

Using Paired Text Sample Lesson 2

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 texts with a different perspective.

Set: Entry Ticket: As students enter the room, give them a ticket with the following question, “How does the video clip connect to yesterday’s lesson? Share a video clip of children soldiers. Students will share their ideas using a “Whip Around.” (“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.)

Modeling:

1. The teacher will review the previous texts, “Children on a Battlefield” and *Crossing the Deadline* and introduce the concept of reading through a lens.

a. Using the Critical Lenses the teacher will share how good readers magnify evidence and uncover issues of (fairness, power, voice, gender, race, money & class).

b. Using the appropriate themes, the teacher will model locating the perspectives on these themes with the passages from “Children on a Battlefield” and *Crossing the Deadline*, placing ideas on a chart, labeled “Multiple Perspectives.”

Central Theme:

Texts	Perspective	Text Evidence
“Children on a Battlefield”		
<i>Crossing the Deadline</i>		
“In War, a Lost Childhood”		

2. The teacher will introduce the text, “In War, a Lost Childhood.”

Guided Practice:

1. Students will read the text, “In War, a Lost Childhood,” silently or follow along as the teacher reads it aloud.

2. Using the guiding question, “What perspective has the author used to support the theme of the previous lesson, students will write a response on a Post-It and place on the “Multiple Perspectives” chart in the appropriate place for “In War, a Lost Childhood.”

3. As a class, students will look for the text evidence that supports their perspectives.

Independent Practice: Students will locate another text on the same topic and create a multimedia presentation that integrates the idea of children in war.

Closure: Turn and Talk using question, “How do you feel about children fighting in wars?”

Materials:

- Entry Ticket: <http://www.theteachertoolkit.com/index.php/tool/entry-ticket>
- Whip Around: <http://www.theteachertoolkit.com/index.php/tool/whip-around>
- Child Soldier Video: <http://www.amnestyusa.org/news/multimedia/child-soldiers-fighting-in-the-drc>

- *Teaching Interpretation Using Text-Based Evidence to Construct Meaning*, Sonja Cherry-Paul and Dana Johanson, Heinemann, 2014 Chapter 3 (This chapter is located at the following link.) <http://sites.uci.edu/teachadlit/files/2012/12/Cherry-Paul-70-101.pdf>
- Excerpt *Crossing the Deadline* by Michael Shoulders, Sleeping Bear Press
- Excerpt "In War, a Lost Childhood" Newsela
- <http://www.theteachertoolkit.com/index.php/tool/turn-and-talk>