

English 3
Study Guide
My Country, Myself: The Unexamined Dream Unit

Using this study guide will help you prepare for your section quizzes and unit exam and ensure that you learn the most important content. Keep it near you, and take notes as you progress through the unit. When you have finished the unit, be sure to store it in a notebook or in a specific folder on your computer so that you can use it to study for the semester exam.

Section B: Truth and Appearance in Dreams

1. What do you think motivates an individual or group to speak out or take action against an injustice?

2. **Section Warm-Up:** Complete the chart below by summarizing three key terms: argument, persuasion, propaganda:

	Argument	Persuasion	Propaganda
Goal			
“Evidence”			
Considerations			

3. **Perspectives Click to Learn.** Complete the click to learn; then, answer the questions below.

A. What is perspective?

B. What types of things does perspective involve?

C. How are truth and perspective related?

D. What effect does perspective have on truth?

4. A. **A Deeper View of Perspective.** Select one of the three posters you see in the course; then, comment on each of the following in relation to that poster.

Emphasis	
Variety	
Balance	
Unity	

B. Study the three posters and write down at least one observation you can make for each:

German Propaganda	
American Propaganda	
Japanese Propaganda	

5. A. **The Process of Analyzing Propaganda.** What are the two roles you have as you complete the process of constructing a rhetorical analysis?

1.

2.

B. Be sure to print the **Rhetorical Analysis Artifact Questions** document and complete it as you read through the five part process of analyzing propaganda.

C. Take a look at your study guide from the previous section. Reread your brainstorming ideas for two possible topics for your rhetorical analysis essay. Highlight any ideas that you really like and want to pursue. Have you thought of anything you'd like to add? Remember that this essay must address the theme of truth and appearance as well as the postmodern era. Take a few moments to write down any additional thoughts here:

6. Step 1: Selecting Artifacts.

A. What component must your artifact include? _____

B. The process you will follow in this section is in conducting a rhetorical analysis of a _____.

C. When you choose your artifacts, make sure you pay attention to the _____ described in the website. You must also document the website with the correct _____ style.

D. Be sure to complete the following steps when completing Part 1: Selecting Artifacts.

- Conduct a _____ search using an Internet search engine of your choice.
- Narrow down the _____ artifact(s) you may be interested in analyzing.
- Compare and contrast the artifacts, and determine which will best support the theme of appearance, truth and _____.
- Document where you found the artifact using correct MLA style, and scan the website in a little more depth to determine the _____ of the site.
- Write all of your notes and MLA style citations for PART 1: Selecting the Artifacts on the _____ handout.

7. Step 2: Identifying the Context.

A. What is a good rule of thumb about finding credible sources? _____

B. Three questions you should ask when identifying the context of an artifact are:

- _____ were the artifacts created
- _____ created them and to what purpose
- _____ historical events were happening during that time

C. Be sure to complete the following steps when completing Step 2: Identifying the Context.

- Answer similar questions--when, who, and what.
- Revisit the websites where you found your artifacts, and try to discover the _____ or broadcast date of your artifact(s).
- Think about who designed or published the artifact(s) and for what _____.
- Try to understand what was happening in the larger _____ around the publication or broadcast dates.

8. Step 3: Understanding the Topic and Purpose.

A. To what are the topic and purpose related?

B. How do topic and purpose differ?

C. Be sure to complete the following steps when completing Part 3: Understanding the Topic and Purpose:

- Identify the _____
- Identify the _____ from the topic
- Check the accuracy of the purpose against the _____.
- Try to pinpoint the topic and purpose of your _____.

9. Step 4: Identifying the Audience and Author.

A. For historical artifacts, you must consider the audience as well as what the poster design suggests about the audience's _____ and _____.

_____.

B. Be sure to complete the following steps when completing Step 4: Identifying the Audience and Author:

- Decide if you are going to look at the _____ of each _____ (if you have two) and then compare, or if you are going to try to identify the characteristics of the average _____ for both artifacts (again, this is only if you have two). In other words, you should identify how to begin your analysis and identify what you will _____ on first.
- Think about a variety of characteristics: age, income level, educational level, _____, attitudes, behaviors, opinions, needs and habits.
- Consider the author's motives for creating the message. How might the author _____? Understanding the motivations of the author can help you understand the rhetorical _____ and increase the accuracy and validity of your findings.

10. Step 5: Analyzing the Artifact.

B. Be sure to complete the following steps when completing Part 5: Analyzing the Artifact:

- Analyze the _____ the author uses to convey the message.
- Review the _____ that you identified for the artifact.
- Change your _____ when viewing the artifact(s) by focusing on different areas of the artifact(s).

B. What are the three headings about which you should ask questions when analyzing your artifact?

1.

2.

3.

C. This step is designed to help you _____ all thoughts that come to mind about your artifact.

11. Clauses and Phrases.

A. What is a clause?

B. Write down 2 examples of a clause:

1.

2.

C. What is a phrase?

D. Write down 2 examples of a phrase:

1.

2.

E. Using the correct punctuation, turn the following phrases into a complete sentences:

1. ***near the table***

2. ***if they danced***

E. Using the correct punctuation, turn the following clauses into a complete sentences:

1. ***because Marilou needed a vacation***

2. ***when Louis walked home from the store***

F. The three types of clauses are:

1.

2.

3.

G. How could you rewrite these sentences in order to move the clause to the beginning of the sentence?

1. Propaganda encouraged women to work in factories after the men left for war.

2. Because they wanted to support the war, many people bought war bonds.

H. Can you identify any phrases within the clauses above?
