ELC Effective Practice Template for Teachers

Using primary sources / Grade 4 / Social Studies – Jenny Griffith

Learning Objectives:
The teacher will:
- Learn how to incorporate primary sources into a Social Studies lesson
- Integrate multiple subject areas into one lesson
- See the demonstration of effective practice for this strategy
- Have an opportunity to ask questions for clarification

Tennessee Standards:
- SS.4.5.08 Understand the place of historical events in the context of past, present, and future (by interpreting a timeline, graph, or map)
- SS.4.6.01 Recognize the impact of individual and group decisions to accomplish goals.
- SS.4.6.02 Understand how groups can impacted changes in slavery because of religious beliefs, laws, and policies.
- LA.4.7.2 Identify the main idea of a visual image.
- Math.0406.4.2 Graph and interpret points with whole number or letter coordinates on grids in the first quadrant of the coordinate plane.
- Math.0406.4.3 Construct geometric figures with vertices at points on a coordinate grid.

Purpose:
The lesson requires students to use primary sources to identify the reasons that the Underground Railroad was created and how it was used. Students will demonstrate understanding of the ways that the Underground Railroad functioned through a project.

Materials:
- Web Links
  - [http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1](http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1) for interactive journey
  - [http://www.nps.gov/subjects/ugrr/discover_history/photos_multimedia.htm](http://www.nps.gov/subjects/ugrr/discover_history/photos_multimedia.htm) for short video of history of slavery and Underground Railroad
  - [http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm) for interactive story about the journey from slavery to freedom of Walter, a slave from Kentucky
  - [http://library.mtsu.edu/tps/sets/Primary_Source_Set--Underground_Railroad.pdf](http://library.mtsu.edu/tps/sets/Primary_Source_Set--Underground_Railroad.pdf) for primary source set from MTSU
- PowerPoint: *Underground Railroad* compiled by Jenny Griffith (file attached)
- Read-aloud texts:
  - *Follow the Drinking Gourd* by Bernadine Connelly ISBN 1-59197-763-0
• File folders or construction paper for students to create “Suitcase Reports”
• Blank Concept Wheel (see Supplement.doc)
• Copy for each student of the “Suitcase Report Packing Slip” (see Supplement.doc)
• Biography cards/luggage tags onto tags for students (see Supplement.doc)
• String - to tie luggage tag to suitcase
• Pipe cleaners - to make handles for suitcases (optional)
• Copy for each student of the “Journal” (see Supplement.doc)
• Additional links for follow-up and extension lessons and activities:
  o http://www.nps.gov/subjects/ugrr/education/ranger_booklet.htm for National Park Services Junior Ranger booklet
  o http://www.mission-us.org/pages/landing-mission-2 for animated Flight to Freedom interactive simulation (for individual student use)

Preparation:
• Read texts to students at read-aloud time during the week prior to this lesson to begin to lay the foundation of knowledge of Underground Railroad.
• Make copies of the “Suitcase Report Packing Slip”
• Make print biography card “luggage tags” by printing biographical information on a tag for each student. Tie to string.
• Make copies of the “journal” for students (one sheet front and back)
• Cut pipe cleaners in half with wire cutters.
• Teacher should bookmark sites and be sure that the video or audio files will play.

Instructional Plan:
• Launch –
  (1) Read Credo of the American Anti-Slavery Society, 1843 (included in PowerPoint)
  (2) Complete t-chart on overhead: Reasons to Leave vs. Risks of Leaving. Students share ideas, teacher records (see Supplement.doc)
• Poetry Connection – Read the song “Slavery is a Hard Foe to Battle” chorally aloud to build fluency (included in the PowerPoint)

Explore –
• Teaching Strategies –
  ▪ Differentiation:
    o Adaptation to different instructional levels – Watch on-line videos. Stop the video to point out important ideas from the video. Teacher will read the stories to the students. Teacher will read from the primary sources to the students. Teacher and students will discuss the primary sources together. Students will work in whole group to complete t-chart. Teacher will provide support to small groups and individuals as needed as they work on their project.
    o Diverse audiences – Students will bring differing points of view to the lesson and they will all be encouraged to share their ideas.
    o Learning styles – Students will have the opportunity to work at their own ability level on their project. Multiple learning styles will be addressed
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through the different artifacts students are to create. Computer and internet resources will be utilized to provide access to primary sources of information. Students will work, discuss, and write together.

- Scaffolding – Teacher may assist students with reading text as needed. Teacher may direct students to certain passages. Teacher may stop and/or replay video/audio and emphasize important points to students as needed. Teacher may assist students in putting events into the correct sequence as needed. Teacher may provide hints and ask questions to guide students. Teacher will encourage discussion to assist students in arriving at decisions.

- Teaching Practice / Procedure:
  - Students will listen to several story books during the days leading up to the lesson to build some foundation and background knowledge about the Underground Railroad.
  - The teacher will begin the PowerPoint to introduce the *Credo of the American Anti-Slavery Society, 1843*. Students will share their thoughts.
  - Work together to complete the t-chart on the overhead: Reasons to Leave vs. Risks of Leaving. Students share ideas, teacher records (see *Supplement.doc*)
  - Students will read aloud chorally from the song “Slavery is a Hard Foe to Battle” (also included in the PowerPoint)
  - Students will view a BrainPOP video, a brief National Geographic video, and a brief video from the National Parks Services. (Students may wish to take notes.)
  - The teacher will introduce (or review) primary sources and introduce The Library of Congress. The PowerPoint will be viewed. Students will learn about the Underground Railroad from the photographs and artifacts. Discussion and observation are encouraged.
  - Students will then receive word that they are to take on the identity of a runaway slave and will have to plan and explain their journey.
  - Introduce the “Suitcase Report Packing Slip” checklist then students will begin work on their projects.

- Application / Transference to assessment
  - Students will apply what they have learned about the Underground Railroad to re-create their own experience. They will complete a variety of activities related to a journey on the Underground Railroad. (Use the “Suitcase Report Packing Slip” to assign their activities.)

- Technology as a facilitator of quality education
  - [http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1](http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1) for interactive journey
  - [http://www.nps.gov/subjects/ugrr/discover_history/photos_multimedia.htm](http://www.nps.gov/subjects/ugrr/discover_history/photos_multimedia.htm) for short video of history of slavery and Underground Railroad
  - [http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm) for interactive story about the journey from slavery to freedom of Walter, a slave from Kentucky
  - [http://library.mtsu.edu/tps/sets/Primary_Source_Set--Underground_Railroad.pdf](http://library.mtsu.edu/tps/sets/Primary_Source_Set--Underground_Railroad.pdf) for primary source set from MTSU

- Summarize:
Reflection of student learning:
Teacher will review the main ideas of the Underground Railroad, including the Credo from the PowerPoint and hardships in escaping – by completing the Concept Web with student input (see Supplement.doc). Student “suitcases” may be shared for review.

Next Steps / Independent Practice: Students will complete their “Suitcase Reports.” Future activities could include the following:
- http://www.nps.gov/subjects/ugrr/education/ranger_booklet.htm for National Park Services Junior Ranger booklet (can be printed and copied)

Assessment Options
- Informal: Teacher will observe student understanding of the Underground Railroad by monitoring student participation, questions, comments, etc.
- Formal: The “Suitcase Report” may be used as a tool to measure student understanding of the skill.
- Performance: The student will complete their projects. The checklist will serve as a rubric so that students are aware of exactly what needs to be included in their project. The goal of this project is to show an understanding of the Underground Railroad.
- Student self assessment: Students will evaluate their own projects using the checklist. Students will have an opportunity in class to share their suitcases with one another.
- Students will be able to answer multiple choice questions about the events.

Extensions and Technology
- Enrichment Activities:
  - Students may create other related artifacts to add to their suitcases. These could include artwork, found objects, letters, journal entries, etc.
  - Teacher may wish to have students give an oral presentation of their reports.
- Interventions:
  - Students may need to refer back to the story books used prior to the lesson or to primary sources in the PowerPoint. The teacher may provide these as a model to guide students.
  - Students will inevitably come up with more questions than were answered in the presentations, so the teacher may provide on-line access and/or reference materials for students to find answers to their inquiries.
  - A word bank can be created for student use in writing their journal entries.
  - Students can discuss with one another how to create a portion of their report. Collaborative discussion should be encouraged.

Reflections/Insights of Teacher
- Learnings (what worked well; what didn’t work well; what will you do the same; what will you do differently; what will you not do again; cautions; advice