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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  The Branded Abolitionist in Florida | | | |
| \*Lesson Summary (1-3 sentence summary):  This lesson will provide an overview of Slavery in America during the 1800s and then focus on the abolitionist movement and the underground railroad. The students will examine the trial of a Florida Abolitionist convicted of helping slaves escape the south. | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  Social Studies/History, Language Arts | | | |
| \*Intended Audience/Grade Level:  8th grade | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  75 minutes | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):   |  |  | | --- | --- | | SS.8.A.4.10 | Analyze the impact of technological advancements on the agricultural economy and slave labor. |  |  |  | | --- | --- | | SS.8.A.4.11 | Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. |  |  |  | | --- | --- | | SS.8.A.4.2 | Describe the debate surrounding the spread of slavery into western territories and Florida. |  |  |  | | --- | --- | | SS.8.A.4.3 | Examine the experiences and perspectives of significant individuals and groups during this era of American History. | | SS.8.A.5.1 | Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate). | | SS.8.A.5.2 | Analyze the role of slavery in the development of sectional conflict. | | SS.8.A.5.7 | Examine key events and peoples in Florida history as each impacts this era of American history. |  |  |  | | --- | --- | | LA.8.1.7.1 | The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; |  |  |  | | --- | --- | | LA.8.1.7.2 | The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning; |  |  |  | | --- | --- | | LA.8.1.7.4 | The student will identify cause-and-effect relationships in text; |  |  |  | | --- | --- | | LA.8.1.7.5 | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |  |  |  | | --- | --- | | LA.8.2.1.1 | The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose; |  |  |  | | --- | --- | | LA.8.2.1.3 | The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure  and analyze how they contribute to mood and meaning in poetry; |  |  |  | | --- | --- | | LA.8.2.1.4 | The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance; |  |  |  | | --- | --- | | LA.8.2.1.7 | The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis; |  |  |  | | --- | --- | | LA.8.2.1.8 | The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; | | LA.8.2.2.1 | The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words); | | LA.8.2.2.2 | The student will synthesize and use information from the text to state the main idea or provide relevant details; | | LA.8.2.2.3 | The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting); |   CCSS- ELA  RL 8.2, 8.3, 8.6, 8.10; RI 8.6, W 8.9 | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  <http://ufdc.ufl.edu/UF00101148/00001> (Trial and Imprisonment of Jonathan Walker) | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):  What was the impact of Slavery on America?  What were the contrasting views on Slavery held by those in the north and in the South?  In what ways did people try to free Slaves in the South and what were the consequences. | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  Students will be able to define and describe slavery in America during the 1800s.  Students will be able to identify the varying roles of the support and opposition members to Slavery in the 1800s  Students will be able to explain escape tactics for Slaves in the South  Students will be able to create poems and lyrics that reflect their knowledge of the Trial of Jonathan Walker. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  Students will be given a guided notes sheet for them to complete as the teacher is going through the Slavery information. This sheet will be turned in at the end of the day for the teacher to assess how well the students were paying attention and grasped the information. | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  The summative assessment will be the Poem/Song that the students create about Jonathan Walker. The criteria for the poem/song will be that it has to contain:  2 historical facts  2 accurate descriptions of slavery  2 descriptions of abolitionists  3 descriptions of popular escape tactics by slaves  5 facts about Jonathan Walker and the trial/imprisonment | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  The teacher will play the YouTube video for “Follow the Drinking Gourd” and the students will brainstorm as to what the song could be about. <http://www.youtube.com/watch?v=pw6N_eTZP2U> | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  The teacher will explain that the song is about an escape plan for slaves, and will then hand out a guided notes sheet and give a general lecture about slavery, abolitionists, and escape routes. [This content information is listed at the end of this lesson plan].  Slavery Info: <http://www.pbs.org/wnet/slavery/experience/gender/history.html>  Abolitionists Info: <http://www.history.com/topics/abolitionist-movement>  Slavery Escape Routes (with video): <http://curiosity.discovery.com/question/slaves-south-manage-escape-north> | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  Students will then be given the lyrics to “Follow the Drinking Gourd” and they will get with a partner to discuss the composition of the poem and discuss what the elements could be referring to concerning the underground railroad. The students will then have a discussion with the teacher about their findings.  [Lyrics Attached to this lesson plan] | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  The students will then be given excerpts from the introduction of “The Trial and Imprisonment of Jonathan Walker” by Joe Richardson. The students will be instructed as partners to create a poem that contains the criteria listed above about a Florida Abolitionist- Jonathan Walker.  <http://ufdc.ufl.edu/UF00101148/00001/3j>  Students that struggle will be given an example of a poem already about Jonathan Walker to provide them some guidance: <http://www.readbookonline.net/readOnLine/8076/> | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  We will then have poem-share where students will recite their poems, sing/rap their poems, or act out their poems. Teacher has the liberty to ask the student listeners or performers about the lyrics contained in their poem(s) and how it pertained to Jonathan Walker, Slavery, Abolitionists, etc.  All guided notes sheets and poem lyrics will be collected at the end of class. | | | |
| Reading strategies (describe strategies in detail):  Students will need to read the poems and introduction to the trial of Jonathan Walker in order to create their poems. The teacher will provide only brief excerpts from the readings so that the students may grasp it better. They will also be with partners to assist each other. | Writing strategies (describe strategies in detail):  Students will need to write out poem lyrics. The teacher will provide sample poems so that the students will be able to examine the structure of poems. | | Speaking and listening strategies (describe strategies in detail:  Students will need to listen to the content lecture and take notes on their guided notes worksheet.  Students will practice reciting lyrics in poem style. |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| Students will be given a guided notes worksheet to keep them focused during the content lecture  For group activities, students will be grouped so that they are with partners that compliment their learning styles.  Students that struggle will be given an example of a poem already about Jonathan Walker to provide them some guidance: <http://www.readbookonline.net/readOnLine/8076/> | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  As the trial took place before the Civil War, slavery and abolitionism will certainly be covered again in discussing Lincoln, Emancipation Proclamation, etc. | | Enrichment:  For black history month in February, the teacher should cover Harriet Tubman and her role in the underground railroad. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):  All are provide in this lesson | | Suggested technology (What are the suggested technology requirements to use this lesson?):  SMARTBOARD or Projector Screen  Speakers and access to YouTube | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):  Create your own content notes that would be most suitable for your students. Then, alter guided notes worksheet as appropriate. Sites for content information have been provided. | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| Guided Worksheet Questions: <https://docs.google.com/file/d/0B4VdiwLUA27tdVlNa3NFQzhhaE0/edit?usp=sharing>  Lyrics for the Lesson Activities: <https://docs.google.com/file/d/0B4VdiwLUA27tVndwME5aOW53RVk/edit?usp=sharing> | | | |