

Student Teacher Candidate: Olivia Stone  
 Lesson Subject(s)/Title: Living Conditions of a Slave  
 Lesson Date(s): Wednesday, March 13, 2019  
 Course & Grade(s): ECE 369-5<sup>th</sup> Grade

**INSTRUCTIONAL MATERIALS:** Videos of spirituals, songs that are “spirituals” of the current time period, vocabulary “code” words for each student

Slave Spirituals:

[https://www.youtube.com/watch?v=r\\_vhBMWwNBE&list=PLeSjQNUK\\_kinZyzXeZhdzcdeaK4YxYNsX](https://www.youtube.com/watch?v=r_vhBMWwNBE&list=PLeSjQNUK_kinZyzXeZhdzcdeaK4YxYNsX)

[https://www.youtube.com/watch?v=veiJLhXdown8&list=PLeSjQNUK\\_kinZyzXeZhdzcdeaK4YxYNSX&index=3](https://www.youtube.com/watch?v=veiJLhXdown8&list=PLeSjQNUK_kinZyzXeZhdzcdeaK4YxYNSX&index=3)

<https://www.youtube.com/watch?v=C-zlSg4mWiE&list=PL5gesReHGww6aCt1VdBUVJHzSwzy0CD&index=2>

“Spirituals” of Now:

<https://www.youtube.com/watch?v=VOgFzRVaww>

<https://youtu.be/CIU3fctbGls>

**ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:**

- How did slaves keep their spirits high during times of distress?
- How did slaves retain their traditions?

**PURPOSE:**

- The purpose of this lesson is for students to understand the life of a slave and the culture that they brought with them to the United States.

**SPECIFIC LEARNING OBJECTIVES: (clear, observable)**

- The students will be able to understand what life as a slave was like.
- The students will be able to create a song similar to African folk music.

**STANDARDS:**

8.3.5.A- Compare and contrast common characteristics of the **social, political**, cultural, and **economic** groups in United States history.

8.3.5.B- Illustrate concepts and knowledge of historical **documents, artifacts**, and places critical to United States history.

8.3.5.D- Differentiate how continuity and change in U.S. history are formed and operate.

9.1.5.D- Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

9.1.5.G- Identify the function and benefits of rehearsal and practice sessions.

9.1.5.K- Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

9.2.5.A- Explain the historical, cultural and social context of an individual work in the arts.

**DIFFERENTIATION STRATEGIES:**

- Enrichment
  - For above grade-level students, their spirituals must be based off of what they have previously learned about slave life.
- Support
  - For students that are struggling, the teacher will help to provide creative ideas to get the group started on writing their spiritual.

**ANTICIPATORY SET:**

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

- The class will listen to 3 videos/songs of African folk music.

**INPUT/ ACQUIRE NEW KNOWLEDGE:**

- Explicit Instruction
  - The teacher will explain what the purpose of slave spirituals and how slaves used them.
  - The teacher will then play songs from the modern era that are similar to a slave spiritual so that students are able to make a connection between the past and the present.
  - The teacher will explain that slaves used embedded codes into their spirituals and what those codes meant.
  - Each student will receive a “vocabulary” list of these codes and their meanings.
- Guided Practice
  - The teacher will explain to the students that they will be writing their own spirituals about life as a slave.
  - As a class, we will determine our “code words” and their meanings.

**APPLY/ DEEPEN NEW KNOWLEDGE:**

- Independent Practice
  - The students will be separated into groups of three to write their spirituals.
  - The students must include at least four of the class “code words” into their spiritual and they must also include at least one of their own, which they will have to explain the meaning of.
  - They will be given 20 minutes to write their spirituals as a group.

**CLOSURE/ASSESSMENT:**

- The students will be brought together again to share their spirituals.
- They will have to share with the class what their focus was, the code words that they included, and explain the meaning of the one code word that they made up.

**HOMEWORK: (Purpose- Expansion)**

- The students will share their spirituals with someone at home.
- They will have to explain the meaning of the spiritual to the person they are sharing with and why it is important to them.

**EVALUATION/ASSESSMENT OF STUDENTS:**

- The students will be assessed during the sharing of their spiritual and its meaning. The will be assessed on the content, grammar, and how they worked collectively as a group.

**INSTRUCTIONAL PROCEDURES:**

**Time:**

<p>The teacher will:</p> <ol style="list-style-type: none"> <li>1. Play three videos/songs of African folk music. <b>[Musical Intelligence]</b></li> <li>2. Explain what the purpose of slave spirituals and how slaves used them</li> <li>3. Play songs from the modern era that are similar to a slave spiritual <b>[Musical Intelligence]</b></li> <li>4. Explain that slaves used embedded codes into their</li> </ol>	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Watch/listen to African spirituals</li> <li>2. Listen to explanation of the purpose of slave spirituals</li> <li>3. Watch/listen to modern era music that is similar to slave spirituals</li> <li>4. Listen to explanation of embedded codes used in the spirituals of slaves</li> </ol>
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<p>spirituals and what those codes meant</p> <ol style="list-style-type: none"> <li>5. Pass out a “vocabulary” list of the codes and their meanings to each student</li> <li>6. Explain to the students that they will be writing their own spirituals</li> <li>7. Facilitate the determination of class “code words”</li> <li>8. Separate students into groups</li> <li>9. Facilitate the writing of spirituals within these groups and provide assistance when needed</li> </ol> <p><b>[Interpersonal Intelligence]</b></p> <ol style="list-style-type: none"> <li>10. Bring the students back together to share their spirituals</li> <li>11. Facilitate the sharing</li> </ol>	<ol style="list-style-type: none"> <li>5. Receive “vocabulary” code word list</li> <li>6. Get directions of writing spirituals in their groups</li> <li>7. Determine class “code words”</li> <li>8. Be separated into groups</li> <li>9. Write spirituals</li> <li>10. Regroup as a class</li> <li>11. Share the spirituals that were written.</li> </ol>
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## Code Word Knowledge

**Code Song**-a song that contains specific directions or plans to escape slavery. These songs can be sacred or secular (religious or not religious in nature). The following are examples of words or phrases with double meanings:

<b>Heaven</b>	Life after death meant freedom in the North
<b>Canaan, the Promised Land, Home, Glory, to Jesus</b>	Words that signified freedom or a place where one could be free
<b>Drinking Gourd</b>	The Big Dipper, a group of stars that show which way is North
<b>Chariot or Train</b>	The Underground Railroad, or a means to escape to freedom
<b>Steal away</b>	Sneak away secretly
<b>Wade</b>	Take the river to avoid detection by dogs
<b>Moses</b>	Freedom fighter, Underground Railroad conductor, or Harriet Tubman specifically
<b>Jordan(river)</b>	The Ohio River or another significant body of water that needed to be crossed to get to freedom