Lesson Plan on Analyzing Book covers

SU: Short paragraph (see handout)

Intro to New Material:
• Since we were children, we have all been told not to judge a book by its cover, but every single part of a book is important in deciding upon our reading material. How many of you guys have looked at a book and made your decision of what to read based on the cover? What draws you to these books?
  o Student responses
• As you all know we have been talking a lot about symbolism recently, which is an important part of Wiesels’s memoir Night. As you have seen, I have a different cover than the rest of you. My book has the entire trilogy, and has different colors in its cover art. Let’s discuss the differences between my cover and the cover of your books, but first a quick review on symbolism
  o Symbolism ➔ A picture, color, or item (something) the represents something else.
  o Short student led discussion on the colors and symbols of the book covers while comparing and contrasting them.
• Another thing we should talk about is how certain book covers are directed to different groups of people or demographics. Pull a (copy of the Uglies from the library and show them a copy of mine) discuss how one is geared toward younger girls, showing plants with nature and a pretty girl on the cover, and how the new cover is geared toward older girls with images of plastic surgery.

Dependent Practice
• Today we are going to analyze multiple covers in our groups, but first we will do one together. (See Power point for images that will be projected.)
  o Show first book cover and ask them the questions on the graphic organizer
    ▪ Students will receiver an analysis graphic organizer that will be double sided, one for example which is modeling and one for the independent group work. We will look at the cover and fill out the organizer together, which will give us a better understanding of the memoir through the use of images.

Independent Practice
• Students will now be expected to work in groups to analyze their groups’ individual book covers, which will be handed out to them after the modeling is finished. Instruct students to take time to discuss what they see including colors, settings, symbols, even fonts. Give the students time to share and talk about their findings before filling in their organizers. Each group will fill them out and then present them to the class. The image of the book cover will be projected on the board and the students will tell the class about their finding, discoveries, and predictions based off the covers. Once each student has presented as the students to decide which cover they believe is the most accurate based off what we have read so far and their predictions of the novel. (At this time show all the covers in one slide.)
Assessment

- Class discussion
- Graphic organizer
- Teacher circulation

Modifications

- Repeat an rephrase directions
- Review notes on symbolism multiple times
- Circulate the room to ask and answer questions
It has been said that a picture is worth 1,000 words, do you believe that this pertains to the cover art on books, magazines, and newspapers? Explain your answer in a paragraph of 4 to 8 sentences.
Analyzing a Book Cover

*Night* by Elie Wiesel

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>What symbols do you see on the cover?</td>
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<td>What do the colors on the cover make you think of? What emotions do they conjure?</td>
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<td>What is the mood or tone of the cover art?</td>
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<td>What is unique about the cover art?</td>
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<td>Who do you think the book’s intended audience is?</td>
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<td>Ex. Gender, age range, etc.</td>
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<td>What predictions can you make about the novel based on this particular cover?</td>
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