



See how **Amanda Bivens** of Dyersburg, Tennessee, creates a lesson on abolitionist leaders.

## Sample Elementary Lesson Plan

### Content Standards

The standards used in a 5<sup>th</sup> grade social studies class come from the school district curriculum. The school district and the state use the Tennessee Core Standards that promote literacy through social studies instruction. Complete standards may be found at the following website: <https://www.tn.gov/education/districts/academic-standards/social-studies-standards.html>.

- ♦ **5.3** Use primary sources to analyze multiple samples of abolition leaders' writings and their stances on slavery, including (C, P)
  - Sojourner Truth
  - Frederick Douglass
  - The Grimké Sisters
  - William Lloyd Garrison

### Learning Targets

- ♦ I CAN analyze the writings of abolitionist leaders.
- ♦ I CAN compare and contrast the different writings of abolitionist leaders using a primary resource.
- ♦ I CAN identify abolitionist leaders by reading a text.
- ♦ I CAN determine abolitionist leaders' stances on slavery using excerpts from primary resources.

### Lesson Timing

The lesson should be done over a period of one week. (5 instructional days)

### Bellringer

How would you feel if your life and the lives of others depended upon your writing and words?

### Instructional Strategies

- ♦ **Motivators**
  - Ask questions to generate interest
    - Can a sentence be so powerful it saves a life?
    - Who deserves freedom of speech?
  - Show photographs and video of slave conditions in the south
    - Images found from Google images
    - "Slavery" found on BrainPop.com

- ♦ **Pre-test**

The test will assess students' prior knowledge on the concepts of abolition and slavery in the pre-Civil War south (e.g. What is abolitionism? Who was Frederick Douglass? What paper did William Lloyd Garrison publish?)

The goal is to assess students' general knowledge of the concepts at hand to guide instruction.

- ♦ **Lecture**

- Using a teacher-made PowerPoint presentation, students will be introduced to abolitionist leaders through photographs and basic information about the abolitionist (birthplace, year of death, life goals).
- Students will be given photographs of each of the abolitionist leaders to paste in their interactive journals and record two facts about each throughout the lecture.



## Sample Elementary Lesson Plan (continued)

### ♦ Model, Image, and Video

- Present information visually. Show students a movie of Fredrick Douglass, using <https://www.BrainPop.com>. (Students will be introduced to fellow abolitionists in the BrainPop and this will make the above lecture more relevant to students.)
- Give students actual primary resources from Garrison, Grimké, and Douglass to paste in interactive journals to expose them to the various primary resources at hand.
- Show students video footage of Kerry Washington reading, “Ain’t I a Woman” by Sojourner Truth. [https://www.youtube.com/watch?v=Ry\\_i8w2rdQY](https://www.youtube.com/watch?v=Ry_i8w2rdQY)

### ♦ Reading Assignments

#### • Close Read

1. Day One (First Read) – Students will box in unfamiliar words (Provision, Summons, Halting, Blasphemy). Students will record word synonyms to help them decode meaning in their interactive journal.
2. Day Two (Second Read) – Students will underline all of the items slaves were given to survive. After this read, they will respond in their interactive journal to the question, “How does this seem unfair to you?”
3. Day Three (Third Read) – Students will highlight the description of “Mr. Severe.” In interactive journals, students will answer the question, “Why did the slaves view Mr. Severe’s death as a positive thing?” The goal of the Close Read is to help students use decoding skills to help break apart a difficult text.

### Guided Practice/ Small Group

Students will be divided into four groups and each given a quote from abolitionist leaders that will be written on a poster with the abolitionist picture. The poster will be written in the format of a Facebook page, with their quotes being shown as a “post.”

Students will be asked to write an individual response to the quote on sticky notes, and within their group, compare and contrast their responses.

Students will place their responses on the poster and throughout, class groups will rotate so that each group has a chance to respond to each quote:

- ♦ Sojourner Truth – “Truth is powerful and it prevails.”
- ♦ Frederick Douglass – “Without Struggle there can be no progress.”
- ♦ Angelina Grimké – “I appeal to you, my friends, as mothers: are you willing to enslave your children? You stare back with horror and indignation at such questions. But why, if slavery is not wrong to those upon whom it is imposed?”
- ♦ William Lloyd Garrison – “That which is not just is not law.”

During this time, the teacher will walk around and monitor group responses.

### Independent Practice

- ♦ **In the Classroom** – In order to practice using their words and voices, just as the abolitionists, the students will write a persuasive speech to their teacher on one of the following topics:

- “Why homework should be abolished?”
- “Why students should have more free time?”
- “Why students should be able to make their own rules?”



## Sample Elementary Lesson Plan (continued)

The teacher will explain to the students that their arguments should be well thought out and developed. The assignment may be presented through a video, speech, or essay.

A rubric will be included.

- ♦ **Homework Assignment** – Study Interactive Journal (Students must become familiar with abolitionists and their writings in order to have mastered lesson concepts.) Response Question: “What trait do you feel all the abolitionist leaders have in common?”

### Assessments

- ♦ **Formative** – Throughout the lesson, ask questions to make sure the students understand the concept being taught (What makes this writing a primary resource? What would have happened had Garrison never published, *The Liberator*? Why did these individuals speaking out against slavery matter so much to our history? How does an abolitionist compare to a modern day protestor? What evidence supports the Grimké sisters’ view on slavery?)
- ♦ **Problem Solving Extensions** – The students may do a research project on another leading abolitionist who was not covered during the in-class lesson. The research should consist of a visual and a written/typed essay explaining why the chosen person was essential to the abolitionist movement. The student can choose from multiple passages on abolitionism. They may read the selected text from which they will answer both close- and open-ended questions after reading.

### Evaluation

- ♦ **Summative** – The students will be given a test to evaluate how well they have met their learning targets. The test will include both multiple choice questions and open-ended questions correlated to the learning targets. They will be asked to match the abolitionist to an excerpt of his or her writings. The student will also be asked to read and find the main idea in Garrison’s *Address to the Slaves of the United States*.