Organizational Patterns – Compare/Contrast
Hot Links Websites for Explorers

Subject: Reading

Grade: 8

Background
Knowledge: Students should understand the meaning of compare (similar) and contrast (different).

Objectives: The student will be able to
- implement critical thinking skills.
- recognize and discuss compare/contrast relationships.
- represent compare/contrast relationships using graphic organizers.
- draw conclusions.

Materials: Computer Lab
Hot Links Websites for Explorers
Handout – Information about John Cabot from Website #1 on the Hot Links Page
Worksheet Compare/Contrast - Website

Procedure: **Anticipatory Set:**
1. Review Question: When is it necessary to compare (find similarities) and contrast (find differences)?
2. Ask a student to read two facts they recorded yesterday about an explorer.
3. Ask another student to read two more facts about the same explorer.
4. Ask the class to identify how the information is similar and how it is different.

Body:
5. Sign on to computer and locate Hot Links Websites for Explorers.
6. Read information about John Cabot from Handout.
7. Choose another website listed on the Hot Links Websites for Explorers and locate and read information about John Cabot.
8. Using information about John Cabot from both Websites, compare/contrast the information by recording it on the worksheet, Compare/Contrast – Website.
9. Based on your analysis of the two websites, draw a conclusion as to which website contains the best information to include in a report about John Cabot. Record this information on the worksheet.
10. Students who may not have finished note-taking skills from yesterday may finish if time allows.

Closure:
11. Students share their conclusions after analyzing the websites.
12. Review the importance of analyzing non-fiction sources while conducting research.

Evaluation: Informal assessment: Class participation and compare/contrast activity completed independently.
Formal assessment: Worksheet will be graded for accuracy.