

# Sumter School District TPACK Lesson Plan

<b>Teacher/Grade Level/Unit:</b> Byrd / 11th / Early American Literature: Foundations and Encounters (2 days)
<b>Title:</b> When Cultures Collide
<b>SC Standard/s:</b> ELA.E3.AOR.1.2, 2.2, 4.1, 7.1, 8.1c; ELA.E3.R.1.1
<b>Objective:</b> TSWBAT evaluate an author's use of figurative language; analyze the development of two central ideas; evaluate two texts on the same topic written by authors with different perspectives; use context clues; and analyze the impact of specific word choices on meaning and tone.
<b>Essential Question:</b> What factors influence an author's perspective? How can we objectively evaluate two perspectives on the same topic?
<b>Learning Outcome:</b> The students will recognize and analyze bias in primary sources by creating social media posts from the perspectives of Tisquantum and William Bradford to demonstrate Bradford's bias against the Native Americans he encountered.
<b>Launch/Engagement:</b> <a href="#">How do you know if a historical source is biased?</a> We will watch the above video and discuss bias in primary sources and the essential questions.
<b>Essential Vocabulary:</b> central idea, tone, imagery, connotations, primary sources, author's purpose, genre, audience, bias
<b>Assessment Planning:</b> <ul style="list-style-type: none"><li>Students will work in pairs to create two social media profiles: one will reflect the daily life of Tisquantum and one will reflect William Bradford's impression of the Native Americans he encountered in the New World. They will then write two paragraphs defending the posts they created for each and how they reflect each man's perspective.</li></ul>
<b>Student Use of Technology:</b> Students may need to do additional research on Native American life and the writings of William Bradford to complete the assessment at the end of the lesson.
<b>Lesson:</b> <ul style="list-style-type: none"><li>We will take notes on the essential terms needed for analyzing the reading.</li><li>In collaborative small groups, students will fulfill the following Reciprocal Teaching roles: Summarizer, Questioner, Clarifier, and Visualizer.<ul style="list-style-type: none"><li>In these groups, students will read, annotate, and discuss an excerpt from <i>Coming of Age in the Dawnland</i> by Charles C. Mann and an excerpt from <i>Of Plymouth Plantation</i> by William Bradford.</li><li>The texts will be chunked prior to beginning so groups know when to pause and discuss. I will rotate through the groups as they work to facilitate.</li></ul></li><li>Once groups have completed the reading, annotating, and small group discussions, we will come together as a whole group for a class discussion. The following questions will be considered:<ul style="list-style-type: none"><li>What impressed you most about life in Patuxet, as described in <i>Coming of Age in the Dawnland</i>?</li><li>How does Mann's use of the primary texts convey his view of Patuxet society?</li><li>What central idea about Native American societies in the Dawnland is communicated in this excerpt?</li><li>How would someone in 1651 have reacted to Bradford's accounts as expressed in the excerpt you read?</li><li>What does the Mayflower Compact suggest through its careful word choice and tone?</li><li>What do you think Bradford's purpose in writing <i>Of Plymouth Plantation</i> was? What is the central idea and how does it reflect that purpose?</li><li>What happens when cultures collide?</li></ul></li><li>After discussing these questions and students' opinions of the text, they will work with their small groups to create two social media profiles from provided templates: one will reflect the daily life of Tisquantum and one will reflect William Bradford's impression of the Native Americans he encountered in the New World. They will then write two paragraphs defending the posts they created for each and how they reflect each man's perspective.</li></ul>
<b>Differentiation/Modification/Personalization:</b> Students will use technology to complete the assessment.