

UNIT

4

Juxtaposing

Theoretical and Rationale Foundations of the Strategy

Before explaining the relevance of this strategy, it is necessary to clarify what the terms juxtapose, compare, and contrast refer to. According to Rundell (2008), the terms *juxtaposing* and *comparing* are conceptually similar as they both require learners to identify differences in a text. However, they diverge in usage: *juxtaposing* implies placing elements next to each other physically or conceptually, analyzing similarities and differences indistinctively. Contrarily, *comparing* does not necessarily require proximity. It refers mainly to the examination of differences (Rundell, 2008). In this unit, the term *juxtapose* is used to name the analysis of both similarities and differences within texts displayed in parallel.

Researchers like Lapp & Fisher (2010), Ozdemir & Guler (2017), and McNicol & Duggan (2015), among others, agree that comparing and contrasting can be implemented differently across diverse genres (fiction and non-fiction), regardless of the students' age. For instance, McNicol & Duggan (2015) proposed to contrast characters and situations within the same fiction story, whereas Thomas & Choi (2017) examined the results of contrasting multiple non-fiction texts. In both cases, the findings validated the inclusion of contrasting in the development of critical reading skills.

Salisbury University (as cited in Handayani, 2018, p. 43) identifies juxtaposing and comparing similar passages as effective strategies for promoting critical reading. This perspective aligns with the one argued by McLaughlin & De Voogd (2004) who state:

Juxtaposing involves examining two contrasting texts or two pictures next to each other to make the contrast between the obvious. It is used as a strategy to help the reader disrupt the common place and see the text in a different way (p.50)

This process enables students to identify multiple perspectives on a topic, critically evaluate information, and decide their positions after actively analyzing rather than passively accepting taken-for-granted truths. In the context of the EFL classroom, Rashtchi and Aghajanzadeh (2008) similarly argue that “exploring likenesses and differences between texts can help [EFL] readers to understand them better” (p. 121). Multiple perspectives can add specific details for students to integrate into a complete framework of the events in the texts.

Furthermore, the use of Bloom’s taxonomy is required when evaluating different texts (Thomas & Choi, 2017), where it is crucial not only to identify and describe differences and similarities, but also to move beyond and judge the information, create new concepts, and points of view. Nevertheless, changes spread beyond documents. Lapp and Fisher (2010) assert that engaging with multiple texts simultaneously causes several elements to improve: the reader, the text, the topic, and the knowledge, all experience benefits constructed throughout the reading process. In a similar vein, they claim that “it is difficult for students to engage in critical literacy reading one text at a time.... students become increasingly aware of power relationships and social dynamics when they read multiple texts focused on a theme or question” (p. 158). This occurs because stereotypes and complex social issues may be difficult to discuss when a single perspective or source is examined, reason for juxtaposition of texts to reveal contrasting viewpoints that encourage deeper analysis and reflection.

The world is a complex web of interactions, where a system of hierarchies dominates most of the positions of people. On this matter, McLaughlin & De Voogd (2004) argue that “as readers, we examine alternative perspectives for the purpose of understanding the complexity of the world or power relationships” (p.120). Under this perception, applying this strategy with students becomes increasingly relevant since they comprehend the relevance of building informed stances about information. Besides, when juxtaposing texts, students can find diverse socially perceived and accepted ideas in texts and see them differently to promote equity through social action.

During the development of this unit, your students will have the opportunity to juxtapose various types of fiction and non-fiction texts. The activities included in the book might serve as a guide for us as teachers to include other types of exercises, so our students have more opportunities to practice in the ongoing process of learning. Key information about these exercises is that, due to space constraints and the length of the text, the readings are not placed together in the worksheets.

Unit Four: Juxtaposing

Lesson 1: Moving Beyond the Obvious

Explain and Demonstrate Stages

Material: Worksheet #12.

Time: 80 minutes.

Suggested Procedure



Step 1- Explain to your students what the terms compare and contrast refer to. Use daily life examples and allow them to come up with their own.

Step 2- Have your students work in pairs for reconstructing and remembering what the story of the three little pigs is about.

Step 3- Write the titles of the stories on the board.

They are: “*The three little pigs and the big bad wolf*” adapted by Educational Insights (2015) and “*The three little wolves and the big bad pig*” by Trivizas (1997). Use the titles to portray the process to find some similarities and differences. Engage your students to predict what the second story is about and encourage them to go beyond the obvious by thinking outside the box.

Step 4- Hand out the two stories and give students some time to read the stories thoroughly.

Step 5- Once the previous step is concluded, along with your students analyze the similarities and differences found within the two texts by using worksheet #12. Explore the characters (personality, appearance, attitudes, actions, beliefs, etc.), the setting (time, space, artifacts, etc.), and the plot (problem, climax, resolution, etc.). Demonstrate with one example and have your students complete part A of the worksheet. Then, your students compare their charts in pairs.

Step 6- Explain to your students how to compare and contrast the texts with real life. For instance, think aloud and reflect on the reason why the stories lack “important” women roles, what preconceived concepts – stereotypes- regarding “people”

(characters) are represented, or how conflicts are approached in fairytales and real life.

Step 7- Have your students work in pairs and critically read the texts searching for other issues that deserve attention. Ask them to write their perceptions and thoughts (Worksheet #12, part B).

Step 8- (Optional) More discussions and sessions could be planned to engage your students into the discussion and help them contrast the fictional stories with their realities.

Worksheet # 12 is divided into two sections (A and B). In the first part, students need to juxtapose the texts for completing the charts and identify how the characters, setting and plot relate or oppose to each other. They should be encouraged to explore beyond the obvious and approach the texts from different perspectives. In the second part, learners need to connect what they have delved into in part A with real life situations. Developing these activities to formulate a critical stance about the stories and their real lives constitutes the purpose of this worksheet.

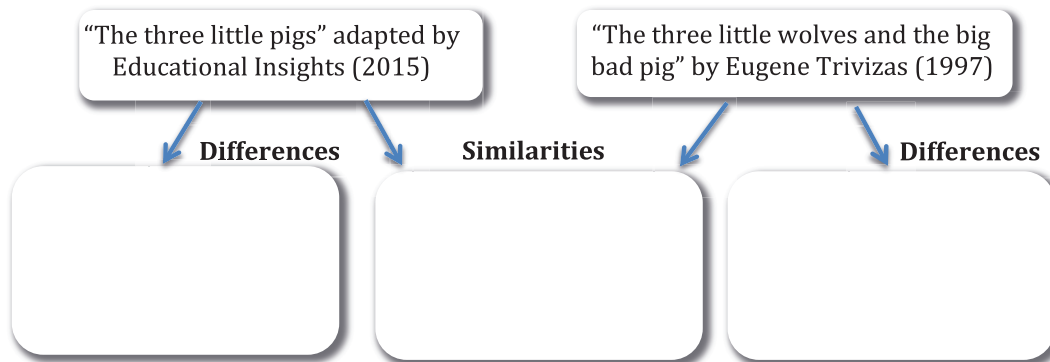
Worksheet #12: Fractured Fairytales (Photocopiable)

Name: _____ Date: _____

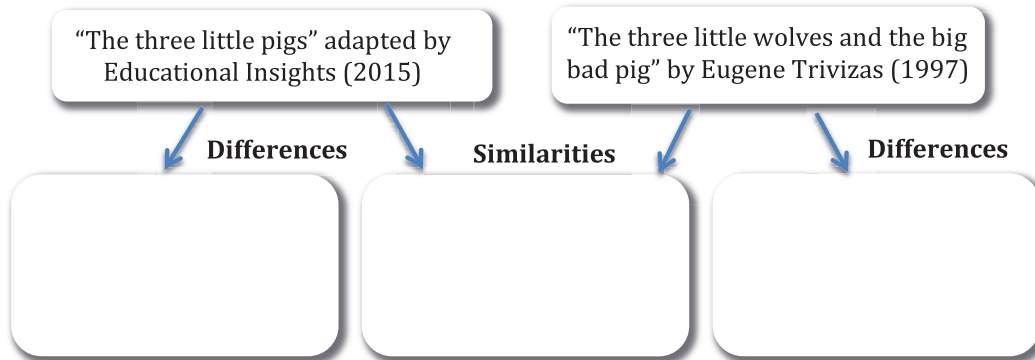
Part A

Once you have read the stories, find similarities and differences in terms of characters, setting and plot.

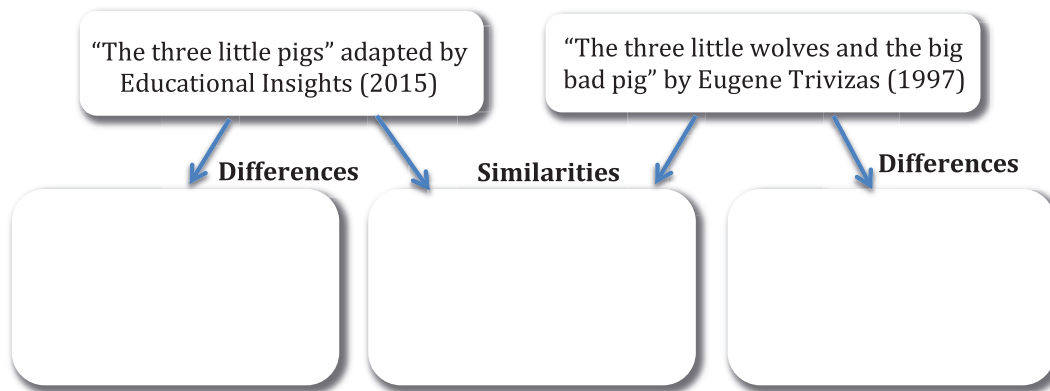
CHARACTERS



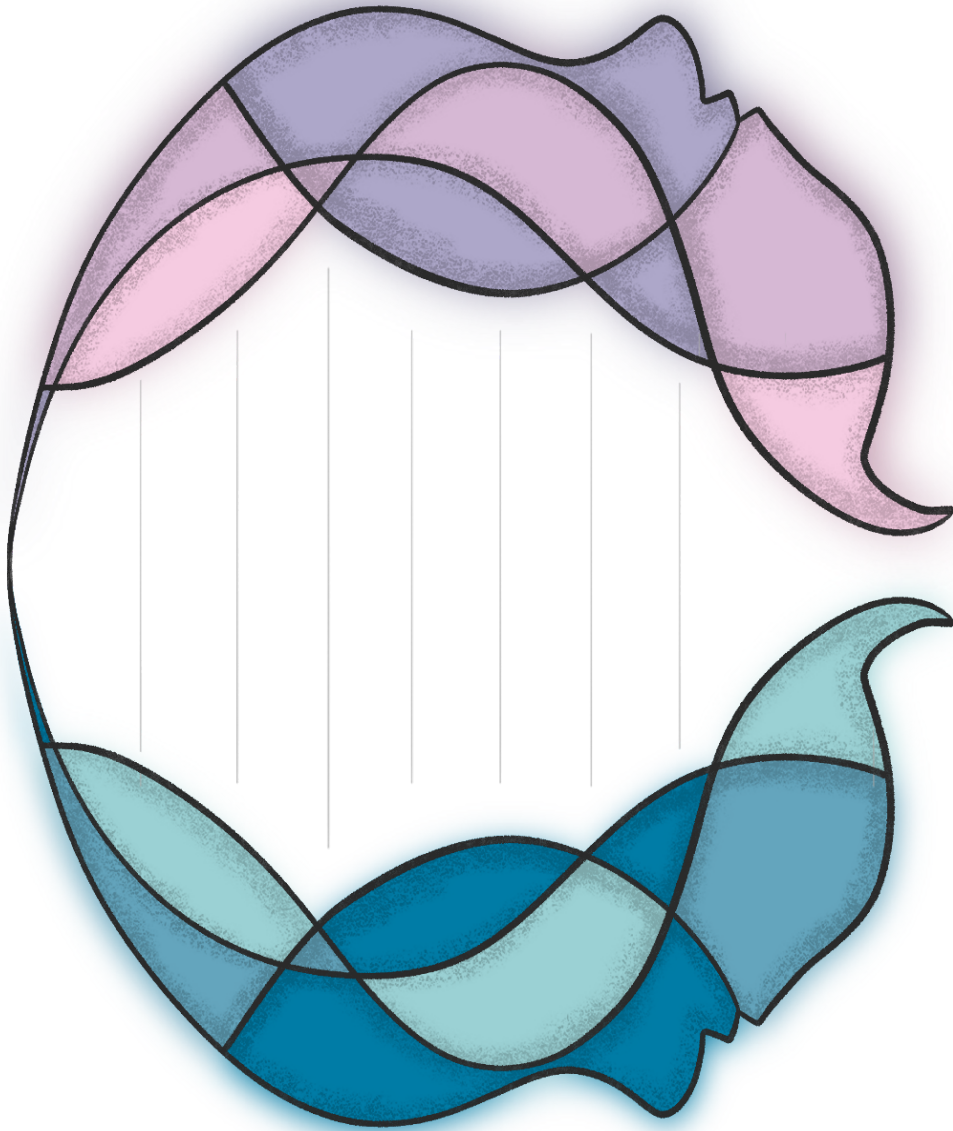
SETTING



PLOT



Part B: Compare and contrast the story with the real world. In pairs discuss and write your comments, thoughts and reflections.



Unit Four: Juxtaposing

Lesson 2: Juxtaposing Non-fiction Texts

Guide Stage

Material: Worksheet #13; Articles about Lewis Carroll written by Muñoz-Alonso (2015) and Roiphe (2001) respectively.

Time: 90 minutes

Suggested Procedure:



Step 1- Initially, Worksheet #13 is developed individually. Deliver the worksheet and instruct your students to find similarities and differences in the headings and sub-headings of two articles that see Lewis Carroll from two different perspectives. Then, have your students compare their answers in pairs, allocating some time for discussing and predicting the authors' positions. Your role is to guide students to go beyond what might seem evident.

Step 2- Have your students read, juxtapose and re-read the texts for full comprehension. Pose some questions, not only for checking understanding, but also for triggering your students to contrast their views about the articles and find possible bias from the authors.

Step 3- Ask your students to complete the charts where they need to juxtapose the texts to find similarities and differences in terms of main ideas, points of view, their evidence, and other relevant aspects to juxtapose.

Step 4- (Optional) Have your students share their position and insights (feelings, concerns, questions, etc.) about the information presented in the two juxtaposed articles.

Step 5- Tell your students to imagine they can contact Lewis Carroll and the authors of the articles via social networks. Ask them to post their opinions (in a text no longer than 280 characters) to express their impressions and reactions towards the information in the texts. Additionally, encourage them to pose some questions to promote a debate with the authors.

Worksheet #13 was designed to guide your students to contrast two articles with diverse opinions about the children's author Lewis Carroll. In addition to allowing your students to find basic similarities and differences within the articles, they implement the document as a tool to identify the authors' positions and beliefs about Lewis Carroll. Furthermore, it empowers your students to engage in a practiced interaction with the authors of the articles, express their reactions towards the information from the passages and express their concerns to the authors the text refers to.

Worksheet #13: Which Version do you Believe? (Photocopiable)


Name: _____ Date: _____

Part A

Directions: Read the titles and the headings of the two articles, what differences and similarities can you find? Write the first words that come to your mind


THE NEWS

A BBC documentary explores the possibility that Lewis Carroll, the author of Alice in Wonderland, may have been a pedophile, as suggested by his photographs.



THE NEWS

Just good friends? Lewis Carroll's interest in seven-year-old Alice Liddell may not have been as sinister as it seems.



SIMILARITIES:

DIFFERENCES:

Part B

Directions: Read and analyze the two articles, then complete the charts.

SIMILARITIES

Main idea	
Point of view of the authors	
Facts and evidence	
Other: _____ _____	

DIFFERENCES

Main idea

Point of view of the authors

Facts and evidence

Other:

Part C

Directions: Write a post with your impressions and reactions towards the information presented in the texts. Write one post to Lewis Carroll and one to each of the article authors. Do not forget the length limit (280 characters)



A Twitter post template for the user 'Critical Reader' (@criticalreader). The profile picture shows a cartoon character reading a book. The post content is '#LewisCarroll'. Below the text are five horizontal lines for writing. At the bottom, there are icons for replies (8K), retweets (3K), likes (11K), and a share icon.



A Twitter post template for the user 'Critical Reader' (@criticalreader). The profile picture shows a cartoon character reading a book. The post content is '#KatieRoiphe2001'. Below the text are five horizontal lines for writing. At the bottom, there are icons for replies (8K), retweets (3K), likes (11K), and a share icon.

Unit Four: Juxtaposing

Lesson 3: Connecting with Your Knowledge

Practice Stage

Material: Article entitled: “Dr. Seuss’s Responses to Nazism: Historical Allegories or Political Parables?” by West (2015); Worksheet #14; Cartoons drawn by Dr. Seuss about WWII.

Time: 120 minutes

Suggested Procedure

Step 1- Divide your class into two groups, A and B. Give the first group an article about Dr. Seuss and his view of II World War and the Nazis. Provide the second group with the story: “Yertle the turtle”, written by Dr. Seuss.

Step 2- Instruct students to re-read the texts and engage in a juxtaposition of the information presented in the article and the characterization within the story. They should identify both similarities and differences, drawing on their prior knowledge of Adolf Hitler to support a critical examination of the content. Students are then expected to complete the comparison chart (Worksheet #14 – Part A) and share their reflections with the class

Step 3- Have your students look at some cartoons drawn by Dr. Seuss and juxtapose the information in the images with the information in the two texts. Socialize with your students their reactions towards Dr. Seuss’s attitudes towards Hitler and World War II.

Step 4- Have students construct acrostics with the words “*Similarities*” and “*Differences*,” using each line to explore how their interpretations align or diverge from those of Dr. Seuss. Encourage your students to use rhymes as Dr. Seuss did (Worksheet #14 Part B).

Step 5 – Ask learners to draw their own cartoons where they compare or contrast Dr. Seuss’ story “Yertle the turtle” with current Colombian realities. Then, get them to work in pairs and present their cartoons. Finally, they write a reflection contrasting their cartoons based on the same reading (Worksheet #14, part C).



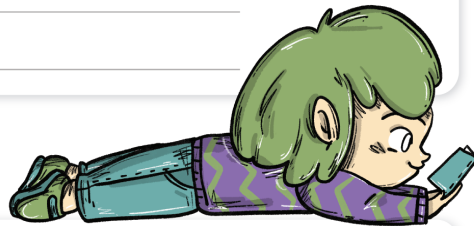
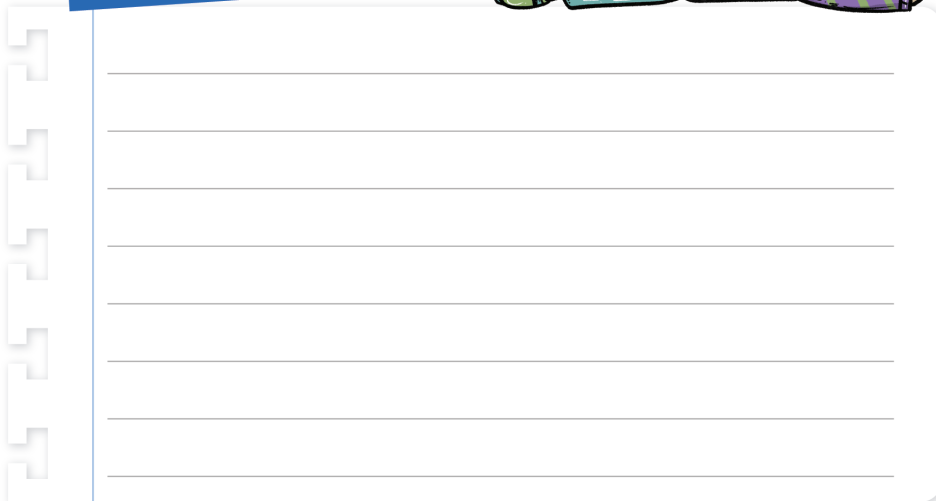
Worksheet #14 aims at juxtaposing texts and images aiming to improve your students' comprehension of the positions of the authors, connecting them with their previous knowledge and personal experiences. In this way, students can use writing as an excuse to generate new knowledge and share their insights as part of the process of creation.

Worksheet #14: Discussing and Connecting Knowledge (Photocopiable)

Name: _____ Date: _____

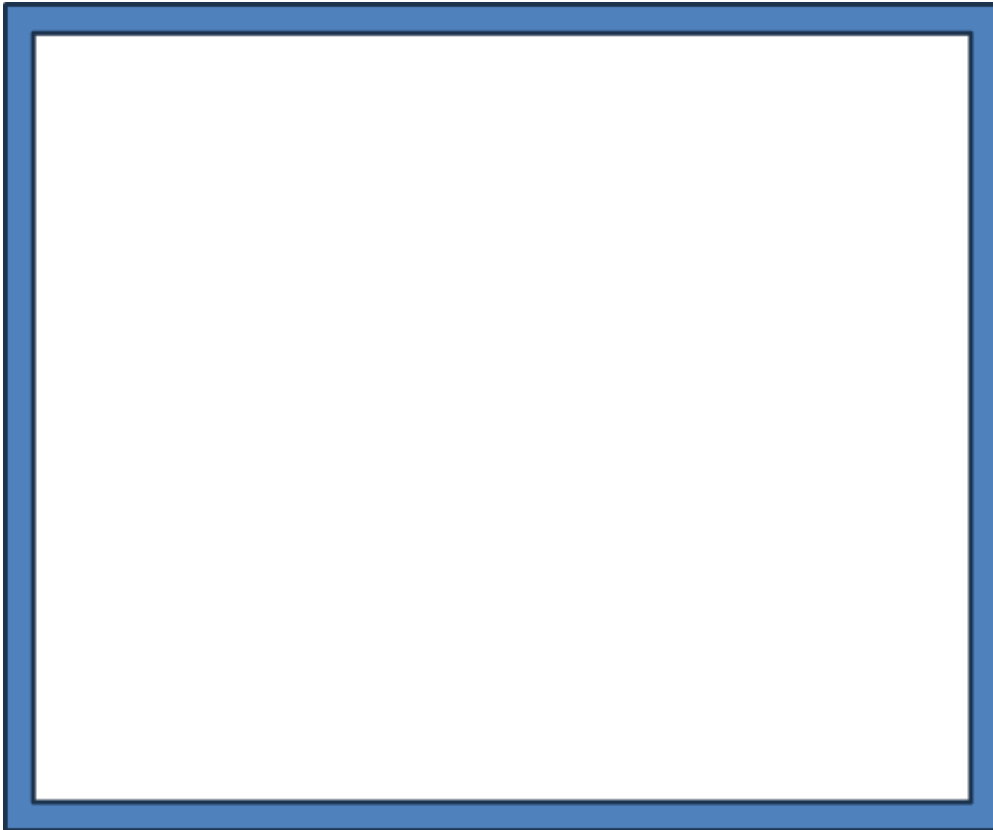
Part A:

Write and discuss some similarities and differences between the texts. Do not forget to let your voice be heard.

Similarities**Differences**

Part C:

Draw your own cartoon contrasting what Dr. Seuss expresses in his story and the current Colombian situation.



✓ Compare your cartoon with your partner's and write a reflection about how similar or different they see the story in connection with the current reality of our country

Unit Assessment

In this unit, the assessment is encouraged through peer-assessment; nevertheless, for these worksheets it will be developed in pairs. In other words, pairs of students are given a series of statements, and they need to agree on the most suitable answer based on the processes experienced throughout the unit.

Reflection

Your students are given some time for reflecting on and writing their opinions and feelings about the topics studied during the three different lessons. They express their strengths and weaknesses when developing activities for fostering critical reading skills through the stated strategy, concluding with a brief reflection about actions to be taken to improve their performance on posterior activities.



Unit Four Juxtaposing Peer-assessment (Photocopiable)

Student #1 Name: _____

Item	Comments
Aspects to maintain	
Aspects to be improved	
Advice for improvement	

Unit Four - Juxtaposing

Peer-assessment

Student #2 Name: _____

Item	Comments
Aspects to maintain	
Aspects to be improved	
Advice for improvement	