



| Lesson Guidance 1 |                                                                                                                 |
|-------------------|-----------------------------------------------------------------------------------------------------------------|
| Grade             | 8                                                                                                               |
| Unit              | 4                                                                                                               |
| Selected Text(s)  | Animal Farm<br>Background Knowledge :<br>▶ How to understand power - Eric Liu<br><a href="#">Types of Power</a> |
| Duration          | 1 Day                                                                                                           |

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will begin to examine the idea of power and how power is created, obtained and maintained. Students will also get to consider how the types of power play out in their own world and will have an opportunity to orally discuss the social hierarchy within their own school environment.

#### CCSS Alignment

**RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### End of lesson task *Formative assessment*

##### **Presentation/Share Out :**

Students will present their visuals to the rest of the class. After each presentation, the rest of the class is encouraged to ask questions about each visual presented.

Once all groups have shared out, students will be asked to choose the one visual that they think best exemplifies your school. This should be displayed over the course of the unit to draw connections between the novel and students' own experiences.

#### Knowledge Check

*What do students need to know in order to access the text?*

#### Background Knowledge

- Students should be familiar with social hierarchies. This lesson will focus on how power is determined and its impact on placement within the social hierarchy.

**Key Terms** *(domain specific terms to analyze the text)*



- **Reward power:** The ability to distribute positive or negative rewards
- **Coercive power:** The ability to dispense punishments
- **Legitimate power:** Authority that comes from a belief on the part of those being influenced that the person has a legitimate right to demand conformity.
- **Referent power:** Influence based on identification with, attraction to, or respect for the power-holder.
- **Expert power:** Power that comes from other's beliefs that the power-holder possesses superior skills and abilities

### **Vocabulary Words** (*words found in the text*)

*Explicit Instruction (before reading)*

- **Hierarchy** : a system or organization in which people or groups are ranked one above the other according to status or authority

## **Core Instruction**

*Text-centered questions and ways students will engage with the text*

### **Potential resources:**

- [The 5 Types of Power Effective Leaders Use](#)
- [French and Raven's Five Forms of Power - Leadership Training From MindTools.com](#)

### **Opening Activity:**

#### **Think/Pair/Share**

1. Put the word "Power" on the board.
  - a. Give students 60 seconds to come up with their definition of the word
  - b. Use A/B sharing and give each student in the pair 60 seconds to share their definition
  - c. Ask each pair to write what power means to them on a post-it note, jamboard, or shout it out type activity
  - d. Have students share orally – collate responses – looking to develop a "shared" definition of power
    - i. Lead students through this activity.

### **Explicit Vocabulary Instruction:**

1. Introduce each word with these student-friendly definitions.
  - a. **Hierarchy** : a system or organization in which people or groups are ranked one above the other according to status or authority
2. Model how each word can be used in a sentence.
  - a. Prizes were given out according to the hierarchy of winners.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that **hierarchies** favor some over others?

### **Content Knowledge:**

## Power Structures

1. Introduce the idea of Power structures through this video ([How to understand power - Eric Liu | TED-Ed](#))
2. Students will watch the Ted Talk video on power structures. Students are encouraged to take notes on the types of power.
3. Teacher will introduce the idea of power structures with the school
  - a. Does our school have a power hierarchy?
    - i. If so, can we define it?
    - ii. Who is at the top? Bottom?
4. Students will Flash Write on the topic for 5 minutes based on their understanding of the video
2. Once students have completed their Flash Write, students will work in small groups and have 20 minutes to develop a visual of the power structure at their school.
  - a. On butcher paper or a google slide, students will create their own visual (flowchart, pyramid, etc.)
    - i. Students are encouraged to create the visual as they see it.
    - ii. Students will be asked to consider as part of their discussion the types of power from the TedTalk with each group in their pyramid.
  - b. **Once the initial visual has been created:**
    - i. **Students in their small groups will read the article:** [Types of Power](#)
    - ii. After reading, students will discuss what types of power are represented in their school/classroom and add this to their visual.
      1. Students are encouraged to write one or two opinion statements about the power hierarchy.
        - a. Who has the power and how do they obtain it?
        - b. What makes a person higher on the scale? What makes a person lower on the scale?
        - c. Is it possible to move from one level in the Power hierarchy to another?

## Formative Assessment:

### Presentation/Share Out :

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## Fluency, Comprehension and Writing Supports

|                        |                                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------|
| Fluency                | <a href="#">Fluency Protocols</a>                                                                                 |
| Sentence Comprehension | <a href="#">Juicy Sentence Protocol</a>                                                                           |
| Writing                | <a href="#">Pattan Writing Scope and Sequence</a><br><br>Suggested writing skills for this lesson:<br><br>Content |



- |  |                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------|
|  | <p>A. Connect ideas to a topic</p> <p>B. Write a series of related sentences and elaborate on ideas</p> |
|--|---------------------------------------------------------------------------------------------------------|

| Additional Supports            |                                    |
|--------------------------------|------------------------------------|
| <a href="#">ELD Practices</a>  | Practices to promote Tier 1 access |
| <a href="#">SpEd Practice</a>  | Practices to promote Tier 1 access |
| <a href="#">MTSS Practices</a> | Practices to promote Tier 1 access |
| <b>Enrichment Practices</b>    | Practices to promote Tier 1 access |