

## ***Black History Month Lessons: Day 1 (two lessons in Day 1)***

### ***K W L and Main Idea/Supporting Details***

This graphic organizer is an excellent tool to access prior knowledge and to develop a plan for investigation.

**Strategy:** Make Connections, Self Questioning, Determine Importance, Author's Message,

### ***Black History Month Overview for Lessons***

**Book:** *Harriett Tubman and the Underground Railroad Chap.1*

**Author:** *Michael Martin*

**Setting:** *Read Aloud*

<b>Strategy Definition:</b> (post in classroom)	<b>K</b> (What do I already know?) = Make Connections: Elicit prior knowledge and experience of the topic. <b>W</b> (What do I want to know?) = Self Questioning: Set a purpose for reading, ask questions while reading and search for answers. <b>L</b> (What have I learned?) = Determine Importance: Prioritize most important information or events to remember. <b>L</b> (What have I learned?) = Expand ideas and create new ways of thinking.
<b>Standard:</b>	The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
<b>Objective:</b>	Students will use the K W L three column organizer to elicit prior knowledge, set a purpose for reading, prioritize important new information and record their responses on the sticky notes provided in the Reader's Toolkit.
<b>Materials:</b>	Chart paper with K W L , Reader's Toolkits, sticky notes, read aloud books from black history lessons.

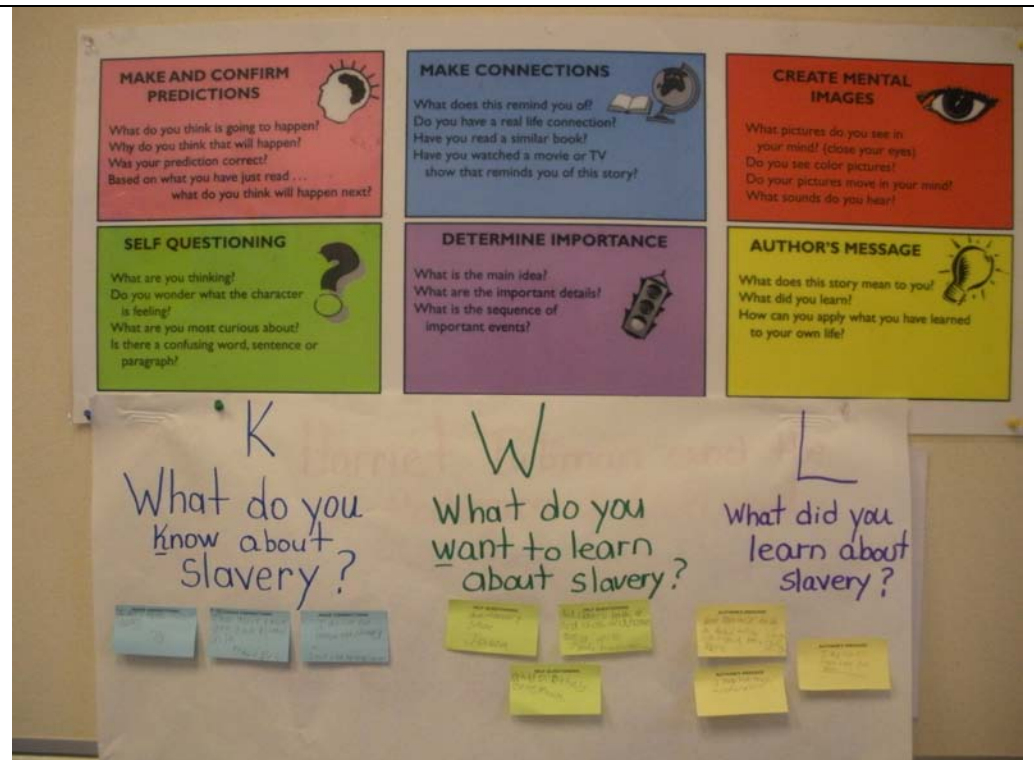
<p>Connect:</p> <p>Before Reading</p> <p>Establish a Purpose</p>	<p>Gather books on <b>Black History Month.</b></p> <p><b>Suggested topics and time line:</b></p> <p>1500's – 1865: Slavery, Underground Railroad  Civil War 1861-1865, Emancipation Proclamation 1863  Slavery Abolished 1865 13<sup>th</sup> Amendment  Martin Luther King 1963  President Obama 2009.</p> <p><b>Suggested Children's Read Aloud Books:</b></p> <p><b>Slavery and the Underground Railroad:</b>  <i>Harriet Tubman and the Underground Railroad</i> by Michael Martin  <i>Aunt Harriet's Underground Railroad in the Sky</i> by Faith Ringgold  <i>Follow the Drinking Gourd</i> by Bernardine Connelly</p> <p><b>Underground Railroad:</b>  <i>Barefoot, Escape on the Underground Railroad</i> by Pamela Edwards  <i>Henry's Freedom Box</i> by Ellen Levine  <i>Almost to Freedom</i> by Vaunda Nelson  <i>The Patchwork Path, A Quilt Map to Freedom</i> by Bettye Stroud  <i>The Escape of Oney Judge</i> by Emily Arnold McCully  <i>Night Boat to Freedom</i> by Margot Theis Raven  <i>A Good Night for Freedom</i> by Barbara Morrow  <i>Freedom Ship</i> by Doreen Rappaport</p> <p><b>Martin Luther King:</b>  <i>Martin Luther King Jr.</i> by Pamela Nettleton  <i>A Sweet Smell of Roses</i> by Angela Johnson  <i>Let's Meet Martin Luther King Jr.</i> by Colleen Sexton  <i>I've Seen the Promised Land</i> by Walter Myers  <i>My Brother Martin</i> by Christine King Farris</p> <p><b>Freedom and Friendship:</b>  <i>I Have Heard of a Land</i> by Joyce Carol Thomas  <i>Pink and Say</i> by Patricia Polacco  <i>Amazing Grace</i> by Mary Hoffman  <i>Something Beautiful</i> by Sharon Dennis Wyeth  <i>The Other Side</i> by Jacqueline Woodson</p>
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All grade levels:

Make a K W L chart (page 25 in Teacher's Guide) large enough to use throughout the Black History lessons. Every day, before the Black History lesson, return to the K W L chart and write a question related to the topic of the lesson for the day.

Model:

During Reading



Lessons appropriate for grades 3 – 8.

Lessons can be adapted for grades 1 – 2.

**Day 1: K W L chart (see above)**

What do you know about slavery?

Ask the students to write on their blue “**make connection**” strategy sticky note what they know about slavery. Ask students to share their connection. Collect sticky notes and post on the K W L chart.

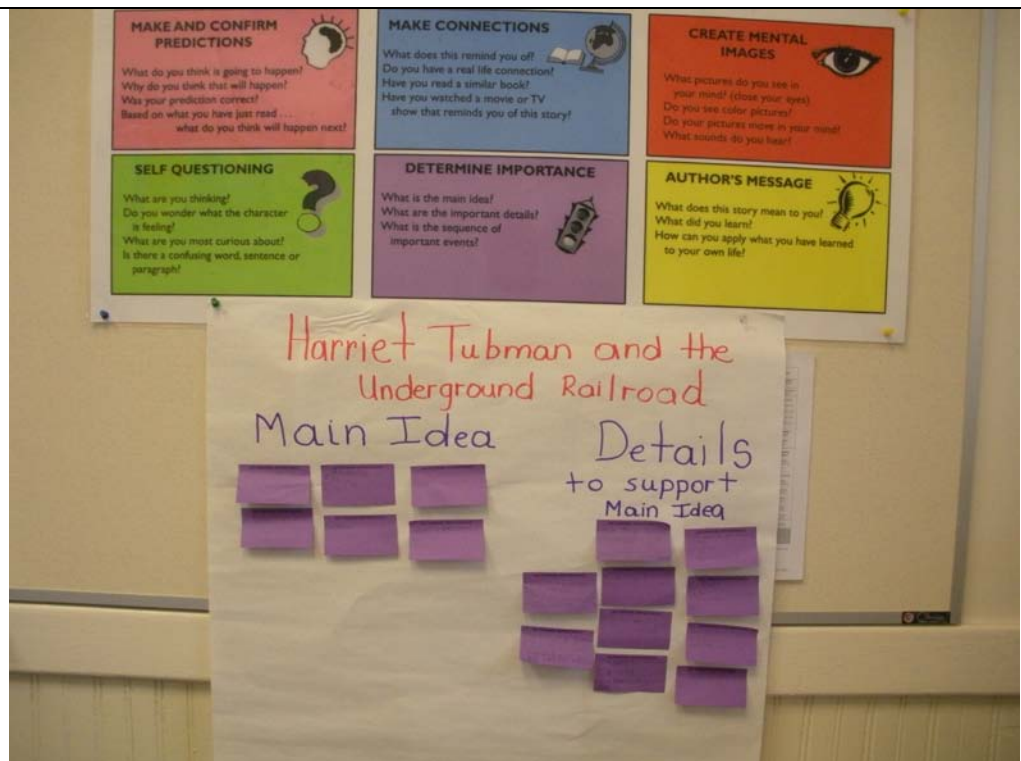
Ask the students to write on their green “**self questioning**” strategy sticky note what they want to learn about slavery. Ask students to share their question. Collect sticky notes and post on the K W L chart.

**Day 1: Mini Lesson on Main Idea and Important Details**  
**See page 16 in the Reader's Toolkit Teacher's Guide/Activity Book**

**Materials:** *Harriet Tubman and the Underground Railroad* by Michael Martin, Reader's Toolkit and sticky notes for each student, pencil, T-Chart with Main Idea/Details to Support Main Idea

Begin reading Chapter 1 Growing up a Slave to the students. The students love the pictures and layout of the text (looks like cartoons). Pause on each page and allow students to view the pictures, especially the expressions on the characters faces. Discuss grade level appropriate vocabulary as needed. Allow students to share what they are thinking. After reading the first chapter, ask the students to write down on their purple "determine importance" sticky note what they think is the **main idea** of Chapter 1: Growing up a Slave. Remind the students that this is the big idea or what the chapter is mostly about. Allow students to share their main idea. This is a strategy lesson so the students may need a little prompting to guide them to the main idea. Post student responses under Main Idea.

Next, ask the students to write two **details** to support their main idea on another purple "determine importance" sticky note. Allow students to share their details. Again, the students may need support in identifying details to support the main idea.



Here is an example T Chart for this lesson.

Student responses included:

Main Idea

Details to Support Main Idea

Life as a slave  
Slave conditions

cleaned for no pay, beaten, sold,  
no shoes, strong women  
separated from family

Check for Understanding:

Return to the K W L chart and ask the students to write on their yellow "Author's Message" strategy sticky note what they learned about slavery. Invite students to share their responses. Post responses on the K W L chart under the "L" What did we learn about slavery?

After Reading

If the students need another lesson on slavery, choose from one of the books listed above. If not, continue reading *Harriet Tubman and the Underground Railroad*.

	<p>Also, continue with the Main Idea/Supporting Details strategy for the rest of the book (three chapters) which will take you into the Underground Railroad.</p> <p>Be sure to revisit the K W L chart daily to add an additional question regarding the Black History lesson topic for the day.</p>
<b><i>Reminder:</i></b>	<b><i>Strategy instruction takes time, be consistent and supportive.</i></b>