Whitnee Raines CIED 3253 10/30/2014

|  |
| --- |
| **Targeted Literacy Strategy or Skill:** Determining Importance**Grade Level:** 3rd – 5th **Objective:** The student will be able to read a nonfiction piece with opposing viewpoints. They will be able to find and record both sides of the argument supported by textual evidence, discuss and argue both sides supported by textual evidence, as well as form a personal opinion based on these observations. **Oklahoma PASS:**Language Arts**Standard 3: The student will interact with the words and concepts in a text to construct an appropriate meaning.** 1. Literal Understanding a) Use rereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g. to find out, to understand, to enjoy, to solve problems). b) Read a comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.2. Inferences and Interpretation b) Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience3. Summary and Generalization b) Support ideas, arguments, and generalizations by reference to evidence in the text.Social Studies**Standard 4: The student will examine the lasting impact of the American Revolution**1.Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown)2. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis).  |
| **Prior Knowledge:*** Ability to read nonfiction pieces
* Ability to see more than one main idea in a piece
 |
| **Observation/ Rationale: (Before Lesson) What did you notice in your students’ work that let you know this lesson was necessary?**We had been exploring the American Revolution in Social Studies and I decided to use the text to explore viewing historical events from different viewpoints and deciding our own opinions about the events. |
| **Materials Needed****Lesson from** *Strategies that Work* by Stephanie Harvey & Anne Goudvis, Pages 169 - 171**Mentor Text:***George vs. George, The American Revolution as Seen from Both Sides* by Rosalyn Schanzer**Materials:** Mentor “Monitoring Opinions” chart (either printed or on SmartBoard if available. Individual “Monitoring Opinions” charts for students.**Student Groups:** Whole group read-aloud and small-group discussion |
| Mini Lesson Format* **Connect**: Begin by having the class discuss what background knowledge (schema) they have about the American Revolution. They should be able to articulate some ideas about the Revolution due to the fact that this is in the middle of the American Revolution unit. This discussion should take no more than 5 minutes. After this discussion introduce the story and the Monitoring Opinions chart.

Say: “Today we are going to read a story called *George vs. George* together. First, I want to talk about the American Revolution. What do we know so far about the American Revolution? Who was involved? Who won the American Revolution? Now that we’ve talked about our previous encounters with the American Revolution, we are going to learn how to read opposing, or different, viewpoints and use them to form our own opinion of a topic. Sometimes when we read non-fiction texts, they are meant to persuade us to think a certain way. But, we need to know how to form our own opinions using both sides of an argument. While we are reading, I want you to record the opinion of George Washington and the Colonies in the first column. Do the same for King George and Britain in the second. Save the last column for now.” * **Teach**: Read the first page of *George vs. George* out loud. You will have previously recorded the information presented on this page about George Washington and King George. Show students the information you wrote down as a model for their own charts throughout the rest of the reading. This is teaching students how they will be using the charts to record the two opinions throughout the remainder of the text. You will not read the entire story for this particular mini-lesson, but you should revisit it at another time. I selected the Introduction, pages 16 – 17, pages 18 – 19, page 23 paragraph 1, pages 36 – 37, and page 53. At each of these pages stop and ask students to record the opinions presented in the appropriate columns.

Say: “I am going to read the first page of our story. If I come across an opinion of George Washington or the colonies I will put it in my first column, and if an opinion about King George or Britain appears I will put it in my second column.” Read the first page and then present your chart with the corresponding opinions listed. “I saw that the American patriots thought King George was a ‘Royal Brute,’ but his subjects saw his as ‘The Father of the People.’ I also noticed that some people believed George Washington was a traitor while others thought he was ‘the father of his country.’ I recorded these opinions in the columns on my chart. As we read some of this book, I would like you to be looking for opposing opinions and recording them in your chart.”* **Active Engagement**: Continue reading through the story. As you progress, stop at each section you choose and ask students to share their thinking and what they are adding to their charts. Continue adding to your own chart as well. After you have finished reading the book, ask students to share what they think is the overarching opinion from each side. Have them support their statements with textual evidence. After discussing the students observations, instruct them to write down their own opinion about the American Revolution. Give them a few minutes to do so, then ask them to share.

Say: When you stop at pages 16 and 17 ask “How did the government work in England? How did the government work in America? Allow students time to give their answers and record them in their chart. Again, allow students to share their guesses. When you stop at pages 18 and 19 ask, “What happened that made the colonists so mad? How did England view taxes? How did the colonists view the taxes?” When you stop at page 23 ask, “What did England do to the taxes? How did this make the colonists feel?” When you get to pages 36 – 37 ask, “How did supporters of Great Britain feel about the Declaration of Independence? How did the American rebels feel?” When you get to page 53 ask, “What happened at the end of the American Revolution.” At each of these places stop and allow students time to share their thinking and record in their charts. At the end of the selected portions say, “What did we learn about the opinions of the Americans and the British? Now that we have seen both sides of the American Revolution we can form our own opinion of the event. If you had been living during the time of the American Revolution whose side would you have been on, the American patriots or the British? Record your thoughts in the last column of your chart. Remember to support your opinion with facts from the text. * **Link**: To close the discussion say, “Today, we used opposing viewpoints to see the important sides of a historical event. We recorded each side’s opinion in our charts and used these facts to form our own opinion of the event. Sometimes people who write just want us to take their side and do not give us all the facts. Like our text said, there are always two sides to every story. It is important for us to know both sides and be able to form our own thoughts of an event. As we continue through our remaining social studies units as well as in our own personal non-fiction reading, try to think about the other side of the story that you may not be getting and form an opinion based on both sides.”
 |