

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
Historical Contributions of African Americans to the Civil War	5 th Grade- Social Studies, ELA, and Math	5 Days- Instruction and Research. It will take additional days to complete the writing process.

Lesson Summary

Explain what students will learn and be able to do through the integration of content (subject and African American history) and learning strategies. Reflect upon how this lesson can be integrated into current curriculum for specific subjects.

- ❖ Students will learn how African Americans contributed to the Civil War and the effects they had on various areas of history during that period. Students will be able to perform research and create a concise essay detailing a series of events connected to one area of history (such as education, political, economic, and cultural changes).

Formative Assessment Task:

Describe what task students will be completing as a result of this lesson.

Students will be researching and writing an essay on the effects of a series of events that have made an impact on a specific area of history.

Standards/ Learning Targets

List content standards or learning targets aligned to this lesson. (No more than 5 learning targets).

- ❖ SS.5.6- Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the *U.S. Constitution*, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.
- ❖ SS.5.11- Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.
- ❖ SS.5.21- Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.).
- ❖ ELA.5.6- Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- ❖ ELA.5.21- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast* and *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Learning Targets:

- ❖ The student will draw information from various texts to write or speak about a topic knowledgeably.
- ❖ The student will write to inform or explain.
- ❖ The student will interpret the meanings of amendments and explain how they affect people's lives.
- ❖ The student will analyze how the 13th, 14th, and 15th amendments affected African Americans.

Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing ○ Speaking/ listening ○ Presenting/ Viewing ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Learning/ Inquiry Centers ○ Rotating Stations ○ Active Reading/ Writing ○ Whole Group Discussion/ Learning ○ Small Group Discussion/ Learning ○ Other: 	<ul style="list-style-type: none"> ○ http://www.history.com/topics/american-civil-war/black-civil-war-soldiers ○ https://www.archives.gov/education/lessons/blacks-civil-war ○ https://www.civilwar.org/learn/videos/black-soldiers-civil-war ○ https://newsela.com/read/bio-civil-rights-sojourner-truth/id/19329
Lesson Guiding Question & Opener	Instructional Plan & Sequence	
<p>What role did African Americans play during the Civil War period?</p> <p>How did the contributions of African Americans during this time affect various elements of history then and now?</p>	<p>Day 1: Begin discussion of African Americans during the Civil War period. KWL Chart about African Americans and their involvement at that time. Read article about African American abolitionists Discuss other ways that someone can contribute to history</p> <p>Day 2: Introduce African American soldiers Watch History.com video and read articles from the archives and civilwar.org Introduce Research Projects- determine areas of history that can be affected (education, culture, laws, etc.)</p> <p>Day 3: Students will begin their research in small groups by creating a "Six Degrees of Separation" chart. Once they have chosen their 6 events they will begin researching those events for more details.</p> <p>Days 4-5: Students will continue research and begin writing their rough draft of an essay explaining how that series of events is connected and the impact it has made.</p>	

Day 1

Learning Targets:

- The student will draw information from various texts to write or speak about a topic knowledgeably.

Materials:

- Chart paper (KWL Chart and contribution list)
- Important Abolitionists Text Set

Lesson Outline:

- Begin by creating a KWL chart about African Americans during the Civil War.
 - Most students probably only know about African Americans in terms of slavery. They are not aware of other involvement and contributions based on prior history knowledge.
- After we have looked at what students already know and want to know, we will expand on the areas they are already aware of in African American history. We will read a text set about abolitionists.
 - We will start with Sojourner Truth. I will use this article whole group on grade level lexile. During small group instruction I will have students be reading these articles using various lexiles to differentiate for their specific reading levels. They will be annotating the text to make it easier to read and utilize for research.
<https://newsela.com/read/bio-civil-rights-sojourner-truth/id/19329>
 - We will then continue with Frederick Douglass. <https://newsela.com/read/bio-civil-rights-frederick-douglass/id/19294>
- Once we have read through the articles and discussed them, we will create a list of other ways we believe someone can make an impact on history. This will lead into our discussion for their research projects.

Modifications:

- Articles will be done based on lexile level so that students are able to access the same informational text at their own level.
- Groups are made heterogeneously so that tier 1 students can provide assistance and help facilitate discussion with tier 3 students.

Technology:

- We will be using the ELMO and Smartboard to project the articles. We will also be using the smartboard to help annotate on the article so that students can break it down to a more accessible level.

Assessments:

- I will be using the article annotations from small group time to check for understanding. I will also be using observation during the creation of the KWL chart to assess students' prior knowledge.

Day 2

Learning Targets:

- The student will draw information from various texts to write or speak about a topic knowledgeably.

Materials:

- history.com video
- article from archives
- article from civilwar.org
- contribution list (student created on Day 1)

Lesson Outline:

- I will start with reviewing day 1, the KWL chart, and the contributions chart.
- Next, we will discuss how a citizen can contribute to a country during a war.
- We will then discuss African American soldiers in the Civil War.
- We will watch the video from history.com and discuss how those soldiers made an impact.
- During small group time, I will work individually with my groups on the articles from the archives and civilwar.org. we will discuss these articles and how they compare to the information in the video. In the next rotation, they will be asked to write a short paragraph response to these articles.
- After we have finished small groups, I will introduce their research projects. They will not begin research or anything else until Day 3.
 - Students will be working in small groups and finding 6 African American historical events beginning during Civil War time and ending in modern day that connect one area of history. They can choose to find events about education, law making, cultural changes, etc. These events must follow that common theme that each of the small groups choose.
 - Once they have determined their events they will continue researching these events and together write an essay about how these events have come together throughout history to impact our lives today.

Modifications:

- Students will be grouped heterogeneously so that stronger students will be able to help other students with the research and writing portion of this project. They will all be working together to research these events, so no one child will be expected to fully research 6 historical events.

Technology:

- We will be using the ipads and laptops for research and to create their essays and any other materials they wish to include for the project.

Assessments:

- I will be using the writing response as a formative assessment. The research and essay will also be their final projects.

Day 3

Learning Targets:

- The student will draw information from various texts to write or speak about a topic knowledgeably.
- The student will write to inform or explain.
- The student will interpret the meanings of amendments and explain how they affect people's lives.
- The student will analyze how the 13th, 14th, and 15th amendments affected African Americans.

Materials:

- Six Degrees of Separation Chart (student created and designed)
- laptops and ipads
- contributions chart

Lesson Outline:

- Today, students will begin the lesson by using the contributions chart to choose an area of history that they wish to explore for African American contributions.
- Once they have chosen a topic they will begin basic research as a group to find the 6 different events they want to learn more about. They will take those events and create a "Six Degrees of Separation" chart to show how those events interact. These are going to be student created because the events of each group may be connected in different ways, so a standard template may not work well for all.
- After they have chosen their events and recorded them on their chart, I will check the events to see that they are appropriate and are in fact part of African American history.
- Once I have checked their events they are free to begin their more intensive research into each event.

Modifications:

- Heterogeneous grouping
- working as a group rather than independently
- frequent monitoring to check for understanding

Technology:

- ipads and laptops will be used for research

Assessments:

- The students will be monitored as they do their research and the final assessment will be their group essay.

Day 4-5

Learning Targets:

- The student will draw information from various texts to write or speak about a topic knowledgeably.
- The student will write to inform or explain.
- The student will interpret the meanings of amendments and explain how they affect people's lives.
- The student will analyze how the 13th, 14th, and 15th amendments affected African Americans.

Materials:

- Six Degrees of Separation charts
- research notes
- articles from previous lesson days
- ipads and laptops

Lesson Outline:

- Students will continue their research today and begin writing their essays. I will meet with each group to get them started with a solid introduction to their essay.
- They will write one paragraph for each of the events to tell how they are connected to the central topic and how they affected African American history and history in general.
- Each day I will meet with groups to examine progress and walk them through the next step in the writing process.
- Once students have completed a rough draft of their essay we will work on editing and revising.
- The final draft and group participation will be their assessment of the unit.

Modifications:

- heterogeneous grouping
- working in small groups
- extended time
- guided work with teacher
- frequent monitoring
- assistance with research to find credible sources

Technology:

- ipads and laptops to be used for research

Assessments:

- Group essay and participation will be used as the summative assessment for the unit