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| 1. TITLE OF THE LESSON- Art and Psychology of Propaganda | 2. CURRICULUM AREA & GRADE LEVEL- World History/Psychology 10-12  UNIT- WWII (History), Morality/Ethics (Psychology)  TIMING- Day 2 of the 6 day unit on the Manhattan Project |
| 3A. STUDENT INFORMATION: English Language Learner- Brian    1.) Readiness Level- Brian is ready for this lesson. His CELDT score of intermediate and his progress so far in the course indicate that he will be able to comprehend the lesson and complete the assessment.    2.) Learning Profile- Strong Visual learner. Understands content more easily when oral, direct instruction is supplemented with visual aids.    3.) Interest- Enjoys P.E., History, learning about cars, and interacting with peers. | 3B. STUDENT INFORMATION: Students w/ Special Needs- Tyler has ADD.    1.) Readiness Level- This student is ready for the lesson. He is able to read and answer comprehension questions at grade level, comprehend direct instruction, and interpret visuals.             2.) Learning Profile-This student is shy and needs help socializing with peers. During class, Tyler is permitted to take breaks as needed to soothe anxiety. This student is also permitted extra time for tests and assignments and is permitted to use a manipulative during class to help focus his attention.             3.) Interest- Tyler enjoys math, video games, and electronics. |
| 4. RATIONALE  A. Enduring Understanding- Propaganda was used by the federal government as psychological mobilization of US citizens.   B. Essential Questions- How was propaganda used to unify the American people?   C. Reason for Instructional Strategies and Student Activities- Students will evaluate propaganda from a historical and psychological lense. By analyzing the components that make propaganda effective, students will understand how Americans were unified through the use of propaganda and how principles of propaganda are still employed today. |  |
| 5. CONTENT STANDARD(S)- World History: 10.5 Students analyze the causes and course of the First World War. 1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”  Psychology Content Standard 3: Domains of emotional behavior Students are able to (performance standards): 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. | 6. ELD STANDARD(S) EA- Make oneself be understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors. |
| 7. LEARNING GOAL(S) - OBJECTIVE(S)  Cognitive- After listening, asking questions, and taking notes during direct instruction and completing an example with the whole class (teacher-led model), students will be able to work in groups to explain the effectiveness of propaganda posters. | 8. ASSESSMENT(S)   Formative-Progress Monitoring- During direct instruction and modeling, the teacher will ask comprehension-check questions to a variety of students to ensure that students understand the content, directions, and purpose of the assignment.  Summative- After completing the assignment, the students will complete a self-evaluation form as a group. This will be used to evaluate groups’ summative understanding of the lesson and provide groups with the opportunity to engage in group processing. In addition, students will be asked to individually complete an exit card. |
| 9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS  Content/Based on Readiness- During the lesson, Brian will be provided with a list of academic and content-area specific vocabulary with definitions. This will support his ability to use the vocabulary in context during the lesson and during the assessments. During the lesson, the teacher will check in with Brian and ask comprehension check questions to assess the effectiveness of the strategy. If the strategy is ineffective, the teacher will try another strategy that has been successful in the past. | 9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS  Process/Based on Learning Profile- During group work, Tyler will be assigned a specific role that he can focus on in order to participate with his group. This will alleviate social anxiety and help him practice social skills. In addition, Tyler will be permitted to use manipulatives and breaks as needed to manage his anxiety and focus his attention. As needed, the teacher will provide proximity support to help him practice social skills and keep him on task. The teacher will assess the effectiveness of the strategy by monitoring Tyler’s discussion and interaction with his group. If the strategy is ineffective, the teacher will try another strategy that has been successful for Tyler in the past. |
| 10. INSTRUCTIONAL STRATEGIES  Anticipatory Set: The teacher will play a video of WWII propaganda. After the video, the teacher will instruct students to write a quick 2-3min response to the video in their notes.  Instruction: The teacher will lecture about propaganda. The teacher will explain the historical background and the psychological strategies employed in effective propaganda. The teacher will ask discussion questions to monitor students’ progress and maintain student engagement and attention. The teacher will explain propaganda using a variety of visual aides, including modern examples.  Guided Practice: The teacher will hand out the graphic organizer to the students. The graphic organizer will be projected on the board. The teacher will display a propaganda poster for the class. The teacher will model an example problem and ask the students to follow along and help complete the example.  Independent Practice: The teacher will break students up into groups. The teacher will assign roles to students and monitor their progress as they work on examining the propaganda posters.     Closure: The teacher will instruct students to debrief by answering questions written on the board. After students have debriefed, the class will come back together and the teacher will ask the class to summarize the learning that took place.  Beyond: The teacher will instruct students to create their own posters using the elements of propaganda discovered in class. | 11. STUDENT ACTIVITIES    Anticipatory Set: The students love videos and visuals, so this will capture their attention and curiosity. After the video, they will process their thoughts, which will prime them for the lesson ahead.  Instruction: The students will take notes, listen, and respond to questions. This will engage visual, auditory, and kinesthetic learners. Tyler will be permitted to use a manipulative in order to help focus his attention. Brian will be provided with a list of vocabulary terms and definitions to help him understand the lesson.    Guided Practice: The students will follow along and help the teacher to complete the example problem. This will allow them to hear the directions, read the directions, see an example, and physically do the problem. This will engage visual, auditory, and kinesthetic learners.   Independent Practice: Students will work together to evaluate propaganda posters. Students will each complete their own graphic organizers. Tyler will have a role specifically assigned to him based on his interests. This will help him feel engaged and give him a sense of belonging without overwhelming him.  Closure: Students will debrief with their groups (group processing). Students will orally answer the questions on the board. After the small-group discussions, the class will come back together and share out their conclusions.  Beyond: Students will apply what they learned by creating their own posters. |
| RESOURCES- PowerPoint notes, graphic organizers, posters, whiteboard markers |  |