

How Did We Arrive at the Printed Book?

Subject: Language Arts

Grade level: 7th Grade

Rationale or Purpose:

The learner will gain an understanding and appreciation of the printed form of text. Using cooperative learning groups, the learner will evaluate three different forms of written material, a scroll, an accordion book, and printed pages, to understand the need and demand for printed text. The learner using his/her experience in cooperative learning groups will produce a composition on how we arrived at our print book.

Materials:

Internet access, (4) Butcher paper scroll with handwritten story, (4) accordion books with handwritten short story, (4) printed short stories, questions over the written material requiring students to “forward and rewind” source material, Venn Diagram, overhead projector.

Lesson Duration: 90-minute Language Arts Block

Objectives: Language Arts 110.23

(11A) use various types of texts to express and support observations, connections, interpret, and speculate

(13G) reading/inquiry/research from multiple forms

(15A) writing/reflecting for a variety of purposes

Activity:

Step 1: Divide class into four groups.

Each group will have one of the following:

1. Leader (Directing activity, on-task behavior, etc.)
2. Time Keeper (10 minutes per story)
3. Materials Manager (Gathers/returns materials/supplies)
4. Recorder (Recording answers)
5. Illustrator

Step 2: Whole Class: Have students compare and contrast each form as teacher records responses on a three circle Venn Diagram on overhead. (10 minutes)

Step 3: Based on responses have students predict which form of written material would be “reader friendly.” The recorder of each group will record the group’s predictions. (5 minutes)

Step 4: Have students in each group read the short story on the butcher paper scroll and respond to questions. (5 minutes)

Step 5: Have students in each group read the short story in the accordion form and respond to questions. (5 minutes)

Step 6: Have students in each group read the printed short story in standard form and respond to questions. (5 minutes)

Step 7: Based on student's experiences with the three different forms, the leader of each group will have each member evaluate each book for the following: (15 minutes)

1. Which form was reader friendly? Why?
2. Which form was your favorite? Why?
3. Which form is a "book"? Why?
4. Check your earlier predictions, have you changed your mind?

Step 8: Whole group discussion of the questions in step 7. (10 minutes)

Step 9: Have students access the **Gutenberg Education Module** at:

<http://www.hrc.utexas.edu/exhibitions/education/modules/gutenberg/books>

Ask students to review the following topic pages to expand their understanding of the development of the printed book: **Early Writing, Books Before Gutenberg, Gutenberg's Legacy, and The World Beyond.** (20 minutes)

Step 10: Students will write a composition for homework to the following prompt:

Write a composition about how we arrived at our printed book.

Modification:

Writing assignment will be shortened in accordance with student's IEP.

Closure:

One to three students will read their compositions to the class. Facilitate a brief discussion of students' ideas.

Assessment or evaluation:

Teacher will evaluate learning in groups during the cooperative learning time using observations of student engagement, students' answers to questions over each written form, and students' predictions. Student assessment will be the student-produced composition.

Activity by:

Debra Harber
Foster Middle School
Longview, Texas