

6. Students will now select ten to twelve words from the text that they believe are Key Words and write them in the Key Words section of their organizers.

7. Survey the class to find out what they selected as Key Words. You can ask for a show of hands to determine the most popular choices. Using this vote and some discussion the class should finalize ten to twelve Key Words. For example, let's say that the class selects Indians, governed, dangerous enemies, spies, laws, intelligence, implements, war, source, and calamities. (Note: Two words may be allowed if they convey a single idea.) Now, no matter which words the students had previously selected, have them write the words agreed upon by the class or chosen by you into the Key Words section of the summary organizer.

8. The class will now use these Key Words to write a brief sentence or two to summarize what the author was writing about. This should be a whole-class discussion-and-negotiation process. For example, "The Indians who lived among us were not governed by our laws and were dangerous enemies and spies who gave intelligence and implements of war to our enemies (the French). They are the source of our calamities". The students might decide that they don't need some of the Key Words to make the summary even more streamlined. This is part of the negotiation process. Copy the final negotiated sentence(s) into the organizer.

9. Tell the students to restate their summary sentence in their own words; they do not have to use the author's words. For example, "The Indians who lived in our area were not governed by our laws and were dangerous enemies and spies who helped the French. They are responsible for our misery and misfortune." Copy the final negotiated sentence(s) into the organizer.

10. Wrap-up: Discuss vocabulary that the students found confusing or difficult. You could have students use the back of their organizers to make a note of these words and their meanings.

11. Hand out Summary Organizer #2. This contains an excerpt from Benjamin Franklin's *Narrative of the Late Massacres*, written as a reply to the Paxton murderers' explanations. The students may work in small groups, in pairs, or individually to complete the organizer. They should select ten to twelve Key Words for this passage.

12. Wrap-up: Discuss vocabulary that the students found confusing or difficult. You could have students use the back of their organizers to make a note of these words and their meanings.

13. You can assign Organizer #3 for homework. They may complete the whole assignment at home or only identify and circle Key Words (seven to eight) so that you are prepared to engage in the negotiation process the next day.

ASSESSMENT

Either as an in class or homework assignment, students will develop a viewpoint on one of the lesson's Essential Questions, writing a brief evaluative essay or exit card.

- To what extent were the Paxton murderers justified or not justified in attacking and annihilating the Conestoga Indians in Lancaster?
- To what extent were the factors of excessive competition and fear influential in the relationship between the colonists and the Conestoga Indians?

LESSON 3 OVERVIEW

Students will read two additional primary source documents, two pamphlets representing the Paxton pamphlet war, and complete activity sheets for each one. They will then develop a mock debate using the documents from Lessons 2 and 3 to deepen their understanding of the documents and demonstrate their comprehension. The unit concludes with an essay that builds on the assessment from Lesson 2.