

Combine information from two texts in order to speak knowledgeably about a topic

3

Language Objectives

- Identify an author's viewpoint.
- Use context clues to figure out the meaning of domain-specific vocabulary.
- Discuss author's purpose.
- Combine information from two texts to form a new understanding.

Building Literacy

Integrating texts will help students move beyond what is stated by an author by

- determining which viewpoints the author includes and leaves out.
- making, confirming, and correcting predictions.
- examining text structures and relationships between ideas.
- identifying information that should be clarified or further explored.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of these social studies terms. (Spanish cognates are in parentheses.)

- reform (reforma)
- suffrage (sufragio)
- opposition (oposición)
- demonstrations (demostraciones)
- assembly (asamblea)



ENGLISH LANGUAGE LEARNERS

Show your English learners photographs and video clips related to domain-specific vocabulary. Visual references help students make connections between English vocabulary and familiar words from their native language.



show me

In this lesson, students will integrate information from informational texts about women's suffrage and freedoms of speech and assembly to form a new understanding about rights and freedoms in the United States of America.

Say: Today, you are going to integrate information from two texts. When you **integrate** information, you combine details from different sources to form a new understanding on a topic or idea.

Have students turn and talk to a partner about the meaning of **integrate** to come up with their own definition. Ask for volunteers to share their definitions with the group.



guide me

Use the example sentences in **guide me** to help students practice integrating details. Have a student volunteer read aloud the excerpt from a social studies text and say something to the class about what they read. It could be an idea that was new to him or her, or it could be an opinion.

Then, have another volunteer read aloud excerpt from a government website and repeat the process of saying something.

Finally, have student pairs **integrate**, or combine, the information from the two sentences by completing the sentence frame about a right guaranteed by the "Bill of Rights."

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Combine information from two texts in order to speak knowledgeably about a topic

show me

What can I learn by integrating information from two texts?

guide me

example


Read the sentences below. Then integrate, or combine, the information to make a statement about "The Bill of Rights."

From a Social Studies Text: In 1791, ten amendments called the "Bill of Rights" were added to the Constitution of the United States. These amendments guarantee the rights of the people.

From a Government Website: The First Amendment protects five basic liberties: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom to ask the government to right wrongs.

Integrate: One right guaranteed by the "Bill of Rights" is _____.

Possible response: freedom of speech



COMPARING TEXTS 9

VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the picture on page 9. Then, have them highlight any words from the text related to the picture (*people, speech, assembly*). Ask for volunteers to share their answers with the group.



work time

Introduce Vocabulary Write the following domain-specific vocabulary words on the board: **reform, suffrage, opposition**. Point out their Spanish cognates. Then, have students identify the context clues in the passage that help them understand the meaning of each word.

Read—Pause—Bookmark Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “Women Take Action” aloud. After each student reads two paragraphs, have him or her complete a bookmark with a note about what was just read.

On the board, write ideas that students can use for their bookmark notes:

- an interesting fact
- an unfamiliar or confusing idea
- something they want to know more about

Analyze Author’s Craft and Style: Chronology Explain that one way an author may organize an informational text is by **chronology**, or time order. Tell students to look for **signal words** related to years and dates to identify chronology structure.

Point out the term “American Revolution” in paragraph 1 and explain that it was a war that took place in the late 1700s. Then ask students to look for the years mentioned in paragraphs 2 and 3 (1840, 1848).

Then, have partners scan the rest of the text for dates and signal words. Have students tell why the author might have arranged the details in the text this way.

check for understanding by having students answer the question about what the author wants readers to know. (Women have worked hard for their rights and continue working to secure their rights.)

3

Combine information from two texts in order to speak knowledgeably about a topic

work time

Women Take Action

by Jessica Kushner

- 1 Women have a long history of speaking out on important issues. As early as the American Revolution, women criticized their British rulers, just as men did. Women were involved in many reform movements, or efforts to change society. However, it was the movement to end slavery that helped women find their own voice.
- 2 During the World Anti-Slavery Convention in 1840, women were not permitted on the main floor of the hall with the men. They were told to sit separately. They were also told that they must watch and listen, not speak.
- 3 Two women, Lucretia Mott and Elizabeth Cady Stanton, were so angered by this treatment that they dedicated themselves to the cause of women’s rights. In 1848, they hosted a Women’s Rights Convention. Part of the effort to obtain equal rights for women was a demand for women’s suffrage, or the right to vote.
- 4 People who argued against women’s suffrage claimed that women were less intelligent than men. They felt that men should represent their wives. Some people were concerned that women’s suffrage and equality would make women neglect their jobs at home. But the women fighting for their rights did not wilt in the face of this opposition.
- 5 In 1920, their efforts were finally rewarded. Congress made the 19th Amendment to the Constitution official. This amendment stated that voting rights could not be denied “on account of sex.”
- 6 However, the fight is not over. Women across the United States continue to struggle to earn equal pay. Among the organizations working for women’s rights today is the National Organization for Women. This organization was formed in the 1960s.
- 7 Today, more women are taking action. They are seeking positions of power in order to secure their rights. In the elections of 2018, a record number of women ran for seats in the U.S. House of Representatives and the Senate. As a result, 127 women went on to hold seats in the United States Congress.

➔ **check for understanding** What does the author want you to know about the cause for women’s rights?

10 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them develop a list of questions they would like to ask the author about her background and experience with the topic. For example:

- Where did you find these facts about women’s suffrage?
- What makes you an expert on this topic?
- Do women in other countries have the same rights as women in the United States?



work time

Introduce Vocabulary Write the following domain-specific vocabulary words on the board: **demonstrations, assembly**. Point out the Spanish cognates. Then, have students draw a picture to show the meaning of each word.

Read—Pause—Predict Use the following interactive strategy to promote a strategic reading of the text.

Have partners make predictions about “Our Precious Freedoms” based on the title of the text and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads a paragraph, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Author’s Purpose

“Our Precious Freedoms” is an informational text in which the author informs readers about freedoms the United States. However, authors often have more than one purpose.

Have a volunteer read aloud paragraph 6. Then, have students discuss what other purpose the author might have (to persuade readers to protect the freedoms of speech and assembly). Have a volunteer share their response and support it with details from the text.

check for understanding by having students complete the sentence about freedom of speech. (Based on the text, freedom of speech includes all forms of communication.)

Combine information from two texts in order to speak knowledgeably about a topic **3**

work time

Our Precious Freedoms
by Kiara Digor

1 The 1960s were turbulent years in the United States. The Vietnam War, the civil rights movement, and the women’s rights movement were making headlines. People held strong opinions about each issue. It was time to stand up and speak out!

2 The Vietnam War had split the population into those who supported the war and those who were against it. The civil rights movement made Americans face the issue of equal education, employment, and justice for African Americans and other minority groups. Likewise, the women’s rights movement questioned women’s traditional roles as mothers, wives, and homemakers. Debates and demonstrations were highly charged, and emotions ran high.

3 There was also a new influence that fed the flames. That influence was television, and it was used to change public opinion, just as writing and speechmaking were.

4 As a result, the nation was also embroiled in debates about freedom of

speech and freedom of assembly. These rights were on full display as people marched and protested to bring about change in society.

5 Today, the Internet has added a new twist to this discussion. People can write, photograph, or say almost anything and put it on the Internet. They can often do this without revealing their true identity. They can also use software to change the images. This has caused an increase in misinformation. In addition, the use of cell phones has made it possible to share events online instantly. Some people believe the government should have more control over this type of communication.

6 As in the past, modern arguments for or against freedom of speech involve how much control a government should have over how people express themselves. Most people understand that we must protect freedom of speech and freedom of assembly even when we do not agree with each other. These freedoms must exist for everyone. Otherwise, they might not exist at all.

check for understanding Based on the text, freedom of speech includes all forms of _____.

COMPARING TEXTS 11

VISUAL LITERACY

Graphic organizers can help students make sense of unfamiliar concepts in science or social studies texts. Have students complete a Venn diagram about the freedom of speech and freedom of assembly. Ask volunteers to share their diagrams, and record their ideas in a class diagram on the board.

check for understanding

Analyze Author's Craft and Style Have students work with a partner to answer the **check for understanding** questions.

If students struggle to understand whose viewpoint is missing, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "Women Take Action" talks about women who criticized British leaders during the American Revolution. I know that early colonists were mostly from Europe and were white. But other people lived in the colonies, too. Native Americans had lived on the land for a long time, and Africans were brought to the colonies as slaves. I wonder how Native American and African American women fought for their rights and when they were able to vote.

Text Structure: Cause and Effect Discuss that an **effect** is something that happens and a **cause** is the reason why it happened. Display the following signal words and phrases on the board: **because, so, since, consequently, reason, as a result, due to, therefore, and thus.** Have students refer to the list as they identify the cause-and-effect relationships in each text.

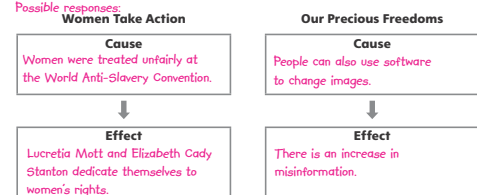
reflect

Have students work in small groups to discuss what they learned from reading both articles. Use the following sentence frame to guide their discussions: After reading both articles, I understand that _____.

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check for understanding

- Whose viewpoint is missing from "Women Take Action"? Why do you think this?
Possible response: The author begins by mentioning colonial women, which makes me feel like the viewpoints of Native American and African American women are missing.
- How does the author of "Our Precious Freedoms" feel about government control over Internet communications? How do you know?
Possible response: The author believes that government should not control it and writes that "we must protect freedom of speech even when we do not agree with each other."
- Which sentence from paragraph 2 of "Our Precious Freedoms" could best be integrated into paragraph 4 of "Women Take Action"?
"...the women's rights movement questioned women's traditional roles as mothers, wives, and homemakers."
- What words and phrases does the author of "Our Precious Freedoms" use to help show that the 1960s were turbulent years?
Possible responses: "highly charged," "emotions ran high," "fed the flames," "embroidered," "marched and protested"
- Use the graphic organizers to graph a cause and effect detail from each text.
Possible responses:



reflect

Turn to a partner. Tell how reading the two texts help you better understand rights and freedoms.

12 COMPARING TEXTS

CRITICAL LITERACY

To promote social action and community engagement, have students write and illustrate posters that encourage adults in their community to vote. You may wish to have students conduct further research on voting rights, freedoms, civic duties, and local elections before creating their posters.

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➤ show me

What can I learn by integrating information from two texts?

➤ guide me

example

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check for understanding What does the author want you to know about the cause for women's rights?

➤ **work time**

Our Precious Freedoms

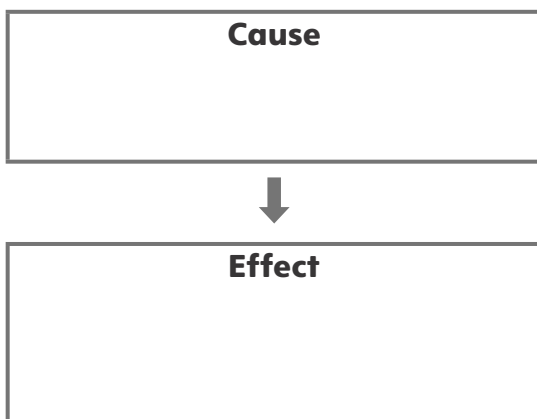
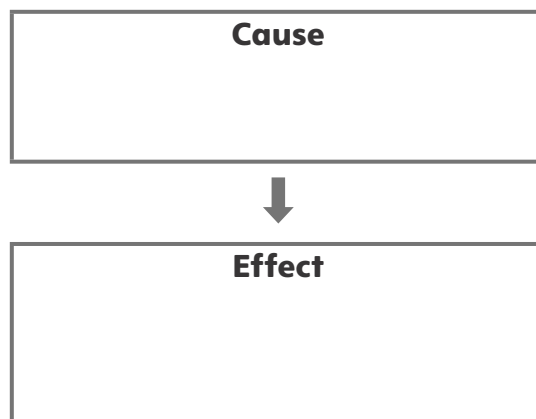
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➤ **check for understanding** Based on the text, freedom of speech includes all forms of _____.

➞ check for understanding

- 1 Whose viewpoint is missing from “Women Take Action”? Why do you think this?
- 2 How does the author of “Our Precious Freedoms” feel about government control over Internet communications? How do you know?
- 3 Which sentence from paragraph 2 of “Our Precious Freedoms” could best be integrated into paragraph 4 of “Women Take Action”?
- 4 What words and phrases does the author of “Our Precious Freedoms” use to help show that the 1960s were turbulent years?
- 5 Use the graphic organizers to graph a cause and effect detail from each text.

Women Take Action**Our Precious Freedoms****➞ reflect**

Turn to a partner. Tell how reading the two texts help you better understand rights and freedoms.