MODULE 4: WORKSHOP 12

Reviewing skills needed for non-fiction reading and formulating theses, and developing teacher-written models and graphic organizers that involves sentence combining and templates for academic writing in a problem-solving test environment.
Instructional Objectives / Goals

Participants will...

• CCSS RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. Analyze the relationship between a primary and secondary source on the same topic.
• CCSS RH 6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose. Determine central ideas or information.
• CCSS RH.6-8.8 Distinguish fact from opinion and reasoned judgment in a political cartoon. Connect cartoonist’s message through the use of symbols, caricatures, stereotypes, analogies, juxtaposition, and irony.
• CCSS RH.6-8.7 Integrate visual information (charts, graphs, pictures, or maps) with other information in print.
Goals

- Participants will become familiar with analyzing events and ideas using primary and secondary sources.
- Evaluating text for author’s point of view; determine central ideas, review information for cause and effect relationships.
- Interpret author’s point, fact from opinion using political cartoons, evaluate relevant information.
- Examine media using charts, graphs, pictures, maps to make comparisons with information in print and interpret meaning.
Warm-Up / Review

• Explain briefly how opinions can often slant facts. Review the importance of understanding resources and an author’s ability to manipulate and persuade in speaking, writing or in a political cartoon.
Lesson Topic 1

Lesson Content/Focus – Primary and Secondary Sources

How do we identify primary and secondary sources?

What are facts and opinions?

Participants will read various excerpts to determine which is a primary and or secondary source. A guide for identifying each is included.
Activity 1

- Teacher will provide a brief overview defining primary and secondary sources using the Primary vs Secondary Sources handout as a guide.
- Student: Participants will be grouped evenly 2 or 4 groups. One group will be asked to read Rise of Industrial America and the other will read The Promised Land.
- Student: Upon completion of reading they will be given a “Document Analysis Questionnaire”. (Courtesy of NY Times, Learning Network) As a group they will be asked to complete the graphic organizer in order to determine whether it is a primary or secondary source, along with determining author’s point of view.
- Student: When complete, groups will share out their reasons and choices. For a comprehensive understanding of information.
Activity continued

• Student: After sharing out participants will switch articles and complete graphic organizer, “Comparing Two or More Texts.” (Courtesy of NY Times, Learning Network) In pairs or small groups participants will analyze documents with guided questions provided. Primary and secondary sources will be evaluated for evidence to distinguish between fact and opinion.

• Facilitator will create “T Chart” titled, “Similarities and Differences.”

• Students will chart answers (from groups). They will also discuss how reading a primary and secondary document on the same topic lends to a better understanding of information.
Questions to Answer

• How do we differentiate between fact and opinion in primary and secondary sources?
• Teacher will explain the “The Rise of Industrial America is a secondary source, as it summarizes some of the issues faced by immigrants from the 1800’s. “The Promised Land” is an excerpt from a diary of an immigrant from that era. Teacher should lead discussion about the value of both.
• Teacher will ask, How do we identify which is a primary document and which is not? (Each has references).
• Teacher: What facts can we list from the articles? Which are the opinions?
Wrap Up

Teacher, review (charted) responses to reinforce the textual differences between fact/opinion and primary/secondary sources. Students will be provided with a short passage, Separating Fact from Opinion, that includes both facts and opinions to reinforce skill learned. Students will utilize a graphic organizer “Fact vs. Opinion” to assess skills learned and reinforce concepts. This can be an additional activity or can be used as an assessment for the group or for their class. Teacher will use the “Separating Fact from Opinion” worksheet to determine if students are analyzing and comprehending the differences between facts, opinions, and primary v secondary sources.

• After completing the lesson student will be able to identify facts and opinions in non-fiction selections.
Lesson Content/Focus - Author’s Point of View

Identify author’s point of view and purpose. Distinguish between fact and opinion. Authors have a specific reason for writing. An author’s purpose will be revealed when reading closely for central ideas or information. The following provides examination for determining an author’s point of view.
Activity 2

• Teacher: Discuss with participants the reasons an author chooses to write on a particular subject.

• Pass out “Reasons for Writing” and have participants complete. (This is a Scholastic reproducible). After a few minutes Teacher: facilitator can review answers and discuss.

• Students: Participants will be provided with an excerpt from “A Vindication of the Rights of Women” by Mary Wollstonecraft. They will first read on their own. In pairs they will answer guided questions to determine the author’s purpose for writing the excerpt, identify any prejudices on the part of the author, and formulate an opinion based on the excerpt.

• Students: In pairs they will decide and list which elements are factual, entertaining, and or persuasive. Pairs will share findings and answers with group.
Questions to Answer

• What is the author writing about? Is the author offering factual information? Is the author writing to entertain or to persuade me to think a certain way?

• Teacher will discuss why the author wrote the particular piece. Examples of everyday writing for a specific purpose can also be discussed. How and why students write what they write, for example, writing an email, sending a message on Facebook, writing to a company about a bill or charge. Writing to a loved one, etc.
Wrap Up

• Teachers will instruct students to write a short paragraph on a subject to share factual information, entertain, or persuade the reader on a topic of their choosing. (Teacher may choose to share out in group or individually)

• If time or to take back to classroom for evaluation:

• Students will be provided with a Critical Thinking Evaluation: Cause and Effect. Participants will be provided with excerpt Octavio Paz: Latin America and Democracy, they will read the article and write a short paragraph about “How the author believes non-democratic attempts at reform influenced Latin America.”
Lesson Topic 3

Lesson Content/Focus – Political Cartoons

How do we use symbolism, caricature, stereotyping, analogy, and humor to determine point of view when analyzing a political cartoon? Using political cartoons, students will evaluate cartoonist’s message. Selections of political cartoons using a familiar author will be provided for determining fact from opinion.
Activity 3

• Teacher will distribute “Political Cartoons: An Introduction, for the purpose of recognizing and identifying symbolism, caricature, stereotyping, analogy, and humor in political cartooning. Participants will read the sheet individually and then discuss in large group generalizations about what they have read.

• A short Biography of Dr. Seuss will be distributed and read in large group.

• Participants will break up into three groups. Each group will receive a particular editorial cartoon (3 are included) to critique. A worksheet with guided questions will be distributed to each group where they will come to a consensus for interpretation.

• When completing the activity the student will be able to identify cartoonists message by recognizing the use of various symbolic and analogic techniques.
Questions to Answer

How can we distinguish fact from opinion when analyzing a political cartoon? What kind of information do we see in a political cartoon? How does the portrayal of a cartoon pose a particular argument?
Wrap Up

• Teacher: Each group will explain their cartoon and findings to the large group. Questions & Answers to follow. Web site and additional resources for follow up activities will be provided.

• Student: An additional 3-2-1 Activity (3 things you found out, 2 interesting things, 1 question you still have) can enhance assessment if time permits.*This lesson was adapted from the WWII National Museum, New Orleans. www.nationalww2museum.org/learn/education.
Lesson Topic 4

Lesson Content/Focus – Integrating Visual Information

How can we utilize pictures and maps along with text to interpret meaning? Visual information such as color pictures, charts, graphs and or maps help the reader to make a deeper connection with a text. Viewing and analyzing those connections help interpret meaning from text.
Activity 4

• Teacher: Distribute article, Engineering a Better Life, from “Science World Magazine” for individual reading.

• Teacher: Have participants complete a “Double-Entry Chart for Close Reading” handout is included.

• Student: Pair with a partner to discuss and interpret graphics, compare comments and make inferences about the product. Pairs will then share their conclusions with the group.

• Student: Discuss skills learned in previous workshops as they relate to author’s purpose.
Questions to Answer

How do graphics, maps and pictures enhance information in print? Students: How does reading a map help you to understand what is happening in the text? Does the picture of Devastation in Syria enhance your understanding of the situation described in the text? If so explain. How does looking at the color photos heighten your vision of the shelters that are being developed?
Wrap up

• Participants will apply concepts discussed to complete questions relating to Graphic Organizer “Shelter Safety”. Participants will focus on interpreting author’s purpose when answering questions.

• If time permits or for use in the classroom, distribute ‘Sun Power.”. Analysis questions follow. Answer key is provided. Also included “Designing Shelters” with follow up questions for evaluative purposes or to be utilized in classroom.
Overall Wrap Up

• Teachers: will interview each other to reflect on the goals of the workshop and discuss ways to incorporate various strategies into their personal classrooms.

• Students: How does the use of visual resources enhance your understanding of primary and secondary sources?

• How does analyzing visual information from multiple sources help to synthesize understanding of a text?

• Students will be able to distinguish fact from opinion in an author’s point of view.

• See attachment for scaffolding and instructional strategies for ESOL, ELL & varied level learners.
Project Homework

• Teachers: review materials and create a study guide that outlines main ideas for each workshop. Participants will design their own lesson plans to incorporate for the particular needs of their classroom population.

• Teachers should explore the following websites for additional ideas and activities.

• Students can explore [https://www.loc.gov/search/?in=&q=primary+sources&new=true&st=](https://www.loc.gov/search/?in=&q=primary+sources&new=true&st=) to learn more about primary resources and a wealth of other information.

• Teachers: Adapt lessons for ESOL & ELL’s using “Provide Access to Guide”
www.scholastic.com – has many activities and free reproducibles. Sign up for a magazine. Available on line.
www.sharemylesson.com - TASC Items/Achievement Gaps.
www.teachingtothecoreny.org – learning tools and resources.
www.thetimesinplainenglish.com – Articles simplified.
https://www.loc.gov/search/?in=&q=primary+sources&new=true&st
www.betterlesson.com - Free Lesson Plans
www.youthcommunications.com - Lessons and Ideas for Teachers
Contact Information

Queens Borough Public Library
89-11 Merrick Blvd.
Jamaica, NY 11432
*TASC Transition Curriculum: www.queenslibrary.org/tasc-transition*

**Diosdado G. Gica, EdD**
Director of Learning and Literacy
E-mail address: alpref@queenslibrary.org
Web: www.queenslibrary.org/adultlearning

**Tara Lannen-Stanton**
Assistant Director, Job & Business Academy
E-mail address: tstanton@queenslibrary.org

**Nikeisha Smothers**
Program Standards & Performance Manager, Adult Learner Program
E-mail address: nsmothers@queenslibrary.org

The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.