

“Slavery Through A Child’s Eyes”

- I. Curricular Area/Topic:** Read Aloud, Character Development; Third Grade
- II. Date/Timeframe for Lesson:** November 18, 2009; One forty-five minute lesson
- III. Rationale:** In this lesson my third grade students will be learning about slavery and the Underground Railroad from the book *Henry’s Freedom Box*. This book talks about slavery and a boy’s escape to freedom by mailing himself in a box from the South to the North. The students will also be learning how to make and use properly a KWL chart. Here the students will know how to make the chart, and know what to put in each section.

The KWL chart is an important concept and skill to learn because it helps students to organize their ideas and helps them think more in depth out a situation or topic. The students will be able to use this skill in any other subjects in school, like writing or social studies. But, the students can go far beyond school with this skill, a KWL chart can be used for just about everything that a person knows, wants to know about, and learns or wants to learn. The Underground Railroad and slavery are also important topics to learn about because it teaches students about our history, which helps them understand how we are as a Nation today.

This lesson and skills are developmentally appropriate because the students are learning new material, but the material, especially the social studies part, is not too graphic as the Underground Railroad and slavery can be. It teaches just the right amount of information so the students can understand and get a grasp of the information. Also, since the students are in third grade, they will

need to learn how to organize their thoughts a little more because they will be learning more complex information in the grades to come. Knowing how to organize and think organizationally, the students will have a better time comprehending the information and will be able to retrieve the information faster as prior knowledge.

IV. Illinois Learning Standards:

- ✓ **State Goal 1:** Read with Understanding and fluency.
- ✓ **B:** Apply reading strategies to improve understanding and fluency.
 - **Standard 1.B.2a:** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- ✓ **C:** Comprehend a broad range of reading materials.
 - **Standard 1.C.2a:** Use information to form and refine questions and predictions.
 - **Standard 1.C.2d:** Summarize and make generalizations from content and relate to purpose of material.
- ✓ **State Goal 3:** Write to communicate for a variety of purposes.
- ✓ **B:** Compose well-organized and coherent writing for specific purposes and audiences.
 - **Standard 3.B.2a:** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
- ✓ **Language Arts Performance Descriptors:**
- ✓ **1B:** Students who meet the standard can apply reading strategies to improve understanding and fluency.
 - **1B 2C:** Make predictions about **text** events before and during reading and confirm, modify, or reject predictions after reading.
 - **1B 3C:** Use a variety of strategies (e.g., **K-W-L**, anticipation guide, graphic organizer, **DR-TA**) to connect important ideas in text to prior knowledge and other reading.

- ✓ **1C:** Students who meet the standard can comprehend a broad range of reading materials.
 - **1C 1C:** Use evidence in **text** to form questions and verify predictions.

V. Objectives:

- 1.) At the end of this lesson students will be aware of how to make a KWL chart.
- 2.) After this lesson students will be able to tell what they know, what they want to know, and what they learned about the story *Henry's Freedom Box*.
- 3.) After this lesson is complete students will understand the story of *Henry's Freedom Box*.

VI. Materials/Resources: The only materials that will be needed for this lesson is the big piece of paper used for the KWL chart as well as a marker to write with, and the book *Henry's Freedom Box* for the read aloud.

VII. Management/Organization for Instruction: There will be some management and organization for this lesson, but not very much. The teacher will need to make sure that the big piece of paper is reading for the modeling of the KWL chart. This will need to be torn out as well as taped or hung up somewhere so it is easily seen by the students and reachable for the teacher.

VIII. Lesson Delivery

A.) Introduction:

- **Activate Prior Knowledge:** To introduce this lesson, I will activate prior knowledge by asking my students if they remember the PowerPoint presentation over the Underground Railroad and Slavery we talked about the day before. I will ask the students to tell me one thing that they

remember from the PowerPoint then introduce the book. The book that we will be reading is titled "Henry's Freedom Box: A True Story from the Underground Railroad." It was written by Ellen Levine and illustrated by Kadir Nelson. I will ask the students what they think this book is going to be about as well as to examine the cover to see if they can make any predictions about the book. I will also ask them to listen to the book and see if they can figure out Henry's idea to escape to freedom. The vocabulary that I will introduce and give the definitions for are beckoned, obey, tobacco, crate, vitriol, and warehouse. Some of these words show up several times throughout the book and I think it would help the students understand the story a little more if they knew the meanings of these words. Some questions at the end of the story I would ask would be literal, critical, and inferential type questions. One literal question I will ask is "What did Henry travel in?" And I will be looking for the answer of either box or crate, because of our new vocabulary word. The inferential question I will ask is "What do you think happened to Henry's wife and kids after they were sold?" Here I will want the student to explain what they think happened and why. For the critical question, I will ask, "Do you think Henry went looking for his wife and kids?" The book mentioned that Henry thought he would never see them again, but it never said he looked for them.

- **Purpose and objective of the lesson:** The purpose and objectives in this lesson are to learn how to make a KWL chart appropriately and use it to

help organize their thoughts. The students will also know the different sections of the KWL chart and know how to use them properly as well. These skills are all important because the book *Henry's Freedom Box* can get confusing at some points and the students will be able to organize what happens in the book as well as think about what happened or what might have happened.

- **Lesson relates to ongoing/future lessons:** This lesson is connected to ongoing and future lesson plans because we will soon be learning about the Underground Railroad and some of the secret codes slaves used through quilts to communicate with other slaves. We will also be writing about the Underground Railroad in a five to six paragraph essay in the upcoming days.

B.) Provide Instruction:

- **Instruction and Modeling:** For the character development activity, we will be using a KWL chart. This chart consists of three different sections that allow the students to examine the character fully. These sections are, what the students know about the character, representing the K, what the students want to know about the character, representing the W, and what the students learned about the character, which would be the L. With each section filled out about a certain character or topic, it helps the students to keep track of the character and boost their comprehension.
- **Guided Practice:** To help the students out with making a KWL chart, I will first demonstrate how to use one, on the topic of dogs. This way the

students can get a feel on how to use the charts, but will still have to come up with ideas on their own about the actual activity. I will demonstrate for the students how to make a chart on a piece of paper by dividing their paper into three sections and by labeling each section as a K, W, or L. I will then explain what these letters mean. I will then ask the students what they know about dogs. The students can give me any type of answer of which I will write on my own KWL chart on a big piece of paper. The students and I will go through all three steps until our KWL chart about dogs is finished. I will ask explain than the K and L sections are general statements, and the W section is the questions that they have, so this section should be written as questions.

- **Checking for Understanding:** For checking understanding, I will ask my students several questions about the KWL chart. I will first ask them, “How do you make a KWL chart?” and when one student is done telling me how to make it, I will then ask, “How many sections make up a chart?” If that student does not tell me what the different sections are, that will be my next question. I will want to hear that a K, W, or L needs to be labeled at the top of each section as well as what the K, W, or L stands for. Once I feel that these questions are complete and I think the students have a full understanding of what to do to create their KWL chart, I will allow them to begin their work.
- **Student Practice:** “Alright class, I am now going to give you instructions for the KWL chart you are going to make about *Henry’s Freedom Box*. I

want you to take out a piece of paper and divide it into three sections. I then want you to label each section with a K, W, or L at the top, like we did with the KWL chart on dogs. Do you remember that chart? When this is finished, I want you to list at least five to seven things that you know about Henry, under the letter K, five to seven things you want to know about Henry, under the letter W, and five to seven things you learned about Henry, under the letter L. Take your time with this assignment and really think about and try to remember what happened to Henry and the events that took place in the book. Remember that the W section is made up of questions that you have not statements like in the K and L sections!”

- **Application:** Character development for the KWL chart can apply to future lesson plans because it gives the students a way to organize their thoughts and ideas about different characters in a book as well as other random things they need to organize. The students can use this in every subject if needed like social studies, to learn more about the Civil War for example, especially since the Civil War comes right after slavery and the Underground Railroad. This will also help with comprehension because it again allows for organization to happen so the students are not always thinking of ideas and then losing them because the students are not writing them down.
- **Closure:** The main points of this lesson is for students to become aware of how to make as well as use a KWL chart efficiently. For this objective related to *Henry's Freedom Box* the students will be able to write down

what they know, what they want to know, and what they learned about Henry and his adventure to freedom. And last, the students should understand the concept of the story *Henry's Freedom Box*. They should understand why he is mailing himself to Pennsylvania, and the reason for doing so. I will ask my students' questions like "Why did Henry mail himself?" and "How do you think Henry felt when his wife and kids were sold?" Asking these questions I think will really sum up the lesson as a whole, because they can use their KWL charts to help them.

- **Assessment:** The objectives for this lesson will be assessed because I will be grading the students on their KWL charts over the story. This assessment will give me the information I need to see if my students comprehend the lesson. This is because I will be grading on the format of the KWL charts as well as the information that is in the chart, which should be over the story.

C.) Assessment: To assess my students on this lesson, I will be grading on their KWL charts. For this, I will be looking for if the chart is made out correctly, with having three different sections and each section having a K, W, or L at the top. I will then look to see if they have the correct number of items in each chart. Each section of the chart will need to have at least five to seven statements or questions. And last, I will be looking to see if the K section consists of statements they already know, the W section consists of questions and questions only, and if the L section consists of statements and even answers to their questions. This assessment will be worth twenty points.

D.) Accommodating Individual Learners:

- 1.) For the gifted students in my class as well as the students who finish early, I will allow those students to get together in a group and compare their KWL charts. If some students have the answers to other students' questions, they are more than welcome to help each other out and see if they can answer everyone's questions.
- 2.) For the special needs students in my classroom, I will still have them do the same activity as the other students, but not as much will be expected. For example, instead of writing five to seven different things about Henry in their KWL chart, I will only expect about three to five for each section. This way the students are able to still do the same activity, but will not get as easily frustrated or confused.
- 3.) For English Language students, I will have them work with a partner who speaks English as their first language. This way the students are having a model of the same topic as well as the opportunity to communicate with their fellow classmates in English about any questions they may have.

E.) Extending the Lesson: To extend this lesson, I would allow the students to draw a picture of what they think it would be like to be a slave. The students can draw a picture of themselves working in the fields, cleaning a house, or cooking a meal. This lesson can be extended into both social studies and literacy because we just read a book about a boy who worked in a tobacco field and we are learning about slavery and the Underground Railroad in

social studies as well as some of the jobs that slaves had during that time period.

F.) Reflection of the Lesson: This lesson reflects best practice, because it allows the students to really think about a topic and then make predictions upon that topic, as well as building prior knowledge. When the students are filling out their KWL chart, it will give them time to think about the answers to their questions, and maybe even answer those questions by looking at all the information they have in their chart. This also helps them build prior knowledge in more complex situations. This could be the first time they are hearing about the Underground Railroad and slavery, therefore building their prior knowledge for the future when they go more in depth about slavery and the Underground Railroad in later years.

KWL Chart Assessment Rubric:

Chart made correctly:

Paper is split up into three sections:	1 point
Paper is not split up into three sections:	0 points

Labeled correctly:

Each section is labeled with a K, W, or L:	3 points
Each section is not labeled with a K, W, or L:	0 points
Each section is labeled at the top:	3 points
Each section is not labeled at the top:	0 points

Number of items in each section:

• **K Section:**

At least five items in K section:	3 points
Only four to three items in K section:	2 point
Only two to one items in K section:	1 point
No items in K section:	0 points

• **W Section:**

At least five items in W section:	3 points
Only four to three items in W section:	2 points
Only two to one items in W section:	1 point
No items in W section:	0 points

• **L Section:**

At least five items in L section: **3 points**

Only four to three items in L section: **2 points**

Only two to one items in L section: **1 point**

No items in L section: **0 points**

Questions and Statements:

Statements are in K and L sections: **2 points**

Questions are in W section: **2 points**

Statements and questions are mixed: **0 points**

Total Points: _____ / 20