

Comparing Perspectives: Illinois Amish and Jodi Picoult's *Plain Truth*

Grade Level: 11

Subject(s): Language Arts

Resources:

ISM Oral History of Illinois Agriculture -

<http://ohia.museum.state.il.us/>

audio and video clips of interviews of Amish farmer and wife.

Novel- *Plain Truth* by Jodi Picoult- Simon & Schuster Adult Publishing Group ISBN-10: 0671776134

Objective: Learners will be able to complete a Venn diagram to compare and contrast information about Amish people and the Amish culture based on oral history interviews and the novel *Plain Truth* by Jodi Picoult.



Materials Needed:

Novel- *Plain Truth* by Jodi Picoult (students)

Writing utensils (students)

Venn Diagram Worksheet (teacher)

Computer with internet access, speakers and projector (teacher)

Selected clips from the ISM AV Barn regarding perspectives of the Amish lifestyle of Oba Herschberger and his wife Lorene.



Strategies that will be used in the lesson:

Compare and Contrast, Partner work

Anticipatory Set:

1. Students will be given a Venn diagram worksheet as they come into class and are instructed to write what they know about the Amish culture based on the novel *Plain Truth*.
2. Instruct students to only fill out one portion of the diagram label that side *Plain Truth* and label the other side Oral History Interviews.

Procedure:

1. Go over instructions diagram. Give students time to complete.
2. Teacher will facilitate discussion about students' answers about the novel *Plain Truth*.
3. Teacher will present oral history files from the ISM AV Barn. (The teacher will pre-select the clips prior to class. Clips will include oral history about farming, quilting, and what it is like to be Amish from the Amish perspective.
4. Students should take notes in the open section of their diagram.
5. After all clips are shown or listened to, the students will have time to work with a partner to come up with a conclusion to the Venn diagram.
6. Students will then write conclusion of what they learned on a fresh sheet of paper to turn in.

Closure: Before the end of class re-cap the information that we learned. Allow students to share their findings.

**ISBE/National Standards:
Language Arts- Reading**

2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).

2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.

Language Arts- English

3.A. Use correct grammar, spelling, punctuation, capitalization and structure.

Assessment:

Students will be graded on Venn Diagram work and their final summary of the information and for participation in group work.

Task	4 points	3 points	2 points	1 point
Organization of Materials on the PC	Students Notes and information were organized and protected..	Notes and Info were somewhat organized and protected.	Notes and Info were not organized for use, but were protected.	Notes were not kept, were lost, and/or were not organized

Compare/Contrast	Student could add four or more comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.	Student could add three comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.	Student could add two comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.	Student could add one or no comparisons and contrasts about their topic on the Venn Diagram after listening to Ism clips.
Cite Sources	Students cited all the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)	Students cited at least 80% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)	Students cited at least 50% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)	Students cited less than 40% of the ISM AV sources they used for their Venn diagram in a way that identified them (interviewee, date, number)
Group Work on Report to Class	Students used time efficiently to combine information and completed assignment within time called.	.		. Students used time inefficiently to combine information and did not complete assignment within time called

Topic: _____

My Name: _____

