Research Lesson Plan:
Author(s): Alyssa Schweizer, Erin Rivera, Beth Woodall, Carrie Conner
Targeted Grade Level: 4th grade

<table>
<thead>
<tr>
<th>Essential Question: Why are there different interpretations of slavery? Why are there different views of what slave life is like?</th>
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<tbody>
<tr>
<td>Formative Assessment Prompts:</td>
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<tr>
<td>Instructional Chunk #1: What information about slavery does my passage present?</td>
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<td>Instructional Chunk #2: How will I show this perspective?</td>
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<tr>
<td>Instructional Chunk #3: Why are there different interpretations of slavery?</td>
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| Standard Addressed: Standard 3 Interpretation (Grades 4-5) Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point of the view of the author. |

<table>
<thead>
<tr>
<th>Problematic Prior Knowledge (PPL) Addressed</th>
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<tr>
<td>• It is impossible to choose between conflicting accounts. One opinion/interpretation is just as good as another.</td>
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<td>• If a slave is “from the time,” this automatically means that he or she had a horrible life.</td>
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<td>• Students who read one document first in a sequence of documents appropriate the story in that document and judge competing accounts unbelievable.</td>
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<tr>
<th>Activating Strategies: identify the strategy(ies) you will use to tap prior knowledge, activate schema, warm the students up for the lesson.</th>
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<tbody>
<tr>
<td>Strategy 1: Describe what life as a slave is like.</td>
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<td>Strategy 2: Do slave owners determine every experience in a slave’s life?</td>
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<td>Strategy 3: Introduce pulling specific facts from the text. Share Hairless Cats example with students. Model how to create poster of what hairless cats are.</td>
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<tr>
<th>Key Vocabulary to preview</th>
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<tr>
<td>• bolster</td>
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<td>• plantation</td>
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<td>• shillings</td>
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<td>• rhetoric</td>
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Teaching Strategies:
- Whole group discussions
- Small group
- Gallery walk

Graphic Organizer(s) Used:
- Gallery Walk note-taking tool

Materials Needed:
- 2 documents supporting slaves creating positive experiences
- 2 documents of negative experiences in slavery (Delete where the article came from)
- Gallery Walk note-taking tool
- Exit ticket
- White chart paper
- Markers

Differentiation Strategies:
- Students will be grouped heterogeneously so that more accelerated readers can support the lower level readers.

Instructional Plan:

**Instructional Chunk #1:** Why are there different interpretations of slavery?

1. Procedures:
   - Ask students what they know about slavery during Colonial Times. (This discussion will be short since we do not want to solidify or sway their misconceptions.)
   - Introduce unfamiliar vocabulary using Smartboard slide. Review the meaning of each word utilizing the pictures to reinforce the definitions.
   - Introduce how to effectively pull specific facts from the text. Utilize Hairless Cats to model how to take notes and extract information from the text. Underline facts in text that can be used to support your poster. Reinforce skill of ONLY extracting information and not using background knowledge that we already have about hairless cats or cats in general.
   - Then model creating the poster utilizing the facts we extracted from the text and visuals. (See example)
   - Organize students in small groups (4-5 students per group)
   - Provide directions: Students will read passages, extract important facts that support what a slave's life was like based on the article they are reading (not on their background knowledge), create a visual representation of slave life based upon what they read.
**Instructional Chunk #2:** Why are there different interpretations of slavery?

**Procedures:**

**Day 1**
- Students will read passages in small group.
- Highlight important information that explains what slave life was like based upon article.
- Students that finish early can begin sketching a rough draft of their poster on a piece of lined paper.

**Day 2**
- Review article and the facts they pulled out.
- Create poster using text and illustrations to describe slave life as explained in what they read.
- Students will then complete the gallery walk by viewing all six posters and completing attached graphic organizer.
- Students will be given 2 minutes to view each poster and jot down notes.

**Instructional Chunk #3:** Why are there different interpretations of slavery?

**Day 2**

**Procedures:**
- Students will meet as a whole group to discuss the findings.

1. **Debrief:**
   - Why are the posters different?
   - Why are there different views of what slave life is like?

2. **Check for Understanding/Summarizing Activity:**
   Students need to understand that slaves did not have either good or bad lives, but that slaves were resilient and worked to create positive experiences during slavery.

**Summarizing Strategy:**
- Exit ticket completed individually at the end of the lesson.
### Slavery in the Colonies

<table>
<thead>
<tr>
<th>Poster #</th>
<th>Positive or Negative (circle one)</th>
<th>How do you know?</th>
<th>What do you notice?</th>
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Why are there different interpretations of slavery?

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EXIT TICKET

Name__________________________________________________

Why are there different interpretations of slavery?

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EXIT TICKET

Name__________________________________________________

Why are there different interpretations of slavery?

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EXIT TICKET
Sample Poster from Lesson:

Unusual Hairless Cats
- don’t have fluffy hair
- wear sweaters
- dry skin and need lotion

Students working to create posters: (Notice the highlighting on the information sheet. The students highlighted the facts that they wanted to include in the poster for their group.)
WHAT Slaves tales were like

- They all had plenty of clothes
- They had one floor and a half to rest at noon or dinner
- Slaves who are busy had a few skills
- They got to sleep on a chicken fabric bed
- They couldn't eat from the same pot