

## It's Up to You

### Purpose

Students will begin to compare and contrast information on the same topic after reading several passages or articles.

### Materials

*For the teacher:* chalk, chalkboard

*For the students:* copies of Black Line Master (BLM) *Which Book?*; art supplies for drawing, including paper, pencils, stamp pads, and markers; multiple copies of drawing books by Ed Emberley; multiple copies of drawing books in the *Draw 50* series by Lee Ames

### Activity

#### A. Pre-Activity Preparation

1. Divide students into groups of two.
2. Give each group one Ed Emberley book and one Lee Ames book.

#### B. Pre-Activity Discussion

1. Tell students that their job is to read the instructions in each book carefully.
2. After they read the instructions, direct each student to make one drawing in the style of each book.

#### C. Make Comparisons

1. Tell pairs of students to imagine the following scenario: "As a part of a 'Celebrate Art' week, Grade 4 students have been asked to work with younger and older students. You and your partner have been assigned to teach a mini-art lesson to those students."
2. Have students discuss which book they would rather use to teach art and why. Write the following questions on the chalkboard to serve as talking points for their discussion:
  - Will you use the same book for every grade level?
  - Which book do you feel more comfortable teaching from?
  - If your class wants to draw cartoons, which book would be better for this purpose? Why?

Tell students to be sure to include any other information that might help them as teachers.
3. Distribute the BLM *Which Book?* and have students make a list of characteristics from each book on their copies of the BLM.

(continued)

### EXTENDING THE ACTIVITY



Use issues of consumer magazines to compare and contrast brands of students' favorite items. Ask them to write reports naming a brand of item and telling why they believe it is better in comparison to other brands.

### connecting across the curriculum



#### Social Studies

Compare a personal and a general account of the same historical event. Ask students to talk about what they learned from one as opposed to the other and what the different purposes for reading each type of account might be.

### Standards Link 4.7.6

**Activity (continued)** 

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4. Have the students write notes from their discussion on paper.

**D. Closing the Activity**





When students are finished, ask pairs of students to present what they would teach and why.

**Questions for Review** 

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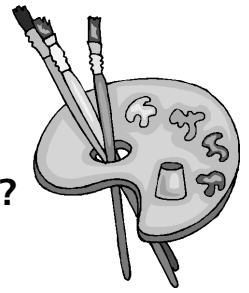
**Basic Concepts and Processes**

When students are finished with their notes and presentations, assess students' knowledge by asking the following questions:

-  What did you choose to compare about the two books? Why?
  -  Did having two books give you a better idea of what would be appropriate for different grade levels? Why or why not?
  -  What were the greatest differences between the two books?
  -  If you were choosing a drawing book for your own use, which one would you pick? Why?
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Name: \_\_\_\_\_

# Which Book?

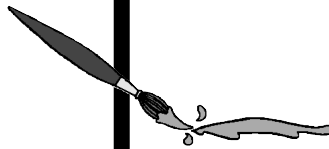


**Directions:** Which book should you use to teach your classes?  
Fill in your observations below and make your decision.

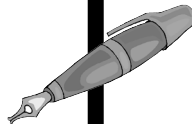
**Title 1:** \_\_\_\_\_  
\_\_\_\_\_

**Title 2:** \_\_\_\_\_  
\_\_\_\_\_

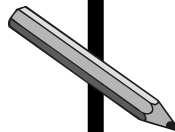
**Which title is easier/  
harder to teach? Why?**



**Which is better for  
younger/older students?  
Why?**



**What are some specific  
things that each book  
would help you teach?**



**What other information  
would you use to make  
your decision?**



# Which Book?

## Teacher Directions

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After the activity introduction, distribute one copy of the BLM *Which Book?* to each student. Direct student groups to discuss which book to teach and write down their observations, taking notes on Title 1 in the left column and notes on Title 2 in the right column. Have student groups share their responses with the class.

## Answer Key

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Not applicable.