Name Emily Mitchell_____

Lesson Plan Template

Lesson Segment Focus Fictional and Authentic Propaganda_____ **Lesson** _____3_____of_____3____

Course & topic addressed _ELA Dystopian Societies_____   **Date_____ Grade___8____**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will define and recognize propaganda. Students will examine a concept's components and formulate a generalization based on their findings. Students will apply their authentic experiences to those in literature. Students will discuss propaganda characteristics and their effectiveness. Students will create propaganda based on their knowledge acquisition from the lesson.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will practice discussion and brainstorming skills that we have developed in class.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	24 students in total: 11 boys, 13 girls. 5 English Learners 2 hearing impaired 3 special needs 1 paraplegic who uses a wheelchair 14 come from impoverished neighborhoods, 10 are middle-class 9 students read at grade level 9 students read 1-2 grades below grade level 6 students read 3-5 grades below grade level

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RL.8.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or *tone*, including analogies or allusions to other texts when applicable. **SL.8.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.8.2**: Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL.8.5**: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **L.8.3**: Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Propaganda (propaganda), slogan (eslogan), inductive model, testimonial (testimonial), stereotyping (estereotipos), fear appeal (apelación de miedo), bandwagon (carro), plain folks (gente sencilla), name-calling (insultos), card stacking (apilamiento de tarjetas), Ad nauseam (Hasta el hastío)

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Posters hung around the room with familiar slogans Word Wall with types of propaganda with their Spanish cognates Peer support in groups Vocabulary journals

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, computer, PowerPoint, handout
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Writing utensil

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
7-10 minutes	**Introduction**: Introduction to propaganda: inductive model (specifics of the concept)	I will ask the class to think about two commercial slogans that they are familiar with. Students will talk to their shoulder partners to brainstorm two commercial slogans in one minute. The pairs will share the two they came up with and I will type it into a word document that is projected onto the board. I will play a video for the class that allows them to match the slogans to the brands!
35-40 minutes	**Instruction:** More evidence to expand resources about the topic	We will then look at a PowerPoint that has several examples of propaganda.
	Prompting student thought; "noticing"/observing	The students will tell me what they notice about the advertisements we came up with on the board and saw in the PowerPoint. We will brainstorm a list of things that they noticed and group together different forms of propaganda.
	Explanation of the concept	Once the groupings have been made, I will explain the different types of propaganda (bandwagon, loaded terms, endorsement, etc.)
	Formative assessment	I will provide a short informal "quiz" about the types of propaganda we went over. The students will have to match examples to their classifications.
	Grouping and providing student choice in art-based creativity	Next, students will be divided into groups of 4 based on numbering (all the 1s go to this table, all the 2s go here, and so on). The students are tasked with creating their own propaganda. It can be a digital poster on Canva or a commercial on Flipgrid and it must be about a product of their choosing (artificial intelligence, a new food

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Formative assessment	product, medicine, tool, etc.). If students choose a poster, they will need 1) name of product; 2) catchy slogan; 3) artwork that showcases what it is. For the commercial, students will need 1) name of product; 2) catchy slogan; 3) video and script with all group members having a part in the commercial. If the groups don't finish, the students can continue to work on their poster/logo/script the next day. We will discuss the propaganda we saw today. I will pose questions such as, "how does it make you feel that brands have such well-known slogans?" and "what do the slogans make you think of? Are they effective at persuading you?"
3-5 minutes	**Closure:** Reviewing what we learned Preparation for the next class period	Finally, groups will form one generalization about propaganda based on what we learned during this lesson. Students will use a teacher-provided checklist with this criteria: 1) one complete sentence that clearly explains what propaganda is/does; 2) must be understandable to most of society/people; 3) word choice is strong and precise. The students will look for examples of propaganda in their reading and come to class prepared to discuss how dystopian rulers use propaganda to control their citizens.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	The two technologies I used in this lesson are Canva and Flipgrid. Canva is a great website that students will use to create a digital poster. This platform allows students to showcase their creativity using templates or just from scratch! By being literate in poster making, students can expand their skillsets and quickly create posters, infographics, flyers, and more! Flipgrid is a video-making platform that gives students the power to collaborate, view, and comment on each other's work by grouping everything into one topic. Using these tools exposes students to a variety of programs that will aid them in not only their academic careers but possibly their professional careers for years to come.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by	The forms of propaganda will be listed with their Spanish translations ELL students will be paired with strong English speakers Ongoing buddy system – the 5 ELL students have "buddies" that they can ask questions, and they can ask me together if the buddy does not know I will utilize the sound field in the classroom for hearing impaired students Wheelchair-accessible desk for 1 student

federal and state law.)	

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	Explicit instruction: explanation of propaganda types, checklists for poster/commercial and propaganda generalization Questions to prompt student response Vocabulary journals to add words we discuss in class

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	Ⅹ Formative /☐ Summative	Propaganda quiz
	Ⅹ Formative /☐ Summative	Checklist to assess student-created propaganda
	Ⅹ Formative /☐ Summative	Generalization of propaganda using teacher-provided checklist

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	The Inductive Model was developed by Hilda Taba in the 1960s. I chose this model because it is student-centered and allows for cognitive development through organization and analysis of concepts. Instead of being spoon-fed the information that they must know, students have more control over their learning and can bounce ideas off one another through the Inductive Model.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
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Student-Created Propaganda Checklist

You have been tasked with creating your own propaganda. This can be a digital poster or a commercial and it must be about a product of your choosing (artificial intelligence, a new food product, medicine, tool, etc.).

<u>Poster Criteria:</u>

____ name of product

____ catchy slogan

____ artwork that showcases what it is

<u>Commercial Criteria:</u>

____ name of product

____ catchy slogan

____ detailed script with all group members having a part in the commercial

Generalization about Propaganda:

Checklist:

____ One complete sentence that clearly explains what propaganda is and/or does

____ Easily understandable to most of society/people

____ Strong and precise word choice

Generalization:

_____

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