Propaganda Analysis Guide

Level 1 – OBSERVATION	
Visuals	*Words*
List the objects or people you see in the image	Identify titles, captions or other written messages

Level 2 – INFERENCES	
What symbols do you recognize? Describe any allusions that are being made.	What message is being conveyed by the words? Characterize the message: Is it a warning? An instruction? A compliment?
What other objects or people work as symbols?	What emotions are being evoked or played upon?

Level 3 – TECHNIQUE

Which of the following techniques apply (you may check more than one and explain).

- o **NAME-CALLING**: linking negative words or phrases with an opposing person, group, or cause to persuade an audience to reject something, based on emotional response to words rather than on careful consideration of facts

- o **GLITTERING GENERALITIES**: linking positive, general, and commonly accepted words ("love," "family," "democracy") with a person, group, or cause to make an audience approve without careful consideration

- o **EUPHIMISMS**: substituting words or phrases with softer, more palatable ones to generate a more positive response or to mislead intentionally ("senior citizen" for "old person," "collateral damage" for "civilian casualties")

- o **TRANSFER**: connecting the authority or prestige of certain images or symbols (the American flag, the cross, science, medicine) with a person or product

- o **TESTIMONIAL**: using well-known personalities to endorse a person, group, or cause whether experts on the subject or not

- o **PLAIN FOLKS**: trying to convince an audience that someone is "one of them"—a common, ordinary, hard-working, all-American citizen instead of a wealthy politician, for example

- o **BANDWAGON**: claiming that an audience should do something because "everybody else is doing it"

- o **FEAR**: warning an audience that something horrible will happen to them if they don't take certain action

How do the images and words work together?

| Who was the intended audience for this message? How do you know? | What makes this visual an effective means of delivering the intended message to that group? |

Level 4 – TEXT CONNECTION

Where have you encountered propaganda in *literature*? How does it compare with visual propaganda?

Level 5 – CONNECTION

| What is propaganda? When does a persuasive piece become propaganda? | It is not a thing of the past... identify propaganda to which you are subject and explore the experience of being a recipient of the message. |

LIBERTY vs. PUBLIC SAFTEY: which is most valued according to the message of the propaganda?