

# *FOLLOW THE LEADER*

Grade 9  
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Fall 2016

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## Rationale

This unit, “Follow the Leader”, is designed with students’ real-world lives in mind. With an ever-changing and advancing world, it is becoming increasingly crucial for students to be prepared in the face of choices. This unit has been created to shed light on some difficult circumstances in which they may experience, while informing them of the dangers and benefits in the arts of persuasion and leadership.

The most recent election season is an example of the importance in discerning leadership qualities, as well as persuasion tactics. When students graduate, or possibly while still in high school, they will face the opportunity to take a stance in the political world-- that they can’t help but be a part of-- by casting their votes. In order to make the most informed decision possible, the skills—which they will acquire within this unit—provide a factual base for their decisions and allow for confidence in their opinions.

A fact that this unit will cover, however, is that a good leader doesn’t necessarily have good intentions. Students will examine real-life leaders, though with a darker spin on the idea. Combining history and pop culture, students will study the methods and motives behind leaders ranging from the infamous Adolf Hitler, to Captain Hook and Lord Voldemort. By exposing students to these characters, they will see the similarities and differences between what is real, and what is not, and note that they may not be as different from each other as they had previously thought.

The questions that this unit will essentially answer are as follows: **How did these villains have support? What tactics did they use to persuade others? How can I be aware of these tactics when making decisions?**

By asking these questions, students will explore their own thoughts, opinions, and methods by which they can think, write, and support in a persuasive setting of their own, as well as analyzing situations both in text, as well as in their lives. These sets of skills are essential to prepare students for real-life implications, regardless of their intended paths after high school.

## Goals and Objectives

- ❖ Encourage students to apply their knowledge about leadership in and out of the classroom
- ❖ Practice and master Ethos, Pathos, and Logos
- ❖ Apply knowledge through multimodal projects, essays, and group discussions and activities.
- ❖ Gain experience in speaking in front of an audience
- ❖ Apply knowledge between and across multiple texts
- ❖ Learn about history and why it is important to our English class
- ❖ Discuss real-life examples whenever possible
- ❖ Discern speaking styles and their effectiveness.
- ❖ Utilize technology in the classroom
- ❖ Draw in prior knowledge to deepen understanding of topics
- ❖ Apply knowledge to popular culture
- ❖ Experience film, poetry, narrative, informative and nonfiction within the same lens: leadership and persuasion
- ❖ Discuss leaders and their motives
- ❖ Understand and use new vocabulary
- ❖ Practice grammar usage and mechanics
- ❖ Review basic literary elements (plot, setting, etc.)
- ❖ Allow for analytical thinking
- ❖ Allow for critical thinking
- ❖ Make arguments and support them with examples, details, and other forms of support.
- ❖ Participate in classroom discussions
- ❖ Treat all those in the classroom with respect

## Grade Distribution for the Unit

ASSIGNMENT	POINTS POSSIBLE
BELL-RINGERS	50
CREATE THE PERFECT LEADER	100
PARTICIPATION IN DISCUSSIONS	25
ANALYTICAL SKILLS ACTIVITY	100
VIEWING PARTICIPATION	25
READ-ALOUD PARTICIPATION	25
VOCAB QUIZZES	100
IN-CLASS WORK DAYS-PARTICIPATION	25
FINAL PROJECTS	200
-PRESENTATION OF PROJECT	50
ETHOS, PATHOS, LOGOS ACTIVITY	100
ARGUMENTATIVE/ANALYTICAL ESSAY	200
<b>TOTAL POINTS</b>	<b>1,000</b>

## Grade Scale

Grade	Scaled Points
Maximum	1000
A	930
A-	900
B+	870
B	830
B-	800
C+	770
C	730
C-	700
D+	670
D	630
D-	600
E	0

## Text and Supply List

(Class size of thirty)

- ❖ 30 copies of *The Wave* by Todd Strasser
- ❖ 40 copies of each handout (10 extra)
  - See Appendices A-G
- ❖ 6 Packs of markers for projects and Venn Diagram assignment
- ❖ 3 Packs of multi-colored construction paper for projects
- ❖ Set of fairy tale books from the library (approx. 10 books)
- ❖ Copy of Spielberg's *Hook*
- ❖ Video Clips for class
  - <https://www.youtube.com/watch?v=muZcJXlfCWs>  
how to annotate
  - <https://www.youtube.com/watch?v=EV9kyocogKo>  
hitler
  - <https://www.youtube.com/watch?v=832exPEX8pc>  
hunger games
  - <https://www.youtube.com/watch?v=g4tPXzk-Ovw>  
hunger games
  - <https://www.youtube.com/watch?v=qEE2QOIgoB4>  
HP

## Oklahoma Academic Standards

### *Standard 1- Speaking and Listening*

9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

9.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

9.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member

### *Standard 2- Reading Foundations with Reading and Writing Process*

9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.

9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.

### *Standard 3-Critical Reading and Writing*

9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.

9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● character development ● theme ● conflict (i.e., internal and external) ● archetypes

9.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences



## INFORMATIVE

9.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.

9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

## ARGUMENT

9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.

## *Standard 4- Vocabulary*

9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

## *Standard 7- Multimodal Literacies*

9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.

9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

## *Standard 8- Independent Reading and Writing*

9.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw appropriate conclusions

## Calendar Overview

### Insert Calendar Overview/Mapping

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
-BR-Quickwrite -Create the Perfect Leader (Extended Definition) -Discussion	-BR Nouns -Class Definition of main vocabulary terms	-BR Pronouns -Analytical Skills Activity	-BR Noun Phrase - Hunger Games Excerpt (novel) -Annotate	-BR Noun Phrase -Hunger Games Excerpt (Clip) -Activity
-BR Define "Incumbent" -HP clip - The Incumbent	-BR Verb - Video Hitler's Speech	-BR Adverb -Start "The Wave" page 1-11	-BR Verb Phrase -"The Wave" p 12-23	-BR Verb Phrase - "The Wave" p 24-35
-BR Vocab Quiz - "The Wave" p 36-47	-BR New Vocab -"The Wave" p 48-59	-BR Adjectives -"The Wave" p 60-71	-BR Adjectives -"The Wave" p 72-83	-BR Adjective -"The Wave" p 84-95
-BR Vocab Quiz -"The Wave" p 96-107	-BR New Vocab -"The Wave" 108-119	-BR Constituents -"The Wave" p 120-131	-BR Constituents -"The Wave" p 132-143	-BR Constituent -Intro to Project -Begin Work on Proj.
-BR Vocab Quiz -In class work	-BR New Vocab -In class work	-BR Affixes -Present Projects	-BR Prefix -Present Projects	-BR Suffix -Present Projects
-NO BR -Ethos, Pathos, Logos (Lecture and Activity)	-BR Ethos -Watch "Hook" and take notes	-BR Pathos -Watch "Hook" and take notes	-BR Logos -Watch "Hook" and take notes	-BR Review -Unit Wrap-Up -Argumentative Paragraph (Ethos, Pathos, Logos and "Hook")

## Daily Lessons

Week 1  
Monday

### Daily Lesson Information

Lesson title	The Perfect Leader
Lesson Purpose/Rationale	The purpose of this lesson is to encourage students to think about what a leader looks like to them. This will function as a pre-instruction assessment for the unit of “Follow the Leader”, as well as a chance to write creatively.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will choose a leader in their life that has influenced them as a bell-ringer. They will then take this person they have chosen, and brainstorm ideas for why they are considered a leader to them, what makes them effective, and 3 ways in which they have influenced the student. Students will then take this leader, and think about how they could be more effective or the perfect example of a leader. Volunteers may share their completed assignment.
Lesson length	50 minutes
Grade level and course	ELA 9 <sup>th</sup> Grade
Source of lesson plan and how I modified it	n/a

### Daily Lesson Plan Summary

Prior knowledge needed for success	Understanding what the basic idea of a leader is, writing capability
How will you address students who do not have this prior knowledge?	Provide examples of possible leaders (i.e. mom, coach, boss, family friend, older sibling, etc.) Allow for artistic representations of a leader, as long as it can be verbally explained, symbolic representation within the artwork so their thoughts are clear.
Materials for instruction (include rationale for why the materials are appropriate)	Handout with instructions and requirements/guidelines so students have a written form of what’s required of them. See Appendix B

Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	Students will think about a leader in their lives, figure out why they are effective, with at least 5 characteristics of that person that supports their claim of leadership qualities.	Piece of paper, writing utensil. Pre-write/outline/planning portion for the upcoming assignment later in class.	This will account for the bell-ringer/anticipatory set for the day.
9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.	SWBAT support their choice of leader, given the 5 qualities they chose earlier, by connecting evidence to claim in a creative format.	When creating their perfect leader, students will have to provide 5 supports as to why their person is an example of a good leader.	Visual, informal assessment: ensuring student participation as well as helping to stay on task/answer questions.
9.7.W.2 Students will create engaging visual and/or multimedia	SWBAT utilize their creative capacities and create a clear representation of their chosen leader, given the 5 leadership	Students may choose to draw their leader, provide symbolic representations about them, or a creative writing piece, all of	Formal Assessment: completed creative assignment

presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	qualities from the bell-ringer.	which highlighting their chosen features.	
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	List some important leaders in your life. Pick one and describe why they are a leader and how they are effective.  See Appendix A.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
10	Ask for volunteers to share their bell-ringer answers/explain to students that their bell-ringers will aide them in the completion of their assignment for the day.	Listen to their classmates respectfully and volunteer to share their work.	Suggest to students to highlight, underline, or circle the characteristics that are most important to them.
5	Distribute handouts while reading directions aloud and answering questions.	Follow along with their handouts and ask questions if necessary. Begin getting their ideas together/retrieving paper and writing utensils.	Handout in Appendix B
20	Allow for in-class work time to begin.	Students will begin to work individually on their	Visual assessment of progress and

	Walk the classroom to ensure students are staying on task, provide assistance, or provide positive feedback.	assignment. They may ask for assistance when necessary, and are expected to stay on task.	maintaining classroom management.
10	Debrief students on activity; Ask those who have finished the assignment to share what their final product looks like.	Students will listen to classmates respectfully, and may volunteer to share their completed assignments	Students who did not finish may take it home for homework to be turned in the next day.

Tuesday

## Daily Lesson Information

Lesson title	Unit Vocabulary Overview
Lesson Purpose/Rationale	The purpose of this lesson is to give students a vocabulary overview for the unit. Students will be exposed to these words throughout their readings and will be asked to look out for them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will cover basic words for the unit (See Appendix C) by utilizing Marzano's approach to teaching vocabulary directly. Students will need to understand this vocabulary before getting into the unit.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	<b>CITE MARZANO HERE</b> For this lesson, I modified this activity by not completing step 6 for the sake of time and purpose.

## Daily Lesson Plan Summary

Prior knowledge needed for success	n/a
How will you address students who do not have this prior knowledge?	New content. n/a
Materials for instruction	Paper and writing utensil for taking notes
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.4.R.1 Students will increase	SWBAT apply knowledge obtained in this lesson to occurrences in their readings	Students will approach the terms using Marzano's 6	Informal Assessment:

knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	in which the terms will be present, to infer meaning in context.	step method in learning vocabulary in isolation. In doing this, they will then be able to accomplish the objective listed.	Gauging what students already know and need to learn more about to be fully prepared for the topics and readings of the unit
9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	SWBAT understand, apply, and explain the meaning of listed unit vocabulary words by utilizing resources in deepening their understanding.	Students may utilize a resource tool (digital or print) to help them engage with the word more fully while in discussion. They will take notes following Marzano's method (See Appendix C)	Formal Assessment: Students will complete each step of Marzano's method for each word given, to be turned in for participation.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Define "noun" in your own words.  See Appendix A.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
15	Model the Marzano approach (See Appendix C) with two words from the list in Appendix C. Answer any questions. Have the students complete the second word with the teacher, as it is being done on the board.	Listen respectfully and ask questions when/if necessary. Students will be asked to complete the second word simultaneously with the teacher. Students will keep these words in their notes for the unit.	This portion of the lesson is to ensure students understand what is being asked of them, and will be built upon later.
25	Hand out templates for students to refer to when completing the list of words using this method. (Appendix C)	Utilize dictionaries, thesaurus, and other digital search engines to fill in requirements of assignment	Visually assess student progress. Answer questions. Maintain classroom management.
5	Take any more questions students may have. Make sure students know to keep these for later use.	Store their completed assignment for future use in the unit	Students will be checked for completion and participation for today's grade/points.

Wednesday

## Daily Lesson Information

Lesson title	Fairy Tale Finds
Lesson Purpose/Rationale	The purpose of this lesson is for students to practice using analytical skills so that they are prepared for larger texts in the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will practice their analytical skills by looking for ● plot ● characters (i.e., protagonist, antagonist) ● character development ● theme ● conflict (i.e., internal and external) ● archetypes within popular fairy tales. Students will utilize technology (or books from the library that I have gathered beforehand) and take note of anything they deem important. Students may work alone or in pairs.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	Basic understanding of ● plot ● characters (i.e., protagonist, antagonist) ● character development ● theme ● conflict (i.e., internal and external) ● archetypes
How will you address students who do not have this prior knowledge?	Students have the option to work in pairs, students without this prior knowledge will be paired with those who have a good understanding of the prior knowledge needed for success.
Materials for instruction (include rationale for why the materials are appropriate)	Classic fairy tale stories from the library for annotation for those without technology available to them. <a href="https://www.youtube.com/watch?v=muZcJXlfCWs">https://www.youtube.com/watch?v=muZcJXlfCWs</a>
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>9.3.R.3</p> <p>Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● character development ● theme ● conflict (i.e., internal and external) ● archetypes</p>	<p>SWBAT analyze a text for important features, while reading, by annotating popular fairy tales in class.</p>	<p>Students will look for examples of setting, plot, characters, character development, theme, conflict, and archetypes</p>	<p>Informal assessment For analytical skills.</p>
<p>9.1.W.2</p> <p>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share</p>	<p>(Contingent upon whether the students decide to work together or not) SWBAT work together to successfully analyze a text, and to equally contribute to the assignment within pairs.</p>	<p>Students will have the option to be paired with their elbow partner (student sitting nearest to them) in a joint effort in completing the assignment.</p>	<p>Informal assessment, visual.</p>

responsibility for collaborative work, and value individual contributions made by each group member			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	<p>Define "pronoun" in your own words</p> <p>See Appendix A.</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
5	Play clip about annotation and why we do it, for students to get a better understanding of what is expected of them. Answer any questions students may have.	Watch the video clip about annotation and ask questions if necessary	Video clip link: <a href="https://www.youtube.com/watch?v=muZcJXlfCWs">https://www.youtube.com/watch?v=muZcJXlfCWs</a>
10	Allow students to pair up with their shoulder partner, or work alone, to complete the assignment. A list of key things to look for in the text will be listed on the board, and students will take notes on all of these features they find within their chosen text. Pass out fairy tales to those without access to the internet. Approve stories found by students online. Visually assess for classroom management.	Students will decide to either partner up, or work alone, to complete the assignment. They may refer to the board for what elements they are looking for. They will select their story to be analyzed (students may find their story online with teacher approval, or choose from the printed selections).	Terms listed on the board: Plot, characters (i.e., protagonist, antagonist), character development, theme, conflict (i.e., internal and external), and archetypes

30	Walk the room and answer questions, help those in need, provide positive feedback to students.	Read and annotate their selected texts for listed terms. Ask questions if necessary. Once completed, turn notes into the completed assignments basket.	Students who are unable to finish the assignment in class will take it home for homework. Due the next day.
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## Daily Lesson Information

Lesson title	Katniss versus Snow
Lesson Purpose/Rationale	The purpose of this lesson is to enable students to practice their analytical skills by comparing two clips of the same movie, and decipher what is different about them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch two film clips from the Hunger Games and compare and contrast the persuasive methods and leadership styles between Katniss Everdeen and President Snow (protagonist and antagonist, respectively).
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	Meaning of compare and contrast
How will you address students who do not have this prior knowledge?	Group discussion will allow for further explanation if students need more information for success.
Materials for instruction (include rationale for why the materials are appropriate)	Hunger Games clips (2) and construction paper and markers for students to create a Venn Diagram comparing and contrasting the two clips <a href="https://www.youtube.com/watch?v=g4tPXzk-Ovw">https://www.youtube.com/watch?v=g4tPXzk-Ovw</a> <a href="https://www.youtube.com/watch?v=832exPEX8pc">https://www.youtube.com/watch?v=832exPEX8pc</a>
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.1.R.3 Students will engage in collaborative discussions about	Students will view two clips in class, then appropriately complete	Materials include two film clips and paper	Formal Students will turn in

appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	a Venn Diagram in groups, and effectively discuss the similarities and differences between the two arguments in terms of their deliveries.	and markers to complete Venn Diagram.	completed Venn Diagrams from their group
9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	Students will compare two characters from the same movie arguing essentially the same thing, and compare and contrast the two through analyzation.	Two clips, group/class discussions	Informal Participation in discussions Formal: Completed venn diagrams

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Explain what a noun phrase is.  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
10	Play President Snow (see materials list) clip from Hunger Games for students to see his method	View clips in class. Students will participate in class discussion	Participation grade. (Paying attention, contributing, posing questions, etc.) <a href="https://www.youtube.com/watch?v=g4tPXzk-Ovw">https://www.youtube.com/watch?v=g4tPXzk-Ovw</a>

	<p>of persuasion. Facilitate group discussion. (What did you notice about Snow's attitude? Was he angry? Were you confused about how you were supposed to feel? Was he effective? How did Katniss react?)</p>	<p>over what they saw, and start thinking about how Snow approached the scene.</p>	
10	<p>Play Katniss clip (see materials list) from Hunger Games for students to see his method of persuasion. Facilitate group discussion. (What did you notice about Katniss' attitude? Was she angry? Were you confused about how you were supposed to feel? Was she effective? How did Snow react?)</p>	<p>View clips in class. Students will participate in class discussion over what they saw, and start thinking about how Katniss approached the scene.</p>	<p>Participation grade. (Paying attention, contributing, posing questions, etc.)</p>
5	<p>Break students into small groups for completion of Venn Diagram, based on who is sitting near</p>	<p>Be paired with a partner for completion of the activity, and await</p>	<p>Students with special accommodations may work alone, if their IEP allows for that flexibility.</p>



	them and appropriate pairings (student relationships, ELLs, etc.).	instructions	
20	Ask students to create a Venn Diagram with their partner in order to show the similarities and differences between Snow and Katniss and their persuasive styles. Answer questions if necessary, provide positive, feedback, ensure students stay on task,	Complete the activity with their partner. Students will turn completed assignment into the basket at the end of the class period.	Visual Assessment for participation. Classroom management.

## Daily Lesson Information

Lesson title	The Incumbent vs. Lord Voldemort
Lesson Purpose/Rationale	The purpose of this lesson is to allow for students to begin to dive deeper into leadership qualities, as well as provide a text to world connection in the form of poetry, so as to help establish relevance to them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin the class with a clip from <i>Harry Potter and the Goblet of Fire</i> then read a poem called "The Incumbent" and discuss what they notice about these two things in and how it relates to them in their world.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	n/a
How will you address students who do not have this prior knowledge?	n/a
Materials for instruction (include rationale for why the materials are appropriate)	Film clip: <a href="https://www.youtube.com/watch?v=qEE2QOIgoB4">https://www.youtube.com/watch?v=qEE2QOIgoB4</a> Writing utensil See Appendix D
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in whole-class discussions regarding the poem and movie clips and their relationship with the students' lives.	Class discussion following clips and poem (Appendix D)	Informal assessment in the form of participation in discussion
9.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences	Students will make connections between "The Incumbent" and the Harry Potter clips in a class discussion, with an emphasis on leadership qualities.	During discussion students will focus on the thematic link between the poem and film clips (Appendix D).	Informal assessment in the form of participation and discussion
9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to	Students will contribute to the class discussion by making claims or observations and supporting them with evidence from the text(s).	Class discussion following clips and poem (Appendix D)	Informal assessment in the form of participation and discussion

connect evidences to claim(s).			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	What do you think "incumbent" means?  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
5	Play Harry Potter clip with no commentary or preceding thoughts	Students will actively watch the clip in a respectful manner	<a href="https://www.youtube.com/watch?v=qEE2QOI-GoB4">https://www.youtube.com/watch?v=qEE2QOI-GoB4</a>
5	Hand out "The Incumbent Discussion" worksheet for students. Ask students to read the poem quietly to themselves and annotate anything they have found interesting or that they would like to revisit.	Read the handout quietly to themselves while annotating for any information they deem worthy, keeping in mind questions, observations, and connections they have with the text.	Arribas, John. "The Incumbent". Poetry Soup. Poetry Soup, 2016. Web. 28 August 2016.
30	Facilitate discussion based on topics posed on handout. Encourage students to build off of one another, keep the conversation going.	Actively participate in class discussion based on their notes and discussion topics. Students are encourage to draw off of one another in furthering the conversation.	Classroom management, guide discussion.

5	Students will be asked to provide a ticket-out in which they define "Incumbent" in their own words.	Students will complete a ticket-out for the teacher to collect, in which they define incumbent in their own words.	Ticket-outs will allow for further participation points as well as an informal assessment.
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Tuesday

## Daily Lesson Information

Lesson title	Infamous Hitler
Lesson Purpose/Rationale	The purpose of this lesson is to provide students with background knowledge for the unit, as well as expose them to persuasive styles in history.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students discuss what they already know about Hitler and what they want to know. Then, students will watch a film clip of Adolf Hitler delivering a speech and discuss what they noticed about it.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	n/a
How will you address students who do not have this prior knowledge?	n/a
Materials for instruction (include rationale for why the materials are appropriate)	Hitler clip ( <a href="https://www.youtube.com/watch?v=EV9kyocogKo">https://www.youtube.com/watch?v=EV9kyocogKo</a> ) for students to see a visual representation of Hitler performing a speech.
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Subtitles will be provided on speech video for those with auditory disabilities.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.2.R.2 Students will analyze details in	Students will examine a historical speech	Class discussion following clip	Informal participation

literary and nonfiction/informational texts to evaluate patterns of genres.	presented by Adolf Hitler and discuss detail of his performance and expertise on persuasive methods.	viewing and connecting the clip to patterns of persuasion.	grade for discussion contributions and connecting the clips to patterns of persuasion.
9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate actively and respectfully in class discussion about the methods of persuasion exemplified by Hitler in the speech.	Class discussion participating and contribution.	Informal participation grade for discussion contributions and being respectful to one another.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Write a verb in past, present, and future tense. What qualifies as a verb?  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
10	The teacher will call on volunteers to share what they know about Hitler and his role in the Holocaust. She will then ask how he was so influential. Take	Students will participate in discussion by answering discussion questions as well as actively and respectfully paying attention to the teacher and classmates. They may	Pre-cursor: what do you know already?

	volunteers to answer.	take notes if they wish, though it is not required.	
12	Play clip from materials list. Maintain classroom management.	Actively watch the clip, taking notes is optional.	Clip
13	Facilitate discussion regarding the clip.	Participate in class discussion by contributing, questioning, or making observations.	Discussion Q's: -what stood out to you about his speech? What was the crowd's reaction to that part? What emotional state was Hitler in for most of the speech? Beginning? End? What was his body language like? Was he effective in his goal of persuasion?
5	Ticket-out will be assigned asking students to list three factors of Hitler's speech effectiveness.	Students will complete a ticket-out listing three factors to Hitler's effectiveness within his speech.	Ticket-out Informal assessment



## Daily Lesson Information

Lesson title	Catching "The Wave"-Read aloud (pages 1-11;12-23;24-35)
Lesson Purpose/Rationale	The purpose of this lesson is to begin reading the core text of the unit, <i>The Wave</i> by Todd Strasser, to better understand the theme of leadership, and to practice speaking and listening skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns reading aloud from the novel. They will each read one paragraph at a time in order to gain fluency skills. When questions come up, there is time allotted within the lesson for brief discussion.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	How to read
How will you address students who do not have this prior knowledge?	Listen to the story being read aloud
Materials for instruction (include rationale for why the materials are appropriate)	Class set of novels <i>The Wave</i> by Todd Strasser
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Visual and audial versions of the text.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will respectfully listen to their classmates as they read aloud from the novel in class	Student-led reading aloud	Informal assessment for fluency and participation

## Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	What is an adverb? Give an example. See Appendix A
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## Today's Minute by Minute (Tick Tock) Wed-Friday

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
45 Wed-pg 1-11 Thur-pg12-23 Fri-pg 24-35	Call students to read aloud from the novel, maintain classroom management, follow along in novel, answer	Take turns reading a paragraph at a time from the novel. Listen respectfully to classmates reading aloud. Ask only necessary questions.	Time has been built into the Tick Tock for students to ask brief clarification questions during the reading. Visual

	questions during the reading.		assessment and participation grade.
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**Week 3**  
**Monday-Friday**

### Daily Lesson Information

Lesson title	Catching “The Wave”-read aloud continued (pages 36-47;48-59;60-71;72-83;84-95)
Lesson Purpose/Rationale	The purpose of this lesson is to read the core text of the unit, <i>The Wave</i> by Todd Strasser, to better understand the theme of leadership, and to practice speaking and listening skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns reading aloud from the novel. They will each read one paragraph at a time in order to gain fluency skills. When questions come up, there is time allotted within the lesson for brief discussion.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

### Daily Lesson Plan Summary

Prior knowledge needed for success	How to read
How will you address students who do not have this prior knowledge?	Listen to the story being read aloud
Materials for instruction (include rationale for why the materials are appropriate)	Class set of novels <i>The Wave</i> by Todd Strasser
Accommodations and modifications	IEP’s will be followed. ELL’s will be seated near other ELL’s with a stronger language base knowledge. Visual and audial versions of the text.

### Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will respectfully listen to their classmates as they read aloud from the novel in class	Student-led reading aloud	Informal assessment for fluency and participation

### Today's Essential Question(s) and/or Anticipatory Set

What essential question guide this lesson plan and/or unit?	Vocab Quiz  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
45 Mon-pg 36-47 Tue-pg 48-59 Wed-pg 60-71 Thur-pg 72-83 Fri-pg 84-95	Call students to read aloud from the novel, maintain classroom management, follow along in novel, answer questions during the reading.	Take turns reading a paragraph at a time from the novel. Listen respectfully to classmates reading aloud. Ask only necessary questions.	Time has been built into the Tick Tock for students to ask brief clarification questions during the reading. Visual assessment and participation grade.

**Week 4**  
**Monday-Thursday**

## Daily Lesson Information

Lesson title	Catching “The Wave”-read aloud wrap up (pages 91-107;108-119;120-131;132-143)
Lesson Purpose/Rationale	The purpose of this lesson is to read the core text of the unit, <i>The Wave</i> by Todd Strasser, to better understand the theme of leadership, and to practice speaking and listening skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns reading aloud from the novel. They will each read one paragraph at a time in order to gain fluency skills. When questions come up, there is time allotted within the lesson for brief discussion.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	How to read
How will you address students who do not have this prior knowledge?	Listen to the story being read aloud
Materials for instruction (include rationale for why the materials are appropriate)	Class set of novels <i>The Wave</i> by Todd Strasser
Accommodations and modifications	IEP’s will be followed. ELL’s will be seated near other ELL’s with a stronger language base knowledge. Visual and audial versions of the text.

## Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will respectfully listen to their classmates as they read aloud from the novel in class	Student-led reading aloud	Informal assessment for fluency and participation
9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.	Students will have the option to complete their projects in a multi-modal capacity, including written, visual, oral, and technology	Medium of presented material	Formal Assessment

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Vocab Quiz  See Appendix A
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
45 Mon-pg 96-107 Tue-pg 108-119 Wed-pg 120-131 Thu-pg 132-143	Call students to read aloud from the novel, maintain classroom management, follow along in novel, and answer questions during the reading.	Take turns reading a paragraph at a time from the novel. Listen respectfully to classmates reading aloud. Ask only necessary questions.	Time has been built into the Tick Tock for students to ask brief clarification questions during the reading. Visual assessment and participation grade.



Friday

## Daily Lesson Information

Lesson title	Unit Project Introduction
Lesson Purpose/Rationale	The purpose for this lesson is to introduce the unit project and allow work time for students in class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will receive instructions for the assignment and begin work in class.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	Types of projects listed and methods of persuasion available for use
How will you address students who do not have this prior knowledge?	Students will have technology available in the classroom for research as well as other assignment and discussions to refer to. They will also be seated near those students with a comfortable handle on these aspects of the assignment.
Materials for instruction (include rationale for why the materials are appropriate)	Computer/tablet/video camera: students making commercials Poster paper and markers: propaganda, art pieces Paper and pen: those writing speeches, scripts for endorsements See Appendix E for handout
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	Students will plan their project properties before completion of the project, to guide their thinking.	In-class work days allow for planning time.	Informal Visual Assessment.
9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will provide three supports to their persuasive claim, written explicitly on the back (telling me where they are on the front).	Supporting their ideas within their project.	Formal assessment (one aspect of the project)
9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will effectively use persuasive vocabulary and language when attempting to persuade their audience.	In written forms of persuasion, as well as defending their choices in artistic modes	Formal assessment. Appropriate use of vocabulary.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	How do you know if something is a constituent?  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
5	Provide instructions for students and answer any questions they may have.	Read and review the instructions. Ask questions if necessary.	See Appendix E
40	Walk the room to ensure students are staying on task, provide assistance, approve or disapprove project, provide positive feedback.	Work on projects for remainder of the class period. Ask questions if needed, stay on task, be respectful to others working around them. Spend time wisely.	Time allotted in class is plenty to complete the assignment within three days without having to work on it outside of class.

**Week 5**  
**Monday-Tuesday**

### Daily Lesson Information

Lesson title	Unit Project Work Days
Lesson Purpose/Rationale	The purpose for this lesson is to introduce the unit project and allow work time for students in class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will receive instructions for the assignment and begin work in class.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

### Daily Lesson Plan Summary

Prior knowledge needed for success	Types of projects listed and methods of persuasion available for use	
How will you address students who do not have this prior knowledge?	Students will have technology available in the classroom for research as well as other assignment and discussions to refer to. They will also be seated near those students with a comfortable handle on these aspects of the assignment.	
Materials for instruction (include rationale for why the materials are appropriate)	Computer/tablet/video camera: students making commercials Poster paper and markers: propaganda, art pieces Paper and pen: those writing speeches, scripts for endorsements See Appendix E for handout	
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.	IEP's will be followed. ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

### Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	Students will plan their project properties before completion of the project, to guide their thinking.	In-class work days allow for planning time.	Informal Visual Assessment.
9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will provide three supports to their persuasive claim, written explicitly on the back (telling me where they are on the front).	Supporting their ideas within their project.	Formal assessment (one aspect of the project)
9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will effectively use persuasive vocabulary and language when attempting to persuade their audience.	In written forms of persuasion, as well as defending their choices in artistic modes	Formal assessment. Appropriate use of vocabulary.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Vocab Quiz/none
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
45	Walk the room to ensure students are staying on task, provide assistance, approve or disapprove project, provide positive feedback.	Work on projects for remainder of the class period. Ask questions if needed, stay on task, be respectful to others working around them. Spend time wisely.	Time allotted in class is plenty to complete the assignment within three days without having to work on it outside of class.

## Daily Lesson Information

Lesson title	Present Popular Propaganda Projects
Lesson Purpose/Rationale	The purpose of this lesson is for students to have the experience of speaking and presenting to the class. They will be presenting their completed unit projects.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns (1 per 4 mins) to present their assignments.
Lesson length	50 minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	n/a Completed project
How will you address students who do not have this prior knowledge?	n/a If students do not have a completed project, they may take notes of their classmate's presentations.
Materials for instruction (include rationale for why the materials are appropriate)	The students need to have their completed projects with them to be presented and turned in.
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge.

## Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will present completed projects to the class, showing appropriate support and visual evidence based on their main ideas.	4 min presentation over project.	Formal presentation points will be awarded to those who present.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Explain what affixes are.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
45 Wed (10 stu.) Thu (10 stu.) Fri (10 stu.)	Call students out of a hat to present their project, with a time span of 4 minutes each. Take notes of presentation skills (clear voice, language, body language) collect projects and end of each presentation.	Listen respectfully as their classmates present their projects, and present theirs when their name is called.	(10 students a day*4 minutes per student+ transition time=45 min)



## Daily Lesson Information

Lesson title	Persuading the People
Lesson Purpose/Rationale	The purpose of this lesson is for students to learn about Ethos, Pathos, and Logos and apply their knowledge in a fun way.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will view a Prezi covering the basics of Ethos, Pathos, and Logos. Following this, they will be divided into pairs to complete an activity for practice using Ethos, Pathos, and Logos.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	(CITE HERE) I modified this lesson by adding a prezi over Ethos, Pathos, and Logos before the activity.

## Daily Lesson Plan Summary

Prior knowledge needed for success	n/a
How will you address students who do not have this prior knowledge?	n/a
Materials for instruction (include rationale for why the materials are appropriate)	Appendix F
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Students will apply new vocabulary (Ethos, Pathos, Logos) in explaining which applies, given a specific scenario.	Class activity following instruction	See appendix (HSHLDHFDHF)
9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	SWBAT defend their answers logically during the activity by referring to examples within the scenario to connect them.	Defense of their answers in the activity	See appendix

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	What methods do you use to persuade someone of something?  See Appendix A
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
25	Instruct students on Ethos, Pathos,	Actively pay attention to the instruction and take	(LINK TO PREZI HERE)

	and Logos via Prezi presentation. Answer questions, provide commentary on the material, and maintain classroom management.	notes if they feel necessary. Ask questions if needed.	
3	Hand out activity instructions and pair off students for activity, read instructions aloud. Answer questions.	Listen carefully to instructions and follow along with the handout. Be paired with another classmate by teacher.	Appendix F
7	Walk the classroom. Answer questions. Provide feedback. Keep students on task.	Complete activity with partner, using the directions as a guide. Be respectful to those working near them.	Visual assessment Maintain classroom management.
10	Allow for volunteers to share what they came up with. Then ask the class what form of persuasion they appealed to (Ethos, Pathos, or Logos) and how.	Volunteer to share their group's idea. If they are not sharing, respond to other classmates' work.	This will be for the remainder of the class period.

## Daily Lesson Information

Lesson title	Hooked on <i>Hook</i>
Lesson Purpose/Rationale	The purpose of these lessons to provide visual representation of the unit theme we have been discussing-leadership and forms of persuasion
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch the film in class and take notes over anything they feel is an example of leadership and a form of persuasion, so that they may have a reference and aide in writing their essay following the viewing.
Lesson length	50 Minutes (three days)
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	Basic understanding of leadership and persuasion (Ethos, Pathos, Logos).
How will you address students who do not have this prior knowledge?	Students may ask for an explanation or clarification of what is expected of them. They may refer to their Ethos, Pathos, Logos activity for a refresher.
Materials for instruction	Copy of <i>Hook</i>
Accommodations and modifications	IEP's will be followed. Closed captions will be provided for students with hearing disabilities.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask	Students will practice active listening skills while watching <i>Hook</i> in class, and taking notes during the film.	Watching the film in class and taking notes with questions/comments	Informal Assessment: Visual  Informal Assessment:

questions to clarify the speaker's purpose and perspective.			Students taking notes
9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: setting, plot, characters (i.e., protagonist, antagonist), character development, theme, conflict (i.e., internal and external)archetypes	Students will look for all of these literary elements listed while watching <i>Hook</i> and take note of them.	Watching the film in class while taking notes with questions/comments	Informal: students' notes  Participation

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Give an example of a use of ethos as a persuasion method.  See Appendix A
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### Tuesday through Thursday Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Bell-Ringer facilitation/house cleaning	Completed bell-ringer prompt/ get ready for class to start	Students will keep bell-ringers in a journal.
5 (Same for Tuesday,	Explain what the students are to be taking note of while watching the film.	Listen carefully to instructions and ask questions if necessary. They will take notes	Students may refer to their Ethos, Pathos, Logos activity for

Wednesday, and Thursday)	<p>(setting, plot, characters (i.e., protagonist, antagonist), character development, theme, conflict (i.e., internal and external)archetypes) and their relation to persuasion and leadership, if any.</p> <p><b>They are most importantly looking for examples of Ethos, Pathos, and Logos, and expected to write them down.</b></p> <p>These items will be listed on the board before students enter the classroom for reference during the viewing.</p>	<p>over the film, as explained by the teacher, and keep them in their journals for later use (writing an essay about forms of persuasion and how they were used in the film) paying special attention to examples of Ethos, Pathos, and Logos.</p> <p>Students may refer to the board for reference to what they are expected to be looking for while viewing.</p>	<p>refreshers on what these persuasive tools mean and how they work. Visually assess for students' participation and active viewing.</p>
40	Visually assess students as they watch the film and take notes.	Actively watch the film and take notes of the specifications listed above.	Maintain classroom management

Friday

## Daily Lesson Information

Lesson title	Convince Me
Lesson Purpose/Rationale	The purpose of this lesson is for students to show what they have learned in this unit by applying their knowledge to a persuasive/analytical essay. This will function as a summative assessment to the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be asked to write an analytical/argumentative essay, based on their viewing of <i>Hook</i> , and what they have learned about leadership persuasion, specifically Ethos, Pathos, and Logos.
Lesson length	50 Minutes
Grade level and course	ELA Grade 9
Source of lesson plan and how I modified it	n/a

## Daily Lesson Plan Summary

Prior knowledge needed for success	Viewing of <i>Hook</i> , and knowledge about what Ethos, Pathos, and Logos is.
How will you address students who do not have this prior knowledge?	Students may refer to the Ethos, Pathos, and Logos activity from earlier in the week, or may utilize a search engine to find explanations.
Materials for instruction (include rationale for why the materials are appropriate)	Directions for assignment, pencil and paper, or laptop (for writing the essay) Appendix G
Accommodations and modifications	IEP's will be followed. ELL's will be seated near other ELL's with a stronger language base knowledge. Auditory learners will hear directions, visual assistance in the form of the handout.

## Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will summarize the events in <i>Hook</i> when referring to a sequence of events that exemplifies of their point at hand.	Writing utensil Using evidence from film to support the claim.	Formal assessment within their essays.
9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.	Students show relationships among claim, reason, evidence, and conclusion by writing an analytical/argumentative essay in terms of Captain Hook's persuasive methods.	In-class writing assignment Writing utensils	Formal assessment Component of essay
9.8.W.1 Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter	Students will write independently for the class period and may take it home for revision.	In class writing assignment	Formal assessment Component of essay.



timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw appropriate conclusions			
9.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.	Students will make a claim and support it, in class, by means of examples and details while maintaining a formal style and structure.	In class writing assignment.	Formal assessment Component of essay.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	How are you going to persuade someone to do something?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5	Explain assignment to students and answer any questions	Listen and follow along with the directions and the handout. Ask questions if needed.	Appendix G
45	Walk the room. Answer questions, provide feedback, and make sure students are staying on task.	Begin work on their writing assignments in class and complete before class is over, or take the rest home to finish at home. Due Monday. Ask questions if needed, work individually and quietly.	Visually assess Maintain classroom management

## Appendix A-Bell Ringers for Unit

### **WEEK 1 Mon-Fri**

- 1) Jot down some leaders in your life
- 2) Define “noun” in your own words. Provide 5 examples
- 3) Define “pronoun” in your own words. Provide 5 examples
- 4) Explain what you think a noun phrase is.
- 5) Give an example of a noun phrase

### **WEEK 2 Mon-Fri**

- 6) What do you think “incumbent” means?
- 7) Write a verb in past, present, and future tense. What qualifies as a verb?
- 8) Define “adverb” in your own words. Give 3 examples.
- 9) Explain what a verb phrase is and what it does to a sentence.
- 10) Write 5 verb phrases.

### **WEEK 3 Mon-Fri**

- 11) Vocab quiz
  - a. Befuddled
  - b. Reprimand
  - c. Dexterity
  - d. Charismatic
  - e. Inept
  - f. Overzealous
  - g. Atrocities
  - h. Quintessential
- 12) Copy new words/ define in own words
- 13) Define “adjective” in your own words. What is their purpose?
- 14) List as many uncommon adjectives as you can
- 15) Write 3, five-word adjective phrases.

### **WEEK 4 Mon-Fri**

- 16) Vocab Quiz
  - a. Espoused
  - b. Low ebb
  - c. Facetiously
  - d. Accentuate
  - e. Infectious
  - f. Tantalizing
- 17) Copy new words/define in own words.
- 18) What do you think a constituent is?
- 19) How do you know if something is a constituent?
- 20) Create 3 constituents of any type.

**WEEK 5 Mon-Fri**

- 21) Vocab Quiz
  - a. Astute
  - b. Allegiance
  - c. Indoctrinate
  - d. Disseminating
  - e. Antagonistic
- 22) No bell ringer today
- 23) Define “affixes” in your own words.
- 24) What is a “prefix” and what do they do? Give 2 examples.
- 25) What is a “suffix” and what do they do? Give 2 examples.

**WEEK 6 Mon-Fri**

- 26) What do you think each of these terms mean/have in common: ethos, paths, logos
- 27) Give an example of Ethos you have noticed recently
- 28) Give an example of Paths you have noticed recently
- 29) Give an example of Logos you have noticed recently
- 30) Explain what method of persuasion affects you the most and why.

Here is the link to the class quizzes:

<https://mackenziestephan.typeform.com/to/sFn0bV>

## Appendix B

# THE PERFECT LEADER

Take the leader you described in the bell-ringer for today, and list the characteristics they possess that make them an effective leader (there should be 5). You will take these characteristics, and create the perfect leader. This leader should be entirely fictional, but the best type of leader you can think of. You may represent this leader in one of the following ways:

- Draw a symbolic picture of them, clearly showing their leadership qualities

(For example: if the person has strong speaking characteristics, make this aspect clear when drawing their mouths)

- Write a descriptive paragraph about this leader. (8-10 sentences)

- Write a short poem about this leader (at least 8 lines)

- create a graphic organizer

- Write a speech from their point of view

- Any other representation with teacher's approval

Have fun with this assignment and be ready to share!



## Appendix C

Marzano Approach: Leadership Terms

**Step one:** The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).

**Step two:** Students restate or explain the new word in their own words (verbally and/or in writing).

**Step three:** Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).

**Step four:** Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, and write their own analogies and metaphors).

**Step five:** Students discuss the new word (pair-share, elbow partners).

**Step six:** Students periodically play games to review new vocabulary (not applicable for this lesson/unit)

TERMS TO COVER:

**Steadfast**

**Sagacious**

**Advocacy**

**Initiative**

**Persuasive**

## Appendix D

### THE INCUMBENT DISCUSSION

I am sick and tired of hearing the same old line  
My elected representative says every things fine  
He just does not represent the people I know  
He's been there forever its time for him to go  
Against good advice I've decided to handle  
A run for his office that's littered with scandal  
My friends support me but strongly advise  
Brace yourself for the despicable lies  
They say my opponent will stoop quite low  
To paint my name as an incompetent foe  
A teller of lies and impractical goals  
Of gross inexperience and lacking a soul  
My family will surely come under attack  
Innocent children that never fight back  
They'll be taunted everywhere for being my kin  
Those vicious stories will get under their skin  
Close friends and allies bandied as well  
Have the same surname gonna catch hell  
The incumbent is a master of deliberately lying  
Its ok for him it's the money he's eying  
Horror stories of how he slanders his opposition  
With unfounded labels to save his position  
Everyone knows he's a vicious untamed rival  
Who'll do anything to insure his survival  
The media reports on his numerous escapades  
Sensible persons that oppose his charades  
Are too smart to expose their quiet lives  
To answer allegations and unfounded lies  
So there he rejoices after each election  
Stashing unused funds for his re election  
My opponent is an experienced bureaucrat  
Who'll bombard you with everything he's got

#### Discussion Topics

- Relevancy
- Did you think of someone who fits this description?
- What might this have to do with Lord Voldemort from the clip?
- What does this have to say about leadership?
- What line stood out the most you?
- Does this always happen in our society? Will it?
- What part, if any, was unclear?
- How did this poem make you feel?
- What did you find yourself thinking about while reading?

## Appendix E

# ARTISTIC PERSUASION

This project is all about persuading your audience into believing something, voting for something, supporting your cause, or any other goal in mind.

Pick an appropriate topic you are passionate about, take a stance on it, and persuade the people! Some examples might include supporting an elected official, a fundraiser, call to action, etc. If you are unsure about your choice, come ask me ASAP!

I know you all are creative, now show me! You may choose to present your topic in the form of commercials, propaganda, speeches, art, celebrity endorsements, fliers, etc.

Basically, you have a topic, a stance, and a form of presenting it—all while keeping the art of persuasion in mind!

I am looking for effort, accurateness, effectiveness, organization, and at least three points to aide in your persuasion. (You can write these on the back of your assignment.)

These will be presented to the class for a total of four minutes per presentation. Don't worry about volunteering, we will just pull names out of a hat for presentation order!

You will have three full days of in-class work. You may take this project home at any point and work on it as well if you wish. However, if you spend your time wisely in class, taking it home will not be a necessity.





# ETHOS, PATHOS, LOGOS

As a team, create a persuasive response, using all three rhetorical modes based off of these scenarios:

SCENARIO 1: PERSUADE YOUR PARENTS TO LET YOU SPEND AN UNCHAPERONED WEEK-END AT A COTTAGE IN WISCONSIN WITH A MEMBER OF THE OPPOSITE SEX AND TWO OTHER SOPHOMORE COUPLES FROM OUR SCHOOL.

SCENARIO 2: PERSUADE YOUR PARENTS TO BUY YOU A \$500 PAIR OF ATHLETIC SHOES. [NOTE: YOU ARE NOT AN ATHLETE.]

SCENARIO 3: YOUR ELEVEN-YEAR-OLD BROTHER HAS \$30 IN HIS PIGGY BANK. WITHOUT AN EXPLANATION OF YOUR NEED FOR THE MONEY, PERSUADE HIM TO GIVE IT TO YOU.

You have 7 minutes to concoct a persuasive scheme, and then you may volunteer to report your ideas. The other students in the class are then asked to identify the three rhetorical modes and how they know that. Good luck!

# CONVINCE ME

This is your chance to show me what you know about persuasion. After watching Spielberg's *Hook* (1999) you will write an essay explaining every example of Ethos, Pathos, and Logos that you can think of from the movie that will aide you in answering this prompt:

How did Captain Hook convince Jack that HE was his father, rather than Peter? What form of persuasion did he use most? Give examples and explain.

Your essay must:

- Answer the prompt
- Provide examples to match your claims
- Use the correct vocabulary
- Minimal spelling and grammar errors
- Be organized
- Clear/Easy to understand
- At least one page (12 pt TNR, double-spaced if typed/single spaced if written)
- Have a conclusion

REMEMBER: Your goal is to convince me that you know what you are talking about, and can support your claim!

This can be finished in class. If not, you may take it home to be completed and turned in by Monday.

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