Slavery During America's Civil War

a Social Studies unit
for fifth grade
content-based ESL classrooms

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TSL 518
Unit title: Slavery During America's Civil War

Grade level: fifth grade

Target group: content-based ESL class


Source of original lessons:
http://users.manchester.edu/student/nashort/Profweb/Civil%20War%20Unit%20Plan.pdf

Learning goals:
- I want my students to know the conditions in which slaves lived in the United States.
- I want my students to know why slaves lived in these conditions.
- I want my students to know that some slaves escaped to the North and to freedom.
- I want my students to know what the Underground Railroad was and how it helped slaves escape to freedom.

The following unit contains three lessons that have been adapted from those found at the website above. Original lesson plans can be found under the final tab, labeled “original lessons.”
LESSON 1:
Now and Then
Lesson 1: Performance Indicators

Content objectives: 1. Brainstorm the jobs that students perform daily at school and at home.
   2. Compare and contrast living conditions in America then and now.
   3. Create lyrics to a song about what tasks students complete at home/school.

Language objectives: 1. In small groups, orally discuss the jobs students perform at school and at home.
   2. With the whole class, orally discuss living conditions then and now.
   3. In small groups, write lyrics to a song.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Fluent Bridging-Level 5</th>
<th>Expanding Fluency-Level 4</th>
<th>Speech Emerging-Level 3</th>
<th>Early Production-Level 2</th>
<th>Preproduction-Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Discuss the jobs that students perform daily, whether at home or school.</td>
<td>With a small group, have a discussion using full sentences.</td>
<td>With a small group, have a discussion using phrases.</td>
<td>With a small group, have a discussion using phrases and given sentence starters.</td>
<td>With a partner, have a discussion using 1-2 word phrases and given sentence starters and a word bank.</td>
<td>With a partner, match the picture of a task to the appropriate sentence.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Compare and contrast living conditions and daily life in America then and now.</td>
<td>Use full sentences to contribute to a whole class discussion.</td>
<td>Use phrases to contribute to a whole class discussion.</td>
<td>Contribute to whole class discussion using phrases and given sentence starters.</td>
<td>Contribute to small group discussion using sentence starters and a word bank.</td>
<td>Contribute to small group discussion by pointing to pictures and their labels.</td>
</tr>
<tr>
<td>Writing</td>
<td>Write song lyrics about a chore the student completes at home or school.</td>
<td>In a small group, write two verses of song lyrics.</td>
<td>In a small group, write one verse of song lyrics.</td>
<td>In a small group, write four lines of song lyrics using sentence starters and a word bank.</td>
<td>In a small group, match lyrics to pictures.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 1: Functional Language Chart

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>A chore students complete during the day, either at home or school</td>
<td>- At home I (1). - At school I (2). - I work in the (3). - I need (4). - I (1).</td>
<td>(1) - wash the dishes, do my homework, get the mail, help my brother, help my sister, help my mom, help my dad, walk the dog (2) - wash the board, hand out papers, answer the phone, put up chairs, help the teacher, get the mail (3) - kitchen, bedroom, classroom, house, morning, afternoon, night (4) - soap, paper and pen</td>
<td>- present tense - verbs and nouns</td>
</tr>
<tr>
<td>Describe</td>
<td>The current living conditions in America</td>
<td>- We live in (1). - We eat (2). - We wear (3). - We (4). - When we don’t (4), we (5).</td>
<td>(1) - houses, apartments (2) - pizza, salad, ice cream (3) - jeans, t-shirts (4) - wash the dishes, do homework (5) - sit in time out</td>
<td>- present tense - nouns - negation</td>
</tr>
<tr>
<td>Describe</td>
<td>A picture showing an aspect of living conditions in the antebellum south.</td>
<td>- There is/are (1) in this picture. - Slaves had (2).</td>
<td>(1) - a man being beaten, slaves picking cotton, slaves washing clothes (1 and 2) - a house, one room, burlap clothes, hats, pants, shirts, cornmeal, pork, fish</td>
<td>- present tense - it is = singular nouns - they are = plural nouns</td>
</tr>
</tbody>
</table>
Modified Lesson 1: Now and Then

Key vocabulary: slave, master, plantation, house, apartment, pizza, salad, ice cream, jeans, t-shirt, wash the dishes, do homework, sit in time out

Materials: black- or whiteboard, T-charts, pictures of slaves’ living conditions, piece of burlap, example of slave work song, listening guides, worksheets, teacher-generated example of work song

Activities with Modifications for English Language Learners:

Preparation: Before the lesson begins, the teacher writes the content and language objectives on the board.

Vocabulary review: The teacher provides a short vocabulary review using pictures (see Appendix A, pages 8-13), choral repetition, and short questions. The questions asked of each student are dependent upon the student’s particular language level. Students at language level one will be asked to point to various pictures and repeat the accompanying words, while students at language level two will be asked “yes/no” and “either/or” questions. Students at language level three will be asked to tell about the pictures, and students at language levels four and five will be asked to compare and contrast the pictures (8 minutes).

Examples of appropriately leveled questions are as follows:
For student at language level 1: “Point to the t-shirt.”
For student at language level 2: “Is this a t-shirt or a house?”
For student at language level 3: “Tell me about the house.”
For students at language levels 4 and 5: “Which food do you like best? Why?”

Warm-up: activate background knowledge and provide connection to students’ lives:
Students will form groups of three and discuss jobs they perform at home and at school. Students at language levels two and three will speak with their small groups with varying levels of language support (see page 4 for performance indicators and Appendices B and C, pages 14 and 15), while students at language level one will contribute to their conversation by matching a picture of a daily task to the appropriate sentence (10 minutes).

Whole class discussion: The teacher will then draw a T-chart on the board, the heading on the left side being “living in American NOW” and the right side “living in America THEN” and elicit student responses as to the current living conditions in America. Students will contribute to the whole class discussion with varying levels of support that are dependent upon their language level (see page 4 for performance indicators and Appendices D and E, pages 16 and 17). The categories to guide discussion are: housing, food, clothing, jobs, and punishment. Students will be given their own T-charts that will be either blank, partially filled out, or fully filled out depending on the language level of the student (see Appendices F and G, pages 18 and 19). Students fill out their own T-charts as the teacher models the T-chart entries on the board (20 minutes).
Small group discussion: The teacher will split the students into five groups (one for each aspect of living conditions—food, housing, etc.) and give each group a picture (see Appendix H, pages 20-22) which they need to work together to describe and then present their ideas to the larger class (10 minutes).

After entering the reported information into the T-chart drawn on the board, the teacher orally reinforces the following ideas: slaves lived in small shacks, had few items of clothing (teacher presents students with a piece of burlap, of which slaves’ clothing was often made), limited food (ate twice a day), and were not allowed to be educated. If slaves did not obey their orders, they were beaten and whipped. Many slaves harvested crops (mostly cotton) and took care of the animals on the plantation. Some female slaves would work inside the master’s house, where they would cook and raise the master’s children. The teacher explains that slaves sometimes sang songs as they worked. These songs were often about the work they were doing on the plantation (5 minutes).

The teacher asks the entire class a question about slave work songs, such as:

"Why do you think slaves sang songs as they worked?"

Slave work song activity: The teacher passes out the listening guide for the slave work song (see Appendix I, page 23) and then plays the slave work song twice (3 minutes). The slave work song can be found online at http://www.history.org/history/teaching/enewsletter/february03/worksongs.cfm and is entitled “Hoe Emma Hoe.”

Have the students listen closely to the lyrics and follow along in their listening guide to see if they can determine what work the slaves are doing while they sing this song (5 minutes).

Tell students that they will now write the lyrics to a work song for some kind of work they do during the day, either at school or at home. Pass around copies of a verse the teacher has written about some task they do (see Appendix J, page 24). Students will work in small groups to complete their song lyrics, with students at language level five writing two verses of lyrics, level four writing one verse, level three writing one verse with sentence starters, level two writing three lines of lyrics with sentence starters and a word bank, and students at level one matching lyrics to pictures (see page 4 for performance indicators and Appendices K and L, pages 25 and 26) (20 minutes).

Assessment: Have the students create the lyrics of a song about the work they do during the day. This could include chores they have at home or work they do at school. Students will need to write their song in a way that they describe the work they do. Where are they when they perform the task (sitting under a tree, in the kitchen, etc)? What do they need to complete the task (pen and pencil for writing lesson plans, soap for washing dishes, etc.).
APPENDIX A. LESSON 1
Pictures for vocabulary review

slave

master
plantation

house
apartment

pizza
salad

ice cream
jeans

t-shirt
wash the dishes

do homework

sit in time out
APPENDIX B, LESSON 1
Warm-up discussion word bank and sentence starters
Support for students at language levels 2 and 3

At home I ____________________________

and ________________________________.

Word Bank
take out the trash  help my brother
wash the dishes  help my sister
make my bed  help my dad
do my homework  help my mom
get the mail  walk the dog

At school I ________________________________

and ________________________________.

Word Bank
wash the board
hand out papers
answer the phone
put up the chairs
help the teacher
get the mail
APPENDIX C, LESSON 1
Warm-up discussion on daily tasks students perform
Match the sentence to the picture.
Support for students at language level 1

I get the mail.

I walk the dog.

I wash the dishes.

I take out the trash.

I do my homework.
APPENDIX D, LESSON 1
Sentence starters for whole class discussion on current living conditions in America
Support for students at language levels 2 and 3

We live in ________________.

We eat ________________.

We wear ________________.

We ________________.

When we don’t ________________, we ________________.

Word bank for students at language level 2

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza</td>
</tr>
<tr>
<td>houses</td>
</tr>
<tr>
<td>salad</td>
</tr>
<tr>
<td>t-shirts</td>
</tr>
<tr>
<td>sit in time out</td>
</tr>
<tr>
<td>jeans</td>
</tr>
<tr>
<td>do homework</td>
</tr>
<tr>
<td>apartments</td>
</tr>
<tr>
<td>wash the dishes</td>
</tr>
<tr>
<td>ice cream</td>
</tr>
</tbody>
</table>
Living in America NOW

I live in a house

I live in an apartment.

I eat pizza, salad, and ice cream.

I wear jeans and a t-shirt.

I wash the dishes. I do my homework.

I sit in time out.
<table>
<thead>
<tr>
<th>Living in America NOW</th>
<th>Living in America THEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live in a <strong>house</strong>.</td>
<td>They lived on <strong>plantations</strong>.</td>
</tr>
<tr>
<td>I live in an <strong>apartment</strong>.</td>
<td>They ate <strong>fish</strong>.</td>
</tr>
<tr>
<td>I eat <strong>pizza</strong>.</td>
<td></td>
</tr>
<tr>
<td>I eat <strong>salad</strong>.</td>
<td>They wore <strong>burlap pants</strong> and <strong>burlap shirts</strong>.</td>
</tr>
<tr>
<td>I eat <strong>ice cream</strong>.</td>
<td>They picked <strong>cotton</strong>.</td>
</tr>
<tr>
<td>I wear <strong>jeans</strong>.</td>
<td></td>
</tr>
<tr>
<td>I wear a <strong>t-shirt</strong>.</td>
<td>They were <strong>whipped</strong>.</td>
</tr>
<tr>
<td>I do my homework.</td>
<td></td>
</tr>
<tr>
<td>I wash the dishes.</td>
<td></td>
</tr>
<tr>
<td>Living in America NOW</td>
<td>Living in America THEN</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>We live in ___________</td>
<td>Slaves had small _________.</td>
</tr>
<tr>
<td>and apartments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We eat pizza,</td>
<td>Slaves ate _________</td>
</tr>
<tr>
<td>salad, and _________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We wear jeans and</td>
<td>Slaves had burlap pants</td>
</tr>
<tr>
<td>___________.</td>
<td>and __________.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We wash the dishes</td>
<td>Slaves picked _________</td>
</tr>
<tr>
<td>and __________ our homework.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We _____ in time out.</td>
<td>Slaves were __________.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H, LESSON 1
Pictures for small group discussions
Students will form five groups and work together to describe what they see in the picture(s), with one group of students assigned to each facet of slaves' lives (housing, food, etc.).

Housing

Food

[Images of cornmeal, pork, and salt herring]
Caller: Hoe Emma Hoe, you turn around dig a hole in the ground, Hoe Emma Hoe.

Chorus: Hoe Emma Hoe, you turn around dig a hole in the ground, Hoe Emma Hoe.

Caller: Emma, you from the country.

Chorus: Hoe Emma Hoe, you turn around dig a hole in the ground, Hoe Emma Hoe.

Caller: Emma help me to pull these weeds.

Chorus: Hoe Emma Hoe, you turn around dig a hole in the ground, Hoe Emma Hoe.

Caller: Emma work harder than two grown men.

Chorus: Hoe Emma Hoe, you turn around dig a hole in the ground, Hoe Emma Hoe.
(Repeat)
First thing I do when I get home from school is sit under a tree where it’s nice and cool.

I have my paper and my pen and I do my homework—write lesson plans again!
APPENDIX K. LESSON 1
Language prompts for small group work—writing song lyrics
Support for students at language levels 2 and 3

At home I ____________________________________________.
(1)

At school I ____________________________________________.
(2)

I work in the ____________________________________________.
(3)

I need ____________________________________________.
(4)

Word bank for students at language level 2

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)-wash the dishes</td>
</tr>
<tr>
<td>-get the mail</td>
</tr>
<tr>
<td>-walk the dog</td>
</tr>
<tr>
<td>-do my homework</td>
</tr>
<tr>
<td>-get the mail</td>
</tr>
<tr>
<td>-help my brother</td>
</tr>
<tr>
<td>-help my sister</td>
</tr>
<tr>
<td>-help my mom</td>
</tr>
<tr>
<td>-help my dad</td>
</tr>
<tr>
<td>(3)-kitchen</td>
</tr>
<tr>
<td>-bedroom</td>
</tr>
<tr>
<td>-classroom</td>
</tr>
<tr>
<td>-house</td>
</tr>
<tr>
<td>-morning</td>
</tr>
<tr>
<td>-afternoon</td>
</tr>
<tr>
<td>-night</td>
</tr>
</tbody>
</table>
Directions: Match the song lyric to the picture.

I wash the dishes at home.

First, I go to the kitchen.

Second, I get the soap.

Next, I put soap on the plates

and cups.

I clean until they sparkle.

Last, I dry the dishes.
Rationale for lesson one modifications

The unit's first lesson features many modifications in order for all five language aptitude levels of English Language Learners (ELLs) to access the lesson content, slavery during the American Civil War. The lesson begins with a short vocabulary review so that students will have the chance to preview and practice with the vocabulary they will need to participate in the lesson.

To contextualize the lesson and increase its accessibility, I have planned for the teacher to put students into groups of three so that they can discuss the various jobs they perform at work and school. This gets them thinking about the upcoming lesson—how it relates to their lives and also practice using the vocabulary they will need to access the lesson content. Building vocabulary is also seen in the many handouts (found in the lesson appendices) that feature word banks, sentence starters, and many visuals in order to allow students to connect the vocabulary words to their meanings.

The pieces of burlap, vocabulary flashcards, pictures of slaves lives, and the slave work song are all realia that are featured in the lesson. These are used to provide students with real life examples of the lesson's content so that they might make better connections.

Modeling is a vital part of teaching ELLs, as good modeling will provide them with a strong idea of what they should do. In lesson one, the teacher models how to complete a T-chart on the board and the students complete their own T-charts.

With students activating background knowledge, working to describe pictures, and writing song lyrics in small groups, there are plenty of opportunities for students to negotiate meaning, check their understanding, and learn from their peers.

T-charts are exceptional graphic organizers, and students use them in lesson one to organize information about their current lives and slaves’ lives during the Civil War. Like T-charts, listening guides help ELLs to organize information they are listening to. A listening guide is provided to students while they listen to the slave work song, “Hoe Emma Hoe.”

In terms of engaging the students in order for them to produce output, the many instances of small and large group work as well as the short vocabulary review are excellent opportunities for students to feel safe (also with the help of their sentence starters and word banks) and produce output. In addition, the vocabulary review features the teacher asking questions appropriate for students’ various language levels. Students are also challenged to produce
extended talk when they are in their small groups, and they gain some confidence when armed with word banks and sentence starters.
LESSON 2: What's the Plan?
**Lesson 2: Performance Indicators**

Content objectives: 1. Review slaves’ living conditions.
   2. Recognize that slaves tried to escape and spoke in code by reading the book *Follow the Drinking Gourd,* by Jeanette Winter and listening to the accompanying song.
   3. Identify the geometric shapes and meaning of quilt patterns.
   4. Create a quilt square using geometric shapes to make a pattern.
   5. Write about the directions the quilt square would have given slaves.

Language objectives: 1. In pairs, discuss slaves’ living conditions.
   2a. Read the book *Follow the Drinking Gourd.*
   2b. Identify the most important parts of the book by underlining those words.
   2c. Listen to the song “Follow the Drinking Gourd.”
   3. In small groups, label geometric shapes and meanings of patterns on quilt squares.
   4/5. Write about the quilt square’s directions to slaves.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Fluent Bridging- Level 5</th>
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<th>Early Production-Level 2</th>
<th>Preproduction-Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>slaves’ living conditions</td>
<td>In pairs, have a discussion using full sentences.</td>
<td>In pairs, have a discussion using short sentences and phrases.</td>
<td>In pairs, have a discussion using phrases and given sentence starters.</td>
<td>In pairs, have a discussion using 1-2 word phrases, given sentence starters, and a word bank.</td>
<td>In pairs, categorize pictures according to living conditions now and then (pre-Civil War America).</td>
</tr>
<tr>
<td>Writing</td>
<td>label geometric shapes and meanings of quilt patterns</td>
<td>In a small group, label geometric shapes and use full sentences to express the directions contained in quilt patterns.</td>
<td>In a small group, label geometric shapes and use short sentences and phrases to express the directions contained in quilt patterns.</td>
<td>In a small group, label geometric shapes and use phrases and given sentence starters to express the directions contained in quilt patterns.</td>
<td>In a small group, label geometric shapes and use 1-2 word phrases, given sentence starters, and a word bank to express the directions contained in quilt patterns.</td>
<td>In a small group, match pictures of directions given by quilt patterns to their patterns and also match geometric shapes to their labels.</td>
</tr>
<tr>
<td>Writing</td>
<td>Their quilt square’s</td>
<td>Individually, write two full</td>
<td>Individually, write one</td>
<td>Individually, use sentence starters</td>
<td>Individually, use given sentence</td>
<td>Individually, use a word</td>
</tr>
<tr>
<td>Language Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words/Phrases</td>
<td>Grammar</td>
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<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Slaves’ living conditions</td>
<td>Slaves lived in (1). Slaves ate (2). Slaves wore (3). Slaves worked to (4).</td>
<td>(1) one room houses, small houses (2) fish, pork, cornmeal (3) burlap pants, burlap shirts (4) picking cotton, washing clothes</td>
<td>-past tense -nouns -verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Shapes in quilt patterns</td>
<td>The pattern has a (1). The pattern has (2).</td>
<td>(1) triangle, square, rectangle, rhombus, circle (2) triangles, squares, rectangles, rhombi, circles</td>
<td>-singular/plural nouns -geometric shape nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and justify</td>
<td>Encoded directions given by the quilt pattern</td>
<td>I think the quilt pattern says to (1) because I see (2).</td>
<td>(1) run quickly, follow the stars, hide in the forest, climb trees, cross the river (2) a bird, a star, a tree, a river</td>
<td>-verbs -nouns -present tense -adverb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Encoded directions given by the example quilt pattern</td>
<td>My quilt square would tell slaves to ______.</td>
<td>Cross the river, climb a tree, hide in the forest, run quickly</td>
<td>-verbs -nouns -past tense -helping verb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson 2: What's the Plan?

**Key vocabulary:** quilt, square, circle, rectangle, triangle, rhombus, cross the river, climb a tree, run quickly, hide in the forest, a bird, a star

**Materials:** worksheets in appendices, “Follow the Drinking Gourd” song, song listening guide, Follow the Drinking Gourd book (written by Jeanette Winter) and copies for students, construction paper, glue, scissors

**Activities with modifications for English Language Learners:**

Preparation: Before the lesson begins, the teacher writes the language and content objectives on the board.

Vocabulary Review: The teacher provides a short vocabulary review using pictures (see Appendix A, pages 35-39), choral repetition, and short questions. The questions asked of each student are dependent upon the student’s particular language level. Students at language level one will be asked to point to various pictures and repeat the accompanying words, while students at language level two will be asked “yes/no” and “either/or” questions. Students at language level three will be asked to tell about the pictures, and students at language levels four and five will be asked to compare and contrast the pictures (8 minutes).

Examples of appropriately leveled questions are as follows:

- For student at language level 1: “Point to the bird.”
- For student at language level 2: “Is this a bird or a star?”
- For student at language level 3: “Tell me about the bird.”
- For students at language levels 4 and 5: “What’s the difference between a circle and a triangle?”

Warm-up: activate background knowledge and provide connection to students’ lives:

Students will participate in a pair share and discuss the previous lesson’s content—slaves’ living conditions. Students at language levels two and three will discuss the content with varying levels of language support (see pages 30 and 31 for performance indicators and Appendix B, page 40), while students at language level one will work in pairs in order to categorize pictures from living conditions now and then (pre-Civil War times) (see Appendix C, pages 41 and 42) (10 minutes).

Listening activity: The teacher will ask students how they think slaves talked about escaping to freedom. “How did slaves talk about escaping? Did they talk about it out loud? Did they talk about it in front of their masters? Would slave masters like slaves to talk about escaping? Why not? How would you have secretly talked about escaping?” The teacher will tell students that some of the songs sung by the slaves on the plantations were also used as directions for how to escape.

The teacher gives students the example of the song “Follow the Drinking Gourd,” found online at http://www.songsforteaching.com/folk/followthedrinkinggourd.htm, as well as
the listening guide (see Appendix D, page 43). Students will have three minutes to read the lyrics before the teacher plays the song twice, with students listening for the meaning of the song’s lyrics (10 minutes).

The teacher then asks the students if they know what the song is talking about. Students must also justify their answer with song lyrics. After students have given their ideas, the teacher tells them that this song is about the Big Dipper and the North Star. The song talks about following the North Star, which is part of the Big Dipper, in order to get to the North and be free. The teacher then asks “Did the song give actual directions—North, South, this way, go ten miles, etc.? (No, the directions were given in code). “Why weren’t the songs actual directions? What do you think?” (see Appendix E, page 44, for an example of paced teacher speech) (10 minutes).

**Reading activity:** The teacher hands out the copied text (not the actual books, as students will be asked to underline the text) to students and asks them to look at the pictures. Ask if they see any similarities between the previous song and the book. Together as a class, read the book “Follow the Drinking Gourd” by Jeanette Winter (see modified text at Appendix F, pages 45 and 46). The teacher reads the first page of the story and then asks students to continue reading aloud, with one student reading a page and then passing the reading duties to a fellow student of their choice (15 minutes).

**Underlining important parts of the story:** The teacher explains that underlining the most important words in the story is a good way to understand and remember the story. The teacher writes the text of the first page on the board and models how to underline the most important words. The teacher then asks students to silently decide which words they would underline on the second page and to put their fingers on two words they would underline. Traveling around the room, the teacher is able to see which words students have chosen as the most important and therefore checks students’ understanding of the task. Students are then asked to go through the entire text and underline the most important words. Afterwards, the teacher asks for some examples of the words that students identified as the most important (12 minutes).

Tell the students that there were other ways that the slaves used to get directions to the North. Ask “what other ways could slaves have sent codes with directions?” Elicit ideas before revealing that, along with songs, quilt patterns gave slaves directions in order to get out of the South (5 minutes).

**Small group activity:** The teacher divides students into groups of four and gives each group a copy of the “Quilt Patterns” worksheet (see Appendix G, page 47), which was formed from the pictures and information found online at http://www.osblackhistory.com/quiltcodes.php. Students will work together in small groups to discern the directions for escaping to freedom in the quilt patterns as well as the geometric shapes featured in the patterns. While students at language levels four and five will share their ideas without language support, students at language level three will have sentence starters, students at level two will have sentence starters and a word bank, and
students at level one will be able to point to pictures on a worksheet and trace their labels in order to contribute their ideas (see pages 30 and 31 for performance indicators as well as Appendices H and I, pages 48 and 49) (20 minutes).

The teacher then explains the directions that were given to slaves by the four quilt squares as well as the geometric shapes used in the various patterns (see Appendix J, page 50, for actual meanings of the four quilt patterns) (5 minutes).

**Assessment:** Students will create a quilt square using geometric shapes to make a pattern. Students will also write a sentence about what directions their quilt square would have given to slaves that were escaping to freedom (see performance indicators, pages 30 and 31, for expectations of students at various language levels). When the students have completed their squares and written descriptions, all of the squares will be placed together to make a class quilt.
APPENDIX A, LESSON 2
Pictures for vocabulary review

quilt

square
circle

rectangle

triangle
rhombus

cross the river

climb a tree
run quickly

hide in the forest
bird

star
APPENDIX B, LESSON 2
Warm-up discussion word bank and sentence starters—slaves' living conditions
Support for students at language levels 2 and 3

Slaves lived in __________.

Slaves ate ________________.

Slaves wore _____________.

Slaves worked to __________.
### APPENDIX C, LESSON 2

Warm-up discussion categorization activity
Support for students at language level 1

<table>
<thead>
<tr>
<th>Living in America NOW</th>
<th>Living in America THEN</th>
</tr>
</thead>
</table>


Pictures for categorization activity
Support for students at language level 1

- burlap pants
- fish
- one room house
- small houses
- burlap shirt
- picking cotton
- washing clothes
APPENDIX D, LESSON 2
Listening guide for song “Follow the Drinking Gourd”
Both the song and lyrics can be found at
http://www.songsforteaching.com/folk/followthedrinkinggourd.htm

When the sun comes back,
and the first Quail calls,
Follow the drinking gourd,
For the old man is waiting
for to carry you to freedom
If you follow the drinking gourd.

Follow the drinking gourd,
Follow the drinking gourd,
For the old man is waiting
for to carry you to freedom
If you follow the drinking gourd.
APPENDIX E, LESSON 2
Example of paced teacher speech

This song is about slaves following stars. (2 second pause)

The Big Dipper is a group of stars. (2 second pause)

One star in the Big Dipper is called the North Star. (2 second pause)

Slaves followed the North Star to get to the North. (2 second pause)

Did you hear these words in the song (1 second pause)—North, South, East, West? (2 second pause)

Why not? (2 second pause)
Peg Leg Joe helped free slaves.

At night, he taught slaves a song.

The song gave secret directions to freedom.

Peg Leg Joe said "follow the drinking gourd."

The slaves worked and sang.

"Follow the drinking gourd."

Molly and James were slaves.

They sang "follow the drinking gourd."

They ran away from the plantation.

They followed the stars and the drinking gourd.

They were scared but they sang "follow the drinking gourd."

They found a river.
Peg Leg Joe was at the river with a boat.

Peg Leg Joe got in the boat with Molly and James.

Molly and James hid in houses on the Underground Railroad.

Molly and James sang "follow the drinking gourd."

Molly and James hid and ran.

After many months, Molly and James were in Canada.

Molly and James were free!
APPENDIX G, LESSON 2
Quilt Patterns
Found online at http://www.osblackhistory.com/quiltcodes.php

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Quilt Pattern 1" /></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Quilt Pattern 2" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Quilt Pattern 3" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Quilt Pattern 4" /></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H, LESSON 2
Small group activity on quilt pattern meanings—word bank and sentence starters
Support for students at language levels 2 and 3

Word Bank 1
triangle
rhombus
square
rectangle
triangles
rhombi
squares
rectangles

The pattern has a _____.

The pattern has ________________________.

I think the quilt pattern says to __________
because I see a bird / star / tree / river.

Word Bank 2
run quickly
follow the stars
hide in the forest
climb trees
cross the river
APPENDIX I, LESSON 2
Small group activity on quilt pattern meanings—trace labels and point to pictures
Support for students at language level 1

square
rectangle

triangle
circle

cross the river
climb a tree
Flying Geese: A signal for slaves to follow the direction of the flying geese as they flew north in the spring. Most slaves escaped during the spring. The flying geese could be used as a guide to find water, food and places to rest.

Wagon Wheel: A signal for slaves to pack the items they need for survival, like they would pack a wagon for a long journey.

Log Cabin: A signal for slaves to look for shelter. This pattern also signaled that a person was safe to talk with.

Bear's Paw: A signal for slaves to follow a bear's trail which would lead to water and food.
Rationale for lesson two modifications

This lesson features many modifications for English Language Learners which allow this group of students to better access the lesson’s content. Students build and activate their background knowledge by discussing the previous lesson’s content—slaves’ living conditions—while in pairs. In addition, students are given the chance to develop their vocabulary in the first few minutes of the lesson, as the teacher uses flashcards with pictures and their labels along with appropriately-leveled questions according to the students’ various language proficiency levels.

Realia, gestures, and pictures are used throughout the lesson in order to make the content more accessible to students of all language levels. The teacher also models underlining the most important parts of the text in order to show students how to proceed and how to underline effectively. There are also many opportunities for students to negotiate meaning and check their understanding, such as pair work and small group work. This is vital for students to be able to learn from each other, discuss their ideas, and express themselves orally in a safe environment.

This lesson also includes a worksheet that serves as support for students at language level one and features a T-chart, which was modeled in the previous lesson. T-charts help students to organize their thoughts and categorize information visually. Modified text, complete with pictures, is also included with this lesson and is ideal for students at language proficiency levels one and two.

An example of paced teacher speech can be found in this lesson’s appendix and there is also a listening guide for students to follow along to the song “Follow the Drinking Gourd.” Both paced teacher speech and listening guides allow students ample time to listen to and understand what they are hearing.

In terms of helping students to find their voice, this lesson has many opportunities for students to produce extended talk and to speak to their classmates in pairs and small groups. These configurations are helpful for students who need to build their confidence by speaking in a safe environment.
LESSON 3: The Underground Railroad

UNDERGROUND RAILROAD

Generalized routes of slaves seeking freedom
Lesson 3: Performance Indicators

Content objectives: 1. Define “Underground Railroad.”
2. Identify the purpose of the Underground Railroad.
3. Identify the Underground Railroad’s route through Connecticut.
5. Identify uses for various aspects of an Underground Railroad house.
6. Design and create a house on the Underground Railroad with a way to hide slaves and a way to transport slaves.
7. Describe the Underground Railroad house—both the slaves’ hiding place and the way to transport slaves.

Language objectives: 1. Orally define “Underground Railroad.”
2/3. Orally identify the purpose of the Underground Railroad and its route through Connecticut.
4. Orally describe an Underground Railroad house in small groups.
5. Orally identify uses for facets of Underground Railroad houses in small groups.
6/7. Create and write about the Underground Railroad house, including a place to hide slaves and a way to transport slaves.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Fluent Bridging-Level 5</th>
<th>Expanding Fluency-Level 4</th>
<th>Speech Emerging-Level 3</th>
<th>Early Production-Level 2</th>
<th>Preproduction-Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>What words come to mind when you hear “Underground Railroad?”</td>
<td>Produce three words in order to answer the question “What words come to mind when you hear “Underground Railroad?””</td>
<td>Produce two words in order to answer the question “What words come to mind when you hear “Underground Railroad?””</td>
<td>Using a word bank, choose and produce three words in order to answer the question “What words come to mind when you hear “Underground Railroad?””</td>
<td>Using a word bank and a sentence starter, choose and produce two words in order to answer the question “What words come to mind when you hear “Underground Railroad?””</td>
<td>Match pictures (those covered in the lessons’ vocabulary review) to their labels.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Describe a given picture of an Underground Railroad house.</td>
<td>Working in small groups, describe the picture using sentences.</td>
<td>Working in small groups, describe the picture using short sentences and phrases.</td>
<td>Working in small groups, describe the picture using given sentence starters.</td>
<td>Working in small groups, identify a place to hide slaves and a way to transport slaves by matching the aforementioned facets of the</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Their Underground Railroad house, including a place to hide slaves and a way to transport slaves</td>
<td>Working in pairs, use full sentences to describe their Underground Railroad house.</td>
<td>Working in pairs, use short sentences and phrases to describe their Underground Railroad house.</td>
<td>Working in pairs, use given sentence starters and word bank to write two sentences describing their Underground Railroad house.</td>
<td>Working in pairs, match the given descriptive sentences to their Underground Railroad house.</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 3: Functional Language Chart**

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorm</strong></td>
<td>Answer the question “What words come to mind when you hear ‘Underground Railroad?’”</td>
<td>That makes me think of ______.</td>
<td>trains, dirt, secret, tunnels</td>
<td>-present tense</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
<td>A given picture of an Underground Railroad house</td>
<td>This house hid slaves in the (1). Slaves were transported by (2).</td>
<td>(1) attic, kitchen, basement, bedroom (2) wagons, running in the night</td>
<td>-past tense -nouns</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
<td>Their own picture of an Underground Railroad house</td>
<td>My house hid slaves in the (1). Slaves were transported by (2).</td>
<td>(1) attic, kitchen, basement, bedroom (2) wagons, running in the night</td>
<td>-past tense -nouns</td>
</tr>
</tbody>
</table>
Modified Lesson 3: The Underground Railroad

**Key vocabulary:** underground, railroad, hide, transport, attic, kitchen, bedroom, basement, wagon, running in the night

**Materials:** map of Underground Railroad (found in appendix), construction paper, worksheets in appendices, dollhouse (realia for use during vocabulary review)

**Activities with modifications for English Language Learners:**
- **Preparation:** Before the lesson begins, the teacher writes the language and content objectives on the board.

  **Vocabulary review:** The teacher provides a short vocabulary review using pictures (see Appendix A, pages 57-61), choral repetition, and short questions. The questions asked of each student are dependent upon the student’s particular language level. Students at language level one will be asked to point to various pictures and repeat the accompanying words, while students at language level two will be asked “yes/no” and “either/or” questions. Students at language level three will be asked to tell about the pictures, and students at language levels four and five will be asked to compare and contrast the pictures. (NOTE: use a dollhouse to point out the various rooms listed on the functional language chart, page 54) (8 minutes).

  Examples of appropriately leveled questions are as follows:
  - For student at language level 1: “Point to the attic.”
  - For student at language level 2: “Is this a kitchen or a basement?”
  - For student at language level 3: “Tell me about the wagon.”
  - For students at language levels 4 and 5: “Where do you like to hide? Why?”

- **Warm-up: activate background knowledge and provide connection to students’ lives:**
  The teacher writes the words “Underground Railroad” on the board and then asks “What words come to mind when you see these words?” Students at language levels four and five will answer without language prompts, while students at language level three will use a sentence starter, students at language two will use a sentence starter and a word bank, and students at language level one will match pictures of words covered in the lesson’s vocabulary review to their labels (see performance indicators, page 53, and Appendices B and C, pages 62 and 63) (5 minutes).

- **Whole class activity:** The teacher explains that the Underground Railroad was one of the ways that slaves used to escape slavery. The Underground Railroad was a series of stops where slaves could stay at the homes of people that did not like slavery. These people would hide the slaves so they could not be found by people who were trying to take them back to the plantations. They would then help them get to the next stop along the Underground Railroad. The Underground Railroad helped the slaves get away from the slave states. It went all though the Northern States and up into Canada. Some also went down into Mexico and the Caribbean Islands.
Present students with the map of Underground Railroad Routes (see Appendix D, page 64). Show that the routes run both North to Canada and to the Caribbean. Point out the route that goes through Connecticut. Make sure to include pauses between sentences and after phrases in lengthier sentences (5 minutes).

**Small group activity:** Divide students into small groups and provide each group with the picture of a house on the Underground Railroad (see Appendix E, page 65).
Ask: **"What do you notice about this house? What do you think these rooms are used for?"** Draw students' attention to the different hiding places in the house. The people at these houses would hide the slaves in these places so that the people looking for the slaves would not find them. The home owners also helped to get the slaves to the next stop. Sometimes they would hide in carriages or run to the next house during the night. Students work together to orally describe the given picture. For expectations of students at various language levels, see page 53 for this lesson's performance indicators (8 minutes).

Tell students that they are going to pretend they are one of the stops on the Underground Railroad. Students will work in pairs, with each pair working to design their house (using construction paper) in a way that can hide runaway slaves.
Students will need to include at least one place to hide slaves and one way to get slaves from your stop to the next stop along the Underground Railroad.

Once students have finished creating their house, they will write about their house and how they will hide slaves and get them to the next stop on the Underground Railroad. For a description of expectations for students at each language level, see the performance indicators on pages 53 and 54 (25 minutes).

**Assessment:**
Underground Railroad Design: Students will design a stop along the Underground Railroad. They will design their house with places to hide slaves and a way to get the slaves to the next stop. The students will include a write-up describing their stop and how they will get the slaves to the next stop.
APPENDIX A, LESSON 3
Pictures for vocabulary review

ground

under the ground

railroad
hide

He is hiding.

to transport = to move

She is transporting the boxes.
wagon

run at night

He is running at night.
That makes me think of ________________.
kitchen

railroad

attic

wagon

bedroom
APPENDIX D, LESSON 3
Underground Railroad Routes Map

UNDERGROUND RAILROAD
C. 1860

Generalized routes of slaves seeking freedom

ORGANIZED & UNORGANIZED TERRITORIES

Atlantic Ocean

Gulf of Mexico
APPENDIX E, LESSON 3
Example of Underground Railroad house for small group work
Picture found online at http://www.oneidacountyfreedomtrail.com/URRLocations/Rome.asp
Rationale for lesson three modifications

This lesson features many modifications for English Language Learners, so that they may better access the content taught therein. With the Underground Railroad brainstorming activity, there is ample time for building and activating background knowledge, which allows students to begin to think about and make connections to the lesson’s content. This also helps students to contextualize the content. Vocabulary development is also vital, as it allows students to gain the language they need to participate more fully in the lesson. For this reason, flashcards and accompanying labels have been provided in Appendix A.

Visuals, like the vocabulary flashcards and many other pictures included in the preceding worksheets, as well as realia, such as the dollhouse used in the vocabulary review, provide yet another chance for students to contextualize the lesson’s content. There are also many opportunities for students to negotiate meaning and check their understanding throughout the lesson, including small group work and pair work.

There is a note about pacing teacher’s speech, as this is necessary for students to have the time they need to process the spoken information. Also included in this lesson are examples of appropriate teacher questions according to students’ various language proficiency levels, which have been included in the vocabulary review. These appropriately-leveled questions provide students at various language levels with questions they can answer.

Finally, students are challenged to produce extended talk when working in small groups and pairs. This allows them to find their voice and practice producing longer sentences and phrases. Working in small groups and in pairs elicits student talk and provides students with the opportunity to speak to smaller groups of people and not in front of the class. This can boost students’ confidence and help them to find their voice in a safe environment.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<th>Lesson 3</th>
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<td>I.B. Develop Vocabulary</td>
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<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
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<td>I.D. Model (Instructions, Processes)</td>
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<td>I.E. Create Opps. To Negotiate Meaning/ Check Understanding</td>
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<td>II. Make Text Comprehensible</td>
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<td>II.A. Intentional Use of Graphic Organizers</td>
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<td>II.B. Modify Written Text</td>
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<td>III. Make Talk Comprehensible</td>
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<td>III.D. Frame Main Ideas</td>
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<td>IV.B. Practice Instructional Conversations</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
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<td>VI. Give Students Voice</td>
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<td>VI.A. Challenge students to produce extended talk</td>
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<td>VI.B. Model Language for Oral and Written Production</td>
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<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>6,7</td>
<td>32,33,34</td>
<td>55,56</td>
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</tbody>
</table>
# Unit: Slavery During America’s Civil War
## Grammar and Functions Checklists

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<td>Negation</td>
<td>1</td>
</tr>
<tr>
<td>Nouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Plural nouns</td>
<td>1, 2</td>
</tr>
<tr>
<td>Singular nouns</td>
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</tr>
<tr>
<td>Verbs: helping verbs</td>
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</tr>
<tr>
<td>Verbs: past tense</td>
<td>1, 2, 3</td>
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<tr>
<td>Verbs: present tense</td>
<td>1, 2, 3</td>
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</table>

## Functions

<table>
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<tr>
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</thead>
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<tr>
<td>Describe</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Describe and justify</td>
<td>1</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>3</td>
</tr>
</tbody>
</table>
While my teaching already features a few of the strategies introduced in the TSL 518 course, I have learned many new strategies for teaching English Language Learners that I will definitely be incorporating into my teaching. For instance, I have always taught using gestures, realia, and pictures in order to contextualize the information. My lessons also feature a warm-up and activation of background knowledge in order to allow time for students to prepare themselves for the upcoming lesson. The elementary education certification courses at SCSU have prepared me for a lifetime of effective modeling in the classroom, which is also a necessity for effectively teaching ELLs. I also focus on vocabulary during many of my classes.

However, this course brought to light the need for many other facets of teaching that can be easily added to a lesson and which provide students with myriad opportunities for them to access the lesson’s content—both language and content information. First, I am most definitely going to have each lesson’s language and content objectives written on the board. I also like the idea of students using these same objectives to assess their own progress at the end of each lesson. This provides for focused lessons, goal-setting, confidence-building as students see themselves reaching these daily goals, and also time for introspection as students evaluate their own progress.

I had never considered modifying written text for ELLs, but this course taught me how to do so and, more importantly, with what goal in mind. The goal is for ELLs to be able to read and understand the main ideas of the text, possibly with some accompanying pictures to help them with the vocabulary and contextualization. Using questions appropriate for students’ language proficiency levels was also eye-opening and is extremely useful knowledge for teaching ELLs. I was familiar with the various language proficiency levels and how much language students at these levels could be expected to produce. Having actual examples of appropriate questions for the language levels is vital, as these questions are reasonable for students at those levels and will help students to communicate their ideas and build confidence as they do so.

This course taught me many things—the research behind the need for modifications, various modifications, and how to modify a lesson. Most importantly, this course gave me the space to work with esteemed colleagues while we practiced modifying lessons. Coupled with hands-on practice, the safe environment of lesson planning teams has made it possible for me to modify any lesson so that ELLs can better access content and language.
Original Lessons
Lesson: Down on the Farm

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of the lesson)

Music: 4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times. (Foundation of the lesson)

English: 4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person. (Assessment)

Objective: After listening to an example of a slave work song, the students will write the lyrics to their own work song describing work they do during the day scoring 3 in all categories.

Advanced Preparation by the Teacher: Find an example of a slave work song.

Lesson: The teacher will review the abolition of slavery and the roles of abolitionists.

Teacher will review the need for slavery in the South and not the North.

The teacher will then discuss the life of slaves on the southern plantations.

Discuss the living conditions of slaves.

Small shacks, few items of clothing, limited food, were not allowed to be educated

Discuss the trade and selling of slaves.

Families would be split up when they arrived in the United States. Also split up after living together on a plantation.

Masters would split up families by selling women and children

Discuss punishment of slaves if orders were not followed.

Being beaten and whipped

Discuss the jobs of slaves on the plantations

Examples: Housework and plant and harvest the crops

While slaves worked on the plantations they would sing songs as they worked

They sang songs about the work they did on the plantation

Play an example of a slave work song

Have the students listen closely to the lyrics to see if they can determine what work the slaves are doing while they sing this song.

Tell students that they will now write the lyrics to a work song for some kind of work they do during the day.

Tell them that when they write they need to write with a purpose. The purpose of this writing will be to describe a type of work they do during the day.

Assessment: Have the students create the lyrics of a song about the work they do during the day. This could include chores they have at home or work they do at school. Students will need to write their song in a way that they describe the work they are doing.
Lesson: What’s the Plan?

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.
(Foundation of lesson)

Math: 4.4.3 Identify, describe and draw parallelograms, rhombuses, and trapezoids, using appropriate mathematical tools and technology. (Assessment)

Objective: After learning about quilt patterns used as ways to escape from the South, students will create a quilt square using geometric shapes to make a pattern.

Advanced preparations by Teacher: Find pictures of quilt squares that were used to help slaves escape.

Lesson: Review the previous lesson on plantation songs and the lives of slaves.

The teacher will discuss that some of the songs sung by the slaves on the plantations were also used as directions on how to escape.

Give them the example of the song “Follow the Drinking Gourd” and play the song for students.

Ask the students if they know what the song is talking about.

Tell them that this song is about the Big Dipper and the North Star.

The song talks about following the North Star, which is part of the Big Dipper, in order to get to the North.

Together as a class, read the book “Follow the Drinking Gourd” by Jeanette Winter.

Tell the students that there were other ways that they slaves used to get directions to the North.

Quilt patterns gave them directions in order to get out of the South.

Show examples of quilt patterns that were used to help slaves.

http://www.osblackhistory.com/quiltcodes.php This website shows patterns with descriptions of how each pattern helped give directions to the slaves.

Have the students look at the quilt patterns. Have them identify the geometric shapes that are used in the different patterns.

The students will use these shapes in order to make their own quilt pattern that will become part of a class quilt.

Assessment: Students will create a quilt square using geometric shapes to make a pattern. When the students have completed their squares, all the squares will be placed together to make a class quilt.
Lesson: ___Underground Railroad___
Length: ___20 Minutes___
Age or Grade Level Intended: ___4th Grade___
Academic Standard(s):
Social Studies
- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War

Performance Objective(s):
- After learning about the Underground Railroad, students will design their own stop of the Underground Railroad including places to hide slaves and how to get them to the next stop.
- After completing their design, students will write a description of their Underground Railroad stop describing how it will be utilized with vivid detail.

Assessment:
- Underground Railroad Design: Students will design a stop along the Underground Railroad. They design their house with places to hide slaves and a way to get the slaves to the next stop. The students will include a write up describing their stop and how they will get the slaves to the next stop.

Advance Preparation by Teacher:
- Construction paper for each student (26 Sheets)
- Transparency Map of Underground Railroad routes (attached)

Procedure:
Introduction/Motivation:
- Yesterday we talked about the lives of slaves and how they were mistreated by their owners. Today we are going to talk about how the slaves would try to escape.

Step-by-Step Plan:
The Underground Railroad was one of the ways that slaves used to escape slavery.
The Underground Railroad was a series of stops where slaves could take shelter and the homes of people that were anti-slavery. These people would hide the slaves so they could not be found by people who were trying to take them back to the plantations. They would then help them get to the next stop along the Underground Railroad.

The Underground Railroad helped the slaves get away from the slave states. It went all though the Northern States and up into Canada. Some also went down into Mexico and the Caribbean Islands.

Show map of Underground Railroad routes on the overhead. Show that the routes run both North to Canada and to the Caribbean.
Point out the route that goes through Indiana
Look at page 152 in your textbook. The house on this page is an example of a house that is part of the Underground Railroad.

What are some things you notice about this house?
What do you think these things are used for?

Look at the different hiding places within the house. The people at these houses would hide the slaves in these places so that the people looking for the slaves would not find them. Once they were gone, the home owners could get the slaves to the next stop.

Now you are going to pretend that you are one of the stops on the Underground Railroad. I will give you a piece of construction paper and you will design your house in a way that can hide runaway slaves. (Gardner: Visual-Spatial)

You will need to include places to hide slaves and ways to get slaves from your stop to the next stop along the Underground Railroad.

Once you have your design finished you will write about your house and how you will hide slaves and get them to the next stop on the Underground Railroad. (Gardner: Verbal-Linguistic)

Closure:
What is the Underground Railroad? (Bloom: Comprehension)
What was the importance of the Underground Railroad? (Bloom: Evaluation)

Adaptations/Enrichment:
Student with ADHD: Allow the student to point out the routes on the map as you talk about them.
Student with Gifts and Talents in Creativity: Allow student to write a story about when they had to hide slaves in the house they designed.

Self-Reflection:
What went well?
What needs to be changed for the next time?
How did the students react to the lesson?