



**Literacy Design
Collaborative**

Patriot or Royalist: A 1770's Dilemma for Citizens in the American Colonies

★ TASK

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The inspiration for this module comes from a module written in the fall of 2011 by 5th grade teachers at Wakulla County Schools, FL, titled: Patriot or Loyalist: Whose Point of View?

During the time in the 1770's leading up to the Revolutionary War, citizens in the American Colonies were divided between maintaining a fidelity to King George III of England (Royalist view) versus establishing a nation independent of English rule (Patriot view). Both groups had strong, and often strident opinions to bolster their point of view.

Students will learn about the issues that framed both points of view by reading and viewing primary and secondary informational and digital sources. They will encounter a stark debate between John Dickinson, (who argued for the Royalist view) and Benjamin Franklin, (who argued for the Patriot view) held on May 28, 1775, at the Continental Congress in Philadelphia, PA. Students will also read the speeches by Patrick Henry (Patriot) and Joseph Galloway (Royalist). In addition, students will consider the events of the Boston Massacre and the question of where to put the blame (Royalist or Patriot instigation) for the outcome of that event. Based on evidence from all sources, students will argue for the justification of either the Patriot or the Royalist view and will present their arguments in an essay.

GRADES

8 - 9

DISCIPLINE

 **Social**

COURSE

 **American**

PACING

 **N/A**

Studies

History

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

As a citizen of the American Colonies in the 1700's, which viewpoint, Patriot or Royalist, would you have supported based on textual and digital evidence of the accounts of the time? After reading and analyzing primary and secondary source materials, write an essay in which you address the question and argue your position. Support your position with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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.

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.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Next Generation Sunshine State Standards

SS.8.A.3.2

Explain American colonial reaction to British policy from 1763 - 1774.

SS.8.A.3.8

Examine individuals and groups that affected political and social motivations during the American Revolution.

SS.8.A.3.In.h

Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.

SS.8.A.3.Su.b

Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.

SS.8.A.4.8

Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.1.In.f

Identify similarities and differences in points of view of historical interpretations of key events.

SS.8.A.1.Su.a

Select a supporting detail for an answer from a reference and ask questions to gather information.

Texts

-  **Patrick Henry: Give Me Liberty or Give Me Death**
-  **Joseph Galloway's Speech to Continental Congress**
-  **Images of the Boston Massacre**
-  **Student Handout: The Boston Massacre**
-  **Boston Gazette Article**
-  **London Chronicle Article**
-  **Boston Massacre Eyewitness Reports**
-  **The Boston Massacre: Facts and Questions**
-  **What Made the Boston Massacre a Massacre**
-  **Dickinson_Franklin debate**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Early in American history, American colonists were governed by England and for many years considered themselves as English citizens. Over time, however, some of the colonists began to resent England's control. They wanted to be able to vote and have the same rights as citizens in England and in other English colonies. Some citizens (Patriots) wanted to break from England and form an independent nation. Others (Royalists) supported a continuing fidelity to King George III. This conflict formed the basis for famous speeches by Patrick Henry and Joseph Galloway as well as a political debate between John Dickinson representing the Royalist view and Benjamin Franklin representing the Patriot view. You will learn about the arguments from both sides of this debate.

In 1770, King George III sent soldiers to deal with the unrest in the colonies caused by colonists' resentment caused by the increase in taxes that the colonists had not voted for. This led to one particular event, the Boston Massacre, which played a significant role leading up to the American Revolution. You will learn about the events of the Boston Massacre from different eye-witnesses and newspaper accounts.

You will use primary and secondary resources that include pictures, newspaper articles, eyewitness accounts, and debate proceedings in order to apply historical thinking skills of sourcing and close reading. As you consider the arguments and events from each resource, you will decide whether you accept the Royalist or the Patriot point of view and present your argument in an essay.

Extension

L2 Be sure to acknowledge competing views.

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of the content of each text by locating words and phrases that identify key concepts.

ACTIVE READING > ANNOTATION: For each assigned text: Ability to monitor understanding through text annotation; ability to determine important concepts related to the task; ability to answer comprehension and critical thinking questions.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.



REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?






PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	UNDERSTANDING TASK AND EXPECTATIONS In a quick-write, write your first reaction to what the task is asking you to know and do.	Not Provided	<ul style="list-style-type: none"> Have students work independently on their quick-writes. Then Put them in pairs to compare their quick-writes. Discuss student responses. Clarify the timetable and expectations for student engagement.
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	QUICK WRITE - FEATURES OF A GOOD ESSAY In your own words, list the important features of a well written essay on the module issue.	Students list at least three features of a well written essay.	<ul style="list-style-type: none"> Give two examples of a well-written essay for student discussion (e.g., staying on the topic; using evidence from text, etc.) Share an example of a well written essay and discuss the features of the essay. Have students create their list of features Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	UNDERSTANDING THE RUBRIC In a Quick-Write, explain the essay characteristics listed in the Student Work Rubric that either "meets expectations," or is "advanced." Compare the characteristics of the rubric with those you listed in the last mini-task.	Quick-Write uses language that is compatible with the rubric language	<ol style="list-style-type: none"> Show students the Student Work Rubric Have them do a Quick-Write responding to the prompt Have them share Quick-writes with a partner Conduct a class discussion.
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	STUDENT BACKGROUND KNOWLEDGE: LIST-GROUP-LABEL-MAP How much do you know about the topic of the Revolutionary War - also called the War of Independence?	Individual student lists and class list	Use the List/Group/Label/Map activity to activate student knowledge <ul style="list-style-type: none"> Put word or topic on board or chart. Students make a word list by thinking of words or phrases that relate to the topic. Students can use a post-it note for each word or put words on the board or wall chart. When there are no more words/phrases to offer, students then look for words that are related in some way and mark each word with a symbol to indicate what category each word might represent. Students label each of the categories of words/phrases. Students then talk about how the words/phrases were grouped and how the label was selected. Students make a concept map using the labels for the categories. Students read the text and use the concept map to organize the knowledge in the text.

				<ul style="list-style-type: none">Students revise their maps based on the knowledge gained from the text.
Additional Attachments: List/Group/Label/Map				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	THE BOSTON MASSACRE IN PICTURES What do these pictures tell you about the Boston Massacre?	Student notes.	<ul style="list-style-type: none">Tell students that people often have different views of the same event. This was true of an event called the Boston Massacre.Students will look at four pictures of the Boston Massacre and answer the questions on each of the pictures.In small groups, have students look at each picture individually and record answers to the questions on a group summary paper. Rotate pictures until each group has seen all four pictures.In a group discussion, ask students what they noticed as differences among the four pictures. Also ask them what questions they have about the event. Summarize their comments in writing.
Additional Attachments: Images of the Boston Massacre Student Handout: The Boston Massacre				
Reading Process				
30 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of the content of each text by locating words and phrases that identify key concepts.	ESSENTIAL VOCABULARY: HOW WELL I KNOW THESE WORDS For each text in this module, what are the key words and concepts in the text?	Completion of the <i>How Well I Know These Words</i> student handout.	Note to Teacher Allow at least 30 minutes for this mini-task for each module text. Before having students read each text, use this <i>How Well I Know These Words</i> process for helping students identify potentially troublesome words and phrases and learn their meanings. Use the attached format for students to record their work and save it for use with other module texts. <ol style="list-style-type: none">Preview each module text to identify to identify potentially troublesome words and phrases.Prepare a student handout for each text with the list of words in Column 1.Follow the instructional directions listed on page 1 of the handout. A sample How Well I Know These Words is attached using the module text, <i>The Boston Massacre: Facts and Questions</i> . Use the "How Well" strategy for these texts: <ul style="list-style-type: none">Boston Gazette articleLondon Chronicle articleWhat Made the Boston Massacre a Massacre
Additional Attachments: How Well I Know These Words				

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30 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY:</p> <p>Ability to apply strategies for developing an understanding of the content of each text by locating words and phrases that identify key concepts.</p>	<p>CONCEPT BUILDING</p> <p>Use the Concept Building Handout to build deep knowledge about important vocabulary in the text.</p>	Completion of Handout	<p>Select words/phrases from each text and distribute the <i>Concept Building</i> activity for students to complete. Model the use of the handout with a vocabulary word from the text.</p> <p>Alternatively, use this activity for students to collect information about the terms, patriot and loyalist. Have students use the <i>Concept Building</i> handout to record information from each of the texts.</p>
<p>Additional Attachments:</p> <p> Concept Building</p>				
30 mins	<p>ACTIVE READING > ANNOTATION: For each assigned text: Ability to monitor understanding through text annotation; ability to determine important concepts related to the task; ability to answer comprehension and critical thinking questions.</p>	<p>ANNOTATION AND TEXT ANALYSIS</p> <p>You will use a variety of annotation techniques as you read about the arguments of both the Patriots and the Royalists. You'll also be reading about the Boston Massacre and the different perspectives of the eyewitness and the trial transcriptions.</p>	Annotated text has a variety of marks (see student handouts and teacher resources) and written comments and questions that are specific to addressing the teaching task.	<p>This mini-task is repeated for each of the module texts and should be allocated at least 30-45 minutes for each text.</p> <ul style="list-style-type: none"> ● Patrick Henry: Give Me Liberty or Give Me Death ● Joseph Galloway's Speech to Continental Congress ● Boston Gazette article ● London Chronicle article ● What Made the Boston Massacre a Massacre
<p>Additional Attachments:</p> <p> Loyalist vs. Patriot handout</p> <p> Loyalist_Patriot handout</p> <p> Options for Marking Text</p> <p> Options for Annotating Text</p>				
30 mins	<p>ACTIVE READING > ANNOTATION: For each assigned text: Ability to monitor understanding through text annotation; ability to determine important concepts related to the task; ability to answer comprehension and critical thinking questions.</p>	<p>ANNOTATION: THE ANTICIPATION GUIDE</p> <p>The Anticipation Guide can help you focus on important information before you read a text or view a painting. As you read each of the statements in the Guide, you'll be making predictions about the truthfulness of the statements. As you read the text, you will look for verification of your predictions.</p>	Not Provided	<p>Teacher Note:</p> <p>The Anticipation Guide process can be used with any text to get student motivated to gather evidence from text to confirm or disconfirm their predictions made prior to reading the text. Refer to the Anticipation Guide Format in the Teacher Resources Tab for AG instructions. A sample AG is included in Teacher Resources. The Student Anticipation Guide is in the Student Handouts Tab.</p> <p>The AG can be used with several text in the Patriot's module:</p> <ul style="list-style-type: none"> ● <i>What Made the Boston Massacre a Massacre</i> ● <i>The London Chronicle Article</i> ● <i>The Boston Gazette Article</i>
<p>Additional Attachments:</p> <p> The AG: Teacher Directions</p> <p> AG Student Format</p>				


45 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>THE DEBATE BETWEEN BENJAMIN FRANKLIN AND JOHN DICKINSON</p> <p>In a Continental Congress debate in 1775, John Dickinson argued for continuing fealty to King George III rather than forming an independent nation. Benjamin Franklin argued for forming an independent nation. What were the major points of both arguments?</p>	<p>Completed student handouts</p>	<p>Teacher Note: This activity will take about a class period of 45 minutes for each text. The attachments include a highlighted teacher text for each statesman, a student text for annotation for each argument, and a student handout for note-taking. For students who may need more teacher support to complete this activity, conduct a shared reading with teacher modeling of thinking for scaffolded vocabulary support (included in Teacher Resources).</p> <p>Instructional Sequence</p> <p>Guiding Question: What arguments are being made by John Dickinson in support of a continuing fidelity to King George III and by Benjamin Franklin in support of establishing a nation independent of English rule?</p> <p>Setting the stage</p> <ul style="list-style-type: none"> Overview: Remind students that they will be reading about an argument for continued fidelity to the King (Dickinson) and an argument for forming an independent nation (Franklin). After reading and completing annotations and notation, each student will select the more convincing argument based on textual evidence. Goals <ul style="list-style-type: none"> Practice “close reading” a primary source document Focus on salient features of both arguments. <p>Exploring the texts</p> <ul style="list-style-type: none"> For each paragraph of the student texts, have students (either independently or in pairs) highlight evidence for the argument being made. For students who need more teacher support, do a shared reading of the text and highlight the text throughout the reading. Throughout the reading, pause and comment on vocabulary to aid in comprehension. The teacher text provides places for vocabulary explanation. Remind students what it means to paraphrase. Model for them how to paraphrase the first several paragraphs. Have students paraphrase each reason on their Student Recording Form. <p>Bridging to Writing</p> <ul style="list-style-type: none"> Have students by a show of hands indicate which argument they are supporting: that of Franklin or that of Dickinson. Form a group for each argument so that students can work together to write a collective outline of their position. If a group is large, break it into smaller groups for management purposes. Each group writes a statement of belief and adds information from the text as evidence. Each group then makes its presentation and solicits comments and questions.
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	<p>Additional Attachments:</p> <p> Dick_Frank debate_teacher resource</p> <p> Dick_Frank Debate_Student</p>			
50 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>NOTE- TAKING: JIGSAW</p> <p>In this Jigsaw activity, you will work with a group of students to become an expert on a topic that you will read about. You will then move to another group of students who are experts on different topics and you will teach each other what you learned about the topic.</p>	<p>Student notes from the expert teaching portion of the mini-task.</p>	<p>Teacher Note:</p> <p>Jigsaw can be used with almost any text that can be divided into sections. Follow the directions given in the Jigsaw explanation in the Teacher Resources Tab. Students will save their notes from doing a Jigsaw for a summarizing mini-task later in the module.</p> <p>A Jigsaw mini-task activity is included in the Teacher Resource section of this mini-task. There are eyewitness accounts and a Conclusion Section that can be copied and distributed to students after they have finished the jigsaw phase of the min-task.</p> <p>Instructional Strategies for the Boston Massacre: Jigsaw</p> <ul style="list-style-type: none"> • The text is found in the Teacher Resources. There are three eyewitness accounts given: Captain Preston's Account, Eyewitness statements in support of Captain Preston, Eyewitness statements opposed to Captain Preston's statement. • Divide students into two or three groups and distribute the various eyewitness accounts to the groups. • Follow the directions on the Jigsaw handout in Teacher Resources.
	<p>Additional Attachments:</p> <p> The Boston Massacre: Jigsaw</p>			
30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>BOSTON MASSACRE TESTIMONIAL EXCEPTS</p> <p>A trial was held following the Boston Massacre in which nine British soldiers were charged. You will read seven different trial witness accounts of the Boston Massacre that were presented at the trial and determine from each account which group (Royalist soldiers or colonists) were the guilty parties.</p>	<p>Student handout completion</p>	<ul style="list-style-type: none"> • Let students work in pairs or small groups. • Have each group read the seven witness accounts and use the Note-taking handout to address the following questions <ul style="list-style-type: none"> ◦ Who do the witness think is at fault? ◦ What words they they say to make you think that? • You may ask students to underline the "loaded" words as they read each account. • Take a show of hands of who was guilty/not guilty for each witness.
	<p>Additional Attachments:</p> <p> Boston Massacre Trial Testimony Excerpts</p> <p> Testimony Excerpts</p>			
30 mins	<p>ACTIVE READING ></p>	<p>NOTE-TAKING: QUICK</p>	<p>Quick write from</p>	<ul style="list-style-type: none"> • Have students review their notes and use textual

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	NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	WRITE After reading all of these accounts of the Boston Massacre, pretend to be a member of a jury. Looking at the notes that you have taken so far, decide who you think is guilty of starting the Boston Massacre: the colonists/Patriots or the Royalists? Write a short summary of your point of view.	each student with evidence from texts.	evidence for their quick-write.
30 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	SHORT REFLECTIVE ENTRY FOR EACH PRINT OR GRAPHIC SOURCE Refer back to each module mini-task. Record the evidence from the print or digital sources that supports the teaching task. Be sure to include the central ideas, quotes, statistics, key words and phrases that will help you define your argument in response to the task.	<ul style="list-style-type: none"> Student Reflective Entry sheets 	Teacher Note: This mini-task can take place throughout the mini-tasks activities or over several class periods of 30-45 minutes at the conclusion of the mini-tasks. It can also be given as homework if students are capable.
40 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	WRITING SUMMARIES For each text assigned by the teacher, you will write a 25-word summary and share with a partner.	Student Summaries	Teacher Note: Include this mini-task if time permits and if student needs the extra time to "gather their thoughts" to help them organize their notes for writing their essays. You may assign only one text of several, depending on the needs of students. <ul style="list-style-type: none"> Have students work individually to identify six words from the text that most signify the central idea the author is trying to convey. Pair up students to compare their lists and create a joint list. Write the summary based on the shared list. Student share their summaries with the class.
15 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Transition to Writing				
2 hrs	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	NOTE-TAKING FOR EACH TEXT Refer to each of your texts and photos a second time. For each text or picture, write examples of what you learned from text	<ul style="list-style-type: none"> Identifies relevant evidence from text Includes information to support accurate citation (for 	This mini-task is used for each of the module texts plus the notes from the Franklin/Dickinson debate and the seven testimony excerpts. <ul style="list-style-type: none"> <i>Boston Gazette</i> article <i>London Chronicle</i> article <i>What Made the Boston Massacre a Massacre</i>

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		evidence that will guide your thinking about the argument you will make about which view (patriot or loyalist) you support based on textual evidence.	example, page numbers for a long text, clear indication when quoting directly).	<p>For each text and student notes, plan to spend about 30 minutes on instruction and student work time.</p> <ul style="list-style-type: none"> Teach a sample format for note taking and/or use the format in the Student Handouts Have students re-read each text and highlight textual evidence to support a claim
	<p>Additional Attachments:</p> <p> Notes Summary Handout</p>			
Not provided	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>BULLETS</p> <p>In a quick write, note what you know now that you've read about _____ (<i>content</i>).</p>	No scoring	<ul style="list-style-type: none"> Discussion-based strategies, such as seminar. Small group discussion using question.
Writing Process				
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>OUTLINE/ORGANIZER</p> <p>Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports opening claim. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Not provided	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH</p> <p>Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Not provided	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT</p> <p>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
Not provided	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to</p>	<p>MULTIPLE DRAFTS</p> <p>Refine composition's analysis, logic, and</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with

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	refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	feedback on those issues.
Not provided	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- 🔗 Patrick Henry: Give Me Liberty or Give Me Death : <https://s ldc.org/u/8jw2egsd872xnfp2jbfw35t0>
- 🔗 Joseph Galloway's Speech to Continental Congress :
<https://s ldc.org/u/7hpamu1fsdbcoidkfkfnbu6wy>
- 🔗 Images of the Boston Massacre : <https://s ldc.org/u/27i57mfz5y3fr5r69nwxrkizg>
- 🔗 Student Handout: The Boston Massacre : <https://s ldc.org/u/51a5v40uxw9nv0gyw0u2nxz65>
- 🔗 Boston Gazette Article : <https://s ldc.org/u/103fbeb76cok73nv7k4hks2t>
- 🔗 London Chronicle Article : <https://s ldc.org/u/c1ql6mkwdqpame70xoahtxqe>
- 🔗 Boston Massacre Eyewitness Reports : <https://s ldc.org/u/8sedpxrr6fta1hv3kyvfuv3s>
- 🔗 The Boston Massacre: Facts and Questions : <https://s ldc.org/u/80xlau2w4mbImhp75jou96ggs>
- 🔗 What Made the Boston Massacre a Massacre : <https://s ldc.org/u/5ucebcthwk4jtj7vgavd2b8hg>
- 📄 Dickinson_Franklin debate : <https://s ldc.org/u/6lijar8hhhwew1gzp4smw9a66>