

Teacher's Name: Tammiann Trudel

Date and Timeframe for the Lesson: Two Weeks (1 Read/ 1Write)

Title of the Lesson: Life as A Northern Slave

LESSON PLAN

LESSON GOAL/AWARENESS/BIG IDEA: (What are you trying to help students to do, know or understand?)

- Students will understand that slavery is not just a "southern" thing
- Students will be able to identify and relate to what slavery in the North was like (focus on slaves themselves but open to town community and slave owners too) as well as the reasons for it being in existence and continuing for so long
- All students should independently or in partnership be able to work through the leveled text to identify new information that supports the question: What was life like for slaves in the North?
- Students should be able to take factual notes from the historical fiction reading and use them to support a strong understanding of life in the 1700's for slaves, and then use this knowledge to create a small fictional journal that shows understanding of the reading with historical facts, insight and/or daily life events included.

LESSON OBJECTIVE(S):

- Students will be able to take turns listening and sharing their thoughts.
- Students will be able to recap what thoughts were shared in group setting

Academic

- Students will understand that historical fictions are not real stories, but some events in them and time periods are real.
- Students should be able to locate and use historical events and actions to take notes
- Students should independently notice where in the text key concepts of life for the enslaved differ from those who were free
- Most students should independently be able to use text images to deepen understanding of events within the story
- Most students should be able to take and talk to notes that pertain to the topic
- Most students should be able to organize notes to use later in their writing
- Most students should be able to write a story or journal that supports understanding of life as a northern slave

COMMON CORE STATE LEARNING STANDARD FOR THIS OBJECTIVE:

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

INTENDED AUDIENCE and Time:

Reading

- Whole group Read Aloud (5-10 min) daily.
- Shared Whole Group Modeled Think Aloud with Group Practice (3-4) first few days
- Partner Work - Post-It Parts (5 min) daily after Modeling has become unneeded
- Partner Check-in (3-min) pick one or two partner groups to share out
- Independent Work - (10 min.) Each child now writes in their own notebooks

- Whole Group- Closing Chat Check-in (2-3 min.) Add big ideas or important notes to living anchor chart

Writing

- Students will take clear notes that support learning and ideas
- Students will organize and use notebooks that are legible and able to help recall and reuse information found in text at later date
- Students will work independently or with a buddy to create the unit's writing project that will focus on basic writing expectations of draft, revise, edit, and publish.
- Students will have time to look over samples of work (on a different topic from the text *Children of the Longhouse*, by Joseph Bruchac)
- Teacher and students will work in conferences and mini groups based on students' needs.

MATERIALS: (List everything you need)

Anchor Chart (What we look for when reading historical fiction)

Books- *A Free Women on God's Earth*, by Jana Laiz & Anna-Elizabeth Barnes, or *Amos Fortune FREE MAN*, by Elizabeth Yates, or *Mumbet's Declaration of Independence* (Below M readers), by Gretchen Woelfle

Projector (if used during read aloud)

Post-its

Jumbo Post-its for modeling

Modified Post-its (with lines or sentence starter supports)

Pencils

Notebooks

Loose leaf notebook

Computer

NEW VOCABULARY: (List what students need to be told, since it is arbitrary and cannot be "discovered")

Chapters- 1-3- teacher picks

Chapters 4 onward- students should be assessing and picking for themselves

OUTLINE OF THE LESSON

1. Teacher will read aloud one to two chapters from the book and will model using anchor chart (what good readers look for when reading historical fiction) how to think about the text and how to take notes. This will include rethinking text with different focuses such as main characters' feelings and jobs, setting that helps build understanding and events happening around the main character, but may not be about them. Teacher may model rereading/ close reading with particular lenses view in mind.
2. Next, teacher will model note taking on the above thoughts and organizing them into a notebook for later review and study. Teacher may choose to help students color code information or number code it for later access.
3. Teacher will continue to do gradual release of work to students with support form buddy work, TA's and conferencing as needed.

4. Upon completion of text, students will work to create a historical fiction story or journal log written in first person that displays the understanding and learned history of the daily life of slaves in the North.

MODIFICATIONS NEEDED: (How will you provide for individual differences in your class/group for this lesson?)

- Color coding will be used to help organization
- Different sized Post-its will be used to support fine motor skill needs
- Modified work setting will be used as needed
- Pre-labeled Post-its will be available
- Support with note taking will be used based on students' needs
- Text will be recorded and placed on Google classroom for review as students need
- Text will be available for student who need to make notes on text itself
- Teacher/TA will re-read as needed any part of text as needed

AUTHENTIC ASSESSMENT PROCEDURE/DOCUMENTATION OF STUDENT LEARNING: (What authentic task will provide evidence that the students understood the objective/s of the lesson and met the challenges in ways that moved them towards mastery? What documentation of student learning exists?)

- Teacher will listen and look for dialog and notes within whole group, buddy work and teacher conferences that connected to big ideas and events related to slavery.
- Students' Post-its and notebooks will be evaluated
- Students final writing project