



Reading Informational Text Conflicting Information Grades 6-8

Standards:

- ✚ **RI.6.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- ✚ **RI.7.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
- ✚ **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Focus: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Goal: This lesson can be incorporated easily into the instruction of paired texts that contain slightly different information or accounts.

Procedures:

1. Select texts that offer conflicting information about the same topic. These do not have to be opposing viewpoints or contain contradictory information. Often, basic information from different encyclopedias or atlases will disagree.
2. Give each student two different colored highlighters: yellow and pink.
3. Have students work together to read through both texts.
4. After they read both, have them identify places that disagree and write that contradictory information on sticky notes.
5. Put the following chart on the board. Have students take turns placing sticky notes in the appropriate sections of the diagram. (They will not yet use “I Think”.)

Text 1 says...	Text 2 says...	I think....

6. When they've finished, ask one student or student pair to select the contradictory information and explain to the class. Work as a class to come up with which source you think is correct and why. Repeat with about 5 different contradictory elements.
7. When you finish, analyze the pattern: which source did you believe more? Why? What is more credible about that source? Is there information that seems more accurate in the other source? Discuss where we get our information and the importance of understanding sources.