Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 4	**English Language Arts-Reading**		Perspectives throughout History

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	January	Making predictions in reading journals, making connections (i.e. text to self, text to text, and text to world), K-W-L chart formats, T-Charts, Voice, First person point of view, and second person point of view

Unit Description: In this unit students will critically the perspectives of slaves and slave owners.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will create a T-Chart of five important issues from the view point of a slave and five important issues from the view point of a slave owner. Students will be graded on the content of the T-Chart and the voice and authenticity of the view points on the T-Chart.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score an 80% (60 out of 75 points possible) or higher on the T-Chart assessment to reach mastery.
Materials/Resources Needed *Include all items for the entire unit.*	*Sweet Clara and the Freedom Quilt* by Deborah Hopkinson teacher copy and copy for groups, K-W-L chart Student journals, *Underground Railroad* by Raymond Bial teacher and copies for groups, Tax Example Page and Reward Paper example, chart paper, project rubrics, computers with internet access, Lesson Five T-Chart Assessment Guidelines

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will gather students in reading circle with journals and pencils. Teacher will post K-W-L chart on board near group. Teacher will begin lesson by doing a picture walk through the book, *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Teacher will explain to students that the book is an example of historical fiction. Teacher will explain that some parts of the story are made up, others like the time period and some of the happenings are based on true events. Teacher will go through pictures in story and have students write down story predictions in reading journals. After giving students time to record and share their predictions, teacher will activate prior knowledge about slavery and the Underground Railroad. Teacher will ask students to writing ideas on sticky notes reading them aloud to the group, and then posting them on class K-W-L chart in the knowledge section. Teacher will read story, pausing at each page for students to check their predictions and make connections. Teacher will stop at points in the story to conduct a class discussion by posing the following questions: 1. What did you learn about slavery from this book? (When students answer teacher will add notes to sticky notes and put them in the L (Learned) section of the K-W-L chart. 2. What parts of the book do you think are fictional? What parts do you think are based on facts? Why do you think that? 3. If we wanted to research to find out what parts of this book were based on fact, were would we look? 4. After reading this book, do you have any questions about the Underground Railroad?	Teacher will gather students in a reading circle with sticky notes and pencils ready. Teacher will post and review the K-W-L chart from Lesson One, reviewing what they learned about slavery and the Underground Railroad from Lesson One. Teacher will introduce the nonfiction book *The Underground Railroad* by Raymond Bial. Teacher will explain that she will read the book aloud so that they can add information to the K-W-L chart. Teacher will review distinction of fiction and non-fiction text. Teacher will remind students that the book in Lesson one was an example of historical fiction, which was made up characters, but the setting and some of the events were based on fact. Teacher will explain that they will listen to the non-fiction text, knowing that the author's purpose of the text is to describe and explain the Underground Railroad by providing true information about people and events. While reading teacher will stop periodically and prompt students to make text-to-text connections to the book *Sweet Clara and the Freedom Quilt* or any other books they have read. After reading text, teacher will guide class at evaluating the sticky notes in the L section of the K-W-L chart to see what was confirmed in the nonfiction text, and what was fictional from the story. Teacher will have students share their sticky notes of things learned from today's reading and have students attach them to the L section of the K-W-L chart. Teacher will review the W section of the K-W-L chart and ask students to see if any of the students questions were answered and start those answered questions. Teacher will display the K-W-L chart on the wall in the classroom for students to refer and add to as they progress through the unit.	Teacher will revisit the K-W-L chart from lessons one and two, focusing on the L column. Teacher will ask the students to help sort the sticky notes in the L column into two groups: information learned about slaves and information learned about slave owners. Teacher will ask students to think about the two books they read Sweet Clara and the Freedom Quilt and The Underground Railroad. What did they learn about slave owners? What conclusions can they draw about slave owners based on the text and illustrations? Teacher will record student shared responses on sticky notes and add to L column on K-W-L. Next teacher will ask students whether slaves were right or wrong to run away from their slave owners. After a few responses teacher will ask them to consider the same question from the perspective of the slave owners. Teacher will prompt with question, "Why do you think that each group would have a different perspective, and is it justified to say that one perspective was right or wrong considering the historical context?" Teacher will show students samples of an advertisement from a slave owner about runaway slaves and a sample document of taxes paid by slave owners verses slaves. Teacher will ask students to discuss the two documents in their table groups. Teacher will have students share how they would feel if they were a slave and saw the reward notice or had to pay higher taxes because they were a slave. Teacher will have students break into small groups. Each group will make a two column T-chart on a sheet of notebook paper, labeling left side "Slave Owners" and the right side "Slaves." Teacher will instruct students that they will work together as a group, to list all the reasons why slave owners kept	Teacher will give students the option to choose one of three creative writing projects to synthesize what they have learned to demonstrate, comprehension of the critical perspectives surrounding slavery. Students who choose the same topic can be paired up to work on their projects together. Each option includes the use of technology to create the project. Before students begin, teacher will share the creative writing rubrics to give students a set of goals and expectations for the project. Option 1: Coded Message The quilt in the story Sweet Cara and the Freedom Quilt contained a coded message that only other runaway slaves would recognize to help them find the Underground Railroad. Discuss why runaway slaves needed coded messages. The task is for a pair of students is to create a secret message that runaway slaves would be able to use to find the Underground Railroad. Teacher will encourage students to be use creativity in constructing their secrete message. Students may choose to use the online Flip Book to create their coded message as appropriate. Option 2: Newspaper In pairs students will publish a one page newspaper using the ReadWriteThink Printing Press. Teacher will explain that students will have the option to create a newspaper aimed at slave owners or publish an underground newspaper for slaves. Articles should express the perspective of the selected audience and an understanding of the social context and time period. Option 3: Letter Writing Pairs of students will take the perspective of either Clara and write a letter home to her aunt about her experiences traveling the Underground Railroad, or a slave	Teacher will allow each pair of students to share their creative writing project with the class. After each pair shares, the teacher will ask students to comment on the things they liked about the project and one thing that could be improved. After all projects have been presented, teacher will meet with the class for a closing discussion. Teacher will ask class to reflect on the implications of considering more than one perspective. Teacher will start by discussing what they learned about slavery and how looking at both sides helped to better understand the critical issues surrounding slavery. Teacher will assess students' knowledge of comparing and contrasting a firsthand and secondhand account of the same event or topic with the assessment T-Chart page states five important issues from a slave's viewpoint and five important issues from a slave owner's point of view. Teacher will walk students through the guidelines for the T-Chart before having students work independently to complete assessment. Teacher will walk around to answer questions individually as students complete assessment. After assessment is complete, teacher will wrap up the lesson with having a class discussion about important ideas to remember when looking at first hand and second had experiences of the same event. Teacher will write student responses on a chart and post it in the classroom for reference throughout the school year.

	What other things would you like to learn about the Underground Railroad? (Add these sticky notes to the W column of the chart.) Teacher will wrap up lesson having students to a Quick Write in their journals reflecting on how they think Clara felt and why from her point of view creating the quilt was a good thing.		slaves on the left side, and all the reasons why slaves thought this was unfair on the right side. Teacher will remind students to use the K-W-L as a reference if needed while writing their lists. Once groups have had time to work on their lists, teacher will gather students together and ask each group to share the reasons they listed. Teacher will remind students to be "actively" listening to the other groups by adding new ideas to their lists or checking ideas off that are similar or the same as other groups. Teacher will end session having students respond to one of the following prompts in their journals. 1. If you had been a slave, explain in two or three sentences how you might have felt about slave owners. Try to use ideas from the list your group prepared. 2. If you had been a slave owner, explain in two or three sentences why you needed to have slaves and how you felt when they escaped. Try to use ideas from the list your group prepared. Teacher will give students about ten minutes to write. Teacher will have students meet with partners to share journal entries with one another.	owner and write a letter to another slave owner about one of his slaves who escaped.(Students can use the online Letter Generator to type and print letters.) Teacher will remind students to refer to the L column of the K-W-L chart to incorporate things they have learned about the Underground Railroad in their projects. Teacher will also remind students they can refer back to the books we read during lessons one and two or do further research to be able to incorporate additional ideas as needed. Teacher will circulate while students are working on their projects to answer questions or help them with the writing process.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	1. Students will gather in reading circles with journals and pencils. 2. Students will do a picture walk through book, *Sweet Clara and the Freedom Quilt*. Students will make predictions about the text and record in their reading journals. 3. Students will activate prior knowledge sharing what they know about slavery and the underground railroad. Students will record what they know on sticky notes, share notes, and post on a K-W-L chart in the Know section. 4. Students will brainstorm and record questions they would like to learn about slavery, slave owners, and the Underground Railroad on sticky notes, share questions, and add to the Want to Learn section of the K-W-L chart. 5. Students will listen to story, pausing in story to discuss if predictions were correct. 6. After story, students will reflect on what they learned from the text by recording what they learned on sticky notes, sharing with the class, and adding to the Learned section of the K-W-L. 7. Students will also write down any new questions they want to learn and share them, and add it to the chart. 8. Students will reflect in reading journals with a Quick Write on how they think Clara felt and why from her point of view creating the quilt was a good thing.	1. Students will gather in a reading circle and review K-W-L chart from Lesson One. 2. Students will listen to a non-fiction book called, The Underground Railroad, while listening students will record information they learn on sticky notes to add the the K-W-L chart. Students will identify that the author's purpose is to inform about the Underground Railroad the people of the Underground Railroad, and important events. Teacher will stop throughout test to provide for student reflections, and connections to the book read in Lesson One. 3. After listening to book, students will analyze the facts on the K-W-L chart and determine what is confirmed in the non-fiction text as being true. 4. Students will add any new learned information to the Learned section of the K-W-L.	1. Students will review K-W-L chart learned information. Students will help teacher sort the sticky notes in the L column into two groups: Information learned about slaves and information learned about slave owners. 2. Students will discuss what they learned about slave owners from the books from lesson one and two. Students will discuss conclusions they can draw about slave owners from the text and pictures. 3. Students will discuss and defend viewpoints if slaves were right or wrong to run away from slave owners. Students will then respond from the perspective of the slave owners. Whole group will discuss and analyze why each group might have a different perspective. 4. Students will observe and discuss view points about a paper reflecting City Tax on Slave Owners and Slaves and a Reward Flyer from a Slave Owner. 5. In small groups students will make a T-chart comparing why slave owners kept slaves and all the reasons why slaves thought this was unfair on the other side. 6. Students will share T-Charts with active listening skills. 7. Students will Quick Write in journal the following prompt, If you had been a slave owner, explain in two or three sentences why you needed to have slaves and how you felt when they escaped. Try to use ideas from the list your group prepared. 8. Students will share Quick Write response with a partner.	1. Students will listen and watch teacher explanation of creative writing project. Students will observe each rubric for each creative writing project choice. 2. Working individually or in pairs students will pick one of three creative writing projects to synthesize what they have learned to demonstrate, comprehension of the critical perspectives surrounding slavery. 3. Students will complete project using information gathered throughout the lessons on slaves, slave owners, and the Underground Railroad to complete their creative writing project presenting the viewpoint of the group they choose to represent. 4. Students will present projects in lesson five.	1. Individual students and partners will present their creative writing projects. 2. After each set presents, students will comment on things they like and one improvement that could be made. 3. After presentations, students will reflect on implications of considering more than one perspective. 4. Students will take an assessment of students' knowledge of comparing and contrasting a firsthand and secondhand account of the same event or topic with the assessment T-Chart page states five important issues from a slave's viewpoint and five important issues from a slave owner's point of view. 5. Student will wrap up unit with a discussion about important ideas to remember when looking at first hand and second had experiences of the same event.

Name:_____

Assessment: Standard #6 Compare and Contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.

On a separate sheet of lined paper, create a T-Chart comparing the point of view of slaves and slave owners. Use the guide below to guide you.

___Create your T-Chart and label the T-Chart with Slaves View Point and Slave Owners Viewpoints. (Worth 5 points)

___List at least five Issues of Importance to make up the content of your T-Chart. Each issue and its content is worth five points equaling a total of 50 points.

___Voice and authenticity will count for ten points for the viewpoints of the slaves and the view points of the slave owners equaling a total of 20 points.

75 total points possible

Slave's Viewpoint Important Issues	Slave Owner's Viewpoint Important Issues
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Coded Message Rubric

Student's Name: _____ Date: _____

Objectives	Yes (4)	Somewhat (2)	No (0)
Partner Work Did the student work well with his or her partner?			
Content Did the student create a code and key that is logical and can be followed or understood by others?			
Critical Perspectives Did the student write from the perspective of a slave owner or slave?			
Writing Process Did the student follow the writing process?			
Presentation Did the student publish his or her coded message in a creative and attractive way?			
Use of Details Did the student include details in the writing project that reflect what he or she learned about the Underground Railroad and the social context surrounding slavery?			
Conventions Did the student use correct spelling and grammar in the writing project (depending on the project, as appropriate)?			

Points: ____ / 28

Additional comments:

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Letter Writing Rubric

Student's Name: _____ Date: _____

Objectives	Yes (4)	Somewhat (2)	N (0
Partner Work Did the student work well with his or her partner?			
Content Did the student show that he or she understands the format and purpose of a letter?			
Critical Perspectives Did the student write from the perspective of a slave owner or slave?			
Writing Process Did the student follow the writing process?			
Presentation Did the student publish his or her letter in a creative and attractive way?			
Use of Details Did the student include details in the writing project that reflect what he or she learned about the Underground Railroad and the social context surrounding slavery?			
Conventions Did the student use correct spelling and grammar in the writing project (depending on the project, as appropriate)?			

Points: ____ / 28

Additional comments:

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Newspaper Rubric

Student's Name: _____ Date: _____

Objectives	Yes (4)	Somewhat (2)	No (0)
Partner Work Did the student work well with his or her partner?			
Content Did the student demonstrate that he or she understands the purpose and format of a newspaper?			
Critical Perspectives Did the student write from the perspective of a slave owner or slave?			
Writing Process Did the student follow the writing process?			
Presentation Did the student publish his or her newspaper in a creative and attractive way?			
Use of Details Did the student include details in the writing project that reflect what he or she learned about the Underground Railroad and the social context surrounding slavery?			
Conventions Did the student use correct spelling and grammar in the writing project (depending on the project, as appropriate)?			

Points: ____ / 28

Additional comments:

read·write·think

FOR CITY TAX TO CITY OF NO

Real Estate at 115 cents per $100

White Male, $4 ; Free colored Male $5 ;

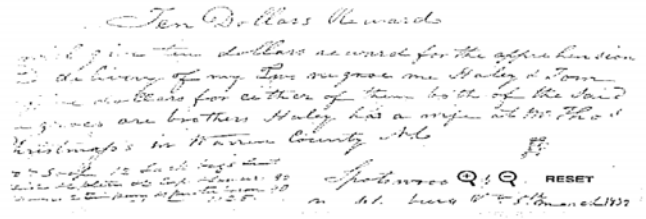
Free Female $3, Slave $3.50,

Watch $ Clock $ 2½ per cen

Plate $ Pianos and Harps $ 2½ per cen

Horses in Drays, &c—Value $ 2½ per cen

Horses not in Drays, &c—Value $ RESET



Ten Dollars Reward

I give ten dollars reward for the apprehension & delivery of my Ten negroes, viz Harry & Tom, five dollars for either of them, both of the said negroes are brothers. Harry has a wife at Mr. Thos. Bishop's in Warren County Ala.

Spotswood & Q. RESET

Name:

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Slave's Viewpoint Important Issues	Slave Owner's Viewpoint Important Issues
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.