**Reading for Meaning Lesson**

**Teacher:**  Rob Guy

**Lesson Focus:**  French and Indian War Document Analysis

**Phases of a Reading for Meaning:** Briefly show evidence for each of the 4 phases

1. Introduction of the Text and Topic:

* Discussion and Notes on the major topics of the French and Indian War, Ppt.
* Have students preview the Statements created for each of the eight documents from the 2004 APUSH DBQ. (Done before showing students the DBQ.)
  + Individually students choose agree or disagree with each statement based upon the student’s existing knowledge of the topic.
  + Take a class barometer on each of the documents and discuss why individuals are for or against each statement..

     2.   Active Reading:

* Have students read each of the eight documents individually to find information to either support or disagree with each statement. Students should bullet point 2-3 specific examples from the documents to provide evidence for why they believe it to be correct or incorrect.

     3.   Reflection and Discussion:

* Students will turn and talk to their groups to check their understanding of the reading and the correctness of the statements for each document.
  + Students are to annotate their evidence with information provided by members of the group. (Use a different color)
  + Groups should come to a consensus on each statement.
* As a class, the students will discuss their findings.
  + The class will determine the correctness of each statement and provide the evidence they found.
  + Students should amend any evidence and statements that are found to be incorrect by the class.
  + Note: Some statements may be used more than one way.

     4.   Synthesis:

* Students will break down the 2004 DBQ.
  + They will create:
    - Partitions
    - Thesis Statement
    - Outside Evidence
    - Contextualization

**APUSH Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**F&I War- 2004 DBQ**

**Reading for Meaning**

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| --- | --- | --- | --- | --- |
|  | **For** | **Statements** | **Against** |  |
|  | **Doc 1: Maps** | | |  |
|  |  | *(Visual Content)*  After 1763, Britain and Spain dominated the North American continent. |  |  |
|  | **Doc 2: Canassatego Speech** | | |  |
|  |  | (POV)  The Iroquois people felt the white settlers were stealing their land. |  |  |
|  | **Doc 3: Washington Letter** | | |  |
|  |  | (What Text says)  George Washington was a patriotic British Subject. |  |  |
|  | **Doc 4: Mass. Soldier** | | |  |
|  |  | (Logical Inferences)  American Colonists had little respect and obedience to the British officers. |  |  |
|  | **Doc 5: Barnard Sermon** | | |  |
|  |  | (Development and Connections)  The threat of Indian and French attacks emboldened the colonial zeal for the British cause. |  |  |
|  | **Doc 6: Order in Council** | | |  |
|  |  | (POV)  The American Colonies were not paying their fair share to the Crown. |  |  |
|  | **Doc 7: Franklin Letter** | | |  |
|  |  | (POV)  Ben Franklin was against the Colonial revolt over taxes. |  |  |
|  | **Doc 8: Masthead** | | |  |
|  |  | (V & Q)  The British government restrained the liberty of the American Colonists. |  |  |