Common Core Social Studies Learning Plan Template

**Lesson Title:** Annotating Chief Powhatan’s Address to John Smith

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**Appropriate for Grade Level(s):** 7th grade

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):**

 H1.[6-8].4 Compare lifestyles in the New England, Middle, and Southern colonies as determined by race, class, and gender.

H3.[6-8].1 Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.

CCSS.ELA-Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

CCSS.ELA-Speaking and Listening. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues

**Type of Lesson:** Student Annotation of Complex Text

**Student Readings (list):**

* Project TAHOE/Edmodo Close Read- Chief Powhatan’s Address to John Smith

**Total Time Needed:** 1- 80 minute class period

**Lesson Outline:**

|  |  |  |
| --- | --- | --- |
| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 10 minutes | This lesson will be taught during the Colonial America unit and is a great follow-up to the Jamestown DBQ. To review, the teacher will start the class by having the students make a list of everything that comes to mind with the following terms: “Jamestown” “Chief Powhatan” and “John Smith”. After a few minutes, the teacher will generate a list of student responses on the board. After the students have shared, teacher will review key information about those terms. | Students will generate a list of words/dates/phrases for the terms. The students will then share their lists with the whole class and generate a class list. |
| 15 minutes | Tell the class that we will be analyzing Chief Powhatan’s address to John Smith. We will be reading the address twice. The first time the students read the address, they will read silently. While they read silently, they should circle words they are or any other students might be unfamiliar with. The second time, the teacher will read the address out loud. | Students will start by silently reading the address and circling any words they are unfamiliar with. (By encouraging students to also mark words with which their peers might struggle, it is more likely for them to be honest about difficult words). |
| 5 minutes | Teacher will have students discuss the words they circled with their group members. Before the teacher reads the address out loud, pose the questions “Who?” and “What?” to the class based on the sourcing information included with the address. | Students should be able to explain that the “Who?” is Chief Powhatan, the leader of the Native American tribe near Jamestown and he is speaking to the leader of the Jamestown settlement. They should also note that 1609 is during the starving time/drought experienced at the Jamestown settlement. |
| 10 minutes | Teacher will read out loud the address to the class to demonstrate fluency. | The students will be following along in the reading.  |
| 30-35 minutes | Teacher will then pass out a copy of the address in a sheet protector to each group, a copy of the annotation matrix, and 4 different color overhead pens. Students will each take a different color pen. The teacher will explain that each student will be individually responsible for annotating the address, but that the aspects of the address that are annotated are decided upon by the group.(The annotation strategies chosen from the Annotation Matrix are text specific and chosen because they align to this particular text.) Teacher will guide the class along and post the first task on the board. After 5 minutes (or when the groups are done), the teacher will post the second task on the board, again after 5 minutes the third task, and finally the fourth.The teacher will be monitoring the groups to make sure they are on task and assessing the students understanding of the address. | Students will be annotating the address based on the task that corresponds to their color pen. They will be collaboratively working as a group to complete the task. They should all be discussing and referencing the address. It is fine if there is disagreement within the group. The discussion over disagreements will lend further insight to the reading. |
| 5 minutes | Teacher will do a quick whole class debrief and reflection on their participation. Then assign the homework (the writing task from the Edmodo Close Read): *Chief Powhatan states in lines 10-11, “Why should you take by force that from us which you can have by love?” Using three pieces of evidence from the text, write one paragraph describing the relationship between Jamestown colonists and Powhatan’s Tribe. For each piece of evidence, use a quote or a paraphrase (with line number cited) and include your reasoning. That is, for each piece of evidence, describe how it supports your own ideas.* Teacher will collect the sheet protector copies of the address to assess the student’s understanding. | Students will write their name on the sheet protector copy in the pen that matches the task they completed. |

**Description of Lesson Assessment:** The group’s annotated copy of Chief Powhatan’s address will serve as a formative assessment regarding the comprehension of the document. The writing task will serve as the formal assessment for this lesson. Students will be taking three pieces of evidence from the address that describes the relationship between the colonists and the Powhatan tribe. They will also need to include reasoning for each piece of evidence.

**How will students reflect on the process and their learning?** During the whole class debrief, the students will have the opportunity to reflect on their participation in the annotation activity (Were they contributing to their group’s discussion even when it wasn’t their specific task?).

Annotation Directions

(Projected on board- I used my ActiveInspire and then only reveal one task at a time)

* Each person in your group needs a pen
* Depending on the color pen you have, you will complete the following task using the annotation matrix:
1. #6-C: Red or Black
2. #3-B: Blue or Green
3. #2-A: Yellow or Orange
4. #4-A: Brown or Purple



Writing Prompt

Chief Powhatan states in lines 10-11, “Why should you take by force that from us which you can have by love?” Using three pieces of evidence from the text, write one paragraph describing the relationship between Jamestown colonists and Powhatan’s Tribe. For each piece of evidence, use a quote or a paraphrase (with line number cited) and include your reasoning. That is, for each piece of evidence, describe how it supports your own ideas.

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**Chief Powhatan’s Address to Captain John Smith**

Chief Powhatan

1609

food and supplies

anxiety/fear

meek

quick with decisions

advise

*(Some spelling has been changed for the modern reader.)*

I am now grown old and must soon die, and the succession must descend in order, to my brothers, Opitchapam, Opechancanough, and Kekataugh, and then to my two sisters, and their two daughters.

I wish their experience was equal to mine, and that your love to us might not be less than ours to you. Why should you take by force that from us which you can have by love? Why should you destroy us who have provided you with food? What can you get by war? We can hide our provisions and fly into the woods. And then you must consequently famish by wrongdoing your friends.

What is the cause of your jealousy? You see us unarmed and willing to supply your wants if you come in a friendly manner; not with swords and guns as to invade an enemy. I am not so simple as not to know that it is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be merry with the English, and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots and such trash, and to be so hunted that I cannot rest, eat, or sleep. In such circumstances, my men must watch, and if a twig should but break, all would cry out, "Here comes Captain Smith." And so, in this miserable manner to end my miserable life. And, Captain Smith, this might soon be your fate too through your rashness and advisedness.

I, therefore, exhort you to peaceable councils, and above all I insist that the guns and swords, the cause of all our jealousy and uneasiness, be removed and sent away.

Writing Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Component:** | **Student:** | **Teacher:** | **Comments:** |
| **Strong Claim/** Arguable and clear what sideIntroduces clear claim, establishes clear position on the issue |  |  |  |
| **“NO I”** -Establishes and maintains a formal style: third person POV, no contractions, no “texting” language |  |  |
| **Evidence #1** **from text supports**/aligns to claimrelevant/accurate |  |  |
| **Evidence #1 cited** (quoted or paraphrased) |  |  |
| **Reasoning #1** -Uses reasoning to **link evidence** #1 to claim or explains and elaborates on evidence |  |  |
| **Evidence #2 from text supports**/aligns to claim relevant/accurate |  |  |
| **Evidence #2 cited** (quoted or paraphrased) |  |  |
| **Reasoning#2**-Uses reasoning to **link evidence** #2 to claim or explains and elaborates on evidence |  |  |
| **Evidence #3 from text supports**/aligns to claim relevant/accurate |  |  |
| **Evidence #3 cited** (quoted or paraphrased) |  |  |
| **Reasoning#3**-Uses reasoning to **link evidence** #3 to claim or explains and elaborates on evidence |  |  |
| **Transitions/Sentence Starters-**Uses words and phrases to create logical flow, clarify relationships amongst claims, reasoning, and evidence. |  |  |
| **Conclusion:** Provides a concluding statement or section that supports the argument in new language |  |  |
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