG3U Propaganda Individual Analysis Essay Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and**  **Understanding** | **Insufficient**  6.0 8.0 | **Level One**  10.4 11 11.6 | **Level Two**  12.4 13 13.6 | **Level Three**  14.4 15 15.6 | **Level Four**  16.8 17.8 19 20 | **K/U** |
| ▪ Demonstrates knowledge of propaganda techniques and literary text with an understanding of ideas, themes, and concepts | ▪ demonstrates insufficient knowledge of propaganda techniques, text, ideas, themes, concepts | ▪ demonstrates limited  knowledge of propaganda techniques, text, ideas, themes, concepts | ▪ demonstrates adequate  knowledge of propaganda techniques, text, ideas, themes, concepts | ▪ demonstrates considerable  understanding of propaganda techniques, text, ideas, themes, concepts | ▪ demonstrates thorough  understanding of propaganda techniques, text, ideas, themes, concepts | **\_\_\_**  **20** |
| **Thinking** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **T** |
| ▪ Uses critical thinking and inquiry skills with effectiveness  ▪ Integrates specific and compelling evidence to support critical analysis  ▪ Explains, analyses, and  synthesizes ideas, themes, and concepts  ▪ Analyzes all 3 aspects in the prompt | ▪ use of critical thinking skills is inadequate and/or does not address the prompt  ▪ provides inadequate,  inaccurate, and/ or irrelevant supporting evidence  ▪ insufficient explanation of ideas and/or mere plot summary  ▪ does not analyze all 3 aspects | ▪ uses critical thinking skills with limited effectiveness  ▪ provides limited supporting evidence which is frequently vague or inappropriate  ▪ provides limited explanation of ideas  ▪ analysis of aspects in prompt is limited | ▪ uses critical thinking skills with moderate effectiveness  ▪ provides some supporting evidence, but is occasionally vague or inappropriate  ▪ provides explanation and shows some analysis of ideas  ▪ analysis of aspects in prompt is moderately effective | ▪ uses critical thinking skills with considerable effectiveness  ▪ integrates considerable and convincing supporting evidence  ▪ shows considerable analysis and synthesis of ideas  ▪ analysis of aspects in prompt is considerably effective | ▪ uses critical thinking skills with a high degree of effectiveness  ▪ integrates substantial and compelling supporting evidence  ▪ shows thorough analysis and skillful synthesis of ideas  ▪ analysis of aspects in prompt is highly effective | **\_\_\_\_**  **30** |
| **Communication** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **C** |
| ▪ Organizes information and ideas with clarity and focus  ▪ Uses language and style  appropriate to purpose and audience (diction, voice, sentence structure, devices)  ▪ Uses correct language structures of Standard Canadian English and its conventions of grammar, usage, spelling, and punctuation | ▪ lacks clear sense of direction *and/or has fewer than 400 words*  ▪ demonstrates a lack of  competence in the use of  language and style *and/or has fewer than 400 words*  ▪ numerous major and minor errors interfere seriously with expression of ideas *and/or has fewer than 400 words* | ▪ frequent loss of focus and logical sequencing of ideas  ▪ language and style are  frequently ineffective and demonstrate limited sense of audience and purpose  ▪ errors frequently interfere with expression of ideas and/or frequently weaken impact of response | ▪ occasional lapse(s) in focus and/or logical sequencing of ideas  ▪ language and style are  occasionally ineffective, but demonstrate some sense of audience and purpose  ▪ errors occasionally interfere with expression of ideas and/or weaken impact of response | ▪ organization is clear, focused, and logical  ▪ language and style are effective and demonstrate a considerable sense of audience and purpose  ▪ errors do not significantly interfere with expression of ideas or weaken impact of response | ▪ organizes information and ideas with a high degree of coherence and unity  ▪ language and style are  sophisticated, well-crafted, and engaging with a strong sense of audience and purpose  ▪ few errors do not interfere with expression of ideas or weaken impact of response | **\_\_\_\_**  **30** |
| **Application** | 6.0 8.0 | 10.4 11 11.6 | 12.4 13 13.6 | 14.4 15 15.6 | 16.8 17.8 19 20 | **A** |
| ▪ Transfers and applies  knowledge of propaganda techniques to the prompt  ▪ Transfers and applies knowledge of persuasive essay form and MLA style to the prompt | ▪ insufficient application propaganda techniques to the prompt, results in an  ineffective response  ▪ insufficient application of essay form and/or MLA style to the prompt, or misunderstanding of the prompt, results in an  ineffective essay | ▪ limited application of propaganda techniques to the prompt is frequently ineffective  ▪ limited application of the essay form and/or MLA style to the prompt results in an essay that is frequently ineffective | ▪ occasional lapse(s) in propaganda techniques to the prompt is at times ineffective  ▪ occasional lapse(s) in essay form and/or application of the MLA style to the prompt results in an essay that is at times ineffective | ▪ consistent application of propaganda techniques to the prompt results in an effective response  ▪ consistent application of essay form and MLA style to the prompt results in an effective essay | ▪ a thorough command of propaganda techniques and prompt results in a masterful response  ▪ a thorough command of the essay form, MLA style, and prompt results in a masterful essay | **\_\_\_\_**  **20** |
| **Comments**: |  |  |  |  |  | **Total**  **\_\_\_\_**  **100** |