The Benefits of Cross Curricular Collaborative Thematic Planning and Instruction on High School Student Academic Success

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Cross-curricular collaborative learning is not only meant for high school and elementary students, but also research shows that colleges and universities as well as businesses are exploring similar methods of instruction to heighten academic performance. Students frequently face difficulties when faced with the task of making connections between life and academics. Furthermore, academic relevance for undesirable classes increases student acceptance of such courses. Encouraging students to excel and developing independent critical thinkers is the goal of a high school education. When students are not challenged and engaged, they frequently fail to learn as successfully.

The key focus of this paper is to show the benefits of cross-curricular collaborative education on the academic success of high school students. By making connections across classes, students have a better chance of becoming engaged in their learning therefore demonstrating higher levels of success in academics. This paper begins by examining the research into collaborative learning models in order to demonstrate their interdisciplinary effectiveness, implementation, and improvements in student achievement while participating in cross-curricular collaborative learning environments. The paper concludes by providing a sample thematic unit that can be used across English, history, and math to make valuable connections.

Thematic teaching units designed to enhance cross-curricular collaboration among English, history, and math are the most advantageous way to begin facilitating student achievement. This paper includes examples of lessons that offer interactive activities linking the core subjects: English, history, and math. In addition to these
lessons, there are also program descriptions, instructional resources, thematic assessments, and a discipline-specific empirical multi-media project. The lessons provided are geared for eleventh grade students taking both American Literature and American History.
The Benefits of Cross Curricular Collaborative Thematic Planning and Instruction on High School Student Academic Success

Introduction

There is very little collaboration between teachers in similar subject areas and even less collaboration between teachers in differing subjects in many traditional public schools. (Allan & Estler, 2005) In many elementary classrooms across the nation, student instruction ensues in environments were subjects have clear, identifiable connections. There are connections made between what the students are learning in history and what they are reading in English. Frequently this connection is lost once students leave traditional elementary classrooms and many students are indicating a lack of development in reading, writing, and math skills. (Allan & Estler, 2005) Allan and Estler (2005) describe the current condition of learning in secondary and post-secondary classrooms as organized anarchy. Allan and Estler further go one to describe organized anarchy as an exacerbation of ambiguous, competing goals among courses, lacking clear methods for achieving goals. This kind of anarchy is perpetuated by the “professional autonomy of faculty of members” (p. 213). This is not the case in a classroom where teachers have worked collaboratively to create lessons that are most beneficial to the students’ overall environment. Teachers participating in cross-curricular collaborative thematic planning combine their strengths in order to work as a team to develop the best possible environment for students. This includes caching one-another (peer-coaching), offering support, and instructing colleagues in differing schools of thought. (Farrell, & Little, 2005) Many educational institutions are recognizing the importance of providing a learning environment that makes connections so students are
better prepared to master the learning objectives created from pre-identified standards of learning and achievement. (Allan & Estler, 2005) Moreover, Allan and Estler (2005) report that a trend is beginning to develop at multiple levels where more than English and history teachers are participating in cross-curricular collaborative teaching units.

The concept of teaching across the curriculum through collaborative learning strategies is being used in business, medicine, kinesiology, counseling, and many other areas of academia. (Allan & Estler, 2005) This paper uses empirical research from all the above mentioned fields of study to prove that cross-curricular collaborative thematic planning can be the most beneficial practice for academic success.

The terms collaborative teaching, co-teaching, peer teaching, and cross-curricular teaching are often interchanged when discussing the ideas of teachers teaming up to share the responsibilities of educating the youth. (Dyer, 2003) Dyer (2003) further defines cross-curricular thematic planning and collaboration as a hybrid of interdisciplinary and trans-disciplinary processes. Interdisciplinary teamwork “promotes work interdependence . . . [and] increases responsibility on the part of team members for group performance and student outcomes” (Dyer, 2003. p. 186) while transdisciplinary teamwork is “dependent on effective and frequent communication among members” (Dyer, 2003. p.186). In this paper, the title cross-curricular collaborative teaching is used to identify a learning environment where more than one teacher is responsible for the learning and success of a group of students by creating and using thematic units that link multiple content areas.

Cross-curricular collaborative thematic units provide students with the opportunity to see how one subject relates to the next. (Silva 2000) The English lesson can help to
build on the History lesson making it more accessible to the students. In return, the history lesson helps the students to better understand the complexities of the literature. Diane Silva (2000) explains in her article from the Journal of Curriculum and Supervision that learning is a “holistic process, learning is an active and interactive process, [and] conceptual understanding is built on repeated contact with a variety of real people, places, and events” (p. 283). Clearly the more students are exposed to a particular subject in multiple ways; the better they are going to understand the subject.

History of Cross-Curricular Education

Educational reform in the past has made it necessary for schools and districts to reevaluate their teaching practices. “Roughly 50 years ago, national movements to improve education focused on academic quality and social equality” (Farrell, & Little, 2005. P. 84). Research conducted by Daniels and Housley (Daniels, & Housley Gaffney, 2009.) demonstrates the changes that cross-curricular education has faced over the years. Not only has its name changed, but also its focus, span, and intention. According to the article, American educational reform in the early twentieth century paved the way for collaborative learning practices. The most widely used and the earliest form of cross-curricular collaboration came in the form of writing. The goal was to implement writing across the curriculums (WAC). (Daniels, & Housley Gaffney, 2009.) “Over the past 20 years, scholarship and practice in WAC has embraced a number of different emphases, two of the strongest and most prolific being in the areas of writing-to-learn and writing-in-the-disciplines” (Daniels, & Housley Gaffney, 2009. p. 126).

In recent years there has been a shift from teachers being given curriculum from their central, district office, in favor of teachers and administrative teams creating the
curriculum that best meets the needs of their student population. (Schwab, 1983) J.J. Schwab (1983) recommends, in his research, that curriculum development should be done by a group of people. Within this group, one person would act as the leader in order to facilitate and manage concerns. This kind of shift in recognizing who is responsible also establishes a belief that teachers and principals can work collaboratively to create learning environments that demonstrate educational decisions which are most beneficial to their school. (Hawthorne, 1990.) This new idea in teaching practices and planning has opened the doors, now more than ever, for opportunities in cross-curricular collaborative planning. (Hawthorne, 1990)

The creation of standards based instruction has further developed the need for teacher and principal based planning in order to help raise individual school performance on standards based tests. (Horton & Hayes, 2005.) Each school is individually judged and funded based on their ability to demonstrate academic achievement, at a pre-determined level by the state, in the core content areas. The No Child Left Behind Act of 2001 (NCLB) established educational standards for each of the fifty states in terms of academic success. Because of the NCLB act, academic content standards have become the foundation for the development of assessments, achievement goals, and performance descriptors. (Horton & Hayes, 2005.) With the new federal regulations on educational performance, teacher and administrative-driven lessons, curriculum units, and increased performance are more important than ever before. (Horton & Hayes, 2005.) Cross-curricular collaborative teaching units, “[enhance] teacher improvement and student learning by providing ongoing opportunities for educators to share their unique knowledge bases and expertise,
allowing exploration of new ideas and expansion of professional skill repertoires” (Farrell, & Little, 2005. P. 83). According to several educators, collaborative teaching, co-teaching, peer teaching, and cross-curricular teaching may be the key to resolving the educational dilemmas. (Farrell, & Little, 2005.) Furthermore, “Politicians, educators, and students are not the only ones who recommend working in unison. Duchardt and colleagues (1999), special education faculty at Northwestern University, found that 'businesses have promoted the effectiveness of teamwork for years . . .'” (Farrell, & Little, 2005. P. 86).

Research

Research involving cross-curricular collaborative planning covers a large range of classrooms that need specialized programs and instruction to best meet the needs of the diverse student bodies in most schools. Barr, Ghere, and Sommerness (2007) describe the trial of meeting all student needs as educators being “challenged in providing coherent and differentiated instructional program[s] for the wide array of learners served” (p. 303). Cross-Curricular collaborative planning research is being done at multiple levels with varying degrees of success and implementation.

Implementation and success are not only based on the main-stream student, but also on the needs of the English Language Learner (ELL) and the Special Education student. One research article from *Communication Education* describes the importance of collaborative instruction by defining it as:

> . . . the implementation of collaborative instruction in disciplines other than communication typically in the form of a university program or initiative. Such implementation focuses on changing and enhancing these disciplinary cultures’
teaching practices, instructional resources, and student learning abilities, hence changing their pedagogical course of development (Daniels, & Housley Gaffney, 2009. p. 125).

Cross-Curricular collaborative planning is becoming more and more accepted at all levels of academia. It is not solely a method intended for high school or elementary students. Instead, it is also becoming a focus in graduate and doctoral programs. (Orr, Hall, & Hulse - Killacky, 2008.) One such program, as reported in *A Model for Collaborative Teaching Teams in Counselor Education*, reports the importance of using collaborative learning at all levels:

To be successful then, faculty members in any discipline, including counselor education, must master the core competencies of teaching, service, and scholarship . . . In fact, the Council for Accreditation of Counseling and Related Educational Programs requires that doctoral programs in counselor education and supervision provide students with the opportunities to ‘develop collaborative relationships. . .’ (Orr, Hall, & Hulse - Killacky, 2008. P. 146)

The article goes on to explain that collaborative teaching models and collaborative teaching teams allow students to obtain experience and aids increased overall competency. (Orr, Hall, & Hulse - Killacky, 2008).

*Studies and Results*

The results of a study reported in the journal of *Literacy Research and Instruction*, determined that a major influence in student achievement is personal relationships among the students and their school, their community, and their teachers.
The study found that the biggest influence on student achievement is the school of attendance: “Students attending schools in which there is a keen awareness of academic purpose tend to develop more readily a sense of community that contributes to the school’s effectiveness” (Mallette, 2009, p. 173). Since the school provides the biggest influence on student achievement by building a sense of community, students should see such relationships among not only themselves and their teachers, but also between each of their individual teachers. Teaching thematic units across curriculums is one way to build those relationships that will demonstrate a sense of community. (Mallette, 2009) Diane Silva further states, in her article *Collaborative Curriculum Encounters*, that the best way for children to learn is to make connections between what they already know and what they are learning. This can happen through the use of cross-curricular thematic collaborative planning that teaches students to make valuable connections not only with what they already know, but also with what they are learning from each subject. (Silva, 2000) Alessandra Desbottes and Tammy Nicholls (2004) concur with Diane Silva (2000) in that their research found similar results. According to the results reported by Desbottes’ and Nicholls’ (2004) study, reported in *Education Review*, pupils were able to gain strengths. Such as, students coming out of their shells and becoming more willing to try tasks they had previously been reluctant to try. (Desbottes & Nicholls, 2004) They found that the students found cross-curricular learning more interesting because it made “all aspects of the work interesting and meaningful, something some pupils do not find in isolated lessons” (p. 84). They further found that their pupils were able to develop skills that
helped them to be more independent learners and creative thinkers. (Desbottes & Nicholls, 2004)

Richard Harris and Tracey Bretag (2003) reported positive results with their case study on the collaborative efforts between technology and other learning environments. Their focus was to increase communicative competence with a focus on writing and speaking within a management career: “The success of the activities undertaken to improve the quality of the learning experiences in the course can be seen from the movement in student grades” (Harris and Bretag, 2003. p. 184).

Finally, Barr, Ghere, and Sommerness (2007) reported, in *Collaborative Teaching to Increase ELL Student Learning: A Three-Year Urban Elementary Case Study*, that collaborative teaching relationships were rewarding and successful for the ELL population they studied in their research. Their study collected three types of data from a population of 75 – 80% of participants who were of color and 2/3 of those students were qualified for free or reduced-price lunch. Furthermore, of those students “between 40% and 53% were identified as ELL’s and about 13% qualified for special education” (p. 305). They report that: “Of greatest importance, ELL student achievement increased substantially” (p. 303). They concluded that the implications for practicing collaborative teaching models and the implementation of this type of teaching “include building the knowledge that supports collaboration, strategically allocating instructional personnel, and providing ongoing opportunities for collaborative learning and development” (p. 303).

One of the obvious problems with the research conducted is that most of the results and findings are coming from teachers and participants of a collaborative-
teaching model: “The collected sample of lead instructor reflections does not provide a complete evaluation of their experiences” (Orr, Hall, & Hulse-Killacky, 2008. pp 160 – 161). Hawthorne found that “the research tools and designs developed to study and describe teachers’ curriculum decision making range from survey instruments and simulated planning-out-loud techniques to extensive interviews with teachers, analysis of lesson and unit plans, and content analysis of teacher journals” (Hawthorne, 1990. pp. 281 – 282). Another problem stems from the lack of research actually conducted with teachers who did more than just give their perceptions of what they think as opposed to actually participating in a collaborative teaching model. (Hawthorne, 1990) More complete journals, observations, and other means of collecting data are needed to make a better assessment of collaborative-teaching. As reported by Harris and Bretag, student grade increases are a good reflection of its success. Diane Silva reported in her study that “the curriculum implementation process must focus not solely on student learning but also emphasize and value teachers’ learning to know the curriculum” (Silva, 2000. p. 298) Teacher learning can be assessed, according to Silva, through debate, deliberation, and choice as opposed to focusing only on student achievement.

Results

Even with all the positive research and support for cross-curricular education, there are still many educators that are resistant to change and acceptance of the teaching and planning practices. The problem, according to Richard D. Hawthorne (1990), is that:

In the context of the ordinary elementary, middle, or high school, however, collaborative curriculum decision making promises to be a complex moral, social,
and political activity. The shift from teachers’ planning in the isolation of their individual classrooms to the dynamics of group deliberation calls for changes in each educator’s curriculum perspective and decision making, as well as in the culture of the school (Hawthorne, 1990. p. 279)

Further research has found the idea of loosing some autonomy and self expression to be one of the biggest obstacles in collaborative-teaching. Orr, Hall, and Hulse-Killacky (2008) also found that teachers prefer to have a personal style that allows them to incorporate their own philosophy of teaching and learning along with their preferred methods of content delivery. Allan and Estler (2005) also reported that the diverse world of k – 12 and postsecondary teachers also require “instructional leaders [be] able to build successful and affirming diverse educational climates. Therefore, faculty educating those leaders must be able to implement curricula that integrate the skills and knowledge for cultivating diversity –sensitive leadership” (p. 209). Teachers prefer to plan and pace at their own rate and according to their own pacing schedule. Schneider and Pickett (2006) stated that the differences in perspectives are the keys to what makes collaborative- teaching difficult. They stated, in their article, that the conflicts between the different disciplines are expected. They also went on to state that there will be a “struggle with new teaching strategies” (p. 264). What the teachers are missing, according to Orr, Hall, and Hulse-Killacky (2008), is that the group provides the models for developing the lessons and then personalization and style are encouraged from that point. This teaching and learning model “would cast teachers in decision-making roles, offering them opportunities to share their voices and provide leadership toward curriculum they would enact” (Silva, 2000. p. 298).
Brookfield (2006) stated that, teachers bring different gifts, talents, and handicaps to the learning environment. Therefore, teachers can complement one another and thus give students different approaches that still work with our own gifts. Research and studies are constantly being done to determine the usefulness of collaboration in multiple fields of study. Brookfield (2006) goes on to say that, students “often appreciated the energy generated by team teaching and the chance to work with different faculty who exhibit a range of identities and skills” (p.169). Education, as mentioned above, is not the only organization focusing on collaboration within their workplace. For instance, a study down by business professors found that “. . . collaborative, whole-systems work because it unlocks the innovation possibilities found in multiple perspectives. It requires special planning and skillful execution. . .” (Godwin, L. & Neville, M.G. 2008. P. 11) Ann Lieberman states that “Working in collaborative situations exposes teachers to new ideas, to working on problems collectively, and to learning from the very people who understand the complexity of their work best – their own colleagues” (Lieberman, 1988. p 7). Furthermore, a study done between engineering and science teachers by Schneider and Pickett (2006) found that “partners will be able to combine their individual expertise in ways that will create higher quality products” (p. 259).

Another big issue, expressed by teachers, with collaborative teaching and planning is the issue of time constraints on the teachers in terms of planning and preparation time. (Allan & Estler, 2005) “A critical factor limiting change in higher education is the central role of faculty and the diverse and competing demands on their time and attention” (Allan & Estler, 2005. P. 224). The solution to this problem comes in
the concept of Collaboration as a hole. When collaboration is shared among several 
colleagues, the strain and time pressures forced on one individual are lowered and then 
shared among the group. Allan and Eslter (2005) concluded that scheduling early and 
often is important for limiting the demands on any one teacher’s time.

Conclusion

The ultimate goal of education is to provide a solid foundation of information that 
can be used to further enable people to be successful in life. According Lev Vygotsky, 
our knowledge is constructed through social interaction. “New Knowledge, or 
conceptual change, takes place when out previously held concepts are challenged. This 
causes a state of discomfort until a new understanding that incorporates the newly 
acquired knowledge is developed” (McCarty & Schwandt, 2000). By working together 
teachers offer students “a different perspective on what education means: different 
faculties were not in competition, they could work alongside each other effectively and 
creatively in an enjoyable context” (Desbottes and Nicholls, 2004. p 83) thus allowing 
students to be more comfortable working alongside teachers to master each subject 
area. Teachers who support each other, encourage the importance of all learning, and 
demonstrate effective teamwork, set a better example overall for their students. Finally, 
Schneider and Pickett (2006) encourage the continued focus on collaborative-teaching 
in spite of the negative components that will inevitably be identified. They encourage 
this further implementation of collaborative teaching because it “can [have] productive 
phases for change and improvement” (p. 264).

With all the changes in education and curriculum planning, it is important to 
continue analyzing, synthesizing, and evaluating research to find the best methods of
instruction for students of all ages. Based on the research, clearly cross-curricular thematic planning is an effective means to structure academic instruction.
Project Procedures

This project developed from my experiences with cross-curricular learning while I was in school. In Junior High our entire school was organized into learning groups where each subject was contributing to one unified topic. My experience was actually driven by the science class at my school. Each student was given a designated group and we all had the same teachers, maybe not the same periods. In science we were studying an infectious disease and then in all other subjects we were studying topics that correlated to that infectious disease. It was the coolest learning experience. I still remember several of the details.

When I was going through my interviews to establish my first teaching assignment after college, one of the major things I presented in my interviews was the idea of collaborative learning. The school that actually hired me was moving in that direction. The principal later told me that his main reason for choosing me as a new hire was because I wanted to be involved with collaborative learning. The school that hired me was already divided into Small Learning Communities (SLC), and they were attempting to implement collaborative-cross-curricular learning.

Unfortunately, most of the teaching staff did not want to participate in this kind of learning environment. Sadly, SLC collapsed at our school site. This did not stop me from believing that SLC and collaborative learning is the best way to instruct students. I met with a couple history teachers that felt the same way I do and we began to work together. Again, this did not go as well as planned. We did not have similar students or aligned classes.
I have not stopped aligning my English lessons as best I can to the history standards. I use the history standards and their recommendations for literary texts as the foundation for the texts I teach. I have heard from several History teachers at my site that the students are coming in better prepared for their lessons as a result of my efforts to link the History and Literature.

In order to link the two subjects I went to the History standards and the History pacing guide for my school site and chose literature that would complement their teaching objectives. This is how I chose to do *Incidents in the Life of a Slave Girl*. When I chose this novel as my focus, there were no lessons available for me to pull from; I have had to create everything I use for this unit on my own. I have had four years of teaching experience with this text in order to make changes and alterations to student needs. Also, my four years experience with this text has allowed me to see what connections need to be made with Math and History to make the learning model successful. The students enjoy the book and have gotten better about making connections.

In my project I have included the entire English Unit that I teach with my students. I have also included recommended History lessons and Math lessons to compliment the unit so as to provide for collaboration.
Project Evaluations

The first evaluator of my project is Mr. Terrance Keavney, a Math teacher, of over 15 years of math experience, at Rialto High School. Mr. Keavney was my first choice as reader because of his experience and expertise in Math. Since Math was the hardest subject for me to incorporate into my project, I needed someone knowledgeable in the subject to offer feedback and evaluation of whether or not my math section and problems were accurate. He offered several suggestions about how to make it better and more realistic for an Algebra II class. First, problem number one was incomplete the way it was written and he did not feel the scenario made sense. He suggested changing the wording and asking the students to graph the equation after completion. He said that this made more sense in a math classroom.

My second reader is Heather Bartlett. Mrs. Bartlett is an English teacher at my high school, with 10 years teaching experience, and the twelfth grade English Department Chair. Heather not only made comments about the project, she also proofed read for grammar, word choice, and punctuation. The suggestions and corrections she suggested have already been incorporated into the body of the paper. Below are her overall comments about the project:

"-You have a good example with the Civil War based unit of a cross-curricular unit. Nothing seems forced, even in math. I could easily see a math teacher conducting his/her own lecture and then use your word problems for class work or home work. - Also, I like how you were able to connect an example of cross-curricular research with the research you found. It made the idea much more ‘user-friendly’"
My third reader was Teresa Adams a Social Sciences teachers with eight years of teaching experience. Mrs. Adams’ major concern was the lack of concrete details with citations as opposed to commentary. She explained that a research paper should have fewer quotes, more citations, references, and should have less commentary. I reviewed the places where she questioned my citations and references. I shortened several of the longer quotes and did more synthesizing. Mrs. Adams also said that the history unit looked well done and pretty thorough. Her concern was that it would take longer than teachers have allotted for the time frame. She suggested fewer activities so that the entire unit could be covered in a week to a week and a half.

My fourth and final reader, Mr. Rick Whited a United States History teacher with over ten years teaching experience including Advanced Placement U.S. History, thought the unit was excellent. He liked the debate topics and structure. He said I hit enough of what he needs that the time would not be an issue. Since I used his core text for the creation of my study questions, he is now able to barrow some of my questions. His suggestion was not for the history lessons, but instead for the English lesson. He recommended teaching *Uncle Tom’s Cabin* instead of *Incidents in the Life of a Slave Girl*. He explained that *Uncle Tom’s Cabin* was a powerful fictional text that was making impacts on society during a time when tensions were high. It was one of the few ways that Northerners were able to see what was happening in the South. It was the first time they actually were exposed to what they were arguing about. He recommends teaching that text and using excerpts from the text I chose.
Bibliography


Looking at the Civil War through history and the eyes of a survivor

Harriet Jacobs and the Civil War

How does understanding the way our nation was established and the principals that it was established by influence our thoughts about today?

Integrated Cross-Curriculum Unit

Jennifer Johnston

A list of credits, resources, and Acknowledgements are included in the Bibliography at the end of this document.
Introduction

Students learn best when they are able to make connections and see how what they are learning is affecting them. By teaching thematic units across the core subjects, Math, English, and History students are able to better understand why it is important for them to have a well-rounded education.

These lesson plans are meant to give a group of teachers the opportunity and resources to teach across the curriculum using thematic instructional strategies. Lessons are provided for each of the core subjects – see above – along with suggestions for extending the lessons outside the school day and classroom.

Looking at public documents in early American Literature is complicated. Much of the early writings in this genre are journals and diaries written by people who lived during the time period. Harriet Jacobs’ account of the kindness and cruelties of slavery gives the students a well-rounded view of some of the major turning points of the time period along with a well-rounded image of slavery. Unlike other books written about the time period, Harriet Jacobs shows that there are two sides to every story.

Keeping this basic idea in mind, the history lessons also look at comparisons between several aspects of the Civil War and time period. Making comparisons between ideas helps students to better understand the intricacies of both history and literature.
Cross Curricular Collaborative Thematic Planning

**Teacher Notes**

The unit is designed to meet the needs of the standards associated most directly with United States History and American Literature. Examples math teachers have been provided in order to make a link between the subject areas.

The texts included in this unit are designed to help students focus on and understand the issues surrounding the American Civil War. The literature is a firsthand account of a former slave. This literature is meant to support the history teacher by providing real life examples that help students to visualize and draw connections between events.

The literary component includes carefully chosen chapters from a slave narrative. The literature allows teachers to incorporate literary devices, writing strategies, difficult vocabulary, and historical references. Students should be assigned reading prior to instruction of worksheets and activities; however, it is possible to read as the unit progresses.

The worksheets and activities can be used out of order and work well as assessment tools. Since the worksheets will be helpful to other lessons throughout the unit, students should keep all work in a notebook. This also allows all teachers involved in the collaborative effort access to all course materials the students have completed. Furthermore, worksheets are designed to be used as a tool for direct instruction, individual practice, Pair Share, or as small groups. Most worksheets work well as overheads.
The background and historical contexts for the lessons are taught in the History classroom so as to allow the English teacher the opportunity to focus on the literary aspects as well as the connections between the two subjects.
The History of the time period: Ranging from 1800 – 1870

Standards:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Objectives:

- By studying literature set in the time period of the Civil War I can examine the effects of said war and the reconstruction on the United States’ progress to becoming a world power by completing activities included in a notebook with 80% accuracy.
- I can make connections between the events of the Civil War and Reconstruction and their attempts to realize the philosophies described in the Declaration of Independence by completing activities, writing assignments, and projects with 80% accuracy.

Notes to the Teacher:

The following lessons are meant to be completed in conjunction with a United States History textbook. The text book that was used in the creation of these lesson plans is listed in the works cited section of the lesson plan guide.

History teacher has the flexibility to choose which lessons will most reasonably work within the time constraints of their scope and sequence or pacing guide. History teachers are encouraged to use as many of the activities as needed to ensure the successful completion of each history objective as outlined in the California Standards for United States History.

A description of each activity has been provided, as well as a calendar of sequencing and pacing.
## Pacing Calendar History

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| - Introduction of unit question  
- Map activity  
- Begin timeline activity | - Introduction of textbook study questions part I pages 156 – 165 | - Textbook Study questions part I continued | - Historical Debate I | - Quiz over section I  
- Introduction section II pp 168 - 174 |
| Textbook Study questions part II continued | Textbook Study questions part II continued | Historical Debate II | - Quiz over section II  
- Introduction section III pp 175 - 183 | Textbook Study questions part III |
| Textbook Study questions part III continued | - Quiz over section III  
- Introduction section IV pp 184 - 189 | Textbook Study questions part IV | - Historical Debate IV | - Quiz over section IV  
- Introduction section IV |
| Final Exam  
All other assignments due | | | | |

## Map Activity / Timeline activity

In order for students to understand the issues surrounding the politics behind the expansion of slavery and the actual locations of Southern and northern states, students will begin a map of the United States that identifies the states and territories involved at the beginning of the war. As the students progress through the unit, they will continue to add to their maps (battles, locations, territories, etc.) so that they may see how the country grew and divided.

Along with the map, the students will create a time line that gives them a written account of the changes occurring during the time period. The timeline should include as many important dates as can be associated with the map.

The map and timeline will work together, in that as the students identify places on the map, they will also include a timeline entry to go along with the map. Each item on the map as well as on the timeline is to be numbered so that the two work together to establish understanding.

Teachers will need to download a blank copy of the map of the United States for this activity.

This activity is to be completed throughout the unit and should be assessed at the end of the teaching unit.
Textbook Study Questions

Study questions have been provided that correspond to the textbook listed in the works cited section. Teacher is encouraged to lecture or provide further explanations of materials from the textbook.

Study Questions Sections I:
1. What are two ways that the north and south are noticeably dissimilar?
   a. Religion and culture
2. What “peculiar institution” of the south increased tensions between the two regions?
   a. Slavery
3. What worsened the controversy over slavery?
   a. New territories and states coming into the union
4. What was the south’s reasoning as to why California should become a slave state?
   a. It was south of the Missouri compromise line
5. What does secession mean?
   a. The formal withdraw of a state from the union
6. Who attempted to make a compromise for the North and the South?
   a. Henry Clay
7. What is the compromise that Clay created called?
   a. Compromise of 1850
8. Describe the details of the compromise of 1850
   a. For the North: California would be a free state
   b. For the South: A new and more effective fugitive slave law.
   c. Both sides: allowed for Popular Sovereignty
9. What is popular sovereignty?
   a. The right to vote for or against slavery
10. Which president supported the Compromises composed by Clay?
    a. Millard Fillmore
11. What are the terms of the Fugitive Slave Law?
    a. Alleged fugitive slaves were not allowed a trial by jury
    b. Anyone convicted of helping a fugitive was liable for $1,000 in fines and imprisonment for up to six months
12. What did the outrage of the Fugitive Slave law path the way for?
    a. Underground Railroad
13. What is the Underground Railroad and who established it?
    a. It is a secret network of people who would hide fugitive slaves and help them make their way North and to Canada.
    b. Escape routes
14. How did the Underground Railroad work?
    a. Conductors on the routes hid slaves in secret tunnels and false cupboards
    b. Gave them food and clothing
    c. Escorted or directed them to the next station
15. Who was one of the most famous conductors of the Underground Railroad?
    a. Harriet Tubman
16. Who wrote the famous novel *Uncle Tom’s Cabin* as a response to her extreme hatred towards slavery?
    a. Harriet Beecher Stowe
17. Describe the Kansas-Nebraska act and its effects of the rising tensions between the North and the South
   a. It divided Kansas and Nebraska in half making Nebraska north and Kansas South
   b. It repealed the Missouri Compromise
   c. The North believed the bill was a plot to turn the territories into slave states.
   d. Both states would have popular sovereignty

18. How did the state of Kansas earn the name “Bleeding Kansas”
   a. “Border ruffians” from the slave state of Missouri illegally voted and won a fraudulent majority for the proslavery candidates.
   b. Abolitionists were furious and rebelled
   c. Two governments were set up, one for each side, and eventually bloody violence ensued.

19. What effect did the slavery issue have on the Democratic and Whig parties?
   a. It caused a split in the Whig Party and weakened the Democratic Party

20. What was the Dred Scott decision and why was it so important in the slavery conflict?
   a. Scott was not a citizen; therefore he was not allowed to sue because he had no legal standing.
   b. Being in free territory does not make a slave free because the 5th amendment protects property including slaves.
   c. The South saw this as a guarantee of the expansion of slavery and the North believed the South had too much control.

21. What was the disagreement between Lincoln and Douglas?
   a. Neither man wanted slavery, but they disagreed about how to keep it out.
   b. Douglas believed in popular sovereignty and Lincoln believed it was immoral to have slaves.

22. What happened at Harpers Ferry?
   a. John Brown led a group of 21 men (white and black) into Harpers Ferry, Virginia
   b. He lead a seize on the federal arsenal there in hopes of starting a slave uprising
   c. He was not successful

23. How did Lincoln’s election result in secession?
   a. The south felt that they had lost their political voice in the government

24. What was the first state to succeed from the Union?
   a. South Carolina

Study Questions Sections II:

1. Where were the first battles of the war fought?
   a. Fort Sumter and Bull Run

2. What were the relative strengths and weaknesses of both sides?
   a. Strengths of North: Factories, population, greater food production, more extensive railroad system
   b. Strengths of the South: “King Cotton,” first rate generals, and highly motivated soldiers

3. Who won the battle of Bull Run and who is the most notable general from that battle?
   a. The South won the battle
   b. Stonewall Jackson

4. What percentage of the men who fought at the battle of Shiloh were killed?
   a. About ¼ of the 100,000 men were killed, wounded, or captured

5. Why was control of the Mississippi River so important to the Union?
   a. Control of the Mississippi River would allow the Union to split the Confederacy in half

6. Why did both the Union and Confederacy care about British neutrality?
   a. Britain had a strong Navy and industrial power. Neither side wanted Britain to support the opposing side.

7. What day is none as the bloodiest single-day battle in American History?
   a. Antietam

8. Why was McClellan removed from command?
   a. He could have ended the war by attacking the Confederate Army after the battle of Antietam, but instead he did nothing.
9. In what way was the Emancipation Proclamation a part of Lincoln’s military strategy?
   a. It gave the war a moral purpose by turning the struggle into a fight to free the slaves.
10. How did African Americans assist in the fight for their freedom?
    a. They served in the Union Army.
11. What additional suffering aside from combat, did soldiers face?
    a. Filthy surroundings, limited diet, and inadequate medical care
12. How did women help improve conditions for soldiers?
    a. They volunteered as nurse

Study Questions Sections III:

1. What eventually happened to General Stonewall Jackson?
   a. He died of Pneumonia
2. After Jackson died, Lee decides to invade the north. What did he hope to gain?
   a. He hoped to gain supplies and public opinion
3. Where was the most decisive battle of the war fought?
   a. Gettysburg, Pennsylvania
4. Who are the two men, one from each side, who lead the armies at the most decisive battle?
   a. Lee for South
   b. Meade for the North
5. How many Northern troops and Southern troops were involved on the first day of that battle?
   a. 90,000 Union
   b. 75,000 Confederate
6. How long was the battle of Gettysburg?
   a. 3 days
7. What were the losses of that battle?
   a. 23,000 Union and 28,000 Confederate men were killed or wounded
   b. Total casualties were more than 30%
8. What is Lincoln’s Gettysburg Address said to have helped the country realize?
   a. It is not just a collection of individual states; it was a unified nation
9. Why was the taking of Vicksburg so important?
   a. It allowed the Union to control the Mississippi River
10. Why was the Union so passionate about taking control of the Mississippi River?
    a. Control would allow the Union to split the Confederacy in two
11. Since the South was running low on many crucial supplies and men, they hoped to hold out for a what?
    a. Armistice
12. Who was appointed commander of all Union armies? Who was appointed commander of the military division of the Mississippi?
    a. Ulysses S. Grant
    b. William Tecumseh Sherman
13. Why did Sherman and Grant want to wage “total war”?
    a. They believed only total war would break the South’s will to fight
14. Where did the South eventually surrender? When?
    a. Appomattox Court House a city in Virginia
    b. April 9, 1865
15. What political and economic changes were caused by the war?
    a. Increased the federal government’s power and authority
    b. It widened the gap between North and South economically
    c. Wrecked the South’s industry and farmland
16. How was the Civil War the first modern war?
   a. Because of developments in technology

17. Which amendment ended slavery?
   a. The 13th

18. Who assassinated Lincoln?
   a. John Wilkes Booth

**Study Questions Sections IV:**

1. Describe Lincoln’s plan for reconstruction
   a. Lenient
   b. Called the Ten-Percent Plan
   c. All Confederates would be pardoned, excluding high officials and those accused of war crimes
   d. As soon as 10% of a Confederate state agreed, pledged allegiance, and voted on this, they could be let back into the Union

2. How were Johnson’s and Lincoln’s plans different?
   a. He prevented high-ranking Confederates and wealthy Southern landowners from taking the oath needed for voting privileges.
   b. He hoped to break the planters’ power

3. Why was President Johnson impeached?
   a. He violated the Tenure of Office Act, that said that a president could not remove cabinet officers during the term of the president who had appointed them without senate approval

4. Why wasn’t Johnson removed from office after he was impeached?
   a. He was not coveted

5. What is reconstruction?
   a. The period where the United States began to rebuild after the Civil War (1865 – 1877)
   b. The term used for the process of readmitting the Confederate states back into the Union

6. What was the Civil Rights act of 1866?
   a. The law gave African Americans citizenship and forbade states from passing discriminatory laws there severely restricted Africans’ Lives

7. What groups were in conflict in the South?
   a. Scalawags
   b. Carpetbaggers
   c. African Americans

8. What is a Scalawag?
   a. White Southerners who joined the Republican Party

9. What is a Carpetbagger?

10. Which amendment to the constitution gave African Americans the right to vote?
    a. 15th amendment

11. Describe Sharecropping
    a. Landowners divided their land and assigned each head of household a few acres, along with seeds and tools.
    b. Sharecroppers kept a small share of their crops and the rest to the landowners

12. Who was the first African American Senator?
    a. Hiram Revels

13. What is the Ku Klux Klan and what were their goals?
    a. A vigilante group
    b. Destroy Republican Party
    c. Throw out the Reconstruction governments
    d. Aid the planter class
    e. Prevent African Americans from exercising their political rights

14. What effectively ended reconstruction in the South?
    a. The election of President Hayes
Historical Debates Student Handout Explanation

The Historical Debates exercise can be formatted in several different ways. It is up to each individual teacher to determine the best method for their space, size, and student strengths.

Each group needs at least three (3) members, one for each role within the debate process. The groups can work with four (4) members, but it may be more difficult. It is possible to break the class up into a few more groups and add debate topics.

Divide the class into 8 equal groups. Each group will be arguing a different side of an issue. The debate topics are designed to help reinforce the ideas in each section of the text and help to further explain difficult topics or concepts.

Groups 1 and 2
Debate 1: The issues leading up to the Secession of the South from the Union
Students in this group are to debate the following issues:
   a) The South wants to prove that it was justified and correct in its decision to leave the Union
   b) The North wants to prove that the South was unjustified and wrong in its decision to succeed from the Union.

Groups 3 and 4
Debate 2: The issues with the Emancipation Proclamation and whether or not Lincoln should have passed the resolution or left it alone? (Were any slaves really freed if Lincoln was not the president of the Confederacy?)
Students in this group debate whether or not the war needed to have a moral agenda?
   a) This side wants to prove that Abraham Lincoln was absolutely right in passing the Emancipation Proclamation
   b) This group is to prove that Lincoln should never have passed the Proclamation because

Groups 5 and 6
Debate 3:
Was Sherman’s destructive march to the sea necessary? Was there another way to end the war with a victory?
   a) This side will prove that Sherman made the right decision and that this was the best and only way to win the war.
   b) This group will prove that Sherman was wrong and there is never a way to justify the killing of innocent civilians.

Groups 7 and 8
Debate 4:
Did Reconstruction have positive effects for the South?
   a) This side will argue for Reconstruction and its benefits for the entire country. This side is looking at Reconstruction from a predominantly Northern viewpoint
b) This side will argue Reconstruction and its weaknesses for the South. This side is looking at Reconstruction from a purely Southern viewpoint. (Excluding African Americans)
Historical Debates Student Handout

You and your team just became lawyers. As a lawyer it is your job to create the argument and provide the proof for the argument that result in your client’s successful outcome of a court decision.

Your group will be given a side of an issue to argue. It is not your job to agree or disagree with your client; however, it is your job to help your client win. Follow the directions below to help you prepare your debate.

1. Choose your Lawyer: this person will present the bulk of your information during the debate. Be sure you choose the person in your group who is the best speaker.
2. Choose your Paralegal: This is the person who will most directly assist the lawyer with the case. It is your responsibility to ensure all necessary paperwork and facts are readily available during the debate. You also need to double check facts and help the lawyer in writing his/her arguments.
3. Choose your Research Specialist: This is the person responsible for having the facts prepared for the lawyer and paralegal. Be sure you know the issues on both sides of the argument.

What you need:

1. An opening argument that outlines your position and issues with the opposing side
2. 3 questions to ask the opposing team.
   a. These questions should force the other team to reflect on why they are right and you are wrong. Meaning make them really think and prove their point. The better the questions, the easier it will be to stump them
3. 3 main points about your side that you want others to know.
   a. You may mention these in your opening statement briefly, but do not elaborate on them until you reach this part of the debate.
4. A closing argument that sums up your main points
   a. You need a gripping final line that is meant to stimulate sympathy and positive emotion for your cause. (Watch movies with dramatic court scenes. Think “A Few Good Men” . . . “you can’t handle the truth” )

Your Grade

Your classmates are the jury and will vote at the end of your debate for the winning side. Your team can earn bonus points for being the winning team.

Also see the attached rubric for scoring criteria.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Other Team</td>
<td>All statements, body language, and responses were respectful and were in appropriate language.</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
</tr>
<tr>
<td>Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td>Rebuttal</td>
<td>All counter-arguments were accurate, relevant and strong.</td>
<td>Most counter-arguments were accurate, relevant, and strong.</td>
<td>Most counter-arguments were accurate and relevant, but several were weak.</td>
<td>Counter-arguments were not accurate and/or relevant.</td>
</tr>
<tr>
<td>Organization</td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td>Understanding of Topic</td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
</tbody>
</table>
Lesson 1 History Teacher: Anticipatory

The History of the time period: Ranging from 1800 – 1870

Standards:

11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Objectives:

- By the end of the unit students will understand the events that lead up to the Civil War
- By the end of the unit students will understand the course and the outcome of the Civil War
- By the end of the unit students will be familiar with the failures of reconstruction

Notes to the Teacher

The following project is designed to be completed in groups. Teachers may decide the size of the groups and the amount of time students have to complete the project. The project can also be used as an ongoing assignment as the students work through the unit.

The handout included can be printed and given directly to the students to be used as a check-off sheet to allow them the autonomy to follow their own progress. Along with the handout, there is a sample rubric that can be used to score both the written project and the oral project. Teachers are encouraged to fill in the blanks and correct misunderstood historical facts so the entire class has accurate information.

Students will need library as well as computer lab time to complete this project as an introduction to the history of the time period.

While doing their research, students should be encouraged to think about the big unit question presented in the English class. They should use this time to help them to also make notes about important information that can be used in their essays for English.

At the end of the project presentations a short quiz has been provided to check for understanding of the historical facts and issues leading up to, during, and flowing the Civil War.

While completing the project, teachers are also encouraged to use the school provided text book to supplement information that the students may not find during their own research.
Historical Research Project

Directions: In groups you will create a pamphlet about a topic related to the Civil War and Reconstruction.

This pamphlet should be designed in a way to give a tourist or foreign traveler as much interesting information about your topic as possible. If you think the details or facts are interesting, chances are a tourist or foreign traveler will also. Finally, keep in mind that you will be writing an essay in English at the end of this unit, remember to continue thinking about how understanding the way our nation was established and the principles that it was established by influence our thoughts about today.

This pamphlet must include the following:

- _____ The title of your topic (ex: Slavery In the United States)
- _____ Photos or pictures related to your topic that are not only computer generated
- _____ An original summary about your topic that includes specific details about the topic, how it relates to the time period, it’s importance to the development of the United States as a world power, and how it influences the thoughts of people today.
- _____ A works cited page (4 sources: 2 books, 1 internet, 1 encyclopedia) in MLA format

In addition, your group must assign member roles. Each member of your group has a specific task to ensure completion of your project. If a group member is not carrying his/her own weight, it is the group’s responsibility to bring this to the teacher’s attention. Regardless of the member titles, this is a group project; therefore, everyone in the group must stay actively involved with the pamphlet at all times.

- Group Leader: keeps group on task
- Researcher: gathers information and relevant pictures about the topic
- Summarizer: writes and types the original summary about the topic
- Designer: designs the pamphlet and obtains any supplies needed

Topics

- The Middle Passage
- Southern Plantations
- Battles
- Civil Rights Movement
- The Underground Railroad
- Dred Scott Case
- Amendments 13, 14, 15
- Olaudah Equiano
- Fredrick Douglass
- Compromise of 1850
- Abolitionists
Sample math lessons

The math lessons provided are focused on Algebra II and follow the California Standards for competency in Algebra II. All math sample lessons are written in the format of word problems that can be used with various chapters. Explanations and answers can be found below each equation.

Lessons for Algebraic Expressions and Models:

1. General Lee decides to requisition for guns and cannons for each of his 10 companies. The cannons cost $13 each and the guns cost $8 each. Write an expression for the total amount you must spend. Then evaluate the expression when 4 of the companies get cannons.

Solution

Price per cannon * number of cannons + price per guns * number of guns

Cannon price = $13 (dollars per cannon)
Number of cannons = n (cannons)
Gun price = 8 (dollars per gun)
Number of guns = 10 – n (guns)

\[13n + 8(10 – n) = 13n + 80 – 8n\]
\[= 5n + 80\]

When n= 4, the total cost is 5(n) + 80 = 20 + 80 = $100

2. General Lee receives a notice that the company is offering a reduced rate for the merchandise for the companies mentioned in example 1. Cannons now cost $11 each and guns are now $7 each. Write an expression for the new total amount you will spend. Then evaluate the expression when 6 of the companies get cannons.

Solution

4n + 70; $94

3. For 1861 – 1865, the population (in thousands) of the north can be modeled by 13.1 + 965 where t is the number of years since 1861. What was the population of the north in 1865? What was the population increase from 1861 – 1865?

Solution

About 1,200,000; about 238,000

4. The southern Army is heading to battle and part of the time they walk and part of the time they march. They walk at 4 kilometers per hour and march at 8 kilometers per hour. The journey only lasts 3 hours. The southern Army gains profit based on the total distance they travel in 3 hours. Backers of the Army donate $15 for each kilometer they travel. Write an expression that gives the total amount of money earned by the Army. Evaluate the expression if they walk for 2 hours and march for 1 hour.

Solution

\[4n+8(3-n)]15, or 360 – 60n, where n is the numbers of hours spent walking; $240
Solving for Linear Equations

1. During the time, people wanted to get photographs so as to have documentation of one of the greatest pieces of American history. The price for a battle picture was $390. The cost for materials was $215. The cost for the photographers’ wages was $35 per hour. How many hours did the photographer take pictures?

   Solution
   5 hours

Rewriting Equations and Formulas

1. General Grant is organizing a battle. He plans on having only two types of weapons used: guns and sabers. Write an equation with more than one variable that represents the cost from the battle. How many variables are in your equation?

   Solution
   Total cost = $guns \times \text{cost of guns} + \text{sabers} \times \text{cost of sabers}

   Total cost = R (dollars)

   Price of Guns = p_1 \ (dollars per gun)

   Number of guns = A \ (guns)

   Price of sabers = p_2 \ (dollars per sabers)

   Number of Sabers = C \ (sabers)

   R = p_1 A + p_2 C

   This equation has 5 variables. The variables p_1 and p_2 are read as “p sub one” and “p sub 2.” The small lowered numbers 1 and 2 are subscripts used to indicate the two different price variables.

Problem Solving using Algebraic Models

1. The Northern Army is on a train heading with supplies to their troops. The train’s speed is 32 kilometers per hour. The track has a length of 764 kilometers, but only 547 kilometers can actually be traveled. How long will their train travel if they take it the entire distance of the available track? Use the following verbal model.

   Distance = \text{rate} \times \text{time}

   1a. assign labels to the parts of the verbal model.

   Distance = 547 \ (km), \ rate = (32 \ km/h), \ time = t \ (h)

   1b. use the labels to translate the verbal model into an algebraic model.

   547 = 32t

   1c. Solve the algebraic model.

   547 / 32, or about 17.1

   1d. Answer the question

   About 17 hours
Lesson 1 English Teacher
The History of the time period: Ranging from 1800 – 1870

Standards:

**Language Conventions**
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, verb tenses, parallel structures, and an understanding of English Usage. (CAHSEE)

**Reading 1.2** Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of terms

**Reading 2.1** Students will learn how to analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices. (e.g. Irony and repetition)

**Reading 2.6** Students will learn how to critique the power, validity, and truthfulness of arguments; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., attitude, appeal to reason, to authority, to pathos and emotion).

**Literary Response and Analysis 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:

a. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**Objectives:**
- By studying literature set in the time period of the Civil War I can examine the effects of said war and the reconstruction on the United States’ progress to becoming a world power by completing activities included in a notebook with 80% accuracy.
- I can make connections between the events of the Civil War and Reconstruction and their attempts to realize the philosophies described in the Declaration of Independence by completing activities, writing assignments, and projects with 80% accuracy.

**Notes to the Teacher:**

The Novel to be used with this unit is *Incidents in the Life of a Slave Girl*. Since this novel is so long, only a selection of chapters will be used with the class in an attempt to allow better pacing with the history standards. Teachers can choose to have their classes read the entire novel; however, study questions, chapter quizzes, activities, and vocabulary have only been provided for the selected chapters.
As good readers we learn to read between the lines and we learn to use context clues to help us figure out the meanings of unknown or difficult words. The novel that has been chosen for this unit has several words that are unfamiliar to students. The English starts out with vocabulary lessons that are meant to give the students the opportunity to become familiar with the language of the text.

The following vocabulary assignments can be used as whole class lessons, pair lessons, or small group lessons. The vocabulary is taken directly from the text to give the students the opportunity to interact with quotes before they actually begin reading. Follow up questions to allow the students to make predictions about what they are going to read and learn are provided at the end of the vocabulary exercise.

A calendar has been provided to offer an outline for pacing that attempts to match the pacing of the History section. The English teacher does have flexibility add any needed assignments that they deem necessary for successful completion of the objectives as aligned to the California State Standards in English.

The calendar and time frames are based on 60 minute class periods. If your classes are shorter or longer, be sure to make the necessary adjustments.

Finally, an essay has been provided along with other optional assignments. These are extra resources that the teacher may choose to use as needed. The essay provides a peer review worksheet and outline.
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<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>- Background review of Harriet Jacobs</td>
<td>- Vocabulary assignment chapters 1 - 3</td>
<td>- Review Vocabulary chapters 1 – 3</td>
<td>- Review study questions chapters 1 – 3</td>
<td>- Chapters 4 – 7 Vocabulary</td>
</tr>
<tr>
<td>- Review rhetorical devices What, How and Why”</td>
<td>- Students receive study questions chapters 1 - 3 to help focus reading</td>
<td>- Review chapter 1</td>
<td>- Review chapter 1</td>
<td>- Chapters 4- 7 study questions</td>
</tr>
<tr>
<td>- Begin reading chapter 1 - 3</td>
<td>- Begin reading chapter 1 - 3</td>
<td>- Continue reading 2 - 3</td>
<td>- Quiz chapters 1 - 3</td>
<td></td>
</tr>
<tr>
<td>- Discuss reading chapters 4 - 7</td>
<td>- Quiz chapters 4 - 7</td>
<td>- Review chapters 2 &amp; 3</td>
<td>- Quiz chapters 1 - 3</td>
<td></td>
</tr>
<tr>
<td>- Review and complete Rhetorical Devices Worksheet</td>
<td>- Review and complete Rhetorical Devices Worksheet</td>
<td>- Finish reading chapters 10,11,14</td>
<td>- Finish reading chapters 10,11,14</td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>- Rhetorical Devices: A Closer Look</td>
<td>- Discuss chapters 4 – 7</td>
<td>- Chapters 10,11,14 Vocabulary</td>
<td>- Imagery Worksheet</td>
<td>- Discuss chapters 10,11,14</td>
</tr>
<tr>
<td>- Finish reading chapters 4 - 7</td>
<td>- Quiz chapters 4 - 7</td>
<td>- Chapters 10,11,14 study questions</td>
<td>- Finish reading chapters 10,11,14</td>
<td>- Quiz 10,11,14</td>
</tr>
<tr>
<td>- Review and complete Rhetorical Devices Worksheet</td>
<td>- Review and complete Rhetorical Devices Worksheet</td>
<td>- Begin reading 10,11,14</td>
<td>- Review and complete Imagery Worksheet</td>
<td></td>
</tr>
<tr>
<td>Day 11</td>
<td>Day 12</td>
<td>Day 13</td>
<td>Day 14</td>
<td>Day 15</td>
</tr>
<tr>
<td>- Chapters 21,31 Vocabulary</td>
<td>- Discuss chapters 21,31 Symbols Worksheet</td>
<td>- Discuss chapters 21,31 Theme Worksheet</td>
<td>- Socratic Seminar / class debate</td>
<td>Novel Final exam</td>
</tr>
<tr>
<td>- Chapters 21,31 study questions</td>
<td>- Finish reading chapters 21,31</td>
<td>- Theme Worksheet</td>
<td>- Review and complete Symbols Worksheet</td>
<td>- Discuss chapters 21,31 Symbols Worksheet</td>
</tr>
</tbody>
</table>
Vocabulary Incidents in the Life of a Slave Girl chapter I: Using prior knowledge and contextual clues complete the following work. Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Identify and label any Affixes for each word. Finally, write what you think the underlined words mean on the lines provided.

1. “In complexion my parents were a light…”

________________________________________________________________________

2. “…Shade of brownish yellow, and were termed mulattoes. They lived together in a comfortable home; and thought all were slaves…”

________________________________________________________________________

3. “I was so fondly shielded that I never dreamed I was a piece of merchandise, trusted to them for safe keeping, and liable to be demanded of them at any moment.”

________________________________________________________________________

4. “I had also a great treasure in my maternal grandmother.”

________________________________________________________________________

5. “But as she grew older she evinced so much intelligence, and was so faithful . . .”

________________________________________________________________________

6. “…that her master and mistress could not help seeing that it was for their interest to take care of such a valuable piece of property.”

________________________________________________________________________

7. “She became an indispensable personage in the household, officiating in all capacities, from cook and wet nurse to seamstress.”

________________________________________________________________________

8. “She became an indispensable personage in the household, officiating in all capacities, from cook and wet nurse to seamstress.”

________________________________________________________________________

9. “After a brief period of suspense, the will of my mistress was read, and we learned that she had bequeathed me to her sister’s daughter, a child of five years old.”

________________________________________________________________________
## Vocabulary

**Incidents in the Life of a Slave Girl chapter II**: Using prior knowledge and contextual clues complete the following work. Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Identify and label any *Affixes* for each word. Finally, write what you think the underlined words mean on the lines provided.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “. . . he daily <em>detested</em> the name of master and mistress.”</td>
<td></td>
</tr>
<tr>
<td>2. “. . . he hesitated between the two; being <em>perplexed</em> to know which had the strongest claim upon his obedience.”</td>
<td></td>
</tr>
<tr>
<td>3. “. . . he hesitated between the two; being perplexed to know which had the strongest claim upon his <em>obedience</em>.”</td>
<td></td>
</tr>
<tr>
<td>4. “When my father <em>reproved</em> him for it, he said, ‘you both called me, and I don’t know which I ought to go to first.”</td>
<td></td>
</tr>
<tr>
<td>5. “Grandmother tried to cheer us with hopeful words, and they found an echo in the <em>credulous</em> hearts of youth.”</td>
<td></td>
</tr>
<tr>
<td>6. “On my narrow bed I moaned and wept, I felt so <em>desolate</em> and alone.”</td>
<td></td>
</tr>
<tr>
<td>7. “I spent the day gathering flowers and weaving them into festoons, while the dead body of my father was lying within a mile of me.”</td>
<td></td>
</tr>
<tr>
<td>8. “This was <em>blasphemous</em> doctrine for a slave to teach; presumptuous in him, and dangerous to the masters.”</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary *Incidents in the Life of a Slave Girl* **chapter III** Directions:
Determine the Meaning, and then match the vocabulary words to their dictionary definitions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>____Violate</td>
</tr>
<tr>
<td>2.</td>
<td>____Extorted</td>
</tr>
<tr>
<td>3.</td>
<td>____Caress</td>
</tr>
<tr>
<td>4.</td>
<td>____Laden</td>
</tr>
<tr>
<td>5.</td>
<td>____Peculiar</td>
</tr>
<tr>
<td>6.</td>
<td>____Degraded</td>
</tr>
<tr>
<td>7.</td>
<td>____Haggard</td>
</tr>
</tbody>
</table>
Vocabulary *Incidents in the Life of a Slave Girl* chapter IV Directions: Determine the Meaning, and then match the vocabulary words to their dictionary definitions.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Contentment</td>
<td>h. One to whom secrets are entrusted</td>
</tr>
<tr>
<td>9</td>
<td>Condemned</td>
<td>i. To resolve</td>
</tr>
<tr>
<td>10</td>
<td>Balsam</td>
<td>j. To do harm</td>
</tr>
<tr>
<td>11</td>
<td>Reconcile</td>
<td>k. The act of turning away</td>
</tr>
<tr>
<td>12</td>
<td>Confidant</td>
<td>l. To free from encumbrance</td>
</tr>
<tr>
<td>13</td>
<td>Urchin</td>
<td>m. Not having the conventions of polite behavior</td>
</tr>
<tr>
<td>14</td>
<td>Aversion</td>
<td>n. Bold or arrogant</td>
</tr>
<tr>
<td>15</td>
<td>Scathed</td>
<td>o. To appease the desires</td>
</tr>
<tr>
<td>16</td>
<td>Disencumber</td>
<td>p. To declare to be reprehensible, wrong, or evil</td>
</tr>
<tr>
<td>10</td>
<td>Indecorum</td>
<td>q. A mischievous youngsters</td>
</tr>
<tr>
<td>11</td>
<td>Vermin</td>
<td>r. An aromatic and usually oily and resinous substance flowing from various plants</td>
</tr>
<tr>
<td>12</td>
<td>Audacity</td>
<td>s. Small common harmful or objectionable animals (as lice or fleas) that are difficult to control</td>
</tr>
</tbody>
</table>
Using prior knowledge and contextual clues complete the following work.
Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Identify and label any *Affixes* for each word. Finally, write what you think the underlined words mean on the lines provided.

1. “I was accustomed to share some *indulgences* with the children of my mistress.” ____________________________

2. “But now I entered on my fifteenth year- a sad *epoch* in the life of a slave girl.” ____________________________

3. “I could not remain ignorant of their import. I tried to treat them with indifference or *contempt*.” ____________________________

4. “Sometimes he assumed a gentleness that he thought must surely *subdue*.” ____________________________

5. “Surely, if you credited one half the truths that are told you concerning the helpless millions suffering in this cruel *bondage*.” ____________________________

6. “She listens to violent outbreaks of *jealous* passion and cannot help understanding what the cause is.” ____________________________

7. “That which commands admiration in the white woman only hastens the *degradation* of the female slave.” ____________________________

8. “I cannot tell how much I suffered in the presence of these wrongs, nor how I am still pained by the *retrospect*.” ____________________________
Vocabulary **Incidents in the Life of a Slave Girl** chapter XI: Using prior knowledge and contextual clues complete the following work.

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Identify and label any Affixes for each word. Finally, write what you think the underlined words mean on the lines provided.

1. “I had never seen him since I made the **avowal** to him.”

2. “He **intimated** that if I had accepted his proposals, he, as a physician, could have saved me from exposure.”

3. “My **lenity** towards you is a proof of it. I might have punished you in many ways.”

4. “…but your ingratitude **chafes** me beyond endurance.”

5. “O, how my heart **smote** me when I felt his tears on my burning cheeks!”

6. “But why, thought I, did my relatives ever **cherish** hopes for me?”

7. “He had learned to put up medicines, to **leech**, cup, and bleed.”

8. “His master was greatly **incensed** at what he called his insolence.”

9. “I found **solace** in his smiles.”
**Vocabulary Incidents in the Life of a Slave Girl chapter XLI:** Using prior knowledge and contextual clues complete the following work.

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Identify and label any Affixes for each word. Finally, write what you think the underlined words mean on the lines provided.

1. “I was thankful for the blessings of my lot, yet I could not always wear a cheerful **countenance**.”

2. “…I could never go out to breathe God’s free air without **trepidation** at my heart.”

3. “The following is an **extract** from one of her last letters…”

4. “I remembered how he had **defrauded** my grandmother of the hard earnings she had **loaned**…”

5. “The man was odious to me while he lived, and his memory is **odious** now.”

6. “He might have passed and **repassed** the house while we were sleeping.”

7. “…I followed Mrs. Bruce, taking the baby again with me into **exile**.”

8. “The scripture say, “**Oppression** makes even a wise man mad;”, and I was not wise.”

9. “Finding her **expostulations** unavailing, she sent Ellen to entreat me.”

10. “I am rejoiced to tell you that the money for your **freedom** has been paid to Mr. Dodge.”

11. “…a paper came to me from the south, containing an **obituary** notice of my uncle Phillip.”

12. “It is a privilege to serve her who **pities** my oppressed people…”
### Rhetorical devices: What, How, and Why

**Reading 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents

<table>
<thead>
<tr>
<th>Rhetoric</th>
<th>(\text{The way of using language / words in order to persuade or convince. Basically, knowing how to present your self in order to make people believe you.})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethos</td>
<td>This is how a speaker develops their character, example: A candidate kisses babies while on his campaign.</td>
</tr>
<tr>
<td>Pathos</td>
<td>The disposition of the audience to the speaker and the audience at hand. (talking about the flag, have the flag displayed)</td>
</tr>
<tr>
<td>Logos</td>
<td>Common sense: The one who knows the facts and the numbers</td>
</tr>
</tbody>
</table>

**Why might an author use rhetorical devices in their writing?**

**Which rhetorical device does Jacobs use most liberally in chapters 1 – 3?**

**Give 3 examples of how Jacobs is using rhetorical devices in chapters 1 – 3. She might be using more than 1, so list the device and the example, and then explain how it is an example of that device.**

**Based on what you know about the time period and the author, is Harriet Jacobs a reliable source of information about slavery? Why or why not?**
### Directions: Look at these quotes from the text. Fill in the chart for each quote from the text.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Paraphrase the quote (put it in your own words)</th>
<th>What rhetorical device is the author using</th>
<th>What effect does this have on the reader?</th>
<th>Who is the intended audience of this quote?</th>
</tr>
</thead>
<tbody>
<tr>
<td>READER, be assured this narrative is no fiction. I am aware that some of my adventures may seem incredible; but they are, nevertheless, strictly true. I have not exaggerated the wrongs inflicted by Slavery; on the contrary, my descriptions fall far short of the facts.</td>
<td></td>
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<tr>
<td>Slavery is terrible for men; but it is far more terrible for women. Superadded to the burden common to all, they have wrongs, and sufferings, and mortifications peculiarly their own.</td>
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<tr>
<td>When he told me that I was made for his use, made to obey his command in every thing; that I was nothing but a slave, whose will must and should surrender to his, never before had my puny arm felt half so strong.</td>
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<tr>
<td>Pity me, and pardon me, O virtuous reader! You never knew what it is to be a slave; to be entirely unprotected by law or custom; to have the laws reduce you to the condition of a chattel, entirely subject to the will of another.</td>
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</table>
### Review Questions Chapters 1-3

**Reading 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
</table>
| **1. Based on the slave advertisements we viewed as a class, what types of rhetoric are the merchants using?**

Give an example for each and explain how it is the identified rhetorical device. |
| **2. How old was Harriet before she found out she was a slave?** |
| **3. What does Harriet mean by the line “The honor of a slaveholder to a slave!” Why is this important?** |
| **4. What do you think this line means: “These God-breathing machines are no more, in the sight of their masters, than the cotton they plant, or the horses they tend”?** |
| **5. Who did William go to when called by both his father and his master? (Ch 2)** |
| **6. For the first time in the novel Harriet is called by name, what is the surname she gave herself? (Ch 2)** |
| **7. It is a crime for a slave woman to talk about what? (Ch 2)** |
## Review Questions Chapters 4 - 7

**Reading 2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How was Benjamin captured and sent back to his master? (Ch 4)</td>
<td></td>
</tr>
<tr>
<td>This description uses what kind of rhetorical device?</td>
<td></td>
</tr>
<tr>
<td>2. How old was Linda when she entered the sad epoch of her life?</td>
<td></td>
</tr>
<tr>
<td>3. Linda would “10 thousand times rather that” her children be what?</td>
<td></td>
</tr>
<tr>
<td>4. Mrs. Flint’s slaves were the object of her what? Why do you think that Mr. Flint never hit Linda? Do you think her reason and yours are true?</td>
<td></td>
</tr>
<tr>
<td>5. Where did Mrs. Flint’s emotions about her husband’s behavior towards Linda arise from?</td>
<td></td>
</tr>
<tr>
<td>6. The Secrets of Slavery are concealed like what?</td>
<td></td>
</tr>
<tr>
<td>7. What did Linda’s lover want to do because she is a slave and he is not?</td>
<td></td>
</tr>
<tr>
<td>8. What 2 reasons does Linda give to explain why Dr. Flint will not sell her now? (pg 38)</td>
<td></td>
</tr>
<tr>
<td>9. The husband of a slave has no power to do what?</td>
<td></td>
</tr>
<tr>
<td>10. Why do you think Dr. Flint refers to the free black man that Linda wants to marry as a puppy?</td>
<td></td>
</tr>
<tr>
<td>11. During the marriage conversation between Dr. Flint and Linda, Mr. Flint did what that he had never done before?</td>
<td></td>
</tr>
<tr>
<td>12. What do you think Linda will do in the future in order to either be with her lover or to get away from her master?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>What would Linda rather do than move into the house her master is building for her?</td>
<td></td>
</tr>
<tr>
<td>What effects did the cruelty of slavery have on Linda?</td>
<td></td>
</tr>
<tr>
<td>Who expressed a wish to aid Linda?</td>
<td></td>
</tr>
<tr>
<td>Attention from a superior person was considered what to Linda?</td>
<td></td>
</tr>
<tr>
<td>What feelings were added to Linda’s already established feelings about Dr. Flint on page 59?</td>
<td></td>
</tr>
<tr>
<td>What do you think will be Linda’s new tie to life?</td>
<td></td>
</tr>
<tr>
<td>Linda prayed for what after the birth of her child?</td>
<td></td>
</tr>
<tr>
<td>Who delivers Dr. Flint’s notes to Linda?</td>
<td></td>
</tr>
<tr>
<td>Where did Linda find solace when she felt most oppressed?</td>
<td></td>
</tr>
<tr>
<td>Whose name did Linda consider bestowing on her son?</td>
<td></td>
</tr>
<tr>
<td>What did Linda say are her only ties to Life?</td>
<td></td>
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<tr>
<td>What did Linda name her son?</td>
<td></td>
</tr>
<tr>
<td>What does Linda consider the gold chain around her daughter’s neck a symbol of?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>What are some of the punishments inflicted on slaves that Linda describes?</td>
<td></td>
</tr>
<tr>
<td>What did Linda find in her new living establishment?</td>
<td></td>
</tr>
<tr>
<td>Why was she so happy about finding it?</td>
<td></td>
</tr>
<tr>
<td>Who was exceedingly kind to Linda?</td>
<td></td>
</tr>
<tr>
<td>Where does grandmother hope to meet Linda again?</td>
<td></td>
</tr>
<tr>
<td>What happened to Dr. Flint?</td>
<td></td>
</tr>
<tr>
<td>Does Linda forgive Dr. Flint after his death?</td>
<td></td>
</tr>
<tr>
<td>What did you think about the novel? Did you like it or dislike it? Why?</td>
<td></td>
</tr>
<tr>
<td>Which chapter had the strongest uses of rhetorical devices? Give two examples why you chose this chapter.</td>
<td></td>
</tr>
</tbody>
</table>
**THEME Topic CHART - Incidents in the Life of a Slave Girl**

**Reading 3.2** Analyze the way a theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Complete the chart as you read the text. As you find places where the theme topic is supported, list the page number, quote, and chapter.

This chart will help you to analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (Reading 2.5 and 3.2)

<table>
<thead>
<tr>
<th>Theme Topic</th>
<th>The Corrupting Power of Slavery</th>
<th>Domesticity As Paradise and Prison</th>
<th>The Psychological Abuses of Slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme Statement</td>
<td>Chapter Page Quote</td>
<td>Chapter Page Quote</td>
<td>Chapter Page Quote</td>
</tr>
<tr>
<td>Chapter Page Quote</td>
<td></td>
<td></td>
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<tr>
<td>Chapter Page Quote</td>
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<tr>
<td>Chapter Page Quote</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Chapter Page Quote</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Symbols

Reading 3.2 Analyze the way a theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

A symbol is anything that stands for, or represents something else. A symbol in a literary selection can be an object, a place, or an action. While it has a literal meaning in the story, it also represents other ideas.

To identify symbols, a reader must look for elements in the story that appear repeatedly or appear in a key place. To interpret a symbol, a reader needs to examine the details associated with the symbol while keeping in mind the entire context of the story.

Evidence: Details from the selection

<table>
<thead>
<tr>
<th>What is the symbol?</th>
<th>When does the object appear in the novel?</th>
<th>What key words are associated with the object?</th>
<th>What actions are associated with the object?</th>
<th>What feelings are associated with the object?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Flint</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Loophole of Retreat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda’s Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading 3.2 Analyze the way a theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Imagery involves one or more of your five senses (hearing, taste, touch, smell, sight). An author uses a word or phrase to stimulate your memory of those senses. These memories can be positive or negative which will contribute to the mood of your text.

<table>
<thead>
<tr>
<th>Images</th>
<th>Where is the image seen in the novel? 2 examples (page number and chapter)</th>
<th>What effect does this image have on you, the reader?</th>
<th>Which of your five senses does it appeal to?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

1. How do imagery and symbols work together to help reinforce the themes of the novel?

2. What connections can you make between the literary elements that we have just finished exploring?
Socratic Seminar Sample Questions:

Directions: These questions can be used to stimulate discussion in the Socratic Seminar or students can be asked to create their own questions for the seminar. Either way, students should come fully prepared to participate as if they will be in the center of the seminar.

Socratic Seminar directions are taken from AVID strategies and further descriptions on how to conduct a seminar along with variations in scoring are provided.

Socratic Seminar Directions

1. Divide class into two (2) equal halves and create two circles, one inside the other
   a. One half will be on the inside circle
   b. One half on the outside circle
2. Each student on the outside circle is to be assigned a student to score on the inside circle
   a. This should be done anonymously
   b. Directions for scoring are on the score card. Each student on the outside will score their assigned student on the inside based on the value and appropriateness of each of their responses.
3. Assign one student on the inside to be the Seminar leader (if this is the first Seminar, the teacher may elect to be the leader to help facilitate the process)
   a. Students take turns responding to the questions posed by their classmates and teacher
   b. Students may comment on any student’s response or question, or they may ask their own questions
4. The idea is to have a class discussion about the novel in an organized manner.
5. Select an object to be used as the Socratic Seminar ‘talk object.’ Only the student with the object in their hand may speak at any given time.
6. If a student on the outside of the circle wishes to add something, they may go into the middle of the circle at any time, ‘the hot seat,’ and the speaking object goes directly to that person
   a. Only one person in the ‘hot seat’ at a time.

Sample Questions:

1. Is it possible to compromise on an ethical issue? Why? Use samples from the text to support your response
2. Based on what you learned about slavery and indentured servitude, which is worse? Why?
3. How does understanding our past help to influence our thoughts and feelings about the future and the present?
4. Did Harriet Jacobs do the right thing by hiding? Why or why not?
Socratic Seminar Scoring Sheet

Socratic Seminar for:

________________________________________________________________________

Your Name:

________________________________________________________________________

Person You Observed:

________________________________________________________________________

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
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</tbody>
</table>

Topic 1:

________________________________________________________________________

Notes:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Topic 2:

________________________________________________________________________

Notes:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Topic 3:

________________________________________________________________________

Notes:

______________________________________________________________________

______________________________________________________________________

Who was the strongest Participant in the Seminar? Explain.

______________________________________________________________________

______________________________________________________________________
Quiz Chapters 1-3

1. What were Harriet’s parents called?
   a. Slaves
   b. Half-breeds
   c. Quadroons
   d. Mulattoes

2. How many children did grandmother have?
   a. 4
   b. 5
   c. 6
   d. 7

3. How did Harriet learn to read, write, and spell?
   a. her grandmother taught her
   b. her mistress taught her
   c. her brother taught her
   d. her master taught her

4. What did William detest?
   a. The name of master and mistress
   b. Slave food
   c. Wearing chains
   d. Being away from his family

5. How do slaves know who feeds and clothes their slaves well?
   a. They are the ones being surrounded on hiring-day
   b. They are the fat slaves on hiring-day
   c. They are the slaves with pretty clothes and money
   d. They are the slaves who wear Mickey Mouse Hats

6. Who did William go to when called by both his father and his master?
   a. His mother
   b. His father
   c. His mistress
   d. His master

7. How old was Harriet before she found out she was a slave?
   a. 5
   b. 4
   c. 6
   d. 10

8. It is a crime for a slave woman to talk about what?
   a. God
   b. Money
   c. The father of her child
   d. Who her owner is

9. When is hiring day?
   a. Christmas
   b. Easter
   c. New Year’s day
   d. Halloween

10. Whose hand is the only hand that can take a free woman’s child from her?
    a. God
    b. Husband
    c. Angel
    d. Death
1. What should the family of grandmother pray for?
   a. Contentment
   b. Money
   c. Family
   d. Faith
2. God bless those who are laboring to do what?
   a. Laboring to advance the cause of humanity
   b. Trying to free the slaves
   c. Killing slave owners
   d. Going to war in the North
3. Who does William go to with all his troubles?
   a. Grandmother
   b. Master
   c. Linda
   d. Benjamin
4. How old was Linda when she entered the sad epoch of her life?
   a. 12
   b. 15
   c. 17
   d. 16
5. Why did Linda’s master bear Linda’s treatment of him for many months?
   a. He was afraid of his wife
   b. He was afraid of the towns people
   c. He was afraid of William
   d. He was afraid of Linda’s grandmother
6. Who does Mr. Flint blame for not being able to sale Linda?
   a. His wife
   b. His daughter
   c. His uncle
   d. The mayor
7. Linda would “10 thousand times rather that” her children be what?
   a. Living as slaves in the north
   b. The half starved paupers of Ireland
   c. The house servants on a plantation
   d. Slaves in Mexico
8. What is more preferable to the cotton plantation?
   a. A castle
   b. A mine
   c. A penitentiary
   d. A cave
9. William does not like what about being whipped?
   a. Sound
   b. Pain
   c. Stinging
   d. Idea
10. Mrs. Flint’s slaves were the object of her what?
    a. Praise
    b. Love
    c. Help
    d. Jealousy
Quiz Chapters 10, 11, 14

1. What was the young colored man’s job?
   a. Doctor    c. Carpenter
   b. Nurse     d. farmer

2. What did Linda’s lover want to do because she is a slave and he is not?
   a. Marry her  c. Protect her
   b. Buy her    d. Kill her

3. The husband of a slave has no power to do what?
   a. Marry her  c. Protect her
   b. Buy her    d. Live with her

4. During the marriage conversation between Dr. Flint and Linda, Mr. Flint did what that he had never done before?
   a. Kissed her  c. Hugged her
   b. Yelled at her d. Hit her

5. Linda thought Dr. Flint might revenge himself by doing what to Linda?
   a. Selling her  c. Killing her
   b. Making her work harder d. Giving her to a slave trader

6. What did Linda tell Dr. Flint that she thought would keep her from the cottage?
   a. She is sick  c. She is in love
   b. She is pregnant d. She is dying

7. What did Dr. Flint decide to build for Linda?
   a. A boat    c. a cottage
   b. a carriage d. a doll house

8. What would Linda rather do than move into the house her master is building for her?
   a. Toil on a plantation from dawn to dark
   b. Be sold to a neighboring state
   c. Die a horrible death
   d. Be nice to Mr. Flint in hopes he might change his mind

9. Who does grandmother have an interview with?
   a. Mrs. Flint  c. Mr. Flint
   b. Mr. Sands  d. Abraham Lincoln

10. Who does Linda say she has sinned against?
    a. God       c. Herself
    b. Dr. Flint d. Both God and Herself

11. Who does Dr. Flint say Linda will be convinced is her best friend?
    a. Her mistress
    b. Her brother
    c. Her grandmother
    d. himself

12. Who was expected to return from a voyage?
    a. Benjamin
    b. William
    c. Grandmother
    d. Phillip

13. How much did Linda’s baby weight?
    a. 3 pounds   c. 4 pounds
    b. 5 pounds   d. 2 pounds

14. Linda prayed for what after the birth of her child?
    a. She prayed for death
    b. she prayed for Dr. Flint
    c. She prayed for life
    d. She prayed for a cup of coffee

15. Whose name did Linda consider bestowing on her son?
    a. His father’s name
    b. Her master’s name
    c. Her father’s name
    d. Her brother’s name
**I Matching / Identify (20 points)**

1. Harriet Jacobs
2. Dr. Flint
3. Grandmother
4. William
5. Benjamin
6. Mr. Sands
7. Abraham Lincoln
8. Jefferson Davis
9. Nat Turner
10. Linda Brent

**II Short Answer (20 points)**

1. Summarize the way Harriet lived before she entered into Dr. Flint’s house. Include details about her childhood and the relationship between her parents, master / mistress, and brother.

2. Describe the South. What does Harriet tell you about life for slaves, women, and men during the time period? Be as specific as possible.

4. How was life different for women during the 1800’s as opposed to men? You should list what life was like for both and then compare them. A good way to organize your answer would be with a Venn diagram.

5. Many people believe that *Incidents in the Life of a Slave Girl* is simply a novel, not an autobiography. Why do you think people would think this?
III Fill in the Blank (20 points)

1. Linda Brent is the surname for ____________________________.

2. When Linda delivered her first baby, prematurely, he only weighted ________ pounds.

3. Linda delivered two children that belonged to the white man who tried to ________ her on several occasions.

4. The slave has no power to _______________ his wife from her cruel master.

5. Linda learned to read because her _________________ taught her when she was young.

6. Hiring day for the slaves is _______________ day.

7. The firing on the Northern ______________________ started the civil war.

8. Women during the time period were subject to the rules of ______________________

9. When Linda asks to get married to another slave Dr. Flint refers to them as ____________.

10. Linda said she was finally free after a kind person _________________ her and then freed her.

Part IV Vocabulary Match the word with its definition (20 Points)

______ 1. The hue or appearance of skin
______ 2. The first generation offspring of a black person and a white person
______ 3. an act or instance of obeying
______ 4. impiously irreverent
______ 5. to do harm to the person or especially the chastity of
______ 6. To obtain from a person by force, intimidation, or undue or illegal power
______ 7. a strong string of two or more strands twisted together
______ 8. coercive intervention annexed to a violation of a law as a means of enforcing the law
______ 9. to make ceremonially or morally impure
______ 10. related by blood: descended from a common ancestor or prototype

A. Complexion   E. Sanction   I. Mullatoes
B. Twine        F. Obedience   J. Akin
C. Extorted     G. Violate    H. Blasphemous
Part V Multiple Choice (20 Points)

11. How old was Harriet before she found out she was a slave?
   a. 5
   b. 4
   c. 6
   d. 10

12. It is a crime for a slave woman to talk about what?
   a. God
   b. Money
   c. The father of her child
   d. Who her owner is

13. God bless those who are laboring to do what?
   a. Laboring to advance the cause of humanity
   b. Trying to free the slaves
   c. Killing slave owners
   d. Going to war in the North

14. Linda would “10 thousand times rather that” her children be what?
   a. Living as slaves in the north
   b. The half starved paupers of Ireland
   c. The house servants on a plantation
   d. Slaves in Mexico

15. Who does Dr. Flint say Linda will be convinced is her best friend?
   a. Her mistress
   b. Her brother
   c. Her grandmother
   d. himself

16. Dr. Flint’s wife vowed to do what to Linda if she ever came back?
   a. Kill her children
   b. Burn down her cottage
   c. Divorce Dr. Flint
   d. Kill Linda

17. Who is the first person Linda sees after being able to make a hole?
   a. Benjamin
   b. William
   c. Dr. Flint
   d. Grandmother

18. What happened to Dr. Flint?
   a. He caught Linda
   b. He died
   c. He got divorced
   d. He looses all his money

19. What job does Linda keep after she obtains her freedom?
   a. Serves Mrs. Flint
   b. Serves in a Hospital
   c. Serves Mrs. Bruce
   d. Serves in the Army

20. The gold chain given to Linda’s daughter by her father’s former mistress was symbolic of what to Linda?
   a. Chains of slavery
   b. Wealth of the south
   c. The price of freedom
   d. Freedom
Incidents in the Life of a Slave Girl

1. Ms. Jacobs’s First name
2. Ms. Brent’s First name
3. Age in which Ms. Jacob entered a sad epoch in her life
4. William goes to whom with all his troubles
5. William does not like this about being whipped
6. Dr. ______ owned Ms. Jacobs
7. Ms. Jacobs had _____ children
8. The ______ had slaves
9. The Yankees are from the
10. The south are referred to as
11. Dr. Flint offered this amount of money for Ms. Jacobs return
12. Ms. Jacobs really belongs to
13. God bless those who are laboring to do what
14. This is deemed a crime in chapter VI
15. Ms. Jacobs passed away in this year
16. This narrative is an example of what type of fiction
17. Ms. Jacobs is battling what kind of conflict
18. This was ironic about the award notice for Ms. Jacobs
19. To Linda’s knowledge Dr. Flint has _____ slave children
20. Wrote Incidents in the Life of a Slave Girl
21. Slave are sold and bought on this day
22. The publisher of this book is
Slave Narrative
Instructions

What do you need to do?

a. Write an Essay that answers the prompt below:

How does understanding our past influence our thoughts about today?

Write a persuasive essay in which you answer the question above. Be sure in your answer you include support for your position, and cite samples from the texts we have read. You should also include at least one example of a rhetorical device.

Assignment Criteria:

1. You are the narrator (DO NOT USE ‘I’)
2. I am your audience
3. You need at least 2 Concrete details for every paragraph
4. You need at least two commentary sentences for every concrete detail
5. Concrete details that support your opinions
   a. These come from the text
6. Don’t use the word ‘I’ or any other personal pronouns (we, us, etc.)
   a. Using personal pronouns weakens your argument

Essay Format

- Use 8.5 x 11” white paper
- Use only one side of each sheet.
- Must be typed
- use double-spacing
- 12-pp type in a common font (such as Times).
- In the top right corner of each page, print your last name and page number
- In the top left corner of the first page only print your name, date, and period
- 1” margins
How to Format your Essay

To set your margins:
1. Click file
2. Page set-up
3. Set the numbers to reflect the following measurements:
   a. Top: 0.5
   b. Bottom 0.5
   c. Left 1
   d. Right 1
4. Click Ok

To Set your Font
1. click format
2. click font
3. Click 12
4. Use one of the following:
   a. Times New Roman
   b. Courier New
   c. Arial
   d. Georgia
5. Click ok

To Double Space
1. Click format
2. Click Paragraph
3. Go to line Spacing
4. Set to double
5. Click ok

To Set Header and Page Numbers
1. Click view
2. Click Header / Footer
3. Align to the right
4. Type your last name and add a space at the end
5. on the item bar click the following icon:
   a. #

Name, Date, Period
1. Click align left
2. type name and push enter once
3. type date and push enter once
4. type period and push enter once
How does understanding our past influence our thoughts about today?

Write a persuasive essay in which you answer the question above. Be sure in your answer you include support for your position, and cite samples from the texts we have read. You should also include at least one example of a rhetorical device.

What specifically are you being asked to discuss?

Verb: Write
Verb: Answer
Verb: Include
Verb: Cite
Verb: Include

1. How many paragraphs do you need (roughly)?

2. Name them
Essay Organization Worksheet

Writing 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples

Directions: Complete the chart below to aid you in completing your essay. The ENTIRE box below, is 1 Paragraph

How does understanding our past influence our thoughts about today? My first reason is . . .

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<thead>
<tr>
<th>Topic Sentence:</th>
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<tbody>
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<tr>
<th>Commentary:</th>
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<td>Commentary to Support and Explain</td>
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<table>
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<thead>
<tr>
<th>Transition Between CD:</th>
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<tbody>
<tr>
<td>Commentary to Support and Explain</td>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
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</tbody>
</table>

Transition: This should help you go to the next Paragraph smoothly
Peer Review Rubric

Writing 1.9 Revise text to improve sentence variety and style, and enhance subtlety of meaning in ways that are consistent with the purpose, audience and genre.

1. Read the essay. Underline the Thesis.

2. Has an acceptable thesis.
   - **Must meet all criteria for credit.**
   - Thesis clearly answers the question being asked.
   - Thesis includes **topic**: the specified text
   - Thesis makes a **claim** related to the prompt (The What)
   - Thesis provides two (2) **explanations** to support the claim (The How)

3. Essay clearly organized and structured.
   - **Must meet all criteria for credit.**
   - Intro with thesis.
   - 2 Body paragraphs.
   - All evidence in paragraphs supports stated topic.

4. Substantiates thesis with appropriate textual evidence.
   - 2 CDs per paragraph, 4 total in essay = 4 points
   - 4 - 6 CDs total = 3 points
   - 7 - 8 CDs total = 2 points
   - 1-3 CDs total = 1 point

5. Has two relevant pieces of commentary for each quote in each paragraph that fully support the textual evidence
   - At least 8 relevant commentary = 3 points
   - At least 4 relevant commentary = 2 points
   - At least 2 relevant commentary = 1 point
   - NO commentary = 0 points

6. Sentence structure, grammar, and punctuation
   - The essay is Complex, original, sophisticated, and varied, with no errors in usage. = 2 points
   - Many simple words with some complex ideas, imprecise or incorrect word choice, some errors in usage. = 1 point
   - Is this an essay? I am not sure = 0 points

7. Rhetorical Device Used in the text

8. Text is clearly identified in the text

9. Identify one thing the author did well: **TOTAL (21 Max.)**

9. Identify one thing the author can improve on next time:
Works Cited


