Prohibition Persuasive Essay and Poster

Time to put those movie facts to work! You will use your movie facts about prohibition and culture in the 1920’s to write a persuasive essay and create a poster. The question you should be thinking about as you complete this project: how did the ban on alcohol change America?

Your persuasive essay will be hand written, and contain five paragraphs. You will have to decide whether or not you think prohibition was a good idea. You will argue, or persuade, your reader to see things your way. Your paper will be set up in the following way:

Introduction

 This paragraph should contain some basic facts about prohibition, as well as your position on the question at hand…. was prohibition a good idea or a bad idea.

First Body Paragraph

 This paragraph should include your first argument, with examples to back it up.

Second Body Paragraph

 This paragraph should include your second argument, with examples to back it up.

Third Body Paragraph

 This paragraph should include your third argument, with examples to back it up. This argument should also be your strongest!

Conclusion

 In this paragraph, you should re-state your thesis, and offer a brief summary of your arguments. You should also mention a dissenting opinion, and overrule it.

First, you will write your body paragraphs. You will then write your introduction and conclusion. You will then do a peer review with another student. You will be graded each day on your ability to complete each portion of this project. You will also be graded on your final product. Paragraphs should be no less than 6 sentences in length, and contain correct spelling and grammar.

Once your essay is complete, you will create a poster to go along with your essay. This poster will be “propaganda” for your belief… either that prohibition is a good idea, or that prohibition is a bad idea. Your poster will have words, images, and will be a visual reflection of your essay.

**Here is the timeline for this project:**

Tuesday February 5: Project Introduction. Work on body paragraphs in class, finish them for homework.

Wednesday February 6: Body Paragraph check at the BEGINNING of class. Work on introduction and conclusion in class, finish them for homework.

Thursday February 7: Introduction and conclusion check at the BEGINNING of class. Peer review of another student’s essay. Begin editing essay and or poster portion of the project. Finish all editing for homework.

Friday February 8. Complete Poster. Turn in both essay and poster at the end of the hour.

You will very likely have to work at home to keep up with the timeline. Be prepared to do homework, and to revise your work until it is perfect!

Writing Rubric

 10 9 8 7 6 5 4

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|  ***Content: Ideas***  | My essay has a compelling thesis that skillfully appeals to the audience. My essay goes well beyond the obvious.  | My essay has an effective thesis (position) that makes a clear and knowledgeable judgment.  | My thesis is too narrow, too broad, or not immediately clear to the reader  | My thesis is unclear and my position is too broad and generally weak.  |
|  | My essay presents powerful arguments to support thesis. I’ve used well-documented evidence to provide a consistent and convincing perspective on the issue  | I have effectively supported my thesis with relevant arguments and evidence.  | The supporting arguments and evidence I’ve used is insufficient or irrelevant. My essay lacks explanation and elaboration.  | My essay has unsupported generalizations or I’ve used little to no supportive or credible evidence.  |
|  | My essay effectively addresses opposing viewpoints and provides strong counter-arguments. I’ve built a convincing and well-focused argument.  | My essay acknowledges an opposing viewpoint and provides a reasonable counter -argument.  | My essay addresses an opposing viewpoint but does NOT provide a reasonable counter- argument.  | My essay fails to address any opposing viewpoints or to provide counter-arguments.  |
| ***Organization***  | My essay has a strong and engaging introduction. I have skillfully sequenced my ideas and supportive evidence. My conclusion is powerful, reinforcing thesis and giving closure.  | I have used an appropriate structure. I have and engaging introduction. I have presented ideas in a logical progression. My conclusion reinforces my thesis and gives closure.  | My essay has a weak structure. It lacks consistency of ideas. Evidence may be isolated facts with weak sequencing.  | My essay has little to no structure. My essay lacks a logical progression of ideas.  |
| ***Voice: Purpose, Audience, and Tone***  | My voice is authentic, confident, convincing and imbedded within the textual information. There is a clear sense of audience and purpose.  | My voice is confident and authentic. I am clearly engaged with my topic. My writing has a clear sense of audience and purpose.  | My essay has straight facts with a voice detached from topic. I have a sense of purpose and/or audience.  | In my writing there is no clear or no sense of voice, purpose, or audience.  |
| ***Word Choice: Diction***  | I chose precise words to powerfully convey my intended message.  | I chose effective words and phrases to convey my message.  | I have used vague and ordinary words, so my message isn’t as powerful as it could be.  | I have used a very limited vocabulary or used words incorrectly.  |
| ***Sentence*** ***Fluency***  | I have used purposeful and innovative sentence structure to enhance my intended effect. I have skillfully managed the transitioning between ideas and paragraphs.  | My essay has strong sentence structure and variety, and I have effectively used transitions to connect ideas.  | I have attempted to vary my sentence structure, but many of my sentences sound the same. I have limited use of transitions to connect my ideas.  | I write in complete sentences but do not vary the sentence patterns. I have some awkward or faulty sentences. I don’t use transitions to connect ideas within my essay.  |
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| ***Technical Qualities and Mechanics***  | My essay shows creativity and flexibility when using conventions to enhance my meaning.  | I have a few minor conventional errors that do not obscure my meaning.  | My conventional errors occasionally obscure my meaning.  | I have a lot of conventional errors that seriously interfere with the overall effectiveness of my essay.  |

Your poster will be worth 30 points.

Completion of draft of Body Paragraphs on time and to quality: 20 points

Completion of draft if Introduction and Conclusion on time and to quality: 15 points

Peer mediation analysis: 10 points

Finalized essay: 80 points

**Total Points Possible: 155**

This will go in as a test grade!!