

Critical Concepts7.9A Non Fiction Lesson Plans

Skill Focus: CC.7.9A – 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.

Vocabulary Word Bank: advance, suggest, propose, emphasize, interpretation, topic

May Lesson Objectives

- SWBAT identify a shared topic across multiple texts.
- SWBAT trace how each author emphasizes evidence differently.
- SWBAT analyze how each author interprets facts to shape their argument.
- SWBAT compare and contrast authors' presentations to form an informed understanding.

Non-Fiction Texts Suggestions for May (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *Harry Potter Instilled a Love of Reading* – Randy Schultz
Paired with: *It's More About Movies Than the Books* – Jack Wilder Versteg
- *Steve Jobs Biography* – biography.com
Paired with: *Stanford Commencement Speech* – Steve Jobs
- *Can a Video Game Lead to Murder* – Rebecca Lang
Paired with: *The Effects of Violent Video Games: Do They Affect Our Behavior* – Brad J. Bushman
- *iPads in Classroom Change Education* – Billy Baker
Paired with: *Apple for the Teacher: Are iPads the Future in Class?* – David Andrews

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.9A1 (pages 145-148 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Texts: *Harry Potter Instilled a Love of Reading* – Randy Schultz
Paired with: *It's More About Movies Than the Books* – Jack Wilder Versteg

Steps & Think-Alouds:

1. Distribute organizer & display on smartboard.
2. Read Schultz excerpt aloud.

- Think-Aloud: "The topic is how Harry Potter influences youth reading habits. Schultz emphasizes how the series encouraged children to read more, citing surveys and testimonials."
- 3. Read Versteg excerpt aloud.
 - Think-Aloud: "Versteg focuses on the popularity of the movies rather than the books. He advances the interpretation that film adaptations, not the books themselves, are shaping reading culture."
- 4. Fill in organizer live:
 - Topic: Influence of Harry Potter on youth reading habits
 - Author 1 Evidence: Testimonials and survey results showing increased reading frequency
 - Author 1 Emphasis: Encourages reading and literacy
 - Author 1 Interpretation: Books are central to inspiring a love of reading
 - Author 2 Evidence: Box office numbers and viewership statistics
 - Author 2 Emphasis: Popularity and accessibility of films
 - Author 2 Interpretation: Movies, rather than books, drive cultural engagement with Harry Potter

Sample Organizer (I Do):

- **Topic:** Influence of Harry Potter on youth reading
- **Author 1 (Schultz):** Evidence – surveys, testimonials; Emphasize – literacy and reading engagement; Interpretation – books themselves foster reading habits
- **Author 2 (Versteg):** Evidence – movie revenue, viewership; Emphasize – films as primary cultural influence; Interpretation – movies are the key driver, books are secondary

We Do (Guided Practice – 20 mins)

Texts: *Steve Jobs Biography* – biography.com

Paired with: *Stanford Commencement Speech* – Steve Jobs

Steps & Think-Alouds:

1. Read biography excerpt together.
 - Think-Aloud: "The biography emphasizes Jobs' personal achievements and innovations, showing how his decisions shaped technology."
2. Listen to or read speech excerpt together.
 - Think-Aloud: "In the speech, Jobs interprets facts to inspire graduates, emphasizing lessons learned rather than his accomplishments alone."
3. Fill organizer as a class:
 - Compare the biography's detailed account with the speech's motivational framing.

Sample Organizer (We Do):

- **Topic:** Steve Jobs' life and influence
- **Author 1 (Biography):** Evidence – chronological career achievements; Emphasize – technological innovation and leadership; Interpretation – Jobs as visionary leader

- **Author 2 (Speech):** Evidence – anecdotes about failure and success; Emphasize – lessons and inspiration; Interpretation – his story as a guide for graduates' decisions

You Do with Partner (Collaborative Practice – 30 mins)

Texts: *Can a Video Game Lead to Murder* – Rebecca Lang

Paired with: *The Effects of Violent Video Games* – Brad J. Bushman

Steps:

1. Partners read paired texts together.
2. Identify author arguments, evidence, emphasis, and interpretation.
3. Teacher circulates, prompting:
 - "Which evidence does each author highlight?"
 - "How do their interpretations differ?"

Sample Partner Organizer Response:

- **Topic:** Effects of violent video games
- **Author 1 (Lang):** Evidence – anecdotal reports of violent incidents; Emphasize – potential dangers of gaming; Interpretation – violent games may influence behavior in extreme cases
- **Author 2 (Bushman):** Evidence – meta-analyses and experiments; Emphasize – general trends and measured effects; Interpretation – violent games have measurable but limited behavioral influence, not direct causation

You Do Independently

Texts: *iPads in Classroom Change Education* – Billy Baker

Paired with: *Apple for the Teacher: Are iPads the Future in Class?* – David Andrews

Steps & Teacher Think-Alouds (for scaffolding groups):

- "First, determine the shared topic: the role of iPads in education."
- "Trace each author's evidence: Baker may use classroom studies; Andrews may focus on policy and tech adoption."
- "Consider how each author interprets these facts differently. What are their main emphases?"
- "Use the organizer to track evidence, emphasis, and interpretation for comparison."

Sample Student Response (Independent):

- **Topic:** Role of iPads in education

- **Author 1 (Baker):** Evidence – classroom observations, student performance data; Emphasize – educational benefits; Interpretation – iPads enhance engagement and learning outcomes
- **Author 2 (Andrews):** Evidence – teacher interviews, adoption rates; Emphasize – practical challenges and future potential; Interpretation – iPads are promising but require proper integration
- **Author 3 (Optional, could add future study):** Evidence – technology policy and budget allocations; Emphasize – feasibility and scaling; Interpretation – success depends on support and training