Meghan Rose
TSL 518, Dr. Verplaetse
Final Unit
Introduction
Unit: Slavery and the Underground Railroad

Grade: Third

Target Group: mainstream class with integrated ELLs

Sources of reading material: Henry’s Freedom Box by Ellen Levine, Minty by Alan Schroeder and Jerry Pinkney, Follow the Drinking Gourd by Jeanette Winter

Source of lesson plans:


Overarching Goals:
I want my students to know what slavery was.
I want my students to know what the Underground Railroad was.
I want my students to know who Harriet Tubman was.
I want my students to know who Peg Leg Joe was and how he helped slaves.
I want my students to know how slaves used the Underground Railroad to escape to freedom.
Lesson 1
Unit: Slavery and the Underground Railroad  
Lesson 1: Henry’s Freedom Box

**Content Objectives:**

Students will be able to recall what they know about slavery and identify new information about slavery and the Underground Railroad.

**Language Objectives:**

1a. In a whole group discussion, students will discuss and write down phrases about what they already know about slavery.

1b. Students will listen to the story Henry’s Freedom Box in a whole class.

1c. In a whole group discussion, students will discuss and write additional phrases to their list of what they know about slavery.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using language prompts provided by the teacher.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion by responding to yes/no questions with corresponding visuals asked by the teacher.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion by responding to yes/no questions with corresponding visuals asked by the teacher.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will be able to recall and discuss what they know about slavery by orally contributing to a whole class discussion using complete sentences.</td>
</tr>
<tr>
<td>Writing</td>
<td>Students will be able to write down 3-5 complete sentences about what they already know about slavery by filling out a graphic organizer.</td>
<td>Students will be able to write down 1-3 phrases or short sentences about what they already know about slavery by filling out a graphic organizer.</td>
<td>Students will be able to write down words or phrases that relate to slavery by filling out a graphic organizer with sentence starters.</td>
<td>Students will be able to write down words or phrases that relate to slavery by filling out a graphic organizer with sentence starters.</td>
<td>Students will be able to circle words and pictures that relate to slavery by using a word bank with corresponding pictures.</td>
</tr>
</tbody>
</table>
**Functional Language Chart**

**Unit:** Slavery and the Underground Railroad  
**Lesson 1:** Henry's Freedom Box

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td>Discuss and write about prior knowledge of slavery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slaves did not ______ 1 ________</td>
<td>1. have rights</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slavery was ______ 2 ________</td>
<td>2. bad</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slaves were ______ 3 ________</td>
<td>2. sad</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. unfair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. sold</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. in the South</td>
<td>Preposition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. treated unfairly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. beaten</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. not paid</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. not free</td>
<td>Negation</td>
</tr>
</tbody>
</table>
Lesson 1 (Modified)  *Highlighted area indicates where original lesson plan was modified.*

Materials
- Chart paper
- Large and small Post-it notes
- *Henry's Freedom Box* by Ellen Levine, illustrated by Kadir Nelson
- Comprehension Quiz (PDF)
- Slavery and Underground Railroad Thinking Chart (PDF)

Set Up and Prepare
- Each student should have a copy of Slavery and Underground Railroad Thinking Chart.
- ELLs have a copy of adapted graphic organizer with additional sentence starters and word bank (pages 9, 12-13)
- Create a class Slavery and Underground Railroad Thinking Chart on chart paper.

Directions
This lesson uses the book as a starting point for a Social Studies unit on slavery and the Underground Railroad.
1. Before reading the book and completing the graphic organizer, show short Brainpop video on slavery 
http://www.brainpop.com/socialstudies/ushistory/slavery/. After the video, have students complete the "What I 'think' I know" section of the Slavery and Underground Railroad Thinking Chart. Give small post-it notes to each student to write their thinking on so later they can move their thinking to another section of the chart. It is important that students understand that some of the information that they write in this section may wind up not being true as they learn more about slavery and the Underground Railroad. ELLs will receive word bank and sentence starters in addition to blank graphic organizer. See page 12) (5 mins)
2. Share student responses as a class. Have students turn and talk to a partner about what they already know in order to provide students opportunities to negotiate meaning. On large post-it notes, place students’ ideas on the class thinking chart. (5 mins)
3. Explain to the students that they are going to read a story about slavery and the Underground Railroad. Show pictures with labels of slaves, plantation, master, and a map of the United States where slavery was (pages 5-8) Before reading, have the students write down questions they might still have about slavery or the Underground Railroad. When the students are finished writing their questions, have them turn to a partner and share questions. By doing this, all students will feel that they have been given a chance to share their thinking. After 2 minutes of sharing, elicit some questions to write on the class thinking chart. (5 mins)
4. Explain to the students that although the book they are going to have read to them is a picture book, it is based on a true story. They will learn a great deal of information about slavery and how slaves were treated. Pause and point to visuals and vocabulary as you are explaining (pages 5-8) Instruct them to write down the information they learn about slavery and the Underground Railroad on post-it notes when the teacher pauses throughout the story. Pause several times throughout the story to give students an opportunity to write down or circle the ideas/facts/words they are learning. ELLs using their word bank and sentence starters. (20 mins)

For example: Pause after the fourth page of words. Some possible responses students might have are:
- Slaves weren’t allowed to know their birthdays
- Slave children can be taken away from their families
- Slave master’s lived in big houses
- Slaves could be freed by their owners
- Slaves could be given away by their masters

5. After reading the book have students turn and talk to a partner to share some of the information they learned about slavery. Allow students to use word bank, sentence starters, and pictures (5-13) Write their ideas on post-it notes and add it to the “Facts I’ve Learned” section of the thinking chart. (5 mins)
6. Have the students go back and look at the first section “What I think I know” of the class chart. Ask students if any of their responses here were proven true by the story. If so, move those post-it notes from “What I think I know” to the “Facts I’ve Learned” section.
7. Students can also write down any connections they made with the story in the last column. Remind students that there are 3 different types of connections they can make. (5 mins)
- Text to Text
- Text to Self
- Text to the World
8. Use this chart during the rest of the Social Studies unit. Students can add to the “Facts Learned”, “Questions I still have” and “Connections” sections of the chart. Students will look forward to moving the information in the “What I think I know” to the “Facts Learned” section. Page 9.

Assess Students

Did students identify new information about slavery and the Underground Railroad?

- Comprehension Quiz/Homework (for levels 4 and 5) (10 mins)
• Modified comprehension quiz for levels 1-3) (see attached)

slaves
slaves
<table>
<thead>
<tr>
<th>What I “think” I know</th>
<th>Questions I still have</th>
<th>Facts I’ve learned</th>
<th>Connections I made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Which word would best describe Henry Brown?
   a. boastful  
   b. lazy  
   c. joyful  
   d. determined

2. Henry shipped his box to which city?
   a. New York City  
   b. Washington  
   c. Pittsburg  
   d. Philadelphia

3. A _____________ is someone who owned slaves.
   a. clerk  
   b. conductor  
   c. master  
   d. manager

4. How were slaves treated differently than free men and women?
5. Most slaves did not know their birthdays. Why did Henry consider March 30, 1849 his birthday?

6. Why is Henry "Box" Brown one of the most famous slaves of the Underground Railroad?

*Original assessment for levels 4 and 5
Henry’s Freedom Box Quiz

1.) Slaves did not ___________________.

2.) Slavery was ___________________.

3.) Slaves were ___________________.

4.) Masters ___________________.

5.) Henry went in a ___________ to the city _________________.

6.) Henry did not know his _________________.

7.) Henry worked in the ________________ and was ___________________.

8.) There was no slavery in the _____________.

9.) Henry traveled on a _______________ to the _________________.

10.) The ________________ helped _______________ get to freedom.
**Word Bank**

<table>
<thead>
<tr>
<th>SLAVERY</th>
<th>UNDERGROUND RAILROAD</th>
<th>BIG HOUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>FREEDOM</td>
<td>BIRTHDAY</td>
</tr>
<tr>
<td>SOUTH</td>
<td>UNFAIR</td>
<td>FREED</td>
</tr>
<tr>
<td>NORTH</td>
<td>SAD</td>
<td>TRAIN</td>
</tr>
<tr>
<td>PLANTATION</td>
<td>WRONG</td>
<td>PHILADELPHIA</td>
</tr>
<tr>
<td>WORK</td>
<td>MASTER</td>
<td>BOX</td>
</tr>
<tr>
<td>BEATEN</td>
<td>FIELDS</td>
<td>FAMILY</td>
</tr>
<tr>
<td>RIGHTS</td>
<td>SLAVES</td>
<td></td>
</tr>
<tr>
<td>PROPERTY</td>
<td>WHITE</td>
<td></td>
</tr>
<tr>
<td>PEOPLE</td>
<td>MONEY</td>
<td></td>
</tr>
</tbody>
</table>

*Modified assessment for levels 2-3*
Henry's Freedom Box Quiz

Circle the answer.

1.) Henry Brown was a _________________.

slave  master

2.) Henry did not know his _________________.

birthday  name

3.) Henry went to _________________.

16
5.) Henry went on a ____________.

bus

train

6.) Henry wanted to be ________________.

free

sad
Modified assessment for level 1
Descriptive Narrative

The modifications I made to this lesson will provide every student access to grade-level content standards, from beginning English language learners (ELLs) to students on grade level. There are a variety of expectations based on each student's language level and ability, however the content objective remains the same across all levels. In order for all students with varying language abilities to have opportunities for output, I included multiple sheltered strategies.

In order to engage students and build a shared experience about the concept of slavery, I began by showing a short video clip about slavery on the website Brainpop. For those students completely foreign to the idea of what slavery was, this video provided them with background knowledge and vocabulary. I included many opportunities for students to turn and talk with a partner (L1 or L2) in order to provide increased interaction and create a safe environment where all communication is valued.

In addition to the graphic organizer all students receive, I created a word bank to allow early language levels the opportunity to use content vocabulary. In addition, I provided students with visuals (slaves, maps, plantation, master) labeled with vocabulary. For ELLs that can write a few words or phrases, I provided sentence starters, giving them the opportunity to write with success. To supplement the original assessment, I provided a modified assessment for levels 2 and 3 students as well as level 1 students. The assessment for levels 2 and 3 provided the students with sentence starters and a word bank to fill in the sentence starters. Level 1 students were provided an assessment with vocabulary and visuals to circle. These modified assessments allowed all students the opportunity to demonstrate their understanding of the content through their individual language ability. Another modification was my adjusted speech. In order to make my speech comprehensible, I ensured I spoke clearly, enunciated, simplified my speech, and paused frequently, pointing to the visuals with vocabulary.
These modifications allow the ELLs to participate, engage with the content, and feel successful in a safe environment where they are valued.
Lesson 2
**Unit: Slavery and the Underground Railroad**  
**Lesson 2: Minty**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to analyze the meaning of freedom and develop a paragraph citing specific examples from their everyday lives.</td>
<td>1.a. Students will be able to orally discuss the meaning of freedom citing examples from their everyday life.</td>
</tr>
<tr>
<td>2. Students will be able to create an illustration that conveys their written definitions of freedom.</td>
<td>1.b. Students will be able to write a paragraph about what freedom means to them citing examples from their everyday life.</td>
</tr>
<tr>
<td>2. Students will be able to orally describe an illustration that portrays their personal understanding of freedom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will be able to orally discuss the meaning of freedom citing at least 3 examples from their own life in complete sentences.</td>
<td>Students will be able to orally discuss the meaning of freedom citing at least 2 examples from their own life in complete sentences.</td>
<td>Students will be able to orally discuss the meaning of freedom citing at least one example from their own life using short phrases with provided sentence starters.</td>
<td>Students will be able to articulate their ideas by circling words and pictures that relate to freedom citing one example from their own life by using a word bank with corresponding pictures.</td>
<td></td>
</tr>
<tr>
<td>Discuss the meaning of freedom citing specific examples from your life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will be able to write down 3-5 complete sentences about what freedom means to them citing at least 3 examples from their own life.</td>
<td>Students will be able to write down 1-3 phrases or short sentences about what freedom means to them citing at least 2 examples from their own life.</td>
<td>Students will be able to write down 1-3 words or phrases that relate to freedom using provided sentence starters.</td>
<td>Students will be able to write down 1-3 words that relate to freedom by selecting words from a word bank and using them to complete a sentence starter.</td>
<td>Students will be able to circle words and pictures that relate to freedom by using a word bank with corresponding pictures.</td>
</tr>
<tr>
<td>Write about the meaning of freedom citing specific examples from your own life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Students will be able to orally describe how their illustration shows freedom using at least 3 complete sentences.</td>
<td>Students will be able to orally describe how their illustration shows freedom using phrases and short sentences.</td>
<td>Students will be able to orally describe how their illustration shows freedom using language prompts provided by the teacher.</td>
<td>Students will be able to orally describe how their illustration shows freedom by pointing to the picture and using L1 support.</td>
<td></td>
</tr>
</tbody>
</table>
### Functional Language Chart

**Unit:** Slavery and the Underground Railroad  
**Lesson 2:** Minty

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Give examples  | Discuss and write about the meaning of freedom citing examples from your   | Freedom means _1_.          | 1. going to school  
|                | own life.                                                                 |                              | 1. choices  
|                |                                                                           |                              | 1. having rights  
| Describe       | Describe how your illustration portrays the meaning of freedom.           | Slaves were not free         | 2. they were owned  
|                |                                                                           | because _2_.                 | 2. they had masters  
|                |                                                                           | I am free                   | 2. they weren't paid  
|                |                                                                           | because _3_.                 | 2. they didn't know  
|                |                                                                           |                              | their birthdays    |
|                |                                                                           | My picture shows freedom    | 3. I go to school   
|                |                                                                           | because _4_.                 | 3. I do not have a  
|                |                                                                           |                              | master            |
|                |                                                                           |                              | 3. I have rights   
|                |                                                                           |                              | 3. I have choices  |
|                |                                                                           |                              | 4. I go to school   |
|                |                                                                           |                              | 4. I don’t work in fields |
|                |                                                                           |                              | 4. I live with my family |

Nouns, verbs  
Verbs  
Verbs  
Verbs
Lesson 2

*Highlighted area indicates where original lesson plan was modified*

Objectives:
1. Students will investigate through children’s literature the concept of freedom as related to the life of Harriet Tubman.
2. Students will analyze their meaning of freedom and develop a paragraph citing specific examples from their everyday lives.
3. Students will create an illustration that conveys their written definition of freedom.

Materials:
1. *Minty* by Alan Schroeder and Jerry Pinkney
2. Chart paper and markers
3. Pencil and paper for each student
4. Drawing paper and crayons/markers for each student

Procedures:
1. Introduce the lesson by showing students a picture of a class of students that are from all different backgrounds. Ask students what they notice about the picture. Once a few students have shared, point to the picture and explain how the students all look different (skin color, eye color, height, hair color, clothing, etc) and write these differences on the board for all students to see. Have students turn and talk with a partner and share what makes them different from everyone else in the room. ELLs that are language proficiency levels 4 and 5 can share their thoughts in complete sentences with a partner. Levels 2 and 3 can use language prompts written on the board. Level 1 can point to what makes them different. See page 9 to see language prompts. (10 mins)
2. Discuss the differences in the people in our room. Talk about how people should not be treated badly just because they are different. For example, how would you like to have to drink from a different water fountain or sit in the back of the room just because you wear glasses or have green eyes? (5 mins)
3. Talk about how, in the past, people were treated badly because they were different. Discuss Henry from the previous lesson who and how slaves were treated to activate background knowledge and create a shared history. Have students turn and talk with a partner about what they already know about slaves and the underground railroad from our past reading. Remind students to use vocabulary cards and language prompts provided on the board (page 9-13). (5 mins)
4. Introduce children’s book *Minty* by Alan Schroeder and Jerry Pinkney. Briefly discuss the background of the story and explain how they will learn about a little girl that is about their age. Remind students of vocabulary they already know (slaves,
slavery, plantation, underground railroad) and introduce new words with corresponding visuals (freedom, conductor, overseer). See page 10-13 (5 mins)
5. Read story. Pause throughout the story to reference vocabulary with visuals (see pages 8-11)(15 mins)
6. Make a chart that shows how students are like Harriet Tubman when she was their age and how they are different from Harriet Tubman when she was their age. Provide students with vocabulary and corresponding visuals as well as language prompts. See page 9-13(5 mins)
7. Have students think about what freedom means to them. Brainstorm ways their idea of freedom is different from Harriet Tubman's idea of freedom. See page 7 Pair lower language proficiency students (levels 1 and 2) with higher language proficiency students (levels 3-5) to provide L1 support and language models. Remind all level students to use vocabulary and language prompts on the board (page 9-13) (10 mins)
8. Explain to students that they will be writing about and illustrating their definition of freedom. Provide students with the following writing prompt: (To me, freedom means...) For level 3 students provide sentence starters and for levels 1-2 provide sentence starters and a word bank. See pages 14-17.
9. Using the assessment rubric, review with students the expectations for the assignment. Be sure to stress to the students that they will need to include three specific examples from their everyday lives to support their definition of freedom (level 5 proficiency). For level 4, at least 2 examples from their life is expected, for level 3, at least one example from their own life is expected, for level 2, an example from their own life in a short phrase using a word bank and a sentence starter is expected, and for level 1, circling words and pictures that represent freedom is expected. (10 mins)
10. After students have completed the assignment, allow them to share their work.

**Assessment:**

**Speaking Rubric for levels 1-5**

<table>
<thead>
<tr>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing at least 3 examples from their own life in complete sentences.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing at least 2 examples from their own life in complete sentences</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing at least 1 example from their own life in complete sentences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing at least 2 examples from their own life in complete sentences.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing at least 1 example from their own life in complete sentences</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Students orally discuss the meaning of freedom citing no examples from their own life in complete sentences</td>
</tr>
</tbody>
</table>
## Level 3

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students orally discuss the meaning of freedom citing one example from their own life using phrases and short sentences.</td>
<td>Students orally discuss the meaning of freedom citing one example from their own life using phrases and no short sentences.</td>
<td>Students orally discuss the meaning of freedom citing no examples from their own life using phrases and no short sentences.</td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to orally discuss the meaning of freedom citing one example from their own life in short phrases using a word bank and sentence starters.</td>
<td>Students orally discuss the meaning of freedom citing one example from their own life using short phrases from a word bank and no sentence starters.</td>
<td>Students orally discuss the meaning of freedom citing no examples from their own life using short phrases and no sentence starters.</td>
</tr>
</tbody>
</table>

## Level 1

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students express their ideas by circling all words and pictures that relate to freedom citing one example from their own life by using a word bank with corresponding pictures.</td>
<td>Students express their ideas by circling most words and pictures that relate to freedom citing one example from their own life by using a word bank with corresponding pictures.</td>
<td>Students express their ideas by circling one words or picture that relates to freedom by citing one example from their own life by using a word bank with corresponding pictures.</td>
</tr>
</tbody>
</table>

## Writing Rubric for levels 1-5

### Level 5

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write 3-5 complete sentences about what freedom means to them citing at least 3 examples from their own life.</td>
<td>Students write 1-3 complete sentences about what freedom means to them citing 1-2 examples from their own life.</td>
<td>Students do not write in complete sentences about what freedom means to them and do not cite examples from their own life.</td>
</tr>
</tbody>
</table>

### Level 4

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write 1-3 phrases or short sentences about what freedom means to them citing at least 2 examples from their own life.</td>
<td>Students write 1-3 phrases about what freedom means to them citing 1 example from their own life.</td>
<td>Students write a phrase about what freedom means to them citing no examples from their own life.</td>
</tr>
<tr>
<td>Level 3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Students write 2-3 words or phrases that relate to freedom using provided sentence starters.</td>
<td>Students write 1 word or phrase that relates to freedom using provided sentence starters.</td>
<td>Students write a word or phrase without using provided sentence starters.</td>
</tr>
</tbody>
</table>

| Level 2 | 3 | 2 | 1 |
|----------------|----------------|----------------|
| Students write 2-3 words that relate to freedom by selecting words from a word bank and using them to complete a sentence starter. | Students write 1 word that relate to freedom using words from the word bank and filling in a sentence starter. | Students write a word not found in the word bank and do not fill in a sentence starter. |

| Level 1 | 3 | 2 | 1 |
|----------------|----------------|----------------|
| Students circle all words and pictures that relate to freedom by using a word bank with corresponding pictures | Students circle most words and pictures that relate to freedom by using a word bank with corresponding pictures. | Students circle a word or picture that relates to freedom by using a word bank with corresponding pictures. |
Language Prompts

I am different because

- I have (blue, brown, green, black) eyes
- I have (black, brown, blonde, red) hair
- I am (short, tall, medium) height
- I am (African American, White, Hispanic, Asian, Native American)
not free

conductor
choice

money
Sentence Starters

Freedom means ____________.

Slaves were not free because ____________.

I am free because ____________.

My picture shows freedom because ____________.

In my picture, there is/are ____________.

I have a family. they were owned. I live with my family.
I go to school. they didn’t have choices. I don’t work in fields.
I have choices. they had masters. they didn’t get money.
I go to church. I am happy. they worked hard.
being with your family. I am with my family. I know my birthday.
Descriptive Narrative

In this lesson, I made several modifications to all aspects of the lesson, including preparation, instruction, comprehensible input, strategies, interaction, application, lesson delivery, and assessment. In order to ensure that all students have access to the content, worksheets, classroom talk, vocabulary, student pairings, and assessments had to be modified.

As I thought about the wide range of student learners in my class, I began to think about how to engage every student at every level of language proficiency. In the original lesson, students were asked to write about how they are different on index cards and then share their ideas with a partner. While this lesson opening would engage higher language proficiency students (levels 4 and 5), levels 1-3 would most likely struggle to write anything without a language model or visual support. I decided to modify this lesson opening by first showing a picture of a diverse classroom. I modeled the speech students could use to describe how they are different. On the board, I posted sentence starters with the language models levels 1-3 would need to participate and express their ideas. The language models included prompts such as: I am different because I have/I am.... After this was modeled, students were able to share their ideas about how they are from one another with a partner. Another modification to accommodate all levels of students was deliberate student pairings. Higher language proficiency students (levels 4 and 5) were paired with lower language proficiency students (levels 1-3) in order to provide L1 support.

Building background knowledge is an important part of every student's understanding. Before reading, I reminded students of the book we read the day before (Henry’s Freedom Box) and the vocabulary we learned in order to create a shared experience and make links from old learning to new learning. I provided vocabulary with corresponding visuals in order to make the concepts of the text clearer. I ensured that the vocabulary was introduced, written, repeated, and highlighted for all students to see throughout the lesson. Students were also provided with language prompts which were written on the board to support language needs. Turn and talks were incorporated more frequently to allow for increased student interaction and clarification in the students' L1 when necessary.

The original lesson called for students to write a paragraph describing their personal understanding of freedom. In order to provide an assessment that would fairly evaluate all students' content knowledge based on their language ability, I created a word bank with visuals (for level 1) and sentence starters (for level 2 and 3). These modifications allowed students from levels 1-5 to express their understanding at their individual language level.

The Sheltered Instruction Observation Protocol (SIOP) gives teachers the tools to make any lesson comprehensible to every student and every language proficiency level. Most importantly, SIOP provides a framework for teachers to assess their own teaching and question whether they are being culturally and linguistically sensitive to all learners. Attention to rate of speech, questioning, student pairing, activities, and assessments are all part of an effective SIOP lesson.
Lesson 3
### Content Objectives

Students will describe who Peg Leg Joe was and explain how he helped slaves by citing evidence from the text.

### Language Objectives

1.a. Students will be able to orally describe Peg Leg Joe with a partner citing evidence from the text.

1.b. Students will be able to write about how Peg Leg Joe helped slaves by citing evidence from the text.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will be able to orally describe Peg Leg Joe using 3-4 complete sentences citing at least 3 examples from the text with a partner.</td>
<td>Students will be able to orally describe Peg Leg Joe using at least 2-3 complete sentences citing at least 2 examples from the text with a partner.</td>
<td>Students will be able to orally describe Peg Leg Joe using 2 phrases or short sentences citing at least one example from the text with a partner.</td>
<td>Students will be able to describe Peg Leg Joe by circling words and pictures from a word bank citing one example from the text with a partner.</td>
<td>Students will be able to describe Peg Leg Joe by circling words and pictures that showed how Peg Leg Joe helped slaves by citing one example from the text.</td>
</tr>
<tr>
<td>Writing</td>
<td>Students will be able to write down 3-5 complete sentences about how Peg Leg Joe helped slaves by citing at least 3 examples from the text.</td>
<td>Students will be able to write down 2-3 short sentences about how Peg Leg Joe helped slaves by citing at least 2 examples from the text.</td>
<td>Students will be able to write down 2-3 phrases or short sentences about how Peg Leg Joe helped slaves by selecting words from a word bank and using them to complete a sentence starter citing at least one example from the text.</td>
<td>Students will be able to write down 2-3 words about how Peg Leg Joe helped slaves by selecting words from a word bank with corresponding pictures citing one example from the text.</td>
<td>Students will be able to circle words and pictures that showed how Peg Leg Joe helped slaves by citing one example from the text.</td>
</tr>
</tbody>
</table>
Functional Language Chart

**Unit:** Slavery and the Underground Railroad  
**Lesson 3:** Follow the Drinking Gourd

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Describe          | Describe Peg Leg Joe. | Peg Leg Joe was____1_____. | 1. a conductor  
1. brave  
1. a hero  
1. a helper | Nouns |
| Explain           | Explain how Peg Leg Joe helped the slaves. | He showed the slaves____2_____. | 2. the North Star  
2. the underground railroad  
2. safe houses  
2. the way to freedom  
2. "Follow the Drinking Gourd" | Nouns |
|                   |           | Peg Leg Joe____3_____. | 3. helped the slaves  
3. wrote Follow the Drinking Gourd  
3. rowed a secret boat  
3. brought slaves to freedom | Past tense verbs |
Lesson 3

*Highlighted area indicates where original lesson was modified

Objective:

Students will describe who Peg Leg Joe was and how he helped slaves by citing evidence from the text and the song “Follow the Drinking Gourd.”

Materials/Technology:

1) Follow the Drinking Gourd by Jeanette Winter, copies for all students (at least 27)
2) Chart tablet page with the lyrics to “Follow the Drinking Gourd” written out.
3) Song lyrics with visuals (see page 10)
4) Vocabulary cards with visuals (see page 11-12)
5) Sentence starters and word bank (see page 14)
6) Adapted assessment worksheets for levels 1-5 (see page 13-15)

Procedures:

1.) Prepare students by telling them that they will be learning about a man named Peg Leg Joe and the important song that he wrote. Have students recall prior knowledge from Henry and Minty in order to link students’ past learning to new concepts. Have students turn and talk with a partner about what they already know about slavery and the underground railroad. Vocabulary cards with visuals from previous 2 lessons are posted on the board (lower language proficiency students are paired strategically with higher language proficiency students for L1 support)
   -Possible student responses: Slaves were not free, the Underground Railroad was secret, slaves wanted to get to freedom, Henry traveled in a box to the North. (10 mins)
2.) Introduce vocabulary with visuals and keep them posted on the board where all students can see and use – conductor, big dipper, little dipper, quail, drinking gourd
   *conductor- a person who helped the slaves to freedom on the underground railroad
   *big dipper-stars in the sky that look like a cup with a long handle
*little dipper-next to the big dipper, stars in the sky that look like a smaller cup with a handle. The north star is part of the little dipper and shows you the way north to freedom.
*quail-a type of bird that migrates (flies from one place to another) and tells the slaves when to escape to freedom
*drinking gourd-the secret nickname for the big and little dipper that shows the way to freedom in the north Levels 1-3 will have vocabulary cards with visuals to reference. (10 minutes) (see page 11-12)
3.) Read aloud, Follow the Drinking Gourd by Jeanette Winter. Pause on pages 5, 7, 9, 11 to repeat, highlight, and use posted vocabulary in a sentence. (20 mins)
4.) After reading, show students the chart of the lyrics to the song. For students language proficiency levels 1-3, give individual copies of the song with visuals to follow along with you. (page 10). Have all students read through the lyrics with you. Higher language proficiency students (levels 4 and 5) can help students levels 1-3 follow along with the lyrics. Discuss the lyrics, asking students what they think they mean and clarifying as you go through the verses.
 Possible comprehension questions: What does it mean to follow the drinking gourd? Who is the old man in the song? What does it mean to carry them to freedom? What is a quail? How does the river make a good road? What does left foot, peg foot mean? How does the drinking gourd bring people to freedom?

Remind students that this song was written by Peg Leg Joe to help the slaves. Keep students in deliberate language pairings to ensure L1 support. The meaning of the lyrics is as follows: (10 mins)

**REFRAIN**

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

[This verse told slaves when to leave and start their journeys. At the beginning of winter and spring, the sun is higher at noon and the migrating quail are passing through. Show students vocabulary card with a quail to show that it is a type of bird that flies from one place to another. Reference vocabulary cards-the drinking gourd is the Big Dipper which is next to the Little Dipper. The Little Dipper contains the star called Polaris, or the north star. The old man was Peg Leg Joe himself. He traveled ahead of the slaves and would wait to help them cross the rivers to freedom.]
The river bank makes a very good road,
The dead trees will show you the way,
Left foot, peg foot, traveling on,
Follow the drinking gourd.

(This verse taught slaves to follow the bank of the Tombigbee River north looking for dead trees that were marked with drawings of a left foot and a peg foot. The left foot and peg foot were Peg Leg Joe’s trademark. Explain to students that the peg foot was a wooden leg used to walk because he only had one leg)

The river ends between two hills,
Follow the drinking gourd.
There’s another river on the other side,
Follow the drinking gourd.

(This verse told slaves to follow the Tombigbee River until they reached its headwaters. They were to travel over the hills until they came to another river, the Tennessee. Many southern escape routes came to the Tennessee River.)

When the great big river meets the little river,
Follow the drinking gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

(This verse told the slaves that the Tennessee joined another river, (the Ohio). They were to cross this river and meet a guide, or conductor (reference vocabulary card), from the Underground Railroad on the north bank.)
5.) After you have explained the song lyrics and modeled the vocabulary with visuals (still posted), tell students they are going to describe Peg Leg Joe using information from the text and the song lyrics. Students should still be in deliberate language pairings to ensure L1 support and a more proficient language model.

Student Assessment Part One:
Determine speaking comprehension during students’ discussion in pairs. Walk around the room with the speaking rubric (pages 6-7) in order to evaluate each student’s comprehension of the content. For levels 1-2, provide word bank and sentence starters. Ask questions that require students to analyze the lyrics and interpret their meaning. (10 mins)

### Speaking Rubric for levels 1-5

<table>
<thead>
<tr>
<th>Level 5</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students orally describe Peg Leg Joe using 3-4 complete sentences citing at least 3 examples from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1-2 complete sentences citing at least 2 examples from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1 or less complete sentences and citing 1 or less examples from the text with a partner.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students orally describe Peg Leg Joe using at least 2-3 complete sentences citing at least 2 examples from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1-2 complete sentences citing one example from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1 or less sentences citing no examples from the text with a partner.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students orally describe Peg Leg Joe using 2 phrases and short sentences citing at least one example from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1 phrase or short sentence citing one example from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1 phrase or less citing no examples from the text with a partner.</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students orally describe Peg Leg Joe using 2-3 words from the word bank and sentence starters to cite one example from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1-2 words from the word bank and sentence starters to cite one example from the text with a partner.</td>
<td>Students orally describe Peg Leg Joe using 1 word from the word bank and no sentence starters to cite examples from the text with a partner.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students describe Peg Leg Joe by circling all words and pictures from a word bank citing one example from the text with a partner.</td>
<td>Students circle most words and pictures that relate to freedom by using a word bank with corresponding pictures.</td>
<td>Students circle one word or picture that relates to freedom by using a word bank with corresponding pictures.</td>
<td></td>
</tr>
</tbody>
</table>
Student Assessment Part 2: After students have completed the speaking assessment describing Peg Leg Joe with a partner, they will complete a written assessment that builds upon their knowledge of the content. Give students the following graphic organizers based on their individual language proficiency level (see pages 13-15). Remind students that their job is to write about how Peg Leg Joe helped the slaves by using examples from the text and the song lyrics. All students will be given a copy of the book and song lyrics. Levels 1-3 will be given song lyrics with added visual representations (see page 10).

**Writing Rubric for levels 1-5**

**Level 5**

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write 3-5 complete sentences about how Peg Leg Joe helped slaves by citing at least 3 examples from the text.</td>
<td>Students write 2-3 complete sentences about how Peg Leg Joe helped slaves by citing 2 examples from the text.</td>
<td>Students write 1-2 complete sentences about how Peg Leg Joe helped slaves by citing 1 or no examples from the text.</td>
</tr>
</tbody>
</table>

**Level 4**

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write down 2-3 short sentences about how Peg Leg Joe helped slaves by citing at least 2 examples from the text.</td>
<td>Students will write 1-2 short sentences about how Peg Leg Joe helped slaves by citing one example from the text.</td>
<td>Students will write 1 short sentence about how Peg Leg Joe helped the slaves citing no examples from the text.</td>
</tr>
</tbody>
</table>

**Level 3**

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write 2-3 phrases or short sentences that about how Peg Leg Joe helped slaves using provided sentence starters citing at least one example from the text.</td>
<td>Students will write 1-2 phrases about how Peg Leg Joe helped slaves using provided sentence starters citing one example from the text.</td>
<td>Students will write 1 phrase about how Peg Leg Joe helped slaves using no sentence starters and no examples from the text.</td>
</tr>
<tr>
<td>Level 2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students write 2-3 words that show how Peg Leg Joe helped slaves by selecting words from a word bank and using them to complete a sentence starter citing at least one example from the text.</td>
<td>Students write 1-2 words that show how Peg Leg Joe helped slaves by selecting words from a word bank and using them to complete a sentence starter citing one example from the text.</td>
<td>Students write 1 word that shows how Peg Leg Joe helped slaves by selecting a word from a word bank without filling in a sentence starter or citing an example from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will circle all words and pictures that show how Peg Leg Joe helped slaves by using a word bank with corresponding pictures citing one example from the text.</td>
<td>Students will circle most words and pictures that show how Peg Leg Joe helped slaves by using a word bank with corresponding pictures citing one example from the text.</td>
<td>Students will circle a word or picture that shows how Peg Leg Joe helped slaves by using a word bank with corresponding pictures citing no examples from the text.</td>
<td></td>
</tr>
</tbody>
</table>
"Follow the Drinking Gourd" Lyrics and Visuals

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

The river bank makes a very good road,
The dead trees will show you the way,
Left foot, peg foot, traveling on,
Follow the drinking gourd.

The river ends between two hills,
Follow the drinking gourd.
There's another river on the other side,
Follow the drinking gourd.

When the great big river meets the little river,
Follow the drinking gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.
The Drinking Gourd

Peg Leg Joe

conductor

underground railroad

drinking gourd
Sentence Starters

Peg Leg Joe was

Peg Leg Joe

Peg Leg Joe helped the slaves by

Peg Leg Joe showed
Name:_________________________  Date:_________________________

"Follow the Drinking Gourd" Assessment

How did Peg Leg Joe help the slaves? Use at least 3 examples from the text and the song "Follow the Drinking Gourd" to show how he helped the slaves.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

*for levels 4 and 5
“Follow the Drinking Gourd” Assessment

Use the word bank and the vocabulary cards on the board to fill in the sentences below.

1.) Peg Leg Joe helped the slaves by_____________________.

2.) The song “Follow the Drinking Gourd” showed_____________________.

3.) The song helped the slaves by_____________________.

4.) Slaves wanted to_____________________.

5.) Conductors helped by_____________________.

6.) Peg Leg Joe showed_____________________.

7.) The drinking gourd showed the way to_____________________.

<table>
<thead>
<tr>
<th>freedom</th>
<th>run away</th>
<th>forest</th>
<th>chains</th>
</tr>
</thead>
<tbody>
<tr>
<td>slaves</td>
<td>master</td>
<td>secret</td>
<td>sailor</td>
</tr>
<tr>
<td>north</td>
<td>happiness</td>
<td>clues</td>
<td>trees</td>
</tr>
<tr>
<td>big dipper</td>
<td>family</td>
<td>hide</td>
<td>river</td>
</tr>
<tr>
<td>little dipper</td>
<td>song</td>
<td>sing</td>
<td>hills</td>
</tr>
<tr>
<td>north star</td>
<td>help</td>
<td>safe house</td>
<td></td>
</tr>
<tr>
<td>escape</td>
<td>show</td>
<td>boat</td>
<td></td>
</tr>
</tbody>
</table>

*for levels 2 and 3
"Follow the Drinking" Gourd Assessment

Circle the pictures and words that show Peg Leg Joe helping slaves. Peg Leg Joe helped the slaves by __________.

*for level 1

- rowing a boat
- helping slaves escape
- owning slaves

- writing a song
- driving a car
- showing them the drinking gourd
Descriptive Narrative

In the third lesson of this unit, I made many modifications to ensure that my students could comprehend a longer and more complex text. I was cognizant of the fact that I have a range of language ability in my classroom, but I was also aware of the fact that I need to teach rigorous content and maintain high expectations.

To introduce the lesson, I clearly stated and posted the content and language objectives in kid-friendly language. I strategically paired students together for this lesson by language proficiency to ensure that lower proficiency students had L1 support. In this way, students at every level know what they are going to learn and what is expected of them throughout the lesson. After introducing the objectives, students were asked to think about and share what they already know about slavery and the underground railroad. The text “Follow the Drinking Gourd” builds upon their past learning, so having students express past learning allows links to new learning and deeper understanding. Vocabulary was a large emphasis in this lesson. The song lyrics that accompany the text were quite difficult for my ELLs to understand. Therefore I created vocabulary cards with visuals, as well as visuals to accompany the song lyrics. This vocabulary was introduced, written, repeated, and highlighted throughout the reading for students to see.

As I read the text, I paused where vocabulary words were repeated and pointed to the corresponding visual on the board. I slowed my speech and enunciated my words to make my speech more comprehensible. As my students were sitting in pairs with a “language buddy,” anything that had to be clarified could be translated in the students’ L1.

After we read the text, I asked students to share what they learned about Peg Leg Joe with a partner. Lower language proficiency students (levels 1-3) were allowed to use the vocabulary cards with visuals, as well as the sentence starters provided on page 13. Students spoke in partners as I used a rubric based on language proficiency levels to evaluate their oral discussion.

Students were asked to write about how Peg Leg Joe helped the slaves in the book and in the song “Follow the Drinking Gourd.” Differentiated graphic organizers were provided for levels 1-5 to ensure that all students could successfully access the content through their linguist ability. Level 4 and 5 students were asked to write in complete sentences using examples from the text. Levels 2 and 3 were asked to fill in sentence starters using a word bank, the text, and the song lyrics with visuals. Level 1 students were asked to circle words and pictures that showed how Peg Leg Joe helped the slaves. These modified assessments allowed my students to demonstrate their comprehension of the content objective while expressing themselves at their individual level.

At the close of the lesson (and this unit) students came together on the carpet and shared new and interesting information they learned about slavery and the underground railroad. Allowing students to share in their L1 provided a safe and welcoming environment for all to share what they had learned.
Checklists
Unit: Slavery and the Underground Railroad

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1</td>
</tr>
<tr>
<td>Prepositions</td>
<td>1</td>
</tr>
<tr>
<td>Nouns</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td>1</td>
</tr>
<tr>
<td>List/name</td>
<td>1</td>
</tr>
<tr>
<td>Describe</td>
<td>2, 3</td>
</tr>
<tr>
<td>Explain</td>
<td>2</td>
</tr>
<tr>
<td>Give Examples</td>
<td>2</td>
</tr>
</tbody>
</table>
### TSL 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.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>3-4</td>
<td>4-5</td>
<td>3-4</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>3-4, 5-8</td>
<td>4-5, 10-12</td>
<td>3-4, 10-12</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>3-4</td>
<td>4-5</td>
<td>3-4, 10</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>1-4</td>
<td>4-5</td>
<td>3-4</td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>3-4, 5-8</td>
<td>4-7</td>
<td>3-10</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>9-15</td>
<td>8</td>
<td>10-16</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td>3-15</td>
<td>8-17</td>
<td>10-16</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher's Speech</td>
<td>3-4</td>
<td>4-5</td>
<td>3-4</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>5-8</td>
<td>10-16</td>
<td>10-12</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td>3-4</td>
<td>4-7</td>
<td>3-9</td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>3-9</td>
<td>4-17</td>
<td>3-9</td>
</tr>
<tr>
<td>IV. Change Traditional Classroom Talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td>3-4</td>
<td>4-5</td>
<td>3-9</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>3-4</td>
<td>4-7</td>
<td>6-9</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student's Language Proficiency level-- in conversations, activities, and assessments</td>
<td>3-15</td>
<td>4-17</td>
<td>14-16</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended</td>
<td>3-4</td>
<td>5-6</td>
<td>6-9</td>
</tr>
<tr>
<td>academic talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>3-4</td>
<td>9-17</td>
<td>3-4, 11-13</td>
</tr>
<tr>
<td>VI. C. Use Group/Pr. Work to Elicit Student Talk;</td>
<td>3-4</td>
<td>4-6</td>
<td>6-9</td>
</tr>
<tr>
<td>Students as Researchers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. D. Respond to Student’s Voice – Writing and Error</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Original Lessons
Lesson 1

Objective

Students will:
• Activate prior knowledge about slavery and the Underground Railroad
• Identify new information about slavery and the Underground Railroad
• Make connections with story and new information learned

Materials

• Chart paper
• Large and small Post-it notes
• Henry’s Freedom Box by Ellen Levine, illustrated by Kadir Nelson
• Comprehension Quiz (PDF)
• Slavery and Underground Railroad Thinking Chart (PDF)

Set Up and Prepare

Each student should have a copy of Slavery and Underground Railroad Thinking Chart. Create a class Slavery and Underground Railroad Thinking Chart on chart paper.

Directions

This lesson uses the book as a starting point for a Social Studies unit on slavery and the Underground Railroad.
1. Before reading the book have students complete the “What I ‘think’ I know” section of the Slavery and Underground Railroad Thinking Chart. Give small post-it notes to each student to write their thinking on so later they can move their thinking to another section of the chart. It is important that students understand that some of the information that they write in this section may wind up not being true as they learn more about slavery and the Underground Railroad. (5 mins)
2. Share student responses as a class. On large post-it notes, place students’ ideas on the class thinking chart. (5 mins)
3. Explain to the students that they are going to read a story about slavery and the Underground Railroad. Before reading, have the students write down questions they might still have about slavery or the Underground Railroad. When the students are finished writing their questions, have them turn to a partner and share questions. By doing this, all students will feel that they have been given a chance to share their thinking. After 2 minutes of sharing, elicit some questions to write on the class thinking chart. (5 mins)
4. Explain to the students that although the book they are going to have read to them is a picture book, it is based on a true story. They will learn a great deal of information about slavery and how slaves were treated. Instruct them to write down the information they learn about slavery and the Underground Railroad on post-it notes when the teacher pauses throughout the story. Pause several times throughout the story to give students an
opportunity to write down the ideas/facts they are learning. (20 mins)

For example: Pause after the fourth page of words. Some possible responses students might have are:
- Slaves weren’t allowed to know their birthdays
- Slave children can be taken away from their families
- Slave master’s lived in big houses
- Slaves could be freed by their owners
- Slaves could be given away by their masters

5. After reading the book have students share some of the information they learned about slavery. Write their ideas on post-it notes and add it to the “Facts I’ve Learned” section of the thinking chart. (5 mins)
6. Have the students go back and look at the first section “What I ‘think’ I know” of the class chart. Ask students if any of their responses here were proven true by the story. If so, move those post-it notes from “What I think I know” to the “Facts I’ve Learned” section.
7. Students can also write down any connections they made with the story in the last column. Remind students that there are 3 different types of connections they can make. (5 mins)
  - Text to Text
  - Text to Self
  - Text to the World
8. Use this chart during the rest of the Social Studies unit. Students can add to the “Facts Learned”, “Questions I still have” and “Connections” sections of the chart. Students will look forward to moving the information in the “What I think I know” to the “Facts Learned” section.

Assess Students

Did students identify new information about slavery and the Underground Railroad? Were the students able to make connections between the story and their lives, other books, or the world?

- Comprehension Quiz/Homework (10 mins)

Slavery and Underground Railroad
Thinking Chart

<table>
<thead>
<tr>
<th>What I “think” I know</th>
<th>Questions I still have</th>
<th>Facts I’ve learned</th>
<th>Connections I made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Henry’s Freedom Box
Quiz

1. Which word would best describe Henry Brown?
   a. boastful
   b. lazy
   c. joyful
   d. determined

2. Henry shipped his box to which city?
   a. New York City
   b. Washington
   c. Pittsburg
   d. Philadelphia

3. A ___________ is someone who owned slaves.
   a. clerk
   b. conductor
   c. master
   d. manager

4. How were slaves treated differently than free men and women?

   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
5. Most slaves did not know their birthdays, why did Henry consider March 30, 1849 his birthday?

6. Why is Henry “Box” Brown one of the most famous slaves of the Underground Railroad?
Lesson 2

Objectives:
1. Students will investigate through children’s literature the concept of freedom as related to the life of Harriet Tubman.
2. Students will analyze their meaning of freedom and develop a paragraph citing specific examples from their everyday lives.
3. Students will create an illustration that conveys their written definition of freedom.

Materials:
1. *Minty* by Alan Schroeder and Jerry Pinkney
2. Chart paper and markers
3. Pencil and paper for each student
4. Drawing paper and crayons/markers for each student
5. Index cards

Procedures:
1. Give students a blank index card. Have them go to a place in the room by themselves and write what makes them different from everyone else in the room. Tell students not to put their name on the card. (5 mins)
2. Read through cards and discuss the differences in the people in our room. Talk about how people should not be treated badly just because they are different. For example, how would you like to have to drink from a different water fountain or sit in the back of the room just because you wear glasses or have green eyes? (5 mins)
3. Talk about how, in the past, people were treated badly because they were different. Discuss Henry from the previous lesson who and how slaves were treated. (5 mins)
4. Introduce children’s book *Minty* by Alan Schroeder and Jerry Pinkney. Briefly discuss the background of the story and explain how they will learn about a little girl that is about their age. (2 mins)
5. Read story. (15 mins)
6. Make a chart that shows how students are like Harriet Tubman when she was their age and how they are different from Harriet Tubman when she was their age.
7. Have students think about what freedom means to them. Brainstorm ways their idea of freedom is different from Harriet Tubman’s idea of freedom. (10 mins)
8. Explain to students that they will be writing about and illustrating their definition of freedom. Provide students with the following writing prompt: To me, freedom means...
9. Using the assessment rubric, review with students the expectations for the assignment. Be sure to stress to the students that they will need to include three specific examples from their everyday lives to support their definition of freedom. (10 mins)
10. After students have completed the assignment, allow them to share their work.
### Assessment:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of freedom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Illustration:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related to Written</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surface Features:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Comments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 3

Objectives:

1) Students will recognize who Peg Leg Joe was and how he helped slaves by writing the song, “Follow the Drinking Gourd.”
2) Students will associate Peg Leg Joe’s actions with those of heroes.

Materials/Technology:

1) Follow the Drinking Gourd by Jeanette Winter
2) Chart tablet page with the lyrics to “Follow the Drinking Gourd” written out.
3) Black or navy construction paper, one piece for each child.
4) Gel pens or light colored crayons.
5) Small star stickers, seven for each child.

Procedures:

1) Prepare students by telling them that they will be learning about a man named Peg Leg Joe and the important song that he wrote. Have students recall prior knowledge from Henry and Minty. (5 mins)
2) Read aloud, Follow the Drinking Gourd by Jeanette Winter (15 mins)
3) Show students the chart of the lyrics to the song. Have them read through the lyrics with you. Discuss the lyrics, asking students what they think they mean and clarifying as you go through the verses. The meaning of the lyrics is as follows: (10 mins)

REFRAIN

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

[This verse told slaves when to leave and start their journeys. At the beginning of winter and spring, the sun is higher at noon and the migrating quail are passing through. The drinking gourd is the Big Dipper, which is next to the Little Dipper. The Little Dipper contains the star called Polaris, or the north star. The old man was Peg Leg Joe himself. He traveled ahead of the slaves and would wait to help them cross the rivers to freedom.]

The river bank makes a very good road,
The dead trees will show you the way,
Left foot, peg foot, traveling on,
Follow the drinking gourd.
[This verse taught slaves to follow the bank of the Tombigbee River north looking for dead trees that were marked with drawings of a left foot and a peg foot. The left foot and peg foot were Peg Leg Joe's trademark.]

The river ends between two hills,
Follow the drinking gourd.
There's another river on the other side,
Follow the drinking gourd.

[This verse told slaves to follow the Tombigbee River until they reached its headwaters. They were to travel over the hills until they came to another river, the Tennessee. Many southern escape routes came to the Tennessee River.]

When the great big river meets the little river,
Follow the drinking gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

[This verse told the slaves that the Tennessee joined another river, (the Ohio). They were to cross this river and meet a guide from the Underground Railroad on the north bank.]

4) Give students one piece of black or navy construction paper. Have them fold it in half “hamburger style.” Using gel pens or light colored crayons, have them write the refrain from the song on the outside “cover.” On the top half of the inside, have students list three things that Peg Leg Joe did that made him a hero. On the bottom half, have them use seven star stickers to create the Little Dipper with the north star on the end of its handle. Using the gel pens or light crayons, have them connect the stars together. (10 mins)

**Student Assessment:**

Assess and evaluate students’ ability to write three things that Peg Leg Joe did that made him a hero. Determine comprehension during discussion of the lyrics to “Follow the Drinking Gourd.” Ask questions that require students to analyze the lyrics and interpret their meaning. (10 mins)

HENRY'S FREEDOM BOX
A True Story from the Underground Railroad

Ellen Levine
Kao Neld
HENRY BROWN wasn't sure how old he was. Henry was a slave. And slaves weren't allowed to know their birthdays.
One morning the master called for Henry and his mother. They climbed the wide staircase. The master lay in bed with only his head above the quilt. He was very ill. He beckoned them to come closer.

Some slaves were freed by their owners. Henry's heart beat fast. Maybe the master would set him free.
MINTY
• A Story of Young Harriet Tubman •

by ALAN SCHROEDER pictures by JERRY PINKNEY

Dial Books for Young Readers

New York
“Minty! I know you hear me. Get in here, gal!”

Crouching in front of the big barn door, Minty listened. Mrs. Brodas sounded angrier than usual.

“Get in here, I said! Don’t make me come and get you!”

Minty giggled, and then stuck out her tongue just as far as it could go. I’ll come when I’m good and ready, she thought. But she didn’t dare say it, not out loud. That would mean a whipping for sure.

Pushing back the barn door, Minty crept inside. The barn was her favorite hiding place.
Follow
THE DRINKING GOURED

Story and Pictures by
JEANETTE WINTER

SCHOLASTIC INC.
New York  Toronto  London  Auckland  Sydney
Mexico City  New Delhi  Hong Kong
Long ago,
before the Civil War,
there was an old sailor called Peg Leg Joe
who did what he could to help free the slaves.
Joe had a plan.
He’d use hammer and nail and saw