**Lesson Cycle (5E Model)**

**Latoyia Patterson Lesson Plan #2**

**Lesson Title/Topic: Abolitionist Movement/ Reform Movement**

**Standards: TEKS 8.24A ( The student understands the major reform movements of the 19th century. TSIET will describe and evaluate the historical development of the abolitionist movement…)**

**ELL: 74.4c1B (Cross-curricular second language acquisition essential knowledge and skills. B)  monitor oral and written language production and employ self-corrective techniques or other resources;)**

**CCRS: 19 TAC §74.6(d) I.B.3.** **Analyze causes and effects of major political, economic, and social changes in U.S. and world history.**

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| **Lesson Objectives:**  The student will be able to list at least two abolitionists and their contributions to the antislavery movement at 80%. | **Assessment (Evaluate):**  Student will be able to answer questions on worksheet regarding contributions on abolitionist**.** Exit Ticket given to each student. Name one of the abolitionists and describe their contributions to end slavery. |
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**Materials:** Fillable Notes, Powerpoint on abolitionists, Handouts on abolitionist,

Exit Ticket

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| **The teacher will:** | **The student will:** |
| **Focus (Engage):**  Ask students can we be a free society if people in or society are slaves? Is slavery still occurring in the world today? What was the motivation to enslave people? | Answer the following questions: Can we be a free society if people in our society are slaves? Is slavery still occurring in the world today? What was the motivation to enslave people? |
| **Teacher Input (Explain & Elaborate):**  Explain to students what the word abolitionist means. Abolitionist comes from the word abolish, which means to formally put an end to a system, practice, or institution. An abolitionist is a person that wants to abolish slavery.  This is a continued series on the Reform Movements in the United States.  This will be followed by a lecture on abolitionist William Garrison, Frederick Douglass, Harriet Tubman, and Sojourner Truth. The lecture will include their contributions to the abolitionist movement and their legacies. A brief video will be shown of Harriet Tubman and Frederick Douglass to show how extraordinary these people were to history. |  |
| **Guided Practice (Explore):**  Student will be guided through notes with a Powerpoint, video and discussions on the abolitionist reform. Ask questions such as: Why did William Lloyd Garrison name his newspaper *The Liberator?* What does the word liberate mean? Why did Frederick Douglass name his newspaper  *The North Star?*  What was the significance of the north star for the runaway slaves? How did slaves know which way to run if it was cloudy at night? (Moss grows on the right side of the tree. Slaves would feel for the moss and know the direction to run.)  Guide discussions regarding how difficult it can be to run from familiar to unknown territory. | Students will take notes on abolitionist reform and participate in discussions regarding reform and slavery. Students will also watch videos to emphasize the points of the famous abolitionist: Harriet Tubman and Frederick Douglass. Answer questions such as: Why did William Lloyd Garrison name his newspaper *The Liberator*? What does the word liberate mean? Why did Frederick Douglass name his newspaper *The North Star*? What was the significance of the north star for runaway slaves? How did slaves know which way to run if it was cloudy at night? |
| **Independent Practice (Evaluate):**  Students will be in groups of two where they will work with a partner to define the word abolitionist and write synonyms. Students are also asked to draw a picture of the word abolitionist. Teacher should have students share their drawings with the class to check for understanding of the word. Students will discuss with partner and then write findings of the following questions:  What was the difference between moderate and radical abolitionists? Who were leaders of the abolitionist movement? What region of the US would you find these people? Did they accomplish their goal? If so, when?  Time permitting  Handout on The Abolitionist Movement and Frederick Douglass | Students will be in groups of two where they will work with a partner to define the word abolitionist and write synonyms. Students will discuss with partner and then write findings of the following questions:  What was the difference between moderate and radical abolitionists? Who were leaders of the abolitionist movement? What region of the US would you find these people? Did they accomplish their goal? If so, when? |
| **Closure:**   Discuss with students how the Reform Movements helped better society and how we have directly benefited from the efforts of the early reformist. (Note the advancements in Education, Women’s Rights, Temperance, Prison and Mentally Ill and anti-slavery ). I will ask students to name an area of society that is currently being reformed. An example of these could be; vaping, tobacco commercials discouraging smoking, fitness regimens, vegan diets vs. meat diets. Students will write down on paper as an Exit Ticket an area in society that they think needs improvement and why. | **Closure:**  Discuss with students how the Reform Movements helped better society and how we have directly benefited from the efforts of the early reformist. (Note the advancements in Education, Women’s Rights, Temperance, Prison and Mentally Ill ). I will ask students to name an area of society that is currently being reformed. An example of these could be; vaping, tobacco commercials discouraging smoking, fitness regimens, vegan diets vs. meat diets. Students will write down on paper as an Exit Ticket an area in society that they think needs improvement and why. |

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| **Options:** |  |
| **Enrichment (Extend):**  Group project that entails students working to present Infographic on one of the famous abolitionists: Frederick Douglass, Grimke sisters, William Lloyd Garrison, Harriet Tubman or Sojourney Truth. | **Reteach:**  I will reteach any information that is misunderstood through discussions or test questions. Some of the reteach subjects were the difference between the Temperance Movement and the Women’s Movement. Students needed to understand the purpose for each movement and that they had two different agendas. |

**Modifications:**

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| Hard copy of notes will be given to students that have been identified to have trouble keeping up with notes during class times. Some students will need to complete questions over two periods as written in their IEP. |  |

**References:**