

## Using Paired Text Sample Lesson 1

**Common Core State Standards for Social Studies:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**Clear Target:** I can compare and contrast nonfiction and literary text information.

**Set:** Show a photo of child soldier and ask students to react and share their ideas using “Think-Pair-Share.”

### Modeling:

1. After a review of primary sources, the teacher will conduct a close reading of the excerpts of “Children on the Battlefield,” using a think-aloud.
2. The teacher will introduce the book “Crossing the Deadline,” by Michael Shoulders and in particular the passage used for today’s lesson.

### Guided Practice:

1. Students will work in small groups and using a *Post-It*, write down one fact gleaned from the article, placing it on a poster labeled, “Primary Sources.”
2. “Graffiti Boards:” Working in small groups with “Crossing the Deadline,” and a piece of chart paper students will read the excerpts silently and write observations and reflections about how the details compare to “Children on the Battlefield.” The group will then discuss their “graffiti” and share with the rest of the room through a “Gallery Walk.” (Each group visits and observes another group’s graffiti board; after a few minutes they move on to a new group until all groups have been observed.)
3. The teacher will help students to discover a central theme that flows through each text.

**Independent Practice:** Students will write a paragraph that supports the theme identified in guided practice using details from the primary and secondary sources.

**Closure:** Exit Card: Share one new thing you learned today and one question you still have.

### Materials:

- Child Soldier Photo: [http://opinionator.blogs.nytimes.com/2011/10/04/the-boys-of-war/?\\_r=0](http://opinionator.blogs.nytimes.com/2011/10/04/the-boys-of-war/?_r=0)
- <https://prezi.com/pwtldbkerkx/primary-and-secondary-sources-presentation/>
- Excerpt “Children on the Battlefield” <http://www.civilwar.org>
- Excerpt *Crossing the Deadline* by Michael Shoulders, Sleeping Bear Press
- Analyzing and Discussing Expository Texts, pages 104-105, Teaching Students to Read Like Detectives, Fisher, Frey, Lapp, Solution Tree, 2012 (The concept of think-alouds is located at this link.)<http://www.wcu.edu/WebFiles/Readlikeadetectivecards.pdf>
- Graffiti Boards: The Common Core Reading Book 6-8, Gretchen Owocki, Heinemann, 2014
- Gallery Walk: <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>
- Identifying Central Theme: <http://teacher.scholastic.com/reading/bestpractices/comprehension/authorsmainidea.pdf>