

Getting to the Core

English Language Arts

Grade 6 Unit of Study

“Plugging into Propaganda”



Final Revision: March 17, 2014

TEACHER EDITION

UNIT OVERVIEW

ELA Grade 6 *Plugging into Propaganda*

The goal of this unit of study is to show students that persuasive messages are not limited to essays, letters, and speeches. The persuasive messages we listen to and view usually contain persuasive or propaganda techniques. Persuasive techniques convince an audience by providing sound reasons. These reasons persuade through strong, relevant supporting evidence. Propaganda techniques, though, appeal primarily to an audience’s emotions and may contain false or misleading information. When we unquestioningly listen to or view messages that contain propaganda techniques, we may make poor decisions. This unit will help students to identify persuasive and propaganda techniques, including false and misleading information. These skills will help students to make well-informed decisions when viewing, reading, or listening to advertisements.

Big Idea: Emotion is a powerful persuader.

Essential Questions:

- Does TV influence your decisions or actions?
- How can propaganda be positive or negative?

Unit Timeline (Times will vary)

Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1: Quick-Write with Round Robin; Extended Anticipatory Guide; “Dirty Water” video + Viewing with a Focus questions and partner sharing; short written response to prompt using video evidence	Lesson 1: Three-Step Interview; “Evolution” video + Viewing with a Focus questions; Round Robin + group/class consensus; video response questions; share out	Lesson 2: Pre-reading activities: Vocabulary Circle Map; overview of common text structures and features + PPT	Lesson 2: Class discussion re: propaganda; read “Propaganda Techniques” – Skim & Scan with Preview Statements; Collaborative Annotation Chart	Lesson 2: Do-Say Chart; group/class consensus on central idea/theme
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 2: Propaganda Techniques ID Activity; revisited Extended Anticipatory Guide; Round Robin with sentence frames	Lesson 3: Reflective thinking share out; introduction to Commercial Storyboard Project; group project planning	Lesson 3: Groups complete project; oral presentation practice; if time, begin Gallery Walk	Lesson 3: Complete Gallery Walk; write academic paragraph	Lesson 3: Peer reviews; paragraph revisions

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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Plugging into Propaganda	
Grade Level/Course:	ELA 6 th Benchmark	Time Frame: 8-10 days
Big Idea (Enduring Understandings):	Big Idea: Emotion is a powerful persuader.	
Essential Questions:	Essential Questions: Does TV influence your decisions or actions? How can propaganda be positive or negative?	

Instructional Activities: Activities/Tasks

Unit Duration: 8-10 days

Lesson 1 – Preparing the Learner (Duration: 2 days)

Complex Texts: Videos – *Can You Live with Dirty Water*; *Evolution*

Pre-Assessment

Quick-Write with Round Robin; Extended Anticipatory Guide with Dyad Share

Video 1

Watch video with and without sound (3 times); Video Response Worksheet

Video 2

Watch video twice; Viewing with a Focus; small and large group Round Robin

Lesson 2 – Analyzing Propaganda on TV (Duration: 3-4 days)

Complex Text: *Propaganda Techniques Used on Television*

Pre-Reading

Quick-Write with RR; Vocabulary Circle Map; Common Text Structures & Features

Read 1 & 2

Skim & Scan with Preview Statements; Collaborative Annotation Chart

Read 3

Do-Say Chart; Propaganda Techniques ID Activity; Revisited Extended Anticipatory Guide

Lesson 3 – Performance Task (Duration: 3-4 days)

TV Commercial Storyboard

Read 4

Storyboard planning group activities

Extension

Group script and poster development

Assessment

Gallery Walk; Extended Anticipatory Guide; Academic Summary; peer review; revisions

21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy		
Essential Academic Language:	Tier II: persuade/persuasive/persuasion, advertise/advertiser/advertisement, influence, evolution, transfer, product, snob, bias/biased, appeal, analyze, technique, opinion, symbol, endorse, convey, connotation, compare, contrast, external, commercial, scene, script, claim	Tier III: propaganda/propagandist, call to action, slogan, logo, text structures, bandwagon, loaded language, product placement, snob appeal, testimonials, storyboard	
What pre-assessment will be given? <ul style="list-style-type: none"> • Quick-Write with Round Robin • Extended Anticipatory Guide 		How will pre-assessment guide instruction? The Quick-Write will indicate writing proficiency and determine areas of needed student improvement; the Round Robin will identify how well students are able to work collaboratively and if they need additional practice; and the Extended Anticipatory Guide will illustrate students’ pre-unit opinions about propaganda in order to help focus instruction.	
End of Unit Performance Task: Commercial Storyboard Project: Using what they have learned about propaganda, students will work in groups to develop, write, illustrate, and present a TV commercial storyboard about an imaginary product.			
Content Standards		Assessment of Standards (formative and summative)	
Common Core Learning Standards Taught and Assessed <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>		What assessment(s) will be utilized for this unit? <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	What does the assessment tell us?
Bundled Reading Literature Standard(s): N/A		N/A	N/A

<p>Bundled Reading Informational Text Standard(s):</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>F/S- Extended Anticipatory Guide</p> <p>F- Video response activities</p> <p>F- Vocabulary Circle Map and related vocabulary activities</p> <p>F- Close reading activities (Skim and Scan, Collaborative Annotation Chart, Do-Say Chart)</p> <p>F- Propaganda Technique ID Activity</p> <p>S- Commercial Storyboard Project</p>	<p>As a pre-assessment, the Extended Anticipatory Guide will illustrate students’ pre-unit opinions about propaganda in order to help focus instruction; as a summative assessment, the teacher will be able to determine how students’ opinions have changed based on their understanding of the texts.</p> <p>The teacher should use the information gleaned from the sharing of findings to guide him/her regarding any re-teaching or clarifying which may need to take place prior to the next lesson (e.g., vocabulary, issues with syntax, pacing, etc.).</p> <p>Teacher will observe use of vocabulary in context to determine if re-teaching/additional teaching is necessary.</p> <p>Students’ demonstration of their ability to make meaning from the text will indicate whether the strategies are working or if a different approach is needed.</p> <p>Teacher will observe students’ ability to identify and explain propaganda techniques accurately to determine if re-teaching/additional teaching is necessary.</p> <p>Students will demonstrate their understanding of the propaganda techniques in this final assessment.</p>
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<p>Bundled Writing Standard(s):</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.6.1a Introduce claim(s) and organize the reasons and evidence clearly. W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1e Provide a concluding statement or section that follows from the argument presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>F- Quick-Write</p> <p>F- Video response activities</p> <p>S- Commercial Storyboard Project</p> <p>S- Academic Summary</p>	<p>The Quick-Write will indicate writing proficiency and determine areas of needed student improvement.</p> <p>Students’ writing will demonstrate their ability to support their claims with evidence; teacher should use this formative assessment to determine if re-teaching/additional teaching is needed.</p> <p>The written portion of the project will demonstrate students’ ability to organize their claims, reasons, and evidence effectively as a final assessment.</p> <p>Students’ writing will demonstrate their understanding of the topic and their ability to organize their ideas effectively.</p>
<p>Bundled Speaking and Listening Standard (s):</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>F- Round Robin, Dyad Share, Three-Step Interview, partner and group work</p> <p>S- Commercial Storyboard Project</p> <p>S- Gallery Walk Questionnaire, Lesson 3</p>	<p>The collaborative activities will identify how well students are able to work collaboratively and if they need additional practice.</p> <p>The oral portion of the project will demonstrate students’ ability to present their claims and findings appropriately to the task as a final assessment.</p> <p>Teacher will identify whether or not students recognize terminology learned and evaluate application.</p>
<p>Bundled Language Standard(s):</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>F- Written and oral activities</p> <p>S- Commercial Storyboard Project</p>	<p>Teacher will evaluate students’ language skills and adjust teaching as needed.</p> <p>The written and oral portions of the project will demonstrate students’ command of the conventions of standard English and usage as a final</p>

	S- Academic Summary	assessment. Students' writing will demonstrate their ability to use domain-specific vocabulary, precise verbs, adjectives, and nouns, and transition or signal words/phrases effectively.
Resources/ Materials:	<p><u>Complex Texts to be used</u> Informational Text(s) Titles: <i>Propaganda Techniques</i>, Holt Literature and Language Arts, Introductory Course, pp. 643-645 (Lexile 1170)</p> <p>Literature Titles: N/A</p> <p>Media/Technology: <i>Can You Live with Dirty Water</i> http://www.sausd.us/Page/22743 (click on link to video under 6th Grade ELA Unit of Study; if the page doesn't open, log on to the district website through the staff portal, click on Educational Services, click on Staff Development, and open CCSS Unit Trainings to find the link.)</p> <p><i>Evolution</i> http://www.sausd.us/Page/22743 (click on link to video under 6th Grade ELA Unit of Study; if the page doesn't open, log on to the district website through the staff portal, click on Educational Services, click on Staff Development, and open CCSS Unit Trainings to find the link.)</p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Paper and writing instruments (student-provided) • Computer with Internet access and audio capability, projector, and speakers • Whiteboard and markers as needed • Dictionaries for student reference (if needed) • Poster paper for student groups (if unavailable, use white butcher paper) • Student markers • Student resources provided with lessons; additional teacher resources included with each lesson plan. 	
Interdisciplinary Connections:	<p>Cite several interdisciplinary or cross-content connections made in this unit of study: This unit connects English language arts with social studies, communication and media studies, and psychology by analyzing and applying propaganda techniques, thus providing students with the skills they need to become discerning global consumers.</p>	
Differentiated Instruction:	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>Since this unit was designed for benchmark-level students, the differentiation provided targets intermediate EL's. Supports include</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: Always start with the students' IEP goals. Then, if possible, collaborate with the case manager to identify appropriate scaffolds,</p>

	<p>Thinking Maps, sentence starters/linguistic frames, academic vocabulary practice, strategic grouping, and structured speaking opportunities.</p>	<p>accommodations, and modifications. Unit activities to support special needs students include using Thinking Maps and other cognitive aids, making provisions for extra time and teacher assistance, and grouping by needs.</p> <p>GATE: Suggestions for accelerated learners include activities that develop depth and complexity.</p>
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SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: Plugging into Propaganda Lesson #1 – Preparing the Learner</p>	<p>Grade Level/Course: ELA 6th Benchmark</p>	<p>Duration: 2 days Date:</p>
<p>Big Idea: Emotion is a powerful persuader. Essential Questions: Does TV influence your decisions or actions? How can propaganda be positive or negative?</p>		
<p>Common Core and Content Standards</p>	<p>Common Core Content Standards:</p> <p>Reading Informational Text RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Writing W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language L.6.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> ● Resource 1.1 Extended Anticipatory Guide ● Resource 1.2 Dyad Share Handout ● Resource 1.3 Academic Conversation Placemat ● Resource 1.4 Video Response: <i>Can You Live with Dirty Water</i> 	

		<ul style="list-style-type: none"> • Resource 1.5 Three Step Interview • Resource 1.6 Viewing with a Focus: <i>Evolution</i> • Paper and writing instruments (student-provided) • Computer with Internet access and audio capability, projector, and speakers • Whiteboard and markers as needed • Dictionaries for student reference (if needed) • Optional resources: <ul style="list-style-type: none"> ○ ELA Grade 6 Vocabulary PowerPoint (see link in lesson sequence) ○ Resource 1.7 Agree/Disagree Scaffold ○ Resource 1.8 How to Annotate a Video Clip 	
Objectives		Content: By watching and citing evidence from two videos, students will investigate how advertisements use persuasive techniques to first inform, engage, and interest viewers emotionally, and then to persuade them to take some form of action.	Language: Students will analyze propaganda techniques by writing their responses to text dependent questions as they view video advertisements and discussing their findings with their peers.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	
		propaganda persuade/persuasive/persuasion advertise/advertiser/advertisement influence call to action evolution consensus	
		WORDS WORTH KNOWING	

	STUDENTS FIGURE OUT THE MEANING	develop/developing/development contribute	
Pre-teaching Considerations	<ul style="list-style-type: none"> • Students may need to practice the collaborative activities – Round Robin, Dyad Share – in order to ensure effectiveness, accountability, and respectful behavior. • Make sure video plays correctly before class begins. (Note: If a gray screen comes up when you press Play, it means there is an advertisement that needs to be closed. Click on the tiny ☒ at the top right of the viewing area.) • If students have not yet worked with the five core conversation skills (Collaborative Academic Conversation): elaborate and clarify; paraphrase; support ideas with evidence; build on and/or challenge partner’s ideas; and synthesize, they will need additional time practicing with the Academic Conversation Placemat (Resource 1.3). 		
Lesson Delivery			
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection</p>		
<i>Preparing the Learner</i>	<p>Prior Knowledge, Context, and Motivation:</p> <p>In this lesson, students will investigate how advertisements use persuasive techniques to first inform, engage, and interest viewers emotionally, and then to persuade them to take some form of action.</p> <p>Day 1: <i>Can You Live with Dirty Water?</i></p> <hr/> <p>1. <u>Quick-Write with Round Robin</u></p> <ul style="list-style-type: none"> • Have students respond to the following prompt: What is your favorite TV commercial? What makes it particularly effective or persuasive? • After a few minutes of writing, divide students into groups of four. Students will conduct a Round Robin following these directions: <ul style="list-style-type: none"> ○ Share your responses one by one with your group members ○ Everyone shares ○ Others may not interrupt or comment until everyone has expressed his/her ideas. • In Round Robin sharing, emphasize the importance of being an active listener (no interruptions). Teacher may want to model this process and have the directions posted or in front of them until the students become familiar with this structure. 		
Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<p>2. <u>Extended Anticipatory Guide</u></p> <ul style="list-style-type: none"> • Have students turn to the Extended Anticipatory Guide (see Resource 1.1) for this lesson. Students will go through the six statements which survey them about their opinions and check whether they agree or disagree. They do not need to provide evidence at this time. • Pair students with a partner. Model how to use the Dyad Share handout (Resource 1.2). Using the sentence frames, students will share their Extended Anticipatory Guide 	<p>Differentiated Instruction:</p> <p>English Learners: For vocabulary support, teacher may wish to show the ELA Grade 6 Unit Vocabulary</p>	

<p><i>Interacting with the Text</i></p>	<p>responses. Teacher should walk around and monitor responses to the Dyad Share as formative assessment.</p> <ul style="list-style-type: none"> • Lead a class discussion about propaganda. Explain that propaganda is a type of persuasion in which the goal is to convince a lot of people to agree with the sender’s message. Methods of transmitting persuasive messages can occur in a variety of ways, including verbally and nonverbally via television, radio, Internet or face-to-face communication. Let students know that in this unit, we will be focusing on propaganda that occurs in TV commercials. • In order to enhance the discussion, teacher may wish to incorporate Collaborative Academic Conversation prompts while students refer to the Academic Conversation Placemat (Resource 1.3). For example, teacher may use the prompts to elicit more details, while students use the frames for responding to shape their answers. <p>3. <u>Video Response: <i>Can You Live with Dirty Water</i></u></p> <ul style="list-style-type: none"> • Explain to students that they will be viewing a TV commercial several times and responding to a series of questions about it while they watch. • Have students turn to the worksheet, “Video Response: <i>Can You Live with Dirty Water</i>” (Resource 1.4), and model how to complete it. If students are not familiar with it, teacher will need to explain what a “call to action” is. • Show the video: <i>Can You Live with Dirty Water</i> (link: http://www.sausd.us/Page/22743 - click on link to video under 6th Grade ELA Unit of Study). Play the video twice without sound, and once with sound, as students record their responses on their worksheets, as shown below: <ul style="list-style-type: none"> • Viewing without sound 1—prompt for students: <ul style="list-style-type: none"> ○ What are the positive and negative effects the advertisers want people to feel? • Viewing without sound 2—prompts for students: <ul style="list-style-type: none"> ○ What is the problem that needs a solution? ○ Is there a “call to action” in this advertisement—what might the advertiser want responders to think and do after watching? • Viewing with a focus (with sound—prompts for students: <ul style="list-style-type: none"> ○ How is the central idea developing, or going forward? ○ How does sound contribute, or add to the development? <ul style="list-style-type: none"> • Between each viewing, have students turn to their elbow partner and share their responses using the sentence starters 	<p>PowerPoint by following this link: http://www.sausd.us/Page/22743 (click on link to PowerPoint under 6th Grade ELA Unit of Study).</p> <p>It may also be helpful to post the vocabulary words in the classroom. The PowerPoint can be used throughout the unit as needed. (This is also a good option for students who need additional support.)</p> <p>Students Who Need Additional Support: To help prepare students for the Anticipatory Guide and Dyad Share, teacher might choose to have them practice making agreement/disagreement statements using the Agree/Disagree Scaffold (Resource 1.7).</p> <p>For the video activities, it may be helpful to provide the questions beforehand and go over them together. Teacher may also wish to have students turn to Resource 1.8: How to Annotate a Video Clip, and go over it together.</p> <p>Accelerated Learners:</p>
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<p><i>Interacting with the Text</i></p>	<p>on the worksheet. Students should record new information on their worksheets; however, in order to hold students accountable for their own work, be sure students record their own responses before adding their partner’s ideas.</p> <p>4. As a concluding activity, have students turn over their Video Response worksheets and write a short response to the following prompt (included on the back of Resource 1.4):</p> <ul style="list-style-type: none"> ○ How did the advertiser use images and sound to influence your feelings about water pollution around the world? Use specific examples from the video to explain your response. <hr/> <p><i>Day 2: Evolution</i></p> <p>1. <u>Three-Step Interview</u></p> <ul style="list-style-type: none"> ● Students take out their concluding activity from the previous day. In order to activate prior knowledge, students will conduct a Three Step Interview in response to the prompt on the back of Resource 1.4. <p><i>Teacher Note: Students should be seated in groups of four and form two dyads (Students A/B and C/D) who will interview each other on their answers to the short response prompt. Explain that the interviews will take place in three steps and go over them with students in advance. The instructions and language supports can be found on Resource 1.5 for students’ convenience.</i></p> <p>Three Step Interview</p> <ul style="list-style-type: none"> ○ Step One – Student A asks Student B the short response question. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.) ○ Step Two – Student B now asks Student A the short response question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.) ○ Step Three – Each person shares his/her partner’s answer to the short response question with their group members. (All four students – A, B, C, D – are sharing together.) <p>Language supports for Three Step Interview share out:</p> <ul style="list-style-type: none"> - My partner stated that the advertiser used images and sound to influence his/her feelings about water pollution around the world by 	<p>Teacher might ask students to discuss/write about the ethical issues of propaganda. For example, questions might include:</p> <ul style="list-style-type: none"> ✓ Should advertisers be held to any kind of moral standards? ✓ If so, what should they be? ✓ Who should enforce them?
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<p><i>Extending Understanding</i></p>	<ul style="list-style-type: none"> - My partner explained that _____ and _____ are some examples from the video that influenced his/her feelings by ... <ul style="list-style-type: none"> • Conduct a short class discussion on how advertisers might influence their viewers using the Academic Conversation prompts and frames for responding from Resource 1.3. <p>2. <u>Viewing with a Focus: <i>Evolution</i></u></p> <ul style="list-style-type: none"> • Let students know that they will be watching a TV commercial called <i>Evolution</i> (teacher may want to talk about what this word means) made by Dove, the maker of facial soap and beauty products, and that they will need to pay close attention while viewing so that they can respond to several questions. • Students turn to the worksheet, “Viewing with a Focus: <i>Evolution</i>” (Resource 1.6); teacher models how to complete it. • Play video by clicking on the following link: http://www.sausd.us/Page/22743 (click on link to video under 6th Grade ELA Unit of Study). <p>3. <u>Small and Large Group Round Robin</u></p> <ul style="list-style-type: none"> • In their groups of 4, have students share their individual responses to the questions on the worksheet using a Round Robin format. Students should read their responses using the sentence starters; remind them to be quiet and attentive while their group members are speaking in turn. After everyone has shared, the group should decide on a consensus response to the final question, “What is the message of this video?” and write it on their worksheets in the box for GROUP CONSENSUS. • Each group shares the team’s consensus response with the whole class. <i>Note: As groups share, the teacher writes their responses down on chart paper.</i> • At the end of the sharing, lead students in coming to a class-wide consensus on what message the video delivers. Students will write the agreed-upon message on their worksheets in box for CLASS CONSENSUS. <i>The purpose for coming to consensus is both for students to practice synthesizing their responses and also to identify a general theme.</i> <p>4. <u>Video Response</u></p> <ul style="list-style-type: none"> • Explain that after watching the video again, students will work in their groups of four to answer the following questions (posted on board): <ul style="list-style-type: none"> ○ When does the viewer become aware of what is 	
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	<p>happening in the video?</p> <ul style="list-style-type: none"> ○ What are the key events in the video? ○ How do these elements develop the message? <ul style="list-style-type: none"> ● Show the video again while students take additional notes. ● Everyone in the group writes down the answers to the questions on the back of their worksheet. <p>5. <u>Closing Activity</u></p> <ul style="list-style-type: none"> ● Assign a spokesperson from each group to share out their responses. ● Discuss similarities and differences in interpretation. Again, encourage students to use the five core conversational skills to enhance the discussion. 	
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Lesson Reflection		
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<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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Extended Anticipatory Guide

Work with your partner to decide whether you agree or disagree with the statements below. Use the language on **Resource 1.2: Dyad Share** to guide your discussion.

Statement	Opinion at the Beginning of Lesson 1		Opinion at the End of Lesson 2		Evidence
	Agree	Disagree	Agree	Disagree	
1. The main purpose of a commercial is to make you laugh.					
2. People are easily persuaded to act or behave a certain way after watching a commercial.					
3. Advertisers use a variety of techniques to persuade you to buy something.					
4. Propaganda, that is, an organized attempt to spread certain beliefs or ideas, is always negative.					
5. Propagandists count on you to use your intelligence to form an opinion.					

Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

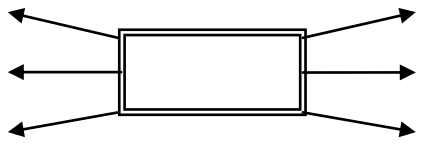
Student 1: Okay, I will begin by reading statement #1. (*Read statement.*) Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that...

Student 2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that... Now I will read statement 2. (*Read statement.*) Based on what I know, I would say this statement is true/not true, so I will agree/disagree.

(Continue through all the statements.)

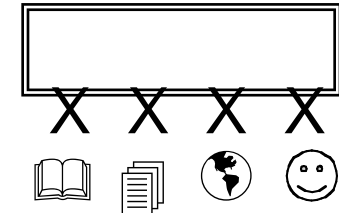
ACADEMIC CONVERSATION PLACEMAT

Elaborate: “Can you elaborate on...?”
 “What do you mean by...?”



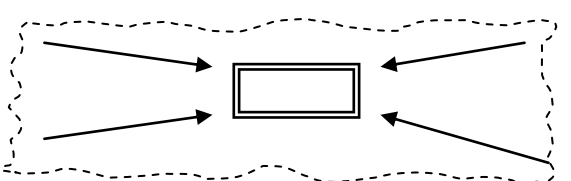
Frames for Responding:
 “I think it means that...”
 “In other words...”

Support Ideas with Examples: “Can you give an example from the text?”



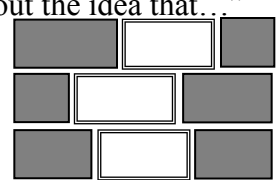
Frames for Responding: “For example...”
 “In the text it said that...”

Paraphrase: “What are you hearing?”
 “What do we know so far?”



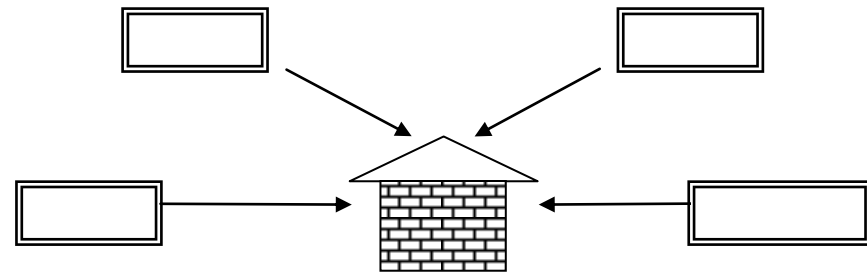
Frames for Responding: “So you are saying...”
 “Let me see if I understand you...”

Build on or/Challenge a Partner’s Idea: “What do you think about the idea that...”



Frames for Responding: “So, you are saying that..”
 “Let me see if I understand you...”

Synthesize Conversation Points: “What have we discussed so far?”



Frames for Responding: “We can say that...”
 “The main theme/point seems to be...”

Video Response: *Can You Live with Dirty Water?*

Use the questions on this handout to guide your responses to the video advertisement *Can You Live with Dirty Water?*

<p><u>Focus: First Viewing</u> What are the positive and negative emotions the advertisers want people to feel?</p>	<p>The positive emotions the advertisers want people to feel are...</p>	<p>The negative emotions the advertisers want people to feel are...</p>
<p>What is the problem that needs a solution?</p>	<p>The problem that needs a solution is...</p>	
<p><u>Focus: Second Viewing</u> Is there a "call to action" in this advertisement?</p>	<p>The "call to action" in this advertisement is...</p>	
<p>What might the advertiser want people to think and do after watching?</p>	<p>The advertiser might want people to... and do... after watching the video.</p>	
<p><u>Focus: Third Viewing</u> How is the central idea developing, or going forward?</p>	<p>The central idea is developing by...</p>	
<p>How does sound contribute, or add to the development?</p>	<p>Sound contributes to the development by...</p>	

Can You Live with Dirty Water

Short Response

How did the advertiser use images and sound to influence your feelings about water pollution around the world? Use specific examples from the video to explain your response.

Three Step Interview:

Can You Live with Dirty Water **Short Response**

Three Step Interview

1. **Step One** – Student A asks Student B the short response question. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group. (Student C is also interviewing Student D in the same manner.)

2. **Step Two** – Student B now asks Student A the short response question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group. (Student D is also interviewing Student C in the same manner.)

3. **Step Three** – Each person shares his/her partner’s answer to the short response question with their group members. (All four students – A, B, C, D – are sharing together.)

Language supports for Three Step Interview share out:

- My partner stated that the advertiser used images and sound to influence his/her feelings about water pollution around the world by...

- My partner explained that _____ and _____ are some examples from the video that influenced his/her feelings by ...

Viewing with a Focus: *Evolution*

<p>What is happening in the video?</p>	<p>In this video, several things are happening. First...</p> <p>Then...</p>
<p>Write 3 emotions the video makes you feel.</p>	<p>This video makes me feel...</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Why do you suppose the maker of the video decided not to use words?</p>	<p>I think the maker of the video decided not to use words because...</p>
<p>What is the message of this video?</p>	<p>The message of this video is...</p>
<p>What is the message of this video? (GROUP CONSENSUS)</p>	<p>My group agrees that the message of this video is...</p>
<p>What is the message of this video? (CLASS CONSENSUS)</p>	<p>Our class agrees that the message of this video is...</p>

To Disagree

- Another way to look at it is _____.

- I do agree with what you said about _____, but I think _____.

- I have a different answer. I wrote down that _____.

To Agree

- You made a good point when you said _____.

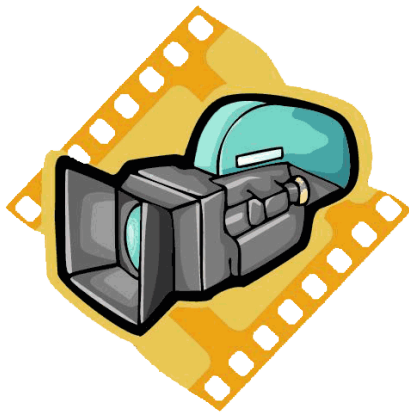
- I see what you're saying. I agree because _____.

- My idea builds on _____'s idea. I think _____.

How to Annotate a Video Clip

Listen with a Pencil

- **Write** key words or phrases that are confusing/unclear.
- Take **short notes** of any key words you hear.
- Write any **comments** that come to mind as you listen to the video.



SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: Plugging into Propaganda Lesson #2 – Analyzing Propaganda on TV</p>	<p>Grade Level/Course: ELA 6th Benchmark</p>	<p>Duration: 3-4 days Date:</p>
<p>Big Idea: Emotion is a powerful persuader. Essential Questions: Does TV influence your decisions or actions? How can propaganda be positive or negative?</p>		
<p>Common Core and Content Standards</p>	<p>Common Core Content Standards:</p> <p>Reading Informational Text RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Writing W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p>	

	important to comprehension or expression.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> • Resource 2.1 Academic Vocabulary Circle Map • Resource 2.2 <i>Propaganda Techniques</i>: Holt Literature and Language Arts, Introductory Course (also available in textbook pp. 643-345) • Resource 2.3 Common Text Structures and Features • PowerPoint: Common Text Structures and Features (see link in lesson sequence) • Resource 2.4 Collaborative Annotation Chart • Resource 2.5 Do-Say Chart • Lesson 1 materials that students already completed: Extended Anticipatory Guide, Dyad Share, Video Response: <i>Can You Live with Dirty Water</i>, and Viewing with a Focus: <i>Evolution</i> • Resource 2.6 Propaganda Techniques Identification Activity • Resource 2.6T Propaganda Techniques Identification Activity Picture Cards • Paper and writing instruments (student-provided) • Whiteboard and markers as needed • Dictionaries for student reference (if needed) • Optional resources: <ul style="list-style-type: none"> ○ Resource 2.7 Academic Summary Template ○ Resource 2.8 Academic Summary Scoring Guide 	
Objectives	Content: Students will be able to recognize and differentiate between various forms of propaganda techniques by closely reading the informational text, “Propaganda Techniques,” and applying their knowledge in an identification activity.	Language: Students will determine the meaning and content of the text by collaboratively defining vocabulary, analyzing the text features, annotating and discussing the concepts, and identifying the central idea/theme.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
	STUDENTS FIGURE OUT THE MEANING	Tier 2 transfer, product snob, biased, appeal, analyze, technique, opinion, symbol, convey	Tier 3 propagandist bandwagon loaded language product placement snob appeal testimonials	denotative, exclusive, discriminating, external, endorse	
Pre-teaching Considerations		<ul style="list-style-type: none"> • If students are new to the reading and collaboration strategies contained in this lesson, they may need to spend additional time learning and practicing them. • Prepare the Propaganda Techniques Identification Activity Picture Cards (Teacher Resource 2.6T) in advance by cutting out enough sets for the number of student groups and clipping them together or placing sets in plastic bags/envelopes. 			
Lesson Delivery					
Instructional Methods		<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p>			
Lesson Continuum		<u>Prior Knowledge, Context, and Motivation:</u>			
		<p>Day 1: Pre-reading Activities</p> <p>1. <u>Quick-Write with Round Robin</u></p> <ul style="list-style-type: none"> • Have students respond to the following prompt: Think about the videos you viewed during Lesson 1. Is propaganda always negative? When can it be positive? • After a few minutes of writing, divide students into their groups of four. Students will conduct a Round Robin; remind students to follow these directions: <ul style="list-style-type: none"> ○ Share your responses one by one with your group members ○ Everyone shares ○ Others may not interrupt or comment until everyone has expressed their ideas. 			
Body of the Lesson: Activities/ Questioning /Tasks/ Strategies/ Technology/ Engagement		<p>After leading a brief class discussion about students' Quick-Write/Round Robin responses, introduce Tier 2 vocabulary words.</p> <p>2. <u>Academic Vocabulary Circle Map</u></p> <ul style="list-style-type: none"> • Introduce Academic Vocabulary Circle Map (see Resource 2.1). Model how to complete the map using the word <i>propaganda</i> as the academic word in the center. • Divide students into 10 small groups (2-4 students). Give each group one Tier 2 word from the academic vocabulary list in the quadrant above. 		<p style="text-align: center;">Differentiated Instruction:</p> <p>English Learners: Possible supports: Thinking Maps, group discussions, pair-share, shorter sentences/phrases, clear</p>	

	<ul style="list-style-type: none"> • Students may use a dictionary or dictionary.com to find the definition of their word, but they will need to put it in their own words. Teacher may need to assist in selecting the appropriate definition. • Explain to students that they will decide how the Circle Map is divided up so that everyone is held accountable: <ul style="list-style-type: none"> — Definition: One group member will work with his/her teammates to come up with an agreed-upon definition and will write it in the upper left quadrant. — Characteristics: Another group member will be responsible for making a list of the essential characteristics of the vocabulary word using ideas from the group. For example, for the word “transfer,” characteristics might include “used with an object,” and “involves movement from place to place.” This group member will write the characteristics in the upper right quadrant. — Examples: A third group member will collect examples from his/her teammates and fill in the lower left quadrant. — Non-examples: The last group member will collect non-examples from his/her teammates and fill in the lower right quadrant. • Allow 15-20 minutes for each group to finish their Circle Map. • Each group chooses a leader to share out to the class for 30 seconds. <p>3. <u>Common Text Structures and Features</u></p> <ul style="list-style-type: none"> • Let students know that before reading the next day’s text selection, they will practice identifying and analyzing text structures. This will help them better understand what they will be reading. • Have students turn to Resource 2.3, “Common Text Structures and Features,” and review it with them using the PowerPoint: Common Text Structures and Features (follow this link: http://www.sausd.us/Page/22743 - click on link to PowerPoint under 6th Grade ELA Unit of Study). • Students will practice analyzing text structures within the PowerPoint process. <p>Day 2: Read 1 & 2 – Interacting with the Text/Concept</p> <p>1. <u>Class Discussion</u></p> <ul style="list-style-type: none"> • As a review from Lesson 1, write this definition for <i>propaganda</i> on the board: “a focused, widespread attempt to promote certain beliefs or ideas.” Point out that the 	<p>annunciation; pause, stop, re-read.</p> <p>During the reading activities (Skim and Scan, Collaborative Annotation, Do/Say Chart), students may benefit from taking turns reading aloud with a partner. This also includes students who need additional support.</p> <p>Students Who Need Additional Support: Possible supports: Give the student a preview of what will happen in the lesson; provide follow-up lesson; assign a study buddy. Have a learning buddy read aloud to student.</p> <p>For vocabulary support, you may wish to show the ELA Grade 6 Unit Vocabulary PPT by following this link: http://www.sausd.us/Page/22743 (click on link to PowerPoint under 6th Grade ELA Unit of Study).</p> <p>It may also be helpful to post the vocabulary words in the classroom. The PowerPoint can be used throughout the unit as needed.</p> <p>For the Skim and Scan activities, a teacher-guided small group</p>
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<p><i>Interacting with the Text</i></p>	<p>definition does not limit propaganda to negative or untrue information.</p> <ul style="list-style-type: none"> • Then write the word <i>connotation</i> on the board along with the following definition: the emotional meaning that a word carries. • Explain that <i>propaganda</i> often carries a negative connotation, though its literal definition (denotation) says only that propaganda is an organized attempt to spread certain beliefs. Teacher may share that the word <i>propaganda</i> is often used when referring to political and wartime messages, but it is not limited to these. • Have students turn to Resource 2.2, Propaganda Techniques. • Remind students that analyzing text features will help them set a purpose for their reading and better understand various texts. For the next activity, students will need Resource 2.3, “Common Text Structures and Features,” from the previous day. <p>2. <u>Skim and Scan with Preview Statements:</u></p> <p style="padding-left: 20px;"><i>Scanning Text Features</i></p> <ul style="list-style-type: none"> • Students independently scan text features (title, tips, chart, headings,...). You may need to model this for them. • After scanning text features, students write a preview statement telling what they KNOW the text will be about (the topic). <ul style="list-style-type: none"> ○ From my preview of the text features of this informational text, <i>Propaganda Techniques</i>, I know the text will (explain, describe, compare, contrast, present, offer, etc.)... <p style="padding-left: 20px;"><i>Skimming the Text</i></p> <ul style="list-style-type: none"> • Instruct students to read the first three paragraphs independently until they reach the chart, “Propaganda Techniques Used on Television.” <ul style="list-style-type: none"> ○ If needed, you can point out the following signal words/phrases: <i>are used to, for example, known as, definitions and examples, identify</i> ○ Have students refer to the “Common Text Structures and Features” handout to figure out the text structure type. (The answer is Definition/Description, but let students determine that for themselves.) • Tell students to now write a preview statement stating what the text structure appears to be for this particular text. <ul style="list-style-type: none"> ○ It appears that the text structure of this informational text is _____ because... 	<p>using the “I do, we do, you do” strategy may be beneficial.</p> <p>Accelerated Learners: In place of other activities, you might have students write an academic summary of the text using Resource 2.7 Academic Summary Template and Resource 2.8 Academic Summary Scoring Guide.</p>
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- _____ are signal words/phrases which help me determine that the text structure is _____.

- Walk around the room and monitor students’ understanding.
- Next, students take turns sharing their sentences with an elbow partner. When most students are finished, call on volunteers to share their work.
- Now students will skim the remainder of the text from the chart to the end of the selection.

3. Collaborative Annotation Chart

- Have students turn to **Resource 2.4**, “Collaborative Annotation Chart,” and model how students will complete it using a *Think Aloud* for the first paragraph of the selection.
- Students read and annotate the rest of the text individually.
- Working in partners, students then engage in conversation about the text using the sample language supports from the Collaborative Annotation Chart. For example, Partner “A” shares his/her comments and thoughts, and then Partner “B” responds to his/her comments and thoughts. Partner “A” then adds his/her partner’s response to his/her own annotation.
- In groups of 4, partners read aloud their collaborative notes from the annotation chart, and add any new information they receive from the other dyad in their group.
- Students independently write down their initial understanding of the central idea/theme of the text.

Day 3-4 : Read 3 – Extending Understanding

1. Do-Say Chart

- Let students know that they will now take an even closer look at the text to understand what the author/text is doing and saying.
- Have students turn to **Resource 2.5**, “Do/Say” Chart, and model how to identify the function (Do) and the content (Say) for the first two paragraphs.
- In dyads, students complete the Do/Say Chart for paragraphs 3 and 4 (“Do” is provided for paragraph 3). Teacher may want to stop here and check for understanding by calling on students to share their responses thus far.
- In dyads or independently, students complete the Do/Say Chart for paragraphs 5-9.
- In groups of 4, students re-read notes from the Do/Say

<p><i>Extending Understanding</i></p>	<p>Chart and their initial understanding of the central idea/theme from the previous task. Groups then come to consensus on the central idea/theme of the text and write this down on the back of their Do/Say Chart (every student writes it down on his/her own paper). Groups may find it helpful to use the five core conversational skills along with the Academic Conversation Placemat (Resource 1.3) to enrich their discussion. Since they will be guiding their own discussion, teacher may need to assist them in using the prompts to elicit further details from their group mates.</p> <p>2. <u>Propaganda Techniques Identifying Activity</u></p> <ul style="list-style-type: none"> • Explain that students will now work in their groups to apply what they learned about propaganda techniques by examining several advertisements and determining which techniques are being used. • Provide a set of Propaganda Techniques Identifying Activity cards to each group while students turn to Resource 2.6 in their student booklets. • Students will collaborate to identify which of the six propaganda techniques is best represented by each advertisement. On the Propaganda Techniques Identifying Activity worksheet (Resource 2.6), students will match the techniques with the advertisements and provide an explanation for their choices using complete sentences. (Answers are provided in the teacher materials, Resource 2.6T.) Students should be encouraged to use the five core conversational skills along with the Academic Conversation Placemat (Resource 1.3) to enrich their discussion. • When all the groups have come to consensus, call on/select a representative from each group to share their choices and rationales with the class. If there are conflicting answers, have groups elaborate on and respectfully defend their reasons until full class consensus is reached. <p>3. <u>Revisited Extended Anticipatory Guide</u></p> <ul style="list-style-type: none"> • Have students take out their Extended Anticipatory Guide (Resource 1.1) and Dyad Share handout (Resource 1.2) from Lesson 1. • Independently, students will complete the opinion columns under the heading, “Opinion at the End of Lesson 2.” • Referring to the reading selection, “Propaganda Techniques,” as well as their video response materials from Lesson 1 (Resource 1.4 Video Response: <i>Can You Live with Dirty Water?</i> and Resource 1.6 Viewing with a Focus: <i>Evolution</i>), have students provide textual evidence in the “Evidence” column to support their opinions. 	
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	<ul style="list-style-type: none"> • With a partner, students will use the Dyad Share handout to share their responses. <p>4. <u>Closing Activity</u></p> <ul style="list-style-type: none"> • To give students an opportunity to discuss how their opinions changed (or didn't change), group students into two sets of partners and conduct a Round Robin in which students use one of the following sentence frames to discuss the activity: <ul style="list-style-type: none"> ○ My opinion about _____ changed because... ○ Even though none of my opinions changed, I learned that _____ because... 	
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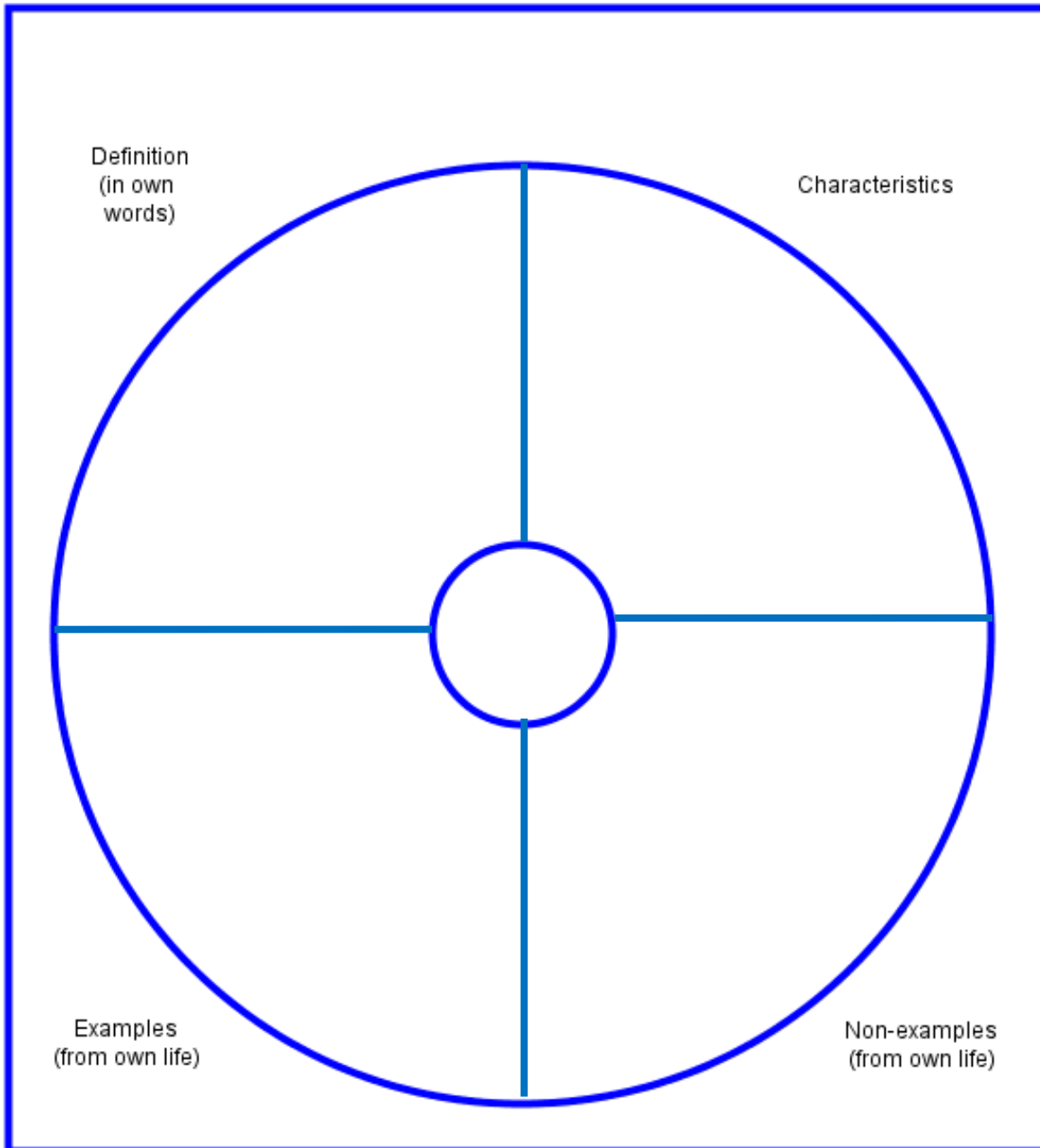
Lesson Reflection		
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<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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Academic Vocabulary Circle Map (Based on Frayer Model)

Directions: Write your academic word in the center and fill in the quadrants with your group.

Vocabulary Circle
Map: Plugging
into Propaganda



Propaganda Techniques

“Propaganda Techniques,” Holt Literature & Language Arts, Introductory Course, 2003, pp. 643-645

1 Propaganda techniques appeal more to your emotions than to common sense or logic. Like persuasive techniques, they are used to convince you to think, feel, or act a certain way. The difference is that a **propagandist**, a person who uses propaganda techniques, does not want you to think critically about the message.

2 For example, when you hear the name of a product or see its logo* associated with your favorite football team, your excitement for that team is being used to sell that product. If you connect your excitement about the team with the product enough times, this propaganda technique, known as **transfer**, may eventually persuade you to buy the product. Your decision would be based not on logical reasons for buying the product but on your emotional response to the propaganda technique.

3 The following chart gives definitions and examples of other common propaganda techniques found in television ads and programs. As you watch TV, look for the given clues to identify these techniques in every kind of programming you watch.

PROPAGANDA TECHNIQUES USED ON TELEVISION		
Techniques	Clues	Examples
Bandwagon tries to convince you to do something or believe something because everyone else does.	Listen for slogans that use the words <i>everyone, everybody, all</i> , or in some cases, <i>nobody</i> .	While being interviewed on a talk show, an author might encourage viewers to join the thousands of other people who have benefited from his new diet book.
Loaded language uses words with strongly positive or negative meanings.	Listen for strongly positive or negative words, such as <i>perfect</i> or <i>terrible</i> .	<i>Wake-up Juice is a fantastic way to start your day!</i>
Product placement uses brand-name products as part of the scenery. The products' companies may pay producers for this seemingly unintended advertising.	As you watch TV, keep your eyes peeled for clearly visible brand names. Ask yourself if the brand names have anything to do with the plot of the show.	In the middle of a TV movie, an actor may drink a bottle of juice. The juice is not an important part of the plot, but the brand name of the juice is clearly visible.
Snob appeal suggests that a viewer can be special or part of a special group if he or she agrees with an idea or buys a product.	Listen for words, such as <i>exclusive, best</i> , or <i>quality</i> . Look for images of wealth, such as big houses, expensive cars, and fancy boats.	<i>Treat your cat like a queen; give her the cat food preferred exclusively by discriminating cats.</i>

<p>Symbols associate the power and meaning of a cultural symbol with a product or idea.</p>	<p>Look for flags, team mascots, state flowers, or any other symbol that people view with pride.</p>	<p>A political candidate might use a national flag as a backdrop for a speech on TV.</p>
<p>Testimonials use knowledgeable or famous people to endorse a product or idea.</p>	<p>Look for famous actors, athletes, politicians, and experts. Listen for their names or titles as well.</p>	<p>TV star Zen Williams actively supports alternative energy research--shouldn't you?</p>

False and Misleading Information

Are You Sure About That?

4 As mentioned earlier, a propagandist counts on you to be led by your emotions and not by your intelligence. Even if you wanted to think critically about a propagandist’s message, you would not have much to go on because propaganda is so strongly **biased**. That is, it favors one point of view and ignores information that supports another point of view.

5 However, any persuasive message can be misleading, not just those containing the propaganda techniques listed [in the chart above]. Here are some signals that a persuasive message contains misleading information.

Presenting Opinions as Facts

6 **Opinions** are beliefs, judgments, or claims that cannot be tested and proved true. Watch out for opinions presented as if they were facts. For example, a news report may quote an expert who says, “Space exploration is necessary for the future of human survival.” How could such a statement be proved? Opinions presented as facts, and not supported with evidence, can be misleading.

Missing Information

7 A persuasive message may downplay or leave out negative information. For example, car commercials often downplay the high price of the car. Instead, the commercials focus on the comfort, design, speed, and other positive features of the car. Information on pricing is usually included in small print or announced very quickly at the end of the commercial. As you watch TV, ask yourself, “What is missing? What facts or points of view are not being included?”

The Moon is Made of Green Cheese

8 While some persuasive messages may include misleading information, others may present falsehoods as if they were true. This type of information may sound perfectly logical, so it is much more difficult to detect than other propaganda techniques. For example, a talk show guest promoting his diet book might say, “With other plans, ninety percent of people gain back at least three-fourths of the weight they lost.” This might sound convincing, but because it would be difficult to track down these statistics, and because the speaker is trying to sell his own book, you should have a few doubts.

- 9 To avoid believing false information, consider the source of any fact or statistic. An authoritative source such as a respected research institution—for example, the Smithsonian Institution—probably provides accurate facts. If the information comes from a source you suspect may be strongly biased—for example, an oil company providing information that “proves” environmental regulations don’t work—look for a more reliable source that can confirm the facts before you accept them.

*Example of a logo (National Football League):



Common Text Structures and Features

A text may contain multiple **text features**, such as:

- Underlined words
- Headings and Subheadings
- Illustrations (graphics, images, maps, diagrams, etc.)
- *Italics*/**Bold** text
- Definitions (within text, usually in parentheses, or in the footer or margin of a page)

Text features can help you read and understand information (or expository) text. The following chart lists some commonly used text features, their format, and their purpose:

External Text Feature	Purpose - How does it help me read and understand the information?
Table of contents	This provides me with a list of information included in the text.
Heading/subheading	I can read a brief phrase that tells me what information I will find in the paragraph below it.
Bold or <i>italicized</i> words	These words are important terms that I must be able to define so I can understand the information.
Graphics/illustrations	A picture, graph, or chart provides me with more information OR arranges the information in a visual format so I might understand it better.

To help you understand how text structures and text features are used together, the following chart lists informational (or expository) writing assignments and the structure and features that could be used when completing them:

Writing Assignment	Text Structure/Text Feature
Biography	Chronological Order/Timeline
Report about a country or state	Description/Map
Article for a school newspaper about a school-related question or issue	Problem and Solution/Chart
Report about a life cycle	Sequential/Diagram
Essay about how something has changed over time, such as clothing styles	Compare and Contrast/Pictures
Article about the effects of a new law or important news event	Cause and Effect/Subheadings, Definitions, Italics

When you are reading informational text, you will notice that authors use many different text structures or organizational patterns to organize their information. The following chart lists signal words, definitions, and examples of some of the most common text structures you will encounter when reading informational text, as well as suggested Thinking Maps that can be used with each:

Text Structure	Signal Words/Phrases	Definition	Example	Thinking Maps
Cause and Effect	so that, because of, thus, unless, since, as a result, then, reasons for, consequently, explanation for , one possibility, nevertheless, accordingly	The writer explains the causes (reasons) for an event, situation, or phenomenon, and/or explains the effects (results) of an event, situation, or phenomenon.	Many Bald Eagles were killed by pesticides and illegal hunting; therefore , they were in danger of becoming extinct.	Multi-Flow Map
Comparison/Contrast	different from, same as, alike, similar to , unlike, but, not only, as well as, yet, either...or, compared to, by comparison, in contrast, while, although, unless, however	The writer explains how two or more things are similar and/or how they are different.	Golden Eagles are apt to hunt for prey while Bald Eagles are more likely to take an easy meal.	Double Bubble Map
Enumeration or Listing	to begin with, first, second, in addition, next, then, last, finally, another, also, most important	The writer presents information in a structure that resembles an outline. It is often presented in a bulleted format. Each section may open with a main idea, then elaborate on it, and is sometimes divided into subsections.	<u>Golden Eagles</u> *Physical Characteristics *Nesting *Migration *Diet	Tree Map
Sequential or Chronological Process	first, second, third, now, before, after, then, next, finally, following, while, meanwhile, last, during, not long, when, on date	The writer lists items or events in numerical or chronological order. The writer describes the order of events or how to do or make something.	First , Golden Eagles soar high along ridges near their nests. Then , they search for prey. When a meal is spotted, they attack in a long swoop.	Flow Map Multi-Flow Map
Definition/Description	is, involves, can be, comes from, defined as, known as, represents, named, called, in fact, also, contain, in terms of, make up, for example, as an illustration, for instance, refers to , calls for, means	The writer introduces and explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. The focus is generally on ONE thing and its components.	Golden Eagles are birds of prey. They hunt a variety of small animals. For example , they might catch mice, birds, lizards, and fish.	Circle Map Bubble Map
Problem/Solution	problem/issue is, solution, resolution, calls for, the answer is, dilemma, question is, action plan	The writer presents a problem and then gives one or more possible solutions.	Astronauts face many problems in space caused by weightlessness. One of these problems is... To solve this problem ,...	Flow Map Multi-Flow Map

COLLABORATIVE ANNOTATION CHART

Symbol/ Paragraph	Comment/Question/Response	Partner's Comment/Question/Response

<i>Symbol</i>	<i>Comment/Question/Response</i>	<i>Sample Language Support</i>
?	<ul style="list-style-type: none"> • Questions I have • Wonderings I have • Confusing parts for me 	<ul style="list-style-type: none"> • The statement, "...” is confusing because... • I am unclear about the following sentence(s): • I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with: 	<ul style="list-style-type: none"> • I agree with the author's idea that...because... • Similar to the author, I also believe that...because... • I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	<ul style="list-style-type: none"> • I disagree with the author's idea that...because... • Unlike the author, I do not believe that...because... • The author claims that... However, I disagree because...
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	<ul style="list-style-type: none"> • One significant idea in this text is... • The author is trying to convey... • One argument the author makes is that...

DO/SAY CHART: “Propaganda Techniques”

Para-graph #	DO What is the author/text doing?	SAY What is the author/text saying?
1	Compares and contrasts propaganda techniques and persuasive techniques.	Like persuasive techniques, [propaganda techniques] are used to convince you to think, feel, or act a certain way. The difference is that a propagandist...does not want you to think critically about the message.
2	Gives an example of how a product is sold. Explains the propaganda technique called "transfer."	For example, when you hear the name of a product or see its logo associated with your favorite football team, your excitement for that team is being used to sell that product. If you connect your excitement about the team with the product enough times, this propaganda technique, known as transfer , may eventually persuade you to buy the product.
3	Introduces a chart on propaganda techniques used on television.	
(Skip chart)		
4		
5		
6		
7		
8		

9		
<p>Central Idea/Theme</p> <p>Example: In the text, “Propaganda Techniques,” the author (conveys, states, explains, describes, claims, discusses)...</p>		

Propaganda Techniques Identification Activity

Work in your groups to identify which propaganda techniques are best represented by the advertisements below. Then provide an explanation for your choices using complete sentences.



Propaganda Technique: _____

Reason: _____



Propaganda Technique: _____

Reason: _____



Propaganda Technique: _____

Reason: _____



Propaganda Technique: _____

Reason: _____



Propaganda Technique: _____

Reason: _____



Propaganda Technique: _____

Reason: _____

Propaganda Techniques Identification Activity Picture Cards

Students will be working in groups to examine six different pictures of product advertisements and identifying which propaganda techniques are best represented by each ad. The answers are below:

Bandwagon = cell phones/Starbucks ad. (Rationale: Everyone/everybody uses phones and drinks Starbucks coffee, so you should too.)



Loaded language = Crest ad (Rationale: Strongly positive words – 3D, white, brighter – used to emphasize benefits of product promising great results for the consumer.)



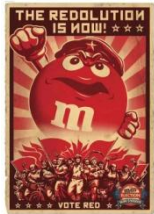
Product placement = Wayne’s World movie scene (Rationale: By showing a popular movie character eating a certain brand of pizza, fans will want to buy that brand to be more like the character.)



Snob appeal = car ad (Rationale: Attractive young woman looking down on old car and making snobby comment that makes consumers want what she drives instead of what they drive.)



Symbols = M&M’s ad (Rationale: By mimicking former communist Russian revolutionary imagery and symbolic color, consumers are persuaded to vote for red M&M’s.)



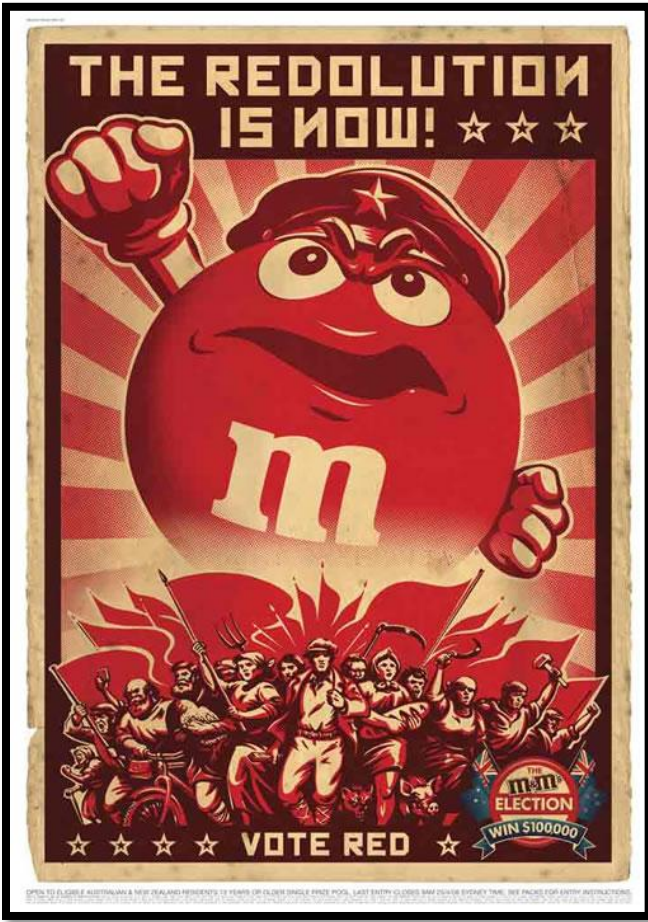
Testimonials = Icy Hot ad (Rationale: If Shaquille O’Neal, a famous, well-liked athlete endorses Icy Hot, it must be a good product.)



Teacher directions: Cut out the six separate cards and keep them together as a set (they can be clipped together or put in a plastic bag or envelope). Each student group will receive one set of cards for the Propaganda Techniques Identification Activity (Lesson 2). Enough sets are provided for up to 10 student groups.







ACADEMIC SUMMARY TEMPLATE

In the _____, _____,
(“A” Text Type) (Title of Text)
 _____ the topic
(Full name of author) (“B” Academic Verb)
 of _____ . S/he _____
(Topic/issue of text) (“C” Precise Verb + “that”)

(Author’s main idea or point on the topic/issue)

Continue the summary by paraphrasing the key details in the text that support the main idea.

(Ultimately/in summary), what _____ (conveys/argues/explains/examines)
(Author’s last name)
 is _____
(Restate author’s main idea or state his/her purpose for writing this text)

- | |
|--|
| <p>A
Types of Texts</p> <ul style="list-style-type: none"> essay editorial article research paper narrative lab report letter speech short story vignette memoir poem novel movie drama/play |
|--|

- | |
|--|
| <p>B
Precise Verbs</p> <ul style="list-style-type: none"> addresses discusses examines explores considers questions analyzes scrutinizes debates disputes opposes contests criticizes comments on elaborates on focuses on reflects on argues for |
|--|

- | |
|---|
| <p>C
Precise Verbs
plus "that"</p> <ul style="list-style-type: none"> asserts argues posits maintains claims notes proposes declares concedes states believes suggests implies infers intimates |
|---|

- | |
|---|
| <p>Additional Connectors</p> <ul style="list-style-type: none"> in addition furthermore moreover another besides...also further additionally beyond...also ...as well |
|---|

Adapted from ©Sonja Munévar Gagnon

Academic Summary Scoring Guide

ADVANCED

- Includes all of the Proficient criteria plus:
- 5 or more examples of precise language (verbs, nouns, and/or adjectives)
- 4 or more complex sentences

PROFICIENT

Content

- Topic sentence identifies title of text, author, and main idea
- Paraphrases 3-5 key details from the text that support main idea
- Concluding sentence restates main idea or author’s purpose

Language

- Uses third person point of view
- Includes 2-4 signal words/phrases for sequencing, adding information, or concluding
- Uses 2-4 attributive tags (i.e., Lucas Martinez **reports that...**)
- Uses complete sentences

BASIC

- Includes 2 of the “content” Proficient criteria
- Includes 2-3 of the “language” Proficient criteria

BELOW BASIC

- Includes fewer than 2 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

SAUSD Common Core Lesson Planner

Teacher:

<p>Unit: Plugging into Propaganda Lesson #3 – Performance Task</p>	<p>Grade Level/Course: ELA 6th Benchmark</p>	<p>Duration: 3-4 days Date:</p>
<p>Big Idea: Emotion is a powerful persuader. Essential Questions: Does TV influence your decisions or actions? How can propaganda be positive or negative?</p>		
<p>Common Core Standards</p>	<p>Common Core Standards:</p> <p>Reading Informational Text RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Writing W6.1 Write arguments to support claims with clear reasons and relevant evidence. W6.1a Introduce claim(s) and organize the reasons and evidence clearly. W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W6.1e Provide a concluding statement or section that follows from the argument presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

<p>Materials/ Resources/ Lesson Preparation</p>	<ul style="list-style-type: none"> ● Resource 3.1 Commercial Storyboard Project ● Resource 3.2 Commercial Storyboard Group Planning Page ● Optional: Index cards to hold oral presentation notes ● Resource 3.3 Propaganda Storyboard Rubric ● Resource 3.4 Commercial Storyboard Project Sample ● Resource 3.5 Gallery Walk Questionnaire ● Resource 3.6 Academic Paragraph Prompt ● Resource 3.7 Academic Paragraph Instructions ● Resource 3.8 Academic Paragraph Rubric ● Resource 3.9 Peer Review Form ● Paper and writing instruments (student-provided) ● Whiteboard and markers as needed ● Lesson 1 and 2 materials that students already completed: Video Response: <i>Can You Live with Dirty Water</i>; Viewing with a Focus: <i>Evolution</i>; Collaborative Annotation Chart; Do-Say Chart ● Poster paper for each group of 4 (if not available, use white butcher paper) ● Student markers 	
<p>Objectives</p>	<p>Content: Students will develop, write, and present a T.V. commercial storyboard about an imaginary product that illustrates their knowledge and understanding of propaganda techniques used on television and how these techniques use emotion to persuade an audience; students will conclude the unit by writing an academic paragraph in response to a prompt.</p>	<p>Language: Students will engage in a variety of writing, revising, and oral activities in collaboration with their peers to develop their content knowledge as well as oral and written literacy skills.</p>
<p>Depth of Knowledge Level</p>	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	
<p>College and Career Ready Skills</p>	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other <i>perspectives</i> and cultures</p>	
<p>Common Core Instructional Shifts</p>	<p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary</p>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	storyboard commercial scene script claim	
Pre-teaching Considerations		<ul style="list-style-type: none"> You may need to create a model poster of the Commercial Storyboard Project to show students. Students may need practice with the Gallery Walk process before the final assessment. 	
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
<i>Preparing the Learner</i>	<p>Prior Knowledge, Context, and Motivation: Connecting the Concepts</p> <p>Students will begin to connect the Big Idea (“Emotion is a powerful persuader”) to their close reading of “Propaganda Techniques” and their viewing of the <i>Dirty Water</i> and <i>Evolution</i> commercials. Through the analysis of the relationship of propaganda techniques and students’ own emotions, students will create a TV commercial storyboard. Students will apply what they have learned about propaganda techniques and how they influence our decisions and actions both negatively and positively. This is an important concept for pre-teens and young teenagers as they grow toward being productive, self-confident and informed young adults.</p> <p>Day 1: Introduce Performance Task</p> <hr/> <p>1. <u>Reflective Thinking</u></p> <ul style="list-style-type: none"> To connect the task in Lesson 4 to the prior lessons, have students go back to their notes (or watch the videos again) and determine which propaganda techniques were used by the advertisers. In order to focus in on the Big Idea (“Emotion is a powerful persuader”), ask students to think about how the use of these propaganda techniques could influence our decisions and actions both negatively and positively. Students can share their responses in partnerships or small groups. 		

Lesson Continuum

Body of the Lesson:
Activities/
Questioning
/ Tasks/
Strategies/
Technology/
Engagement

Interacting with the Text

2. Introduce Commercial Storyboard Project
Students will write a script that incorporates at least two propaganda techniques. The script will promote an imaginary product in the form of a TV commercial storyboard with a minimum of 4 frames. Their audience will be their peers.
- After class discussion, explain that students will now design their own TV commercial as a storyboard poster. Refer students to the following resources:
 - Commercial Storyboard Project (**Resource 3.1**)
 - Commercial Storyboard Group Planning Page (**Resource 3.2**)
 - Commercial Storyboard Project Rubric (**Resource 3.3**)
 - Go over the project, planning page, and rubric together, modeling as needed on the whiteboard; show an example of the finished product if you have created/saved one in advance, or project the example provided (**Resource 3.4**) by following this link: <http://www.sausd.us/Page/22743> (click on link to the Commercial Storyboard Project Sample under 6th Grade ELA Unit of Study).
 - In the directions it states that the project will include “a clearly stated claim about why your audience should buy the product.” Emphasize the word “claim” and model where your claim is in your example of the finished product.
 - Assign students to groups of 4, numbering each group. These numbers will be each group’s project number, which they will write on their completed posters.
3. Group Project Planning
- In their groups, students will brainstorm ideas for an imaginary product.
 - After selecting and naming a product, students will review their analysis and understanding of the textbook reading selection, “Propaganda Techniques” (**Resource 2.2**) and video response materials (**Resource 1.4** Video Response: *Can You Live with Dirty Water?* and **Resource 1.6** Viewing with a Focus: *Evolution*) from previous lessons to assist them in planning their project.
 - After students have planned their project, provide each group with poster paper and markers in order to create the final product.
 - In order to ensure student accountability, require that each group member writes a description of his/her project (product, purpose, propaganda techniques) and his/her personal contributions and reflection on the group work.

Differentiated Instruction:

English Learners and Students Who Need Additional Support:

Consider grouping students according to need and provide focused support.

Students can keep a vocabulary notebook for academic language.

Students may use one persuasive technique instead of two.

Academic paragraph: You may need to work with struggling writers one-on-one or in a small group setting providing intensive writing instruction. The Grade 6 SAUSD Writing Notebook paragraph writing lesson (intensive) can be accessed by following this link: <http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/intensive%20paragraphs.pdf>.

Accelerated Learners:

Consider revising the lesson to include the following possibilities:

- ✓ Oral presentation
- ✓ Digital presentation

<p><i>Extending Understanding</i></p>	<p>Day 2-3: Assessment</p> <hr/> <ol style="list-style-type: none"> 1. <u>Presentation Practice</u> <ul style="list-style-type: none"> • Provide students with sufficient time to complete their posters and practice the oral presentation of their commercial. 2. <u>Gallery Walk</u> <ul style="list-style-type: none"> • Have students pull out both pages of the Gallery Walk Questionnaire (Resource 3.5) and explain the directions. Let students know that they will be graded on their questionnaire responses. Then explain how the gallery walk will work: • Half of the groups (presenter groups) will stand with their storyboard posters at stations around the room while the rest of the groups (audience groups) will move from station to station with their questionnaires. • At each station, the audience group will write down the presenter group’s number, as shown on their poster. Then they will listen while the presenter group delivers its commercial. After the delivery, members of the audience group may ask questions or offer <i>positive</i> feedback. • When the first round has finished, the groups will switch roles and complete a second round. Depending on the number of groups, you may need to provide additional rounds so that everyone gets a chance to listen to at least 4 presentations. 3. <u>Concluding Activity: Academic Paragraph</u> <ul style="list-style-type: none"> • Write or project the following on the board while students refer to Resource 3.6: <ul style="list-style-type: none"> ○ Using academic language, write a paragraph responding to the following prompt: <ul style="list-style-type: none"> ▪ Emotion can be a powerful persuader. Explain how you can recognize when an advertiser is using propaganda to persuade you and how you can protect yourself from making poor decisions. • Provide students with Academic Paragraph Instructions (Resource 3.7) and Rubric (Resource 3.8). Review the elements of a paragraph and precise language as shown in the handouts. • Students will follow the instructions to write the paragraph in class or at home, as time allows. 	<p>✓ Video commercial</p>
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	<p>Day 3-4: Peer Reviews and Paragraph Revisions</p> <ol style="list-style-type: none"> 1. Students exchange paragraphs with a partner and take turns providing feedback using the Peer Review Form (Resource 3.9). 2. Students will revise their paragraphs based on feedback. 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Commercial Storyboard Project

Using what you have learned about propaganda, develop, write, illustrate and present a TV commercial storyboard about an imaginary product.

Your storyboard must contain a minimum of 4 scenes and use both written and visual text that appeal to your audience’s emotions. Your product can be either realistic or ridiculous. Here are some ideas:


- breakfast cereal
- a cleaning product
- a toy
- fast food

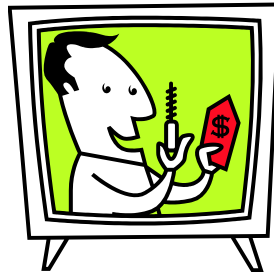
In addition, the following must be included:

- A clearly written text for each scene
- A picture and description of the product
- Examples of at least two propaganda techniques from the chart on page 643-644 of your textbook
- A clearly stated claim about why your audience should buy the product

Your final project should be neatly organized, illustrated and written, and all members of your team must divide the tasks equally.

Example of a storyboard scene:

SCENE # <u>1</u>			
Sketch	Image Description	Text	Propaganda Technique(s) Used
	The scene opens with a bowl of cereal, a pitcher of milk, and a box of Amazing-O's with sparkles around them.	Breakfast is the most important meal of the day, so why not treat yourself to the most amazing breakfast of them all – Amazing-O's!	Loaded Language: important, treat, amazing



Commercial Storyboard Group Planning Page

Group # _____

Group Members _____ Date _____ Period _____

- Purpose of ad _____
- Product _____
- Important information _____
- Overall design _____
- Propaganda techniques _____
- Emotional Appeal _____
- Oral Presentation Notes _____

Notes:

SCENE # _____			
Sketch	Image Description	Text	Propaganda Technique(s) Used

SCENE # _____			
Sketch	Image Description	Text	Propaganda Technique(s) Used

SCENE # _____			
Sketch	Image Description	Text	Propaganda Technique(s) Used

SCENE # _____			
Sketch	Image Description	Text	Propaganda Technique(s) Used

Commercial Storyboard Project Rubric

4	3	2	1
Content			
The storyboard shows a high degree of understanding of the content. (Persuasion and emotion)	The storyboard shows an understanding of the content. (Persuasion and emotion)	The storyboard shows an understanding of some of the content. (Persuasion and emotion)	The storyboard does not show an understanding the content. (Persuasion and emotion)
Purpose and Theme			
The poster’s purpose is to persuade. The poster’s theme makes an important and interesting statement about the topic.	The poster’s purpose is to persuade and the theme makes a statement about the topic.	The poster’s purpose is to persuade and the theme relates to the topic.	The poster’s purpose is not persuasion. The theme does not relate to the topic.
Images			
The images relate to the poster’s content and add to the meaning.	The images relate to the poster’s content.	Some of the images relate to the poster’s content.	None of the images relate to the poster’s content.
Design			
Student used lines, shapes, mass, texture, and color creatively. The poster is interesting, attractive, and meaningful.	Student used lines, shapes, mass, texture, and color. The poster is interesting and attractive.	Student used some lines, shapes, mass, texture, and color. The poster is somewhat plain.	Student used some lines shapes, mass, texture, or color. The poster is sloppy.
Organization and Balance			
The poster is balanced. All the pieces work together to create a clear message.	The poster is fairly balanced. Most of the pieces work well together.	The poster is slightly unbalanced. Some pieces take away from the overall message.	The poster is unbalanced. The pieces do not work together.
Creativity			
Student used original, surprising, and appropriate graphics, text, and design to communicate meaning in poster.	Student used original and appropriate graphics, text, and design in poster.	Student attempted to use original and appropriate graphics, text, and design in poster.	Student used unoriginal or inappropriate graphics, text, or design in my poster.
Conventions			
The poster has no spelling, grammatical, or typing errors.	The poster has one or two minor spelling, grammatical, or typing errors.	The poster has some major spelling and grammatical errors that take away from the poster’s meaning.	The poster contains many errors that make it hard to understand.

COMMERCIAL STORYBOARD EXAMPLE

Scene 1:

Breakfast is the most important meal of the day, so why not treat yourself to the most amazing breakfast of them all – Amazing-O’s!



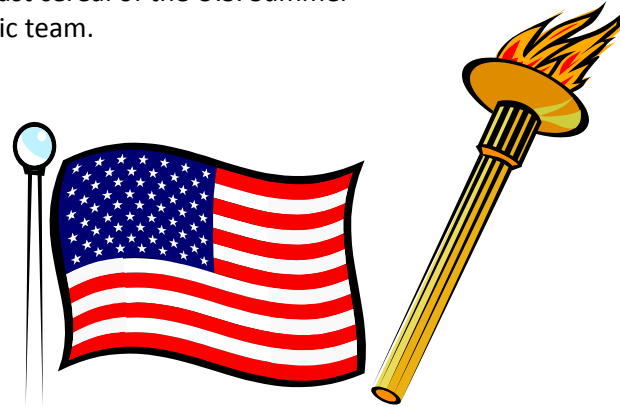
Claim: Amazing-O’s are the most amazing breakfast of them all.

Propaganda technique used: Loaded language – important, treat, amazing

Scene 2:

Amazing-O’s are the official breakfast cereal of the U.S. Summer Olympic team.

Group 1



Propaganda technique used: Symbols – American flag, Olympic torch

Scene 3:

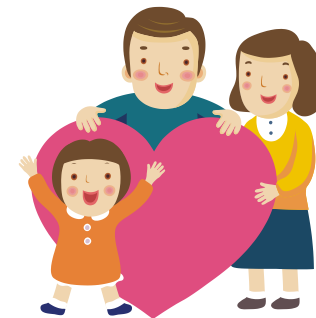
Olympic track star, Johnny Quickstart, eats a bowl of Amazing-O’s every morning. “Amazing O’s give me the energy I need to perform my best and win the gold!”



Propaganda technique used: Testimonial – famous athlete

Scene 4:

Join all the happy, loving families who eat a healthy bowl of Amazing-O’s each and every day!



Propaganda technique used: Symbols – heart, bandwagon – all

Name _____ Date _____ Period _____

Gallery Walk Questionnaire

Directions:

Walk around and carefully listen to each group’s presentation and read each storyboard. You will have 3 minutes at each project. After the group presents, you may ask questions and/or offer *positive* feedback. Remember that your peers worked very hard on their board and deserve your careful analysis and respect. Consider the following points and write down a response for at least 4 storyboards.

Storyboard # _____ Product or Title _____

What is this commercial trying to sell?

How did the creator use emotion to persuade?

What propaganda techniques did they use? Give evidence to support your answer.

Would you buy this product? Yes No

Why? or Why not?

Name _____ Date _____ Period _____

Gallery Walk Questionnaire

Directions:

Walk around and carefully listen to each group’s presentation and read each storyboard. You will have 3 minutes at each project. After the group presents, you may ask questions and/or offer *positive* feedback. Remember that your peers worked very hard on their board and deserve your careful analysis and respect. Consider the following points and write down a response for at least 4 storyboards.

Storyboard # _____ Product or Title _____

What is this commercial trying to sell?

How did the creator use emotion to persuade?

What propaganda techniques did they use? Give evidence to support your answer.

Would you buy this product? Yes No

Why? or Why not?

ACADEMIC PARAGRAPH

Write an academic paragraph in response to the following prompt:

Emotion can be a powerful persuader. Explain how you can recognize when an advertiser is using propaganda to persuade you and how you can protect yourself from making poor decisions.

ACADEMIC PARAGRAPH INSTRUCTIONS

Write an academic paragraph in response to the following prompt:

Emotion can be a powerful persuader. Explain how you can recognize when an advertiser is using propaganda to persuade you and how you can protect yourself from making poor decisions.

Include these elements in your paragraph:

- Topic sentence
- 2-3 sentences explaining how you can recognize when an advertiser is using propaganda to persuade
- 2-3 sentences explaining how you can protect yourself from making poor decisions
- Concluding sentence
- Precise nouns, verbs, and adjectives (include at least 2)
- Transition or signal words/phrases (include at least 2)

Examples of precise language and transitions:

Precise Nouns	Precise Verbs	Precise Adjectives	Transition or Signal Words/Phrases
propaganda techniques commercial advertiser persuasion transfer bandwagon loaded language product placement snob appeal symbols testimonials	persuades addresses discusses examines explores considers questions analyzes scrutinizes debates disputes opposes	positive negative persuasive emotional misleading false logical exclusive knowledgeable famous biased authoritative	initially leads to/led to in addition furthermore moreover another besides...also further additionally beyond...also ...as well as a result

Academic Paragraph Scoring Guide

ADVANCED

- Includes all of the Proficient criteria plus:
- 5 or more examples of precise language (nouns, verbs, and/or adjectives)
- 4 or more complex sentences

PROFICIENT

Content

- States the topic of the paragraph
- Includes 2-3 sentences that explain how you can recognize when an advertiser is using propaganda to persuade
- Includes 2-3 sentences that explain how you can protect yourself from making poor decisions
- Provides a concluding sentence that tells the importance of the topic

Language

- Includes 2-4 topic-specific words (e.g., propaganda, bandwagon, commercial, advertiser...)
- Includes 2-4 precise nouns, verbs, or adjectives
- Includes 2-3 transition or signal words/phrases
- Uses complete sentences

BASIC

- Includes 2 of the “content” Proficient criteria
- Includes 2-3 of the “language” Proficient criteria

BELOW BASIC

- Includes fewer than 2 of the “content” Proficient criteria
- Includes fewer than 2 of the “language” Proficient criteria
- Task to be repeated after re-teaching
- Comments:

PEER REVIEW FORM

Work with a partner to take turns reviewing each other’s paragraphs using the scoring guide and questions below:

Scoring Guide

- 1 = insufficient
- 2 = developing
- 3 = sufficient
- 4 = exemplary

1. Is the paragraph introduced with a clear topic sentence?	Self	1	2	3	4
	Partner	1	2	3	4
2. Are there at least 2-3 sentences explaining how you can recognize when an advertiser is using propaganda to persuade?	Self	1	2	3	4
	Partner	1	2	3	4
3. Are there at least 2-3 sentences explaining how you can protect yourself from making poor decisions?	Self	1	2	3	4
	Partner	1	2	3	4
4. Is there a clear concluding sentence that tells the importance of the topic?	Self	1	2	3	4
	Partner	1	2	3	4
5. Does the paragraph include at least 2 precise nouns, verbs, and adjectives?	Self	1	2	3	4
	Partner	1	2	3	4
6. Does the paragraph include at least 2 transition or signal words/phrases?	Self	1	2	3	4
	Partner	1	2	3	4
7. Are sentences complete?	Self	1	2	3	4
	Partner	1	2	3	4
8. Are any complex sentences included?	Self	1	2	3	4
	Partner	1	2	3	4

Using the feedback received from your partner, now revise your paragraph to include any elements that may have been missed and any corrections needed to improve your writing.

Appendix of Strategies Used in the Unit

(This appendix is not comprehensive. Strategies may have been adapted for use in this particular unit.)

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Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will discuss why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- 1) Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- 2) Students think of reasons to justify their responses.
- 3) Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- 4) The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- 5) Once all students have shared, the next student repeats the process with the second statement.

Do/Say Chart: Teacher Rationale and Protocol

Purpose: A powerful technique for examining how a text is constructed by noting what the writer is DOING (his/her function or strategy) in each paragraph/section and what the writer is SAYING (the content) in each paragraph/section. The DO/SAY technique is a very effective reading and writing tool.

Procedure:

1. If needed, teacher numbers the text into meaningful chunks (sections).
2. For each paragraph/section, students (collaboratively or independently) are responsible for writing brief statements about the function (DO) of each paragraph/section and the content (SAY) of each paragraph/section.
3. DO statements include a verb and tell the strategy the author is using. SAY statements tell briefly what the content is in each paragraph/section.

Examples:

From an “accounting” essay

DO	SAY
Introduces the claim/thesis statement	Accounting is crucial because the financial life of a company depends on it.
Presents the first reason to support his claim/thesis	Managerial accounting is the type of accounting dealing with the day-to-day operation of a business which is essential.
Presents the second reason to support his claim/thesis	Financial accounting is the type of accounting that provides necessary information to people outside the business.
Restates the claim/thesis and expand on it	Every company relies on accounting for success. There are other kinds of accounting as well, suited to special kinds of organization.

From a literary work

DO	SAY
Provides the setting of the story and introduces the conflict.	A boy tries to steal a large woman’s purse, but she grabs him before he can run away.
Provides a dialogue between the boy and the lady about the crime he committed.	The woman scolds the boy and drags him up the street. The boy pleads for her to let him go.
Describes what they boy and woman are doing and continues to advance the plot.	The woman drags Roger into her apartment and tells him to wash his face and eat supper with her. Roger is frightened, but he obeys the woman does not escape even when he gets a chance to.
Provides background information on the woman’s life and describes the actions of Roger. Continues to advance the plot.	Woman tells Roger that she also did things in her past that were wrong and that everybody has something in common. She makes him dinner, while Roger cleans himself up. Roger now wants the woman to trust him so he makes sure to move far away from the purse and behaves.
Illustrates how this woman is influencing Roger’s behavior and also provides more details about the woman’s life.	Roger now wants to help the woman and even offers to go to the store for her. Woman tells him about her job and does not say or ask anything to embarrass Roger.
Provides a resolution to the story.	Woman gives Roger \$10 so he can buy the shoes he wanted, tells

	him to behave, and shuts the door. Roger wants to say something to her, but he cannot find the words to do so.
--	--

Benefits for English Learners:

- ✓ Helps deconstruct the text genre and demystifying the author’s writing moves.
- ✓ Enables student work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ By noting the function and content of different sections of the text, students gain a clear and deeper understanding of the author’s central idea/theme.
- ✓ Helps to scaffold the writing of summary and analytical texts.

Helpful Reminders:

- Deconstruct the genre by making students aware of the typical structural elements before delving into the specific functions of each paragraph/section.
- Do/Say is a scaffold to help students deconstruct texts to gain a deeper level of understanding, NOT simply an exercise of listing do/say statements.
- Depending on the level of your students, you may want to begin by providing the function of each paragraph/section (DO), BUT as students’ learning in this area increases, students will then be identifying these statements on their own (gradual release of responsibility).
- If chunking the text for students is done ahead of time, be sure to chunk the text into meaningful parts (preferably by common functions).
- One paragraph may contain multiple functions; similarly, multiple paragraphs may contain the same function.

Adapted from Sonja Munevar Gagnon, QTEL training

Focused Annotation: Teacher Rationale and Protocol

Purpose: Focused Annotation is a task that helps students interact with the text and record their thinking processes.

Procedure:

- 1) Teacher distributes the *Sample Annotation Marks* to students.
- 2) Teacher models how to annotate a text using the *Sample Annotation Marks* and the think-aloud process:
Note: It may be helpful to chunk the text ahead of time and focus on one chunk at a time.
- 3) In pairs or individually, teacher instructs students to read and annotate the text by focusing on key language functions (such as: asking questions, agreeing/disagreeing, identifying main ideas, making connection).
- 4) Students share their annotation marks with a peer(s) and add/delete information on their chart or in their notebook based on their peer's feedback.
Note: You may want students to use the Collaborative Annotation Chart to record their thoughts and share with peers. The Collaborative Annotation Chart also contains language support for this task.
- 5) Based on their annotations and discussions, students develop an initial understanding of the central idea/theme.

Some Benefits for ELs:

- ✓ Helps build students' understanding of the text and their metacognitive skills.
- ✓ Provides students with a focus for reading.
- ✓ Requires students to stop and think about what they are reading, and record these thoughts.
- ✓ Students are able to work collaboratively to co-construct meaning.

Some Helpful Reminders:

- Be sure to model HOW to annotate a text and orally express your thinking DURING this process.
- Begin by selecting 2-3 annotation marks for students to focus on so the task will be manageable for students.
- When students are sharing their annotation marks, be sure that they are reading aloud their thoughts, not simply exchanging papers.

Adapted from Sonja Munévar Gagnon

Frayer Model: Teacher Rational and Protocol

Purpose:

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- defining the term,
- describing its essential characteristics,
- providing examples of the idea, and
- offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples. Students should analyze and synthesize vocabulary in context and not in isolation.

Required for use

Using the Frayer model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure. Students will need a reading or task to activate prior knowledge on the subject as well as blank copies of the Frayer Model handout.

Structure of the activity

Either give students a list of words or have them brainstorm a list of ideas related to the key topic. After reading a selection, students will group the words into one of four categories: essential characteristics, non-essential characteristics, examples, and non-examples.

Process Outline

- 1) Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- 2) Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
- 3) Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.

Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

Gallery Walk: Teacher Rationale and Protocol

Purpose: This task enables students to self-assess a product and then assume a more distant and critical stance toward a collaborative product developed in groups, an important aspect of reflection and meta-awareness developed in tasks comprising the Extending Understanding moment. The Gallery Walk also promotes students' metacognitive development, since they have to understand the level of implementation of key criteria in peers' products. To do this, they are provided with a rubric or specific focus for assessing how other groups accomplished the same task. The Gallery Walk helps students learn about effective, or ineffective, ways to organize and represent ideas, take note of patterns and trends within the classroom, and envision how they might accomplish tasks in the future.

Required for use: A clear focus for assessing other groups' work is necessary for this task to be effective. The focus for the gallery walk should be specific and generative and related directly to the criteria for development of the product. A second, and equally necessary, requirement is the setting of norms for assessing the work of other students. Students need clear guidelines and language before they begin their gallery walks, and they need to write a written assessment and sign their notes. This helps to model academic uses of language and habits of mind, and to avert problems.

Structure of the activity: Students need to know what they should do as individuals and as a group as they assess the work of others and when they return to their small groups. Based on the number of groups and the needs of students, students may participate in the gallery walk as individuals, dyads, or small groups. If students are unfamiliar with assessing the work of others, the teacher may need to model the process with the help of two or three students and a poster from another class. Students need to know if they are to take notes on a form or post comments on a poster. They also need to know how they will be held accountable individually and as a group.

Process outline:

- 1) Students move in groups, pairs, or individually in a pre-arranged direction and signal.
- 2) Students discuss the product using a rubric or focus questions provided.
- 3) Students write down their assessment with each student keeping notes and signing it.

Options for scaffolding: If needed, students should have formulaic expressions that they can use to begin their discussion of the product. Some possible expressions include:

Based on the rubric, I think the poster should be rated ____ because...

I think the poster should be rated as _____ because...

I agree/disagree with your assessment because....

Quick-Write: Teacher Rationale and Procedure

Purpose: The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the activity is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

Required for use: An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the activity. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

Structure of the activity: One way this activity may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

Process outline:

- 1) Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- 2) Students have no more than 3-5 minutes to write their response.

Adapted from Understanding Language ell.stanford.edu

Round-Robin: Teacher Rationale and Procedure

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else’s opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

Structure of the activity: Round Robin requires members of a group to listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop “holds the floor,” and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- 1) Each student shares his/her response to a prompt.
- 2) One person speaks at a time
- 3) Nobody should interrupt
- 4) If a student’s answer is similar to somebody else’s, the student may not pass. Instead the student should indicate agreement (“I have the same opinion as... I also think ...”)
- 5) There are no interruptions or discussions until the four members have finished sharing their responses.

Adapted from Understanding Language ell.stanford.edu

Thinking Maps: Teacher Rationale and Protocol

Purpose: Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

Required for use: Thinking Maps professional development is designed to increase teacher and leadership effectiveness. A 3-5 year plan of action should be designed to address the specific yearly goals within a school or district improvement plan.

Structure of the activity: Each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought process, students create mental visual patterns for thinking. Thinking Maps are most effective when used to teach readiness standards or objectives. Disciplinary literacy requires students to think critically, creatively and analytically in all content areas. As students learn different concepts with increasing complexity, they can apply the same patterns for cognition in all areas.

Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. They are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. In addition, students use Thinking Maps for the production and distribution of a range of writing types and purposes

Process outline:

Each Thinking Map is designed to answer guiding questions that are related to a specific thought process.

- 1) Circle Map – defining in context. Understand and use general (Tier 2) and domain-specific (Tier 3) academic vocabulary.
- 2) Tree Map – classifying and grouping. Identify the main idea(s), key supporting ideas and details in complex texts.
- 3) Bubble Map – describing with adjectives. Use relevant descriptive details and sensory language in reading and writing.
- 4) Double Bubble Map –comparing and contrasting. Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.
- 5) Flow Map – sequencing and ordering. Understand the steps and patterns in complex processes in order to answer questions and solve problems.
- 6) Multi-Flow Map – analyzing causes and effects. Evaluate the argument and specific claims in a text; determine the impact the author’s purpose and point of view have on a text.
- 7) Brace Map – identifying part/whole relationships. Use common affixes to determine and clarify the meaning of unfamiliar vocabulary terms.
- 8) Bridge Map – seeing analogies. ”Choose two historical leaders and show their relationship to important movements or conflicts. Remember to state your relating factor.”

Adapted from thinkingmaps.com/thinking_maps_common_core.php

Think-Pair-Share: Teacher Rationale and Protocol

Purpose: Providing “think time” increased quality of student response so that students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during the discussion state. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share provides opportunities to bridge concepts as well as schema build for English Learners.

Structure of the activity:

- ✓ Assign Partners—Be sure to assign discussion partners rather than just saying “Turn to a partner and talk it over.” When you don’t assign partners, students frequently turn to the most popular student and leave the other person out.
- ✓ Change Partners—Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- ✓ Monitor Discussion—Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group discussion that follows.
- ✓ Randomly Select students—During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you may find they didn’t listen well to their partner, but if you keep using this strategy, they will learn to listen to their partner.

Process outline:

Think:

- 1) The teacher asks one or two questions for students to consider.
- 2) In order to see what they are thinking, and to provide further scaffolding to them if needed, the teacher asks students to jot down key elements of their answer using words or phrases, but not complete sentences.
- 3) Depending on the complexity of the questions, the teacher may assign between three and five minutes for students to jot down their ideas.
- 4) In the meantime, the teacher circulates around the classroom monitoring and checking what students have written. An empty piece of paper may be an indication that the students need support from the teacher.

Pair:

- 5) Students are asked for form dyads. There are many ways of doing this, depending on time available, the nature of the questions, or even what time of the day it is (classes immediately after lunch may require opportunities for movement).

Share:

- 6) Dyads orally share their responses with each other.
- 7) All students should be read –if called upon—to present to the class their partner’s responses first, and then their own.

Three Step Interview: Teacher Rationale and Protocol

Purpose: To engage students in conversation for the purpose of analyzing and synthesizing new information.

Structure of the activity: The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.

Process outline:

- 1) Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
- 2) Student pairs reverse roles, repeating the interview process.
- 3) Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.

Adapted from Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

Viewing with a Focus: Teacher Rationale and Protocol

Purpose: This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

Required for use: The questions that guide students’ viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline specific ways of analyzing text.

Structure of the activity: Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

Process outline:

- 1) Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- 2) Students initially work alone, but may share responses with a partner or small group.

Adapted from Understanding Language by WestEd’s Teacher Professional Development Program