

Diocese of Allentown Ubd UNIT PLAN & LESSON PLANS

(Adapted from Wiggins & McTighe, Advanced Concepts in Creating and Reviewing Units: Forms & Facts, (2012).

TEACHER:	CLASS/SUBJECT:	DATE:
Braun	Social Studies Harriet Tubman	2/16/20

STAGE 1- DESIRED RESULTS

Understanding Goal: Harriet Tubman was an American Hero who saved the lives of many enslaved Americans and changed the lives of many for the better.

Standards: II A and II B: History of PA and U.S.  
 Political/Diplomatic Ideas → Societal Ideas/Forces

TRANSFER:  
 By the conclusion of the unit the student will independently use his learning to:

MEANING

The student will understand that:  
 \* heroes are real people who act with courage  
 \* Harriet Tubman helped to change the course of history  
 \* slavery was once considered an acceptable way of life but no longer is

Essential Questions (Overarching/Topical) that drive the UNIT:  
 \* How has life/culture in America changed since the Civil War?  
 \* How did Harriet Tubman help to bring about this change?  
 \* How did she demonstrate courage?

ACQUISITION of KNOWLEDGE	ACQUISITION OF SKILLS
What facts and basic concepts should the student know and be able to recall/use? * H.T. was born as a slave in MD in 1819/1820. * She escaped to freedom in 1849 and returned many times to help over 300 other slaves escape * She worked as a nurse, spy, cook and set up a home for the poor. * She helped women to gain the right to vote.	What discrete skills and processes should the students learn and be able to use? * TSWBAT identity characteristics of a hero. (real life) * TSWBAT to evaluate the moral implications of slavery. * TSWBAT locate N and S states on map of America.

\* The Civil War was fought to end slavery.

How can Religion be incorporated into this unit?  
 \* Discuss how Christians could have had slaves? Was this right?  
 \* Discuss how our rights come from God, not man.

STAGE 2 - ASSESSMENT		
Identify all formative, performance, and summative assessments:		CRITERIA
What evidence will be collected to demonstrate student acquisition of knowledge and skills? What evidence will be collected to demonstrate that the student understands key concepts/Big Ideas in the Unit? <u>Formative</u> : Class discussions; thumbs up/down; exit slips; <u>Summative</u> : Written test; friendly letter written "in character"; biography newspaper		Test: 80/100 points Newspaper and letter graded with rubric
What culminating assessment will demonstrate that the student has met the unit goal and can transfer that understanding to new situations? <u>Classroom museum</u> : students will dress as a historic figure of that time and speak to museum visitors as that person; students will collect "artifacts" and construct a museum exhibit, which they will explain to museum visitors		Rubric
STAGE 3 - LEARNING EXPERIENCES		
Day/Code	Learning Experiences, noting WHERE (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 1	Read-Aloud: <u>Minty</u> by Jerry Pinkney Intro: show cover; brainstorm "what do you know about 'H.T.'?" what can you predict about her life from the cover	Visual learners, children who have attention difficulties are seated near teacher. Turn/talk used at given points in story to give everyone chance to speak
<del>DAY 2</del>	Read, showing illustrations. Stop to Clarify and to make predictions. Summarize - "what do we know now?"	
DAY 2	Read-Aloud: <u>Moses</u> by Kadir Nelson Intro: show cover and p. 1; explain that each page includes 3 voices (God, Harriet, narrator) show how the size and font of text tells you who is speaking	Same as above; Teacher points to text as class reads chorally (provides support for weaker readers)
<del>DAY 4</del>	Children read (choral reading) the large text (God's voice) on each pg.	

STAGE 3 - LEARNING EXPERIENCES

Day/Code	Learning Experiences, noting WHERE (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 5 3-12	Read-Aloud format continues with several books for 1-2 weeks	
DAY 6 Day 13	Role play; dramatize life of H.T. in readers' theatre/play (scripts; props)	Parts with more text for advanced readers Choral/recho read with struggling readers for fluency
DAY 7 14	Construct 3-D map of slave escape routes (copies of map, scissors, markers, tape)	Model procedures for folding/cutting
DAY 8 15	Write a "Wordle" poem on computer Intro: Discussion - "what are some words you think of when you think of H.T.?"	Spell-check on computer Help w/typing as needed
DAY 9		
DAY 10		
DAY 11		
DAY 12		

Name \_\_\_\_\_  
Mrs. Braun  
Grade 3

Date \_\_\_\_\_  
Social Studies  
H. Tubman Project

### RUBRIC FOR HARRIET TUBMAN BIOGRAPHY NEWSPAPER

Written information is accurate /10

Pictures show accurate and important events  
in her life  
(photo of H. Tubman may be drawn or printed from computer;  
movie pictures must be drawn) /10

Spelling is correct /10

Punctuation/Grammar are correct /10

Quality work and effort are evident  
(maximum, not minimum, effort) /10

**TOTAL:** \_\_\_\_\_

**EVERYTHING** counts--this is a grade for both **Social Studies** and **English**. **Quality counts!** All work should be done by the child, but parents may help print a photo from the computer, read for facts, and **proofread**.

# RUBRIC FOR HARRIET TUBMAN MUSEUM

Bring in and label three artifacts  
(Do not need to be real antiques—see memo)

125

Dress as person from this period of history  
(Harriet Tubman or slave; slave owner; storekeeper, overseer)

125

Make oral presentation about self  
(Identify person you are portraying and give a few details)

125

Make oral presentation about artifacts  
(Identify and describe each artifact)

125

TOTAL

~~100~~