**Section 6. Detailed lesson Plan 3/26/14**

**Title: Women’s Suffrage Movement**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 8d | **NCSS Theme:** | I,II, III |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | What rights did women have in the 1800s, and how does it compare to the rights they have today? |
| How will student understanding be **assessed**?  -include assessments. | Student understanding will be assessed through the *Our America* and Hakim reading. A read-think-pair share will be done on *Our America* pg. 138-139reading and a guided reading on the Hakim pg. 136-137. |

**Key Concepts (no definition necessary):**

Suffrage Isabella “Sojourner” Truth

Elizabeth Cady Stanton Susan B. Anthony

**SWBAT (as many as required by lesson):**

**#1** Students will be able to understand the inequalities women faced in the 1800s and the actions taken by women to combat those inequalities.

**#2** Students will be able to learn more about the contributions of Isabella “Sojourner” Truth to the women’s suffrage movement.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

*Our America to 1865* textbook Women’s Suffrage Frame

Joy Hakim’s *A History of US: Liberty for All 1820-1860 Third Edition*

**Just Do It (hook):** 5 min-Think of the things that women could and could not do in the 1800s compared to today.

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| **Obj #** | ***Description of Lesson Procedure*** | **Check for Evidence of Understanding** |
| 1 | 15 min - Read-Think-Pair-Share on pg. 138-139 of *Our America* | When students share their thoughts on the readings, that will help me assess whether they comprehend the reading. |
| Transition: 15 min- Women’s Suffrage frame | | |
| 2 | 15 min-guided reading/discussion on Sojourner Truth from Hakim pg. 136-137 | Through the questions I ask, students bring up, and discussion I can assess students understanding of Sojourner Truth as well as the reading. |
| Transition: | | |
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**Closure (How does this come back to the guiding question):**  4 min and finish for homework, complete questions 6 and 7 on pg. 141 of *Our America*

**Modifications/Differentiation:** Some students may need to be assigned to specific groups for the Read-Think-Pair-Share. Some students may need to be given completed frames. Also, higher level classes may be able to the Hakim reading silently instead of guided.

**Section 6. Detailed lesson Plan 3/27/14**

**Title: Abolitionist Movement**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 8d | **NCSS Theme:** | I, II, III |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | What is the abolitionist and what was its impact on American history? |
| How will student understanding be **assessed**?  -include assessments. | Similar to the day before, student understanding will be assessed through readings from *Our America* and Hakim. The main difference will be that I will do the Guided reading on *Our America* and the Read-Think-Pair-Share on Hakim. |

**Key Concepts (no definition necessary):**

Abolitionist Underground Railroad

William Lloyd Garrison Frederick Douglass

Harriett Tubman

**SWBAT (as many as required by lesson):**

**#1** Students will be able to explain what the abolitionist movement is and the significance of it.

**#2** Students will be able to learn more about the Underground Railroad, and how slaves used as a means to obtaining freedom.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

*Our America to 1865* textbook Abolitionist Movement Frame

Joy Hakim’s *A History of US: Liberty for All 1820-1860 Third Edition*

**Just Do It (hook):** 5 min- Opening question: What information do you know about the Abolitionist Movement? I can also go over the homework questions from the previous night.

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| **Obj #** | ***Description of Lesson Procedure*** | **Check for Evidence of Understanding** |
| 1 | 15 min- Guided reading on *Our America* pg. 136-137 | As I ask questions during the reading I can assess their understanding of the abolitionist movement. |
| Transition: 15 min- Abolitionist Movement Frame | | |
| 2 | 15 min- Read-Think-Pair-Share on Hakim pg. 191-195 about the Underground Railroad | I can assess student understanding through the thoughts and questions students they share from the reading. |
| Transition: | | |
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**Closure (How does this come back to the guiding question):** 4 min and finish for homework- Students will complete questions 4-5 on pg. 141 of *Our America*

**Modifications/Differentiation:** Some students may need to be assigned to specific groups for the Read-Think-Pair-Share. Some students may need to be given completed frames. Also, higher level classes may be able to the *Our America* reading silently instead of guided.

**Section 6. Detailed lesson Plan 3/28/14**

**Title: Harriett Tubman and the Underground Railroad**

**Grade and Subject: 6th Grade US History to 1865**

**Time Allotted: 54 min**

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| **SOL #:** | USI 8d | **NCSS Theme:** | I, II, III |

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| What is the **guiding question** for this lesson?  Must be presented in the lesson to students | What was Harriet Tubman’s role in the Underground Railroad and what were her challenges in helping slaves escape to freedom? |
| How will student understanding be **assessed**?  -include assessments. | Student understanding will be assessed through them completing worksheets on Harriet Tubman the Underground Railroad. These worksheets will be completed through analyzing a map, chart, primary source reading, and secondary source reading from the *Mini-Qs in American History Volume 1* set. |

**Key Concepts (no definition necessary):**

Abolitionist Harriet Tubman

Underground Railroad

**SWBAT (as many as required by lesson):**

**#1** Students will be able to analyze a map of route people would take to escape to freedom on the Underground Railroad.

**#2** Students will be able to analyze a chart about the rescue missions Harriet Tubman took on the Underground Railroad.

**Materials (List and attach primary sources and additional materials-ppt and question frames /concept maps/ Frames etc.):**

*Mini-Qs in American History Volume 1* pg. 217-218, 220-222

**Just Do It (hook):** 5 min- students will read *What Was Harriet Tubman’s Great Achievement* on pg. 217 of *Mini-Qs in American History*. I will also go over the homework questions from the previous night.

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| **Obj #** | ***Description of Lesson Procedure*** | **Check for Evidence of Understanding** |
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| Transition: 10 min- students will complete the worksheet on pg. 218 related to the reading on the previous page and we will go over the answers | | |
| 1 | 15 min- Students will analyze a map on pg. 220 and answer the questions below the map. We will then go over the answers. | I can assess student understanding through the answers they give from the worksheet. |
| Transition: | | |
| 2 | 15 min- Students will analyze a chart on pg. 221 with Harriett Tubman’s rescue missions and answer the questions below it. We will then go over the answers. | I can assess student understanding through the answers they give from the worksheet |

**Closure (How does this come back to the guiding question):** 9 min- Students will read a primary source account of Harriet Tubman helping in a Union raid to free slaves during the Civil War on pg. 222. We will then go over the answers to the questions at the bottom of the page.

**Modifications/Differentiation:** Some students and classes may need more assistance from me in analyzing the documents and completing the worksheets. Also, some students may need to work in groups to complete the assignments. Also for some classes the readings may have to be guided.