

Lesson Plan Template

Grade Level: 9th-10th

Subject Area: ELA, Critical Reading

Area of Focus: Freedom, Nelson Hackett, Creole Revolt, Ona Judge, *Prigg v. Pennsylvania*

Plan Goals:

Students will be able to...

Use the example of Nelson Hackett and other sources to better think through a historical question using critical thinking.

KNOW	UNDERSTAND	DO
<p>Vocabulary:</p> <ul style="list-style-type: none">• Freedom• Liberty• Parliament• Abolished• Fugitive• Abolitionist• Mulatto <p>Essential Questions:</p> <ul style="list-style-type: none">• What conflicts are faced in these texts and are they still relevant today?• Is it possible to break the rules for a good reason?• Is every American truly free?	<p>Standards:</p> <p>ER.1.CRI.3 Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis</p> <p>ER.1.CRI.5 Generate relevant questions and thoughtful solutions through collaborative inquiry-based and real-world experiences</p> <p>CS.2.CRI.1 Integrate effective comprehension strategies when reading to improve understanding of increasingly complex texts</p> <p>CS.2.CRI.5 Summarize fiction and nonfiction texts succinctly, individually and with peers</p> <p>CS.2.CRI.8 Make relevant connections by activating background knowledge before and during reading</p> <p>RT.3.CRI.1 Participate in collaborative small and whole group settings, building on ideas of others (e.g., think pair-share, Socratic seminar, give-one-get-one)</p> <p>RT.3.CRI.2 Develop and support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, fiction and nonfiction texts, opinion editorials)</p> <p>RT.3.CRI.4 Generate, pose, and respond to questions in discussion and written formats</p> <p>RT.3.CRI.6 Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting monitoring understanding, electronic journaling, blogging, wiki)</p> <p>RT.3.CRI.7 Use textual evidence to present and defend individual interpretations of text in written and discussion formats</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• Analyze a text for meaning• Synthesize various texts• Discuss common themes in various texts

<p style="text-align: center;">Materials</p>	<p>Slides</p> <p>What primary sources will students use for this lesson?</p> <ul style="list-style-type: none"> • Declaration of Independence <p>What experiential learning component will you incorporate?</p> <ul style="list-style-type: none"> • Students will engage in reflective observation that will have them recall previous knowledge to help create a more in-depth understanding of freedom. (Specifically, in the USA) <p>What secondary sources will students use for this lesson?</p> <ul style="list-style-type: none"> • Articles about Ona Judge, Creole Revolt, <i>Prigg V. Pennsylvania</i>, and Nelson Hackett. Art from Crystal Bridges Museum <p>What will be available online?</p> <ul style="list-style-type: none"> • Articles, Google Slides Presentation <p>What will need to be prepared and given to the students?</p> <ul style="list-style-type: none"> • Documents either loaded to learning management system (Google Classroom, schoology, etc.) or documents printed off.
<p style="text-align: center;">Procedures</p>	<p>Will this be guided or independent practice?</p> <ul style="list-style-type: none"> • Analyzing the declaration of independence and Nelson Hackett guided practice. Creole Revolt, Ona Judge, and Prigg v Pennsylvania as independent practice. <p>What will the students do with your assistance?</p> <ul style="list-style-type: none"> • Declaration of Independence-Modeled by teacher regarding how to do the analysis (I do) • Nelson Hackett-Modeled with class of how to do analysis (We do) <p>What will the students do on their own?</p>

	<ul style="list-style-type: none"> • Jigsaw in small groups reading three articles (Ona Judge, Creole Revolt, and Prigg v Pennsylvania) analyzing in the ways modeled in guided practice. (They do) <p>What questions will guide their practice?</p> <ul style="list-style-type: none"> • Using this document when analyzing the articles. <p>How will you activate different learning styles?</p> <ul style="list-style-type: none"> • Audios are available for all of the texts being read. Additionally, full body response will be incorporated to ensure students are able to connect with the material. <p>How will you summarize the lesson for students?</p> <ul style="list-style-type: none"> • Freedom took on different appearances after the American Revolution. The texts we have read in class shows us how freedom may differ than what we may have expected
<p>Methods</p>	<p>Guided Practice – What will you assist students to do so they can then perform this independently?</p> <ul style="list-style-type: none"> • Using the I do, We Do, They Do method, students will have an example of watching the teacher complete the graphic organizer with the teacher to be able to look back on for assistance. Additionally, students will be able to work collaboratively with their peers and teachers. <p>Independent Practice – What will students do independently to show they have the ability to perform the new skill?</p> <ul style="list-style-type: none"> • From using their graphic organizers, students will have the tools to be able to the tools to be able to discuss in a collaborative conversation about freedom. <p>Differentiation – How will you address student readiness and interest?</p> <ul style="list-style-type: none"> • Students will either work in small groups or independently on graphic organizers when tasked to work on them without the teacher. As for class discussion, there is an option of either doing a Socratic

	<p>discussion or doing a silent discussion. (Using discussion questions where students respond in different colors moving around the classroom. Similar to a carousel activity.)</p>
<p>Assessment</p>	<p>How will students internalize and be evaluated on their new skills?</p> <ul style="list-style-type: none"> • Students will be evaluated by their graphic organizers and classroom discussion. <p>How will the lesson be summarized for the students?</p> <ul style="list-style-type: none"> • We will revisit what we thought freedom was when we began the unit. From this, we will decide if we still agree with our definition. <p>How do you know that learning goals were obtained?</p> <ul style="list-style-type: none"> • If students are able to produce a product on the graphic organizer and discussion, the goals were achieved. <p>What assessment will there be to assure goals were accomplished?</p> <ul style="list-style-type: none"> • The classroom discussion will work as a formative assessment to discover if students were able to synthesize and discuss the texts. <p>What state-specific standards will this assessment address?</p> <ul style="list-style-type: none"> • See Google Slides Presentation
<p>Reflection</p>	<p>After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.</p>

