Roman Gods

Informational Text Grade 6

Common Core Standard

RI 6.1 Cite textual evidence to support analysis of what the text says explicitly.

**Lesson Plan:**

Prepare students with background information on textual evidence and fact and opinion.

Core Standard: Textual Evidence

Flipchart (Direct Instruction)

Slide 1 of Flipchart

What is Textual Evidence?

Constructed response questions in standardized testing require students to draw conclusions and support those inferences with evidence from the text.

Textual evidence can be used with any kind of text that has a structure, form, and purpose. An example would be when an article expresses someone’s feelings on a topic.

Form: Option and supporting evidence  
Structure: Persuasive  
Purpose: To persuade the reader  
There are many, many more, but that is just an example.

[What does text-based evidence mean?](http://wiki.answers.com/Q/What_does_text-based_evidence_mean)

Textual evidence requires students to quote direct excerpts from the text to support their answer to questions. The effective use of textual evidence is necessary for a good response to literature. The skillful use of textual evidence can illustrate and support the ideas being developed for an essay. However, textual evidence should be used carefully and only when it directly relates to the topic.

Slide 2 of Flipchart

What is fact and opinion?

A **fact** is something that can be proven true.

An **opinion** is someone's feelings about a particular topic.

**Signal words to identify an opinion: "I think", "I feel", or "to me." “the most”…. “the greatest”….. “only”**

**(Have students come up and write facts about themselves or school first. Next, have them come up and write an opinion about themselves or school. Linking the concept to their real worlds is part of CCSS and will help them better grasp the concepts of fact and option.)**

FACTS OPINIONS

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Part I** (Third flipchart slide)

**Formative assessment: Clarifying Intended Learning**

Common Core Standard

RI 6.1 Cite textual evidence to support analysis of what the text says explicitly.

Read the passage with the students and discuss which statements are opinions and which statements are text evidence that support those statements. Have students highlight each type of statement.

**Directions:**

**Highlight the facts in green and the opinions in yellow.**

Romans had the greatest gods in history. Dating back nearly 3,000 years, the gods of the ancient Romans have played a prominent part in legend, poetry, drama, and the visual arts. Saturn was the most impressive God. He was seen as the God of plenty and of time. Under Saturn's rule, Romans enjoyed the spontaneous bounty of the earth without labor and it was equally shared among all citizens. During the golden age Romans believed he brought perfect peace to the nation.

Review the standards and learning objectives:

Cite textual evidence to support analysis of what the text says explicitly.

2. Reread the passage with the students.

3. Now answer these questions with your elbow partner. What do the facts reveal about the opinions? Use the sentence frames “According to the author \_\_\_\_\_\_\_\_\_ which reveals that \_\_\_\_\_\_\_\_\_\_\_\_”. “The text directly states \_\_\_\_\_\_\_\_ which is important because \_\_\_\_\_\_\_\_”.

**Formative Assessment Practices: Elicit Evidence**

Did the students use what was said explicitly in the text to support their

Reasoning?

**Formative Assessment Practices: Interpret evidence and act on evidence.**

Adjust and adapt instruction on fact and opinion or textual evidence if

necessary.

4. Circle opinions and underline facts that were originally mislabeled.

**Formative Assessment Practices: Clarifying Intended Learning**

5. Confirm the standards and learning objectives.

Cite explicit textual evidence to support analysis of the text

6. Reread the passage with the students.

Romans had the greatest gods in history. Dating back nearly 3,000 years, the gods of the ancient Romans have played a prominent part in legend, poetry, drama, and the visual arts. Saturn was the most impressive God. He was seen as the God of plenty and of time. Under Saturn's rule, Romans enjoyed the spontaneous bounty of the earth without labor and it was equally shared among all citizens. During the golden age Romans believed he brought perfect peace to the nation.

Below is a claim about “Roman Gods” It is followed by three possible pieces of supporting evidence. Underline the piece of evidence that BEST supports the claim. Then complete the sentence to explain why the evidence you chose supports the claim.

**Claim:**

Saturn was the most impressive God.

**Possible evidence 1:** Saturn was seen as the God of plenty and of time.

**Possible evidence 2:** Romans had the greatest gods in history.

**Possible evidence 3:** During the golden age Romans believed he brought perfect peace to the nation.

I chose evidence number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Formative Assessment Practices: Elicit Evidence**

Did students offer responses using textual evidence?

**Formative Assessment Practices: Interpret Evidence and Act on Evidence**

Adjust and adapt instruction on fact and opinion or textual evidence if

necessary.

7. Have students repeat the process with a second passage.

**Directions:**

**Highlight the facts in green and the opinions in yellow.**

Roman Gods

Roman myths were so wonderful. Tales that explain the world are called myths. The myth of Saturn helped humans make sense of their world. By creating tales about bounty and peace they could bring a sense of order to their lives and understand their origins. In tales about Saturn people believed that he helped rule the world.

**2.** Below is a central idea of “Roman Gods” Find three pieces of

evidence that support this idea.

**Central idea:**

**Tales that that explain the world are called myths**

**Possible evidence 1:** The myth of Saturn helped humans make sense of their

world.

**Possible evidence 2:** Roman myths were so wonderful.

**Possible evidence 3:** “By creating about bounty and peace they could bring a sense

of order to their lives and understand their origins.”

I chose evidence number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. In three of the four corners of the classroom, one of the possible evidence

scenarios will be posted. Students will then express their opinion about the

scenario by standing in front of one of three statements with students who

chose that possible evidence number. They will then discuss with the group

why that possible evidence was selected.

**Formative Assessment Practices: Interpret Evidence and Act on Evidence**

If any students go to the Possible Evidence 2 corner it will be an indication

of a need to provide a mini lesson (later) on the differences between fact

and opinion. After a brief discussion of the 2 concepts students will be

asked to select one of the two other possible evidence corners and join that

group. Information regarding the number of students who select that corner

will be recorded in the teacher’s reflective journal along with pertinent

information from the conversations of the other two groups.

8. Students will be asked to choose a representative to share the group’s thoughts

about the possible evidence they chose.

**Adaptations**

1. For students who are colored blind it maybe more appropriate to circle facts in pencil and opinions in pen.
2. Cutting and pasting evidence into a chart labeled facts and opinions may also help students who are color blind or have dysgraphia,
3. For students with autism it may be necessary to add symbols to reading materials to support comprehension and participation. While preparing for reading review the content to identify key concepts should be highlighted.  Then, find symbols that representation the chosen concepts and attach the symbol to the page with an adhesive. Symbols can also be drawn by key concepts.