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| **Instructional Design Template** | | | | | | | | | |
| ***Name of Project:*** Propaganda in Action | | | | | | | | ***Duration:*** 2.5 weeks | |
| ***Subject/Course:*** English Language Arts | | | | | ***Designer(s):*** Kim George | | | ***Grade Level:*** 8th grade | |
| **Design Expectations** | | | | | | | | | |
| ***Selected Project Standards (TEKS/CCRS)*** | | | 8.9 Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.  8.11 Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.  8.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate the role of media in focusing attention on events and informing opinion on issues; (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; (C) evaluate various techniques used to create a point of view in media and the impact on audience; and  8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.  8.18 Writing/Literary Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (A) establishes a clear thesis or position (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments.  (C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion | | | | | | |
| ***Big ideas Addressed in Content Standards. The student will understand:*** | | | Comprehension of informational text and the impact of culture and history Author’s purpose in various contexts  Comprehension and analysis of persuasive text  Reading/media literacy Writing/multimedia presentation Writing/persuasive texts | | | | | | |
| ***Student expectations addressed in content standards. The student is expected to:*** | | | Analyze works on same topic with similar/different purposes  Analyze rhetorical and logical fallacies  Evaluate the role of media in informing opinion Interpret how visual techniques influence the message Evaluate techniques used to create a point of view and the impact on audience Produce a multimedia presentation involving text, graphics, images, and sound using available technology. Write persuasive texts to influence a specific audience on specific issue | | | | | | |
| ***What key knowledge will students acquire as a result of this project?***  Analysis of persuasive techniques/propaganda techniques  Analysis of visual aspects of a persuasive argument  Analytical and inferential reading  Analysis of author’s purpose and audience | | | | | | ***What key skills will students acquire as a result of this project?***  Compare/contrast author’s purposes and positions  Analyze and make inferences of visual arguments—author’s position, purposes, persuasive/propaganda techniques, and supporting evidence  Use loaded language and graphics to develop position  Use propaganda/persuasive techniques to develop position  Use technology to create a visually effective argument | | | |
| ***How will students demonstrate they have acquired this knowledge?***  Students will create their own persuasive visual argument to convince an audience of their position. | | | | | | ***How will students demonstrate they have acquired these skills?***  With the use of loaded language, visuals, and layout techniques, students will demonstrate their understanding of these skills in their own visual argument. | | | |
| ***Guiding questions to frame the inquiry and lead students to understanding:***  What effect does the choice of words have on the message of an argument? What impact do visuals have on an audience? How can you apply persuasive/propaganda techniques, such as fear or emotion, to convince your audience of your message? | | | | | | | | | |
| **Specific PBL Considerations** | | | | | | | | | |
| ***Project Idea: Summary of the issue, problem, or challenge*** | | A large American company has decided to donate 1.25 million dollars to one cause or organization that would benefit from its money.  Students will decide what cause or organization they feel is worthy to receive much-needed funds to further its purposes.  Then, they will use propaganda and visual/media persuasive techniques to persuade the donor that their cause is the one that should receive money.   Within a 2.5-week period, students will present their original visual piece of persuasion to the class, and each class member will participate in a discussion of the visual argument.  To help them become successful, we will have workshops on techniques used in various media formats, including commercials, advertisements, political posters, political advertisements, and political cartoons. | | | | | | | |
| ***Entry Launch and Document*** | | ***Launch Details***  Students will have spent the previous 4 weeks reading *Animal Farm*, discussing the historical context of the novel, the themes, character development, loaded language, and the propaganda used. During this unit, students will learn various strategies of propaganda and be able to find examples of these in the novel and in the world. We will have already tested on propaganda techniques, and we will have seen the results propaganda had on Russian citizens/the innocent animals on Animal Farm.  As the book ends, I will show them the commercial from the Beef Association that seems to suggest that eating red meat will make any individual strong, active, and healthy. Our discussion of purposes, messages, and propaganda will now lead into a detailed look at literary analysis in media.  In addition to this, I will show them various products from the kitchen cabinet and bathroom cabinets that try to convince the audience to buy the product. We will discuss loaded language and graphics that are used.  After doing this, we will go over the entry document. | | | | | ***Entry Document Details:***  ***Authentic Format (ex. RFP)***  Word document—Request for Creative Project  ***STEM Connections***  Design process used in the design of the creative visual product  Blog entries done for one activity  Technology used in the visual product—video cameras, photo editing programs, internet, etc.  Technology used in the workshops and assessment process to access photos, political cartoons, commercials, and political advertisements  ***Specific references to standards (ill defined)***  Persuasive written product  Analysis of other written persuasive products  Use of persuasive and propaganda techniques  ***Culminating Product Guidelines***  **Priority Guidelines:**  1. Employ visual persuasive techniques to impact audience  2. Use loaded language and carefully-chosen diction to convey message  3. Use at least one propaganda/media persuasive technique in your visual  4. Clearly convey your position and message to the audience   5. Create your own original work, documenting sources for any pictures or statistics/facts you use in MLA format  6. Complete your visual within a period of 2.5 weeks from today   **After Creating Your Visual:** 7. Participate in writing by giving constructive criticism/comments on the visuals of each of your peers  9. Present your visual to the class  10. Write in detail explaining each of your decisions/choices in your visual  ***Content Constraints***  Students must pick the purpose of persuading a business to donate money for their cause/organization.  They must include words/language on their visual product.  They must use propaganda or persuasive techniques in their visual.  They must make a choice of one organization/cause.  They must use MLA to document their sources.  ***Time constraints***  Students will have 2.5 weeks from the initial launch date to the date of presentation.  ***Material Constraints***  In workshops, political cartoons, political ads, photos, and advertisements will be limited to a small number.  Technology for the final product will be limited to the technology our school has or the student has at home. | | |
| ***Know/Need to Know Activity*** | | ***Facilitation Questions:***  Who will receive this piece of propaganda?  What types of products will you think you could do?  What types of propaganda or visual techniques could be used?  Who will the piece of propaganda be about? What could be included in this?  What will the presentation be like?  How many sources can you use? What types of sources are acceptable?  Can this be done in groups?  What types of material are appropriate for this visual? Is there anything inappropriate? | | | | | | | |
| **Learning Experiences** | | | | | | | | | |
| ***Culminating Product/Assessment*** | ***Description:***  Original visual piece of persuasion presented to the class with written interaction of classmates providing constructive criticism. Students must employ at least one visual persuasive technique, use loaded language and carefully-chosen diction, clearly convey their position and message to the audience, and document their sources. Visual is due within 2.5 weeks, and presentations will occur after this point. Written detailed explanation of their visual will be turned in on this date as well.  ***Connections to Standards:***  Multimedia presentation that involves revision and multiple drafts. Students will be writing with the purpose of persuasion to influence a specific audience on specific issue. | | | | | | | | |
| ***Essential Content Questions*** | What is loaded language? Carefully-chosen diction?  How can I use this loaded language to achieve a purpose of persuasion?  How do I analyze visual text and then apply techniques to my own multimedia presentation?  What techniques are used to sway audience in visual text?  What sources should I use that will provide supporting details for my position? | | | | | | | | |
| **Activity Sequence to Scaffold Content Development** | | | | | | | | | |
| ***Activity/Workshop***  Photo Analysis Workshop | | | | ***Academic Purpose/Outcome***  Students will begin to analyze photographer’s purpose, message, and position.  Students will provide evidence to support their analysis.  Students will interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message. | | ***Content Rubric/Checklist Elements***   * Artist’s purpose identified * Visual analysis features identified * Supporting details from photo | | | ***Formative Assessment:***  ***Content Elements***   * Small group analysis of photos on a chart   ***Strategies***   * We Do, You Do technique of modeling |
| ***Differentiation considerations:***  Students in small groups allow for those who are weaker in the levels of analytical and inferential reading/thinking to be assisted. Assignment/chart can be graded differently as well. If any of this is assigned as an at-home assignment, printouts can be made of photos for those with no computer or online access at home. | | | | | | | | | |
| ***Activity/Workshop***  Political Cartoon Workshop  Blog for students on class website [www.ravenreading.weebly.com](http://www.ravenreading.weebly.com) | | | | ***Academic Purpose/Outcome***  Students will understand the historical/cultural context of the cartoons. They may do research on the topic.  Students will analyze the use of rhetorical and logical fallacies, especially caricatures  Students will analyze how words and images work together to impact meaning.  Students will provide evidence from the text to support their analysis.  Students will make inferences about an artist’s purpose, message, and position. | | ***Content Rubric/Checklist Elements***   * Artist’s purpose identified * Artist’s message/position analyzed * Supporting details from the cartoon * Rhetorical and logical fallacies identified * Visual analysis features identified in the cartoon | | | ***Formative Assessment:***  ***Content Indicators***   * Small group analysis of cartoons on blog on class website   ***Strategies***   * We Do, You Do technique of modeling * Skillbuilding scaffolding |
| ***Differentiation considerations:***  Students in small groups allow for those who are weaker in the levels of analytical and inferential reading/thinking to be assisted. Assignment/chart can be graded differently as well. If any of this is assigned as an at-home assignment, printouts can be made of cartoons for those with no computer or online access at home. In addition, for those especially weak, I can point out the visual features on which they should focus and ask them to decide the significance (or provide them a link to a political news story to help explain the historical context). | | | | | | | | | |
| ***Activity/Workshop***  Advertisement Workshop | | | | ***Academic Purpose/Outcome***  Students will analyze the purpose, message, and position.  Students will provide evidence to support their analysis.  Students will interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.  Students will analyze how words and images work together to impact meaning. | | ***Content Rubric/Checklist Elements***   * Advertiser’s purpose identified * Advertisement’s message/position analyzed * Supporting details from the advertisement * Rhetorical and logical fallacies identified * Visual analysis features identified in the advertisement * Propaganda techniques identified | | | ***Formative Assessment:***  ***Content Elements***   * Small group analysis of advertisement   ***Strategies***   * We Do, You Do technique of modeling * Skillbuilding scaffolding |
| ***Differentiation considerations:***  Students in small groups allow for those who are weaker in the levels of analytical and inferential reading/thinking to be assisted. Checklist can be graded differently as well with less weight on the inferential thinking. In addition, I could help them find an advertisement in which the message is easier to understand. | | | | | | | | | |
| ***Activity/Workshop***  Political Poster Workshop | | | | ***Academic Purpose/Outcome***  Students will understand the historical/cultural context of the posters.  Students will analyze the use of rhetorical and logical fallacies.  Students will analyze how words and images work together to impact meaning.  Students will provide evidence from the text to support their analysis.  Students will make inferences about the government’s purpose, message, and position. | | ***Content Rubric/Checklist Elements***   * Government’s purpose identified * Government’s message/position analyzed * Supporting details from the poster * Rhetorical and logical fallacies identified * Any additional propaganda techniques identified * Visual analysis features identified in the poster | | | ***Formative Assessment:***  ***Content Elements***   * Small group analysis of posters   ***Strategies***   * We Do, You Do technique of modeling * Skillbuilding scaffolding |
| ***Differentiation considerations:***  Students in small groups allow for those who are weaker in the levels of analytical and inferential reading/thinking to be assisted. Assignment/chart can be graded differently as well. If any of this is assigned as an at-home assignment, printouts can be made of photos for those with no computer or online access at home. A checklist with a limited number of items to look at might be used to help them. | | | | | | | | | |
| ***Activity/Workshop***  Propaganda in Numbers Workshop | | | | ***Academic Purpose/Outcome***  Students will make inferences about the impact of purpose/message on the choice of numbers used.  Students will use mathematical concepts and apply those to the propaganda content we have been learning. | | ***Content Rubric/Checklist Elements***   * Author’s purpose identified | | | ***Formative Assessment:***  ***Content Elements***   * Small group activity with numbers   ***Strategies***   * We Do, You Do technique of modeling |
| ***Differentiation considerations:***  For this project, I will most likely approach the math teacher and get his/her assistance and further teaching of these concepts in math class. Students will then see how this concept of propaganda is applicable to several subjects. Just as for previous activities, students weaker in math skills will be assisted by those in their group who may be stronger. | | | | | | | | | |
| ***Activity/Workshop***  Project Workshop | | | | ***Academic Purpose/Outcome***  Student writing workshop---peer editing; peer constructive criticism  Students will take the final project checklist to help assess others’ work. | | ***Content Rubric/Checklist Elements***  CONTENT:   * One clear thesis/position * Visuals add to the thesis * Evidence used to support position * Loaded language used   AUDIENCE:   * Audience’s views considered * Attention-getting view * One clear purpose   PROPAGANDA TECHNIQUE:   * At least one propaganda technique used clearly   VISUAL LAYOUT/ATTRACTIVENESS:   * Font, graphics, color, and layout used to add meaning * Easy to see and read   DOCUMENTATION OF SOURCES AND WRITTEN PARAGRAPH:   * All graphics and facts are documented. * MLA format is used correctly. * Paragraph explaining all aspects of visual is completed.   CONVENTIONS/USAGE:   * All words are spelled correctly. * No grammar/mechanics and usage errors. * No errors in capitalization or punctuation. | | | ***Formative Assessment:***  ***Content Elements***  Click here to enter text.  ***Strategies***  Click here to enter text. |
| ***Differentiation considerations:***  Students can be grouped in such a way that students who are stronger in visual analysis, layout, and/or higher-level thinking can be grouped with those who are a bit weaker. | | | | | | | | | |
| ***Other Planning Considerations*** | | | | | | | | | |
| ***Resources***  **Launch Video:**  “Eat Red Meat” on youtube.com <http://www.youtube.com/watch?v=lupbzlYM1Gw>  **Picture Analysis Activities:**  WE DO: “Migrant Mother” <http://www.loc.gov/rr/print/list/128_migm.html>  YOU DO: 2004 Pulitzer-Prize winning Feature Photography by Carolyn Cole [www.pulitzer.org](http://www.pulitzer.org)  For more assistance with visual aspects, look at <http://www.medialiteracy.net/pdfs/hooks.pdf>  **Cartoon Analysis Activities:**  WE DO: 2003 Pulitzer-Prize winning Editorial Cartooning cartoons by David Horsey [www.pulitzer.org](http://www.pulitzer.org)  YOU DO: Other Pulitzer-Prize winning editorial cartoons by Clay Bennett, Mike Luckovich, Walt Handelsman, and Nick Anderson, years 2001-2007  **Advertising Analysis Activities:**  WE DO: a sample ad or two from a current magazine  YOU DO: stack of current magazines—Students analyze an ad they find for propaganda  **Political Posters Activities:**  WE DO: Smithsonian Institute’s online exhibition of World War II posters <http://www.americanhistory.si.edu/victory/index.htm#Contents>  YOU DO: Library of Congress’ World War II poster exhibition entitled “The Powers of Persuasion”: <http://www.archives.gov/exhibits/powers_of_persuasion/united_we_win/united_we_win.html>  **Statistics in Numbers Activities:**  Some of my YOU DO and WE DO questions and activities came from these websites:  <http://www.onlinesociologydegree.net/2011/02/10/how-politicians-misuse-statistics/>  <http://www.helium.com/items/1344433-statistics-media-media-manipulation>  <http://www.helium.com/items/1364782-statistics>  **Additional Resources Recommended by UT Dallas professor Dr. Denis J. Dean:**  Edward R. Tufte’s *Beautiful Evidence*, *Visual Explanations*, and *Envisioning Information*  Mark Monmonier’s *How to Lie with Maps*  **For students’ final products, these online resources may be handy:**  PHOTOGRAPHY WITH FEW COPYRIGHT RESTRICTIONS:  [www.creativecommons.org](http://www.creativecommons.org)  [www.pics4learning.org](http://www.pics4learning.org)  <http://photos8.com>  VIDEO EDITING:  <http://www.videospin.com/Redesign/>  SLIDESHOWS THAT CAN HAVE ANIMATION ADDED:  <http://photopeach.com/>  <http://animoto.com/create>  <http://www.yodio.com/> | | | | | | | | | |
| ***Other***  My current website containing this PBL unit (along with workshop notes) is: [www.ravenreading.weebly.com](http://www.ravenreading.weebly.com)  Blog comment will be on class website.  Texas Instruments technology used for statistics workshop. | | | | | | | | | |