

### Harriet Tubman

#### Lesson Plan for Grades 3-5

<b>Studies Weekly ELA Standards</b>	SW.RI.7, SW.W.1, SW.SL.1, SW.SL.3.1.A, SW.SL.3.1.B, SW.SL.1.C, SW.SL.1.D, SW.SL.3
<b>Materials List</b>	<input type="checkbox"/> Smartboard <input type="checkbox"/> Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Hat/bag <input type="checkbox"/> Scenarios to show caring <input type="checkbox"/> Student response journals
<b>Approximate Time</b>	90 minutes or 2 class periods, excluding a 1-3 minute article
<b>Balanced Literacy Format</b>	Shared Reading
<b>Lesson Presentation Format</b>	Whole Group and Small Group
<b>Specific/Research-based Strategies</b>	Concept mapping chart Response journals
<b>Differentiated Instruction</b>	Have student groups present their skits to the class.
<b>Enrichment Activity</b>	Students can create a video demonstrating different ways to show caring to their classmates and other people who are part of the school. This video could be broadcast to the school during morning announcements.
<b>Quiz</b>	<ol style="list-style-type: none"> <li>1. <b>Who was Harriet Tubman?</b> <ol style="list-style-type: none"> <li>a. A woman who was responsible for cooking meals for the wounded Civil War soldiers in Maryland.</li> <li>b. A woman who was a slave and escaped to the North, then returned to help numerous other slaves escape.</li> <li>c. A woman who was the leader of the female slaves and convinced Abraham Lincoln to set all the slaves free.</li> </ol> </li> <li>2. <b>Explain how Harriet Tubman showed she was a caring person.</b></li> <li>3. <b>Harriet Tubman kept traveling back to the South to help others. Why do you think she did this?</b> <ol style="list-style-type: none"> <li>a. She was being paid to help slaves escape.</li> <li>b. Slave conditions were so bad, she could not allow others to live that way.</li> </ol> </li> </ol>

	<p>c. She wanted to be sure the people were traveling the right way.</p>
<p><b>Answer Key / Complexity Level</b></p>	<ol style="list-style-type: none"> <li>1. b (LOW/2)</li> <li>2. Answers will vary but should mention that she risked her own freedom to help others. (LOW-MODERATE/2)</li> <li>3. b (LOW-MODERATE/2-3)</li> </ol>
<p><b>Activity Directions for the Teacher</b></p>	
<ol style="list-style-type: none"> <li>1. Write this quote on the board (or display it on the Smartboard) “To make a difference in someone’s life, you don’t have to be brilliant, rich, beautiful or perfect. You just need to care.” -Anonymous</li> <li>2. On a large piece of chart paper write the word “caring” across the top. Then make three boxes and label them: Meaning, Sounds Like, Looks Like</li> <li>3. Ask the students if they can create a meaning for the word “caring”. Ask the question, what does caring mean? Write down the different responses.</li> <li>4. Move on to the “Sounds Like” box. Ask students to say things that would demonstrate caring. Write down the responses.</li> <li>5. Next break students into groups of 3 or 4; explain that each group will be acting out a scene that will show what caring is; have each group draw a piece of paper out of a bag/hat to demonstrate. Examples: a student is sitting alone at lunch, a new girl is crying in the hall, etc. or they can come up with their own scenario</li> <li>6. Give the students 15 minutes to prepare a short skit. Then have the groups present their skits to the class.</li> <li>7. Finally, bring the students back to whole group to complete box three, “Looks Like”. Write down the different responses.</li> <li>8. Show the Studies Weekly article about Harriet Tubman on the Smartboard.; Week 3, Page 3: <a href="https://app.studiesweekly.com/online/publications/1209/units/1226#/articles/1230">https://app.studiesweekly.com/online/publications/1209/units/1226#/articles/1230</a>. Allow the students to read it, then have them write in their response journals about an action they can do to demonstrate caring and improve the lives of others.</li> <li>9. Go back to the quote from the beginning of the lesson. As an exit ticket, ask students if they agree with it or not. They must support their answer with a sound reason.</li> </ol>	