| **Instructional Lesson Plan** |
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| Content Area(s)/Course/Grade: 4th Grade Social Studies | Unit: Civil War and Slavery  |
| Lesson Topic: Civil War and Slavery  | Approx. Date/s: February  |
| Diversity Integration Topic: Black History Month | NJSL Standard/s:6.1.5.CivicsDP.1, 6.1.5.CivicsDP.2, 6.1.5.HistoryCC.7  |
| Textbook, Materials, Resources: Picture book: *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson, SMART TV, Brainpop Slavery and Underground Railroad video clips, Flocabulary Harriet Tubman song, SMART TV, SS textbook Chapter 4 |
| **Lesson Objective:** |
| Students will be able to examine the African Slave Trade and slavery in America, including New Jersey. Identify how individuals and groups responded to the violation of fundamental rights (Underground Railroad).  |
| **Instructional Delivery** |
| Culturally Responsive Teaching strategy:Class Discussion, Review, Actively process information, Visual aides such as maps, technology integration including Brainpop as well as Flocabulary. Interactive Read aloud to include “Sweet Clara” |
| Procedures:* Discuss the history of NJ as a slave state and the steps taken to gradually end it. Focus on the work of abolitionist groups and individuals. Read SS text Chapter 4, Lesson 1.
* Color a map to identify northern free states, southern slave states and border states. Highlight NJś close location to border states. Read SS text Chapter 4, Lesson 2.
* View and discuss the Harriet Tubman Flocabulary and Brainpop clips. Identify the meanings of terms used on the Underground Railroad (passengers, conductor, station, station master).
* Read aloud *Sweet Clara and the Freedom Quilt*. Following the read aloud, encourage students to summarize, discuss, and share reactions to the book. “What information that we have learned about regarding slavery and the Underground Railroad were present in the book?”
* Students should then complete the story analysis worksheet (independently or in small groups).
* Share answers to questions
* *Highly Capable students will be participating in a curriculum compacting project to develop and present a problem and solution based play based on their learning of this topic.*
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| **Assessment/Evaluation**  |
| Formative/Summative:Story analysis worksheet, Coloring of map to identify free northern states, Problem/Solution based play for highly capable students, Chapter 4 Test |
| Closure:Students will end with a class discussion based on an Underground Railroad scholastic attached. [**http://teacher.scholastic.com/activities/bhistory/underground\_railroad/escape.htm**](http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm) |

[weekly lesson plan template](https://edutechspot.com/lesson-plan-template-google-docs/)

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