Harriet Tubman – Skill Taking Notes

**Age Level:** 5th

**Subject(s) Area:** Language Arts

**Materials Needed:** Sticky Notes, R.A.N. (reading, analyzing, nonfiction) Chart

**S**tandards**:** Rl.8Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

**O**bjectives**:**

* The learner will effectively identify key events within the text at a 100% accuracy level.

**L**earning Activities:

**Opening Element:** From our story about Harriet Tubman, what do we remember from yesterday? Answers Vary.

**Reflective Questions:** Who can name one interesting fact about Harriet Tubman that they never knew before?

**Technology:** No technology will be used in this lesson.

**Instructional Methods:**

* Begin by reviewing what happened in the previous chapter from the book *Who Was Harriet Tubman?*
* Start reading chapter 5
* Stop on page 56 and ask the question, “What information can we gather from this paragraph?
* Give a student(s) a post-it-note to write down the information to put on the marker board.
* Continue reading.
* Stop at the end of page 57 and ask the question, “What information can we gather about Canada?”
* Give a student(s) a post-it-note to put it on the marker board.
* Continue reading
* Stop on page 59 after the paragraph. Ask the question, “What new information can we gather from this passage?”
* Give a student(s) a post-it-note to put it on the marker board.
* Continue reading
* Stop on page 60 after the sentence *“There, she earned money working in the hotels.”* Ask the question, “What did Harriet do in the winter?”
* Give a student(s) a post-it-note to put it on the marker board.
* Ask the question, “What did Harriet do in the spring and summer?”
* Continue Reading
* Stop after the first paragraph on page 61. Ask, “What new information can we gather from this paragraph.”
* Give a student(s) a post-it-note to put it on the marker board.
* Continue Reading
* Stop at the end of the second paragraph on page 61. Ask the question, “What new information can we gather?” (Answers Vary. May include: People began to talk, but he stories weren’t true. There was a $40,000 reward. )
* Give a student(s) a post-it-note to put it on the marker board.
* Continue Reading
* Stop after the paragraph on page 62. Ask the question, “What information did the posters have about Harriet?” (Answer: age, height, scar, could not read and write)
* Give me a fist to chest thumbs up if you think Harriet can actually read and write or give me thumbs down if you think Harriet does not know how to read and write.
* For those who answered yes, why do you think Harriet can actually read and write? Answers Vary.
* For those who answer no, why do you think Harriet does not know how to read and write? Answers Vary.
* Continue reading
* Stop on page 64 after the first paragraph. Ask the question, “Why do you think it would be difficult to get her parents?” Answers vary. What do you think she might do to get her parents to Canada? Answers vary.
* Give a student(s) a post-it-note to put it on the marker board.
* Continue reading
* Stop after the paragraph on page 65. Ask the question, “What new information can we gather from this passage?”
* Give a student(s) a post-it-note to put it on the marker board.
* Stop after the paragraph on page 68. Ask the question, “What new information can we gather?”
* Give a student(s) a post-it-note to put it on the marker board.
* Read the last paragraph on page 69. Ask the question, “What new information can we gather from this passage?” and “What do you think will happen next?”
* Give a student(s) a post-it-note to put it on the marker board.
* Have all of the students put their post-it-notes on the R.A.N. Chart.

**Guided Practice Strategies:**

When reading, stop and ask questions. By stopping and asking questions, the students will be able to reflect upon the reading.

**Independent Concrete Practice/Application:**

1. Have the R.A.N. Chart on the marker board. Use magnetics to hold in place. (See Appendix A)
2. Ask students if their wonderings are confirmed or misconception information.
3. Read the book *Who Was Harriet Tubman*?
4. Stop after new information for students to reflect upon the readings
5. Allow students to write down any new information that will be put on the R.A.N. Chart
6. After completing the chapter, allow the students to put their sticky notes on the R.A.N. Chart.

**Differentiation:**

* The R.A.N. Chart will be a visual for students to see new information being added from the book.
* The teacher will read the book out loud for auditory learners.

**Wrap-Up:**

From this chapter, we learned that Harriet took people secretly to Canada. How did she do this exactly? Why was it hard to take her parents there? Answers vary.

**A**ssessment:

**Formative:**

**Formal -** Students will use sticky notes to write down new information.

**Informal –** Students will raise their hand if they understand new information or are confused about prior information given from the chapter.

**Summative:**

Students will pick their own Who Was/Is book and establish an essay about their person.

**R**eflection:

I thought that this lesson went very well. Most of the students were engaged and actively listening. What I think I could have done to actively engage all of the students would be to draw Popsicle sticks with their names on them. This way the students would know that they could be called on to answer or summarize what I just read. I think the R.A.N. Chart was a nice visual for the students to see the information fit all together. Some of the students were confused on where to put the sticky note but I helped them out by guiding them to where they think it would best fit on the chart.

Appendix A

