

# Lesson Plan Template

## Podcast for Assessment Mini-Grant

### Karen Klosterman

<p><b>Subject:</b> Reading/Language Arts</p>	<p><b>Lesson Title and Unit (if applicable):</b>Unit 2 – Real Life Challenges/Writing About the Media</p> <p>Commercials and Persuasion</p>	<p><b>Grade Level:</b> 8</p>
<p><b>Lesson Description:</b> Students will work in teams and write a commercial spot. Each team is expected to create a new product with a catchy name, write a script in which the product is to be sold, and use two persuasive techniques (that were studied in Unit 2) correctly in the script. The team needs to create a replica of the product, create two props, choose or create a backdrop, and create a slogan that will be used in the team’s podcast/vodcast. The podcast/vodcast will be used as an assessment of the team’s knowledge of the use of persuasion in commercials as well as other media.</p>		
<p><b>Context:</b> The creation of the podcast will replace the Embedded Assessment 1 found in Unit 2. Writing the persuasive script and then actually performing in the podcast/vodcast will demonstrate the student’s relationship with the media and the kinds of advertising that appeals to him/her.</p>	<p><b>Overall Goal:</b> Students will interact and collaborate with a work team and create a podcast/vodcast that demonstrates their understanding of persuasive techniques covered in Unit 2 of <u>Springboard</u>, their textbook. This activity is designed to spark interest, tap creativity, and expose students to multiple deadlines.</p>	
<p><b>Standards (include ISTE, Common Core and Ohio Academic):</b>  <u>Reading – Integration of Knowledge and Ideas</u> (College and Career Readiness Anchor Standards for Reading)            7 -Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.            8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as relevance and sufficiency of the evidence.  <u>Writing – Text Types and Purposes</u> (Common Core State Standards)            1 – Write arguments to support claims with clear reasons and relevant evidence.            1e – Provide a concluding statement or section that follows and supports the argument presented.  <u>Writing – Production and Distribution of Writing</u> (Common Core State Standard)            6 – Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.</p>		

<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Student teams will create an original product.</li> <li>2. Student teams will write a persuasive script (commercial spot) that correctly uses two of the persuasive techniques studied in Unit 2.</li> <li>3. Student teams will give a presentation using a podcast/vodcast as the delivery method that contains visual displays and an appropriate backdrop.</li> <li>4. Students will use technology to produce and publish a commercial.</li> <li>5. Student teams will link their commercials together for final publication.</li> </ol>	<p><b>Tools and Resources:</b></p> <p>Flip cameras</p> <p>iPads</p> <p>iMovie</p> <p>Internet</p> <p>Materials needed to create products, props, and backdrops.</p>
<p><b>Activity and Instructional Strategies:</b></p> <p><u>Week#1</u></p> <p>I used Unit 2 in <u>Springboard</u>, pages 103-134. In these pages are activities, articles, and other informational texts that introduced the students to several kinds of media. Students studied commercialism, advertising techniques, persuasive appeals, target audiences, and branding. (This information can be found through other sources.)</p> <p><u>Homework:</u> Using the graphic organizers found on pages 115 and 117, students tracked their commercial viewing for 7 days. (The only modification I made to these charts was to add dates to the assignment – students’ first due date.)</p> <p>These activities gave the students a solid background needed to complete the podcast assignment that followed.</p> <p><u>Week #2</u></p> <p>Day 1 – Form student work groups (4 – 6 students). Discuss expectations and requirements (see lesson description and learning objectives). Provide students with calendar mapping out activities for the next two weeks. Teams were assigned one persuasive technique and allowed to chose the second technique. Teams begin to brainstorm product possibilities and research (in computer lab) like products and the marketing of them.</p> <p>Day 2 – Submit product idea. Begin mapping out commercial and begin writing script. (I had student teams fold 11 by 14 inch paper into ten squares on which to frame out ideas. Each frame should include a picture and text.)</p> <p>Day 3 – Complete script and story frame.</p> <p>Day 4 – Check in. Teams present story frames and script to teacher. Also inform teacher of group jobs. (Check form is attached.)</p>	

Day 5 – Tweak script and add introduction (which defines the assigned persuasive technique) and a conclusion (which quotes an advertising authority) to commercial. Begin to rehearse and block out commercial.

Week #3

Day 1 – Rehearsal.

Day 2 – Rehearsal and first recording/taping.

Day 3 – Whole class activity – view individual team podcast/vodcast . Break into teams for rewrites and editing. Make second recording/taping.

Day 4 – Whole class - View finished team project. Team -Begin editing and splicing individual podcasts/vodcasts together using iMovie. (This team was made up of one team member from each group.)

Day 5 – Complete editing and podcast/vodcast is ready for uploading. Finished project viewed by classes.

**Differentiation:**

Each team was expected to divide the work playing into each member’s strengths. Students who were uncomfortable with speaking parts were given opportunities to direct the commercial, to be chief editor, or take non-speaking roles.

**Assessment:**

Rubic

Criteria	Points possible	Points earned	Explanation/Comments
New product created			
Two propaganda techniques used correctly			
Completed script/storyboard			
Organization of podcast/vodcast			
Sound quality			
*Student evaluation of team			

\*This form is attached. This score was averaged and used as bonus point added to the team score creating a student’s individual grade.

**Documentation (Please provide any additional documentation that you created for the lesson. For example, handouts, rubrics, etc.)**

Handout #1  
**Check Sheet**

**Group** \_\_\_\_\_

**Assigned Persuasive Technique**

**Product**

**Introduction (purpose and definition)**

**Clothes/costumes**

**Props**

**Background**

**Script**

**Conclusion (Wrap-up Statement)**

Handout #2

Group Evaluation Name \_\_\_\_\_

Members in Group \_\_\_\_\_

Podcast/Vodcast – Commercial

I give \_\_\_\_\_ a grade of \_\_\_ because \_\_\_\_\_

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I give \_\_\_\_\_ a grade of \_\_\_ because \_\_\_\_\_

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I give \_\_\_\_\_ a grade of \_\_\_ because \_\_\_\_\_

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I give \_\_\_\_\_ a grade of \_\_\_ because \_\_\_\_\_

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I give \_\_\_\_\_ a grade of \_\_\_ because \_\_\_\_\_

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I give **\*\* myself\*\*** a grade of \_\_\_ because \_\_\_\_\_

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**Make sure you give good, specific reasons as to why you graded the members of your group the way you did – otherwise, your evaluation will not be counted. All information on form is confidential.**

