

GRASPS

UNIT: CRITICAL LITERACY

SUBJECT: English Language Arts – Grades 4-7

Assignment: Juxtaposing Assignment

ESSENTIAL QUESTION(s):

- What does it mean to be critically literate?
- What is the relationship between critical literacy and social justice?
- How do our personal values, beliefs, and perspectives influence our understanding of texts?
- How do texts communicate social relationships?
- What does it mean to consider a different perspective?
- What strategies can readers use to critically analyze texts in a critical manner?

G R A S P S	
Goal	Goal: To compare two books on the same topic or theme in order to identify the similarities and differences in the perspectives, values, and beliefs communicated by each book. Suggested books to use are <i>Mean Jean the Recess Queen</i> by Alexis O’Neill and <i>Enemy Pie</i> by Derek Munson.
Role	Role: Literary Critic.
Audience	Audience: The publishing company.

Situation:

A publishing company has asked you, a literary critic, to review two books on a similar topic or theme. The company is trying to decide which of the two books to publish and the first step is to analyze the content of each book.

Situation

The company needs you to compare the two books to find out which perspectives are included/excluded in each text as well as to compare the messages (values and beliefs about the topic) that the books communicate.

Your work will help the publishing company understand the books on a deeper level, before they go on to make a publishing decision.

Performance or Product:

You will write a comparative review of the book with your group in paragraph form. Your review should include a brief summary of both books you are juxtaposing. Then, your review should include a discussion of the similarities and differences between the two books focusing on the perspectives they include/exclude as well as the messages (values and beliefs) the two texts communicate. Your review should include textual evidence that supports your claims.

Performance or Product**Standards:****Standards**

- > Brief summaries of each book
- > Statement of included/excluded perspectives and a description of the impact of these perspectives
- > Statement of messages (beliefs and values) communicated

by each book
> Textual evidence (details from the text) to support your opinions.

Differentiation:

Adaptations

- > Provide students with the same graphic organizer used in the lesson
- > Provide students with sentence starters

Differentiation

Extensions

- > Ask students to chose own books to analyze or provide three books for juxtaposing to challenge students.

Note: Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria.