Learning Outcomes:
- *I can **construct** claims backed by reasoning and evidence to **compare and contrast** perspectives.*
- *I can **exchange** ideas with my partners to deepen my understanding of our topic.*

Modality	Content Area Practices	Correspondence	Standards for Language Features	
Receptive	ELP 1 - Negotiate input for meaning	(RI.1, 7)	ELP 8 **-** Vocabulary in context (RI.4, L.4, L.5.)	
Productive	ELP 4 - Argumentation	(W.1, SL.4, L.6)	**ELP 9**	**ELP 10**
	ELP 7 - Audience, task, and purpose	(L.6)	**Language Functions** (W.1c, W.3c, W.4)	**Language Forms** (L.1, L.3)
Interactive	ELP 2 - Discourse	(SL.1)		

Moment 1

Activity	Description	Notes
Image Analysis & Vocabulary in Context	In dyads, please analyze the image and statement to develop your own definition of the term, perspective. ● Image Analysis & Vocabulary in Context *Independent image analysis → dyad discussion → small group share → dyad vocab in context → whole group consensus*	

Rainbow Cloze	*Can you fix the broken paragraph?* Use the vocabulary from our Activity Guide and all you have learned thus far to put the paragraph back together. Sort the vocabulary terms by part of speech before reading the text aloud together. ● [Rainbow Cloze](#) *Rainbow cloze in small groups*	
Rainbow Cloze Part II	*How can the parts of speech help us write clear claims?* Use your parts of speech to color code our claim. ● *What do you notice about our color combinations?* ● *How can the parts of speech help us write claims to compare and contrast?* *Rainbow Cloze Part II in small groups → small group discussion → whole group, novel ideas only consensus*	
Extending our discussion…	*What does our text reveal about the **perspectives** of Columbus and de las Casas?* Let's return to our rainbow claim. Use the text as evidence to support your thinking in response to the question above. *Small group discussion → whole group discussion & consensus*	

Moment 2

Activity	Description	Notes
Dyad Reading	Building on our Moment 1 activities, complete the [following tasks in our activity guide](#). Check in with Mr. Tim when you are ready.	

Task	Complete?	If not, set a deadline!
Dyad reading through p. 16		
Double Entry Journals pp. 12 & 17		

Dyad reading with purpose

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<tr><td colspan="3" style="background-color:#6aa84f; text-align:center;">Moment 3</td></tr>
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Activity	Description	Notes
Compare and Contrast Matrix	*How did the perspectives of Bartolome de las Casas and Christopher Columbus differ?* Let's extend our learning by crafting a **compare and contrast claim** based on the question above. Collect evidence for both Columbus and de las Casas (your Double Entry Journals on pages 12 & 17 can be helpful). Then, note salient text evidence in the Compare and Contrast Matrix on p. 18. ● Once you and your partners have collected ideas, try to connect your ideas using the compare/contrast vocabulary to express your ideas. *Dyad compare/contrast claims → whole group share (exit ticket)*	