Grade Level	7	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students have compared and contrasted one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will be knowledgeable about the Civil Rights Movement and key individuals involved. Students have analyzed in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students have analyzed how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson aligns with our program of instruction stating, "As students grow as competent readers our focus is to strengthen reading and comprehension, critical thinking, writing, and expression skills, and to expand each student's vocabulary. Students will read both classic and contemporary literature and learn to connect with the classic themes found in the reading. Students will have writing assignments including written responses to texts, critical thinking regarding themes and topics in literature, and writing programs based in expanding vocabulary."		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**7.RI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Materials/Resources Needed	Student copies of texts from website: Lincoln-Douglas Debates - Excerpts from Debates 1-3, teacher and student access to the website: Detecting Bias, student copies of the letters from websites: Douglass Letter to T Auld and Washington Letter to Mercer (both addressing the topic of slavery), Smart Board		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The students will:
1	**Warm-up:** Access prior knowledge with the students about the Civil Rights movement and key individuals. **Introduction:** Pair students. **Instruction:** Inform students that they will given two articles by two authors writing about the same topic. They will analyze the articles to determine how the authors shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Display the questions below on the Smart Board. Discuss with the students the questions below* which they can use to formulate specific answers about a specific text to help them analyze the material. Inform the students they will keep these questions in mind while reading text provided: 1. What is the problem or question that motivates the author? 2. What contradictions do you find in the text? Why are they there? How do they affect your understanding of the text? 3. What evidence does the author use to support his or her assertions? Why? 4. What do you think are the key passages in the text? Why are they important? How do they work with the rest of the text to convey the author's meaning? *Source: <u>Analyzing a Text</u> Explain to students we will discuss "bias" and how it is used, or not used in speaking, writing, and listening as it relates to understanding a person's perspective.	**Warm-up:** Discuss facts they recall about the Civil Rights Movement and list these in their journal. Write the questions in their journal and ask any questions for clarification.

	Ask students to define, “bias” - some answers may be: a preference, a way of seeing something, a belief Have a student read the definition from the Merriam-Webster Online Dictionary: **BENT, TENDENCY b:** an inclination of temperament or outlook; *especially***: a personal and sometimes unreasoned judgment: PREJUDICE c: an instance of such prejudice d** (1): deviation of the expected value of a statistical estimate from the quantity it estimates (2): systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others. Bias is also defined as: *"a partiality that prevents objective consideration of an issue or situation."* Have a second student read the definition from Roget's II: The New Thesaurus, Third Edition: Exhibiting bias: biased, one-sided, partisan, prejudiced, prejudicial, prepossessed, tendentious. *See* LIKE, STRAIGHT. **2.** Disposed to favor one over another: favorable, preferential. Ask students to consider the question, “Why does bias exist?” **Wrap-up/Formative Assessment:** Explain to students they will access the website, Detecting Bias. This will be done either on their personal laptop or lab computers. Display the link, Detecting Bias, on the Smart Board and read the instructions. This formative assessment consists of four passages with three responses each. Read the first passage (#1), *The Joe Nickell’s Files: Miracles*. Solicit responses from the students and click the correct answer from the choices shown on the screen.	Participate in whole-class discussion defining “bias”. Write the word and definition in their journal. Write a sentence using the word, “bias”. Discuss the question with their partner and brainstorm ideas. Write their ideas in their journal. **Guided Practice:** Read the first passage as the teacher reads aloud. The class will select the best answer. **Independent Practice:** Continue with the remaining three passages/questions on the, Detecting Bias, online quiz.

	Instruct students to continue with the remaining three passages/questions.	
2	**Warm-up:** Show the TED video: *Weird, or Just Different* **here:** Ted Video: Weird or Just Different Access prior knowledge regarding the previous lesson on "bias". **Introduction:** Ask the students for any bias' they recognized following the video. Ask students to consider their personal bias'. Pass out worksheets for Topic Web and Supporting Details Web. These will help students identify information, evidence, and interpret facts. Distribute copies of, The Lincoln-Douglas Debates of 1858: Excerpts, from www.sageamericanhistory.net Explain and show to students how they will use the Topic Web to identify topic and evidence supporting the claim made in the debate from Lincoln's position. Explain and show to students how they will use the Supporting Details Web to gather supporting facts for interpretation from Lincoln's position. Students will apply the same worksheets and activities to excerpts from Douglas's position for independent practice.	**Warm-up:** Watch the TED video: *Weird, or Just Different* here**:** Ted Video: Weird or Just Different Participate in class discussion on, "bias" following the video. **Guided Practice:** Students will individually complete the Topic Web on Lincoln's anti-slavery position in the debate. Students will individually complete the Supporting Details Web on Lincoln's position. Ask questions for clarification. **Independent Practice:** Complete Topic Details and Supporting Details worksheet from Douglas' pro-slavery position in the debate.
3	**Review:** Review independent practice from prior lesson. Clarify questions or concerns from student. Display Analysis Questions on the Smart Board. Use the **Topic Details** and **Supporting Details** worksheets to help students answer the Analysis Questions below from Lincoln's anti-slavery position: 1) What is the problem or question that motivates the author? 2) From what context is the author writing?	**Review:** Participate in whole-class discussion regarding the prior lesson's independent practice. Write the questions in their notebook and document answers during class discussion. Clarify questions or concerns from student.

	3) What assumptions does the author bring to the text? 4) What argument is the author putting forth? 5) What contradictions do you find in the text? 6) Why are they there? 7) How do they affect your understanding of the text? 8) What evidence does the author use to support his or her assertions and why? Facilitate responses to the, give clarity and ask students to document responses in their notebook. **Wrap-up:** Allow students to ask questions about the purpose of these Analysis Questions.	**Independent Practice:** Use the same questions from their notebook and answer them from Douglas' position.
4	**Review:** Review independent practice from prior lesson. Ask the following standard-based questions in reference to the Lincoln – Douglas debates: 1) How did each individual shape their presentations with key information? 2) How did each individual emphasize different evidence? 3) How did each individual advance different interpretations of the facts? Pair students. Ask students to create three individual charts in their notebook for each standard-based question. Each chart will have two columns (T-Chart), one for Lincoln, the second for Douglas. Write questions #1-3 on the Smart Board. Pass out a Venn Diagram and use it to identify similarities and differences.	**Review:** Review independent practice from prior lesson. Write the questions in their journal. Create charts in your notebook with two columns (T-Chart). Discuss and answer as a class each question using the "T Chart" to document how each speaker shaped their presentations key information, emphasized different evidence, and advanced different interpretations of the facts. Use the answers to the standard-based questions, Analysis Questions and Topic Web and Supporting Details Web worksheets to complete the Venn Diagram.

	Explain to students they will complete the Venn Diagram using the answers to the standard-based questions, Analysis Questions and Topic Web and Supporting Details Web worksheets to complete the Venn Diagram.	Compare and contrast Lincoln's position and Douglas' position on the issue of slavery.

Summative Assessment Items:

Use letters from websites: “Douglass Letter to T. Auld” and “Washington Letter to Mercer.” These two letters discuss slavery from two different perspectives, those of Frederick Douglass and George Washington.

Read the letters and answer the following questions.

1. What was Douglass’ opinion of slavery? Clearly cite one piece of evidence supports to this.
2. What was Washington’s opinion of slavery? Clearly cite one piece of evidence supports to this.
3. While both letters may appear to have the same views, name two ways they differ regarding slavery. Clearly cite four pieces of evidence to support this.

Answer Key: A score of 8/10 indicates mastery.

1. This question is worth 2 points. One point is awarded for stating that Douglass was opposed to slavery. One point is awarded for naming a piece of evident to support this.
2. This question is worth 2 points. One point is awarded for stating that Washington was opposed to slavery. One point is awarded for naming a piece of evident to support this.
3. This question is worth 6 points. Two points are awarded for identifying two ways the opinions differ. Four points are awarded for naming four pieces of evidence to support this.