

LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: September 12th, 2006</i>
<i>Class/Grade Level: Mixed Secondary(9th-12th)</i>	<i>Period/Time of day: 7th</i>
<i>Subject: Creative Writing</i>	<i>Lesson Topic: Persuasion Through Poetry</i>
CORE CONTENT @ www.education.ky.gov	
<i>WR-HS-1.1.3</i> <ul style="list-style-type: none">• <i>Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing.</i>• <i>Students will develop an effective angle to achieve a justifiable purpose.</i>• <i>Students will justify what the reader should know, do, or believe as a result of reading the piece.</i> <i>RD-10-1.0.1</i> <ul style="list-style-type: none">• <i>Students will interpret literal or non-literal meanings of words in a passage.</i> <i>RD-10-1.0.4</i> <ul style="list-style-type: none">• <i>Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage.</i> <i>RD-10-2.0.3</i> <ul style="list-style-type: none">• <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</i> <i>RD-10-3.0.2</i> <ul style="list-style-type: none">• <i>Students will identify or explain an author's purpose in a passage.</i> <i>RD-10-3.0.8</i> <ul style="list-style-type: none">• <i>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</i> <i>RD-10-4.0.1</i> <ul style="list-style-type: none">• <i>Students will analyze the content or make connections as it applies to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text).</i>	
GOAL (teacher) <ul style="list-style-type: none">• <i>To provide students with an understanding of persuasion and how it can be accomplished through poetry and song writing.</i>	
OBJECTIVES (what students will know and do) <p>Students will:</p> <ul style="list-style-type: none">• <i>Identify persuasion and its techniques. (Bellwork Notes)</i>• <i>Demonstrate understanding of prior learning of odes. ("Drift Away" Activity)</i>• <i>Analyze "Drift Away" as done by Uncle Kracker and explain how it is a persuasive poem and how it connects to the student. ("Drift Away" Activity)</i>• <i>Demonstrate understanding of persuasive poetry by attempting to persuade peers using poetry/lyrics. (X Activity)</i>• <i>Demonstrate understanding of persuasive poetry by preparing a poem/song for persuading a community or individual. (Homework, Closure, Reflection)</i>	
ESSENTIAL QUESTION (s) <ol style="list-style-type: none">1. <i>What does it mean to persuade?</i>2. <i>What are some methods of persuasion?</i>3. <i>How can persuasion be used in poetry and song writing?</i>	

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MATERIALS

Notes on Persuasion (PowerPoint Bell Ringer)
Persuasion Slips (Activity)
Lyrics to “Drift Away” as done by Uncle Kracker (Handout)
MP3 Player – “Drift Away” song by Uncle Kracker
4.1 Core Content
Lesson Planning Material – Morehead State University

TEACHING/LEARNING STRATEGIES (*conversation with yourself*)

I want to have fun with the class, but at the same time enforce the core content items listed above. Since the class is a creative writing class, I will have them analyze song lyrics and then write two poems/songs of their own: One in class, the other as homework.

1. Assessment (How will I know students know?)

Students will analyze the song “Drift Away” by answering a set of leading questions. Class/group discussion will determine if the students understand the material. For further assessment, the students will be asked to try and persuade their own classmates to provide them with information about “X”. Students will be asked for an exit slip based off the third essential question. For their final assessment they will be asked to write a persuasive poem/song at home and bring it back to class. Specific criteria have been set for each of the assessments within this lesson plan. Their ability to accomplish these goals should help assess whether they’ve retained the information from this lesson.

2. How will I provide links to prior knowledge, real world connections and opportunities for students to interact with peers?

The song should be fun for them to listen to and the lyrics should be able to reinforce their previous knowledge of odes at the same time as presenting new knowledge of persuasion. The song is also modern as of this lesson plan, so should connect them to current day living. The “X” activity should be fun for them as they play “detective” using poetry and get to know a little bit more about their fellow students.

3. How will I provide in-depth understanding?

The analyzing of poetry and lyrics is a high-order thinking skill. It should prove to make them think for themselves and find in-depth understanding of persuasion and of poetry.

The notes will give them knowledge of persuasion and its techniques. The leading questions of the “Drift Away” activity will have them comprehending, applying, and analyzing persuasion and poetry. The “X” activity will also have them applying persuasion techniques. The homework will have them synthesizing a persuasive poem.

4. How will students use new information?

The students will use the information to learn on their own how to analyze not only poetry but their own daily lives by learning to pay attention to the details. It should also provide them with persuasive tools and techniques so they can use their own words to hopefully influence positive change in the community.

LESSON PLAN

ASSESSMENT(s) TO BE DEVELOPED

Prior:

Song analysis discussion

For Learning/ Formative

Teacher Observation

Questions and Answers

Writing persuasive poetry

Exit Slip

Of Learning/ Summative

Homework (This is the only lesson on Persuasive Poetry)

PROCEDURES *(step by step)*

• Anticipatory Set

- Bellwork – As soon as the students enter the class, they will find notes on persuasion on the Activboard that they are to write in their notebooks.
- While they are writing their notes, the lyrics to “Drift Away” will be passed out (Included in the Handouts document).
- Discuss the notes.
- Split the students into 5 numbered groups and the groups will be told the following: “We are about to listen to the song ‘Drift Away’ by Uncle Kracker. While we listen to the song, I want you to select a group leader to speak for the group.”
- Listen to the song.

• Introduction

- When the song ends, change to the Essential Questions slide and go over them.
- “As you’ve noticed, you’re in groups. We will be doing two group assignments today to help you learn about persuasion in poetry and songs. One will have you answering questions. The other will have you try some persuasion techniques on your classmates. So, why is persuasion so important?”
- Switch to the Influence slides and discuss them with the students.

• Body of Lesson

- Each group is assigned a verse or the chorus, the “Drift Away” slide is presented, and the groups are told: “I want you to analyze your assigned part of the song. I want you to be able to answer these questions (on the slide). You have 5 minutes.”
- Ask the group leaders to give their responses to the “Drift Away” questions.
- Change to the X slide. Hand out the Persuasion Slips (Included in the handouts document).
- “Each group has a slip of paper with a goal on it. I want each group to work together to come up with a poem/song to try and persuade another group to give you your goal. Keep the poems clean and legal, but otherwise say/sing what you need to obtain your goal. You have 10 minutes to create your poems and/or songs.”
- Each group will try and persuade using the poem/song they’ve created to obtain their goals.

• Closure

- Change to the second Essential Questions slide and review.
- Change to homework slide and explain.
- Require Essential Question 3 as an exit slip.

LESSON PLAN

ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Teacher Observation
Questions and Answers
Exit Slip
Homework

MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The discussion allows anyone to participate regardless of needs. The analysis will provide higher thinking objectives for gifted students.

The group work allows some of the students to receive help from their peers.

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

The homework is presented through PowerPoint in step-by-step instructions and has also been designed to help those students with "Writer's Block" as they are given a specific prompt as an option. There is also a more open-ended prompt available for the students who may be more gifted than others.

A previous version of this lesson plan had them doing homework which required access to a computer outside of class. The homework has been rewritten to accommodate for those students who do not have such access.

HOMEWORK

The students will be asked to write a poem to persuade people to vote for their favorite cartoon character as President of the United States OR to persuade their Principal to address a need of the school.

REFLECTIONS *(to be completed by the practitioner after delivery of lesson)*

This lesson plan has been presented in a different form. I found the previous version did not present the information necessary or the reason for that information as well as it should have. So, I rewrote this lesson plan to specifically present the information (the notes) and the reason for the information (The Influence slides on the PowerPoint), The Influence slides should capture their attention and make them want to learn the material.

Leading questions and group activities have also been added to engage the students. The "X" activity should provide for some fun while making their brains start thinking about methods of persuasion outside of the "notes."