

ASSURE MODEL LESSON PLAN



Teacher Name: Ms. Yohana Lopez

Subject: Social Studies

Analyze Learners: The class consist of 35 12-13 year old seventh graders who attend Hialeah Gardens Middle School in Miami-Dade County Public School. Socioeconomically they are for the middle class with at least one parent having a college education. All students are leveled between 2-4 having in the FCAT, mostly relating to attention and organizational issues. None have a serious mental or physical impairment. The students are already proficient in the basic computer skills need for this lesson. Most have their own computer at home and have high-speed Internet access.

State Objectives:

- 1) Student will participate in a class discussion pertaining to examples and uses of propaganda and advertising today.
- 2) Students will read and take notes on the eight types of propaganda, and use these notes in their analysis.
- 3) Students will locate six World War II propaganda posters from the links provided and copy them into a Word document.
- 4) Following the criteria set by the teacher, students will create six analysis sheets, one for each poster to be analyzed.
- 5) Students will correctly analyze each poster accurately complete each of the analysis sheets in a timely manner.
- 6) Students will demonstrate their knowledge of propaganda by answering a short essay question on the unit exam.

Select Methods, Media and Material:

METHODS:

- 1) The lesson will start with an all class discussion, led by the teacher, about current examples of advertising and propaganda. This will be followed by the teacher leading the class in an example of poster analysis.
- 2) The teacher will show the students the webquest site on the TV using a S-video cable.
- 3) Students will use the Internet to research the information needed to complete the analysis sheets.

MEDIA:

- 1) Overhead or blackboard will be used to record students responses during the opening discussion.
- 2) Students will have photocopy of one propaganda poster supplied by the teacher and to be used during the example analysis. The teacher will have an overhead of the same poster.
- 3) The computer and TV will be used to show the class the webquest site.
- 4) The Internet will be used to gather the six posters.
- 5) The student created analysis sheets will be used to present the students information on the posters.

MATERIALS:

- overhead machine
- blackboard
- overhead copy of poster
- class set of poster handouts
- Internet access in the computer lab
- access to color printer
- TV, classroom computer and S-video cable

Utilizing Media and Material--Requiring Student Participation:

Note: this is the heart of the lesson plan and these two components work together to carry it out.

Day one: Teacher leads the class in a discussion about propaganda and advertising in today's society. Questions could include the following:

- What is your favorite commercial? Why?
- What are some of the best known commercial symbols?
- Why do companies advertise? Do advertisements work?
- Does anyone besides businesses use advertising?

Record student answers on the blackboard. This should take about 10-12 minutes. Next, give each student a copy of the sample World War II propaganda poster. Try to find one with an easy to understand message and symbols students may be familiar with. The simplest one would be Uncle Sam saying 'I want you to join the army'. Have the students point out the symbols involved, who would have created the poster and why.

Use the overhead copy of the poster to point out any significant omissions. This is similar to what they will be doing with the webquest. This should take 10-15 minutes. Finally, show the students the webquest site via the TV. Make sure this is already prepared to go prior to the lesson starting. Use the remaining class time to show the students each part of the site.

Days 2-4: These days will be used by the students to locate their posters and create the analysis sheets. Your role is as a helper and you should be ready to assist any student who is having trouble. It is vital that you check the computer lab prior to class everyday to be sure there are enough working computers and that the color printer has ink. The main areas of concern are:

- *Are the students only using the websites provided by the webquest?
- *Are the students on task?
- *Are the students working independently?

You should strictly monitor the room until you see that all students have created at least one analysis sheet in the proper format.

Remind the students to save their work.

With 5 minutes remaining in class, have the students wrap up their work for the day. Be sure they have all logged off and the room is neat and tidy.

If students seem to be finishing quickly, you could limit them to two days in the lab, and have them do some of the work at home.

Evaluate and Revise:

It is critically important to know if the students have learned anything from this lesson. First of all, the teacher should be monitoring the students progress each day in the computer lab. You may need to spend some time one-on-one with students until they understand what you asking them to do. Second, you must fairly and consistently grade their analysis sheets. By including a poster to analyze in the unit test, you know that the concepts have been remembered and that they can do the analysis on their own.

Revising this lesson could be accomplished in several ways. First, the time in the computer lab can be shortened or lengthened if appropriate. If the assignment is taking too long, the number of posters to analyze could be cut. Second, students could work in pairs if you make sure they are compatible. You could also give students analysis sheets ready to fill in.

