

## Language Arts Lesson Two

### Article Analysis

This language arts lesson requires students to read and comprehend scientific articles about water quality. By drawing upon their content classes and asking them to use reading strategies such as the Venn diagram, lessons like these help students to transfer skills and strategies to many situations.

This lesson uses the Venn diagram. By overlaying two ovals, students can categorize information into elements found in each category and elements found in both. The Venn diagram gives students a system to support their comprehension and acts as a graphic organizer to sort information.

#### Objectives:

- Students will read and comprehend two opposing viewpoints about water pollution from one or more articles.
- Students will compare and contrast the two viewpoints.
- Students will write a summary of two contrasting viewpoints, concluding with their own viewpoints.
- NEVADA ENGLISH LANGUAGE ARTS STANDARDS: 2, 4, 6, 7

Time: Two class periods

#### Materials:

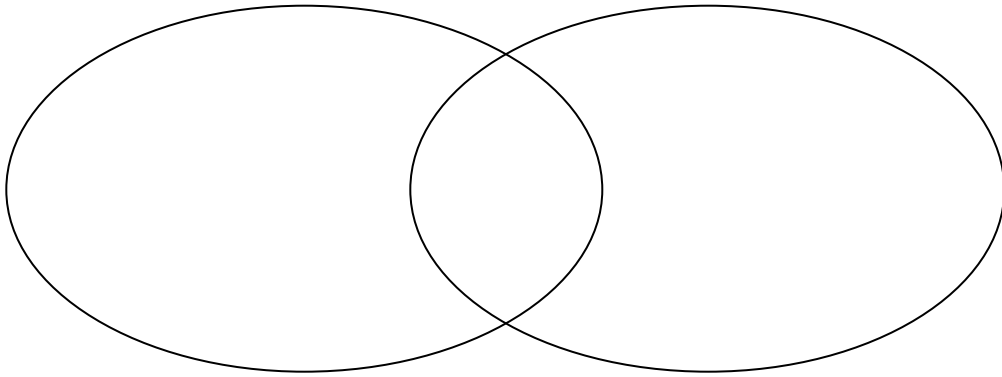
- one or more controversial articles about water pollution or a specific water pollutant (samples may be found in the Resources section- appendix- of this unit)
- water pollution notes/information from Unit 3 of this book
- access to computer lab
- access to library/media center

#### Procedures:

1. As a class, brainstorm various water pollutants already discussed in science lessons. (A table of common water pollutants is included in the Resources section- appendix- of this unit.)
2. As a class, review the components of a Venn diagram and its application to a compare/contrast text.
3. Distribute one or more articles about a controversial water issue. As a class, preview each article, looking for clues as to which viewpoint each article is assuming. Help students scan bold print, titles, pictures and graphs to predict the focus of each article.

4. Review key vocabulary terms (see the Glossary) before reading.
5. Have students read each article. As they read, students should fill information in the Venn diagram, separating points for each article and common elements.
6. At the bottom of the Venn diagram, students should write a brief personal position statement, without expanding on supporting detail.
7. Using the personal position statement they wrote on the Venn diagram, students should plan a position paper. They should begin by prioritizing three to four of the strongest points supporting their position statement. Specific examples and/or elaboration can supplement these points. Following the steps of the writing process (brainstorming, organizing, drafting, revising, proofreading and editing), students should write a paper that both informs and convinces the reader.

## Venn Diagram



Student's Position Statement:

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