



A Garden of English Production Propaganda Assignment



Propaganda Assignment:

Propaganda is information that is especially biased and is used to promote or publicize a particular cause or point of view. It is often conotatively considered negative and misleading.¹ For this next assignment, you will be required to—both with a partner and individually—research an oppressive and/or corrupt regime (private/public). (You can look at policies, individuals, corporate practices, etc.) You will need to find information that supports the actions of the corrupt/oppressive regime and information that attacks said regime. With the information you find, each of you must make a propoganda flyer (that could hypothetically be distributed to the community at large) that is meant to incriminate, combat, and/or dismiss the alternate side's views; one of you will create a flyer that is pro-regime, and one of you will create a flyer that is anti-regime. Once you have completed your flyer, you must exchange it with your partner, and your partner will have to write a well-developed, thesis and three body paragraph rhetorical analysis that explains how the flyer is constructed to effectively display its message to the public. This assignment must be submitted electronically. If you produce hard copies, you need to arrange for them to be scanned/photographed. If you complete the project in a non-digital format, it is your responsibility to make sure that all elements are electronically legible. It is also your responsibility to make sure that your files are uploaded as PDF or Word documents; I will not be able to access any other file types. If you wait until after school on the [insert date] to upload this and you experience any technical difficulties, this is your fault and will result in a failing grade; all difficulties must be brought to my attention before the end of class on the 1st. Your work should be finished before the [insert date]; however, I am giving you until that night to upload it because of my gracious heart. THIS ASSIGNMENT MUST BE complete by 11:59PM on [insert date].

Research (Planning: No Points)

The first part of this project that you must complete is the research. You are required to find at least **FOUR (4)**, but no more than six (6), sources that relate to your oppressive/corrupt regime(s). It is strongly suggested that you find two sources that are pro (regime/corporation/special interest) and that you find two that are anti (regime/corporation/special interest) (or 3 a piece if you are using 6 sources). You may consider exploring examples of corporate, governmental, or social corruption/oppression. Once you have some research that you know will be the basis for your flyers, create MLA works cited entries for each source. Use OWL and/or Easybib.com. **YOU ARE RESPONSIBLE FOR MAKING SURE THAT ALL OF THE CORRECT INFORMATION IS ACCOUNTED FOR AND ACCURATELY FORMATED/PRESENTED.**

Flyer (Individual Grade: 40pts)

You and your partner must choose to represent one side of the corruptive/oppressive issue that you are exploring. Ultimately, when you put your work together, there will be one pro-regime flyer and one anti-regime flyer. You should create your flyer using Microsoft Publisher, Adobe Photoshop or Indesign, or any other digital tool that may assist you. You may also work by hand. Should you choose the latter option, you must make sure that you can upload your image in manner that allows me to clearly read and observe your work. You must choose who will represent what side. Once you have made that choice, you must produce a flyer that includes the following:

1. At least one eye-catching and perhaps startling (yet school appropriate), pertinent visual. **(5pts)**
2. Information that identifies and contextualizes the urgency of the problem at hand. **(10pts)**
3. At least two references to source materials (research) must show up in your document. Make sure to cite the source material with either parenthetical citations or footnotes. **(10pts)**
4. At least one reference to source information that is unethically synthesized. (If you only include two referencnes to your research, one must be unethically synthesized.) Put an astriks on this source **(5pts)**
5. A clear call to action as to how this situation must be best handled by the people you are trying to persuade. **(10pts)**

Rhetorical Analysis (Individual Grade: 30pts)

¹ Modified from an original Google definition

Once you have completed your flyer, you must exchange it with your partner. Once you have obtained your partner's flyer, you must write a three paragraph rhetorical analysis (thesis and 3 bp minimum) in response to it. Please make sure that your analysis covers the following criteria:

1. You comment on at least three persuasive elements of your partner's flyer. **(12 pts)**
2. You explain how each of the elements you choose to explore informs the reader of the flyer's message and persuades the reader to take action in response to the situation. **(18pts)**

Works Cited (Group Grade: 20pts)

As a group, you are going to generate an MLA works cited in response the the research you completed. Please make sure to note the following:

1. You are responsible for accurately documenting your source material. Feel free to use Easybib.com; however, Purdue's OWL is the sure-fire way to complete this.
2. Your works cited must have the words "Works Cited" in the top middle (formatted correctly) and alphabetized sources with hanging indents. The text should be 12 point font, Times New Roman or Footlight MT.
3. Any formating issues with the works cited page will result in a full loss of all of the 20 points associated with this task. There is A TON of information about MLA formating available on the internet and in my classroom; this information is also often accompanied by examples. You have to make sure that you know how to complete proper documentation tasks.

Presentation (Group Grade: 10pts) ²

Once you have completed the flyers, rhetorical analyses, and works cited page, you must compile your information and submit it on Google Classroom. There will be a heading on your course's Google Classroom page that reads "Final Propoganda Project." I strongly suggest that you have both group members upload the document, just in case one member has technical difficulties. Before you upload your project, however, you will want to create a coverpage and organize your information as detailed below:

1. You must have a title page that in some way identifies the "corruptive/opressive" issue at hand. This title page must also include a picture and the names of the indivudals that make up the partner group.
2. You should follow this with the individual propoganda flyers. Make sure that you include your name on your piece of propoganda. The propoganda flyer is an individual grade; see assignment details above.
3. Your flyers should be followed by the individual rhetorical analyses. Make sure that you write a two paragraph rhetorical analysis of YOUR PARTNER'S work. Make sure your name is on what you write. It does not matter whose rhetorical analysis come first; however, you may wish to consider matching the order of these assignments with the order of the propoganda flyers.
4. An MLA works cited including your four sources: 2 pro, 2 con.

² This is an all or nothing grade. You will either get the 10 points or you won't. There is no partial credit here.

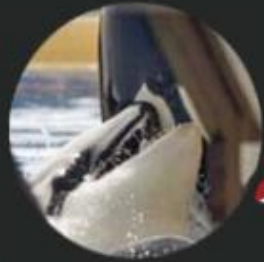
SeaWorld's Animal Care



Bridgette Donelan & Erik Martus

What's Black, White, and **RED** All Over? **SEAWORLD'S ORCAS**

Since Novemeber 2015 an
animal has **DIED** every
month at Seaworld, 



Orcas at Seaworld show **HYPER AGGRESSIVE** behaviors as well as **SELF MUTILILATING** behaviors such as banging their heads on the walls of their tanks, grinding their teeth to the pulp due to boredom, frustration, and ennui,



Seaworld's orcas are **DRUGGED, SUNBURNT, DEPRIVED** of food, **FORCED** to breed, and **CONFINED** in chlorine pools,



Seaworld **REFUSES** to release their Orcas for their "safety" when "killer whales are **APEX PREDATORS** of the sea with no natural predators of their own",

Put an **END** to the Maddness! **Shut Down Seaworld!**

1. "An Animal Has Died at SeaWorld Every Month Since November - Seaworld of Hurt" Seaworld of Hurt, PETA and PETA2, 12 Feb. 2016. Web. 28 May 2016.
2. "Learn More About Killer Whales." Seaworld Orlando. Seaworld, n.d. Web. 24 May 2016.
3. Wallers, Joanna. "Seaworld Legal Alleges Orcas Are Drugged and Confined In 'medical Tube'." The Guardian. Guardian News and Media, 18 Apr. 2015. Web. 23 May 2016.

Bridgette Donelan



Rescue & Conserve

\$10,000,000

DEDICATED TO FUNDING ORCA CONSERVATION AND RESEARCH AONE²

VILLIANS OR VICTIMS

THOUSANDS OF OF ILL, ORPHANED AND INJURED ANIMALS HAVE BEEN

RESCUED BY SEAWORLD³

“IT WOULD BE CRUEL TO ATTEMPT TO REINTEGRATE THEM INTO THE WILD”

-BRIDGETTE PIRTLE
FORMER SEAWORLD SAN ANTONIO EMPLOYEE

Reintegrating the captive animals in the SeaWorld parks is extremely dangerous, and possibly lethal to them.



**SUPPORT SEAWORLD.
SUPPORT SEALIFE.**

1. Parker, Kolten. "Ex-SeaWorld Trainers Dispute 'Blackfish,' Say Phase out Whale Show." My San Antonio, Hearst Newspapers, LLC, 16 Jan. 2014. Web. 24 May 2016.
2. "Research Helps Wild Whales." SeaWorld Cares. SeaWorld Parks & Entertainment, Inc., n.d. Web. 24 May 2016.
3. Scarpuzzi, Michael. "'Blackfish' Film Ignores SeaWorld's Benefits to Conservation, Research." CNN, Cable News Network, 28 Oct. 2013. Web. 24 May 2016.

Rhetorical Analysis of Bridette Donelan's Poster by Erik Martus

In her anti-SeaWorld propaganda poster, Bridette Donelan insinuates the immoral treatment of animals kept in captivity at the locations of SeaWorld parks through the selection of a decorative font style, the abundant display of the color red and its contrast with the minimal incorporation of blue, and the choice selection of quotes relating to SeaWorld in order to paint the organization in a negative light and push her audience to speak out for the closure of SeaWorld's parks.

Immediately upon viewing the poster, the large, red text is forefront to the viewers with their contrast with the rest of the headline displayed in a simpler, white font. The decorative font that "Red" and "SeaWorld's Orcas" (Donelan) are written in is reminiscent of blood and images associated with the horror genre of movies. This implicates that SeaWorld is a horrifying and brutal corporation. One that mistreats its prized animals, particularly orcas, and does not seem to care at all for their well being. Building off of this horror styled beginning, Donelan splashes red into her poster to highlight words of significance as well as contrasts this with the minimal highlighting in blue. The red wording highlights the negative traits and actions that have been noted as part of the personalities of SeaWorld's killer whales. While the blue words describe them as they are in their natural habitat of the open sea, describing them as "apex predators" (Donelan) that live the high life at the top of the food chain. This cleverly, and somewhat subtly, demonstrates the violent retrograde that orcas appear to typically experience when they are held captive by SeaWorld, and conveys to the audience just how greatly the policies of SeaWorld and its employees affect the natural tendencies of animals.

In addition, Donelan purposefully selected quotes and information that paint the actions of SeaWorld in a negative light. Take, for example, the information located in the middle of the right poster, "SeaWorld's orcas are drugged, sunburnt, deprived of food, forced to breed, and confined in chlorine pools" (Donelan). Each of the adjectives and verbs included in this phrase denote a negative connotation, thus depicting SeaWorld as a whole to be villainous. These words could also effectively evoke some degree of rage and/or disgust from viewers, some of whom may be vocal enough to speak up and voice their opinions against SeaWorld and start a domino effect to eventually "Shut down SeaWorld" (Donelan). Furthermore, the last point used to subtly incriminate

SeaWorld is taken out of context with what the original author had said. The phrasing and placement of this quote, as it follows the statement "SeaWorld refuses to release their orcas" (Donelan), implies that the orcas kept in captivity would fair much better in the wild. When in fact, the quote that these words are pulled from continues on to list dangerous threats to these animals in the wild, such as pollution. Without a complete understanding of the origin of this information, viewers of Donelan's poster would be easily misled and further manipulated to the viewpoint that SeaWorld is truly an unholy organization that believes that what is best for its animals is a lower priority that making a quick dollar through entertainment.

Rhetorical Analysis of Erik Martus's Poster by Bridette Donelan

In order to portray Seaworld as a notable, just, and caring corporation, Erik Martus evokes positive and supportive emotions through a specific color scheme, an allusion to a well-known heroic figure and unethical synthesis.

First Martus demonstrates how specific colors possess the ability to bring out certain emotions in people which in turn helps shift the audience's portrayal of Seaworld. Science has proven that certain colors evoke specific emotions in people, by choosing the colors blue and yellow as the main focuses in his composition Martus brings out feelings of serenity, reliability, hopefulness, and happiness. In recent years Seaworld has been under serious scrutiny and attacks about their motives, methods, and especially about the large marine mammals that they keep and train in their parks. Amongst all this chaos people need to be assured that Seaworld is a fun and calm place for their family to visit that is stable and not at all corrupt, which is where the color blue comes in. Not only is it the color of the ocean and other bodies of water where Seaworld's attractions are pulled from, but it also mellows out the audience and draws them in. The traces of yellow help evoke the feeling of happiness that potential customers would hope to achieve by attending one of Seaworld's numerous parks as well as assure them that Seaworld is still the same organization they believed it was before it came under attack from conservationists, animal rights activists, and the public. Next Martus alludes to Captain America, a well-known superhero, to further show that Seaworld is a reliable and just righteous. Superheroes have always been looked up to by children, and one as old as Captain America has most likely been looked up to by the current generation's parents' as well meaning that almost all of the viewers would be able to identify with the character as well as the traits associated with him. This makes Seaworld look like a hero, especially for all of the conservation and rehabilitation efforts that they make, as enforced by "Rescue and Protect" written just above the image of the hero. Furthermore, by having an image of a breaching orca behind and on the chest of the hero Martus strengthens the idea that Seaworld is out to help and protect these large, intelligent aquatic mammals rather than cage and abuse them for their own monetary gain. This is especially important since the release of the documentary "Blackfish" which supposedly reveals the corruption and cruelty of Seaworld. People need to be assured

that Seaworld isn't the villain in this fight to "rescue and protect"(Martus) the endangered wildlife.

Martus also demonstrates unethical synthesis in order to victimize Seaworld and justify its motives for not releasing their captive orcas like many of the public is urging them to do. Martus places two facts about reintroducing captive animals into the wild beside each other to strengthen his point, however, in the article where the former Seaworld employee states that "It would be cruel to attempt to reintegrate [the orcas] into the wild" Bridgette Pirtle is actually speaking out about how she does not believe in the orca breeding program and entertainment shows at Seaworld and how she believes they need to be stopped. By doing this Martus adds more credibility to the statements on the poster, especially because it comes from a former Seaworld employee. Then, by adding the piece on how reintegration can be lethal to captive animals the unethical synthesis becomes stronger and more dependable. "Blackfish" used Seaworld's employees to break down Seaworld and villainize them to the public, in order to build themselves back up it only makes sense that Seaworld would also make use of their former employees to build up people's trust and belief in them. Seaworld isn't just about the animals that they train and show off at their park, they're also conservationists, rescuers, and some are even heroes to the injured, helpless, and needy animals that are injured due to mankind.

Works Cited

- "An Animal Has Died at SeaWorld Every Month Since November - SeaWorld of Hurt." SeaWorld of Hurt. PETA and PETA2, 12 Feb. 2016. Web. 24 May 2016.
- "Learn More About Killer Whales." Seaworld Orlando. Seaworld, n.d. Web. 24 May 2016.
- Parker, Kolten. "Ex-SeaWorld Trainers Dispute 'Blackfish,' Say Phase out Whale Show." My San Antonio. Hearst Newspapers, LLC, 16 Jan. 2014. Web. 24 May 2016.
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- Scarpuzzi, Michael. "'Blackfish' Film Ignores SeaWorld's Benefits to Conservation, Research." CNN. Cable News Network, 28 Oct. 2013. Web. 24 May 2016.
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