Teacher Name\_\_A. Guidry\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_U.S. History 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_11\_

Text page #s \_\_N/A\_\_\_\_\_\_\_\_\_

**Lesson step Description of Activities and Setting Question script**

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| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*: Frayer model vocabulary activity for terms abolition, reform, and progressive  *I will review yesterday’s lesson by*: asking the questions from the question script ----🡪  *I will engage them in today’s lesson by*: Showing the clip from Ken Burn’s Civil War entitled “All Night Forever” detailing the cruelty and horrors of slavery in the Antebellum South | | Questions for this segment:  What were the major layers of power in the antebellum slave system?  How was this system designed to exercise social control on more than just slaves? |
| **2. LEQs:** *The question for today’s lesson related to my central focus is…*  1.What was the significance of the abolitionist movement in the United States?  2. Who were the major leaders and participants, what were their strategies and opposition, and what resulted from their efforts by the end of Reconstruction? | | | | |
| **3. Lesson focal understanding:** *The argument I will make today related to my central focus is…*  The abolitionist movement was one of the most successful and influential progressive movements in American history. | | | | |
| **4. Content strategy – *present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:**  *USH.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results*    Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources. | | *The content I will deliver is:*   1. roots of abolition movement 2. arguments of the abolition movement 3. important abolitionists 4. Opponents to abolition and their arguments   *I will deliver this content using:*  Powerpoint lecture  *I will help students organize content using:*  Episode pattern web identifying:   1. Time period 2. Location 3. Duration of the movement 4. Causes 5. Major “players” (groups and individuals) 6. Major events 7. Effects | | Questions for this segment:  In what ways might the rise of the abolition movement be related to the 2nd Great Awakening?  What ways were the arguments of the abolitionists progressive arguments?  Why would otherwise good-hearted southerners be for slavery and opposed to abolition? |
| Vocabulary demands:  Abolition, progressive, reform | Discourse demands:  Cause and effect | | Functions:  Analyze, justify | Syntax:  N/A |
| **5. Source analysis strategy – *engage students in an analysis and/or evaluation of a source (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:**  Key Ideas and Details:  [CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  [CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  [CCSS.ELA-LITERACY.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks? | | *Gradual release protocol – ME*  First, *I* will: Introduce students to the process for reading a biography using the *Historical Narrative Analysis: Burke’s Pentad* method by – (1) reviewing briefly how to skim read; (2) walking students through the process of how to use the Burke’s Pentad method, discussing each element and taking care to note the guiding questions that define each element; (3) reviewing briefly the “underline and circle” and “left margin/right margin” close read strategies | | Questions for this segment:  What are the various approaches to “skim” reading?  What is the purpose of the “underline and circle” close read technique?  What sorts of things might we write in the “left margin/right margin” of our text?  What did we say were some of the primary causes of the abolition movement in the first part of this lesson?  Who tended to be abolitionists?  How might we identify someone’s motive based on the narrative of their life? Why is it important to identify motive for action?  What constitutes “significant action”? How might we reconcile conflicting significant action? |
| *Gradual release protocol – US*  Next, *we* will:   1. review historical context of abolition movement provided in lecture 2. skim read a brief passage on Frederick Douglass using an “overall impression” technique 3. review the guiding questions of *Historical Narrative Analysis: Burke’s Pentad* 4. Close read the short biography of Frederick Douglass using the “underline and circle” and “left margin/right margin” strategies TOGETHER – teacher will model and think aloud 5. Record responses to the guiding questions of *Historical Narrative Analysis: Burke’s Pentad* TOGETHER – teacher will model and think aloud | |
| *Gradual release protocol – THEM*  Last, *they* will:   1. skim read (overall impression technique) the Sojourner Truth biography found at <http://www.nwhm.org/education-resources/biography/biographies/sojourner-truth/> 2. Close read the Sojourner Truth biography using the “underline and circle” and “left margin/right margin” strategies 3. Record responses to the guiding questions of *Historical Narrative Analysis: Burke’s Pentad* | |
|  | | Interim discussion:   1. What motivated Sojourner Truth to combat slavery and fight for abolition? 2. How significant was Sojourner Truth during the antebellum and Civil War period in combating slavery and fighting for abolition when compared to other individuals or groups of that time? | | |
| Vocabulary demands:  Temperance; segregation; desegregating | Discourse demands:  Historical narrative; act; scene; agent; agency; purpose | | Functions:  Analyze; justify | Syntax:  Introduction; margin; conclusion |
| **6. Writing strategy – *engage students in either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies)***  **Common core or essential standard writing objective:**  [CCSS.ELA-LITERACY.WHST.11-12.1.A](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/a/)  Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.WHST.11-12.1.B](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/b/)  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  [CCSS.ELA-LITERACY.WHST.11-12.1.E](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/e/)  Provide a concluding statement or section that follows from or supports the argument presented. | | *Gradual release protocol – ME*  First, *I* will: Review the process for writing an argumentative essay using Griffin’s “Hour Glass” model. | | Questions for this segment:  What are we trying to accomplish in the first paragraph of our essay?  What is the elements of a good thesis statement?  What characteristics are we looking for in a “good” piece of evidence to support our thesis?  What are we trying to accomplish in our concluding paragraph?  In what ways is the concluding paragraph related to the introductory/thesis paragraph? |
| *Gradual release protocol – US*  Next, *we* will: Write the initial thesis statement as a class for the argumentative essay addressing the second question from the interim discussion: How significant was Sojourner Truth during the antebellum and Civil War period in combating slavery and fighting for abolition when compared to other individuals or groups of that time?  We will also, as a class, determine one main evidence statement from the text to support thesis. | |
| *Gradual release protocol – THEM*  Last, *they* will: Complete writing the thesis paragraph using the class-derived thesis statement.  Complete the body portion of the essay using the class-derived evidence and two additional evidences taken from the text.  Write the conclusion of the essay as prescribed by Griffin’s Hour Glass model. | |
| Vocabulary demands:  N/A | Discourse demands:  Historical thesis (argument) | | Functions:  Justify | Syntax:  Thesis; supporting detail; conclusion |
| **7. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback): Burke’s Pentad worksheet; interim discussion; in-class questions    Formal (activities used for grading/evaluating) : Argumentative essay taking position on the question “How significant was Sojourner Truth during the antebellum and Civil War period in combating slavery and fighting for abolition when compared to other individuals or groups of that time?” | | | | |
| **8. Closure**  Have a summary of vital aspects of the lesson, prepare for next lesson- get the students anticipating what is next and check for understanding. | | LEQs:  1.What was the significance of the abolitionist movement in the United States?  2. Who were the major leaders and participants, what were their strategies and opposition, and what resulted from their efforts by the end of Reconstruction?  *Other questions they should be able to answer*: In what ways did Fredrick Douglass and Sojourner Truth reform the American conception of race in the 19th century? How did Sojourner Truth set the stage for the women’s rights movement, making her a true progressive?  *I will summarize my lesson by*: Reviewing the role of biography in history and asking students to identify the main motives of those who combatted slavery through joining the abolition movement.  *I will set the stage for tomorrow’s lesson by*: Posing the question, “Was slavery the primary cause of the Civil War? | | |

Sources used in this lesson:

Ken Burns’ *Civil War* (PBS) – “All Night Forever”

Frederick Douglass biography: <http://www.frederickdouglass.org/douglass_bio.html>

Sojourner Truth biography: <http://www.nwhm.org/education-resources/biography/biographies/sojourner-truth/>

Other lesson materials/references:

*Historical Narrative Analysis: Burke’s Pentad –* found at <http://hiedliteracymodules.weebly.com/teaching-historical-narrative.html>

Skim read techniques – <http://www.uefap.com/reading/efficien/skim/skim.htm>

Close read techniques – <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Griffin’s “Hour Glass” argumentative essay writing model