Adrianna Fierro

Civil War Era - Focus on Abolition

Biographical sketch lesson - using biographies for Fakebook page/baseball card/poster activity

New York State Core Curriculum: Unit Six: Division and Reunion, Part one: I. Underlying Causes of the Civil War.

NYS Standard(s): Standard 1: History of the United States and New York. Standard 5: Civics, Citizenship and Government

NCSS Standard(s): Theme 2: Time, Continuity and Change. Theme 3: People, Places and Environment. Theme 5: Individuals, Groups and Institutions. Theme 6: Power, Authority and Governance.

Central Academic Focus: Students conduct research using a variety of sources to summarize material in a written format.

Focus questions: What was the role of the Underground Railroad in the abolition of slavery?

Who were some of the prominent Abolitionists?

Primary learning target: Students will read, evaluate and annotate text to summarize information.

Learning Objectives:

Students will be able to identify at least three of the major abolitionists so that they can synthesize key information and contextualize facts about the important achievements of the movement.

Students will be able to describe orally or in writing some of the challenges facing the United States during the mid 19th century so that they can articulate causes for the Civil War.

Students will be able to compare and contrast the different approaches abolitionists used to influence change so that they can better understand the problems in American society during the Civil War era.

Students will use and summarize multiple sources of information to describe the accomplishments of their chosen abolitionist and cite their sources.

Students will describe in writing at least two personal or political characteristics of the historical figure.

Instructional resources and materials: Computers with internet access and smart-board, audio (voice) recorder, card stock paper, students’ guided notes, homework assignments, pens, pencils, markers, graphic organizer of causes of the Civil War (from previous class).

Modifications or accommodations: Students have the choice to provide information in a written paper format, present facts of the historical figure as an oral presentation, or use a computer to create a fake facebook page.

Theories and/or research based practices to construct the lesson: The lesson includes print, visual, and audio sources to accommodate all levels and types of learners. Having students create biographical sketches using drawing or technology enriches their learning of the historical individual. “Creating pictures (especially by hand or on a computer) that are personally meaningful can be especially helpful when students are learning new vocabulary words and terms. Technology provides a way to add animation to pictures, which enhances the effect of using pictures to represent knowledge” (Hoffller & Leutner, 2007). The teacher will be physically monitoring all of the students by walking about the room and always be in close physical proximity to all of the students. This is helpful to visually monitor which students may require assistance by quick review of their work, providing corrective feedback when needed. Homework will be assigned for continued review and practice of material. “Homework can increase student understanding when assignments provide the opportunities needed to practice and apply new learning” (Marzano, 2004). In addition, “homework assignments provide the time and experience students need to develop study habits that support learning. They experience the results of their effort as well as the ability to cope with mistakes and difficulty” (Bempechat, 2004).

Anticipatory Set: Instructor will begin class by asking students to do a quick write of what they remember from last class in their notebook (provide approximately two to five minutes). The instructor will then lead a brief class discussion on the abolition and the goals of abolitionists. This five to eight minute review will provide students with a refresher of the topic and stimulate memory and background knowledge.

Activity: Before class, the instructor will bookmark the sites of specific abolitionists that should be used with the lesson. Instructor will model and provide explicit directions how to access the internet and the specific websites using the smart-board. The instructor will distribute card stock paper, and print-outs of specific abolitionists from the Civil War Circle website. Students who want to utilize the computers will access the Civil War Circle website and create their fakebook project using computers. Students will read the brief biographies of the abolitionists chose a specific individual and complete the biographical project. Throughout the lesson the instructor will monitor student progress, assisting when needed. The instructor will check for understanding to promote comprehension through a series of questions.

Assessments: Students will complete the fakebook page, poster, or baseball cards as well as a graphic organizer.

Homework: Students will write a paragraph, consisting of three or more sentences, detailing what they learned about the individual from the activity.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ms. Fierro

Biographical sketch project

Poster/ Baseball Card/ Fakebook page project of leaders of the Abolitionist movement.

**Must include**:

* Accomplishments of the individual
* Name/Date of birth
* Events they were involved with
* Beliefs about government
* Contributions to society
* Causes for and results of their actions

**Pick from the following**:

William H. Seward Frederick Douglass

Martin Delany Samuel Cornish

Levi Coffin Isaac or Amy Post

Susan B. Anthony Gerrit Smith

Angelina or Sarah Grimké John Brown

William Lloyd Garrison Charles Sumner

Harriet Tubman Harriet Beecher Stowe

Sojourner Truth Jermain Loguen

Wendell Phillips John W. Jones

\*If you would like to choose a different abolitionist not listed please see me before starting the project.