



# Child Soldiers Lesson #1: Analysis of News Articles

Resource ID#: 44436 Primary Type: Lesson Plan

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In this lesson, students will read a series of three news articles about Sudanese efforts to disband child soldier units. Working in small groups, then partners, and finally independently, students will work to determine the meaning of selected vocabulary from each article, respond to text-dependent questions, and complete a graphic organizer answering the lesson's guiding questions and citing evidence from the text in support of their analysis. Students will then write an extended paragraph in response to one guiding question of their choosing. This is the first lesson of a three part unit that will build towards having the students research and write a paper on child soldiers.

**Unit overview:** This unit will guide students through the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier's story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.

**Subject(s):** English Language Arts

**Intended Audience:** [Educators](#)

**Instructional Time:** 12 Hour(s)

**Keywords:** child soldiers, Sudan, text evidence, point of view, informational text, news article

**Resource Collection:** CPALMS Lesson Plan Development Initiative

**Grade Level(s):** 7

**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Microsoft Office

**Freely Available:** Yes

**Instructional Component Type(s):** [Lesson Plan](#), [Unit/Lesson Sequence](#), [Worksheet](#), [Assessment](#), [Text Resource](#), [Formative Assessment](#)

## ATTACHMENTS

- [Child Soldiers Lesson 1- Text-Dependent Questions.docx](#)
- [Child Soldiers Unit- Lesson 1- Vocabulary Practice.docx](#)
- [Child Soldiers Lesson 1- Student Response Template.docx](#)
- [Child Soldiers Lesson 1- Response Rubric.docx](#)

## LESSON CONTENT

**Lesson Plan Template:** General Lesson Plan

**Formative Assessment**

**Gallery Walk and Class Discussion**

The teacher will gather evidence about student understanding of the background information presented in this activity through reading student comments and questions on the post-it notes, as well as listening to student responses during class discussion. Teachers may choose to group students later in the lesson based on their level of understanding at this point - students who seem to have more trouble can be paired with those who are assimilating the information easily. The teacher can also gather evidence about student understanding through a quick-write. See Teaching Phase section under "Hook", step three for more information.

**Teaching Phase**

The teacher will gather evidence of student understanding of the information presented in article #1 through students' work on the vocabulary words for this article, their responses to the text-dependent questions, and the evidence they gathered from article #1 and placed in the student response template. The teacher can collect these handouts to examine student work to gauge their initial understanding of this new concept (the issue of child soldiers) or the teacher can observe students as they work

and spot check students' answers. The teacher will also be able to assess students' understanding through the class discussions that will take place during and after students' work on the vocabulary, text-dependent questions, and student response template. The teacher can also gather evidence about student understanding of the vocabulary through use of an exit ticket described in the Teaching Phase section, under day one, step three.

### **Guided Practice**

The teacher will gather evidence about student understanding of the vocabulary, and article #2 through use of the text-dependent questions and the student response template by circulating and looking at student answers and through the class discussions that will take place during and after students' work on these items. The teacher can also gather evidence about student understanding of the vocabulary through use of an exit ticket described in the Guided Practice section, under day five, step 2.

### **Independent Practice**

The teacher will gather evidence of student understanding of the vocabulary and text-dependent questions for article #3 by circulating and looking at student answers as they work independently. The teacher should collect completed student response templates to assess student understanding prior to the summative assessment for this lesson.

### **Feedback to Students**

#### **Gallery Walk and Class Discussion**

The teacher will provide verbal feedback to the entire class to correct any misconceptions from the gallery walk and/or to fill in more background knowledge during the class discussion.

### **Teaching Phase and Guided Practice**

The teacher can provide immediate verbal feedback (and optional written feedback if teachers choose to collect students' work) to students on any incorrect information they include in their vocabulary handout, in their responses to the text-dependent questions, or in their response template as they work with article #1 and then with article #2. This should include pointing out text evidence that does not directly support answers to the questions. The teacher can provide this feedback during small group and whole class discussions during each of these activities. Students should make corrections to their work based on this feedback.

### **Independent Practice**

The teacher can skim student templates overnight and provide written feedback to students the next day prior to students writing their summative assessment. This can include correcting any erroneous information students are including in their response templates, including the conclusions they are drawing in the last column. The teacher can also point out text evidence that is not supportive of students' ideas.

### **Summative Assessment**

Students will choose one of the guiding questions and write a response in the form of a detailed paragraph using evidence from the text.

Teachers can use this simple grading [rubric](#) or create one of their own to assess each student's paragraph. Students should receive a copy of whatever rubric is used prior to writing so that they can follow the criteria.

Prompts:

- Why do militias use children as soldiers?
- Why do children join militias in South Sudan?
- Why is it difficult to eliminate the use of child soldiers?
- What steps have governments and organizations undertaken to help stop this practice?
- What struggles do former child soldiers face when trying to leave the military and rejoin their society?
- What are the authors' perspectives in the articles? How are they similar and different?

### **Learning Objectives: What should students know and be able to do as a result of this lesson?**

Students will be able to:

- Use a variety of vocabulary strategies, including use of context clues, to determine the meaning of selected words in each article.
- Determine how the ideas in each news article are developed and explained and analyze each article using textual evidence to support inferences.
- Determine the author's point of view or perspective in each article and use textual evidence to support that determination.
- Engage effectively in collaborative discussions with partners, small groups, and the whole class to present, extend, and develop their understanding of the texts.
- Write an extended paragraph response for one of the guiding questions, citing evidence from the articles to support their reasoning.

### **Guiding Questions: What are the guiding questions for this lesson?**

1. Why do militias use children as soldiers?
2. Why do children join militias in South Sudan?
3. Why is it difficult to eliminate the use of child soldiers?
4. What steps have governments and organizations undertaken to help stop this practice?
5. What struggles do former child soldiers face when trying to leave the military and rejoin their society?
6. What are the authors' perspectives in the articles? How are they similar and different?

### **Prior Knowledge: What prior knowledge should students have for this lesson?**

1. Here are some references teachers could use to develop students' background knowledge about the Second Sudanese Civil War and/or child soldiers in general. Note: Teachers may choose to use some or all of these resources for the "Hook" section of the teaching phase. Teachers are also welcome to acquire their own resources and use them in the "Hook" as well.
  - [Global Security.org](#)
  - [Water for South Sudan](#)
  - [Wikipedia - South Sudan](#)
  - [Wikipedia - Child Soldiers](#)
  - [Do Something.org](#)
  - [Human Rights Watch](#)
2. If students have never annotated an article before, the teacher can conduct a mini-lesson on making annotations. This [lesson](#) from Read-Write-Think can be helpful.
3. Students should also be familiar with the terms "author's point of view" and/or "author's perspective" and understand various ways in which authors reveal their point of view including through their word choice, as well as information/details they choose to include and information/details they choose to omit when writing about a topic.

## Teaching Phase: How will the teacher present the concept or skill to students?

### The "Hook" and Activation of Prior Knowledge

1. The students will complete a gallery walk of information about the Sudanese Second Civil War and/or child soldiers in general, following this procedure:
  - Teachers take fragments of information from any of the recommended texts listed in Prior Knowledge or from any other sources they have independently gathered and place them around the room. (Note: Large pieces of paper such as newsprint, etc. work well for this.)
  - Students walk around the room silently, reading all of the information.
  - Students are given 2-5 post-it notes. They walk around again and write comments on their post-it notes. They then stick the post-it note on the fragment of information they are commenting on.
  - The students walk around a third time to read their classmates' comments. The teacher may choose to have students bring a notebook with them on this third walk to write questions or comments for the upcoming class discussion.
2. The students and teacher will come back together as a class and discuss their reactions and/or questions to the materials presented in the gallery walk as well as their reactions to others' post-it note comments.
3. The students will then complete a quick-write. The teacher can choose to have students react to the gallery walk, the resulting class discussion, or answer a question such as: Could this happen in the U.S.? Why or why not? Has something similar ever happened here?

### Introducing/Modeling the Concept or Skill

#### Day One:

Materials needed: A copy of the child soldiers [vocabulary handout](#) for each student.

Note: There are 23 words on the worksheet. It is recommended that teachers administer a quick pre-assessment of the words prior to copying the worksheet. Any words that students are already familiar with may be eliminated to make the list more manageable. Teachers could also differentiate the vocabulary list for individual students based on pre-test results.

1. The teacher should introduce the learning goals for the lesson, pointing out that students will be reading three articles and that they need to be thinking about not only what each article says but also the implications of the information. The teacher should also point out that the three authors present information differently in ways that reflect their unique perspectives. The students will need to determine the perspectives/points of view of the authors and how these perspectives affect each author's approach to writing the article.
2. Students should complete the child soldiers [vocabulary handout](#) for the first article (the first 8 words only), by following this procedure:
  - Students first read the sentences from the text that contain the words and make an inference as to what each word means; students can use context clues when applicable as well as any other vocabulary strategies (e.g., word parts). Students will then write down their preliminary determination of the meaning of the word.
  - Students then check their inferences by looking up each word in available resources such as print dictionaries and/or online sources and recording an "official" definition. For words with multiple meanings, students should be cautioned to look carefully back at the text to review how the word is being used in the sentence before selecting the best definition for the word.
    - Note: Teachers can have students work in small groups, pairs, or independently for each section of this worksheet depending upon the needs of their students. For example, the teacher could ask students to record their inference definition independently, but then share with a partner or group before looking up the words. The teacher could also discuss each word with the entire class after students look up the words, revealing context clues that the students may have missed, modeling how to use different vocabulary strategies to come up with a more accurate preliminary definition, or going over how to select the most appropriate definition from the dictionary for a word with multiple meanings.
  - Finally, students should answer the questions on the vocabulary worksheet. These questions require that students know the meaning of the words and apply their understanding to new situations. Teachers can choose to have students work independently to answer the questions and then collect the worksheet and use it as a formative assessment. Alternatively, students could complete those questions with a partner and keep their worksheets as a resource.
3. Students should complete an exit ticket before leaving class that asks them to use the words to ask their own questions, similar to the ones on the worksheet. Ideally, the questions should require an understanding of the word to answer them.

#### Day Two - Article #1 - "South Sudan: Child Soldiers Thrust into Battle":

Materials: A copy of the first article, titled "[South Sudan: Child Soldiers Thrust into Battle](#)" and the text-dependent questions handout for each student.

1. The teacher should begin class by asking students some of the questions that students wrote on the previous day's exit tickets as a review of the vocabulary. The teacher can create a hard copy of the questions, project them for the class, or read them aloud.
2. The teacher should then pass out the first article on child soldiers, titled "South Sudan: Child Soldiers Thrust into Battle."
  - Note: The last four paragraphs of the article go beyond the issue of child soldiers. The teacher may choose to eliminate this portion of the article while copying it to retain the focus of the lesson, in which case the final question for article #1 on the text-dependent questions handout should be removed.
3. Independently or in pairs, students should do a first read of the article to make meaning from the text by annotating. (See "Prior Knowledge" for a mini-lesson you can use on how to teach students to effectively annotate text. The teacher could also model how to annotate text for students using the first few paragraphs of the article and a document camera.)
4. Students should then answer the questions on the [text-dependent questions](#) handout or the teacher could choose two or three of the questions as an exit ticket.
5. The teacher could choose to collect the handout at this time as a formative assessment.

#### Day Three:

1. The teacher should go over the answers from yesterday's handout or exit ticket as a review of the central ideas in the article.
2. Students should do a second read of the article independently or with a partner, using three different colors of highlighter to indicate different aspects of the reading:
  - Color #1 is for all evidence that the army and/or the opposition forces in South Sudan were again using child soldiers.
  - Color #2 is for evidence of how the government and the opposition have tried to stop the use of child soldiers.
  - Color #3 is for any evidence that reveals the author's attitude or perspective towards the topic and how he/she shapes his/her presentation of information. This includes the details and evidence that the author chooses to include and persuasive techniques such as "loaded language."
  - Note: If students don't have three colors of highlighter, they could underline, circle, and star their selections instead.
3. Students could discuss their highlighting with a partner or small group.
4. The teacher should conduct a class discussion of the highlighting to ensure that students have highlighted evidence of both the army and the opposition using child soldiers with color #1 and how both groups have tried to stop the practice with color #2. The teacher should also check that students have highlighted with color #3 the times that the author quotes several members of the author's own organization (Human Rights Watch) calling for an immediate end to the practice of using child soldiers, thus revealing the author's attitude towards the topic. These quotes use persuasive language such as "terrible practice" and "throwing children into the battlefields,"

which further shapes the author's presentation of information. The teacher may want to point out that just because this seems like a reasonable attitude (after all, doesn't everyone think that using children as soldiers is a deplorable practice and should end immediately?) does not mean that the author is not presenting information in a manner that fits his/her purposes. The teacher may also point out that the article glosses over the government's claim that these soldiers have come to them for protection and work, therefore downplaying the danger that these children face outside the military, both from the fighting and from other concerns such as food and housing. This is further evidence of the author presenting information in a way that advances his/her perspective.

#### Day Four:

Materials: A copy of the [student response template](#) for each student.

1. The teacher will pass out copies of the student response template.
2. If the teacher wishes to model how to fill out the template, the teacher can reread the first paragraph of the article "South Sudan: Child Soldiers Thrust into Battle" aloud. He/she should then point out that there is information in this paragraph that helps to answer some of the questions on the template. The teacher should explain that students are gathering evidence at this point and not answering the questions yet, so they will be adding evidence only to the "text evidence" column on the chart and will be writing small to leave space for further evidence from later in the article and the other two articles. The teacher should point out that "...in violation of international law" shows the author's perspective by setting up a critical tone right away. The teacher should add this to the "text evidence"; column for author's perspective. The teacher should then point out that "...made tangible progress in ending its longtime practice of using child soldiers" could help to answer the question about what steps have been taken to end the practice, but that the quote is vague (what "tangible progress"?) and we know that we have some specific details later on in the article about laws they have passed and promises they have made to the UN.
3. Students should then complete their third read of the article, filling out the "text evidence" section of the response template as they locate any evidence that would help to answer the questions. Again, stress to students that they might not find text evidence for all the boxes on the template for this article. The teacher may wish to differentiate this for students by either:
  - Modeling more of the article for a small group before having students work on their own.
  - Having some students work in pairs or groups for a portion of the article.
  - Having some students compare answers with other students before turning in their templates.
4. The teacher could collect the template at the end of the class period and use it as a formative assessment.

#### Guided Practice: What activities or exercises will the students complete with teacher guidance?

#### Days 5-8 – Article #2 - "Returning Sudanese Child Soldiers their Childhood"

Note: Before starting the second article, the teacher should point out that this article was actually written before the first article. They are reading it second because the first article introduced students to a lot of the vocabulary and concepts that they would encounter in article #2. However, they should keep in mind that this article is actually about events that happened before article #1.

#### Day Five:

1. Students should complete the [child soldiers vocabulary handout](#) for the second article by following the same procedure from the first half of the worksheet:
  - Students make inferences based on context clues when applicable, as well as use of other vocabulary strategies (e.g., word parts). Students then write down their preliminary determination of the meaning of the word.
  - Students then check their inferences by looking up each word in available resources and recording an "official" definition.
  - Teachers can have students work in small groups, pairs, or independently for each section of this worksheet depending upon the needs of their students.
  - Finally, students should answer the questions on the worksheet.
  - The teacher can go over the definitions of the words at this time or at the start of the next class period.
2. Students should complete an exit ticket before leaving class that asks them to use the words to ask their own questions, similar to the ones on the worksheet. Ideally, the questions should require an understanding of the word to answer them.

#### Day Six:

Materials: A copy of the second article, "[Returning Sudanese Child Soldiers their Childhood](#)."

1. The teacher should begin class by asking students some of the questions that students wrote on the previous day's exit tickets as a review of the vocabulary. The teacher can create a hard copy of the questions, project them for the class, or read them aloud. Or, the teacher can go over the definitions of the words at this time.
2. The teacher should then pass out the second article on child soldiers, titled "Returning Sudanese Child Soldiers their Childhood."
3. As a class or in pairs, students should do a first read of the article to make meaning from the text by annotating like they did with the first article.
4. Students should then answer the questions on the [text-dependent questions handout](#) or the teacher could choose two or three of the questions as an exit ticket.
5. The teacher could choose to collect the handout at this time as a formative assessment.

#### Day Seven:

1. The teacher should go over the answers from yesterday's handout or exit ticket as a review of the central ideas in the article.
2. Students should do a second read of the article independently or with a partner, using three different colors of highlighter to indicate different aspects of the reading:
  - Color #1 is for all evidence that the army and/or the opposition forces in South Sudan were again using child soldiers.
  - Color #2 is for evidence of how the government and the opposition have tried to stop the use of child soldiers.
  - Color #3 is for any evidence that reveals the author's attitude or perspective towards the topic and how he shapes his presentation of information. This includes the details and evidence that the author chooses to include and persuasive techniques such as "loaded language."
  - Note: If students don't have three colors of highlighter, they could underline, circle, and star their selections instead.
3. Students should discuss their highlighting with a partner or small group.
4. The teacher should conduct a class discussion of the highlighting to ensure that students have highlighted evidence of both the army and the opposition using child soldiers with color #1 (there won't be much in this article) and how both groups have tried to stop the practice with color #2. The teacher should also check that students have highlighted with color #3 the times that the author explains the challenges that the children face when they leave the army. The teacher should point out to students that the second article presents many of the challenges of stopping the practice, which the first article did not address. This shows that this author is focusing more on the reality of the challenges of stopping the practice of using children as soldiers and is portraying this issue as more complex than the first author. This is further evidence of the author of article #2 presenting information in a way that advances his perspective.

#### Day Eight:

1. Students will need their copy of the [student response template](#). \*Students might wish to fill in the student response template for article #2 using a different color than they used for article #1.
2. If the teacher wishes to model filling out part of the template for this article, the teacher can reread the first paragraph of the article aloud. He/she should then point out

that there is information in the paragraph that helps to answer some of the questions on the template. The teacher should remind students that they are gathering evidence at this point and not answering the questions yet, so he/she will be adding evidence to the "text evidence" column on the chart and will be writing small to leave space for further evidence from later in this article and for article three. The teacher should point out that "...lapsed commitment to release all child soldiers from its ranks" shows the author's perspective by setting up a critical tone right away, just as the first article did. The teacher should add this to the "text evidence" column for author's perspective. The teacher could then skip to paragraph six and read it aloud. This paragraph contains the statement "group therapy sessions...to try to understand how they came to join the militias and to talk about any violence they may have encountered." This is evidence of the challenges that these child soldiers face when they leave the army and should be entered in that column for "What struggles do former child soldiers face...?"

3. Students should then complete their third read of the article, filling out the "text evidence" section of the response template as they go. Stress to students that they might not find text evidence for all the boxes on the template for this article. The teacher may wish to differentiate this activity for students by either:
  - Modeling more of the article for a small group before having students work on their own.
  - Having some students work in pairs or groups for a portion of the article.
  - Having some students compare answers with other students before turning in their templates.
4. The teacher should collect the template at the end of the class period and use it as a formative assessment.

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

**Day Nine: - Article #3 - "Child Soldiers Continue the Battle in Sudan"**

Materials: A copy of the third article, "[Child Soldiers Continue the Battle in Sudan](#)."

1. The teacher can point out to students that this final article was written/broadcast in 2001, so it is the earliest article of all three articles. But now that they have the background knowledge gathered from the first two articles, they will be ready to conduct an independent reading of this article.
2. Students should complete the vocabulary activity for the third article by following the same procedure they followed for the other two articles.
3. The teacher should then pass out the third article on child soldiers, titled "Child Soldiers Continue the Battle in Sudan."
4. Students should do a first read of the article independently to make meaning from the text by annotating like they did with the first article.
5. Students should then answer the questions on the text-dependent questions handout or the teacher could choose two or three of the questions as an exit ticket.
6. The teacher could choose to collect the handout at this time as a formative assessment.

**Day Ten:**

1. Students should do a second read of the article independently, using three different colors of highlighter to indicate different aspects of the reading:
  - Color #1 is for all evidence that the army and/or the opposition forces in South Sudan were again using child soldiers.
  - Color #2 is for evidence of how the government and the opposition have tried to stop the use of child soldiers.
  - Color #3 is for any evidence that reveals the authors' attitudes or perspectives towards the topic and how they shape their presentation of information. This includes the details and evidence that the authors choose to include and persuasive techniques such as "loaded language."
  - Note: If students don't have three colors of highlighter, they could underline, circle, and star their selections instead.

**Days Eleven & Twelve:**

1. Students should complete their third read of the article, adding to their student response template as they go. \*Students might wish to fill out the template for evidence from article #3 in a different color than the other two articles.
2. At this point, students should summarize the information from all three sources by answering each of the guiding questions in the last column of their template.
  - Note: Although this is the Independent Practice phase of the lesson, the teacher may choose to model one of these answers for students.
  - The teacher should collect the completed template as a formative assessment, providing feedback to students prior to their work for the summative assessment.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

The closure for the lesson should take place after the summative assessment:

- The teacher can read examples of particularly well-written paragraphs.
- Alternatively, the teacher could choose to mix in some paragraphs that portray common weaknesses and the class could discuss how the author could improve his or her paragraph.
- It is recommended that the teacher choose at least one paragraph for each guiding question.

## ACCOMMODATIONS & RECOMMENDATIONS

**Accommodations:**

- There are a number of optional accommodations built into various phases of the lesson plan already- please see the lesson content section:
  - Teaching Phase- Introducing/Modeling the Concept or Skill- end of day 1
  - Teaching Phase- Day 4- step 3
  - Guided Practice- Day 8- step 3
  - Independent Practice- Days 11-12- step 2
- The teacher can work with a small group of students needing additional scaffolding of the material and/or directions while other students are working with their partners, groups, or on the independent portion of the lesson.
- The teacher can choose the partners in order to purposefully pair students needing additional support.
- The teacher can have students come together with partners more often as needed.
- The teacher can present students with the second article first and read it as a class, since it is more difficult to understand, and then work through the supporting activities as a whole class. Then the teacher could have students read the first article in groups or pairs. In that case, the teacher will have to introduce the vocabulary that appears in the first article and also in the second article before beginning to read.
- The teacher could take several of the vocabulary words from each article and model vocabulary strategies to use to come up with a preliminary determination of the meaning of each word. Then the teacher could model looking up each word in the dictionary and conduct a think-aloud to help students see the process that can be used, particularly for words with multiple meanings, on how to select the best definition for how the word is used in the context of the article.
- Prior to the summative assessment, the teacher could model how to write a paragraph response to one of the guiding questions and then show how this response meets the higher criteria levels on the rubric.

**Extensions:**

- Students can complete a comparative analysis of child soldiers in Sudan with child soldiers in Burma or some other country that has used child soldiers.

- Students can write about two of the guiding questions rather than one.
- Students can write a formal five-paragraph essay as a summative assessment rather than a single paragraph.

**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Microsoft Office

## Additional Information/Instructions

### By Author/Submitter

Lessons #2 and #3 in this unit have been attached as related CPALMS resources.

Article #1- "South Sudan: Child Soldiers Thrust into Battle" from Human Rights Watch has 1067 words and the first 980 words have a Lexile of 1400.

Article #2- "Returning Sudanese Child Soldiers their Childhood" by Andrew Green from Inter Press Service News Agency has a Lexile of 1350.

Article #3- "Child Soldiers Continue the Battle in Sudan" by Jane Hutcheon and Sally Sara from the Australian Broadcasting Corporation has a Lexile of 1050.

All three articles are being read multiple times for multiple purposes. The first two articles are being read with teacher and peer support throughout the teaching phase and guided practice phase. With this deep, multiple reading and support from the teacher and their peers, despite the high Lexile for articles one and two, we believe students at this grade level will find the articles appropriately complex. The final article is read independently but the Lexile falls in the appropriate grade band for 7th grade students.

## SOURCE AND ACCESS INFORMATION

**Contributed by:** Jonathan Taylor

**Name of Author/Source:** Jonathan Taylor, Margaret Little

**District/Organization of Contributor(s):** Seminole, Sarasota

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

**License:** [CPALMS License - no distribution - non commercial](#)

## Related Standards

Name	Description
<a href="#">LAFS.7.RI.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<a href="#">LAFS.7.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<a href="#">LAFS.7.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li> </ol>
<a href="#">LAFS.7.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#">LAFS.7.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>

# Resources in the CPALMS Lesson Plan Development Initiative

## Lesson Plan

Name	Description
<a href="#">Child Soldiers Lesson #3: Research Paper:</a>	<p>In this lesson, students will conduct research and write a formal paper on child soldiers. Students will learn about primary and secondary sources and how to determine the credibility of their sources. The teacher will provide support on how students should record their citations and how to take notes on note cards. This is part three of a three-part lesson on child soldiers.</p> <p><b>Unit overview:</b> This unit will guide students through the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier's story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.</p>
<a href="#">Child Soldiers Lesson #2: The Music of a War Child:</a>	<p>In this lesson, students will listen to a song, read a biography, and then view a speech, all from a former child soldier from the Sudan and current international hip-hop star Emmanuel Jal. Students will examine the information presented in all three formats by taking Cornell Notes and then participate in a fishbowl discussion based on the lesson's guiding questions. As a summative assessment, students will write a paragraph answering one of the guiding questions, supporting their ideas with text evidence. This is the second lesson of a three-part unit that will build towards having the students research and write a paper on child soldiers.</p> <p><b>Unit overview:</b> This unit will guide students through the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier's story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.</p>