

Annotations of multiple texts (identification of authors' point of view with analysis of descriptive language)

GRADES

6 - 8

DISCIPLINE

 Social Studies

COURSE

Any

PACING

 N/A

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>CLOSE READING AND IDENTIFYING POINT OF VIEW: ability to identify point of view in secondary historical texts by focusing on descriptive language to see multiple perspectives on the same historic event</p>	<p>ANNOTATIONS OF MULTIPLE TEXTS (IDENTIFICATION OF AUTHORS' POINT OF VIEW WITH ANALYSIS OF DESCRIPTIVE LANGUAGE) Cite specific words and phrases which indicate the authors' point of view toward Pilgrims.</p>	<p>Students will meet proficiency if their annotations address:</p> <ul style="list-style-type: none"> competing views of the pilgrims supported by text a nuanced understanding of how the history and legacy of the pilgrims is told 	<p>Use the following texts:</p> <ul style="list-style-type: none"> Goodwin, <i>Legacy of the Pilgrims</i> Howard Zinn, <i>A People's History of the United States</i> <p>Bridge students learning by pointing out:</p> <ul style="list-style-type: none"> similar skills in non-fiction texts as reading historical texts historians do not write truth but their perspective on the truth read suspiciously <p>Set purpose for the reading:</p> <ul style="list-style-type: none"> When reading historical texts we can read closely to analyze the author's point of view by paying attention to descriptive language. <p>Whole Group Instruction:</p> <ul style="list-style-type: none"> Teacher reads text aloud. Summary of the text - legacy of the pilgrims <p>Second Read of the Text- Modeling the Thinking:</p> <ul style="list-style-type: none"> Set purpose for second reading - looking for descriptive language that gives insight to the author's perspective Point out that readers read closely and return to the descriptive language. Provide examples from the text - These words show that the author admires the pilgrims. Names the Point of View- "The legacy of the pilgrims is one we should admire and the pilgrims did nothing but good." Remind students - As a historian you should read multiple accounts to compare. <p>Reading of Comparison Text:</p>

		<ul style="list-style-type: none"> • Teacher reads a different text - Howard Zinn <p>Guided Practice:</p> <ul style="list-style-type: none"> • Remind students to watch for descriptive language. • Partners discuss the descriptive language and how it helps the reader understand the author's point of view. <p>Small Group Extension:</p> <ul style="list-style-type: none"> • Work with a group that is going a bit further to support their thinking - Teacher pulls small group of students that noticed there was more than one author in the text. <p>Whole Group Instruction:</p> <ul style="list-style-type: none"> • Remind students of purpose to look at descriptive language to understand point of view. • Draw attention to other important details students were pulling out. • When you are reading history it is important to read more than one text and read suspiciously. • Add to the student constructed anchor chart methods students were using to read closely • Have students finish reading these documents and also look at others. • Have students turn and talk with a partner to share goals for the day's readings. <p>Independent/Group Work Time</p>
		<p>Standards:</p> <p>RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.6 : Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.10 : By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.</p>

by Jody Pittock

