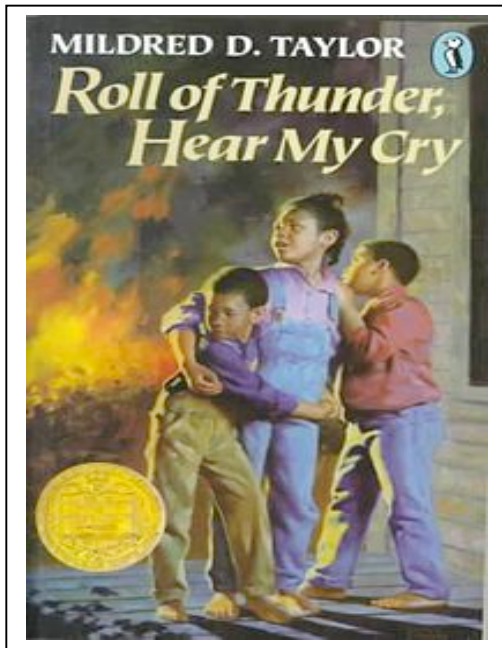


Teaching American History Lesson Plan
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*Land, Liberty, and
the
Struggle for the
American Dream*

*Historical Perspectives
In
Roll of Thunder Hear My Cry
&
“I Have a Dream” Speech*

Overview:

The lessons presented will help student utilize comprehensive reading strategies to explore racial discrimination and prejudice as portrayed by Mildred Taylor in her autobiographical historical fiction book called Roll of Thunder Hear my Cry. This Historic Fiction is a perfect vehicle to allow students to internalize authentic historic issues of 1930's American South as experienced by fictional characters, The Logan Family. Examining primary documents such as the Jim Crow Laws, Emancipation Proclamation, and Declaration of Independence while reading this book will encourage students to examine the struggles African Americans experienced in order to claim their rights and freedom

To help students recognize the slow progress America has made in providing freedom and rights to all her inhabitants, students will examine Dr. Martin Luther King famous speech “I Have a Dream.” It is a most powerful piece of persuasive writing, one that moved people to action and change. It is most worthy of being carefully read, comprehended and reflected upon in order to appreciate the dynamic impact it had on those present as well as those who read it today.

Possible Subject Area(s): Social Studies, Reading and Writing
Target Grades: 5-7

Essential Understanding:

- Obtaining “basic rights” as granted in the Declaration of Independence and experiencing freedom from oppression as mandated in the Emancipation proclamation was a continuous struggle for African Americans.

Essential Questions:

- What were the racial conflicts between whites and blacks during the 1930’s in American’s south?
- What is the significance of land in the creation of an American Identify?
- Why was Martin Luther’s Speech “I have a Dream” significant, effective and necessary?

CT Standards:

- **Standard 2: Historical Comprehension**
 - A. Identify the source of the historical documents and narratives and assess its credibility
 - E. Read historical narratives imaginatively.
 - F. Appreciate historical perspectives
- **Standard 3: Historical Analysis and Interpretation**
 - A. Consider multiple perspectives.
 - B. Draw comparisons across eras and regions in order to define enduring issues
 - C. Hypothesize the influence of the past
- **Standard 5: Historical Issues-Analysis and Decision-Making**
 - A. Identify issues and problems in the past

Objectives:

- The student will take a pre-assessment in the form of a “quick write
- The student will fill out a graphic organizers about segregation
- The student will utilize “Stop and Jot” reading strategy to read, analyze and respond to a version of the Jim Crow Laws
- The Student will read and analyze the Emancipation Proclamation. They will complete a document analysis sheet.
- The Students will read Roll of Thunder Hear my Cry by Mildred Taylor using the Stop and Jot Strategy for close reading.

- The Student will read and chart occurrences of racial prejudices as found in the Jim Crow laws.
- The student will find quotations from text about land and chart them on a graphic organizer. They will document any dialogue about land and chart the significance of the conversations.
- The students will write an expository essay explaining why land ownership was historically significant.
- The students will analyze “I Have a Dream” speech with special attention to King’s metaphoric references.
- The student will chart historic references made in this speech.
- The students will write an essay explaining why Martin Luther’s Speech was effective, significant, and necessary.
- The students will view actual footage of Martin Luther King as he is delivering “I Have a Dream” speech. Students will jot their reactions to this event considering their recently acquired background knowledge.

Materials Needed:

- **Individual copies of Segregation Concept Web** (see A#1 at the back of packet).
- **Individual copies of Jim Crow Laws**
http://www.nps.gov/archive/malu/documents/jim_crow_laws.htm
- **Individual copies of Roll of Thunder Hear my Cry by Mildred Taylor**
- **Teacher Study Guide of Roll of Thunder Hear my Cry**
<http://www.holton.k12.ks.us/staff/jireland/Summer1999/thunderlessos.htm>
- **Document Analysis Worksheet**
<http://www.archives.gov/education/index.html>
- **Copies of Emancipation Proclamation (Primary source)**
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html
- **Copies of “I Have a Dream” speech” by Reverend Martin Luther King Jr.**
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- **Copies of Declaration of Independence**
<http://www.ushistory.org/declaration/document/index.htm>
- **Chart (A#2) Evidence of Jim Crow in Roll of Thunder**
- **Chart (A#3) Land References**
- **Expository Rubric (A#4)**

Suggested Activities/Procedures:

**Note –each day has a series of objectives and can be separated to many day according to students’ schedules and teacher’s preference.*

Day 1 Building Background

- **Details of the Learning Activity**

Objective: The Student will take a pre-assessment

Pre-assessment: Students will begin with a very simple and effective pre-**assessment** (quick write) of their knowledge of the Jim Crow Laws. To do so, student receives a blank piece of paper. Students simply list as many phrases, words concepts that they understand to define the Laws. This takes about 4 minutes. This is collected, evaluated by teacher and held for comparison to post –assessment at the end of a series of lessons.

Objective: The Student will utilize prior knowledge to fill out a concept graphic organizer on segregation (A#1)

In pairs, allow students to complete a word chart. When completed, teacher and students use collective knowledge to discuss students’ written responses. Teacher could fill out a class chart on overhead or chart.

Objective: The Student will review expectations of Stop and Jot reading strategy which will promote “close” comprehensive reading.

Some of the Information about “Stop and Jot strategy is taken from The Columbia Writing Project and the book *The Art of Reading* by Lucy Caulkins)

Stop and Jot is...

- a simple but effective reading strategy which helps the reader to construct meaning and develops higher level thinking skills while promoting independence and confidence in reading. Students simply “slap down a post-it or sticky note” and jot down an idea, reflection, definition, question (and more) about the text passage.
- a strategy which can be utilized to improve comprehension when reading any genre but very rewarding when students are grappling with difficult non fiction text as seen in primary documents
- a strategy that encourages the reader to read “close” and interact with the author.
- a Strategy which promotes historic thinking
- a Strategy that my students love to use.

Stop and Jot is most effective when teachers help students to recognize the significant places or points in the text when the reader should slow down to slap down a post it and jot. “Children Learn a Repertoire of Ways to Respond to Texts.” (Pg. 333 **The Art of Reading**, Lucy Caulkins)

The following is a list that I’ve collected from workshops or personally created for students’ use.

A Repertoire of Ways to Use Stop and Jot

Times when readers could “Stop and Jot” is when...

- readers come across a word or phrase they find confusing

- they have a question about the text
- they recognize the main ideas of text (articles) or author's big idea(fiction)
- reader identifies details that support the main idea(nonfiction) or author's Big Idea(fiction)
- a place where a character in a novel or person in the nonfiction text does something important or noticeably changes character traits.
- sections where the text reminds them of their own lives (connection to the world or themselves)
- sections in which the event resembles another event (comparison)
- sections which show a view of life with which the reader disagrees (critiques)
- places where the author has done something they want to emulate such as author's craft
- places where the pattern in the text is broken
- noticing patterns of organization

*Teachers can direct students to stop and jot for almost any purpose i.e., support for debates.

** Stop and jot definitely helps student acquire historical thinking skill. Just compare this list to Historic Thinking Skills List and you will see Raising new question; Crafting an argument ; Gathering evidence to support an answer/position; Examining documents, journals, diaries, artifacts, sites, art; Making connection to one's own life; Analyzing applying synthesis, evaluating. The two overlap.

Objective:

Student will read the Jim Crow Laws utilizing the Stop and Jot Strategy and analyze its content using The Written Document Analysis Worksheet.

Details of Activity

Provide students with individual copies of Jim Crow Laws

http://www.nps.gov/archive/malu/documents/jim_crow_laws.htm

Students will read the document independently while jotting.

They then work in pairs to complete the Document Analysis Worksheet.

<http://www.archives.gov/education/index.html> (after hitting on this link, go to teaching with documents lesson plans -analysis worksheets)

Share and discuss document and analysis worksheet whole group.

Students and Teacher list some of the laws which "stand out" on class chart and display in prominent place in classroom. This will be utilized in Day 2 lesson.

Homework:

Student will read the Emancipation Proclamation utilizing Stop and Jot Strategy. They will further analyze the document with the document analysis worksheet.

http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

A whole group discussion about students' analysis and their reactions could occur the next day. This will be referenced in Day 3 when examining the "I Have a Dream Speech" by Martin Luther King.

Day 2

Reading *Roll of Thunder Hear my Cry* will vary and could take up to 3 to 4 weeks depending on the time allotted for reading, charting and responding. Providing class time for literature circles and giving reading and “jotting” for homework assignments will expedite the process.

Teacher could use the teacher’s guide for *Roll of Thunder*, <http://www.holton.k12.ks.us/staff/jireland/Summer1999/thunderlessons.htm> Use collection grids, stop and jot, or samples of all throughout the novel. In the guide there are opportunities for students to respond to open-ended question about important social, racial and political issues as well as the typical learning activities found in most literary guides.

Objective:

- **Students will read Roll of Thunder Hear my Cry and chart practices of Jim Crow Laws as seen in this novel.**

Students will read the novel throughout the weeks. As they read they will utilize the activity sheet A#2 to chart the many racial practices of Jim Crow Laws as possible. As they proceeded through the book they will see examples of Jim Crow Laws when characters are at school, play, shopping, and socializing.

Homework: Each night students will read a chapter, Stop and Jot, and chart practices of Jim Crow as seen in Roll of Thunder. Activity Sheet #2)

Day 3

Objectives:

- **Students will recognize the importance of land ownership in *Roll of Thunder*.**
- **Students will chart what is said and done about land ownership throughout this book.**
- **Students will compare this story with historical events as mentioned below and write an expository explaining why land was important.**

Details of the activity:

- Throughout our history, people have been valued in terms of their ability to be a landowner. Right from the start, only a white male **land-owner** could vote. After the Civil war Reparations for slavery came in the form of land. General Sherman, distributed 40-acre tracts of land and the title to the head of each family of freedmen (freed slaves) along with a mule to work the land. (Origin of phrase “forty acres and a mule.)

- The value of land ownership and the struggle to maintain land at all cost is a major theme throughout this book as well as throughout American history. For the Logan Family in Roll of Thunder, land was a source of pride and a symbol of their right to be heirs of the promises set down in the Declaration of Independence.
- **Homework:** As students read Roll of Thunder each night they will chart dialogue and actions relating to land. (A#3)

Assessment: Students will write an expository explaining why land ownership was so significant for the Logan family. Utilize information gathered on the collection charts about land and utilize anecdotal situations from Roll of Thunder as well as historic information support, details and interest. Use Expository Assessment Rubric A#4 for scoring.

Day 4 (Extends over a series of classes.)

Objectives:

- **Students will read (stop and jot) Dr. Martin Luther King’s Speech “I Have a Dream” and examine and interpret the literary devices (metaphors) used.**
Copies of “I Have a Dream”.
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
- **Students will chart historic references made in this speech**
- **Students will explain why Martin Luther’s Speech was “I Have a Dream significant, effective and necessary?**
- **Students will view actual footage of Martin Luther King Delivering “I Have a Dream” speech in front of the Lincoln Memorial in 1965, and they will record their responses.**
<http://video.google.com/videoplay?docid=1732754907698549493>

Details of learning activity:

- Teacher should begin by just a short introduction of the speech and a review lesson on metaphors.
- It is a difficult speech, containing metaphoric and historic references which require careful dissection and background knowledge to be fully understood. In these lessons, the teacher will refer to the historic documents i.e. Emancipation Proclamation
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html
Jim Crow Laws previous examined as well as the newly examined Declaration of Independence,
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
which will require “Close Reading” to promote and optimize understanding.

Homework:

- This assignment begins with students using the stop and jot repertoire to do a close read of the speech.
- Focus students on Luther's use of metaphors and encourage students to jot and interpret all they find.
- Definitions of difficult words should also be jotted.

In class next days:

- In groups of 4-5 students discuss their post-it notes with special attention to metaphor, dates, and historic references
- Students can add new information to their own post-its(in pen to show collective knowledge)
- Whole group discussion of the speech focusing on metaphor, dates, symbols, and historic references.

Homework: (Can serve as an assessment)

- **Objective:** Students will highlight passages that they feel is the most dynamic line or quote from the speech. They then copy it and explain why this passage touched their hearts. (Use Open-ended rubric for assessment)

In Class next day:

- Students will share their special quotes in small groups or full class. Teacher uses open-ended rubric for assessment.
- Show the actual footage of Dr. Martin Luther King delivering his speech
- Student take notes on their observations/ share whole group
- Student use information gathered from the lessons on Martin Luther Kings Speech and from Roll of Thunder to respond to the question :

Assessment: Why was Martin Luther's King's Speech "I Have a Dream" effective and necessary? Use information from the post its (metaphor references) and historic references. Teacher uses Rubric for Expository (A#4)

Suggested Assessment/Evaluation

- Selected Response:
 1. **Jim Crow Post Assessment:** Students will complete a post assessment "Quick Write" listing all they have learned about the Jim Crow Laws.
 2. **Expository Essay: Explain what the racial conflicts between whites and blacks were during the 1930 in America's south.** Student will write an expository essay utilizing information gathered from their novel(Stop and Jot Post Its) graphic organizers (A2) and primary sources(Jim Crow) Referencing anecdotes and support from Roll of Thunder Hear my Cry text in order to provide

necessary detail and interest will be required. Assessment rubric provided on A#4.

- 3. Expository Essay: Explain the significance of land for developing and maintaining an American Identity as seen in Roll of Thunder Hear my Cry.** Utilize information from your Land Reference Collection Chart to support your thesis. (A#3)
Assessment rubric on A#4

- **Open-ended Questions**

Opened questions are provided for each chapter in the Teacher Guide. I carefully pick ones that I feel push the students to critically thinking about the “big issues” effecting people socially, political, and historically. Assessment rubric is below.

- **Rubrics**

- 1. Open –ended Rubric:** I score all open-ended responses according to the Connecticut reading/writing rubric for comprehensive responses.

Score Point 2- Correct, complete, and fully detailed

Score Point 1- Correct but not complete or detailed

Score Point 0- Incorrect

- 2. Expository rubric (A#4) .6 Point Rubric for Expository Responses** can be modified and used as an assessment for any expository essay. It is based on the Connecticut guidelines for writing and expository essay.

Possible Extensions/Resources:

- **Objective: Students will write a sequel chapter to Roll of Thunder Hear My Cry.**

The Book ends with Papa Logan setting his land on fire to save a young boy T.J. from being hung. The white supremacist landowners join forces with the black sharecroppers and landowners to put out the fire. They overcome their prejudices and differences for the purpose of saving the land. What do the students think will happen next? Will the characters return to their previous racial behavior or will the students write a solution To the racial situation as seen in this fine book by Mildred Taylor.

- **Objective: Students will work in groups to write play scrip of a favorite passage or chapter from the book. They could choose their own sequel.** Students could perform the scene for their class and/or parents.

Segregation Chart (A#1)

	Definitions Of Segregation	Synonym For Segregation	Types Of Segregation	Causes Of Segregation	
1.					
2.					
3.					
4.					
5.					

Results of Segregation

1. _____
2. _____
3. _____
4. _____

Evidences of Jim Crow Laws (A#2)

In

Roll of Thunder Hear My Cry

<i>Evidence of Jim Crow</i>	<i>Chapter Page</i>	<i>Explain what happened</i>	

Land References (A#3)
In
Roll of Thunder Hear My Cry

	<i>Land Reference Chapter and page</i>	<i>What was said and by whom</i>	<i>What does this imply?</i>	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Rubric for Expository Response A#4

Score Points	Well developed Response	Points Gained
6	<ul style="list-style-type: none"> ▪ <i>Fully elaborated with specifics from text</i> ▪ <i>At least 3 historic supports</i> ▪ <i>Strong organizational strategy</i> ▪ <i>fluent</i> 	
5	<p>Developed response</p> <ul style="list-style-type: none"> ▪ <i>Moderately well-elaborated with mostly specific details from text</i> ▪ <i>At least 2 historic supports</i> ▪ <i>Generally strong organization strategy</i> ▪ <i>Moderately fluent</i> 	
4	<p>Somewhat developed Response</p> <ul style="list-style-type: none"> ▪ <i>General Historic supports from text</i> ▪ <i>Mix of general and specific details</i> ▪ <i>Satisfactory organization strategy</i> ▪ <i>Somewhat fluent</i> 	
3	<p>Minimally Developed Response</p> <ul style="list-style-type: none"> ▪ <i>Very general Historic support; general references</i> ▪ <i>Mostly general details</i> ▪ <i>Some awkwardness in organization</i> 	
2	<p>Undeveloped Response</p> <ul style="list-style-type: none"> ▪ <i>All general support with little reference to actual historic documents or text</i> ▪ <i>May be disorganized</i> ▪ <i>May be awkward and confused</i> 	
1	<p>Very Sparse response</p> <ul style="list-style-type: none"> ▪ <i>Few vague details</i> ▪ <i>Too brief to indicate organization or development of thesis</i> ▪ <i>Awkward and confused</i> 	