

Lesson Author	Jason Elliott
Date	11/20/2018
Period	Core 1
Grade Level	8th Grade
Time Allotted	75 minutes
Context/ Rationale	<p>The following lesson takes place within an 8th grade English Language Arts classroom. Students in the particular class range from high achieving and on-target students. The topic of this lesson (and overall unit) surrounds the social justice issue of refugees (both past and present refugees). Thus, the current climate and political attitude concerning refugees must be considered and taken into account.</p> <p>This lesson is appropriate based on students' previous learning about refugees. As a class, we have been building up our knowledge and understanding of refugees and refugee crises (both of the past and the present). From the novel <i>Refugee</i> by Alan Gratz, students should have a general idea of the hardships that refugees face. This lesson prepares students for the upcoming summative assessment, which is creating a newspaper opinion piece that contains two editorials (one for each side of the refugee-crisis debate) and a separate summary piece (where the student states their personal stance with evidence/references).</p> <p>Students will be analyzing and questioning visual texts using the framework created by Walter Werner. As a class, we will be focusing on the: Reflexive, Narrative, and Iconic reading frameworks. These frameworks will help students analyze and understand the importance of social activism in regard to refugees. Each student will introduce a varying perspective to the images they analyze. The images that the students will be exposed to are relevant to today. This lesson will act as a stepping stone as students begin taking a stance on the refugee/crisis debate that they will use for their summative assessment.</p>
Central Focus	The central focus of this lesson is to provide the necessary tools for students to adequately analyze a visual text that depicts the current refugee crisis. At the start of the lesson, students are tasked with creating their own visualization of what refugees go through. At the end of the lesson, students will be reflecting on how similar or different their view was versus what was depicted through the images. Students will be looking for elements of the image and create a narrative that fits within the scope of social justice for refugees. As part of their summative assessment, students will need to thoroughly analyze and provide evidence within their newspaper article.
Essential/ Compelling Question(s)	<ul style="list-style-type: none"> How can people discern what is a reliable source on the internet among many possible search results? How can we effectively analyze various sources to justify the importance of social activism in regard to refugees?
Goals	<p>Objectives: SWBAT...</p> <ul style="list-style-type: none"> Utilize various credible sources in order to explain and justify the importance of social activism, particularly in concerns of issues dealing with refugees. Understand what a credible source is and learn how to determine whether a source is credible or not.

	Standards CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.8.1 – Write arguments to support claims with clear reasons and relevant evidence. 		
Assessments	Informal: <ul style="list-style-type: none"> ● Student responses throughout the class discussion. ● Collaboration between students pertaining to the images. ● Teacher observation of student's reflective paragraphs 	Formative: <ul style="list-style-type: none"> ● The reflective paragraphs that analyze the primary sources ● Questioning Visual Texts paragraph response. 	Summative: N/A
Language Supports	Language Function <ul style="list-style-type: none"> ● Evaluation of visual elements in the framework of <ul style="list-style-type: none"> ○ Narrative Reading ○ Iconic Reading ○ Reflexive Reading 	Vocabulary <ul style="list-style-type: none"> ● Excerpt from Walter Werner's "Reading Visual Texts: Theory & Research in Social Education" <ul style="list-style-type: none"> ○ Questions to Ask of a Visual Text 	Syntax: <ul style="list-style-type: none"> ● Questions to Ask of a Visual Text framework Discourse <ul style="list-style-type: none"> ● Written demonstration of understanding and analysis of images. <ul style="list-style-type: none"> ○ Written: One paragraph analysis for each of the three images.
Materials & Technology	<ul style="list-style-type: none"> ● Handout: Questions to Ask of a Visual Text from Werner "Reading Visual Texts: Theory & Research in Social Education." ● Laptops for each student (with internet to access Global Oneness Project image site) ● Paper and writing utensil (for students to write their paragraph analysis for each image) ● Global Oneness Project website 		

INSTRUCTIONAL PLAN

How are you inviting students to learn? How are you moving them through the lesson and engage them in the activities? How are you bringing the lesson to a close? Provide basic "step-by-step" directions and prompts for implementing these areas of the lesson. A substitute teacher should be able to pick up your lesson plan and say and do everything you would have if you were there. Please be explicit and specific. Remember – YOU CAN (and likely SHOULD) ADD ROWS.

Time	Lesson Component	Teacher AND Learner Roles/Procedures (what are you doing? what are students doing?) both should be present.
10 minutes	Introduction to lesson	<ul style="list-style-type: none"> As students are settling into their seats for class, bring their attention to the front of the classroom so you may go over the lesson plan for the day. This should be a period where students are sitting quietly and listening to your instruction: <ul style="list-style-type: none"> Following the completion of Alan Gratz's <i>Refugee</i>, students will now begin analyzing images that document events from September 2015 at the Croatia-Serbian border. With their eyes closed, have students take a minute to reflect and visualize the events that occurred throughout <i>Refugee</i>. Have students share out some of the images that they saw as they tried to visualize the stories depicted from the novel. They should keep in mind the images that they created as they browse the images provided from the Global Oneness Project site.
8 minutes	Modeling of: "Questions to Ask of a Visual Text" - Reflective Reading lense	<ul style="list-style-type: none"> From the Global Oneness Project site, project the first image from the gallery. <ul style="list-style-type: none"> The image should be of a young girl in the center of the frame waiting in line for a train with what appears to be a relative. Make the image full screen so that they can observe all of the details and hide the caption. While walking around the classroom distributing the "Questions to Ask of a Visual text" handout have students silently analyze the image. Students should refrain from looking at the handout by keeping it facedown on their tables. There shouldn't be much more instruction besides looking at the image. <ul style="list-style-type: none"> Once all of the handouts have been distributed, ask students to respond with their initial reactions. These responses should be raw and evoke emotion. Have students explain their reactions to the image. What aspects of this image caused this reaction? Is there any connection to the novel, <i>Refugee</i>? Once a few students have responded, compare similar or differing reactions. How or why were the reactions different?
8 minutes	Modeling of: "Questions to Ask of a Visual Text" - Narrative Reading lense	<ul style="list-style-type: none"> Next, have students silently try to piece together a narrative for the image being projected. What are they observing within the image? What is going on?

		<ul style="list-style-type: none"> Once students have had a chance to think over their narrative: <ul style="list-style-type: none"> Have students share the narrative that they have created with a partner at their table. They should be given a few minutes for each student to share. Next, open the discussion to the classroom. Challenge their narratives by having them defend their storyline by pulling evidence from the image. As students share their narrative, they should be encouraged to approach the image and point out elements in which they are referencing. (This is encouraged, not necessary. Dependant on student involvement and classroom environment)
8 minutes	Modeling of: "Questions to Ask of a Visual Text" - Iconic Reading lense	<ul style="list-style-type: none"> Finally, ask students to identify the larger issue this image is depicting. What does this depiction symbolize? What evidence from the image supports this inference? <ul style="list-style-type: none"> Students should be connecting the images of refugees and the hardships that they face to the stories that are depicted from Alan Gratz <i>Refugee</i>. Have students ponder the idea of: <ul style="list-style-type: none"> What purpose and whose interests might be served through this images meaning. Why are these images important for people to see? Why should we look at these images?
6 minutes	Reflection of image analysis and class discussion	<ul style="list-style-type: none"> Start off the discussion by asking the class whether or not their depiction of the image was any different from when they first saw the image. <ul style="list-style-type: none"> In what ways did it change? How did the meaning of the image change? Did they look at it differently? Have students turn over their "Questions to Ask of a Visual Text" handout. <ul style="list-style-type: none"> Either announce or have them discover on their own: they had just analyzed the previous image through a reflexive, narrative, and iconic reading lense.
30 minutes	Student practice: "Questions to Ask of a Visual Text" - analyze 3 images <ul style="list-style-type: none"> Reflexive Reading Editorial Reading Iconic Reading 	<ul style="list-style-type: none"> Now that students have practiced questioning a visual text, they will be analyzing 3 images from the Global Oneness website. <ul style="list-style-type: none"> The three images they choose are completely up to the students. However, it must be from the refugee gallery on the Global Oneness Site. For each image, students will write a paragraph response under each of the reading frameworks:

		<ul style="list-style-type: none"> ○ Reflexive Reading ○ Narrative Reading ○ Iconic Reading ● This should be independent work and will be turned in for a grade. Unless the students want to take it home for homework, the responses should be completed and turned in by the end of class.
5 minutes	Closing and homework	<ul style="list-style-type: none"> ● In the final minutes of class, warn students that the period is about to end but to continue working on final thoughts for their responses. <ul style="list-style-type: none"> ○ This assignment will need to be turned in for grading ○ Depending on student engagement and discussion, class time for independent work will vary. Students should have all three images analyzed by end of class. Some may need to work on the assignment for homework. Allow students to turn in the assignment the following day if they were unable to complete it during class.

Accommodation

After you review various data (collected through your own observations, discussions with your cooperating teacher, student conferences, etc.), how will you adjust instructional materials, activities, and sequencing given what you have learned about students' academic skills, attitudes, and needs?

Learning Needs	IEPs/504s	Striving Readers/RTI/MTSS	ELL Support	Gifted/AIG
	<ul style="list-style-type: none"> ● Teacher circulates to this student routinely and consistently to check-in. ● Teacher sits with student and help walk through activities. 	<ul style="list-style-type: none"> ● Discussions with peers and whole-class. 	<ul style="list-style-type: none"> ● "Questions to Ask of a Visual Text" handout. ● Pair and group discussion throughout lesson modeling. 	

***Make sure that you include the handouts/links/etc. to any materials one needs to teach this (hyperlinks are fine!)**