



Classroom Activity Format

Contributor(s)

List the names and school affiliations of all contributors to this classroom activity

Dan – Riverwatch Middle School

Jen– Riverwatch Middle School

Standards

SS8H5(d), L6-8RH1, L6-8RH2, ELACC8RI1, ELACC8R12, ELACC8RI3, ELACC8RI6, ELACC8RI8, ELACC8SL1, ELACC8SL4.

Time Needed to Complete Activity: 30-45 minutes

Overview

Provide a few sentence preview of the activity.

Students will be broken into groups consisting of four to five students. Each group will focus on finding and analyzing different ideas expressed in the article “Cherokee and Indians Advocate”.

All students will close read the document. The first time they will read silently, the second they will read aloud as a group. Each group will identify the ideas presented in the document and analyze their meanings. They will each keep track of their findings by taking notes. Once the groups are finished their analysis they will present their findings to the class. Students should take notes from each presentation.

Materials Needed

Give a list of all materials needed for the activity included access to internet, charts, graphs, worksheets, etc...

Article from the Cherokee Phoenix July 24, 1830: “Cherokee and Indians’ Advocate”.

Continued on page 2

http://www.wcu.edu/library/DigitalCollections/CherokeePhoenix/Vol3/no14/3no14_p1-c1B.htm

Procedures

Provide a more specific description or list of student/teacher procedures

Teacher Tasks:

Before class time, teachers should read familiarize themselves with the document. Keep track of how long the document takes you to read. Based off that, decide how much time you believe you should budget for the students to read it themselves. Identify a number of ideas or themes the students will specifically look for as they read the text. The number of topics you should come up with will be based

on the number of groups the class will be split into. The topics could range from identifying the argument to reporting on the style in which the argument is presented.

Once in class, split the students into groups. Assign each group that task of finding and analyzing one of the ideas you previously came up with. Tell the students they should close read the document, marking up the page and taking notes on the ideas and arguments they are meant to trace.

After the students finish reading, circle around to each group. Ask them what their topic is, and ask questions to help them analyze the document if they are struggling. Make sure each student is taking notes and participating in the discussion. Direct questions to specific students if you are unsure they are participating in the discussion or not.

Decide when the groups have finished their discussion on the text. Have them as a group present their topic and findings to class. Make sure each student is taking notes on what their peers are presenting.