Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Fifth	Reading		Same but Different

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 week	Third Quarter	- Identifying author's purpose. - Pre, During, and Post Reading Strategies - Steps of the writing process - Point of View - Using author's word choices to identify point of view - Use of a Venn diagram

Unit Description

Students will be looking at texts with the same topic told from different points of view. They will use a Venn diagrams to support comparing and contrasting. They will use reading strategies to comprehend and analyze the information that is read. They will have group discussions on the opinions and purpose of the author in each piece of writing. At the conclusion of the unit, the students will select two an articles about the same event or topic that they will analyze, and summarize the differences and similarities. The students will need to use their comprehension and critical thinking skills to defend their opinion and support their ideas.

Common Core State Standard	**CCSS 5.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Summative Assessment	The students will demonstrate analysis of informational text by writing a summary explaining the similarities and differences in the point of view represented in multiple accounts of the same event or topic.
Assessment Scoring	The summative assessment will be scored using a Reading rubric reflecting the **criteria in the reading** standard. A score of 80% is mastery.
Materials/ Resources Needed	Two articles from 2 different newspapers about the same national hockey league playoff game, 2 articles from 2 different newspapers about the same recent decision by congress, two text selections about the Capture of Vicksburg: a copy of an article in Harper's Weekly September 17, 1864 (http://www.sonofthesouth.net/American-civil-war.htm#XX._Capture_of_Vicksburg), an excerpt from the studies textbook *The United States* (Pearson), "War Divides the Nation," Interactive Student Notebook, Graphic Organizer, Reading Rubric for Multiple Views

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	The teacher projects on the board an article about a win from a hockey game and another article written by a different city talking about the loss of the same game. Teacher asks the students to write down these three questions in their interactive student notebooks: "What is the difference between the articles? What is the similarity between the articles? and What is the author's view point in each?"	The teacher passes out a copy to each student of two articles written about a decision that congress has made. The teacher directs the students to read through the articles one at a time. After the students are finished, they are instructed to write a sentence that summarizes the point of view of each article. Next, the teacher uses the Multiple Views Graphic Organizer projected on the board	The teacher displays a multi-paragraph summary model the two articles written about a decision that congress made (see Lesson 2). The teacher begins by asking students to identify the sentence that explains what is being compared and contrasted. She guides them through the entire model as they identify	Students are directed to continue working on their summaries paragraphs. The teacher will define the process for self-assessing. They are told to use the rubric as a guide for self - assessing. The students are reminded about answering the two underlining questions	The instructor passes around a stapler to attach the articles to the final copy of the summary. The teacher will score the summaries using the Reading Rubric for Multiple Views.

	The instructor directs the students to write down the answers to these questions and share in five minutes, They will be sharing their ideas on these articles to their partners. After they have shared, the instructor models his/her thought process when answering the questions. The internal thought process is said aloud so the students can see the instructor's thoughts. The teacher separates the students into groups and passes out packets of different articles about different hockey playoff games. The students will have group discussions on the same questions from above. The groups will have 20 minutes to prepare their opinions to share with the class. Volunteers will share answers with the class.	to record information from the articles. The instructor models this "thinking map" to show how ideas can be organized in preparation for writing a clear explanation of the differences and similarities in point of view. Then, the teacher provides a copy of the Multiple Views Graphic Organizer to the students and gives each student two articles about of the Civil War: 1) an excerpt from their social studies textbook *The United States* (Pearson), "War Divides the Nation" and 2) a newspaper article from Harper's Weekly. The teacher directs the students to use the Multiple Views Graphic Organizer (suggesting they duplicate it in their Interactive Student Notebook for ease of use) to make notes on the topic (capture of Vicksburg), the author's point of view in each text, and the similarities and differences.	information previously recorded on the teacher's model graphic organizer (Lesson 2) on the same articles. The teacher hands out the summative assignment and rubric. All questions will be answered to make sure the assignment is understood by the class. Students are directed to use the notes recorded on their graphic organizer about the Capture of Vicksburg and develop the information into a summary in which they explain important similarities and differences in the point of view they represent. Students are given the class session to read to reread the articles, make adjustments to their graphic organizer and develop a topic sentence for their summary.	that have driven the unit: "what is the author's view point?" and "how does the author/illustrator convey his/her view?"	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	The students read the articles the teacher has projected on the board and write down the three questions in their interactive student notebooks. The students answer the questions and share with their partners. Students observe the instructor modeling his/her thought process The students have group discussions on the same questions from above about the hockey articles and share their opinions with the class.	Students read through the articles about congress, and then write a sentence that summarizes the point of view of each article. Students observe the instructor modeling the Multiple Views Graphic Organizer projected on the board to record information from the articles. Students use their own copy of the Multiple Views Graphic Organizer to record their notes from the Civil War articles: topic (capture of Vicksburg), the author's point of view in each text, and the similarities and differences.	Students observe the instructor's multi-paragraph summary model of the two articles written about a decision that congress made (see Lesson 2). Guided by the teacher, the students identify the sentence that explains what is being compared and contrasted, the author's purpose, and details to support the differences in point of view. Student review the summative assignment and rubric and ask questions to clarify the information if necessary. Students use class time to reread the articles, make adjustments to their graphic organizer and develop a topic sentence for their summary.	Students continue working on their summary paragraphs. Students self- edit using the rubric as a guide.	Students staple the articles to the final copy of the summary and submit them to the teacher for scoring.

Summative Assessment Assignment Sheet: Multiple View Points

You will write a multi-paragraph explanation of the similarities and differences in the point of view represented in two different texts.

Student Name_____

Date_____

Assignment:

1. Read the two articles about the same topic, capture of Vicksburg for your summary. Remember you are looking for similarities and differences.
2. Make a decision about the point of view or author's purpose in each selection. Record this information on the graphic organizer.
3. Highlight important facts, opinions, and information the author uses to convey their purpose.
4. Brainstorm/pre-write in order to write a multi-paragraph summary that conveys the view of both the authors and the strategies the author's uses to get his/her point to the reader.
5. Write a topic sentence that identifies the topic of the two articles and significant differences in author's point of view or purpose.

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6. What main points of the article will be explained in your supporting paragraphs? Think: How does the author in each article convey his purpose or point of view?

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_____

7. Write a rough draft.
8. Self-edit using the rubric as a guide.
9. Write your final copy in ink or word-processed.
10. Attach your articles to your final copy.

Student Name: _____

Reading Rubric for Multiple Views

Summative Assessment: The students will demonstrate analysis of informational text by writing a summary explaining the similarities and differences in the point of view represented in multiple accounts of the same event or topic.

Reading Criteria	**Analysis**	**Score**			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	1. Written response clearly analyzes a minimum of two accounts of the same event or topic.				
	2. The point of view of each account has been identified.				
	3. Important similarities in the point of view of the accounts have been noted in the response.				
	4. Important differences in the point of view of the accounts have been noted in the response.				
	5. Evidence that supports the points of view of the texts represents and includes all of the following concepts: bias, motive, accuracy, and immediacy.				

FINAL SCORE: _____/4_____

A score of 4 = 100%
A score of 3.0-3.9 = 80-89%
A score of 2.5-2.9 = 70=79%
A score of 2.0-2.4 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 4 equals the score for the paper. It can be no higher than 4/4. 80% is mastery.)

Multiple Views Graphic Organizer

Topic:

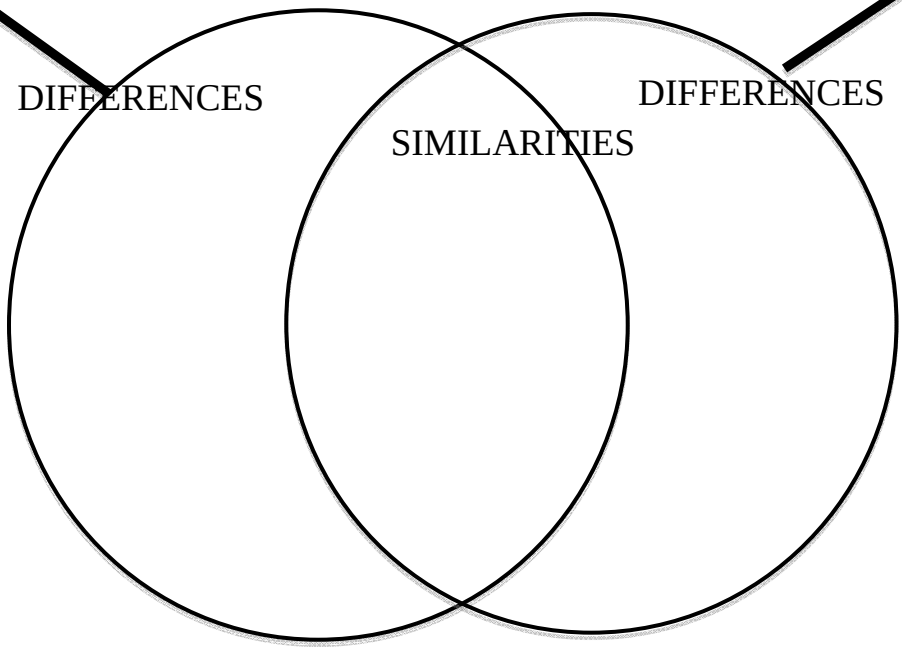
Article Title:

Article Title:

Authors Purpose or Point of View

Authors Purpose or Point of View

How does the author convey his point of view?

How does the author convey his point of view?

Similarities and Differences