

LESSON TITLE: DUELING PERSPECTIVES

GRADE/AUDIENCE:

- 9th -10th Grade English

COMMON CORE STANDARDS:

Reading Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

- CCSS.ELA-LITERACY.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LESSON OBJECTIVES:

- Read a variety of accounts about the Pequot War
- Determine the central ideas in each account
- Cite evidence to support the central ideas in the text
- Write a comparative essay examining both perspectives (English or Pequot) and use textual evidence as support

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will read a variety of accounts about the Pequot War.
- Students will determine the central ideas in each account and write them on a chart (see attached)
- Students will analyze the information collected and critique both accounts.
- Students will write a comparative essay examining both accounts and citing textual evidence as support.

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COMPELLING / GUIDING QUESTIONS:

- Which account(s) do you find historically accurate? Why?
- Why did the Pequots and English have different perspectives about the Pequot War and why it started?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Students will work individually or pairs to read a variety of accounts about the Pequot War.
2. Students will complete the attached chart while reading the accounts.
3. Students will analyze the information collected and begin to compare and contrast the differing perspectives. Students should note the historical accuracy of the information collected and begin to note consistencies or inconsistencies of information collected. If necessary, students can conduct additional research for support.
4. Students will write a comparative essay examining both accounts and citing textual evidence as support.

TIME NEEDED FOR LESSON:

Two 45 minute classes to research, read, and analyze- Students will write the essay for homework over the course of a few nights

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Readings printed out or uploaded on a computer, computers to download links (additional sources on the internet), compare/contrast reading chart, Microsoft Word or Google Docs to use for the writing of the comparative essay.

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Mason, John and Paul Royster, ed. *A Brief History of the Pequot War*. Electronic Texts in American Studies. University at University of Nebraska-Lincoln, 2007.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas>
- Rowlandson, Mary. *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson*. 1683. <http://www.gutenberg.org/files/851/851-h/851-h.htm>
- http://www.connhistory.org/peg_rdgs.htm
- <http://www.pequotmuseum.org/Default.aspx>

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PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

Prior learning:

- Introduction of Pequot War
- Writing comparative essays
- Citing textual evidence as support

Student needs or interests:

- Students may need additional supports in order to help get them started especially during the written assignment.
- Students may need additional supports during the readings to answer any questions they may have.
- Students who love learning/reading about the history of the United States, specifically New England, will be engaged and interested in this project.
- Students who love to act as detectives while reading and search for inconsistencies or similarities will find this learning activity exciting.

Common Misconceptions:

- Students may not know the entire story of the Pequot War and may have only learned about the Pequot or the English perspective.

SUGGESTED DIFFERENTIATIONS:

For struggling students:

- Chunk reading assignments so struggling readers focus on particular sections of longer works.
- Provide additional reading charts for students to use while reading to help organize their findings.
- Provide graphic organizers for students to use during the pre-writing processes.

For enriched learning:

- Ask students to conduct their own research in addition to the research provided to them and have them include the information in their writing.
- Instead of writing a comparative essay, students can write an argumentative essay exploring which perspective appears more historically accurate using textual evidence as support.

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CROSS-DISCIPLINARY CONNECTIONS:

- Early American History

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Students will complete the compare/contrast chart while reading the articles to take notes.
- The teacher, as well as students, will use the following school-wide rubric to assess their final written product.

Compare/Contrast Note-Taking Chart

Article: Perspective (English/Pequot)	Similarities/Differences	Article: Perspective (English/Pequot)

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Westbrook High School Writing Rubric

21st-Century Learning Expectation: *All students will write effectively for a variety of purposes & audiences.*

Category & CCSS Connections	Advanced 4	Proficient 3	Emerging 2	Beginning 1
<p>Statement of Purpose/Focus</p> <p>AI: <u>W.1a, 2a:</u> <i>Introduce claim(s) or topic; W.1e, 2e:</i> <i>Provide a concluding statement. N: <u>W.3a:</u> <i>Set out a problem; W.3c:</i> <i>Provide a concluding statement</i></i></p>	<ul style="list-style-type: none"> • A rich, central idea or topic is introduced & strongly maintained throughout the essay. • Demonstrates a clear sense of audience. 	<ul style="list-style-type: none"> • A central topic is introduced maintained throughout the essay. • Demonstrates a general sense of audience 	<ul style="list-style-type: none"> • A central topic is somewhat unclear or insufficiently maintained throughout the essay. • Demonstrates little or inconsistent sense of audience. 	<ul style="list-style-type: none"> • A central topic is very unclear, limited and/or not sustained throughout the essay • Demonstrates no sense of audience.
<p>Organization</p> <p>AI: <u>W.1c, 2c:</u> <i>Uses words, phrases, & clauses to link sections & create cohesion. N: <u>W.3c:</u> <i>Sequence events</i></i></p>	<ul style="list-style-type: none"> • Masterfully organizes ideas into body paragraphs & skillfully uses a variety transitions & topic sentences to move the reader from one idea to the next. 	<ul style="list-style-type: none"> • Mostly organizes ideas into body paragraphs & uses transitions & topic sentences to move the reader from one idea to the next. 	<ul style="list-style-type: none"> • Sometimes organizes ideas into body paragraphs & uses some transitions & topic sentences to move the reader from one idea to the next. 	<ul style="list-style-type: none"> • Seldom organizes ideas into body paragraphs & uses few transitions & topic sentences to move the reader from one idea to the next.
<p>Elaboration & Evidence</p> <p>AI: <u>W.1b, 2b:</u> <i>Develops claim(s) or topic; W.9:</i> <i>Draws evidence. I: <u>W.2d:</u> <i>Uses metaphor, simile, analogy. N: <u>W.3b:</u> <i>Use dialogue, description, plot, character</i></i></i></p>	<ul style="list-style-type: none"> • Thoughtfully elaborates on the main idea & provides properly cited facts & expert opinions. 	<ul style="list-style-type: none"> • Mostly elaborates on the main idea & provides properly cited facts & mostly expert opinions. 	<ul style="list-style-type: none"> • Sometimes elaborates on the main idea & provides some properly cited facts & expert opinions. 	<ul style="list-style-type: none"> • Provides insufficient elaboration on the main idea & provides few properly cited facts & expert opinions.
<p>Language & Vocabulary</p> <p>AI: <u>W.1d, 2e:</u> <i>Uses a formal style & objective tone. N: <u>W.3d:</u> <i>Use</i></i></p>	<ul style="list-style-type: none"> • Provides precise language & an appropriate tone. 	<ul style="list-style-type: none"> • Mostly employs precise language & an appropriate tone. 	<ul style="list-style-type: none"> • Uses simple, predictable language. Tone is inconsistent. 	<ul style="list-style-type: none"> • Use of language is often imprecise, & tone is mostly inappropriate.

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<i>precise words ...to convey a vivid picture</i>				
<p>Conventions</p> <p><u>W.1d</u>: Attends to norms & conventions; <u>L.1</u>: Demonstrate command of grammar & usage</p> <p><u>L.2</u>: Capitalization, punctuation, & spelling (include semicolon & hyphen)</p>	<ul style="list-style-type: none"> • Correctly uses spelling, capitalization, grammar, formatting, & documentation. Provides rich variety of sentence types. 	<ul style="list-style-type: none"> • Mostly uses correct spelling, capitalization, grammar, formatting, & documentation. Provides an adequate variety of sentence types. 	<ul style="list-style-type: none"> • Errors in spelling, capitalization, grammar, formatting, & documentation somewhat interfere with meaning. Sentence types show some variety. 	<ul style="list-style-type: none"> • Errors in spelling, capitalization, grammar, formatting, & documentation often interfere with meaning. Relies heavily on short, simple sentences.

A = to argue

I = to inform/explain

N = to narrate