Lesson Plan for Henrico 21 Awards

Lesson Title: **GO Grammar Campaign**
Lesson Submission Number:
Target Grade/Subject: 8th Grade
Length: 6 months (1 day a week)

Summary: *Students will work in teams to promote the GO GRAMMAR Campaign, a venture to increase grammar skills in a manner that is innovative, engaging, and fun. After the teams are formed, team members will discuss insights, strategies, implementation, and goals. The teams will choose and research 8 grammar rules using a variety of search engines. Students will create questions based on target audience, marketing, design, and creativity. Students will then synthesize the information they researched through the use of the Design Cycle to create games, posters, programs, events, apparel, presentations, music, movies, etc. to promote their 8 grammar rules within their school and their community.*

Essential questions: *How can marketing strategies and elements of design be incorporated to teach grammar?*

Lesson Development:
Process/Tasks/Assessment:
Opening Activity:
- The teacher will ask the students, "How would you teach grammar rules to others?"
- If not addressed previously, the teacher should inform students about the purpose of a brainstorm. In a brainstorm, all possible responses are accepted at first and are not judged or discredited. After a period of time, students can analyze responses, look for trends, chunk similar ideas, and determine which responses seem to be the most worthwhile or worth investigating. For more information on brainstorming techniques, visit The Writing Center at the University of North Carolina at Chapel Hill.
- Using a Padlet or Wikibrains, the students will work in small groups to brainstorm about different grammar rules; students should draw from background knowledge.
- The teacher will provide the students with examples of a creative array of grammar topics.
- See Resources (below) for many different examples.
- Using ActivEngage, the students will answer the following questions about the examples. Free-response options in ActivEngage can be used to create word clouds for analysis. These questions can also be used to support a discussion without ActivEngage, if necessary.

- ○ What was their purpose?
  - ○ Why/how were the effective?
  - ○ Why/how were they ineffective?
  - ○ Which are the most/least effective? Why?
- Resources:
  - ○ http://padlet.com/
  - ○ http://wikibrains.com/
  - ○ Fun Grammar Examples

Learning Activities:
- In a large class discussion, the teacher will explain that since elementary school, the students been taught various aspects of grammar: capitalization, punctuation, verb tense, and the parts of speech, to name a few. They've diagrammed sentences, completed Daily Oral Language exercises, and peer-edited their classmates' papers. Now it's time for the students to not only take control of their own grammar knowledge, but to then share this knowledge within their school and their community.
- As the CEO of GO Grammar Marketing Agency, the teacher will meet with the students at various times to discuss insights, strategies, implementation, and goals. The students will promote grammar in any number of ways: games, posters, programs, events, apparel, presentations, music, movies, etc. There are no limits to their creativity.
- The teacher will provide the students with the information for the GO Grammar Campaign through Evernote.
- The teacher should lead a class discussion on the following definitions of the six Team Member Roles:
  - ○ **Team Leader:** The Team Leader needs to make sure the train stays on the rails; a person who knows exactly how to keep the team motivated and focused in the right direction. This person will drive the overall strategy and has working knowledge of all team members' roles. They help create content, as well as use analysis to make decisions and empower their team to be successful. This person must not only roll up his or her sleeves to help out all the other team members; skillfully resolve tough decisions and challenges; but most of all, he or she needs to inspire the team to be the best it can be.
  - ○ **Marketing Coordinator:** The Marketing Coordinator is responsible for designing and implementing the marketing plan. The role of Marketing Coordinator includes public relations responsibilities; developing contacts with various clients and media outlets; and understands how to translate the team's objectives into marketing strategies. This person brings media attention to newsworthy activities, writes and disseminates press releases or public service announcements, works closely with the Marketing Analyst and Social Media Specialist, and oversees the marketing plan for the entire campaign.
  - ○ **Marketing Analyst:** A Marketing Analyst will need to research target demographics. He or she is responsible for providing information and insights regarding competitors and campaign effectiveness, as well as measure performance and support decisions. This person is a data junkie and is able to make sense of all those rows and columns of numbers and metrics. A good

Marketing Analyst goes beyond the data and gives actionable insights to improve team strategies. They can tell what works and what doesn't – though they may not necessarily know why. This person should be knowledgeable about excel spreadsheets, data analysis, and math computations.

- ○ **Social Media Specialist:** Facebook? A second home. Twitter? 140 characters of fun. Tumblr? Master of the dashboard universe. Instagram? Every snack and shiny object. Snap Chat? Lost count a long time ago. The role of this person is to build online communities, manage the social media accounts, and understand the world of online etiquette. The Social Media Specialist effortlessly finds the right picture and tone for every tweet, wall post, image sharing, and blog comment.
- ○ **Graphic Designer:** Stuff has to look pretty. It has to have pizzazz. It needs to sparkle and shine. That's where the Graphic Designer comes in. This person creates, chooses, and organizes typography, images, and the so-called "white space" around them to communicate a message. Graphic design is a part of daily life. From gum wrappers, to billboards, to the t-shirt you're wearing - graphic design informs, persuades, organizes, stimulates, locates, identifies, attracts attention, and provides pleasure.
- ○ **Content Manager:** This person is the ground soldier of the team; the person in the trenches researching the grammar content that makes it all work. When this person sends a text, there are no abbreviations, missing capital letters, or lack of punctuation. A good Content Manager is essential to the success (or failure) of the entire campaign.

- ● Based on the descriptions of the Team Roles, the students decide which role best suits them and their strengths. The teacher helps to choose the Team Leaders.
- ● After the Team Leaders are chosen, the other students informally "interview" with the Team Leaders in an effort to join their team. The Team Leaders are encouraged to choose the classmates (not just their friends) that will ensure the team to be successful.
- ● After the teams are formed, the students brainstorm ideas for their first four grammar rules using Padlet.
- ● Using Padlet will allow the students access to the brainstorming sessions for the entirety of the Go Grammar campaign.
- ● After the team members post their ideas on Padlet, they will choose the best ideas as the focus for their marketing campaign.
- ● The teacher will invite a local marketing/advertising agency (i.e The Martin Agency) to speak to the students about target audience, design, marketing, and creativity.
- ● The students will read *Go: A Kidd's Guide to Graphic Design* by Chip Kidd to help them understand the many elements of graphic design.
- ● The students will then create questions about the following topics to help them guide their campaign:
  - ○ grammar rules
  - ○ target audience
  - ○ marketing
  - ○ design
  - ○ creativity

- The teacher should monitor student groups as they create questions. The students may need individual or group guidance. Some potential questions to consider to promote student idea generation include:
    - What makes a marketing campaign successful?
    - Are social networks an effective way of marketing?
    - To what extent do the elements of design influence the success of a campaign?
    - How does determining your target audience influence your decision-making?
    - What impact has technology made on our ability to communicate?
    - On what aspects of this campaign has technology had little or no impact?
- The students will then conduct research in the library on their eight grammar rules.
- Because the students are using a variety of search engines to conduct their research, they should be encouraged to determine the accuracy and authority of the information sources.
    - [Online Resource Evaluation](#)
    - [Digital Research Tip Sheet](#)
- After the students have researched their grammar rules, the students will complete an [InterOffice Agency Memo](#). The teacher will review the memos; the teacher will then meet with the teams to ensure they understand their grammar rules and their specific role within the team.
- Students will work on the GO Grammar Campaign every Monday, now known as Grammar Monday. The students will utilize the Design Cycle as they *investigate* their grammar topics, *plan* their marketing strategies, *evaluate* their target audience, *create* their grammar products, and *reflect* on the effectiveness of their campaign.
- After a time period of four to six weeks, the students will complete a [Status Report](#) that will provide the teacher with an overview of each group's progress.
- Periodically throughout the campaign, the students will read and respond to a few excerpts from **Self-Reliance** in an [Evernote Journal](#). *Self-Reliance* is an essay written by American philosopher and essayist Ralph Waldo Emerson. It contains the most thorough statement of one of Emerson's recurrent themes, the need for each individual to avoid conformity and follow his or her own instincts and ideas.
- Halfway through the campaign, the students will brainstorm ideas for their last four grammar rules using Padlet.
- After the team members post their ideas on Padlet, they will choose the best ideas as the focus for their marketing campaign.
- The students will use any number of digital tools to create innovative products and messages for their grammar campaign. The students will use, but are not limited to the following:
    - WeVideo
    - MovieMaker
    - Prezi
    - PowerPoint
    - Microsoft Publisher
    - Google Docs/Forms/Draw/Sites
    - PowerPoint
    - Comic Life

- ○ Glogster
- ○ Weebly
- ○ Twitter
- ○ Facebook
- ○ Instagram
- ● Resources:
  - ○ http://padlet.com/
  - ○ http://wikibrains.com/
  - ○ *Go: A Kidd's Guide to Graphic Design* by Chip Kidd
  - ○ https://evernote.com/

Closing Activity:
- ● At the end of the campaign, the students will present their grammar rule products to their classmates. All products will be shared through Google Docs or posted in SchoolSpace for the students to review in the future.
- ● The students will collaborate about the various grammar topics based on their classmates' grammar presentations using the rubric as guidelines. The student comments will include, but are not limited to, the following topics:
  - ○ Was the presentation of the grammar rules appropriate to the target audience?
  - ○ Did the team market grammar using a variety of mediums?
  - ○ How effective was the design in the grammar products?
  - ○ Was grammar promoted in creative and innovative ways?
- ● Using a teacher-created Google Docs survey form, the students will complete a reflection. The students will address the following topics in their reflection:
  - ○ their experience researching grammar rules
  - ○ their role as a communicator and collaborator
  - ○ solving problems in their role, as well as the problems faced by their team members
  - ○ the process of being creative and innovative
  - ○ Emerson's principles and their connection to the students' goals for the future
- ● Resources:
  - ○ Reflection Rubric

Assessments:
- ● The students will create group Technofolios for their Team to collect and submit the experiences, work, and products they completed during this campaign.
- ● The students will create their group Technofolio based on the directions in Resources (below).
- ● The students will submit their Technofolios to the teacher using www.wetransfer.com.
- ● The students' Team technofolios will be assessed using the overall GO Grammar Campaign Rubric and the specific Team Member Role Rubrics.
- ● Resources:
  - ○ GO Grammar Campaign Rubric
  - ○ Individual Team Member Role Rubrics

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TIP Chart Assessment:
Categories:

Research and Information Fluency: *Ideal/Target (7) – Not only are students utilizing a variety of search engines to research specific grammar rules, they are conducting their own research and data analysis through their team roles as a Marketing Analyst. Through this authentic task, students were researching target demographics so they were able to provide information and insights regarding effective campaign strategies. Students applied information fluency by referring to their Online Resource Evaluation which encourages them to recognize objectivity, authority, and reliability when analyzing information on the internet. Creating questions to guide their research, as well as guide their focus for the grammar campaign, was extremely beneficial in their ability to evaluate the data they collected and then make connections. Using <u>GO: A Kidd's Guide to Graphic Design</u> as an additional source, the students synthesized the information while creating products to promote grammar. The students also employed a variety of internet tools to interact with the information they researched and gathered, such as Excel Spreadsheets and Google Forms.*

Communication and Collaboration: *Ideal/Target (7) – Working together as a team was a major factor in how the students communicated and collaborated with each other. They formed teams based on the descriptions of the team roles, and then collaborated efficiently to reach a common goal. The opportunity to communicate with the The Martin Agency about design and marketing was an amazing experience and heavily influenced the collaborative grammar products they created. Because they only worked on the GO Grammar Campaign on Mondays, the students communicated and collaborated with their team members beyond the walls of the classroom through Google Docs, discussion forums, email, messaging, as well as other online tools. The GO Grammar Teams also communicated with teachers in our building and with teachers in elementary schools throughout the county. Not only did they collaborate within their teams, but they also collaborated with elementary students in their effort to promote grammar rules. The students also communicated throughout the community by posting flyers and posters they created for this campaign, as well as utilizing social media as a communication tool; Twitter, Facebook, Tumblr, and Instagram were prevalent in their marketing campaign. Finally, the students communicated in a reflection through the use of a Google Doc Survey to discuss the following:*
- *their experience researching grammar rules*
- *their role as a communicator and collaborator*

- *solving problems in their role, as well as the problems faced by their team members*
- *the process of being creative and innovative*
- *Emerson's principles and their connection to the students' goals for the future*

Critical Thinking and Problem Solving: *Ideal/Target (7) – The students engaged in critical thinking and problem solving through the following authentic tasks:*
- *generating questions to guide their research and the grammar campaign*
- *working in teams (in specific roles) to reach a common goal*
- *deciding on the most creative and innovative ways to market grammar to their school and community*
- *justifying their choice of digital tools with which to promote grammar*

Choosing which team member role that best suited them, and then working together as a team, allowed the students to think critically about achieving their goals for this authentic task. The students engaged in problem solving through the tasks of communicating with other teachers and schools, scheduling times to visit other classrooms and schools, and providing an innovative approach to teaching grammar to others. Critical thinking also lent itself to the task of brainstorming and then executing their team's ideas. Effective decision making was necessary when choosing digital tools to utilize to market their grammar rules. Through their discussions, a lot of informal reflecting was occurring as they navigated their way through this process. This, in turn, allowed them to gain insights on how to better work within their team, as well as steer their campaign in a direction that would lead them to success.

Creativity and Innovation: *Ideal/Target (7) – This experience allowed the the students to use their creativity to its full extent. There were no assignment parameters on what they could create to promote their grammar rules; they were able to select any number of digital tools to create their grammar products. The students created a variety of innovative products: team logos, digital posters, Prezis, websites, videos, flyers, online games, scavenger hunts, and comic strips (to name a few). This creative freedom encouraged the students to be risk-takers and to produce original, innovative products. Together, they synthesized their research about the grammar rules, as well as the information they gathered about their target audience, to assist them in their critical thinking process. Applying the excerpts from Emerson to their grammar campaign (in their Evernote Journal), led to new perspectives and insights about marketing, design, and collaboration that will aid them in their future endeavors. Ultimately, the GO Grammar Campaign encompassed all of the TIP Chart categories - an experience that allowed students to create innovative products by applying critical thinking, different types of research, communication tools, and the process of collaboration.*