



Lesson Title:

NEVER FEAR, MY BROTHER is HERE!

Content Area & Arts Discipline:

Language Arts & Theatre Arts

Big Idea & Learning Objectives

1. Students will be able to understand an author's purpose for writing.
2. Students will identify details needed to support the this purpose.
3. Students will understand the meaning of a persuasive writing.
4. Students will understand how monologues can follow common persuasive writing patterns in order to support a position or relay a message
5. Students will compare and contrast texts and plays.
6. Students will explore view stories from different view points

Overview of the Lesson

The teacher will review the tools of persuasion used in literature through story telling, dramatization, and book study. The students will work cooperatively to dramatize tools of persuasion of their choice in order to understand how details lend meaning to an argument. Students will then participate in a dramatization of a popular fairy tale *The Three Billy Goats Gruff*. The students will use elements of drama to emphasize the argument being made by the billy goats. After developing a deep understanding of author's purpose in literature, students will begin their study of persuasive text using the children's book *My Brother Dan's Delicious* by Steven L. Layne.

Grade Level:

Fifth Grade

Procedures

Engaging Students (“The Hook”):

After participating in a reader’s theater about the Three Billy Goats Gruff or watching it on a video clip, the teacher will engage the students by asking them to practice using the actor’s toolbox and the tools of persuasion through a short improv activity.

--Have students create television commercials with some original rhyming slogans on why certain parts of the body shouldn't be eaten. Tell the students to think like advertisers and use clever slogans that are repetitive or memorable. The target audience should be an antagonist like the troll from *The Three Billy Goats Gruff*. The students’ job is to convince the antagonist not to eat them.

Model the process after brainstorming a classroom appropriate list of body parts. Here are some examples that are easy to make rhymes with:

liver, brain, nose, eyes, feet, heart ears, spine, and hair.

--Working with partners or in small groups, have students create slogans like these:

Please refrain from eating my brain.

You'll get sick and shiver if you eat my liver.

Don't eat my eyes! Try these tasty fries!

Your stomach is growling like a bear, but you will surely choke on my hair.

Student should then act out the improvisations for the class. One student assuming the role of the hungry antagonist and the other the scared, but persuasive prey.

Proposed Time Frame:

4 hours (2-4 class periods)

Date Lesson Created:

October 2013

Building Knowledge:

Explain what a monologue is to your students; tell them it's a speech spoken by someone alone where they address an unseen audience. Shakespeare's characters often found themselves explaining their thoughts in monologues.

Give examples from Shakespearean Ballads.

Talk about the persuasive monologues of each billy goat gruff.

Then, pass out the two scrambled pages and explain that you've given them a monologue from a book that is out of order. Tell them briefly what the book is about and show them the cover illustration. Have them read it quietly with a partner or read it aloud to the group, then have them work with a partner to put the seven pieces in the correct order. Ask them what clues they used to put it back in order. Discuss the power of well-placed transition words, and tell them they will be using thoughtful transitions as they write a monologue with five parts.

Modeling the Experience:

- The teacher will introduce a Reader's Theatre: *The Three Billy Goats Gruff*.

- The teacher will instruct the students to use their "actor's toolbox" to decide how to best represent the characters, setting, conflict, resolution, and author's purpose.

- The teacher may also want to read the book *My Brother Dan's Delicious* with the students and guide them in using the Fab Four to understand the theme of the book (question, predict, clarify, and summarize).

- The teacher will lead a discussion about the use of voice, organization, and word choice in theater and writing.

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<p>Lesson Author: Lawndale Elementary arts team</p>	<p>Applying Understanding:</p> <ul style="list-style-type: none"> •Students will create short dramas that illustrate various tools of persuasion •Students will compare their dramas and explain how they illustrate similar themes •After performing their monologues, the students will use a thinking map to compare and contrast the story elements and themes of <i>their monologue and a partner's monologue</i>
<p>Room Requirements & Arrangement:</p> <p>classroom -large open space -uncluttered -carpet/rug</p>	<p>Opportunities for Reflection (Closing):</p> <ul style="list-style-type: none"> •Classmates will use a checklist to make sure the scripts for their monologues used tools of persuasion, proper voice, organization(transitions), and word choice. •Students will write a script for and dramatize their own play that follows the same patterns of events as the literature used in this lesson as well as depicting similar themes. They will perform these for their classmates.
<p>Material Equipment:</p> <ul style="list-style-type: none"> ● smart board/chart paper and markers ● <i>Three Billy Goats Gruff</i> ● <i>My Brother Dan's Delicious</i> ● pencils/paper or note cards ● focus wall 	<p>Assessing the Learning:</p> <p>The teacher will observe students as they work in groups to analyze tools of persuasion, create advertisements and compare monologues.</p> <p>Scripts and comparisons will be graded according to a teacher created rubric.</p> <p>Students will be graded on team presentations.</p>

Resources:

- Short video clip of the story **The Three Billy Goats Gruff** (youtube has several)
- Reciprocal Teaching task cards (easily accessible-- just google reciprocal teaching or look it up on pinterest)**

Standards & Principles

State Content Standards:

Craft and Structure

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator or a speaker's point of view influences how events are described.

Key Ideas and Details

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Integration of Knowledge and Ideas

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Arts Standards:

Theatre Arts

CA 7 Explore historical and multicultural concepts through dramatic activity (CA,HC,C)

a. Recognize universal themes in stories and plays from different periods and places through dramatic activity.

Vocabulary:

- **theme**
- **tools of persuasion**
- **compare**
- **contrast**
- **monologue**
- **conflict/resolution**

Principles of Universal Design for Learning:

I. Provide Multiple Means of Representation

2.5 Illustrate through multiple media.

3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

III. Provide Multiple means of engagement

7.2 Optimize relevance, value, and authenticity.

8.3 Foster collaboration and community.

Appendix

Extended Learning Activities:

Using the book:

-Author's Perspective

-Art-Visual Arts- Watercolor and how illustrating text is similar to the writing process.

-Science-predators and prey/adaptations (illustrations)

-Math-Research common phobias--compare and order the data

-Survey classmates about secret fears--create fractions for the data

Ways to Adapt:

--provide students who have trouble generating ideas with notecards labeled with various tools or a graphic organizer to use to make sure that they include all parts of their persuasive monologue

--retell the stories from the point of view of the antagonist

Student Example:

Hey, all you mysterious creatures of the backyard marsh. I know you want to sneak inside my room and eat me, but you can't, even if all the doors and windows were open. "Why?" you ask. Because I'm too small and as stringy as a string bean, but I can assure you my fat brother is a plump juicy steak. Trust me, I have some proof and experience so stay where you are, mysterious man-eating marshland monsters, and listen to me.

Ok, first of all, my brother is younger than me. Whoa, whoa, whoa! Listen to what I say before you get too hasty. I'm just trying to say he's an easy meal. I'm a really smart kid, and my brother...well, let's just get to the point. He's in kindergarten and below grade level. Can you believe it? And he's so gullible. He's a plump, juicy steak, ready to hop in the pot and be cooked!

Oh, so I'm not convincing enough? Well all right then, you wouldn't want to hear how he's plumper than anyone, I know. Oh well, maybe later. Oh, so you are interested. Okay, well, he's not that tall—Hey, knock it off! Don't you dare get a knife! I have more to share with you! Where was I? Oh yeah—instead of growing taller like most kids his age, he grows wider. He's a plump little pig all right. So you want him or not? More proof? Okay, one more point.

He's juicy. Did I mention that? He sweats a lot. Think of it like this: you don't need to salt him because he salts himself. And a little scrape bleeds for half an hour, and when his scabs get bumped, they bleed for twenty minutes. Yeah, he's that juicy! Not enough? Well, I guess I have to make a confession then. I chewed on his finger a while ago. He was slow to notice, but if he hadn't squealed, I would have eaten him. And trust me, he was good! You'll enjoy eating this delicious little boy. Do you want that plump, juicy, gullible steak now?

If you don't, I guess you'd rather endure my stringiness than enjoy my brother's steakiness. Well, if you decide you need me, I will be right here in my room on my bed.