Grade Level	8	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students have analyzed how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Students have explored and analyzed Native American history. Students will have analyzed President Andrew Jackson's fight with the National bank and other actions taken during his presidency. Students will have analyzed and be familiar with the use and study of primary and secondary sources. Students will have written five-paragraph essays analyzing, evaluating, comparing, and contrasting information from a variety of sources, texts and information. Students will have used a variety of graphic organizers to sort, analyze, interpret, and identify information in a variety of material.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This lesson aligns with our program of instruction by helping students grow as competent readers. The Caepe School's focus is to strengthen reading and comprehension skills, critical thinking skills, and writing skills. Students have writing assignments which include written responses to texts, critical thinking about themes, and writing programs based in expanding vocabulary.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**8.RI.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Materials/Resources Needed	**Lesson 1:** Student copies of Bell Work: Andrew Jackson political cartoon, PowerPoint presentation – *The Trail on Which they Wept*, Student copies of *Incomplete Outline* covering PowerPoint presentation **Lesson 2:** Student copies of documents A and B, Student copies of *Analysis worksheet*, Student copies of: *Topic Web and Supporting Details Web Graphic Organizers* **Lesson 3:** Student copies of documents C and D, Student copies of *Analysis worksheet*, Student copies of: *Topic Web and Supporting Details Web Graphic Organizers* **Summative Assessment** Source website: Benedict Arnold: Traitor, or Hero? Resource website: Conflicting Views on the *Indian Removal Act*		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The students will:
1	**Introduction**: Explain to students this lesson will give them an opportunity to see the different view points towards the Native Americans living in the southeastern United States during the time of the *Indian Removal Act*. It will show the students conflicting views from Andrew Jackson, Chief Justice John Marshall, and Cherokee Chief John Ross. The fourth document the students will study is a painting titled "*Trail of Tears"* by *Robert Lindneux*. This lesson will also provide historical thinking skills by requiring the students to study three primary sources and draw conclusions from those documents. Place students in pairs. **Warm-up**: Instruct students to complete the Andrew Jackson Political Cartoon by analyzing the cartoon and answering the six questions to help them determine the overall message of the cartoon. Conduct a whole-class discussion on the cartoon. Clarify and answer questions. **Instruction:** Pass out the *Incomplete Outline* for the PowerPoint presentation, *The Trail on which they Wept*. Instruct the students to fill in the blank spaces of the *Incomplete Outline* as you go through the presentation. Begin the PowerPoint presentation, *The Trail on which they Wept*, and complete question one on the outline as an example. Pause to clarify and answer questions. **Wrap-up:** Ask students to consider the question: What conclusions can you draw about Jackson's perspective regarding the Indian Removal	**Instruction:** Listen to and ask any questions following the introduction by the teacher. **Warm-up**: Discuss their answers to the warm-up exercise with their partner. Participate in a whole-class discussion on the cartoon. **Instruction:** Complete question one as an example. Complete the blank areas of the Incomplete Outline as *The Trail on which they Wept* PowerPoint presentation is shown and discussed. Participate in discussions.

	Act? Ask students to share their thoughts and add any evidence they recall.	**Wrap-up:** Consider the question: What conclusions can you draw about Jackson's perspective regarding the Indian Removal Act? Share their thoughts and add any evidence they recall.
2	**Review:** Review, clarify and discuss the answers to the outline completed in the prior lesson for the PowerPoint presentation, *Trail on which they Wept*. **Introduction:** Explain to students they will analyze primary source documents regarding the conflicting views on the *Indian Removal Act*. The following documents, A-D, will be scrutinized: Document A: Andrew Jackson's Second Annual Message, Document B: Worcester v. Georgia (1832) Supreme Court Decision, Document C: Excerpts from John Ross's words to delegates of the Iroquois League (John Ross was a Cherokee chief that represented tribal interests to the Federal government), and Document D: Trail of Tears Painting *by Robert Lindneux: Trail of Tears Painting*. **Instruction:** Place students in cooperative learning groups of three. There should be a mix of different learning levels. Pass out one set of documents, A and B, to each group. Pass out an Analysis worksheet to each student. The worksheet poses two questions for each primary source document. Each question requires the student to critically analyze the document and interpret the author's perspective. Explain to the students they will be looking at the first two documents which give different perspectives on the *Indian Removal Act*. Instruct the students to read through the questions on the Analysis worksheet for documents A and B only before reading the document.	**Review:** Review and correct answers to the PowerPoint presentation, *Trail on which they Wept*. **Instruction:** Answer the questions on the *Analysis worksheet* and list as many possible answers as they can. They will use the *Analysis worksheet* later in the lesson to assist them in completing the *Topic Web and Supporting Details Web Graphic Organizers*. Ask any questions to clarify and help them understand documents A and B.

	Prompt groups to read documents A and B, then complete *Analysis Worksheet*. Clarify and explain any questions about documents A and B. Pass out worksheets for *Topic Web and Supporting Details Web Graphic Organizers*, one for each document. These will help students identify information and perspectives on the *Indian Removal Act*. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Explain and show to students how they will use the Topic Web to identify information on documents A and B. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Explain and show to students how they will use the Supporting Details Web to identify information on documents A and B. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Collect the Analysis worksheets for documents A and B to continue on within the next lesson. **Wrap-up:** Ask students to consider the question: What conclusions can you draw about Chief Justice John Marshall's perspective regarding the Indian Removal Act? Ask students to share their thoughts and add any evidence they recall.	Complete *Analysis Worksheet* for documents A and B Use the *Analysis Worksheet* to assist them in completing the *Topic Web and Supporting Details Web Graphic Organizers*. Turn in *Analysis Worksheets*, and *Topic Web and Supporting Details Web Graphic Organizers*. **Wrap-up:** Consider the question: What conclusions can you draw about Chief Justice John Marshall's perspective regarding the Indian Removal Act? Share their thoughts and add any evidence they recall.
3	**Review:** Return Analysis Worksheets to students completed for documents A and B. They will be used in this lesson to complete for documents C and D. Conduct a whole-class discussion and review student answers on the worksheet for documents A and B. **Instruction:** Place students in cooperative learning groups of three. There should be a mix of different learning levels.	**Review:** Participate in a whole-class discussion as the Analysis Worksheet is reviewed. Students may add information as necessary to their answers. **Instruction:** Listen to and discuss directions given by instructor.

	Pass out one set of documents, C and D, to each group. Pass out an Analysis Worksheet to each student. The Worksheet poses two questions for each primary source document. Each question requires the student to critically analyze the document and interpret the author's perspective. Explain to the students they will be looking at the final two different documents which give different perspectives on the *Indian Removal Act*. Instruct the students to read through the questions on the Analysis Worksheet for documents C and D only before reading the document. Prompt groups to read documents C and D, then complete analysis Worksheet. Pass out worksheets for Topic Web and Supporting Details Web, one for each document. These will help students identify information and perspectives on the *Indian Removal Act*. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Explain and show to students how they will use the Topic Web to identify information on documents C and D. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Explain and show to students how they will use the Supporting Details Web to identify information on documents C and D. Later, this information will help students interpret where the documents disagree on matters of fact or interpretation. Explain to the students they will compare and contrast the differing views of the four documents, A-D, and write a one paragraph explanation of how the views conflict. Decide whether the conflicting views stem from differences in fact or	Answer the questions and list as many possible answers as they can. Use the Analysis Worksheet to assist them in completing the *Topic Web and Supporting Details Web Graphic Organizers*. **Independent Practice/Formative Assessment:** Compare and contrast the differing views of the four documents, A-D, and write a one paragraph explanation of how the views conflict.

	differences in opinion. Your writing should follow this outline: Explain how each author treats the subject differently and provide examples. Analyze for differing facts or differing opinions. Explain your answers, including examples from the documents **Wrap-up**: Ask students to consider the question: What conclusions or inferences can you draw about differing viewpoints discussed in this lesson regarding the Indian Removal Act? Ask students to share their thoughts and add any evidence they recall.	Decide whether the conflicting views stem from differences in fact or differences in opinion. Access tools completed during this lesson (*Topic Web and Supporting Details Web Graphic Organizers*). Your writing should follow this outline: Explain how each author treats the subject differently and provide examples. Analyze for differing facts or differing opinions. Explain your answers, including examples from the documents. **Wrap-up**: Consider the question: What conclusions or inferences can you draw about differing viewpoints discussed in this lesson regarding the Indian Removal Act? Ask students to share their thoughts and add any evidence they recall.

Summative Assessment:
Read two different articles about Benedict Arnold: "Hidden History of the American Revolution: Part IV: The Traitor" and "Without Arnold, Revolution Would Have Been Lost" by Bill Stanley.
Respond to the following questions. Be sure to support each answer.

1. Which article paints Benedict Arnold in a more positive light? Provide at least one piece of evidence to support your statement.
2. Which article paints Benedict Arnold in a more negative light? Provide at least one piece of evidence to support your statement.
3. Name and analyze an example of where the two articles demonstrate conflicting information or opinion. Is that conflict based on fact or interpretation? Provide at least one piece of evidence to support your statement.
4. Name and analyze a second example of where the two articles demonstrate conflicting information or opinion. Is that conflict based on fact or interpretation? Provide at least one piece of evidence to support your statement.
5. Name and analyze third example of where the two articles demonstrate conflicting information or opinion. Is that conflict based on fact or interpretation? Provide at least one piece of evidence to support your statement.

Answer Key: A score of 8/10 demonstrates mastery.

1. The question is worth two points. One point is awarded for correctly identifying "Without Arnold, Revolution Would Have Been Lost." Another point is awarded for correctly providing a piece of evidence to support the answer.
2. The question is worth two points. One point is awarded for correctly identifying "Hidden History of the American Revolution: Part IV." Another point is awarded for correctly providing a piece of evidence to support the answer.
3. The question is worth two points. One point is awarded for correctly identifying an example of a conflict between the two articles. Another point is awarded for correctly providing a piece of evidence to support the answer.
4. The question is worth two points. One point is awarded for correctly identifying an example of a conflict between the two articles. Another point is awarded for correctly providing a piece of evidence to support the answer.
5. The question is worth two points. One point is awarded for correctly identifying an example of a conflict between the two articles. Another point is awarded for correctly providing a piece of evidence to support the answer.