

**Molloy College**  
**Division of Education**

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Course: EDU 509 01

Date: 16 November 2017

Grade: 4 Topic: Abolition and Grit

Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES (s) (*Lesson Objective(s)\**)**

After students watch a short clip of *Scooby Doo and The Mystery Gang*, students explain why it is important to examine and explain clues. Students will investigate people who took action to abolish slavery and using primary documents they will discover how grit played a role in the motivation of the Abolitionist Movement. This will be done through a series of questions known as Thinking Like a Historian to allow students the opportunity to analyze documents to test their credibility and motivation.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

**4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States and resulted in the Civil War. (Standards 1, 5; Themes: ID, TCC, SOC, CIV).

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\*edTPA academic language

**Key Concepts:**

**Standard and/or Key Idea and/or Key Concept (refer to lesson plan instructions for details)**

**4.5a.** There were slaves in New York State. People to fight against slavery for change. Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman.

**Indicator:** *This will be evident when students look at primary source documents from Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman and discover how grit helped to build the Abolitionist Movement.*

**NATIONAL SOCIAL STUDIES STANDARDS AND THEMES**

2. Time, Continuity, and Change

- Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:
  - d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;

**Indicator:** *This will be evident when students answer Close Reading (Perspective) questions about the primary sources.*

5. Individuals, Groups, and Institutions

- Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:
  - b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;

**Indicator:** *This will be evident when students answer the sourcing question about who the author was and what role was played during the movement.*

10. Civic Ideals and Practices

- Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:
  - j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

**Indicator:** *This will be evident when students answer the corroboration questions about the primary sources.*

### **NCSS C3 Inquiry Arc**

Dimension 1: Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions.

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students answer sourcing, close reading, context, and corroboration questions. This will also be evident when students create their own question about a primary source document. The information gathered will be used to determine if the document is a credible and reliable source and could answer the question about the importance of grit during the abolition movement.*

### **Common Core ELA Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text

**Indicator:** *This will be evident when students are answering sourcing questions, context questions, and closed reading questions to prove how the authors of the documents used grit to build the Abolitionist Movement.*

### **College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge**

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Indicator:** *This will become evident when students write their own questions based on a primary source document.*

### **College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Indicator:** *This will become evident when students moved into pairs and with a partner analyze the primary source document given to them.*

### **Social Studies Practices: Habits of Mind**

#### **A. Gathering, Interpreting and Using Evidence**

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

**Indicator:** *This will be evident when students cite different aspects of the primary source document to show if the source is credible and shows how the author used grit during the Abolitionist Movement.*

## INSTRUCTIONAL RESOURCES

- Short video on what the job of a detective is.
- Four primary source documents for the abolition movement (three for in class work and one for homework)
- Hight lighter
- Thinking Like a Historian question sheet
- Blank question sheet for students to create their own questions

## MOTIVATION *(Engaging the learner(s)\*)*

Students in the beginning of the lesson will watch a short clip showing *Scooby Doo*. Students will be given documents and will need to find clues in the documents to understand how grit played a role in the abolish movement for the authors. Students will be able to better understand how grit helped to motivate the people based on the context of the document. Student will be given primary source documents from abolition leaders. Students will need use their own inquiry based skills to analyze the importance of the document they have read and how grit played in role throughout the abolition movement. Students will facilitate the author's purpose while expanding on their own reading and writing skills. Students will also be required to interpret the primary sources based on evidence they have discovered in the text.

## DEVELOPMENTAL PROCEDURES

### **(including Key Questions)**

- Students will begin by watching a short clip showing detectives using the investigation process to solve a mystery or answer an essential question in a case. Student will be asked to decide if a source is primary and if it is reliable and credible based on the context of the document. *(Who are detective and what do they do? Who are historians and what do they do? How are historians and detectives alike?)*

- Students will then be explained what a primary source document is considered and will be introduced to key figures of the abolition movement. (*What is a document? What is a primary source document? What makes a document reliable?*)
- As a class, one document will be presented to the class and together as a class, resource, close reading, context, and corroboration questions will be answered. (*Who wrote the document? Does the person have a reason for writing the document? Does the person show signs of strength and grit in the document?*)
- After the first document has been observed, students will be instructed to move into pairs where they will be given a second document to analyze while following the same procedure as the first document. (*Is the document a reliable source? What evidence shows us that?*)
- After the answers have been checked with the group students will then individually be given a third document with another series of Thinking Like a Historian questions that pertain to the current document. (*How is this document similar to the previous documents? How is it different?*)
- Students will be focused on the aspect of grit through each document to understand who the people who made up the abolition movement and if as sources they are reliable.
- The exit ticket given will ask the students if they feel these sources were reliable, if they expressed who the authors were and if grit helped build the movement. (*Do you think these documents show how the authors were able to use grit to build the Abolition Movement? What documents can you think of that would be a primary source?*)
- Once the document is reviewed student need to take a final document home will be instructed to create their own series of Thinking Like a Historian questions that will be exchanged between the students tomorrow in class before the lesson of History Mystery commences. (*What questions should be asked to understand if a document is reliable? For tonight's homework create your own Thinking Like a Historian question to decide if the document is reliable?*)

## **INSTRUCTIONAL STRATEGIES (*Learning Strategies\**)**

- **Modeling**

**Indicator:** This will be evident when students follow the teacher while one document is being read and after when the questions about the document are structured and answered

- **Cooperative Learning**

**Indicator:** This will event as the class pairs off into groups to examine a second document for the people who built the abolition movement on grit.

- **Discussion**

**Indicator:** This will be evident when students share the answers to the questions about the document and give the questions they have designed for homework.

## **ADAPTATIONS (*Exceptionality\**)**

- Students who have difficulty with fluency will be given an adapted version of the reading.
- Students who are struggling with the assignment will also be paired with a higher-level learner and will have direction highlighted beforehand.
- Students who have difficulty focusing will be placed in the front of the room by the teacher.

## **DIFFERENTIATION OF INSTRUCTION**

### **Sample way to differentiate**

- Struggling students will be given a shortened version of the text. They will answer questions based more on the understanding of the document rather than pulling out key parts. The main idea will focus on a sourcing question and context question.

- Average students will follow the task of reading the documents by the three abolitionists. They will answer a sourcing question, close reading question, context question, and corroboration question. Students will be asked to give examples to support each answer.
- Advanced students will follow the task of reading the documents by the three abolitionists. They will answer a sourcing question, close reading question, close reading perspective question, and corroboration question. Students will be asked to give examples to support each answer.

### **ASSESSMENT** (*artifacts\* and assessment [formal & informal]\**)

Student will provide their answers for after each step of the lesson, group, paired, and individual. After the documents have been read and analyze students will need to provide the answer if they feel the document is a reliable primary source or not and how important grit was to the author. Students will receive homework where they must create their own question to see if they understand the importance of sourcing and context when reading a primary source document.

### **INDEPENDENT PRACTICE**

Following the lesson students will be asked to take a document home for homework from a different person in the abolition movement. They will need to create questions that will be brought to class the following day and switched with a partner. Students will then need to decide if the document shows grit and could be used a creditable source.

### **FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

#### Direct Teacher Intervention

Students under the guidance of the teacher use documents to follow a set of Thinking Like a Historian questions. This will focus on discovering the importance of document to understand certain historical events.

#### Academic Enrichment

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Once students have met the assignment objective, they will be asked to become the historical person from the document they read. In character they will post of Flip Grid a short video exemplifying why they support abolition or why they do not base on the information gathered.

## REFERENCES

(Put References on a **separate** page using APA style)

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