

# The Pink Lesson Plan Sheet

## History through diaries and analyzing diaries.

### GETTING YOURSELF READY

**Materials:**

Primary documents for each stations  
“The Help Movie Clip”  
Historical Introduction guided notes

**Your Preparation:**

A lot of research on the history of slaves and writing and slave narratives.  
In addition, historical research finding the BEST represented documents of slaves, slaveholders and abolitionists during this time period.

**Agenda (w/times):**

Do NOW: 4  
Building Skill: 13  
GP: 18 minutes  
Closure and Homework: 5

### GETTING YOUR STUDENTS READY

**\*Do Now:** Quote of the day: “Everything you are will die with you if you don’t write it down.”

In what ways is history recorded? Why is it important that we continue to record history? (Write two sentences in your journals discussing your opinion on this matter)

Today we are going to explore the importance of written diaries in history. Particularly, the topic of today is listening to the words of individuals living during slavery.

**Objective:** *Today you will be able to...*

*Identify the importance of primary sources and learn to critically think about historical documents*

**Proving behavior:** *by...*

*Looking at famous diary entries by both slave holders, slaves and abolitionists living during this period of slavery and applying critical thinking skills and responses to these specific diaries.*

**Purpose:** *We are doing this because...*

*It is important for students to realize that there are purposes to writing outside of what they learn in school. We teach our students that writing will help them get a job; earn a solid gpa, etc. Although all of these goals are important, writing serves an even more important purpose. One of these purposes is to explore history and a major event in history that was recorded by a variety of people was during the time of slavery. Students will learn about the importance of primary sources such as news articles, diaries and letters written by slaves and slaveholders.*

## BUILDING THE SKILL (MAY BE MORE OR LESS THAN SIX STEPS)

Step 1:  
Introducing the definition of primary documents and the purpose of primary documents

Say: Today we are going to be traveling through history and looking at the diaries and letters written by slaves, slaveholders and abolitionists who were working to try to abolish slavery. Before we begin, however, we are going to quickly move through the importance of primary documents and why it is important that we look at primary documents when looking at historical events.

See: A primary document is basically a document that is a first-hand account of history meaning that the person who wrote it was actually there...participating in the event. Afterwards, the teacher will explain the four different purposes of exploring primary documents

\*Do:

Students will write down their OWN definition of primary documents on their white board and will be asked to name at least one purpose of primary documents after the teacher presents the four different purposes. Students will do this on their white boards.

Step 2:  
Introducing the THREE CRITICAL STEPS to looking at an historical document.  
Step Number One: Sourcing

Say:  
Since you are going to be exploring primary documents for most of the period, we are going to quickly go over each of the three steps regarding looking at primary documents. The first step to looking at a primary document is sourcing.

See: The definition of sourcing is on the board. It means that you first look at the author, the date and where the document came from. (Teacher will demonstrate) In order to source the text I have in front of me, I would look for the date which is May 20, 1937 and the man speaking is Paul Jenkins.

\*Do:

Students will write down the definition of sourcing on their guided note handouts

<p>Step 3:</p> <p>Identifying the second step: contextualizing</p>	<p>Say: The next step you may perform when looking at a narrative text is contextualizing. Contextualizing is creating a picture in your head of the setting of the story and what the story is explicitly about.</p> <p>See: I can already tell that my interview was set in Durham, North Carolina and topic is about a man's account of slavery under a specific slaveholder.</p> <p>*Do: Go ahead and paraphrase the definition of contextualizing on to your guided note sheet!</p>
<p>Step 4::</p> <p>Identifying the third step: CLOSE READING</p>	<p>Say: The final step in looking at an historical document is through close reading. When you are close reading you are really thinking about what is going on in the story, what the author is saying and what the tone of the author is. Was this person angry, sad, hopeful or upset?</p> <p>See: The teacher will quickly demonstrate an example of contextualizing her document that she has in front of her.</p> <p>*Do: The students will paraphrase the definition of contextualizing on their guided note sheet!</p>

<p>Step 5:</p> <p>A one minute overview of Writing and Slavery</p>	<p>Say:</p> <p>Before We begin our stations, I did want to tell you a couple of fun facts about slavery and writing in particular. About 5-10% of slaves could probably read or write. Generally if they tried to do either while they were on a plantation they would be whipped, beaten or killed. Other times, some of the slaveholders threatened to cut their fingers off if they continued to read and write when they weren't supposed to.</p> <p>See:</p> <p>Can someone read this primary document from a slaveholder's perspective?</p> <p>*Do: As the teacher is talking about the background history of slavery and writing, the students will be writing down small phrases and sentences in their guided note sheet section.</p>
<p>Step 6:</p>	<p>Say:</p> <p>See:</p> <p>*Do:</p>
<p><b>PRACTICING THE SKILL</b></p>	
<p><b>*Structured Practice</b> (May be more or less than two examples)</p>	
<p>Time:</p> <p>Materials:</p> <p>Group Size:</p>	<p>Example 1</p>

Time: Materials: Group Size:	Example 2
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**\*Guided Practice**

<p>GP Assignment: (from proving behavior)</p> <ol style="list-style-type: none"> <li>1. Perspective from a Slave</li> <li>2. advertisement</li> <li>3. Perspective from a Slaveholder</li> <li>4. Perspective from an abolitionist</li> </ol>	<p>Criteria for Mastery:</p> <p>I'm going to collect their packets at the end and make this announcement before they begin their stations so they are <b>COMPELLED</b> to put in their best effort. I'm looking for students to answer questions critically and thoughtfully regarding each primary document!</p>
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**\*Independent Practice**

Homework:

The homework is to read a short article about Racism Found in School today (2013-recent)

In addition to a short reader response to this article, they are to tell their own story of racism that they have seen in the community, at school or in the workforce. They will be asked to write 12-14 sentences about this story.

**\*Closure**

Closure:

**Don't complain just work harder: A lesson from Randy Pausch. Lesson Number 32 (2 pages) Send students home with a positive message!**

**GETTING YOURSELF READY**

**Materials:**

- All handouts and written material were included in the lesson plan
- All necessary materials were listed in the lesson plan

**Your Preparation:**

- Lists all the tasks to be completed by the teacher that are necessary to be fully prepared for the lesson

**Agenda with times:**

- The agenda was listed with appropriate time allotment

**GETTING YOUR STUDENTS READY**

**\*Do Now:**

- Activates relevant prior knowledge for today's lesson or
- Reviews a skill students have mastered that is a pre-requisite for today's lesson or
- Serves as a check for understanding for a skill students need to know for today's lesson
- Does not need additional support from teachers in order to be completed

**Objective:** Today you will be able to...

- The objective is manageable and relevant to the topic of study
- The objective is measurable
- The objective is skills-based, not content-based

**Proving Behavior:** By...

- The proving behavior correlates with the objective and
- The proving behavior is manageable for the time allotted
- The proving behavior is measurable and has a clear criterion for mastery

**Purpose:** We are doing this because...

- Explains why this lesson matters in a way that students can connect to and justify

**BUILDING THE SKILL**

- Task Analysis:
- The steps are written clearly and effectively break down the objective
  - The steps are manageable for the time allotted
  - The steps are the appropriate depth for the class's skill level

- Say-See-Do Cycles
- The "Say"s are appropriate teacher directed statements that further student learning
  - The "See"s are appropriate think alouds, steps in the VIP, modeling, visual examples that further student learning
  - The "Do"s are appropriate student actions that match the Say and the See

- VIP -if applicable
- The VIP lists the steps in the process in succinct age appropriate language
  - The VIP has appropriate visual cues that further student understanding of the step

**PRACTICING THE SKILL**

**\*Structured Practice**

- Provides 2-3 effective examples that enable the teacher to gradually release responsibility by quickening pace, changing materials and/or manipulating group size

**\*Guided Practice** (the proving behavior of the objective monitored by teacher)

**Assignment:**

- Is the proving behavior of the objective

**Criteria for Mastery:**

- Criteria for mastery is rigorous, achievable and aligned with the objective

**Homework:**

- Matches the skill level of the teaching and guided practice for the day
- Is manageable in terms of length and materials required
- \*Closure: serves as one last check for understanding or student summarizes the learning
- Is measurable