

Title: The Tree That Owns Itself
 By L. Hammer and G. Karwoski

Subject: US History

Topic: The Secret School
 (Civil War in Georgia)

Grade: 5th School: West Gordon Elementary
 Teacher: Floye Luke

Wiregrass History Consortium Unit Plan			
GPS Standard: SS5H1 (b) (e)	The student will explain the causes, major events, and consequences of the Civil War a. discuss how the issues of states' rights and slavery increased tensions between the North and South b. describe the effects of war on the North and South		
Concept:	The significance of Mathilda Beasley's actions as she goes against Georgia's laws to teach black children to read and write.		
Essential questions (2-5 questions) (What you want the students to know.)	<ul style="list-style-type: none"> • What inspired Mathilda Beasley to take on this cause? • How did her background and relationships influence her career? • What impact did she have on her students? • What methods did she use to get her message across? 		
Elements (What you want the students to understand.)	The students will: <ul style="list-style-type: none"> • Discuss major conflicts that have arisen from diversity. • Understand the impact and consequences of their choices. • Be able to connect Mathilda Beasley to other important persons in the abolitionist movement. 		
Launch Activity (Hook)	Each student will compare and contrast civil rights in education today with civil rights in the 1860's.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge <ul style="list-style-type: none"> • Characteristics of heroes • Compare fictional and real-life heroes • Abolitionist Movement • Conflicts from diversity 	People <ul style="list-style-type: none"> • Mathilda Beasley • The Patty-Rollers 	Skills <ul style="list-style-type: none"> • Research • Timeline • Decision Making Skills • Writing • Creative Thinking • Critical Thinking • Analytical • Reading
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Each student will write their own ending to the story as if they had been caught by the patty-rollers.			
Portfolio Assessment			
<ul style="list-style-type: none"> • Student will compare and contrast Mathilda Beasley to present day heroes. • Student will create and deliver a story discussing the impact and consequences of their choices. • Student will research three primary sources to support this historical event. 			

- Student will create a timeline to display important dates.

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

- Rubric for assessing story
- Class discussion

Student Self-Assessment

Each student will be assessed by classmates using teacher provided rubric.

Differentiation Associated with this unit

Student ability will determine type and depth of research.

Resources and instructional tools:

- Textbook
- Computer lab-Internet
- Library resources