

Grade 7: Unit 3 Entry Task

Essential Question: How does reading nonfiction deepen our understanding of a topic?

Suggested Pacing: 5-7 days

Background: Since Kindergarten, students have studied and interrogated nonfiction books and articles. They have learned about various text features of nonfiction, including pictures, captions, breakout boxes, and diagrams. In sixth grade, students have read various articles about different parts of the world, using nonfiction text as one way to advance their own learning and understanding.

Task: Students will learn that exploring different nonfiction resources about a topic can deepen their knowledge around it. Many times, students collect information that is available to them around topics that do not show them the whole picture. As learners and analytic thinkers, students will learn to ask strong questions that can lead them to become researchers and communicators in order to change the narrative of certain topics that may have limited information around them.

Purpose: The purpose of this task is for students to realize that their information about a topic cannot be complete until they research multiple sources to gather information. This will lead students to thinking about the essential question, “How does reading nonfiction deepen our understanding of a topic?”

Getting Started:

Teacher will pose the question to the class, “What do you know about McDonalds?” Students will work in groups to create a concept map. Afterwards, groups will share their ideas and the teacher will create an anchor chart to display in the room. All of the students’ ideas should make it onto the concept map the teacher makes from the different groups.



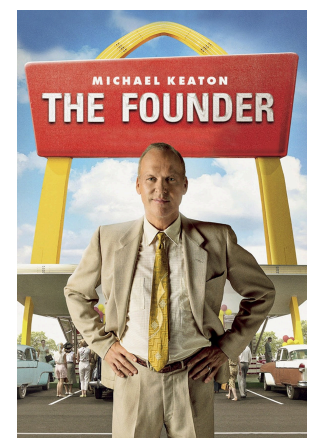
Once the ideas have been collected, the teacher will ask the class, “Where did you get that information from?” “How do you know if that information is accurate?” and “why would it matter if the information is accurate or not? Would it impact your view of the company and whether or not you shopped there?”

The teacher should explain that the students will begin to explore a variety of sources about McDonald’s and its history in order to see if their previous knowledge depicts the entire picture of McDonalds, or if it depicts a limited view.

Making Meaning:

This part of the learning cycle is initiating the learning. Students will watch the movie “The Founder” in order to gather new information about the creation of McDonalds as a chain restaurant. During the viewing, students will be asked to write down any information that is new, which impacts their understanding of McDonalds. After each day of viewing, the students will add information to their concept map that they began on the first day.

Once the movie is complete, the teacher will ask students to share information that they learned from the movie that deepened their knowledge of McDonalds. The teacher will take a different color marker and add the new information groups collected to the anchor chart



that they started previously. Then, the teacher will ask the class questions to spark discussion. Here are some examples:

- How did your perception of McDonald's change after viewing the movie? Use some specific examples.
- Why might it be important that you learned this new information?
- How could it be dangerous if people only spread **limited** information about a topic, rather than the whole picture?

Investigation:

Now students will explore more sources to deepen their knowledge of the history of McDonald's through different media. Students should experience each center and spend about 15 minutes with the material, using their notebooks to capture the new information gathered from each source.

Center	Resources	Questions
McDonald's Past Photos	Google Slide Presentation of all Images	<ul style="list-style-type: none"> • What do you notice about the menu that is different from McDonald's current menu? • What is the most shocking thing you see? • What is this McDonald's advertisement from 1980 trying to make people think? • How could this advertisement cause misleading information to be spread? • How might this advertisement cause harm without other sources to deepen your knowledge as a consumer?
McDonalds History (McDonalds Website)	<ul style="list-style-type: none"> • Mcdonalds history website 	<ul style="list-style-type: none"> • What new information did you learn from this source? • What questions might you have based on this information?
Article: McDonald's History	<ul style="list-style-type: none"> • Britannica: McDonald's History 	<ul style="list-style-type: none"> • What new information did you learn from this source? • What questions might you have based on this information? • How has this source deepened your knowledge of McDonalds?
McDonald's Timeline	<ul style="list-style-type: none"> • Timeline PDF • Timeline Website 	<ul style="list-style-type: none"> • What new information did you learn from this source? • What questions might you have

		<p>based on this information?</p> <ul style="list-style-type: none"> • How has this source deepened your knowledge of McDonalds?
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After students have had time to explore each station and take notes, the teacher will bring the class back to the anchor chart that they have been adding to throughout their learning. The teacher will ask students to share what they learned about each station, while adding their learning onto the chart in a different color per station. After the anchor chart is complete, there will be information listed in 6 different colors.

The teacher will ask the class some questions around the chart, such as:




- What do you notice about how the chart is different from when we first started learning about mcdonalds?
- How do you think reading nonfiction helped us to build knowledge?
- What is the benefit of using multiple sources to deepen our knowledge about a topic?
- Why might it be important to get the **whole** picture about a topic before spreading information about it?
- What questions might we ask someone, to ensure they have all of the information, who is giving us information about a topic in which we know little about?

Create and Produce:

Students will be asked to answer the essential question in their notebooks, based on their experience learning about McDonald's, "How does reading nonfiction deepen our understanding of a topic?" They will be asked to write a small paragraph that includes examples from some of the sources.

Communicate and Present:

Students will make a small poster to communicate how their thinking has changed after gaining more knowledge about McDonald's. They will create a small poster that says "What I previously thought about Mcdonalds" and "What I think about McDonald's now." These small posters will be hung up around the room, and students will partake in a silent gallery walk to view everyone's work. The students walking around will be given post it notes, where they will use the following symbols to respond to each other's work:

-  - love/agree with their thoughts
-  - found their thoughts important/shocking
-  - have a question about their thoughts / want to know more
 - Students who use this symbol should also write their name on the post-it, so that the creator of the work can follow up with them to have a discussion.

Reflection:

Students will answer the following questions in their notebooks:

- How did learning about a topic from multiple sources change your perspective on why we should read nonfiction?

[Link to curriculum formatted task](#)