

## **Banned book advertisement: cooperative learning lesson**

### **Grade 6 Language Arts**

#### **Description of Learners:**

1. I am working with 6<sup>th</sup> graders at West Milwaukee Intermediate Middle School in the West Milwaukee/ West Alice school district in a balanced literacy language arts class. Students are in middle to lower working class community. Students are typically engaged in the classroom activities that I have either taught or observed and seem to be motivated by new and interesting information.
2. The major concepts or big ideas” addressed in this lesson are rhetorical strategies and persuasion.
3. They have been learning about banned books in pervious class sessions s they understand the concept of censored and challenged books. Students have also been learning about persuasion and how their position on a topic can convince a reader or audience. This is evident through their position paragraphs about why or why not they think books should be banned.
4. They have never learned about the rhetorical strategies pathos, ethos, and logos so I anticipate some questioning and my having to repeat and re explain what they are introduce this though when it comes to making an advertisement.

#### **Learner Objectives:**

1. The students will learn Aristotle’s Rhetorical Triangle in relation to persuasion and argument. I will tie in this small lesson to their main activity of creating an advertisement for one challenged children’s book where they are required to use one of the three strategies: pathos, logos, ethos.
2. National/State/ District outcomes:  
Presentation of Knowledge and Ideas  
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### **Writing:Text Types and Purposes**

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade

#### **Conventions of Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
e. Recognize variations from standard English in their own and others’ writing and

- speaking, and identify and use strategies to improve expression in conventional language.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and
  3. Students will be working on many different social skills including: giving ideas, following directions, summarizing others' ideas, checking others' work and active listening

### **Learner Assessments:**

1. I will know that the students have learned through their finished product of the advertisement, the finished criteria checklist, and my observation of their group processing.
2. I include a simple rubric/ checklist to assess student learning of concepts: The criteria check list for the ad is: attention grabbing slogan, creative appearance/ design, use of one rhetorical strategy, convincing/ persuasive presentation, positive group interaction.

### **Instructional Procedure:**

#### **Launch**

1. I will motivate students to engage in this cooperative lesson through different strategies. First, I am handing each group their "mystery banned book envelope". Inside the envelope includes a model of the book they will be advertising, which is depicted on construction paper, the criteria checklist, group member job descriptions and an instruction sheet. They will be motivated by the different activity and the model that I make to present as an example.
2. I will activate and build on students' prior knowledge by emphasizing persuasion which they have been going over as a technique to advertise their book and then introduce the specific strategies of pathos, ethos and logos. They have also been learning about banned books in class as well so I am tying the two together.
3. I will clearly demonstrate all that I expect on the advertisement based on my example as well as have students repeat back to me the instructions step by step so I know they know what to do when it is time to get to work.
4. By having each member responsible for a certain aspect of putting together the advertisement, they will all feel like an asset to the group in a positive way.
5. Individual accountability will be evident in the job assignment sheet where they have to sign their name based on what they were responsible for. I will have one member of the group be the group manager who will monitor group participation and I will also call on one person to explain the group's work during/ after the task (this will be the presentation part)
6. Group work directions: "It is your mission to persuade the class to read this book with a creative advertisement poster. Argue against this book being challenged or banned by using one of the three techniques: Pathos: audience's emotion, Logos: audience's logic/ knowledge, or Ethos: audience's beliefs or character. In order to complete this advertisement, you must include the following: Attention grabbing slogan, creative design, use of one rhetorical strategy, convincing presentation and positive group interaction. Each member of the group will have a specific job that will contribute to the

finished product. This is a group activity that requires each member's important job assignment. Without one group member, the advertisement will not be complete. WORK TOGETHER!"

#### Instructional Group Task

7. Cooperative Instructional Task:
  - a. The group will open their envelope and find which book they get to advertise.
  - b. Together as a class we will read the instruction sheet.
  - c. Next, the groups will read the job descriptions and assign/ choose jobs then sign the Job assignment sheet.
  - d. The job sheet can go back into the envelope when all members have signed on the line of whatever job they chose.
  - e. Once they have their specific jobs, I will call up the group managers one by one where they will go up to the front of the room and collect their book from me and the artist of the same group will collect their materials. ( I may have group managers/ artists #1-#3 go first and then #4-#7 go next to avoid too many students up at once or a waste of time.
  - f. While the manager and artist are doing that, the other group members are seated. The scribe will be brainstorming a catch phrase, sentence, or slogan for their advertisement and the speaker be assisting and contributing ideas to the group as a whole.
  - g. Now they have their book and their materials so it is time to get to work.
  - h. I will give them a heads up that there is 10 minutes left of work before it is time to present during the last 10 minutes of class.
  - i. Group speakers will give a short presentation of their group's advertisement. They must include certain things:
    - i. Name of book
    - ii. Why it was banned
    - iii. Why their group thinks it should be read
    - iv. Which rhetorical strategy they used

#### Summarize

8. What questions will I pose for students when I facilitate discussion about the cooperative group work?
9. I will provide a brainstorming sheet where they can take notes or come up with different ideas or drawings in order to elicit samples of student thinking.
10. What major concepts will I address during discussion? I plan to introduce Aristotle's Rhetorical triangle: Pathos, Logos, Ethos. I will draw it out on the board labeling the three corners and defining each appeal to audience. I will give examples of how each strategy is used.
11. Group processing: The students will reflect on their work in groups by completing the checklist because each part requires participation from all members.

#### Materials/ Resources/ Technology:

1. I am providing the mystery envelope, the image of the book they are using, the physical copy of the book, the job sheet, criteria checklist sheet and instruction sheet. Construction paper, scissors, glue, markers and colored pencils are being provided in the classroom.

**Addressing Diverse Learners:**

1. Content- I will explain deeper to the pre algebra class about the rhetorical triangle where to the lower achieving class I will only emphasize appeal to emotion.
2. I will use one on one focus and work with those who are diverse learners making sure they understand their contribution to the poster
3. I will give certain topics/ books to the groups I feel work best. For instance, I will give more complex books to those who are stronger and less complex books to those groups who may not be as strong.
4. I grouped diverse learners with a group who had at least one strong student so that they could learn from their peer. The diverse learners were also placed closer to the front of the room where I could monitor them easier.