





# Unit Plan

	<b>Words and page</b>
<b>Reading Match</b>	forest, Harriet Tubman, cotton, forest p. 7
<b>Vocabulary</b>	plantation, escape, amendment, shacks p. 12

	<b>Concept and Page</b>		<b>Concept and Page</b>
<b>Sorting</b>	Harriet p. 9	<b>Wh Questions</b>	Who – End of book
<b>Classification</b>	Cotton p. 3	<b>Book Exam</b>	Pre and post assessment
<b>Pattern</b>	Harriet Tubman and Lincoln p. 11	<b>Sentence Scramble</b>	End of book
<b>EZ Summary</b>	End of book	<b>Question and Answer</b>	End of book
<b>Multiple Choice</b>	p. 12	<b>Fill in the Blank</b>	End of book
<b>Capitalization</b>	Names p. 11	<b>Reading and Vocabulary Assessments</b>	Pre and post
<b>Grammar</b>	Were p. 10	<b>Short Answer</b>	End of book



# Unit Plan

## How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

**Special education setting:** The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

**Inclusion setting:** Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



# Unit Plan

## Page One:

**Talking Points:** Africa is a continent that is far away from the United States. People that live in Africa are called Africans. People that live in the United States of America are called Americans. A long time ago, European people went to Africa and forced many Africans to get on a ship. Forced means that they had to. They could not escape. That means that they could not get away. The Africans did not want to leave Africa. They did not want to go on the ship. They were scared. The ship took the Africans to the United States of America. (show map)

**Pointing Questions:** Africans, floor, sky, birds

**Short Answer:** What are people from Africa called? What are people from the United States called? What were Africans forced to go on? Where was the slave ship taking the Africans?

**Yes/No:** Are Africans from Africa? Did the Africans want to go on the slave ship? Was the slave ship taking the Africans to America? Were the Africans scared? Could they escape?

**Sharing opinion/experiences:** How do you think the Africans felt when they were forced onto the slave ship? Have you ever been scared before? What made you scared?

**Peer to Peer Interaction:** After you read Page 1, ask students, “What were some Africans forced to get on?” The answer is the main idea card “slave ship.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Presentation:** Slave Trade

**Assignment Options:** Map Activity, Coloring Page Ship, Word Scramble Ship (L)



# Unit Plan

## Page Two:

**Talking Points:** Plantations are large farms. It was a lot of work to run a plantation. Some plantation owners bought the Africans. The Africans became their slaves. The plantation owners bought the slaves at auctions. An auction is place where people can buy things. Today you can't sell people at an auction. Back then you could. Things are sold to the people who offer the most money. A long time ago slaves were sold at these auctions. The slaves became the plantation owners property. The slaves did not have any rights. They had to do whatever their owners told them to do. Show the video below which shows an auction.

**Pointing Questions:** stairs, Africans, baby

**Short Answer:** Who bought the slaves? What is a plantation? Where did plantation owners buy the slaves?

**Yes/No:** Are plantations small farms? Are plantations large farms? Did plantation owners buy slaves at stores? Did they buy slaves at an auction? Did the slaves like this? Were the slaves scared? Do you think this was right?

**Sharing opinion/experiences:** Have you ever gone to an auction? Would you like to go to an auction? How do you think the slaves felt when they were sold to plantation owners?

**Peer to Peer Interaction:** After you read Page 2, ask students, "Where did the plantation owners buy the slaves?" The answer is the main idea card "auction." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **plantation** in the book. **A plantation** is a very large farm. There were a lot of plantations in the South a long time ago. Find the **plantation** flashcard and its matching definition.

**Functional:** Africans were sold at auctions a long time ago. Today people can buy cars, furniture, paintings and many other things at an auction. (Have students watch the following video of an auction.) <https://www.youtube.com/watch?v=clpKJ3UWYVw>

**Activity Option:** Hold an auction in class where students can buy a few things to see how this method of buying and selling works.

**Assignment Options:** Word Scramble Slave (L)



# Unit Plan

## Page Three:

**Talking Points:** The plantations were large farms. Some of the slaves had to work on the farms all day. Men, women and children had to work on the farm. One popular crop that was grown on the plantations was cotton. The slaves had to pick the cotton from the plants all day long. It was hard work! The slaves did not get paid to pick the cotton. Cotton is used to make cloth. You can make clothes out of cotton. The plantation owners sold the cotton to make money. The slaves were sad. They did not like working like that. Here is a video of slaves working and singing in a cotton field <https://www.youtube.com/watch?v=C-zlSq4mWiE>

**Pointing Questions:** men, women, children, field, cotton, baskets

**Short Answer:** Where did many of the slaves work? What were large farms called?

**Yes/No:** Did some slaves work in cotton fields? Did the slaves have to work all day? Did the slaves like working in the cotton fields?

**Sharing opinion/experiences:** Cotton is a plant. Cotton is used to make clothing. Do you have any clothes made of cotton? What are some other things that grow on a farm?

**Peer to Peer Interaction:** After you read Page 3, ask students, “Where did a lot of slaves have to work?” The answer is the main idea card “cotton fields.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

## Presentation:

**Functional Activity:** Bring in shirts and have students look for the word cotton or cotton symbols. For students requiring a sensory diet, allow them to feel cotton balls and cotton clothing.

**Assignment Options:** Coloring Page Slaves in Field, Word Scramble Cotton (L), Classification Cotton



# Unit Plan

## Page Four:

**Talking Points:** Slave owners lived in a fancy home on the plantation. Fancy means very nice. The plantation homes were very big. The people who lived in the plantation homes were rich. They made a lot of money because the slaves did the work. Some of the slaves worked inside the plantation homes. They cleaned the homes. They cooked for their owners. They were nannies and helped with kids. They took care of their owners. They were servants. If they were asked to get something, they did right away. Here is an old plantation home. <https://www.youtube.com/watch?v=hXeTR2uFj10>

**Pointing Questions:** trees, white plantation home, slaves, bird

**Short Answer:** Where did some of the slaves have to work? What did the slaves do in the plantation homes? Who lived in the plantation homes?

**Yes/No:** Are plantation homes small? Were plantation homes fancy? Did the plantation owners live in plantation homes? Did the slaves live inside the plantation homes? Did some slaves cook and clean inside the plantation homes?

**Sharing opinion/experiences:** Plantation homes were fancy! Would you like to live in a fancy home? The slaves cooked and cleaned the plantation homes. Who cooks and cleans at your house? Do you help to clean your house? What work do you do at home?

**Peer to Peer Interaction:** After you read Page 4, ask students, “Where did some of the slaves have to work?” The answer is the main idea card “plantation home.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** plantation

**Assignment Options:** Coloring Page Plantation Home, Word Scramble Home (L)



# Unit Plan

## Page Five

**Talking Points:** The slaves did not live in fancy homes. Their homes were shacks. They were very small. The walls were thin. The shacks were hot in the summer and cold in the winter. They did not have much furniture in their shacks. It was not comfortable. It was sometimes too hot or too cold. A lot of times they didn't have a floor in their house. It was dirt.

**Pointing Questions:** eyes, ears, nose, mouth, hair, bow tie,

**Short Answer:** What type of home did slaves live in? Describe a shack?

**Yes/No:** Did the slaves live in fancy homes? Did the slaves live in shacks? Are shacks fancy?

**Sharing opinion/experiences:** Would you like to live in a shack? Tell us about your house. Why do you think the slave houses were not comfortable? What does comfortable mean?

**Peer to Peer Interaction:** After you read Page 5, ask students, "What type of home did the slaves live in?" The answer is the main idea card "shacks." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **shacks** in the book. **Shacks** are small, cheap houses. They don't cost a lot of money to make. Shacks look terrible! They are not very nice. Find the **shacks** flashcard and its matching definition.

**Presentation:** Quarters (plantation homes and slave quarters)

**Assignment Options:** Shacks Cut and Paste, Summary/Cloze/EZSummary Slaves





# Unit Plan

## Page Six:

**Talking Points:** Harriet Tubman was a woman who was a slave a long, long time ago. She was a slave in the state of Maryland. She hated being a slave. She escaped from her owner and ran away. Escaped meant that she ran away. She wanted to go to the North where there weren't slaves. She would be free in the North. If she could find the north and go there, she would not be a slave. (Show students where Maryland is and where Pennsylvania is, which is where she needed to go to be free)

**Pointing Questions:** Harriet Tubman, dress, kerchief

**Short Answer:** What was the slave's name? Where was Harriet a slave? Where did Harriet escape to?

**Yes/No:** Was Harriet Tubman a slave owner? Was Harriet Tubman a slave? Did Harriet Tubman escape? Was Harriet Tubman free when she escaped to the North? Was Harriet brave?

**Sharing opinion/experiences:** Slaves were treated like property. They had no rights. That means they couldn't do what everyone else could do. They could not move or find a new job. They had to ask if they wanted something. Plantation farmers owned them. They could make the slaves work as long as they wanted. How do you think it would feel to be a slave?

**Peer to Peer Interaction:** After you read Page 6, ask students, "Who was a slave who escaped?" The answer is the main idea card "Harriet Tubman." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **escaped** in the book. **Escape** means to get away. If a bird escapes from its cage, it means it got out of the cage and flew away. Some slaves escaped from the plantation. That means that they got away from the plantation. Find the **escape** flashcard and its matching definition.

**Assignment Options:** Word Scramble Harriet (L), Harriet Biography



# Unit Plan

## Page Seven:

**Talking Points:** A forest is a large area that has a lot of trees. When Harriet ran away, she hid in the forest. She hid behind the trees. A forest is very dark at night. Harriet was all alone. It was scary! (Show the following video of a virtual tour through a forest. ) <https://www.youtube.com/watch?v=ll5nOXltjx8>

**Pointing Questions:** trees, branches, ground

**Short Answer:** Where did Harriet hide when she was running away? What does a forest have a lot of?

**Yes/No:** Did Harriet run away from her owners? Did Harriet hide in the forest?

**Sharing opinion/experiences:** Have you ever seen a forest? Have you ever walked in a forest? How do you think Harriet felt when she was hiding in the forest? Have you ever been scared before? Why do you think Harriet wanted to run away? Why was it dangerous?

**Peer to Peer Interaction:** After you read Page 7, ask students, “Where did Harriet hide?” The answer is the main idea card “forest.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Coloring Page Forest, Word Scramble Forest (L), Reading Match (L)



# Unit Plan

## **Page Eight:**

**Talking Points:** Harriet did not have a map. A map is a paper that helps you see how to go somewhere. The North Star is a star in the sky that slaves used when they were escaping. Harriet wanted to go north, so she found the north star. That way she would know which way to go. Following the North Star at night would help the slaves get to the North. Harriet followed the North Star and made it to Pennsylvania. Pennsylvania was a northern state. Slaves would be free in Pennsylvania. Show the following video that shows how to find the North Star. <https://www.youtube.com/watch?v=mNhN0rmNpGk>

**Pointing Questions:** What star did Harriet follow to get to the North? What state did Harriet make it to?

**Short Answer:** What star did Harriet follow to get to the North? What state did Harriet make it to?

**Yes/No:** Did Harriet have a map? Did Harriet follow the North Star? Did Harriet make it to Pennsylvania? Was Harriet free in Pennsylvania?

**Sharing opinion/experiences:** Do you like to look at stars? Go outside tonight and look at the stars. See if you can find the North Star.

**Peer to Peer Interaction:** After you read Page 8, ask students, "What star did Harriet follow?" The answer is the main idea card "North Star". Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Map Activity, Summary/Cloze/EZ Summary Harriet Tubman



# Unit Plan

## **Page Nine:**

**Talking Points:** Harriet wanted other slaves to be free. She went back to the South many times to help slaves escape from their owners. She helped the slaves run away. Harriet was very brave to do this!

**Pointing Questions:** man, feet, pants, trees

**Short Answer:** Where did Harriet go? Who did Harriet want to help? What did Harriet help other slaves to do?

**Yes/No:** Did Harriet go back to the South? Did Harriet help other slaves run away?

**Sharing opinion/experiences:** Harriet helped other slaves escape. She had to hide from the plantation owners. It was very dangerous to go back to the South. Harriet could have gotten caught and made a slave again. How do you think Harriet felt when she went back to the South? Why do you think she went back so many times? Harriet helped slaves. What is something you can do to help someone?

**Peer to Peer Interaction:** After you read Page 9, ask students, “What did Harriet help other slaves to do?” The answer is the main idea card “escape.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary:** escape

**Assignment Options:** Coloring Page Harriet, Sorting



# Unit Plan

## **Page Ten:**

**Talking Points:** There were a lot of people who did not like slavery. An abolitionist is someone who was trying to stop slavery. Frederick Douglass was an abolitionist. He did not like slavery. He wanted it to end.

**Pointing Questions:** hair, moustache, ears, ears, nose, jacket

**Short Answer:** What do abolitionists want to end? Who was one abolitionist?

**Yes/No:** Did Frederick Douglass like slavery? Did Frederick Douglass want slavery to end?

**Sharing opinion/experiences:** An abolitionist is a person trying to stop slavery. If you lived back then, would you be an abolitionist?

**Peer to Peer Interaction:** After you read Page 10, ask students, "Who was a famous abolitionist?" The answer is the main idea card "Frederick Douglass." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Presentation:** Abolitionists (Covers Frederick Douglass, Sojourner Truth, and John Brown)

**Assignment Options:** Coloring Page Frederick Douglass, Grammar



# Unit Plan

## Page Eleven:

**Talking Points:** Abraham Lincoln was the President of the United States when there was slavery. Abraham Lincoln did not like slavery. He wanted slavery to end. He needed to add an amendment. That is like a law that needs to be added to the Constitution. An Amendment that said no slavery would mean that no one in the country could have a slave.

**Pointing Questions:** Abraham Lincoln, beard, hair, suit, shirt

**Short Answer:** What president wanted slavery to end?

**Yes/No:** Did Abraham Lincoln like slavery? Was Abraham Lincoln the President of the United States? Did Abraham Lincoln want slavery to end? Did the Constitution need an Amendment to end slavery?

**Sharing opinion/experiences:** President Lincoln was the President of the United States a long time ago? Who is the President of the United States today? President Lincoln wanted slavery to end. He thought it was wrong. Do you think that slavery was wrong? What are some things that you know are against the law?

**Peer to Peer Interaction:** After you read Page 11, ask students, “What president wanted slavery to end?” The answer is the main idea card “President Lincoln.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **amendment** in the book. An **amendment** is a new law. An amendment is a new law that is added to the Constitution. All of the states have to follow amendments to the Constitution. Find the **amendment** flashcard and its matching definition.

**Assignment Options:** Capitalization, Patterns, Coloring Page Lincoln



# Unit Plan

## **Page Twelve:**

**Talking Points:** The 13<sup>th</sup> Amendment passed! The slaves were no longer owned by people. They were free. Some of the freed slaves decided to join the Union army so that they could fight against the south.

**Pointing Questions:** soldiers, tent, trees

**Short Answer:** Which amendment said slavery was not allowed? Who was free? What army did they want to join?

**Yes/No:** Did the 13<sup>th</sup> Amendment say that slavery was not allowed? Were slaves still owned by people? Did some slaves join the Army? Is an amendment like a law?

**Sharing opinion/experiences:** How do you think the slaves felt when the 13<sup>th</sup> Amendment was passed? Tell us about a time when you got good news and were happy.

**Peer to Peer Interaction:** After you read Page 12, ask students, “What was the name of the law that said slavery was not allowed?” The answer is the main idea card “13<sup>th</sup> Amendment” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** amendment

**Assignment Options:** Vocabulary, Sequencing, Multiple Choice



# Unit Plan

## **Page Thirteen:**

**Talking Points:** A lot of the slaves did not know that the 13<sup>th</sup> Amendment passed. There were not televisions back then. It took people a long time to find out what was happening in other parts of the country. Harriet joined the Union Army and went to the South to let the slaves know that the 13<sup>th</sup> Amendment passed and that they were free. Harriet was also a nurse in the army. She helped people who were hurt. When the slaves found out they were free they were so excited. The slaves could leave the plantations now!

**Pointing Questions:** men walking, women walking, children walking, wagon

**Short Answer:** What did Harriet join? What did Harriet let the slaves know about?

**Yes/No:** Were the slaves free? Did Harriet let the slaves know that they were free? Was Harriet also a nurse? Did Harriet help people?

**Sharing opinion/experiences:** The slaves could leave the plantations. How do you think they felt? How do you think the plantation owners felt?

**Peer to Peer Interaction:** After you read Page 13, ask students, “What did Harriet let the slaves know about?” The answer is the main idea card “free” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Do assignments that are listed of End of Book