

Student: Ilyssa Polirer
Course EDU 509
Grade: 4th

Topic: Abolitionist Movement

Professor: Kevin Sheehan
Date: 11/16/17
Content Area: Social Studies

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

After watching a short video on Slavery in 2017, students will *participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly*, by completing a group brainstorm activity on how they can help with the issue of modern day slavery and carrying it out. Students will score 3 out of 4 on a teacher created community service rubric.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

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 freedom was one factor in the division of the United States that resulted in the Civil War (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and 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, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

Indicator: *This will be evident when students organize and do the work to solve the real world problems of slaver*

COMMON CORE ELA ANCHOR STANDARDS

Text Types and Purposes

1. Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

Indicator: *This will be evident when students write narratives to develop real or imagined experience or events.*

Comprehension and Collaboration

1. 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.

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2.

Indicator: *This will be evident when students participate effectively in a range of conversations and collaborations and write to depict real world situations..*

NCSS C3 INQUIRY ARC

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 present their information on worldwide slavery.*

HABITS OF MIND

GATHERING INFORMATION

Indicator: *This will be evident when present their information on worldwide slavery.*

INSTRUCTIONAL RESOURCES

Smart Board
Brain Storm worksheet
Ipads
Pencil
Loose-leaf
Community service rubric

INSTRUCTIONAL STRATEGIES (*Learning Strategies)**

Cooperative Learning

Indicator: Students complete a group brainstorm activity on how they can help with the issue of modern slavery and carrying it out.

Independent Practice

Indicator: Students will complete an exit slip on two ways that we could spread this message to make people aware of the problem of modern day slavery.

Direct Instruction

Indicator: Teacher will show a video on modern day slavery and conduct a brainstorm activity as a class.

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

Teacher poses a question to stimulate interest in the question of modern day slavery, and then watch a short, but powerful video on modern day slavery.

DEVELOPMENTAL PROCEDURES (including Key Questions)

1. Students will watch a short video on modern day slavery. (*Does slavery exist today? Why or why not? Where do you think slavery still exists?*)
2. Students will then *participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly* by completing a group brainstorm activity on how they can help with the issue of modern slavery and carrying it out. One group will be in charge of making an informational video on modern day slavery. The second group will visit other classes in the building asking for donations to help their cause. The third group will organize a fundraiser. (*Is there anything you can do to fix this? How can you make people more aware? What can we do as a class to stop slavery? What can you do as an individual to help stop this issue?*)
3. Students will then participate in a Kahoot game on the abolition movement.
4. To complete the lesson students will complete an exit slip by writing two ways that we could spread this message to make people aware of the problem of modern day slavery.

ADAPTATIONS (*Exceptionality**)

- The student who has trouble re-focusing and staying in their seat will sit in the front row for the video for better concentration.
- The student who is not at grade-level reading will verbally brainstorm with the group. They will also be provided with sentence starters for the exit slip.

DIFFERENTIATION OF INSTRUCTION

Struggling Students

Struggling students will get sentence starters and template to complete the brainstorming worksheet as well as the exit slip.

Average Students

Average students will be able to complete the brainstorm worksheet completely as well as complete the exit slip on two ways that we could spread this message to make people aware of the problem of modern day slavery.

Advanced Students

Advanced students will complete the brainstorm worksheet and present for their group. They will also complete their exit slip and be able to present that to the class as well.

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

Students will *participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly*, by completing a group brainstorm activity, which will be graded using a teacher created community service rubric.

INDEPENDENT PRACTICE

Students will complete an exit slip by writing two ways that we could spread this message to make people aware of the problem of modern day slavery.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

If the student is unable to meet the objective of the lesson, they will brainstorm with an advanced student or the teacher to fill out their brainstorm graphic organizer.

Academic Enrichment

For the students who surpassed the objective of the lesson, they will present their exit slip to the class. Do their own real world research

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