

# BLC Social Studies Lesson Plan

Grade level:   3  

Discipline(s):   History;Geography  

Date:   1/25/2016  

Topic:   Underground Railroad  

Time needed:   10 min  

**A. Objectives / Learner Outcomes (knowledge, attitudes, skills)** “At the completion of this lesson, learners will ...”  
(Remember to use observable / measurable terms + strong verbs.)

Cognitive: After the lesson, students will be able to describe what the underground railroad was used for.

Affective: During the lesson, students will become sympathetic to the struggles the slaves in the underground railroad.

Psychomotor: During the lesson, students will volunteer their answers and actively listen to the lesson.

**B. Assessment Plan:** (How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)

I will ask the students questions and hear their verbal responses.

**C. Multiple Intelligences: Select one primary and include any others that apply.**

<u>  P  </u> verbal linguistic	<u>      </u> musical/rhythmic	<u>      </u> visual/spatial
<u>      </u> logical/mathematical	<u>      </u> interpersonal	<u>  S  </u> intrapersonal
<u>      </u> bodily/kinesthetic	<u>      </u> naturalistic	<u>      </u> existential

**D. Materials/Equipment needed:**  
“Unspoken” “Harriet Tubman”

**E. Essential Vocabulary:**  
Slavery  
Escape  
Hide  
Quakers

**F. Accommodations for Diverse Learners:** (ELL/ESL/LEP, LD, gifted, etc.)  
Fred has a concussion so I will let him take breaks when he needs it.

**G. Standards in Historical Thinking:**  
(Check those that apply.)

       Not applicable to this lesson  
       Chronological thinking  
  X   Historical comprehension  
  X   Historical analysis and interpretation  
       Historical research capabilities  
  X   Historical issues-analysis and decision making

**H. NCSS Curriculum Themes:** (highlight those that apply)

<b>I.</b> Culture	<b>VI.</b> Power, Authority, and Governance
<b>II.</b> Time, Continuity, and Change	<b>VII.</b> Production, Distribution, and Consumption
<b>III.</b> People, Places, and Environments	<b>VIII.</b> Science, Technology, and Society
<b>IV.</b> Individual Development and Identity	<b>IX.</b> Global Connections
<b>V.</b> Individuals, Groups, and Institutions	<b>X.</b> Civic Ideals and Practices

**I. MN Standard code:**

**Standard:**



## **J. Lesson Planning of Teaching/Learning Activities:**

### 1. Anticipatory Set/Introduction/Focusing Event

People are after you. They want to capture you and possibly hurt you. Luckily you have a safe place to run to. Where would you go in a dangerous situation like that?

*Transition: Today we are going to talk about the Underground Railroad and where some people went for their safe place.*

### 2. Input: Outline of Presentation – steps/strategies/modeling (means of instruction)

- Talk about the vocabulary words slave, hide, escape
- Ask what they think about when they hear “Underground Railroad”
- Explain that this wasn’t actually a railroad, but a route of escape to freedom for the slaves
- Say that Harriet Tubman was who started the Underground Railroad and she was a slave who escaped to freedom
- There were stations (like a railroad station), these stations were houses that belonged to primarily Quakers (conductors) who would hide the slaves from the people who wanted to harm them.
- The Quakers were a religious group
- Explain that at the time, what the Quakers were doing was wrong because society believed that slavery was okay.

*Transition: Let’s think about how we can apply this to ourselves*

### 3. Learning Activity

Ask the students if they knew someone who was in trouble would you help them? How? What if it was something illegal? Would you still help them?

Have this be an open class discussion.

### 4. Evidence of Learning: How will you know when the learners have reached the objectives?

I will hear the children’s verbal responses throughout the lesson and in the group discussion. They will begin to think about what is right and wrong and what they should do in difficult situations.

*Transition: Now let’s talk more about Harriet Tubman*

### 5. Closure and Independent Practice for transfer of learning (Assignment)

The lesson will continue you with more information about Harriet Tubman and how she started the Underground Railroad.

## **K. Reflection of Teaching/Learning:** (How did I teach? What changes could I make?)

