

Step 1 – Full Group

Full Group:

- Read the book, *Don't let the Pigeon Stay Up Late* by Mo Willems
- Discuss – in general terms – the effectiveness of the pigeon's arguments
- Discussion and Notes: Persuasive techniques (appeal to authority, bandwagon, glittering generality, etc.)



Step 2 – Line Up Pairs

- Random Pairs formed by a Line Up
- Students get copies of key pages (pages mentioning water, studies, China, bunny, etc.) and are asked to use their notes to identify the technique used in each “square”.
- Full class sharing (using popsicle sticks or Class Dojo) of findings

Step 3 – (Differentiating Content)

Readiness Groups:

- **Group A:** Work with a new Pigeon book – *The Pigeon Wants a Puppy* – to determine the techniques he uses, how effective they were and why, and the areas in which he's declined/improved
- **Group B:** Using a series of Calvin and Hobbes cartoons, determine the techniques he uses, how effective they were and why, and what he may have done differently

Alternate Step 3 – (Diff. Process)

ALL: Read *Pigeon*.

Readiness A: How does pigeon try persuade you to let him stay up late? What kinds of things does he say and do? Do these things make sense? Why/why not?

Readiness B: What objections does Pigeon try to anticipate in making his case for you to let him drive the bus? (In other words, what reasons does he think you're going to give for not letting him drive the bus?) What objections does he fail to anticipate and address?

Steps 4-5

Mixed Pairs:

- Students pair up (A and B) and discuss:
What should Pigeon do to make his argument stronger? What advice do you have for him?

Full Group:

- Based on what students learned in groups and pairs, class compiles a list of “how to win an argument”
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Step 6 – Interest Groups

Interest Groups

- Students choose from the following ad options:
 - Sports Drinks
 - Hair Products
 - Game Systems
 - Phones
 - In pairs or groups of three with others who chose same option, students analyze the ads for techniques used, strengths and weaknesses, and recommendations for improvement.
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Step 7 – Mixed Ad Groups (Jigsaw)

In mixed ad groups, students share their findings with those who studied other ads.

Students determine why different ads used different techniques and create a graphic organizer listing

- Intended audience
 - Technique used
 - Why used and effectiveness
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 - New audience
 - Possible alternative techniques
 - Why they might be effective
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Formative Assessment

- Students receive their original pre-assessment back and revise their paragraph to make their argument stronger. They include an annotation of why they used the techniques they used and what would change if addressing a new audience
 - This information will be used to gauge whether or not students “got it,” and will therefore drive further instruction (next slide).
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Step 8 – New Readiness Groups

Understanding: An argument’s effectiveness is determined by the appropriate nature of its techniques

Those who “Get It:” Write speech outlines arguing for a shorter school year. Write one version for school administration/school board, one version for parents, and one for local businesses

Those who don’t: Review persuasive techniques; work on writing a letter to the principal asking for a longer lunch period. Adjust it for the AP.

Step 9 – Final Product Options

Option 1: Design the sequel for Pigeon’s “Stay up Late” Mantra. You may write or storyboard this sequel. Make sure Pigeon advances in his argumentative techniques and successfully employs at least 5 of those we’ve discussed in class. Include an annotation explaining and defending your choices.

Option 2: Analyze Pigeon’s “Stay up Late” arguments. Choose the 5 that you feel are his weakest points. Explain why you believe they are weak and rewrite them to make them strong. Be sure to employ at least 5 of those we’ve discussed in class, and to explain and defend your choices.

Option 3: Choose 5 arguments from the Pigeon series that you see utilized in real life (e.g., billboards, TV, magazine ads, Facebook sidebars). For each example explain which technique is being used – in *Pigeon* and in media - and how successfully. Then explain the media examples in terms of what you’d change to make them better... or rewrite them.

Product Evaluation Rubric

	Expert	Developing
Knowledge of Techniques	<ul style="list-style-type: none"> You explain each of the five techniques correctly and insightfully Your use/discussions reflect the definitions discussed in class 	At least one of your techniques is missing and/or explained incorrectly and/or insufficiently <u>NOTES:</u>
Evaluation of Argument	<ul style="list-style-type: none"> Your evaluation of the use of each technique demonstrates an understanding of both audience and purpose. Your evaluations are explained in rich detail and with specific evidence/reasoning 	Your evaluation of at least one technique is missing... <ul style="list-style-type: none"> ...connection of audience & purpose and/or ...rich detail, evidence, reasoning <u>NOTES:</u>
Use of Techniques	Your revised or original use of techniques demonstrates... <ul style="list-style-type: none"> ...expertise in using language to connect the purpose and the intended audience ...choices that are appropriate for the context 	Your revised or original use of techniques lacks... <ul style="list-style-type: none"> ...language that connects purpose to audience &/or ...choices that are appropriate for the context <u>NOTES:</u>

Evaluate!!!

Study the tasks in these lessons

- What grouping formations did you see?
- Do you feel like this was a flexibly grouped unit? Why or why not?
- What might you add to “mix it up” even more?

