Brain-Targeted Teaching® Model
Arts Integrated Learning Unit

Lesson Title: The Power of Language, Understanding Persuasion through Propaganda
Unit TItle: **Language and Power, Wit & Wisdom Module 3**
Grade: 7
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Initial lesson created by Clare Grizzard and Rachael Barillari in Spring 2019 to deepen understanding of CCSS learning targets presented in Module 3 of the Grade 7 Wit & Wisdom ELA curriculum.

Lesson updated in Spring 2020 to distance learning format in response to the COVID-19 pandemic.

Essential Question
What is the power of language?

Suggested student understandings

- Words carry power to inspire, uplift, persuade, manipulate, and control.
- Language is a powerful tool for those seeking power or influence.
- Failing to read and think critically about political content, media messages, and advertising can be dangerous.
- Writers and speakers can use many techniques to inspire, persuade, control, and argue a point.

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Knowledge Goals

- Name and describe ways that language and words inspire, persuade, and control.
- Describe the structures and techniques used in poetry and political speeches, both in terms of their written expression and oral delivery.
- Analyze, contextualize, and critique George Orwell's *Animal Farm* to identify and evaluate its themes.
- Define and classify elements and examples of propaganda, argument, and persuasion: isolate varied persuasive techniques; and recognize appeals to pathos, logos, and ethos.

Learning Objective: Illustrate visual art and language's power to spark positive change.

Big Idea:

Students create two posters that use the power of language and images to inspire, persuade, control and argue.
1 - Animal Farm propaganda poster
2 - Independently selected issue poster to promote positive change

BT1: Setting the Emotional Climate for Learning

- Discussions are equitable so that everyone's ideas and participation are valued
- Daily SEL exercises to open and close class
- Student choice offered in arts rich activities
- Sensitive and relevant feedback throughout unit
- Students react positively to what they hear with clapping, snapping or shake both hands
- Frame difficult conversations with guidelines to create a safe space for sharing

- Use positive critique techniques when sharing artwork
- Draw parallels from content to student's real world experience
- In Wit & Wisdom Curricula the *Launch* section at the start of each lesson oftens calls for an emotional response.
- Encourage patience, support, and kindness among the group, paying particular attention to those who might be new to technology or selected platforms. *OpenSciEd.org*

BT2: Creating the Physical Environment for Learning

- Create Norms with students that address attendance, dress, online setting,
- Remote learning manners and does and don'ts: Use established signals/digital responses to facilitate taking turns to avoid simultaneous talking (e.g., raising hands, thumbs up, muting when others are speaking).
- Adhere to agreements about when to use cameras and when to mute/unmute audio.
- Opportunity to share work digitally if not in person
- DIsplay content specific images, in this case propaganda images and posters.
- Use visually strong images in slide presentations to enhance engagement strategies
- Consider audio enhancements such a recorded reading and poetry, and content specific music
- Vary seating arrangements if in class
- Order: Establish class routines
- Movement: facilitated organized relevant movement

BT3: Designing the Learning Experience

NCCAS:
(VA:Cn11.1.6a) Analyze how art reflects changing times, traditions, resources, and cultural uses.

NCCAS: (VA:Cr1.2.6a) Formulate an artistic investigation of personally relevant content for creating art.

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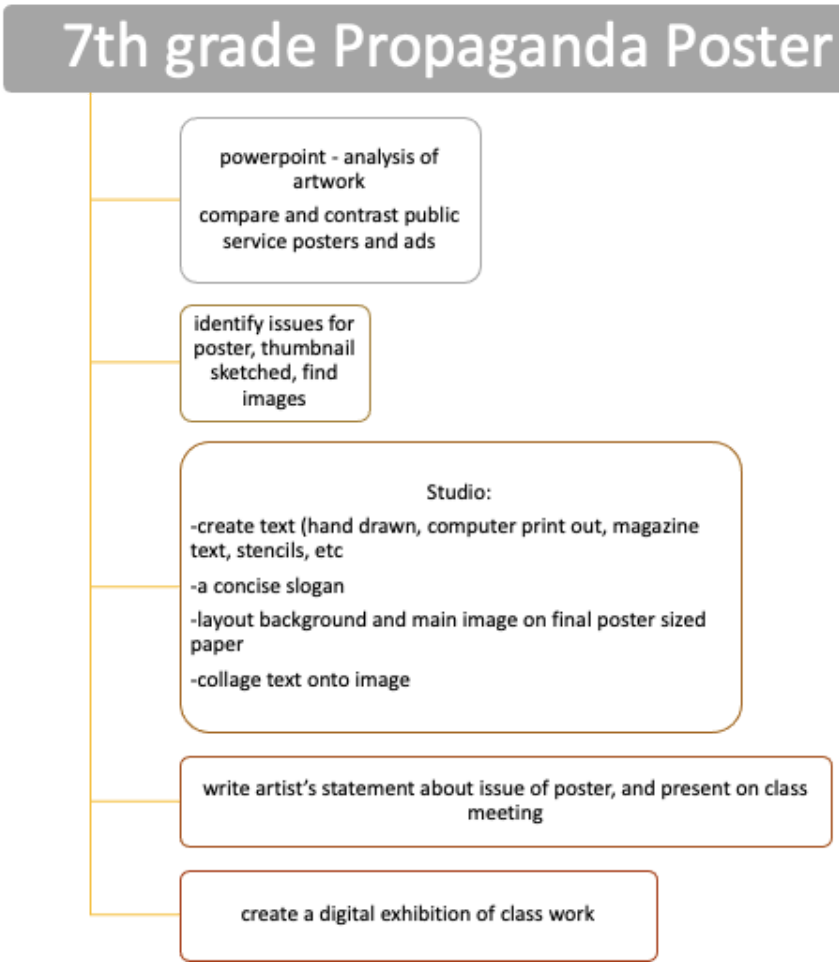
NCCAS:
#VA:Re9.1.6a
Develop and apply relevant criteria to evaluate a work of art.

ELA CCSS:
RL.7.1 Cite several pieces of textual evidence to

support analysis of what the text says explicitly as well as inferences drawn from the text.
L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



Big Idea: Artists use the power of language and images to inspire, persuade, control, and argue a point.

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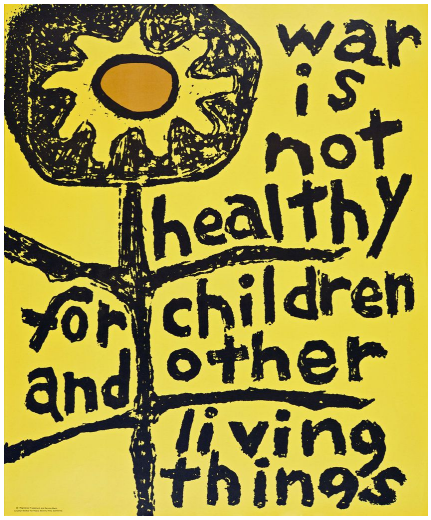
BT4: Teaching for Mastery of Skills, Content, and Concepts



Objectives
Visual Art
-Students will be able to analyze examples of propaganda via Primary source materials, sculpture, posters, and mixed media.
-Students will be able to make connections between the examples of propaganda presented in the master art and the parallels created by Orwell in the text.

Learning Tasks:

- powerpoint - analysis of artwork
- compare and contrast public service posters and ads
- identify and research issues for posters, thumbnail sketches, find images,

BT5: Teaching for Extension and Application of Knowledge

Objectives for first poster
Visual Art/ELA:
Students will be able to accurately portray events and character perspectives from Animal Farm in their

artwork.
Students will be able to choose a concise slogan for their poster that accurately expresses the perspective of a character in the text.

Learning Task #!

As you have now observed, artists use the power of language and images to ***inspire, persuade, control, and argue a point.***
Your job is to create a political propaganda poster for Napoleon's government and rule over Animal Farm. Your poster must include both images and a concise slogan that connects to Napoleon's persuasive language/ manipulation techniques.

- *Option 1: Use the attached Google Doc to design your poster with words and images from the web. This is the time to be CREATIVE, COLORFUL, and have FUN with your font and design choices.*

- *Option 2: Use art supplies and paper at home to draw your poster. Then upload the image to the assignment detail page on Google Classroom.*

- *Option 3: Use the attached Google Drawing to draw your poster electronically.*

Learning Task #!

Objectives for second poster: Students use the power of language and images to create an advocacy poster for an issue of concern for them.

General guidelines for all types of posters:

- Use bold, simple colors.
- Add frames and labels.
- Be geometric.
- Go big with text and messaging.

BT6: Evaluation of and for Learning

Students will use same rubric for both posters

- Poster rubric for each poster
- relevant and with details to support the poster's message.
- The poster clearly communicates a persuasive message.
- artist's statement
- thumbnail sketches
- scoring rubrics, keys, checklists, self-evaluations, and reflections

7th grade Poster Evaluation Rubric

CATEGORY	3 POINTS	2 POINTS	1 POINT	TOTAL POINTS EARNED
Message	**The message of this poster is clearly identifiable.**	**The message of this poster is not clearly identifiable.**	**No clear message can be identified on the poster.**	
Target Audience	**The message of this poster is clearly identifiable.**	**The message of this poster is not clearly identifiable.**	**There was no clearly defined target audience for this poster.**	
Propaganda Technique	**The poster clearly demonstrates the use of a propaganda technique.**	**The poster does not clearly demonstrate the use of a propaganda technique.**	**The poster demonstrates no propaganda technique.**	
Grammar and Spelling	**The student makes no errors in grammar or spelling that distract the reader from the content of the poster.**	**The student makes a number of grammatical and spelling errors that minimally distract the reader from the poster's content.**	**The student makes many grammatical and spelling errors that distract the reader from the poster's content.**	
Neatness	**The poster uses color, visual images and words to clearly communicate the poster's intended message. The poster is neat and cleanly presented.**	**The poster makes some use of color, visual images and words to communicate the poster's intended message. The poster is lacking in overall neatness and presentation.**	**The poster does not use color, visual images or words to communicate the poster's intended message. The poster is sloppy and poorly presented.**	

TOTAL POINTS EARNED (15 points possible):_____ **Based on rubric by southwestcenter.org**