

LESSON TITLE: LIVING HIS-“STORY”

GRADE/AUDIENCE:

- 9th – 10th Grade English

COMMON CORE STATE 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.

LESSON OBJECTIVES:

- Read a variety of journals discussing what life was like during the 17th Century
- Determine the central ideas in each account
- Cite evidence to support the central ideas in the text
- Tour the Mashantucket Pequot Museum to find evidence supporting the accounts in the journals

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will read a variety of journals to discover what life was like during the 17th Century
- Students will determine the central ideas in each account
- Students will cite evidence of the central ideas

COMPELLING / GUIDING QUESTIONS:

- What was life like during the 17th Century?
- How does life in the 17th Century compare to life today? State specific examples.
- While walking through the museum, what evidence do you find in the exhibits that supports what is stated in the journals?
- How are the accounts written in the journals accurate or inaccurate?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Students will read a variety of journal entries (a variety of different people) written during the 17th Century.

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2. Students will chart what life was like during the 17th Century based on the personal accounts written in the journals.
3. Students will cite the evidence found in the text.
4. Students will visit the Mashantucket Pequot Museum and find evidence that supports what they read in the journals. Students will turn into detectives and find examples of how life was portrayed based on the evidence in the exhibits. For example, one account states, “we agreed that every man should build his own house.” Students can determine if this was common practice while journeying through the different exhibits.

TIME NEEDED FOR LESSON:

Two 45 minute classes for the reading and research and then a day to visit and journey through the Mashantucket Pequot Museum

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Copies of the journals, a table to record what life was like during the 17th Century based on the accounts read and based on what is found while touring the museum

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Selections from: Scott, Patricia and James Deetz. *Plymouth Town Early Descriptions, 1620-1628*. Historical & Public Engagement, University of Illinois. 2000.
<http://www.histarch.illinois.edu/plymouth/towndesc.html>

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

Prior learning:

- Introduction of 17th Century New England
- Introduction of Pequot War
- Introduction of Pequot Indians

Student needs or interests:

- Students who are interested in the History of the United States, specifically New England, will be engaged and interested in this project.
- Students who enjoy walking through museums will enjoy visiting the different exhibits at the Mashantucket Pequot Museum.
- Active students will enjoy playing the role of a detective and searching for information throughout the museum.

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Common Misconceptions:

- Students may not be able to clearly picture what life was like during the 17th century from just reading journals.

SUGGESTED DIFFERENTIATIONS:

For struggling students:

- Provide modified materials or “chunk” some of the reading
- Direct students towards certain exhibits to visit

For enriched learning:

- Have students track what life was like for various individuals during the 17th Century.
- Ask students to conduct additional research.

CROSS-DISCIPLINARY CONNECTIONS:

- Early American History
- Science

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Students and the teacher will use the following journal rubric to assess
- Journal/Museum Search and Find Worksheet

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Journal Entry Rubric

Criteria	4	3	2	1
Ideas, Support, & Development (Evidence)	Complete mastery of text. Assertions supported with well-chosen textual evidence. Appropriate quotations with necessary and full explanation.	Good understanding of text. Sufficient but predictable textual evidence. Good use of quotations but too many or too few and lacking careful explanation.	Adequate but predictable understanding of basic ideas in text. Insufficient use of textual evidence. Quotations insufficient, ill-chosen, misplaced, or lacking explanation.	Insufficient understanding of text. Little useful textual evidence for an argument. Lacks appropriate quotations or quotes heavily without purpose or explanation.
Level of Critical Thought	Profound thought is given to issues, ideas, and important elements. Intellectual dialogue with the text present.	Good effort at thinking about the significant aspects of the chapter and commenting on them.	Very basic entry that offers some summary and surface level thought.	Minimal effort given to including critical aspects of the text.
Organization	Logically organized; contains introduction, development of main idea (or ideas), and conclusion.	Contains introduction, some development of ideas, and conclusion.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.	Entry is unstructured.
Diction and Tone	Distinctive word choice; approach to material greatly enhances argument with intended audience.	Appropriate word choice. Effective awareness of intended audience.	Inconsistent choice of words. Portions of the essay interfere with comprehension of intended audience.	A pattern of using words inappropriately. Shows little awareness of intended audience.
Grammar and Mechanics	Presents ideas in well-crafted, varied, engaging, virtually error-free sentences.	Conveys ideas with effective and varied sentence structure. Few errors at word and sentence level.	Clear but basic expression of ideas. Little variation in sentence form; some errors at word and sentence level.	Multiple errors in arrangement, punctuation, and sentence structure undermine sense—incoherent.

Score: ____/20

Charting Life during the 17th Century

Journal Title	Life During 17 th Century	Cited Textual Evidence	Evidence Found at Museum

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