Title of Unit: Frederick Douglass & Harriet Tubman

Period of History: Civil War Era (Pre-, Post, and During)

Grade Level: 4th Grade

Time of Year: February

Subject Area: Elementary Language Arts – Reading & Writing

Theme of Unit: Helping Others through Acts of Bravery and Courage

Goal: During writers' workshop lessons (gradual release of responsibility), the teacher will model an essay focused on Frederick Douglass. Students will independently write an informational essay focused on Harriet Tubman.

Infusion Points: Students will create a multi-paragraph informative essay supported with text evidence and insight. Students will write independent essays focused on how Harriet Tubman demonstrated bravery and courage.

Next Generation Sunshine State Standards:

Reading Standard(s):
LAFS.4.RI.3.9

Listening and Speaking Standard(s):N/A

Writing Standard(s):

Language Standard(s):
LAFS.4.L.1.1, LAFS.4.L.1.2, LAFS.4.L.2.3

Text(s) Utilized:
Teacher Texts- Frederick Douglass (Adapted from kids InfoBits) and Frederick Douglass, 1818-1895 (Adapted from kids InfoBits)

Student Texts- The Underground Railroad: Path to Freedom by Ross Rosenfeld and Secrets, Codes, and Signals by Jane A. Beem

Teacher Prompt: Write an informative essay explaining how Frederick Douglass’ life improved the lives of others.

(Sample Teacher Plan and Model can be found at the bottom of this document)

Student Prompt: Write an informative essay to support the fact that Harriet Tubman demonstrated bravery and courage.
Prerequisite Skills (what skills/strategies need to be taught prior to this close reading lesson): text-coding, paraphrasing, determining importance, full-piece planning, citing sources

Cultural Concept/Background Information:

Frederick Douglass Information

Douglass, Frederick, c.1817–1895, American abolitionist, b. near Easton, Md. The son of a black slave, Harriet Bailey, and an unknown white father, he took the name of Douglass (from Scott's hero in The Lady of the Lake) after his second, and successful, attempt to escape from slavery in 1838. At New Bedford, Mass., he found work as a day laborer. An extemporaneous speech before a meeting at Nantucket of the Massachusetts Anti-Slavery Society in 1841 was so effective that he was made one of its agents. Douglass, who had learned to read and write while in the service of a kind mistress in Baltimore, published his Narrative of the Life of Frederick Douglass in 1845. Fearing capture as a fugitive slave, he spent several years in England and Ireland and returned in 1847, after English friends had purchased his freedom. At Rochester, N.Y., he established the North Star and edited it for 17 years in the abolitionist cause. Unlike William L. Garrison, he favored the use of political methods and thus became a follower of James G. Birney. In the Civil War he helped organize two regiments of Massachusetts African Americans and urged other blacks to join the Union ranks. During Reconstruction he continued to urge civil rights for African Americans. He was secretary of the Santo Domingo Commission (1871), marshal of the District of Columbia (1877–81), recorder of deeds for the same district (1881–86), and minister to Haiti (1889–91). Life and Times of Frederick Douglass (1962) is a revised edition of his autobiography, which has also been published as My Bondage and My Freedom.


Harriet Tubman Information

Harriet Tubman was born in about 1820 in Dorchester County, Maryland. She was one of 11 children of a slave family. Her name at first was Araminta Ross. She later changed her first name to Harriet, which was her mother's name. In about 1844 Harriet married a free African American named John Tubman. In 1849, after hearing that she was to be
sold, she escaped to Philadelphia, Pennsylvania, without her husband. In Pennsylvania Tubman became a “conductor” for the Underground Railroad. The railroad was a secret network that helped escaped slaves to find their way to freedom. By 1857 she had freed hundreds of slaves, including her own parents. She said that she “never lost a passenger,” even though slaveholders offered large rewards for her capture.

During the American Civil War, Tubman went to South Carolina with the Union Army. She served as a nurse and a scout. She even led raids against the Confederates. After the Civil War Tubman settled in Auburn, New York, with her parents. There she worked for racial justice and also for women’s rights. She believed that the two struggles were closely linked. In 1908 she opened a home for aged and poor African Americans. Harriet Tubman died in Auburn on March 10, 1913.


Technological & Research Resources:

   URL http://go.galegroup.com/ps/i.do?id=GALE%7CEJ2108100665&v=2.1&u=doem&it=r&p=ITKE&sw=w&asid=31f8cd589fda75a95be232b48088080fGal

   URL http://go.galegroup.com/ps/i.do?id=GALE%7CA19015642&v=2.1&u=doem&it=r&p=ITKE&sw=w&asid=f26c8993a16357062a8da4c166d1b27f

   URL http://go.galegroup.com/ps/i.do?id=GALE%7CA116490247&v=2.1&u=doem&it=r&p=ITKE&sw=w&asid=52480a27d2bd8fbc6bd078c11652dbe6Gale

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http://go.galegroup.com/ps/i.do?id=GALE%7CA116490251&v=2.1&u=doem&it=r&p=ITKE&sw=w&asid=9e242a12e3064ceec9661cca4a15283e

Day One
Teacher:
- Show and explain teacher prompt (Frederick Douglass)
- Show articles previously read by the teacher prior to the lesson
- Show big ideas written at the top of each article
- Show marked text with codes (the codes chosen will serve as the main ideas used for the essay model)
- Start plan for one middle section & mark source(s)
- Show and explain student prompt (Bigfoot)
- CONFERENCE!

Student:
- Independently read articles
- Mark articles with the big ideas, determine main ideas, & code text if time permits

Day 2
Teacher:
- Review the teacher prompt
- Finish modeling plan with main ideas, notes, and sources
- Model writing beginning section of multi-paragraph essay
- Review student prompt
- CONFERENCE!

Student:
- Independently read articles— 2nd read
- Code articles with letters representing two main ideas for middle sections for independently written multi-paragraph essay
- Start full-piece plan for multi-paragraph essay
Day Three
Teacher:
  o Review the teacher prompt
  o Use a brief excerpt from the teacher text set to demonstrate a needed craft teaching point
  o Model writing the first middle section and start writing the second middle section of the multi-paragraph essay while using the craft teaching point of the day
  o CONFERENCE

Student:
  o Review prompt and complete plan
  o Start draft for multi-paragraph essay using the craft teaching point

Day Four
Teacher:
  o Review the teacher prompt
  o Use a brief excerpt from the teacher text set to demonstrate a needed craft teaching point
  o Model completion of the second middle section and starting the ending section of the multi-paragraph essay while using the craft teaching point of the day
  o CONFERENCE!

Student:
  o Review prompt and plan
  o Continue drafting for multi-paragraph essay while using the craft teaching point of the day

Day Five
Teacher:
  o Review teacher prompt
  o Model completion of the ending section and use of revision and editing techniques to help with focus and logic needs in the multi-paragraph essay
  o CONFERENCE!

Student:
- Review prompt and plan
- Continue and finalize the draft of the multi-paragraph essay

Bibliography:

Texts Used to Deliver the 5-Day Sequential Set


URL
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