

Teacher: Felectia Johnson

Title: Civil War Harriet Tubman Subject:History

Topic: Title: Civil War Grade: 5th

Subject: History

Lesson Duration: 45 min School: Irving Elementary

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is on Harriet Tubman students will understand why women became more politically involved during the Civil War. The lesson concludes by students writing a well organized paragraph about Harriet Tubman and the Civil War.
National Standards for History Era: Link	Era 5 Civil War and Reconstruction (1850-1877) Standard 1: The causes of the Civil War Standard 2: The course and character of the Civil War and its effects on the American people
Standard(s): <i>State, Local or National</i>	
Themes/Concept:	Colorado State Standards CED website Geography 1, 4, 6 STANDARD 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. • reading and interpreting information from photographs, maps, globes, STANDARD 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. Analyzing the causes and types of human migration and its effect on places. STANDARD 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. describing how places and environments have influenced events and conditions in the past; History 1, 3 , STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

	describing significant events and people which form the foundation of United States history in The chronological context of the history of the Americas and the world. describing significant events and people which form the foundation of STANDARD 3: Students understand that societies are diverse and have changed over time. • describing the common traits and characteristics that unite the United States as a nation and a society;		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	In what ways did women become more political in the North and South? What was the underground railroad? Who was Harriet Tubman and why was she important to the slaves before, during, and after the Civil War? Did Harriet Tubman work alone or did she have help? Who would have helped her in her work? Did women from the north and south help Harriet? Was Harriet Tubman considered an abolitionist?		
Elements <i>(What you want the students to understand)</i>	Why women became more politically involved during the war. Was Harriet Tubman a hero? Why was Harriet also known as "Women called Moses"		
Launch Activity (Hook)	Read to students Harriet Tubman "The Conductor" by Carl A. Pierce Show quilts, lanterns, conductors cap from engineer on railroad		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Underground railroad Harriet Tubman abolitionists plantations agriculture spies Interchangeable rifles Mill/Factories Harriet Stove Abraham Lincoln Mary Todd Lincoln Industry safe house		Skills Prior knowledge what do students know about railroads, Do students know who Harriet Tubman was? Slavery? Civil War? Skills:
Lesson Methodology <i>(How will you conduct the lesson; activities...?)</i>			
When students enter the classroom teacher will have black spiritual music playing and			

then the teacher will read "The Conductor" by Carl A. Pierce. After reading, show www.Youtube.com Harriet Tubman

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (*Quizzes, Test, Selected Responses*) Use a 4 point rubric, 4 exceptional, 3 profecient,2 partially proficient, incomplete

Provide students will self-assessment rubric to edit their 5 paragraph page

Peer-review with rubric to grade students 5 paragraph page (students will use 6 + 1 Traits Rubric) Groups will write their own shot skit and perform for class.

Teacher check for understanding with HOT(higher order thinking questions)questions

Students will take 2 column notes, write a 5 paragraph page from their two column notes

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Group Assignment: each group will be given a fold with questions about Harriet Tubman and what makes up a "hero". Each person will be given a job in the group.

Time limit 15minutes

1. Person to read questions
2. Recorder
3. Timer (keep track of time spent on each question)
4. Speaker (when students come back as a whole group the speaker will present findings of group).

Student Self-Assessment

Student Self-Assessment Students will be provided with self-assessment rubric to edit their 5 paragraph page. Students will also peer review each others paragraphs

Students will edit their paragraphs and then complete a published copy for their bound book for end of year

Differentiation Associated with this unit

Students will be in their Kagan groups, (students are grouped as extra high, high, medium, low) Students can also work in small groups or elect to work individualizes/ESL students make picture book about Harriet Tubman, Re-teach with a movie/video. Ask students for ideas and suggestions. Shorten written assignments; give extra time for written assignment to be done.

Resources and youtube.com/watch?v=hthvETfIK28instructional tools: YouTube, videos, Harriet Tubman "The Conductor" by Carl A. Pierce, http://www.