



# Today's Agenda (16 May 19)

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- Define deconstructed lesson plans
- Strategies for creating deconstructed lesson plans
- Group activity?
- Provide examples
- Including sexism & racism discussions into group activities
- Q & A

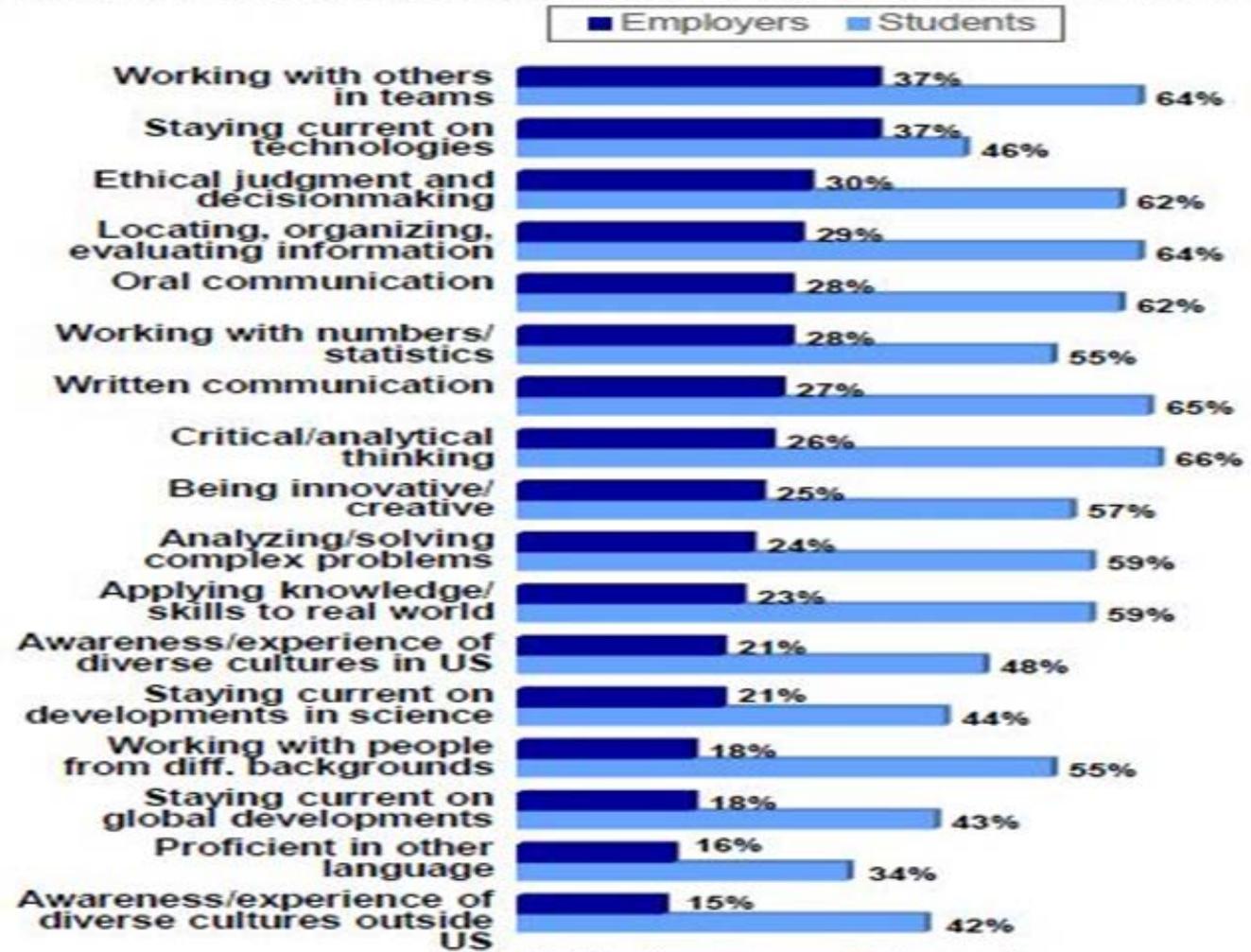
LCDR Mike Major, SPHR  
[major@usna.edu](mailto:major@usna.edu)



# Opening Discussion

**Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.**

*Proportions saying they/recent college graduates are well prepared in each area\**



\*8-10 ratings on zero-to-ten scale



# Deconstructed lesson plans

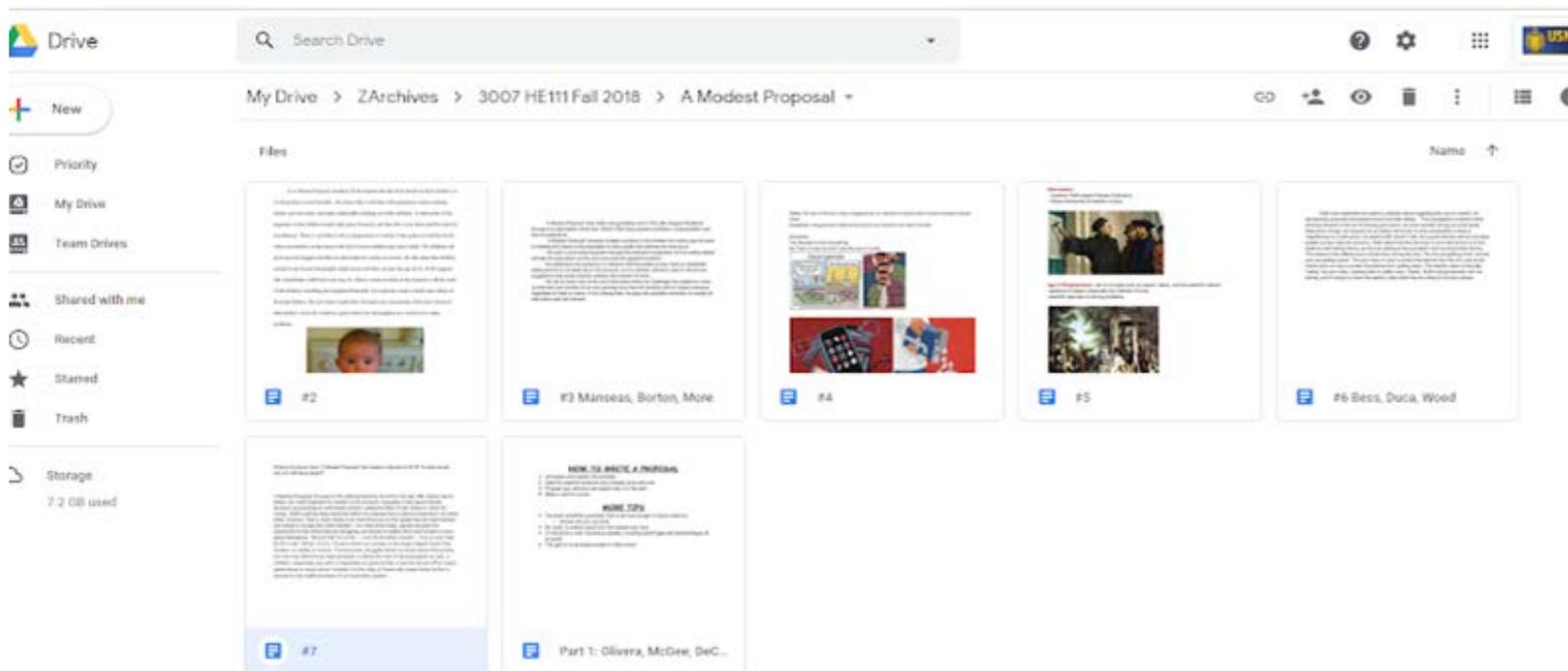
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- Class members collaborate to develop individual presentations that combine into a larger discussion
- What can become a deconstructed lesson?
  - Topics that you might cover via PPT lecture
  - Small to large group discussion topics
  - Debates with multiple positions and you want students to take a position (or research a side and evaluate)
    - Point/counterpoint
    - Pro/con
    - This/That/The other



# GDrive is the Key!

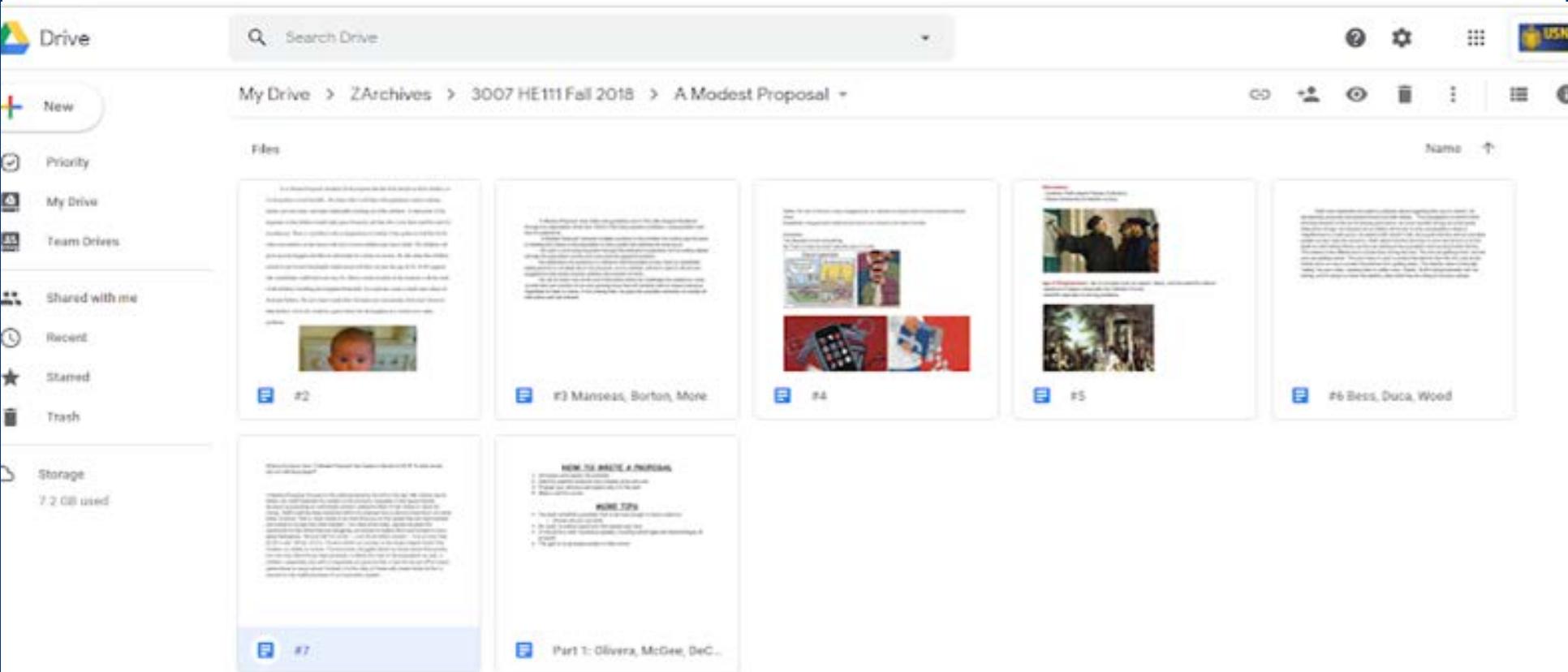
- Create a shared folder for the course
- TIP: Create a file for all groups to work in
  - Avoid having to open multiple files in class:





# Key Lesson Learned

- TIP: Create a file for all groups to work in
  - Avoid having to open multiple files in class:





# Create a Template with Placeholde

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A screenshot of the Google Slides interface. The title bar shows "Group Presentation Template" and "All changes saved in Drive". The menu bar includes "File", "Edit", "View", "Insert", "Format", "Slide", "Arrange", "Tools", "Add-ons", and "Help". The toolbar contains various editing tools. The slide thumbnail pane on the left shows a list of slides, with the first slide selected. The main slide area displays a title slide with the text "The discussion topic" and "Catchy subtitle".

Group Presentation Template ☆

File Edit View Insert Format Slide Arrange Tools Add-ons Help All changes saved in Drive

Present Share

Background... Layout... Theme... Transition...

1 The discussion topic  
Catchy subtitle

2

3

4

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6

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8



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# Decision Point: Group Activity or Keep Talking?



# Example 1: Standard PPT

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- “A Modest Proposal” (Swift, 1729)
- Learning objectives:
  - Review proposal writing from *Little Seagull Handbook*
  - Analyze Swift (1729) according to 2019 best practices for proposal writing
  - Introduce rhetorical devices of hyperbole and satire
  - Explore worldview of Swift (1729)
  - Explain the meaning behind Swift (1729)
  - Explore continued relevance of hyperbole and satire



# Lesson objectives deconstructed

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1. Summarize *The Little Seagull Handbook* section on proposals. Teach the class how to write a solid proposal.
2. Summarize the key parts of "A Modest Proposal" as if your classmates didn't read the essay. This is a summary only; you do not need to comment on whether or not the proposal was serious.
3. Compare "A Modest Proposal" with *The Little Seagull Handbook* section on proposals. Form a thesis statement for this question: Does it follow the format proposed or not? Support your thesis.

NOTE – You do not have to summarize either piece; you may assume that your audience has been briefed on the contents.

4. What are satire and hyperbole? Explain these concepts as if your classmates never heard the terms before. Give examples that are not associated with any of our class readings.
5. Describe the world in 1729. What was happening on the global scale?

NOTE: Don't focus exclusively on England/Ireland; your group may briefly mention the relations between these two nations, but focus on the larger, world perspective.

6. What issues were Swift's "A Modest Proposal" addressing through hyperbole and satire? In other words, what is it *really* about?
7. What is the lesson from "A Modest Proposal" that makes it relevant in 2018? In other words, why is it still being taught?



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# Example of Completed Project



# Example 2: Literary Analysis

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- *The Red Badge of Courage* (Crane, 1895)
- Learning objectives:
  - Apply Hero's Journey framework to Crane (1895)
  - Support scholarly claims of author's use of confusion and cloudiness
  - Explore rhetorical devices of simile, personification, metaphor, and color imagery
  - Explore "life lessons" from the book



# Lesson objectives deconstructed

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Group 1: Your group will analyze Henry's development using the Hero's Journey framework. **Your group is responsible for Act I.** Identify the main characters, the conflict, the location of home, the call to adventure, the hero's call, the hero's resistance to the call, the hero's mentor, and the threshold that the hero crosses. Provide support for your claims with APA in-text citations, either (p. \_) or (pp. \_-\_) for multiple pages. You will need to create multiple slides to accomplish this task.

Group 2: Your group will analyze Henry's development using the Hero's Journey framework. **Your group is responsible for Acts II and III.** First, identify the "threshold" crossed at the end of Act I. Now that the threshold has been crossed, who are the new allies? Who are the enemies? What tests are thrown at the hero? How is the hero's flaw holding him back? What is the put-up-or-shut-up moment that concludes Act II? What is the climax? What is the resolution and return home? Provide support for your claims with APA in-text citations, either (p. \_) or (pp. \_-\_) for multiple pages. You will need to create multiple slides to accomplish this task.

Group 3: Scholars propose *The Red Badge of Courage* reads with a sense of confusion and cloudiness that pervades the novel. This sensation is created intentionally by Crane (1895) to evoke the political and military haze that characterized the Civil War. Using evidence from within the book and additional research, support this thesis. Provide support for your claims with APA in-text citations, either (p. \_) or (pp. \_-\_) for multiple pages or (para. \_\_\_) if you are using websites. You will need to create multiple slides to accomplish this task.

Group 4: Crane (1895) consistently uses figurative language to create images that vividly describe all aspects of war. Several examples of simile, personification, metaphor, and color imagery are present. Analyze the figurative language present. Define the terms simile, personification, metaphor, and color imagery. Provide three quotes of each from the book in APA citation, noting with (p. \_\_) or (pp. \_-\_) based on the number of pages. Plan for a PPT slide per term (simile, personification, metaphor, and color imagery).

Group 5: Your group is responsible for the "life lessons" we can take with us from *The Red Badge of Courage* as future military leaders. The novel has complex themes, a hero's journey, and examples of good as well as bad leadership. Provide **three** takeaways you recommend for your classmates to carry forward throughout their careers. List each takeaway on a separate slide and provide support with APA in-text citations, either (p. \_) or (pp. \_-\_) for multiple pages.



# Example 3: “The News Broadcast

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- *When Prophecy Fails* (Festinger, Schacher, & Reicke 1956)
- Learning objectives:
  - Summarize key events of Festinger et al. (1956)
  - Conduct research beyond what is in the text
  - Support and defend a thesis, even if it’s not one you agree with (develops ability for critical analysis)



# Lesson objectives deconstructed

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1. Your group is opening the news broadcast and will cover the main story: has a suburban housewife received a message from outer space predicting impending doom for Lake City?
  - a. **Lead reporter:** Provide a general overview of the story (i.e., Mrs. Keech receives messages from space, she is predicting \_\_\_\_\_, etc.)
  - b. **Correspondents:** Conduct independent research on her beliefs/extraterrestrial contacts (Google: “Sananda”, “the Elder Brother”, etc.) and include this information in the report
  - c. Be sure to cite your sources on the bottom of your slide(s) and enjoy the learning process!
2. Your group is assigned to report on previous examples of prophesizing throughout history. Your group is assigned Sabbatai Zevi.
  - a. Research, then explain, his prophecies, including the five Ws (Who, what, when, where, why)
  - b. Research, then explain, what happened with his movement after the prophecies were wrong.
  - c. Be sure to cite your sources on the bottom of your slide(s) and enjoy the learning process!
3. Your group is assigned to report on previous examples of prophesizing throughout history. Your group is assigned the Millerites.
  - a. Research, then explain, their prophecies, including the five Ws (Who, what, when, where, why)
  - b. Research, then explain, what happened after they were wrong.
  - c. Be sure to cite your sources on the bottom of your slide(s) and enjoy the learning process!



# Lesson objectives deconstructed

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4. Your group is interviewing an expert regarding Mrs. Keech's situation. The expert believes she is not crazy because it is possible to receive messages through automatic writing.
  - a. Your thesis: Mrs. Keech is not insane because receiving messages from outer space through automatic writing is possible.
  - b. Your tasks:
    - i. List the thesis, then provide support for it.
    - ii. HINT – What Mrs. Keech is doing is called “Automatic Writing,” and there is plenty of information about it on the Internet if you Google the term. Define automatic writing and provide support for how it's possible based on what your research uncovers.
    - iii. Be sure to cite your sources on the bottom of your slide(s) and enjoy the learning process!
5. Your group is interviewing an expert regarding Mrs. Keech's situation. The expert believes she is crazy because it's impossible to receive messages from outer space.
  - a. Your thesis: Mrs. Keech is insane because receiving messages from outer space through automatic writing is not possible.
  - b. Your tasks:
    - i. List the thesis, then provide support for it.
    - ii. HINT – What Mrs. Keech is doing is called “Automatic Writing” and there is plenty of information about it on the Internet if you Google the term. Provide support for how it's not possible based on what your research uncovers. Be sure to cite your sources on the bottom of your slide(s) and enjoy the learning process!



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# Example of Completed Project



# Example 4: “The Meme Activity”

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- *Mockingjay* (Collins, 2010)
- Learning objectives:
  - What the students think:
    - Explore memes as rhetorical devices
    - Apply meme generation to *Mockingjay*
  - What I’m really going to do:
    - Re-engage students on the topics of racism and sexism in current culture
    - Enhance each student’s ability to remove personal cultural lens and analyze memes from another person’s perspective



# Lesson objectives deconstructed

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**Instructions:** In a separate location (i.e., don't make these in the class activity deck – we'll add these to the common slide deck prior to the start of presentations) create three GoogleSlides on the topics below. Your slides will not be presented in order. When the time comes, copy/paste your slide into the appropriate section within the class slide deck. As much as possible, groups shall remain anonymous. The instructor will react and guide discussions based on the class-generated content.

## **SLIDE 1: *Mockingjay* Meme**

Step 1: Create a meme that represents Mockingjay

Step 2: Offer an explanation behind the meme's symbolism

Recommended slide layout is to use two columns:

## **SLIDE 2: Meme Thesis**

Write a thesis statement about memes as a genre. Are memes good, bad, something else? How do/should we evaluate the appropriateness of memes? As officers and leaders, what should we consider about memes before using them?

Use visual examples of memes to demonstrate / support your thesis.

Layout the slide as you see fit, but due to time constraints, all groups are limited to **one** slide.

## **SLIDE 3: Meme Implications for Officers**

As officers and leaders, what should we consider about memes before using them?

Use visual examples of memes to demonstrate / support your thesis.

Layout the slide as you see fit, but due to time constraints, all groups are limited to **one** slide.



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# Example of Completed Project



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# Coming Back to the Teachable Moments



# Today's Agenda (9-Apr-19)

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- Form meme activity groups, maximum separation!
- Poem presentation and discussion
- *Mockingjay* meme wrapup and profound closing thoughts
- Research paper is due **Friday at 2359 !**  
When you are writing an essay and trying to hit that minimum word count





# Research Paper

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- Focus on content, not the number of words!

When you are writing an essay and trying to hit that minimum word count



These are prisoners. I'm taking them to imprison them... in prison.



# Meme Activity

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- Complete the three slides described on the sheet separately from the class presentation
  - No peeking at each other's slides!
- Copy/paste into the main presentation when I give the “go”
- Enjoy the learning process!



Image source:  
<https://www.facebook.com/DCMARVELDB/posts/check-out-all-infinity-war-thanos-memes-here-httpswwwfacebookcompgdcmarvelbphot/655811217875993/>



# Remember this one?

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Look at the image, What do you see





# It's an old concept

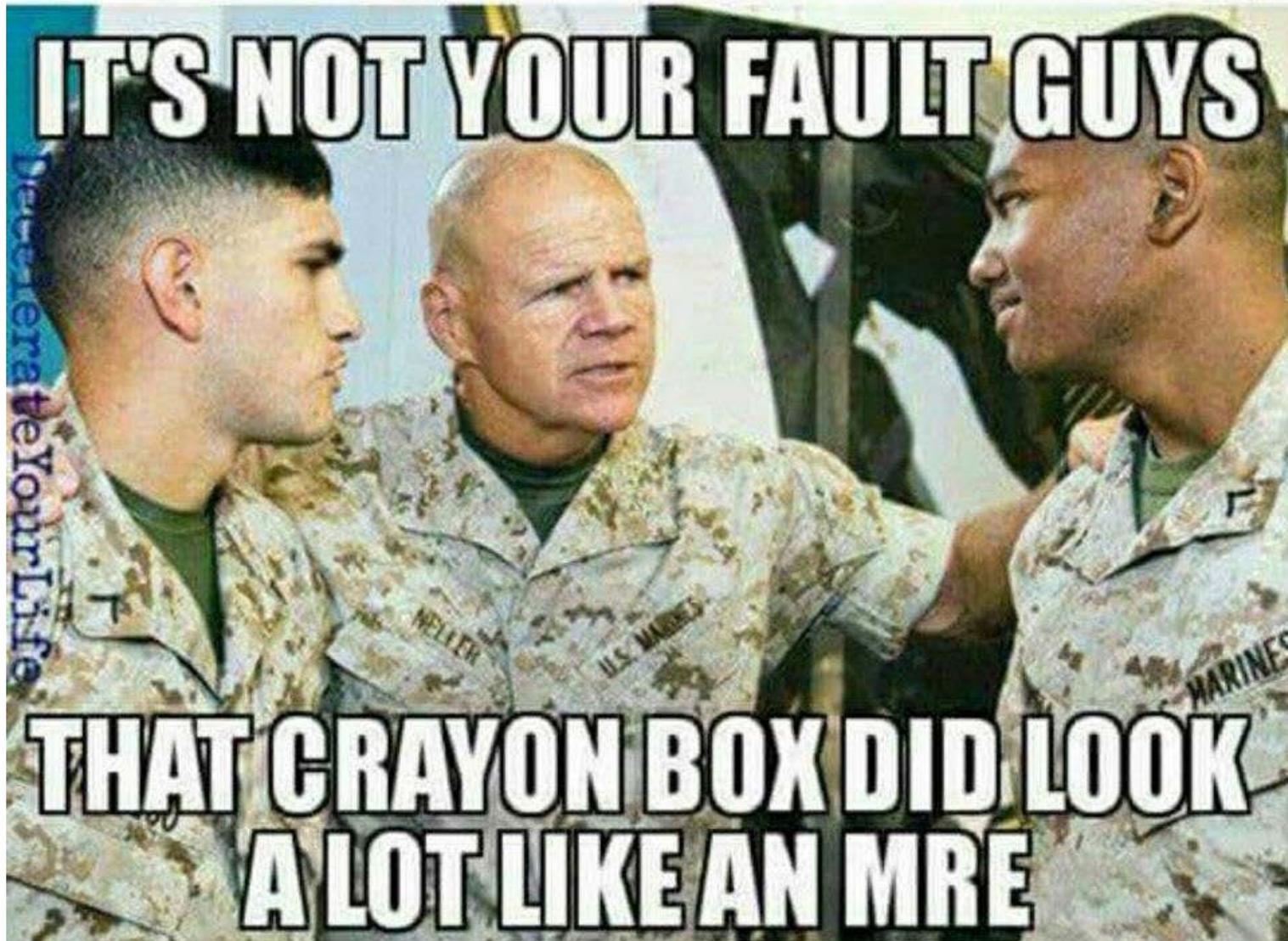
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# White Fragility Trigger Meme

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# Additional Thoughts

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“According to the Local, the ombudsman claimed that the advertisement objectified women: ‘It presents women as interchangeable items and suggests only their appearance is interesting... It also shows degrading stereotypical gender roles of both men and women and gives the impression men can change female partners as they change jobs’”

(Frost, 2018, para. 4)

“In an explanation so straightforward you’ll wonder why you didn’t think of it earlier, the ombudsman said that the image portrayed the two women as objects, and the man as an individual person with agency. More than, the ‘other woman’ was clearly a ‘sex object ... unrelated to the advertisement, which is for recruiting salespeople, operating engineers and a web designer’”

(Frost, 2018, para. 5)



# Another Thought

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“But a trope can be both hackneyed and offensive. Many commentators have spoken out and written about the racist implications of white people [using memes and gifs of black people](#), saying that it functions as a kind of digital blackface. And it’s probably not surprising that the memes that rise out from the dankest, and most masculine, corners of the internet often have sexism at their core, from riffs on [‘gurl gamers,’](#) who play games only to attract men, to the [‘make me a sandwich’](#) trope. Even the wide-eyed stare of [Overly Attached Girlfriend](#) plays into stereotypes about bunny-boiling ladies who just can’t give their boyfriend a bit of space”

(Frost, 2018, para. 7)



# Final Thoughts

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- As officers, we must be cautious about humor (in general) and memes (specifically)
- What might appear “funny” to us may not appear “funny” to others
- As a former NAVPERSCOM Action Officer who worked with the IG, I’ve seen fine officers make poor decisions with humor
- Develop “situational awareness” for how things are interpreted by others; drop your cultural lens
- When in doubt, don’t post!



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Questions?

Thank you!

LCDR Mike Major  
major@usna.edu