

## Lesson 1: *Amelia and Eleanor Go for a Ride*

Topic: Identifying comparison in informational texts.

Grade: 3<sup>rd</sup>

Standard:

- CCSS.ELA-LITERACY.RI.3.8  
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Objective:

- Working as a class and in pairs, students will identify the different ways the author compares Eleanor Roosevelt and Amelia Earhart in *Amelia and Eleanor go for a Ride*, and write their comparisons on a Venn diagram, including at least four details about each woman and at least four ways they are the same.

Anticipatory set/introduction (10 minutes):

Tell students that this is the beginning of a unit on the author Pam Munoz Ryan. Show her picture on the overhead. Discuss whether students have heard of her or any of her books.

Tell students that we are going to read one of Pam Munoz Ryan's books called *Amelia and Eleanor Go for a Ride*. It is about two real people and is based on real events. Pam Munoz Ryan wrote about these women because they are heroes of hers.

Ask students if they have heard of either of these women before. Explain that Amelia Earhart was a famous aviator at a time when women did not use fly planes. She was famous for flying solo across the Atlantic Ocean. Eleanor Roosevelt was the First Lady of the United States (the wife of the President Franklin Roosevelt) in the 1930s.

Tell students that this book is set in the 1930s. Discuss with students what they might know about this era, especially as it concerns how women were treated. Make sure students understand that at that time a lot of people thought that women couldn't do the same things as men. Other historical information important to the story is that, though planes and cars were

invented, they were not as common as they are now. Ask students to keep listen for evidence of these two things as we read the book.

Read aloud (20 minutes):

Read the book and ask questions. See if the students can pick up on how the book is set up in a comparison format that Ryan uses. Ask them questions to lead them to understand how the book is written as a comparison of Amelia and Eleanor:

- What do you think Pam Munoz Ryan was trying to tell us about Amelia and Eleanor?
- Why is the author mentioning this detail?
- Does this seem similar to something else we just heard?
- What do you think that the author is trying to teach us about Amelia and Eleanor?

Watch out for the following difficult/unfamiliar words and check for student understanding:

- Solo
- Aviator
- Independence
- Indigo
- Escorting
- Elegant
- Reporters
- Photographer
- Secret Service

Ask questions to help guide understanding of the text:

- What does ‘birds of a feather’ mean?
- Why do you think that it would be shocking to hear that Eleanor drove a car? That Amelia flew a plane?
- What is the Whitehouse/Washington D.C.? Who lives there?
- Why were there reporters at the dinner?
- Why was Amelia one of the only people who had flown at night?
- When they are whispering– what do you think they are going to do?

Guided Practice (10 minutes):

Have students move to groups of two or three and pass out the copies of the story and the Venn diagrams. Review how to use Venn diagrams and put a Venn diagram on the overhead.

Reread pages 2 and 3. Ask students what details we could put on the diagram about Amelia and Eleanor. The page says that Eleanor was First lady and Amelia was the first woman to fly solo over the Atlantic.

Point out that even though these are two different details about the women, there is also a similarity. Prompt them to find the detail on the page that can go in the middle of the diagram: that both women were famous. Point out that the Venn diagram now has some important details about Eleanor and Amelia: they are both famous, but they are famous for different reasons.

Remind students that a diagram doesn't have to be full sentences. For example, they can just write "famous" in the middle to save space.

Independent practice/assessment (20 minutes):

Tell students that they will now work in pairs to do a close reading of the text and find more similarities and details. Remind them that when they put something in the "Eleanor" side, they should look for a similar detail about Amelia. That is how the story is formatted.

Students should read the book together and think about all the different ways Pam Munoz Ryan compares the two women.

They should look for four details about each woman, as well as four details to put in the middle. After they are finished, students can share with the class some of the details that they thought of with their partners.