

Fredrick Douglass and the Road to Freedom

Essential Question (Objective of lesson)	Standards (Common Core standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
1. What is an antecedent? <i>2 days</i>	L-4.1 a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;	KWL about Frederick Douglass	<ul style="list-style-type: none"> • Begin scaffolded practice with advance • Focus: pronoun/antecedent connections 	<ul style="list-style-type: none"> • Annotated text • Informal teacher observation
2. What is a subordinate clause?	L-5.2 Use commas, ellipses, and dashes to indicate a pause, break, or omission; L-4.1 a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;	Think/Pair/Share: What can commas be used for? What do they indicate?	<ul style="list-style-type: none"> • Introduce subordinate clause • Continue scaffolded practice with advanced annotation: class annotations • Begin working as small groups for annotations (to conclude) 	<ul style="list-style-type: none"> • Annotated text • Informal teacher observation
3. How was power distributed in the antebellum South? <i>1.5 days</i>	C-1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and audience.	Think/Pair/Re-think: How has the role of women changed in the last 200 years?	<ul style="list-style-type: none"> • Review rules and norms for Socratic Seminar • Review transitions: for Developing Ideas Further • Socratic Seminar: <ul style="list-style-type: none"> ◦ Discussion 1: How were men, women, and slaves related in antebellum South? Who had power? What kind of power did they have? ◦ Discussion 2 (switch discussion person): How has the role/power of women changed since then? Where do we need improvement still? 	<ul style="list-style-type: none"> • Informal teacher observation • Self-assessment (Socratic seminar)
4. What is an allusion? <i>2.5 days</i>	RI-8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	Think/Pair/Re-think: How has the role of women changed in the last 200 years?	<ul style="list-style-type: none"> • Review pronoun/antecedent • Review use of commas to show a break in thought • Continue scaffolded practice with advanced annotation: small-group annotation 	<ul style="list-style-type: none"> • Annotated text • Informal teacher observation
5. What makes people change from kind to cruel? <i>1.5 days</i>	C-1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and audience.	Think/Pair/Share: Have you ever had an occasion when someone changed on you from being nice to being cruel? How did that make you feel?	<ul style="list-style-type: none"> • Review rules and norms for Socratic Seminar • Review transitions: for Rooting ideas in the text • Socratic Seminar: <ul style="list-style-type: none"> ◦ Discussion 1: How were men, women, and slaves related in antebellum South? Who had power? What kind of power did they have? ◦ Discussion 2 (switch discussion person): How has the role/power of women changed since then? Where do we need improvement still? 	<ul style="list-style-type: none"> • Informal teacher observation • Self-assessment (Socratic seminar)
6. What is an idiom? <i>1.5 days</i>	RI-8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	What does it mean to drive someone up the wall? How do you know this?	<ul style="list-style-type: none"> • Review idioms • Review use of commas to show a break in thought • Continue scaffolded practice with advanced annotation: small-group annotation 	<ul style="list-style-type: none"> • Annotated text • Informal teacher observation

Essential Question (Objective of lesson)	Standards (Common Core standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
7. How did Harriet Tubman get slaves out of the south? 4 days	<p>RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>RI-12.1 Engage in whole and small group reading with purpose and understanding.</p>	KWL about Tubman	<ul style="list-style-type: none"> • Lit circles: reading "Harriet Tubman" text • Close reading with groups 	<ul style="list-style-type: none"> • Informal teacher observation • Annotated texts
8. How did Douglass gain his freedom? 2.5 days	<p>RI-11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p> <p>RI-12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI-6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p>	<p>Make a prediction about what happened to Frederick Douglass after the period of his life covered in our last two weeks of reading? Back it up with</p> <ol style="list-style-type: none"> 1. logic and 2. the text 	<ul style="list-style-type: none"> • Jigsaw reading: Info text about escape <ul style="list-style-type: none"> ◦ Read and summarize ◦ Order with others from other groups ◦ Use map to trace out routes • Group poster with escape routes 	<ul style="list-style-type: none"> • Informal teacher observation • Annotated texts • Marked maps
9. How did the Underground Railroad spirit slaves out of the south? 2.5 days	<p>I-3.2 Examine historical, social, cultural, or political context to broaden inquiry.</p> <p>I-3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p>	What do you know about the Underground Railroad?	<ul style="list-style-type: none"> • Informational text about routes • Video about routes • Group work: Add routes to map from lesson (8 above) 	<ul style="list-style-type: none"> • Re-marked maps • Annotated texts • Informal teacher observation
10. How did Harriet Tubman become a conductor? 2 days	<p>RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>W-2.1 b. use relevant information from multiple print and multimedia sources;</p>	Revisit KWL about Tubman	<ul style="list-style-type: none"> • Lit circles: reading "Harriet Tubman" text • Close reading with groups 	<ul style="list-style-type: none"> • Informal teacher observation • Annotated texts • Comprehension questions
11. What were the routes of escape through Maryland?	<p>W-2.1 b. use relevant information from multiple print and multimedia sources;</p> <p>RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well</p>	Map labeling	<ul style="list-style-type: none"> • Interactive map work to determine route • Mapping with blank maps • Group discussion to compare/contrast 	<ul style="list-style-type: none"> • Maps • Informal teacher observation

Essential Question (Objective of lesson)	Standards (Common Core standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
	as inferences drawn from the text.			
12. What communication methods were used on the Underground Railroad? 4 days	W-2.1 b. use relevant information from multiple print and multimedia sources; RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well	How many ways can you use a blanket?	<ul style="list-style-type: none"> • Interactive work on freedom blankets • Designing and creating blanket • Expository piece about blanket 	<ul style="list-style-type: none"> • Electronic freedom blanket • Expository piece about blanket

RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI-9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

RI-8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

RI-10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.