Grade Level	6	**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.*	The students know that informational text is a subset of the larger category of non-fiction, and its primary purpose is to inform the reader about the natural or social world. They understand primary and secondary sources and know the difference between the two. The students know how to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. They know how to compare and contrast information found in texts by different authors.		
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.*	In reading and writing, we have made a shift to include more informational text. This is true not only in English Language Arts, but also social studies. Students engage in cross-curricular opportunities, utilizing and advancing reading, writing, and speaking skills, while exploring social studies and current events. Attention is paid to the Common Core literacy in history/social studies standards for grade 6, so we focus on not only on comparing and contrasting authors' accounts of events, but also on understanding and exploring primary and secondary sources.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**6.RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
Materials/Resources Needed	Smart Board, student copies of chart: "Primary and Secondary Sources," Student copies of experts from *Free at Last* and *My Brother Martin*, Student copies of Venn diagram, Links to videos about the ill health impact and the positive effects of drinking milk, Articles about King's alleged plagiarism of his "I Have a Dream" speech, Link to video of King's "I Have a Dream" speech, Transcript of King's "I Have a Dream" speech, Transcript of Pastor Archibald Carey's 1952 address to the Republican National Convention, computers with internet access, printer Variety of informational texts about Martin Luther King, Jr., including: • *I Have a Dream, The Story of Martin Luther King* (Margaret Davidson) • *Martin Luther King, Jr.* (Marcia S. Gresko) • *Free at Last: The Story of Martin Luther King, Jr.* (Angela Bull) • *My Brother Martin* (Christine King Farris) Variety of informational texts, primary and secondary sources, about people like the following who have drawn both praise and criticism: • Ronald Reagan • Margaret Thatcher • Richard Nixon • Malcolm X • Pope John Paul II • Hugo Chavez		

* ***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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instructional Strategies
The teacher will:</th><th>Student Activities
The student will:</th></tr>
<tr><td>1</td><td>Review: Ask students to describe or define informational text. Write ideas on the board.
Remind students that in the past we have learned that informational text about people may be classified as primary or secondary sources. Project on the Smart Board the “Primary and Secondary Sources” chart and distribute student copes. Fill in the “Definition/Description” part of the chart and instruct students to fill in their own charts. Brainstorm with students examples of primary and secondary sources (including but not limited to ones below) and record on wall chart. Instruct students to fill in their own charts.</td><td>Review: Describe and define informational text.

Fill in the “Definition/Description” part of the chart with teacher guidance. Participate in brainstorming examples of primary and secondary sources and recording examples on student chart.</td></tr>
<tr><td></td><td colspan="2">
<table>
<tr><th colspan="2">Primary and Secondary Sources</th></tr>
<tr><th>Primary</th><th>Secondary</th></tr>
<tr><td>Definition/Description:
• Person sharing the information was there and was part of or witnessed the experience
• Text is written in first person

Examples:
• Autobiography
• Speech
• Letters
• Photos
• Witness account</td><td>Definition/Description:
• Person sharing the information was not there
• Person sharing the information is sharing another’s research or experience
• Text is written in third person
Examples:
• Biography
• Book or story about an event</td></tr>
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</td></tr>
<tr><td></td><td>Interaction: Introduce to the students the books My Brother Martin, by Christine King Farris and Free at Last: The Story of Martin Luther King, Jr., by Angela Bull. Explain that Christine King Farris was Martin Luther King, Jr.’s, brother. Ask which book is a primary source and why.

Read aloud page 11 from Free at Last. Ask students who inspired King in his work and why.</td><td>Interaction: Identify My Brother Martin, because it was written by someone who was part of King’s experience.

Identify Ghandi as in inspiration to King.
Explain that King agreed with Ghandi’s belief in non-violence and peace to overcome prejudice.</td></tr>
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	Confirm correct responses and ask if they had heard that information anywhere previously. Allow students to answer. Explain that even before you read this book, you had heard this many times. Tell students that we will now check the primary source and read aloud pages 26-30 from *My Brother Martin*. Explain that both books discuss non-violence and peace as essential aspects of King's beliefs. However, in his sister's book, we see that King was inspired by the actions of his parents. As a boy, his mother taught him that people could change their minds about prejudices. His father showed him examples of nonviolent protest. For example, he told about when he walked out of the shoe store that would not serve him. His father never used violence, but he got his point across about prejudice. Ask if the omission of the Ghandi connection in King's sister's book means Ghandi was not an inspiration. Explain that just because King's sister did not mention the connection does not mean it wasn't there. She just focused on something more personal that people outside their family may not know about. Primary sources can give us a fuller picture of a person or event. Ask students about the benefits of comparing and contrasting sources, including primary and secondary sources. **Independent Practice**: Instruct students that as individuals or groups they are to read the excerpts from *Free at Last* and *My Brother Martin*. Project the Venn diagram on the Smart Board. Allow students to share observations and record them on the Venn diagram. **Wrap Up**: Summarize by explaining that by comparing and contrasting sources, primary and secondary, we learn more information than if we read only one source.	Discuss previously learned connections between Ghandi and King. Voice opinions. Brainstorm benefits. **Independent Practice**: Individually or in groups, read the excerpts from *Free at Last* and *My Brother Martin*. Use a Venn Diagram to compare and contrast information presented. Record observations. Take turns sharing observations and record them on the Venn diagram on the Smart Board.
2	**Review**: Remind students that we have been comparing and contrasting different sources on the same subject, including primary and secondary sources. Yesterday, we found that by doing this, we can learn more information than if we read only one source. Ask students what else we might learn by comparing and contrasting sources.	

	Demonstration: Play the two short videos about milk. Video 1: Jamie Oliver explains that milk has too much sugar and is unhealthy. Video 2: A nurse shares the positive effects of milk versus sports drinks. Ask students to summarize what they just learned about milk. Ask how it can be that we are hearing such differing opinions on one subject. Explain that no matter what the subject of your informational text, when you consult several sources and compare and contrast, you may find differences of opinion. Whether you are reading about the health impacts of consuming milk, the politics of any given country, the healthiest exercise for you, the college you might want to attend, or even about a person many think of as a hero, you will find differences of opinion. **Interaction**: Tell students you are going to show them a video of Martin Luther King's famous "I Have a Dream" speech. Tell them you have heard for a long time that King was an especially talented speech-writer and speaker. Ask them to listen to the speech and think about if they agree. Ask them to jot down words that describe King and/or his speech as they watch the speech. Play the speech. Invite students to write on the board any key words that describe King and/or his speech. Read aloud from *I Have a Dream, The Story of Martin Luther King*, by Margaret Davidson. Start on page 49 with "Then it was time for him to speak…." Continue reading through page 51 and end with "For a moment there was silence…." Ask the students if they heard what a great speaker he was. Everyone listened, and everyone was silenced. Then there was great applause! Ask if there are any words anyone wants to add to the board. Highlight the positive words written on the board, words like "hero," "inspiring," "brave," etc., and ask for students to give reasons for writing those words. Pass out the article that accuses King of plagiarizing Archibald Carrey's 1952 address to the Republican National Convention and read together. Then pass out the article defending King.	**Review**: Brainstorm what we learn by comparing and contrasting resources. **Demonstration**: Share what they learned about milk. Discover and share that sources may have differing opinions. **Interaction**: Write on the board any words that describe King and/or his speech. Add words to the board.

	Instruct student pairs to create a two-column table. The left column should have the heading, “The first article said…” and the second column should have the heading “but the second article said…” Ask students to record and be ready to share contrasting points.	Read articles and record contrasting points. Share contrasting points.
	Remind students that we said that no matter what the subject of the informational text, when you consult several sources and compare and contrast, you may find differences of opinion. Ask how we might clear up this difference of opinion or how we might form our own confident opinion.	Share ideas.
	If students do not recommend comparing the texts of the actual speeches, use questions to lead them there. Pass out transcripts of both speeches. Instruct students to read with partners and highlight any passages that are the same word-for-word and underline any passages that are similar.	Read both speeches with partners, highlighting and underlining passages. Discuss with partners, then discuss with the class.
	Ask for opinions. Did King plagiarize or not? How can each point of view be defended?	Share and defend opinions.
	Wrap Up: Tell students that good readers of informational text read several sources on the same topic and compare and contrast information, looking for similar and conflicting points. They can form their own opinions and gain confidence in them when they compare and contrast sources and especially when they consult primary sources.	

Summative Assessment: Choose a controversial person in history, someone who drew both praise and criticism. Using informational texts, both primary and secondary sources, read all you can about that person. Compare and contrast points made by various sources, explaining why this person is admired by some and criticized by others. Use informational texts to answer the following questions or prompts.

1. Use APA format to cite at least two primary sources you are reading. (2 points)
2. Use APA format to cite at least two secondary sources you are reading. (2 points)
3. Using complete sentences and correct conventions, record at least three traits or accomplishments for which this person is praised. (3 points)
4. Using complete sentences and correct conventions, record at least three traits or accomplishments for which this person is criticized. (3 points)

Answer Key: Questions 1 and 2 must be answered using correct APA format (two points each). Questions 3 and 4 must be answered accurately with complete sentences (three points each). Half credit may be awarded for numbers 1 and 2 for correct information but incorrect format. Half credit may be awarded for numbers 3 and 4 for correct information but incomplete sentences or incorrect conventions. A score of 8/10 demonstrates mastery.