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Workshop Lesson Assignment
Living on the Edge of Empire, NEH
July 7-12, Session I

This lesson could be used in a 9th grade Social Studies or English class. The general idea for our lesson would revolve around the breakdown, comprehension and application of primary and secondary source materials. We would look into the perspectives of four major groups as illustrated, specifically, by one individual:

Slaves: <http://1704.deerfield.history.museum/popups/people.do?shortName=Parthena>

Indians: <http://1704.deerfield.history.museum/popups/people.do?shortName=Wattanummon>

French: <http://1704.deerfield.history.museum/popups/people.do?shortName=Hertel>

British: <http://1704.deerfield.history.museum/popups/people.do?shortName=EuniceKWilliams>

The primary and secondary source materials would be accessed online and also printed and handed out to members of the class.

Part 1: Divide the class into four teams (based on ability, student choice, or random) with each team responsible for becoming an “expert” in their group. We will provide primary and secondary source materials (see links above) as well as graphic organizers, highlighters as well as specific goals for their learning.

Questions for each group. Cite at least two key lines per question that support your answer.

1. This person represents a larger group. How did this group find its way to North America?
2. What is this person’s role in the community?
3. How was this person involved in the raid on Deerfield?
4. What happened to this person after the raid?

Common Core State Standards

(9-10.R.I.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.

(9-10.R.I.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(9-10.S.L.1b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Part 2: take one member from each team and place them together (jigsaw format). Each team member (group expert) will present/share out pertinent details about their group from Part 1. Other team members will ask clarifying questions. As a group, looking horizontally, you will compare and contrast the items from all characters and see what conclusions (inferences) you can draw.

Key line of theme (explicit)	Parthena	Wattanummon	Hertel de Rouville	Eunice Kanenstenhawi Williams	inferences (implicit)
Arrival to North America					
Community Role					
1704 Raid					
Post Raid					

(9-10.R.I.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(9-10.S.L.1b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Part 3: Pose a problem / conflict to the groups. Of the four groups in class, two would get one scenario, two would get another. They would work independently, however.

Examples of Problem / Conflicts:

1. There has been a blight and much of the corn crop has been ruined.
2. Dutch traders have begun to get into many conflicts with local hunters, traders and members of all groups.
3. Different sachems of a tribal homeland have signed treaties for use of their land with both the English and French.

Using knowledge of your four groups, could there be a resolution to the problem / conflict? What would be a likely scenario for resolution? Use the texts (and graphic organizers) for support.

(9-10. W.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.

(9-10. W.2b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(9-10.W.1a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PART 4: Plan and design a presentation using an online tool (Prezi, Slidrocket, etc) to illustrate students' findings/ solution. This may require a computer lab, or laptops. It would be done through an online tool so students could collaborate in real time versus some students working independently on slides via PowerPoint. The presentation should address the issue, how it would affect all groups, and a possible solution. They should take into account places where their ideas will be questioned, and plan to counter those claims.

(9-10.W.1b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

PART 5: Again, if there are four teams in each class (we will call them A, B, C and D) two teams are working on solutions for the same conflict (we shall say that A and B are working on blight and C and D are working on conflicting land grants). A and B will present consecutively. While A and B are presenting, C and D will be working with a graphic organizer looking for specific claims and counterclaims as well as textual evidence that supports or discredits their work. They will then judge, based on specific evidence, which team made a stronger presentation. We will then switch roles.

(9-10.R.I.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

(9-10.S.L.1c) Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PART 6: Students will write a reflection based on their presentation, the other teams' presentations, as well as the feedback they received from other teams. This piece of in-class writing (or for homework after day 5) will ask students to evaluate their and another presentation for textual accuracy, originality of thought and "what would you do differently."

(9-10.W.2 f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).