

Lesson Plan

EUP ISD Workshop June 27-29, 2011

Comparing and Contrasting Slave Experiences

Lesson Overview:

The lesson begins with a brief overview of the history of slavery in America. Subsequent to the overview, students will analyze photographs of slave ships and their rooming quarters; they will compare and contrast them with that of a contemporary cruise ship. After students understand the process of comparing and contrasting pictures, they will engage in the task of reading primary narratives from former slaves. Students will then write a compare and contrast essay comparing the lives of multiple slaves.

Objectives:

Students will be able to:

- retell a brief history of slavery in the United States.
- understand the organization of a "Compare and contrast" essay.
- "Compare and contrast" the differences between crossing the Atlantic today opposed to crossing the Atlantic as a slave coming to America using photography.
- use primary sources to write a "Compare and contrast" essay comparing the lives of two slaves living in America.

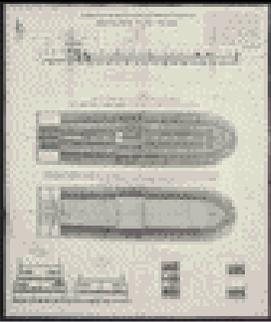
Standards:

R.IT.07.01	analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
R.IT.07.02	analyze organizational text patterns including sequential, compare/contrast, and cause/effect.
R.NT.07.01	Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.
R.NT.07.02	Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.

Aaron Litzner
JKL Bahweting School
7th & 8th Grade Social Studies & Language Arts
JKLBahweting School District

R.NT.07.03	Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.
R.CM.07.01	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. [Core]
R.CM.07.02	Retell through concise summarization grade-level narrative and informational text. [Core]
R.CM.07.03	Analyze global themes, universal truths, and principals within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. [Core]
R.CM.07.04	Apply significant knowledge from grade-level science, social studies, and mathematics texts. [Core]
R.MT.07.01	Self-monitor comprehension when reading or listening to text by automatically applying discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. [nasl]
R.MT.07.02	Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metognitive skills such as SQP3R and pattern guides. [NASL]
R.AT.07.01	Be enthusiastic about reading and do substantial reading and writing on their own. [nasl]
W.GN.07.02	write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
W.GN.07.03	formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.
W.PR.07.04	draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.
W.PR.07.05	Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. [Core]
W.GR.07.01	In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite

	pronoun referents [Core]
W.SP.07.01	In the context of writing, correctly spell frequently encountered and frequently misspelled words. [Core]
W.HW.07.01	Write neat and legible compositions. [nasl]
W.AT.07.01	Be enthusiastic about writing and learning to write. [nasl]

Image	Description	Citation	URL
	Slavery and Indentured Servants	Library of Congress, Rare Book and Special Collections Division.	http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+28204300))
	Narratives of Slaves	Federal Writer's Project, United States Work Projects Administration (USWPA); Manuscript Division, Library of Congress	http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=100/mesn100.db&recNum=325
	Picture of a Slave Ship	Library of Congress, Prints & Photographs Division, [reproduction number, e.g., LC-USZ62-123456]	http://www.loc.gov/pictures/item/2004666058/

	A Contemporary Cruise Ship	Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print	http://www.loc.gov/pictures/item/2010637103/
	From Slavery to Civil Rights		http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/
	Assessment Strategy		http://www.loc.gov/teachers/usingprimarysources/guides.html

Time Required:

5 Days (1Week)

Recommended Grade Level(s):

Middle School/High School

Topic(s):

Slavery

Slave Ships

Slave Narratives

Compare and Contrast

Era:

17th & 20th Century

Preparation:

Materials:

[Analyzing Tool for Written Material](#)

[Analyzing Pictures Assessment Tool](#)

[Analyzing Primary Sources Document](#)

Resources:

[*From Slavery to Civil Rights*](#)

[*The Slave Ships \(Picture\)*](#)

[*Slave Ships \(Picture\)*](#)

Aaron Litzner
JKL Bahweting School
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JKLBahweting School District

[Contemporary Cruise Ship](#)

[Slave Narratives](#)

Writing

[Compare and Contrast Organization Tool](#)

[Writing a Compare/Contrast Essay](#)

Procedure:

Activity 1

Begin by asking the following questions:

1. What is a slaver?
 2. Where was slavery used?
 3. When was slavery used?
 4. Why was slavery used?
- After a class discussion students will be required to read the "*From Slavery to Civil Rights*" document. Subsequent to reading the piece students will use the "[Analyzing Tool for Written Material](#)" to further analyze the written document. Students will answer all questions on the document.
 - **Discussion:** Once students have completed the documents, we will engage in a class discussion analyzing and interpreting student answers.

Activity 2

We will begin the activity by discussing what we have learned based on the following questions:

1. What is a slaver?
 2. Where was slavery used?
 3. When was slavery used?
 4. Why was slavery used?
- After the discussion, I will present the day's activity by discussing the following pictures:
[The Slave Ships \(Picture\)](#)
[Slave Ships \(Picture\)](#)
 - We will discuss the pictures and information based on questions from the "[Analyzing Pictures Assessment Tool](#)" included. Subsequent to the discussion, students will write a (two page) personal memoir/journal entry from the perspective of a slave on a slave ship.

Activity 3

We will begin the activity by discussing what we have learned based on the following questions:

1. What is a slave ship and what is its purpose?
 2. Where was slave ships used?
 3. When were slave ships used?
 4. Why was slave ships used?
- After the discussion, I will present the day's activity by discussing the following picture:
[Contemporary Cruise Ship](#)
 - We will discuss the pictures and information based on questions from the "[**Analyzing Pictures Assessment Tool**](#)" included. Subsequent to the discussion, students will write a (two page) personal memoir/journal entry from the perspective of a present cruise ship.

Activity 4

- I will begin by handing out copies of the "[**Compare and Contrast Organization Tool**](#)" chart.
- We will discuss what compare and contrast means by using examples from student papers.
- Students will complete the "[**Compare and Contrast Organization Tool**](#)" based on the information in their personal narratives based on the pictures.

Activity 5

- Students will be introduced to the "[*Slave Narratives*](#)" page where they will select two narratives to compare and contrast.
- After reading each narrative students will complete an "[**Analyzing Primary Sources Document**](#)" form. **Completing the form would allow for an engaging class discussion.**
- They will read both pieces and will complete another "[**Compare and Contrast Organization Tool**](#)," comparing and contrasting two separate narratives.

Activity 6

- Students will be introduced to the "[*Writing a Compare/Contrast Essay*](#)" organization structure to write a compare and contrast essay piece.
- We will discuss the piece and fill it out using one of the student's completed organizational tool.

Activity 7

- I will begin class by introducing the compare and contrast [rubric](#). We will discuss the rubric and expectations for creating a quality paper.
- Students will begin writing their compare and contrast essay. I will allow students three (55 minute) class periods to complete their essays.

Activity 8

- Students will pair together to edit and revise papers. Final revisions will be complete after conferencing with me. The revision will be based on rubric.

Evaluation:

Compare and Contrast Essay

[Rubric](#)