



How Free Am I?

This Teaching Learning Critical Pathway (TLCP) is specifically designed for Grades 5 and 6 respectively. The focus of the TLCP is Social Justice and specifically focused on Black History in North America. The focus for Grade 5 is Immigration and Citizenship and for Grade 6 is Perspective in Writing (from the vantage of fictional and historical non-fiction writings). Language, Math, Information Technology and The Arts will be integrated into these two foci.

When designing a TLCP, it is important to start with the end in mind. Our concept of the end for this Pathway is:

In a jigsaw, share a created box-car of a train symbolizing the Underground Railroad. Each person in the jigsaw will be representing either an American born into slavery, slave-owner, abolitionist or a slave from Africa coming on a ship to America.

TIMEFRAME

8-12 weeks

WRITING FOCUS

Following the Ontario Writing Assessment, OWA, writing task for each grade level:

- Grade 5 will write a news article
- Grade 6 will write a letter to the editor

Topic

How games promote freedom among global citizens. When the final task is complete, students will give their parents a take home booklet containing a variety of large group games and corresponding instructions.

Suggested Pre-TLCP Work

Grade 5

- keep a Current Events Journal (attached)
- discuss the difference between an article and other forms of writing (i.e. non-fiction, talks about something happening right now not historical)

Grade 6

- *Imagine* song by John Lennon
- *Freedom* song by Akon <http://www.youtube.com/watch?v=Sorn-3DHTC8>
- read alouds:
 - *Diary of a Worm*
 - *Dear Mrs. LaRue Letters from Obedience School* by Mark Teague
 - *An Album Through Time Canada Our History* by Rick Archbold

Diagnostic Activity

Grade 5

OWA task - writing a newspaper article. Use the topic of eco-energy in order to understand the need for background knowledge and then identify what needs to be enriched and enhanced.

Grade 6

OWA task - writing a persuasive letter supported facts and opinions. Write a letter to the editor of the local newspaper stating your argument “for” or “against” games promoting freedom among global citizens.

Rubrics for these activities are found in the OWA books for the respective grades.

Activities

Grade 5 - Railway Cars

Students will design a railway car that demonstrates an escape route from slavery in the US at the time prior to the Civil War.

Students will be divided into 4 different groupings for the class project. There will be abolitionists, slave masters, slaves searching for freedom and slaves coming from Africa. In these groups, students will research their role in the Slavery Era. Each student will then decide upon a real or fictional person whom they will feature on their train car. Each car will contain a map of their personal route (i.e. road to freedom - abolitionist or slave), boat journey from Africa to plantation (slave), or a map of the plantation; an outline of an historical figure (fictional or non-fictional) and their badge (Students will design a badge for the slave they are portraying. <http://www.slavebadges.com/Badges.html> The badge should include the badge number, the year and a job category (such as Servant, Porter or Mechanic).); a labelled drawing of a tool that would be used for their role; and a newspaper article or letter to the editor in the role of the character.

Once the boxes are completed, students will jigsaw with each person involved in slavery.

The outside of the car will contain a scaled map showing the escape route taken by American slaves to a Canadian locale of freedom. The box must show the character who is escaping to freedom (either fictional – from a text shared in class or real – from the website <http://teacher.scholastic.com>).

Resources

<http://www.eyewitnesstodhistory.com/slavelife.htm>

<http://www.teacheroz.com/slavery.htm>

<http://school.discoveryeducation.com/schooladventures/slavery/teacher.html>

http://nlj.cdmhost.com/cdm4/item_viewer.php?CISOROOT=/p4042document&CISOPTR=191&CISOBX=1&REC=1

<http://www.historycellar.com/2009/04/early-examples-of-1850s-slave-auction.html>

http://www.historyonthenet.com/Slave_Trade/slave_auction.htm

<http://www.learnnc.org/lp/editions/nchist-newnation/4382>

<http://africanhistory.about.com/library/bl/bl-slavery-stats4.htm>

<http://www.nationalgeographic.com/railroad/j1.html>

http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm

<http://www.youtube.com/watch?v=ca1QpApmol>

Railway Box Car Design Outline

As a global citizen concerned for the future of freedom in our world, you are assigned to look historically at freedom restraints from North American history so that we can prevent future repetition.

You will be assigned one of four roles played in the African-American Slavery experience from the 1700-1800s in North America. You will be an abolitionist, a slave master, a slave worker, or a slave coming from African. You will have to research your role in this historical time.

Each box will contain:

1. One side: Map

Draw a map of your route taken depending on your role. A slave worker will have a map for the road to freedom. An abolitionist will have a map for how they will transport a slave to freedom. A slave master will have a map of the plantation and where the slaves work/live. A slave from African will have the map of the route taken from their African country to their new slave plantation.

a) Your map will include:

- a legend
- scale
- colour for water, land, buildings, etc.
- Labels (i.e. continents, oceans, cities)
- Title of the map

2. Top of the Box: Character Outline and Badge

This will include:

- Name and picture of your person with a description about their life (paragraph)
- Where and when they lived
- What was their role?

- Why were they in their role? (Why did the Slave Owner choose to buy slaves instead of hiring people to work at their plantation? Why did the abolitionist want to free the slave? Why did the African leave the home country for slavery? Why did the slave work for so long for the owner?)
- A badge

3. Side of the Box: Tool Used and a Newspaper Article

In this part of the assignment, you will be completing a drawing of a tool that you choose and an article for the newspaper.

Divide the side in half. On one half of the paper, you will draw and label one of the tools used by your person. Use 3 sentences to describe why this tool is important to the person.

On the other half, you will write a persuasive newspaper article from your character's perspective. You will need to include your opinion and proof as to why you are taking this perspective on freedom.

4. The bottom of the railway car will be the bibliography of all the resources used during your research.

Each person in the class will have a railway box car to complete. When you are finished with your box cars, you will be put into a group with three other people with different roles from the same time period. You will become the teacher for the other people in your group and share the perspective of your person.

Rubric for Railway Cars – Grade 5

Expectation	Level 1	Level 2	Level 3	Level 4
<p>Reading 1.4 Writing 1.3 Select a variety of reading materials for specific aspects of the written portion of the railway car. Reading materials chosen are appropriate for those purposes as referenced in the bibliography.</p> <p>Thinking</p>	<p>A few (less than two or three) reading materials for general aspects of the written portion of the railway car were selected. Reading materials need to be chosen with more thought for the purpose. Bibliography needs developing in content and format.</p>	<p>Some (more than two or three) reading materials for aspects of the written portion of the railway car were selected. Reading materials chosen are somewhat appropriate for those purposes as identified in the bibliography.</p>	<p>A variety of reading materials was selected for specific aspects of the written portion of the railway car. Reading materials chosen are appropriate for those purposes as referenced in the bibliography.</p>	<p>A wide variety of reading materials was selected for specific aspects of the written portion of the railway car. Reading materials chosen were well chosen for those purposes as referenced in the bibliography.</p>
<p>Writing – Grammar 3.4, 3.5</p> <ul style="list-style-type: none"> • Use of comma, quotation marks to identify what has come from their research • Accurate use of nouns (common, abstract and collective), adjectives and helping verbs <p>Application</p>	<p>Use of: commas separating <i>and</i> and <i>but</i>; quotation marks to identify text directly quoted from research containing the proper punctuation is rarely demonstrated. Occasional use of nouns (common, abstract and collective), adjectives and helping verbs.</p>	<p>Use of: commas separating <i>and</i> and <i>but</i>; quotation marks to identify text directly quoted from research containing the proper punctuation is sometimes accurately demonstrated. Some use of nouns (common, abstract and collective), adjectives and helping verbs.</p>	<p>Use of: commas separating <i>and</i> and <i>but</i>; quotation marks to identify text directly quoted from research containing the proper punctuation is accurately demonstrated. Accurate use of nouns (common, abstract and collective), adjectives and helping verbs.</p>	<p>Use of: commas separating <i>and</i> and <i>but</i>; quotation marks to identify text directly quoted from research containing the proper punctuation is demonstrated with great accuracy. Proficient use of nouns (common, abstract and collective), adjectives and helping verbs.</p>

Expectation	Level 1	Level 2	Level 3	Level 4
<p>Media 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Knowledge and Understanding</p>	In examining auction posters and badges, student uses only overt messages to draw simple inferences in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and some implied messages to draw superficial inferences and construct some meaning in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and implied messages to draw inferences and construct meaning in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and implied messages to a high and creative degree to draw inferences and construct meaning in creating their own personal media text following the model.
<p>Expression and organization of ideas and information (<i>e.g., clear expression, logical organization</i>) in written forms, including media forms</p> <p>Communication</p>	Student expresses and organizes ideas and information with limited effectiveness.	Student expresses and organizes ideas and information with some effectiveness.	Student expresses and organizes ideas and information with considerable effectiveness.	Student expresses and organizes ideas and information with a high degree of effectiveness.
<p>Social Studies – map Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms</p> <p>Communication</p>	Rarely uses conventions (e.g., conventions of form, map conventions), vocabulary, and terminology in visual, and written forms.	Sometimes uses conventions (e.g., conventions of form, map conventions), vocabulary, and terminology in visual, and written forms.	Often uses conventions (e.g., conventions of form, map conventions), vocabulary, and terminology in visual, and written forms.	Proficiently uses conventions (e.g., conventions of form, map conventions), vocabulary, and terminology in visual, and written forms.

Comments:

Rubric for Railway Cars – Grade 6

Expectation	Level 1	Level 2	Level 3	Level 4
<p>Reading 1.4 Writing 1.3 Select a variety of increasingly complex reading materials including 2 books and 2 electronic sources (i.e. reliable websites, songs, online newspaper, radio broadcast, email interviews) for specific aspects of the written portion of the railway car. Reading materials chosen are appropriate for those purposes as referenced in the bibliography.</p> <p>Thinking</p>	<p>A few (less than two or three) simple reading materials for general aspects of the written portion of the railway car were selected. Reading materials need to be chosen with more thought for the purpose. Bibliography needs developing in content and format.</p>	<p>Some (more than two or three) reading materials that were somewhat complex were used as aspects of the written portion of the railway car were selected. Reading materials chosen are somewhat appropriate for those purposes as identified in the bibliography.</p>	<p>A variety of increasingly complex reading materials including 2 books and 2 electronic sources were selected for specific aspects of the written portion of the railway car. Reading materials chosen are appropriate for those purposes as referenced in the bibliography.</p>	<p>A wide variety of increasingly complex reading materials was selected for specific aspects of the written portion of the railway car. Reading materials chosen were well chosen for those purposes as referenced in the bibliography. More than 2 sources of each type of necessary material were used and cited.</p>
<p>Writing – Grammar 3.4, 3.5</p> <ul style="list-style-type: none"> • Use of comma, quotation marks to identify what has come from their research, colon, semi-colon, and brackets • Accurate use of present, past and future verb tenses; conjunctions (i.e. and, but, or); subordinate clauses <p>Application</p>	<p>Use of: commas; quotation marks to identify text directly quoted from research containing the proper punctuation; colon; semi-colon and brackets are rarely demonstrated. Occasional use of past, present, future verb tenses; conjunctions; subordinate clauses.</p>	<p>Use of: commas; quotation marks to identify text directly quoted from research containing the proper punctuation; colon; semi-colon and brackets are sometimes accurately demonstrated. Some use of past, present, future verb tenses; conjunctions; subordinate clauses.</p>	<p>Use of: commas; quotation marks to identify text directly quoted from research containing the proper punctuation; colon; semi-colon and brackets are accurately demonstrated. Accurate use of past, present, future verb tenses; conjunctions; subordinate clauses.</p>	<p>Use of: commas; quotation marks to identify text directly quoted from research containing the proper punctuation; colon; semi-colon and brackets are demonstrated with great accuracy. Proficient use of past, present, future verb tenses; conjunctions; subordinate clauses.</p>

Expectation	Level 1	Level 2	Level 3	Level 4
<p>Media 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Knowledge and Understanding</p>	In examining auction posters and badges, student uses only overt messages to draw simple inferences in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and some implied messages to draw superficial inferences and construct some meaning in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and implied messages to draw inferences and construct meaning in creating their own personal media text following the model.	In examining auction posters and badges, student uses overt and implied messages to a high and creative degree to draw inferences and construct meaning in creating their own personal media text following the model.
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Comments:

RESOURCES

Read Alouds:

For Every Child: The UN Convention on the Rights of the Child, Caroline Castle with foreword by Desmond Tutu

The Three Questions, John J. Muth (along with smartboard lesson)

Grade 5:

Sadako, Eleanor Coerr

For One Peace, Janet Wilson

Far and Away, Robert Munsch

The Carpet Boy's Gift, Pegi Deitz Shea

The Kindness Quilt, Nancy Elizabeth Wallace

Whoever You Are, Memm Fox

Listen to the Wind, Greg Mortenson

We Are All Born Free, The Universal Declaration of Human Rights in Pictures (ISBN 978-1-84507-650-4)

Nasreen's Secret School, Jeanette Winter

Escape, Sharon Shavers Gayle

Freedom Summer, Deborah Wiles

Kindness is Cooler, Mrs. Ruler, Margery Cuyler

Almost to Freedom, Vaunda Micheaux Nelson

Grade 6:

Far and Away, Robert Munsch

Full Belly Bowl, Jim Aylesworth

Peace Begins with You, Katherine Scholes

Four Feet Two Sandals, Karen Lynn Williams

The Kindness Quilt, Nancy Elizabeth Wallace

Through My Eyes, by Ruby Bridges, compare with the movie

The Cello of Mr. O, Jane Cutler

Bound for America The Forced Migration of Africans to the New World, James Haskins and Kathleen Benson

Mohammed's Journey, Anthony Robinson and Annemarie Young

The People Could Fly, Leo and Diane Dillon

Shared Reading:

I Have a Dream Martin Luther King

Hannah is My Name, Tumblebooks

A Light in the Dark, Tumblebooks

Sea of Pink news article

<http://www.cbc.ca/canada/nova-scotia/story/2007/09/18/pink-tshirts-students.html>

<http://www.tvdsb.on.ca/news/2008/2008nov13.pdf>

Rosa Parks Story

Songs:

Heal the World, Michael Jackson

Imagine, John Lennon

We Shall Be Free, Garth Brooks

Follow the Drinking Gourd

Guided Reading

Skywriters

Deborah Ellis

Sally Armstrong

Underground to Canada, Barbara Smucker

Main Sails

Grade 5

What do you think?

Grade 6

Speak your Mind

Epidemic

Independent Reading**Grade 5 & 6**

Harriett Tubman (Graphic Organizer)

Grade 6:

Krakatau (Reading Comprehension text) followed by the Dear Diary exercise.

Science Resources:**Grade 5:**

Eco-Schools and the Power of Electricity, London Hydro

Grade 6:

The Power of Electricity by London Hydro

Media Resources (DVD):

If the World Were A Village

Sadako

African Rhythms

The Drinking Gourd

Ruby Bridges