

Bailey Hauf

Mrs. Sletten

EDU 371

3 February 2017

## Mini Lesson Plan

### 1. Grade Level:

Grade 11, 1<sup>st</sup> Semester

### 2. Subject(s) Area:

English writing and speech: Evaluate and Judge

### 3. Materials Needed:

- Paper
- Pen/Pencil
- Computer
- Projector

### 4. Objectives

Objectives based off of ELA standards W.1, W.8, W.9, and SL.2.

- Students will *engage* in a critical viewing of digital sources.
- Students will *assess* the strengths and weaknesses of each source in terms of task, purpose, and audience.
- Students will *evaluate* the effectiveness of propaganda in the media of today and in American history.
- Students will *effectively* take *organized* notes, analyzing the presented digital media.
- Students will *compare* and *contrast* the use of propaganda in the media presented.

### 5. Learning Activity

- Instructor will ask students the question “What is the best commercial you have seen this year?”
- Instructor will ask students the question “How do advertisers use language and/or images to entice the viewer into buying their product?”
- Instructor will present information on the average number of commercials people in the United States view per year

- Students will view a short commercial from the beginnings of television advertisements in the U.S. They will be asked to analyze the commercial, writing down any comments they have about the clip concerning imagery, print words on the screen, spoken words, music, and propaganda techniques used throughout the commercial. **Students with hearing impairments may either receive a headset or include closed captioning. A copy of the dialogue may also be helpful for ELL students.**
- After the commercial is over students will quickly pair and share 1-2 ideas they saw throughout the commercial.
- Students will view a short commercial from the current year analyzing the commercial, writing down any comments they have about the clip concerning imagery, print words on the screen, spoken words, music, and propaganda techniques used throughout the commercial.
- Students will pair and share (with a new partner) 1-2 ideas they saw throughout this second commercial.
- As a whole class, they will evaluate the effectiveness of the propaganda used throughout the two commercials. Additionally, students will compare and contrast the two clips on how advertisements and the use of propaganda has changed (or not) over time. Concluding with a brief answer to whether or not the propaganda in the presented media was effective.
- Notes should be concise and written to effectively judge the media presented.

I modeled my lesson off of the one on p. 105-106 of the Gallagher text: “television commercial.”