**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:** **Shain** | **Course/Grade:** **English 8th Grade** |
| **Week of:** **August 24 - 28** | **Unit Name:** **Rhetorical Triangle/Media Literacy** |

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| ***(1A)\**Essential Question(s):** **How do I become Media Literate? Why is this so important?** | ***(1A/1B)* Connections (prior/future learning):** **Experience with Media – social, magazines, internet, billboards, TV, company logos, ,,,,** |
| ***(1A)* Common Core/State Standards:** [CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/)Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.[CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/)Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.[CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.[CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/)Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.[CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.[CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/)Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.[CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/)Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.[CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.****All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:** Unit, Magazines, Internet commercials, ads, magazines, cereal boxes |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand? Students will work together to analyze commercials and advertisements.** **Daily: Grammar, Do Now, Cold Call****This Week: Media Literacy** |

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| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary words and the meaning of Media Literacy. I will draw the meaning of two words on word strips and share them with my group. We will then have the meanings of all the words.*****(1C)* Do Now: Commas, comma splices** |  (***1F)*Embedded Formative Assessment: Group Vocabulary work.*****(1B)*Closing Activity: Cold call students to use words in sentences.** |
| TUESDAY***(1C)* Learning Target: I understand the components of the Rhetorical Triangle. I will demonstrate this by drawing my own schematic of it in my binder, explaining Logos, Pathos, and Ethos in my own words.*****(1C)* Do Now: Commas** | (***1F)*Embedded Formative Assessment: Rhetorical Triangle schematic in binders.*****(1B)*Closing Activity: Quiz on L, P, E** |
| WEDNESDAY***(1C)* Learning Target: I will watch “Halftime in America.” I know I have understood the Rhetorical Triangle devices by writing a one page analysis.*****(1C)* Do Now: Commas after dependent clauses** | (***1F)*Embedded Formative Assessment: Analysis of Halftime commercial.*****(1B)*Closing Activity: Share-out analyses.** |
| THURSDAY***(1C)* Learning Target: I understand basic persuasive tricks and techniques. I can identify a trick used in a magazine ad.** ***(1C)* Do Now: Commas after clauses** | (***1F)*Embedded Formative Assessment: Sharing out tricks in ads with tablemates.*****(1B)*Closing Activity: Share out strong examples of tricks – cold call.** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary/Latin Roots quiz.*****(1C)* Do Now: Commas** | (***1F)*Embedded Formative Assessment: Vocabulary quiz*****(1B)*Closing Activity: Reflection on Media Literacy** |
| **Vocabulary**ConsumerAdvocateGullibleRhetoricDecipherCredibleIncredulousDeceitSubliminal (messages)coercion |

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| **Latin Roots**Ignis = fire ignition, ignite, igneous Populus = people popular, populationFigo, fixum = fix prefix, fixate Luna = moon lunatic, lunar |
| **Literary Elements****Thesis statement Logos****Topic sentence Pathos****Rhetorical Triangle Ethos** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-Designing student assessment | Formative Assessment includes, but is not limited to:Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment.  |