Extended Common Core Social Studies Lesson Plan Template

Lesson Title: Slavery and the Culture of Colonial America

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Appropriate for Grade Level(s): 5th/7th

US History Standard(s)/Applicable CCSS(s): *History Standards:* H1.5.4 Identify the contributions of African Americans…; H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies; H1.5.7 Examine the cultural exchange among…; H2.5.4 Explain why slavery was introduced into colonial America; H2.5.5 Explain how the interactions among…resulted in unique economic, social, and political institutions

CCSS: RI5.1 Quote accurately from a text
RI5.2 Determine two or more main ideas of a text
RI5.3 Explain relationships or interactions between two or more individuals, events, ideas or concepts
RI5.4 Determine the meaning of general academic or domain specific words
RI5.5 Compare and contrast overall structure of events or information in two or more texts
RI5.6 Analyze multiple accounts of the same event
RI5.7 Draw on information from multiple print or digital sources
RI5.9 Integrate information from several texts on the same topic in order to write or speak on it knowledgeably
RI5.10 By the end of the year read and comprehend informational text
RF5.4 Read with sufficient accuracy and fluency to support comprehension
W5.2 Write informative texts to examine a topic and convey ideas and information clearly
SL5.1 Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly
SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL5.4 Report on a topic or text sequencing ideas logically and using appropriate facts, descriptive detail; speak clearly
L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

Engagement Strategy: Read, annotate, and take notes on texts using a note-taker, preview vocabulary using a word sort vocabulary sheet

Discussion/Writing Question: *Why was slavery seen as a necessary part of life in Colonial America by many white slave owners?* Please note: This is an important question that is meant to have students reflect on the culture of slavery in the colonies. The subject of *"presentism": an attitude toward the past dominated by present-day attitudes and experiences*, should be broached at some point in this lesson. In no way is this lesson intimating that slavery was a good thing, or "right". It is pointing students toward looking at the past with the lens of an historian, avoiding judgment, and looking at the culture of the time. This lesson would nicely feed into the lesson, "Did the Constitution Have Protections for Slavery and Slaveholders?" that is available on www.projecttahoe.org under "Teacher Resources", "Discussion Lessons".

Discussion Strategy: Jigsaw Discussion; readings and note-takers to be used

Student Readings (list): 1. "slavery." American History. ABC-CLIO, 2012. Web. 29 Nov. 2012.
2. Davis, David Brion, The Boisterous Sea of Liberty: A Documentary History of America from Discovery Through the Civil War, 2000
3. Morgan, Edmund S., American Slavery, American Freedom: The Ordeal of Colonial Virginia, 1975
4. Website: www.pbs.org/wnet/slavery (the "Slave Memories" tab is a good place for students to visit)

Total Time Needed: 1-2 weeks

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
1 hour	Play slave music- go to www.negrospirituals.com to play on your computer or download lyrics. Show "Runaway Slave" posters – go to Yahoo or Google Images and search "Runaway Slave Posters". Show slave rosters of Jefferson – go to http://www.monticello.org/site/plantation-and-slavery/people-plantation for an interactive website about Jefferson's plantation and slaves; and Washington – go to http://gwpapers.virginia.edu/documents/will/slavelist.html to see lists of his slaves. Talk about how slaves were property and passed down through the white families. Come up with a class definition of "culture" by brainstorming. Put ideas on a poster. Give the actual definition: "culture refers to the various forms of expression and modes of behavior that reflect people's values, aspirations, anxieties, beliefs…encompasses, for example, not only art, music, and literature, but also social conduct…" (Rubin and Casper). How might this definition tie to our future discussion question?	Students are listening, reading, and discussing the various primary sources and information presented on culture. They actively participate in the defining process.
20 mins	Hand out the "Word Sort" sheet. Give instructions that groups of 4-5 students should sort the words listed at the bottom into at least three groups. They should know/write why they have placed those words into the groups that they have. Have a whole class discussion having each group describe how they sorted the words and why they sorted them the way they did. Explain that these are words that they need to pay attention to and will come up in readings and conversations. Go over any unknown words.	Students work together to place words in sort groups. Discuss the meanings of words and circle any words that the group cannot figure out meanings of. The class/group should discuss the meanings of the words after sorts have been explained. Students should be prepared to explain why their group sorted the words as they did.
10 mins.	Divide students into three groups.	Students are divided and move into three heterogeneous groups.
30 mins.	Give instructions on annotation (use the "Super Annotator" for consistent annotations) and note-taking (use the note taking page), hand out readings to groups. Each group gets	Look over readings while instructions are being given.

	a different reading – "Slavery", "The Sin of Slaveholding", or "American Slavery…"	
45 mins.	Circulate while students are reading, annotating, and taking notes with the note-taker. Students should take notes on their reading only.	Reading, annotating, taking notes, circling unknown words on their reading.
45 mins.	Have each reading group compare and add to their notes with input from other "experts" from their group.	Students talk to other members of the group that have the same reading. Add to notes, clarify, ask questions of each other. Students should realize that they are the experts and will be teaching the content from their reading to the other groups.
1 hour	On computers, have students explore and take notes (on the back of the note taker) from the website: www.pbs.org/wnet/slavery. The "Slave Memories" portion is very informative, but the entire website is wonderful. Make sure the students keep the discussion question in mind when taking notes and looking at the website.	Students take notes on the back of their note takers from the website. Keep the discussion question: "Why was slavery seen as a necessary part of life in Colonial America by many white slave owners?" in mind when taking notes. The information they collect will be used to help them with their paper and their Jigsaw Discussion.
15 mins.	Have students meet with a group of about 3 or 4 other students (this does not need to be the same group as their group for their reading) to discuss what they found on the website. They can add to their notes.	Talk with a group of students about the website they explored. They can add to their notes at this time.
2-3 class sessions, 45 mins. each session	Instruct students in writing their "Informational Essay". Use the attached writing rubric to guide your lesson. Students will be writing their informational essay based on the notes that they took on their reading and the information from the website. Direct them to write to the question: "Why was slavery seen as a necessary part of life in Colonial America by many white slave owners?" Essays should be 3-4 paragraphs. Students will be using their essays during the jigsaw discussion to teach the other students about what they read.	Write an informational essay based on the discussion question. They are to take their essay through the writing process. Use their notes from their reading and the notes they gathered from the website. They should understand that this essay will be used when instructing the other students during the Jigsaw Discussion.
1 hour	Take students through the Jigsaw Discussion. The instructions are: Circulate while students are doing the discussion. Take notes on students who are adding to the discussion. Also note those who are not participating. **Instructions for the jigsaw:** **1. Put students into groups of 3. One person in the group should represent each of the readings. One student at a time will present their information. The other two students will take notes on their note taker according to the time frames listed in step 2.** **2. Your job as the teacher is to help moderate the discussion and ensure that all three readings have an opportunity to be explored. Give about 3 minutes for each student to present his/her part, about 3 minutes for**	Students take turns talking in their heterogeneous groups. Students not presenting are listening, asking questions, and finally, writing on their organizers. Students can ask clarifying questions and/or add to the discussion if something they have relates to what is being said. Students should use "Accountable Talk" (included in this lesson plan) when discussing.

|	other students in the group to ask questions and clarify, and about 3 minutes for students not presenting to write notes on their organizer. You will reserve the last 10 minutes of class in order to provide a wrap up and provide some additional context for the students and the knowledge they have just created. **3. Take notes on students as you are circulating. This will help with scoring on the rubric later.**	
15 mins	Provide a whole class wrap up and some additional context for the students and the knowledge they have just created. Ask questions such as: 1) How did you do with taking notes and writing your informational essays? Do you think you had enough information? Do you need to add to your essays? 2) How did you do with the discussion? Be specific. What did you do well? What do you need to improve upon? 3) Did your group come to a consensus with the "Discussion" question? Discuss the "Discussion" question as a class.	Students can share information that they found to be similar, ask questions, and make comments about the Jigsaw Discussion.
30 mins	Give students time to revise informational papers if they find they were missing information.	Students revise their informational papers. Turn in for a grade.
5 mins	Collect all papers from this lesson: *Informational papers *Note-taker	Hand in all required papers.

Description of Lesson Assessment: Students will be assessed on their ability to write a 3-4 paragraph informational essay based on the discussion question. They will need to show evidence of how the culture of the Colonies perpetuated and made many see slavery as necessary. Students will take part in a Jigsaw Discussion that will be part of their assessment. Rubrics for the informational essay and Jigsaw Discussion are provided.

How will students reflect on the process and their learning? Students will answer self-assessment questions after the lesson is completed (teacher can have students do this individually or as a class). There will also be a whole-class debriefing of the process and the "Discussion" question.

The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.

WORD SORT

Examine and discuss the words listed below. Group the words into categories so the words in each category share common elements. Your group should be able to explain your categories and justify your reasons for including the words in each category.

culture	unfree laborers	discrimination
plantation	immigrate	
servants	profitable	
overseer	manual labor	
freemen	urban	
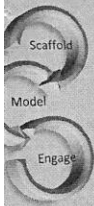
The Common Core State Standards require that we focus on text-based instruction. Students should have rich and rigorous conversations which are dependent on a common text. Teachers should insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. Thoughtful annotation may be one way to help bridge the gap between our current practice and this new focus.

Text Annotation

Provide the Scaffolding (Give them something to hook onto.)

A scaffolding skill that you can teach to struggling readers and great readers alike is the **annotation of text**. This means, quite simply, that the reader "marks up" sections of text and making notes as you interact with the text. Annotation helps build three key **reading skills**. When annotating a text, the reader:

> - Formulates questions in response to what he is reading
> - Analyzes and interprets elements of the text (e.g. argument, reasoning, evidence)
> - Draws conclusions and makes inferences based on explicit and implicit meaning

## Model & Guide...Model & Guide

In order for this to be effective, it is essential that you model with your students how to annotate a text.

1. **READ IT ALOUD FIRST**: Students need to know that they don't start highlighting until after they've first read through the text.

2. **MODEL A THINK-ALOUD**: You can then annotate it yourself by talking your way through WHY you choose certain items to mark up. As you do this, you can also ask the students to pick items for annotation and have them explain why they selected them.

3. **CREATE AN ANNOTATION GUIDE**: Determine what you want students to get out of the documents, and then make sure that the annotation guide requires them to find this type of information. Provide students with symbols or codes to use in their own annotation. **Underline the claim in a passage.** The rest is supporting information and examples. Identify the topic sentence to find it easier.

> - **Use symbols/codes** – question marks to indicate disagreement, exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence
> - **Write the passage topic in the margin as a reminder** – Just a word or two.
> - **Write questions in the margin** – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
> - **Circle new and unfamiliar words** – Look them up as soon as possible.
> - **Add your or other author's perspectives in the margins** – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say. Add these ideas in the margins.
> - **Draw arrows to related ideas** – Or unrelated ideas...
> - **Summarize** – Add your own summary after the last paragraph. That simple exercise will crystalize your thinking on the topic. If you can't write it, you don't understand it.

After Students Engage With the Text, Engage Them in Discussion of It

Taking notes on reading is typically an individual quest. It still can be, but if you are trying to teach the skill of annotation, using it only for reading on homework assignments will not suffice. Make sure that all students are held accountable for their annotations. But remember that the accountability should also encourage further engagement with the text. Students will engage with the text while annotating; make sure that you engage with them (or allow to engage with one another) after. Accountability for annotation should always be positive. Some ideas might include:

- **Best Question Contest** – Encourage questions in text by making a list of everyone's question in the front of the class. Use this as a tool to provide answers and make sure the whole class is on the same page. Reward students with thoughtful questions.
- **The Huddle** – Place a small amount of text on a large piece of paper (or overhead or smart board) and enlist a small group to come together with their own annotations and make a "super annotated text." The group will discuss what the most important annotations are and the best way to complete them to help others understand the document. Have the group present or allow other students to visit their work.
- **First Word/Last Word**: In small groups, take turns speaking about a text with the following steps.
    1. The person will read a short section that they annotated, but they will not comment on the section or explain why they annotated it the way they did.
    2. Then, in a clockwise fashion everyone in the group will be given time to respond and share their thoughts on this particular section of the text.
    3. Finally, the author of the card gets the LAST WORD by reading his/her reaction and explaining the reason for their annotation.
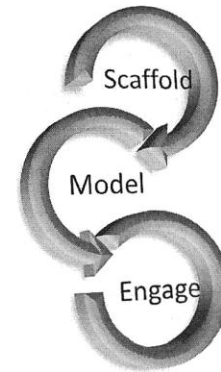
What Not To Do

- **Don't use a highlighter** – Quality marking isn't done with a fat-tipped highlighter. You can't write, which is an important part of marking the text, with a large marker. Get yourself some fine point colored pens to do the job.
- **Don't mark large volumes of text** – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the 20% of the text that is important and mark that.
- **Don't mark the obvious** – Don't waste time marking up things that are already in your knowledge-base or skill set. If you already know it, you don't need to mark it.

Super Annotator!!!

Annotation: a fancy way of saying to make notes on a document.

Whether it's a primary or secondary source, annotating is a great way to work through a complicated text. Using the symbols below and this strategy, you will be able to read almost anything and understand it!

Symbol	Name	Usage
!	Great Point!	Use this symbol when you have found the main point of the reading **or** something that is interesting to you. Underline or highlight the main idea.
?	What???	Use this symbol to mark an area of a reading that you don't understand. It could be a sentence or even a whole page. This symbol is **not** to be used when you are giving up on reading.
⬭	Unknown vocab	Circle an unknown vocabulary word. **Remember**: look it up later.
⬭→	Unknown vocab definition	After looking up an unknown vocabulary word or by figuring a word out using context clues, you now know what it means. Write the definition in the margin.
" "	Author's idea	Put quotations around an author's idea. This idea probably will be his/her conclusion after presenting evidence. These might also be used with the Great Point! Feel free to highlight.
1, 2, 3...	Major points	If an author is making many different points, number them in the margin.
⬎	Connections	There will be connections between different parts of a reading. Connect them with arrows!

A couple hints:
Write anywhere you can! Write thoughts that pop into your brain about what you are reading. You can review these later.

Who is this about?:	American Slavery, American Freedom	Slavery	The Sin of Slaveholding
What is this article saying about the focus question: *"Why was slavery seen as a necessary part of life in Colonial America by many white slave owners?*			
Important Facts:			
Other Important Information:			

1 Chapter 15 excerpt, "Toward Slavery"

2 American Slavery, American Freedom, Edmund S. Morgan

3

4   Virginia had developed her plantation system without slaves, and slavery

5 introduced no novelties to methods of production. Though no seventeenth-century

6 plantation had a work force as large as that owned by some eighteenth-century

7 planters, the mode of operation was the same. The seventeenth-century plantation

8 already had its separate quartering house or houses for the servants. Their labor

9 was already supervised in groups of eight or ten by an overseer. They were already

10 subject to "correction" by the whip. They were already often underfed and

11 underclothed. Their masters already lived in fear of their rebelling. But no servant

12 rebellion in Virginia ever got off the ground.

13   The plantation system operated by servants worked. It made many

14 Virginians rich and England's merchants and kings richer. But it had one

15 insuperable disadvantage. Every year it poured a host of new freemen into a society

16 where the opportunities for advancement were limited. The freedmen were

17 Virginia's dangerous men. They erupted in 1676 in the largest rebellion known in

18 any American colony before the Revolution, and in 1682 they carried even the plant-

19 cutting rebellion further than any servant rebellion had ever gone. The substitution

20 of slaves for servants gradually eased and eventually ended the threat that the

21 freedmen posed: as the annual number of imported servants dropped, so did the

22 number of men turning free.

23   With slavery Virginians could exceed all their previous efforts to maximize

24 productivity. In the first half of the century, as they sought to bring stability to their

25 volatile society, they had identified work as wealth, time as money, but there were

26   limits to the amount of both work and time that could be extracted from a servant.

27   There was no limit to the work or time that a master could command from his

28   slaves, beyond his need to allow them enough for eating and sleeping to enable them

29   to keep working.

1 Excerpted from "Slavery"
2 From the abc-clio/American History website
3
4   English planters like John Rolfe quickly realized the enormous profits to be

5 had from importing unfree laborers. Rolfe's introduction of a viable tobacco plant in

6 Virginia served as a major impetus for the adoption of African slavery as the region's

7 main labor system. Tobacco was an extremely labor-intensive crop, requiring field

8 hands to spend long hours bending over plants under the blazing hot sun. Most

9 whites proved entirely unsuited for this labor, in part because they were unused to

10 such hot and humid weather conditions and in part because they flat out refused to

11 do such work. Some white indentured servants were forced to work in the fields,

12 but as the 17th century progressed, it proved more and more difficult to convince

13 Europeans to immigrate under these conditions.

14   African slaves solved many of these problems. Physically, Africans were

15 more used to such brutal weather conditions and capable of laboring in them for

16 longer periods than whites. As African slaves represented a diversity of nations and

17 spoke a wide variety of languages, they also found it difficult to communicate with

18 one another and organize resistance to their forced bondage. And unlike the Native

19 Americans, Africans were too far from their homeland to run away from their white

20 masters. Finally, some West African leaders proved extremely receptive to the idea

21 of selling other Africans into slavery for profit, so that most of the kidnapping of

22 Africans and forcing them into bondage was actually done by other Africans,

23 requiring even less effort on the part of whites to perpetuate the system. For all

24 these reasons, African slavery quickly emerged as a desirable and profitable labor

25 system.

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26   During the colonial period, nowhere did slavery become more firmly

27   entrenched than in Virginia, and the slave system that Virginia developed during

28   this period served as a model for all other slave societies in the years to come.

29   Slaves performed a wide variety of work in the South. The majority served as

30   field hands or house servants. A privileged few were taught such trades as

31   carpentry or blacksmithing. Some slaves even became preachers, presiding over

32   many of the religious aspects of slave life.

33   Despite the often cruel conditions of slavery, American slaves enjoyed a

34   higher standard of living than any other enslaved people, and even higher than

35   many of the laboring, free classes around the world. Natural increase of the

36   American slave population, through high birth rates and relatively low death rates,

37   was marked throughout slavery's existence.

38   Adhering to the belief that slavery was an important aspect of American life,

39   the delegates of the Constitutional Convention enshrined the institution of slavery in

40   the U.S. Constitution in 1787, ensuring its continuance in the United States despite

41   any qualms Americans might be feeling about it. However, the convention did

42   incorporate a ban on the international slave trade, to be implemented in 1808. This

43   ban on importation did little to lessen the strength of slavery as an institution,

44   however, as the slave population in America was thriving under its own accord, and

45   the lack of new imports served to keep the price of slaves high.

1 "The Sin of Slaveholding, Liberty is in Real Value Next to Life"
2 Excerpted from The Boisterous Sea of Liberty: A Documentary History
3 of America From Discover Through the Civil War, David Brion Davis &
4 Steven Mintz
5

6   In colonial America there was no sharp division between a slave

7 South and a free-labor North. New England was involved in the Atlantic

8 slave trade from the mid-1600s to the 1780s. In the years preceding the

9 American Revolution, slavery could be found in all the American

10 colonies. By the mid-eighteenth century, slaves made up almost 8

11 percent of the population in Pennsylvania, 40 percent in Virginia, and 70

12 percent in South Carolina. During the second quarter of the eighteenth

13 century, a fifth of Boston's families owned slaves; and in New York City

14 in 1746, slaves performed about a third of the city's manual labor.

15   In the North, slaves were used in both agricultural and

16 nonagricultural employment, especially in highly productive farming

17 and stock-raising for the West Indian market in southern Rhode Island,

18 Long Island, and New Jersey. Slaves not only served as household

19 servants for an urban elite – cooking, doing laundry, and cleaning

20 stables – they also worked in rural industry, in saltworks, iron works,

21 and tanneries. In general, slaves were not segregated into distinct racial

22 ghettos; instead, they lived in back rooms, lofts, attics, and alley shacks.

23   Many slaves fraternized with lower-class whites. But in the mid-

24   eighteenth century, racial separation increased as a growing proportion

25   of the white working class began to express bitter resentment over

26   competition from slave labor. The African-American response in the

27   North to increased racial antagonism and discrimination was apparent

28   in a growing consciousness and awareness of Africa and the

29   establishment of separate African churches and benevolent societies.

2013 Informative/Explanatory Writing Rubric (Grades 3-5)

	4	3	2	1
Statement of Purpose/Focus	The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the context	The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused	The response may be related to the topic but may provide little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous
Organization	The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude
Elaboration of Evidence	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: • use of evidence from the source material is minimal, absent, in error, or irrelevant
Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose
Conventions	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure

A response gets no credit (0) if it provides no evidence of the ability to [fill in with key language from the intended target].

Jigsaw Discussion Rubric   Student Name: _____

CATEGORY	4	3	2	1
Information	All information presented in the jigsaw was clear, accurate and thorough.	Most information presented in the jigsaw was clear, accurate and thorough.	Most information presented in the jigsaw was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Understanding of Topic	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The student did not show an adequate understanding of the topic.
Accountable Talk	The student used Accountable Talk consistently when asking and answering questions.	The student used Accountable Talk most of the time when asking and answering questions.	The student used Accountable Talk some of the time when asking and answering questions.	The student used Accountable Talk rarely when asking and answering questions.

The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.

ACCOUNTABLE TALK

❖ I believe _____ because...

❖ I want to agree with _____ because ...

❖ I would like to disagree with what _____ said...

❖ I need clarification on...

❖ In other words, what you said was...

❖ Can you give me an example?

❖ I can give you an example of that...

❖ That reminds me of...

❖ I have made a connection...

❖ Maybe it means...

❖ This is really important...

❖ Aha!... Or Yes!... or I get it...

❖ What would you say_____, about this?

❖ What conclusions can you draw?

❖ What would you recommend..?

❖ Based on what you know, how would you explain...?

❖ What would happen if...?

❖ How would you improve...?

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Example Essay

Informative Essay Question: After reading your article and viewing the PBS website, write a 4-5 paragraph essay that addresses the following question: "Why was slavery seen as a necessary part of life in Colonial America by many white slave owners?" Make sure you have a claim statement, reasoning, and evidence from your text and the website. You will be using what you write during our Jigsaw Discussion.

Slavery was seen as a necessary part of Colonial life by many white landowners. Slaves were used as labor in agricultural and non-agricultural industries in both the Northern and Southern colonies. They performed duties that whites did not or could not perform. Finally, slavery was profitable for both the slave-owners and the slave sellers.

According to the article, "Slavery", from the americanhistory.abc-clio website, slaves worked many jobs in the South. They were field hands, house servants, carpenters, blacksmiths, and preachers. John Rolfe introduced tobacco farming to Virginia. He saw, according to the article "Slavery", "…enormous profits to be had from importing unfree laborers."   Slaves were used in a wide variety of jobs. The website "PBS Slavery Memories" notes that, "Slaves performed every kind of duty, from washing clothes and looking after the owner's children in the home, to chopping wood, building fences and planting the crops out in the fields."

They were not free to leave, nor were they able to refuse to do work. They worked solely for their masters and kept the large plantations and industries of the Colonies running and profitable.

The buying and selling of slaves brought money into the Colonial and African economies. "PBS Slavery Memories" says, "…African leaders made about 50 pounds

(enough to live on for four years) on each slave sold…These leaders sold about 10 million Africans over the years, resulting in a net gain of about one trillion of today's dollars." The man buying the slaves would make money on the other end of the sale by having perpetual laborers at his disposal. The offspring of the purchased slaves would also become part of his plantation or work in his industry. Once a slave was purchased, the buyer and the seller reaped enormous profits that were infused into the economies of both Africa and the Colonies.

We look back on slavery as a terrible institution that was brutal to the enslaved. This is true; it was brutal and wrong to treat fellow human beings in the manner that they were. However, many Colonists would not have profited as much from their plantations or industries without the labor and ingenuity of the African slaves. Though we will never say that enslaving people was a good practice; we can see why many Colonial leaders, who were raised with the tradition of slavery, saw slavery as necessary to their livelihood.