



Lesson Plan for Implementing NETS•S—Template I (More Directed Learning Activities)

Template with guiding questions

Teacher(s)

Name Angela B. Burgess

Position

Teacher / Masters Candidate at Kennesaw State University

School/District

Lambert High School / Forsyth County Schools

E-mail

aburgess@forsyth.k12.ga.us; aburge14@students.kennesaw.edu

Phone

(678)965-5050 x. 412915 ; (770)595-2489

Grade Level(s)

High School – Grade 10

Content Area

English/Language Arts

Time line

2-3 weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher led) with diverse partners in grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.
- Evaluate speaker's point-of-view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Content Standards

NETS*S Standards: 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 4a, 4b, 5a, 5b, 6a, 6b, 6c

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Upon completion of a unit of study focusing on persuasion and logical fallacies as seen in *The Tragedy of Julius Caesar* by William Shakespeare, students will create a digital presidential campaign ad for of four main characters. Campaigns will be presented in class for student evaluation and feedback.

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

How do we effectively support claims based on a textual analysis?
How does one state his or her ideas clearly in a collaborative discussion?
How does one assess the speaker's point-of view, reasoning, use of evidence and rhetoric?
How does one determine incorrect reasoning and evidence?
How does a speaker structure a presentation concisely and effectively for different purposes and audiences?
How does a speaker determine which mode of presentation is most effective for his/her purpose?
How can technology be used effectively to produce individual or shared writing?
How can technology, including the internet, be utilized to link and display information?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Using their choice of presentation tool, students will produce a presidential campaign ad for Caesar, Brutus, Cassius, or Antony. Each campaign must include the three modes of persuasion (*ethos, pathos, logos*) to convince the audience to vote for the candidate, as well as three types of logical fallacies (*ad hominem, ad populum*, and straw man) to attack the other candidates. Students will be assessed on knowledge of the play and modes of persuasion via in-class quizzes and an online test via Angel (LMS). Students will be assessed on knowledge of logical fallacies via comments in a Voice Thread presentation. Before submitting their final draft, students will have the opportunity to receive feedback from the teacher by submitting a rough draft into an electronic drop box on Angel.

During presentations, students will evaluate their classmates via a backchannel communication tool, Today's Meet, on the effectiveness of persuasion and logical fallacies. The teacher will assess students' final presentation and participation using a digital rubric on Angel.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Online student tools: Voice Thread, electronic drop box, digital rubrics, Citation Machine, Prezi, Google Docs, Today's Meet

Other student tools: Windows MovieMaker, iMovie

Research sites: Google, Wikipedia, Flickr/Creative Commons, Purdue OWL, Citation Machine, OpenSource Shakespeare

Student handouts: *Create a Campaign* ASSIGNMENT (attached at end)

Assessment rubric: *Create a Campaign* RUBRIC (loaded digitally into Angel) (attached at end)

Instructional Plan

Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Prior to beginning the project, students will read *The Tragedy of Julius Caesar* Acts 1-3 and will review the modes of persuasion studied during the previous semester. Understanding of the play is assessed through in-class discussion, “deep-thinking” questions, essay outlines, quizzes, a test, and an essay.

Regarding technology, the teacher will need to plan and schedule the use of laptop carts and/or computer labs for the necessary days. The teacher must also inform students of workdays so that they can bring in their own technology, if available.

Students may have difficulties in transferring the situational content from the play (taking place in 44 B.C.) to a modern day context. Students will reflect upon this idea prior to beginning the project via an essay prompt asking students to make modern-day connections to the “life lessons” taught in *Julius Caesar* while explaining the importance of the work in the 10th grade Literature curriculum.

Regarding technology, students may have difficulties in choosing an appropriate presentation tool, or in collaborating electronically. Because Google Docs is blocked by school webfilters, some students may not have previous exposure to collaboration with Google Docs. Another possible difficulty regards file size. If students choose to create a movie, or to embed their speech into a PowerPoint presentation, the file may be so large that it cannot be submitted to the digital drop box. Students will need to plan ahead for such obstacles.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

When the project is introduced, students are told that they may choose to work individually or with a partner. While students are permitted always to bring in their own technology, they are encouraged to bring in their own device to use during class work time (2-3 days). On those days, there will also be laptop carts for students to use. This will ensure that all students are able to have enough time to complete the project. Anytime work not completed during class time must be completed outside of class. Students are encouraged to communicate outside of class with partners via text messaging, email, or video conferencing (Skype, Google Chat, FaceTime, etc.) and to collaborate using Google Docs.

During this lesson, it is possible to have Internet access issues due to the number of students attempting to access the BYOT network. Students will be instructed to work on the “speech” part of their presentation during times of low-access and to work on the “visual” part of the presentation when there are no access difficulties.

During presentations, while students are interacting via Today’s Meet, they may focus more on interaction and less on evaluation. Others may choose inappropriate language for peer evaluation. Students will be reminded both orally and electronically that appropriate evaluation of their classmates is part of their grade.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

During this lesson, the role of the teacher will be the "guide on the side," rather than the "sage on the stage." Students will work as researchers, evaluators, creators, designers, editors, and presenters. For many students, live presentations cause panic, anxiety, and undue stress due to stage fright, speech impediments, or language deficiencies. Creating presentations that can be recorded and edited remotely helps to remove a barrier between the student and high achievement. Students also learn collaboration skills and tools as they explore ways to work together outside of the classroom.

Additionally, because the presentations exist digitally and may be posted to outside sources if they choose, students may receive feedback from others not in their class, or even from outside the school.

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Because some students prefer to work individually while others prefer to work with others, students will have the option to work with one partner, but will not be required to do so.

Students will have their choice of presentation tool. They will be introduced to Voice Thread and the opportunities presented by its use for collaboration, but will also be allowed to choose any other tool of their choosing, provided they can meet the requirements of the presentation.

For creating the analysis and citation part of the project, students will be directed to review and research copyright allowances, Creative Commons licensing, and appropriate MLA citation and formatting via the Purdue OWL website and Citation Machine website.

Because there will be difficulties in submitting assignments, students will need to speak with the teacher on an individual basis regarding the possibility of extensions due to technical difficulties or collaboration problems.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

After completing the lesson plan, I feel that I overestimated students' knowledge and ability with the technology tools used, as well as their willingness to troubleshoot for themselves. Overall the lesson went well, but I feel like it would have been more effective if it had been broken down into smaller chunks, with checklists for completing each part of the rubric before submitting their final presentations. Students enjoyed watching the presentations in class, but need more exposure to appropriate forms of communication during peer evaluation. In the future, I would break the lesson down into 3 steps, each one to be completed in one week:

Week 1) Introduction to Logical Fallacies and VoiceThread

Week 2) Rough draft creation of project with checklists and introduction to peer evaluation with Todays Meet

Week 3) Final revisions and project presentations

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

One other thing that I realized when grading this project is that there is no mention in my rubric about the need for all students to speak. As this was a failure on my part (I expected it, but did not make that expectation clear in the rubric), students are not penalized. However, it should be addressed in future implementations.

Overall, I enjoyed the project and feel that students did as well.

Create a Campaign

You may work individually or with a partner. Choose one major character from the play: Caesar, Brutus, Cassius, or Antony. He is running for president of your class! It is your job to create an advertisement campaign that advocates for your candidate. In order to do this, you need to think about what traits make a strong leader and reasons why your candidate really embodies these specific traits.

You may use any presentation tool (PowerPoint, Prezi, VoiceThread, Glogster, etc.) to create your visual. Your narration should be recorded and included as part of the presentation, as no one will present live in front of the class. The following elements must be included (in any order and on any number of slides, as long as the title page is first):

- Title page: The name of your candidate, a slogan for them, and a picture
- At least two strengths of your candidate (and each strength must have concrete evidence from the play proving that the character possesses that strength)
- You must acknowledge your candidate's weakness and explain why it would NOT be a concern. (For example, "Brutus may appear naïve and gullible, but really...")
- Explain why at LEAST two of the other candidates would be poor choices for leader; text evidence must be included to support your claims.
- Your presentation must evoke feelings from the audience (patriotism, sympathy, fear, excitement, etc.) through either music or visuals.

After creating your presentation, you must put it or a link to it in the dropbox on Angel. Be sure to view the rubric BEFORE creating your presentation, DURING the creation and revision process, and AFTER finishing your presentation.

As each presentation is shown in class, the audience will fill out an evaluation based on the speaker(s) use of the three types of persuasion, the use of logical fallacies, and the degree to which they were persuaded.

Besides presenting the campaign, each person or pair needs to turn in an analysis of their campaign. You need to explain:

- how you used logos, logical facts and reasoning, to make your candidate appealing to the audience.
- how you included ethos and made your candidate seem like a credible, reliable source (or maybe you had another credible character vouch for your candidate?).
- how you used music and/or visuals to evoke certain feelings from your audience (pathos).
- how you included logical fallacies to detract from the other candidates.

Oral Presentation Rubric : Create a Campaign

CATEGORY	4	3	2	1
Introduction/ Title	Error-free, introduction page with a creative slogan, character's name, interesting visuals, complete analysis, appropriate MLA citations, appropriate participation in peer evaluations	Nearly error-free Missing one of the requirements.	Missing two of the requirements and has a few errors	Missing three of the requirements and has many errors
Strengths of Candidate	Clearly understands the character's strengths and uses 5 examples from the play to prove why the candidate has certain strengths.	Clearly understands the character's strengths and uses 4 examples from the play to prove why the candidate has certain strengths..	Understands the character's strengths but only uses 3 examples from the play to prove why the candidate has certain strengths.	Understands the character's strengths but only uses 2 examples from the play to prove why the candidate has certain strengths..
Concession of weakness	The student's focus on the weakest point of their own candidate and supports this claim with strong textual evidence. It is persuasive and fully explains why a voter should not worry about this weakness.	The student's focus on the weakest point of their own candidate and support s this claim with text evidence. It is somewhat persuasive and explains why a voter should not worry about this weakness.	The student's focus on the weakest point of their own candidate and supports this claim with little evidence. It is not persuasive and does not explain why a voter should not worry about this weakness.	The student's don't focus on the weakest point of their own candidate.
Writing Fallacies	Effectively displayed all 3 of the writing fallacies in the speech flawlessly.	Used all 3 fallacies, but they seemed obvious.	Only used 2 of the 3 fallacies.	Used only 1 of the fallacies.
Analysis of other weaker candidates	Gives strong and logical reasons to the audience about why voters should not elect other candidates. The concessions are supported by text evidence and really focus on the worst sides of each of the other characters.	Gives accurate reasons to the audience about why voters should not elect other candidates. The concessions are supported by text evidence and focuses on the worst sides of a couple of the other characters.	Gives weak reasons to the audience about why voters should not elect other candidates. The concessions are not supported by textual evidence.	There is little to no mention of the weaknesses of the other candidates.
Time-Limit	Presentation is 2:45- 3:00 minutes long.	Presentation is 2:00-2:44 or 3:01-3:15 minutes long.	Presentation is 1-2 or 3:15-3:59 minutes long.	Presentation is less than 1 minute OR more than 4 minutes.
Persuasiveness	Makes a dramatic and compelling argument. Use of all 3 modes of Rhetoric are obvious	Makes a credible effort to persuade the audience. Use of 2 modes of rhetoric not very obvious	Shows little evidence of persuasion. Little use of modes of rhetoric	Is not at all persuasive in presentation. No use of modes of rhetoric