

## 7th Grade Pilgrims and Wampanoag Inquiry

### Why Did the Pilgrim-Wampanoag Friendship Go So Wrong?

**Staging the Question: Using a painting to spark interest, record prior knowledge about the Pilgrims, the Wampanoag, and the positive and negative Pilgrim–Wampanoag interactions.**

#### Social Studies Practices

- 🔗 **Gathering, Using, and Interpreting Evidence**
🔗 **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3
What was the early contact like between the Pilgrims and Wampanoags?	How did the Pilgrims and the Wampanoags cooperate in the early years after first contact?	How did the Pilgrims and Wampanoags move from cooperation to conflict?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a first-person account from the perspective of a Pilgrim and/or a Wampanoag man or woman about their early contact in 1621.	Create an annotated illustration that highlights how the Pilgrims and the Wampanoags cooperated in the early years after their first contact.	Make a claim supported by evidence about whether or not the conflicts could have been avoided from the perspective of the Pilgrims and/or the Wampanoags.
<i>Integration of Inquiry Process and Skills</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about the Pilgrims, the Wampanoag, and Pilgrim-Wampanoag interactions while examining a painting of relations between the Pilgrims and Wampanoags. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b> Uses sources to acquire background information and brainstorms ideas for further inquiry about how the Pilgrims and the Wampanoags cooperated in the early years. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about how the Pilgrims and the Wampanoags moved from cooperation to conflict. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>
<b>Wonder:</b> Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about what early contact was like between the Pilgrims and the Wampanoags. <b>Graphic Organizer:</b> <a href="#">Wonder#8</a>	<b>Wonder:</b> Determines what information is needed to support the investigation and answer the questions about how the Pilgrims and the Wampanoags cooperated in the early years.	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about how the Pilgrims and the Wampanoags moved from cooperation to conflict. <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>
<b>Investigate:</b> Summarizes information that answers research questions about what early contact was like between the Pilgrims and the Wampanoags while examining a sketch depicting the Plymouth settlement, a journal account of an early meeting, and a set of illustrations of Native and Pilgrim leaders meeting.	<b>Investigate:</b> Relates new information to prior knowledge about how the Pilgrims and the Wampanoags cooperated in the early years while reading an account of the first Thanksgiving, the 1621 treaty of Massasoit, and a description of sickness among the Native Americans.	<b>Investigate:</b> Uses both facts and opinions responsibly by identifying and verifying them through the examination of sources including a chart of colonial population in New England, an image bank of maps of 16 <sup>th</sup> -century settlements, excerpts from an account of a Wampanoag leader's complaints, and a map depicting King Philip's War. <b>Graphic Organizer:</b> <a href="#">Investigate#71</a> <b>C3 Resources</b>
<b>Construct:</b> Organizes notes and ideas and develops an outline using both print and electronic tools.	<b>Construct:</b> Combines information and weighs evidence to draw conclusions and create meaning. <b>Graphic Organizer:</b> <a href="#">Construct#19</a>	<b>Construct:</b> Interprets information and ideas by defining, classifying, and inferring. <b>Graphic Organizer:</b> <a href="#">Construct#29</a>
<b>Express:</b> Writes a first-person account from the perspective of a Pilgrim and/or a Wampanoag man or woman about their early contact in 1621.	<b>Express:</b> Creates an annotated illustration that highlights how the Pilgrims and the Wampanoags cooperated in the early years after their first contact.	<b>Express:</b> Makes a claim supported by evidence about whether or not the conflicts could have been avoided from the perspective of the Pilgrims and/or the Wampanoags.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment. <b>Graphic Organizer:</b> <a href="#">Reflect#18</a>
<b>Summative Performance Task: Argument:</b> Why did the Pilgrim–Wampanoag friendship go so wrong? Construct an argument (e.g., detailed outline, poster, essay) that discusses the deteriorating relationship between the Pilgrims and the Wampanoags using specific claims and relevant evidence from historical sources while acknowledging competing views. <b>Extension:</b> Create a graphic short story that illustrates an argument for how and why the Pilgrim and Wampanoag relationship deteriorated over time, including supporting and counterevidence from a variety of sources.		