

UNIT	GRADE	LESSON TITLE	TEACHER
Native Americans	9-10	<i>King Philip's War</i>	Sean Gilligan
		<p><b>CCSS:</b></p> <p><b>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</b> <i>Students will interpret a primary source to determine Metacom's complaints against the English.</i></p> <p><b>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</b> <i>Students will analyze both the positive and negative points of each decision making option for King Philip's war.</i></p> <p><b>WHST.11-12.1 Write arguments focused on discipline-specific content.</b></p> <p><b>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</b></p> <p><b>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</b></p> <p><b>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</b></p>	

		<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p> <p><b>e. Provide a concluding statement or section that follows from or supports the argument presented.</b> <i>Students will write speeches from a Narragansett sachem's perspective. The speech will defend the writer's "best option", examine what is wrong with the other two options, and predict what life will be like for future generations if the "best option" is chosen.</i></p>	
		<p><b>DOK: 3 - Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer.</b> <i>Students will write speeches from a Narragansett sachem's perspective. The speech will defend the writer's "best option", examine what is wrong with the other two options, and predict what life will be like for future generations if the "best option" is chosen.</i></p>	