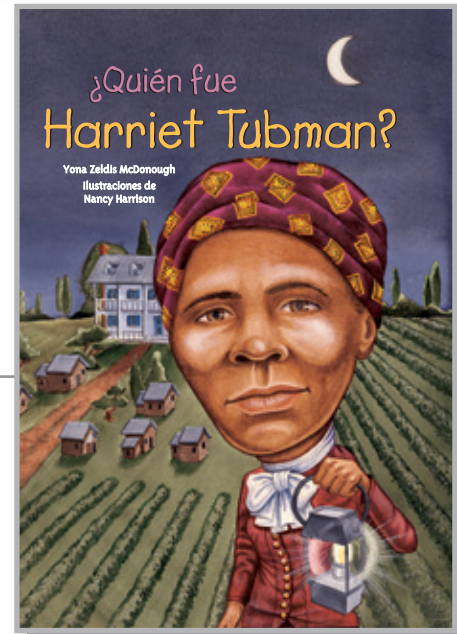




Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards



¿Quién fue Harriet Tubman?

Author: **YONA ZELDIS MCDONOUGH**

Illustrator: **NANCY HARRISON**

COMPLEXITY

F&P Guided Reading Level Q / Lexile Level 700L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Biography

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Recognize an informational text.
- Analyze the structure of a text.
- Identify the main idea and key details in an informational text.
- Recall information to answer questions.
- Ask and answer questions about the text.
- Present information.
- Use context clues and word structure to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Summarize an informational text.
- Write to supply information about a topic.



Together we foster lifelong readers

MATERIALS

- *Línea cronológica, Red de palabras* (Graphic Organizers #15 and #26)*
- index cards, sticky notes
- drawing materials: pencils, paper, markers, crayons, etc.
- construction paper
- old magazines, scissors, glue

SUMMARY

In this book you are going to learn about Harriet Tubman's life. She was an American abolitionist. Born as a slave in Maryland, Harriet was able to escape to the North. Shortly after, she began leading other slaves—more than 300—to freedom. During the Civil War, Harriet worked for the Union Army as a spy and a scout. Harriet was also active in the cause of women's suffrage. She died in 1913, and is remembered and honored for her courage in defense of freedom.

STANDARDS

SLAR CCSS RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RF.4.3.a, RF.4.3.b, RF.4.3.c, RF.4.4.a, W.4.2, W.4.5, W.4.7, W.4.8, W.4.9.b, W.4.10, SL.4.1, SL.4.2, SL.4.4, SL.4.5, L.4.1.h, L.4.2.d, L.4.2.g, L.4.4, L.4.6

SLAR TEKS 4.1.A, 4.2.A, 4.2.B, 4.2.E, 4.9.A, 4.11.A, 4.11.D, 4.15, 4.18.A, 4.20.A.(i), 4.20.A.(iv), 4.20.C, 4.22.C, 4.24.A.(ii), 4.24.A.(iii), 4.24.C, 4.24.D, 4.27.A, 4.28.A, 4.29.A

Social Studies TEKS 4.21.B–C, 4.22.B–D

NCSS II. Time, Continuity, and Change; VI. Power, Authority, and Governance

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

agotador – *que cansa mucho* / exhausting
anhelar – *tener un gran deseo de lograr o conseguir algo* / to yearn
audaz – *atrevido, valiente* / daring, audacious
encubrir – *ocultar a alguien* / to hide, conceal
exigir – *pedir enérgicamente, demandar* / to demand
ingresar – *entrar en un lugar, entrar a formar parte de una organización* / to be admitted, to join
recompensa – *premio, pago por un trabajo o servicio* / reward
recuperar – *volver a tener lo que se había perdido* / to recover
posesión – *cosa o propiedad que tiene una persona* / possession
sigilosamente – *con cuidado, sin hacer ruido* / stealthily
trayecto – *ruta que se recorre, recorrido* / route, journey

Advanced Vocabulary

abastecimiento – *alimentos y otras cosas necesarias para vivir, provisión* / supply
capataz – *persona que vigila y manda a un cierto número de trabajadores* / foreman
capturar – *apresar, detener por la fuerza* / to arrest, catch
clandestino – *secreto, oculto* / clandestine
combatir – *luchar, pelear en la guerra* / to fight, battle
fugitivo – *persona que huye y se esconde para que no lo encuentren* / fugitive
orador – *persona que habla en público* / public speaker
rebelarse – *levantarse contra la autoridad* / to rebel
reclutar – *reunir gente para el ejército* / to draft, conscript
subasta – *venta pública que se hace a quien paga más* / auction

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *contexto*, *cronología*, *cronológico*, *detalle*, *estructura*, *idea principal*, *organización*, *palabra compuesta*, *raíz*, *sufijo*, *secuencia*, *tema*) and instruction words, such as *cita*, *comparte*, *define*, *describe*, *explica*, *investiga*, *organiza*, *presenta*, *resume*, *revisa*, *selecciona*.
- Ask students to take turns explaining to a partner in their own words what each word means. Then have students work with a classmate to create sentences using as many of the vocabulary terms as they can in each sentence. For example: *El fugitivo caminó sigilosamente durante el trayecto*.
- Remind students that analyzing the structure of a word will help them figure out its meaning. The root *acorrallar* (to corral) on p. 22 is related to *corral* (pen). Have students think of related words to help them determine the meaning of *agrupar* (to group) on p. 8, *golpiza* (beating) on p. 83, *liberar* (to liberate) on p. 21, *maíz* (cornfield) on p. 21, and *señalado* (indicated) on p. 10. Elicit that *grupo*, *golpe*, *libertad*, *maíz*, and *señal* are related to those words. Point out the suffix *-mente* in *sigilosamente* and explain that it refers to the manner in which something is done. Then have students determine the meaning of *desesperadamente* (desperately) on p. 27, *firmemente* (firmly) on p. 37, and *inmediatamente* (immediately) on p. 34.
- Remind students that compound words are formed by two or more smaller words, like: *decimotercero* (thirteenth) on p. 24 from *décimo* (tenth) + *tercero* (third). Have students determine the meaning of *malhumorado* (bad tempered) on p. 18 and *maltratar* (to abuse) on p. 73.
- To expand their word knowledge, have students use context clues to determine the meaning of some multiple-meaning words as they are used in the text. Distribute five word web charts (Graphic Organizer #26) to students. Next, ask them to write each of these words in the central ovals: *curso*, *derecho*, *pescar*, *retirar*, *tráfico*. Then have students add their own definitions for these words to their webs. Have them look up the words in a dictionary and add other definitions. Finally, have students analyze how these words are used in the text and determine which definition applies in each of these cases: *curso* (course of the river) on p. 42, *derecho* (right) on p. 94, *pescar* (to fish) on p. 6 and *pescar* (to catch) on p. 100, *tráfico* (commerce) on p. 34. Ask students to share and discuss their word webs with a partner or in small groups.
- Form two teams to play a picture word game. Prepare index cards with the vocabulary terms. Each student gets to draw a card. Remind them that they cannot use numbers, letters, or words in their drawings. Give teams a set amount of time for making guesses.

READING

PRE-READING

- ▶ Explain that slavery existed in the South up until the end of the American Civil War in 1865. Encourage students to share what they know about this historical event. Ask: *¿Qué dos ejércitos se enfrentaron durante la Guerra Civil de los Estados Unidos?* (Which two armies fought in the American Civil War?) *¿Quién era el líder del Norte?* (Who was the leader of the North?) *¿Por qué se produjo esta guerra?* (Why did this war take place?) *¿Cuál fue el resultado?* (What was the outcome?)
- ▶ Have students read the title and index, and then give them a few moments to look at the illustrations and maps. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into eight chapters that follow Harriet Tubman's life. Additionally, the book contains ten additional passages that provide background information about historical events and prominent figures from the late 1800s in America. The chapters and informational passages are complemented by visual elements, such as maps and illustrations. At the end of the book, there are two timelines that organize the main details about Tubman's life and about important events in the U.S. and the world during the same time. Introduce the terms *cronológico* (chronologically) and *cronología* (chronology).
- ▶ Read aloud the introduction (pp. 1–2) to familiarize students with the text and to model pronunciation and intonation. Read through the text the first time for flow. During a second reading, ask and answer questions about the vocabulary. Discuss with students the figure of Moses (the Biblical figure who led the enslaved Israelites out of Egypt and into the promised land). Then, ask: *¿Quién era Harriet Tubman?* (Who was Harriet Tubman?) *¿Qué hizo?* (What did she do?) *¿Por qué compara la autora a Harriet con Moisés?* (Why does the author compare Harriet with Moses?) *Mencionen una secuencia de tres detalles de la vida de Harriet Tubman.* (Mention a sequence of three details about Harriet Tubman's life.)
- ▶ Instruct students to read each chapter independently. Provide them with sticky notes so they can take notes. Ask: *¿De qué trata este capítulo?* (What is this chapter about?) *¿Cuál es el tema principal de este capítulo?* (What is the main topic of this chapter?) *¿Qué detalles importantes incluye la autora.* (What important details does the author include?)
- ▶ Have students work in pairs to read the additional informational passages to each other. Assist pairs in interpreting the information presented in the maps, illustrations, and timelines as needed. Then ask: *¿Qué datos en las págs. 8 y 9 demuestran que se trataban a los esclavos como a animales?* (What pieces of information on pp. 8–9 prove that slaves were treated as animals?) *¿Quiénes eran los cuáqueros?* (Who were the Quakers?) *¿Por qué se oponían a la esclavitud?* (Why were they opposed to slavery?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Ask students these or similar questions to check their comprehension of the text, allowing them to answer with short phrases or incomplete sentences: *¿Cómo era Harriet: audaz o indecisa? Den un ejemplo del texto para apoyar sus respuestas.* (What was Harriet like: audacious or indecisive? Give an example from the text to support your answers.) *¿De qué distintas maneras ayudó Harriet a los esclavos durante su vida?* (What different ways did Harriet help the slaves throughout her life?) *Expliquen por qué seguimos recordando a Harriet hoy en día.* (Explain why we still remember Harriet today.)

AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text. Ask: *¿Qué experiencias de su niñez y juventud impulsaron a Harriet a escaparse? Den ejemplos del texto.* (What experiences from her childhood and youth drove Harriet to escape? Provide examples from the text.) *¿Qué creen que habría pasado si los Estados Confederados hubieran ganado la guerra? ¿Por qué?* (Why might have happened if the Confederate States had won the war? Why?) *¿Qué quiere decir: “Yo era una extraña en una tierra extraña” (p. 46)? ¿Cómo se adaptó Harriet a su nueva vida?* (What does this mean: “I was a stranger in an alien land”? How did Harriet adapt to her new life?)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze the motives behind the characters' decisions and to evaluate the outcomes of those decisions. Ask students to give complete and elaborate answers. Ask: *¿Por qué creen que Harriet decidió dedicarse a ayudar a los esclavos? Citen del texto para apoyar su opinión.* (Why do you think Harriet decided to dedicate herself to helping the slaves? Quote from the text to support your opinion.) *¿Qué importancia tuvo Harriet Tubman en la historia de los Estados Unidos?* (What is Harriet Tubman's importance in the history of the United States?) *¿Qué quiere decir: “Su trabajo era enseñarles a los esclavos a verse como personas libres” (pág. 72)? ¿Por qué creen que tenían que aprender los esclavos a ser libres?* (What does this mean: “Her job was to teach the slaves to see themselves as free people”? Why do you think the slaves needed to learn to be free?)

POST-READING

- ▶ Explain to students that the main idea is the text's message: it is the main focus of the text. The supporting details give us information that supports the main idea. Discuss the main idea with students. Ask: *¿Qué mensaje nos ofrece la vida de Harriet Tubman?* (What message does Harriet Tubman's life offer us?)
- ▶ Distribute the chronological timeline (Graphic Organizer #15) and have students create their own timeline on which they list, in chronological order, the six details about Harriet's life that they consider the most important. Then have students share their timelines with a classmate and explain their choices. ✓
- ▶ Have students choose two of the ten additional informational passages in the book and write a three-sentence summary of the key ideas and supporting details of the passage. Then have students read their summaries aloud in small groups. ✓

CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students draw a timeline showing the most important historical events in America during Harriet's lifetime (from 1820 or 1821 to 1913). Students should use the information in the book, including maps, illustrations, and the timeline on p. 105. Then have students illustrate some of the events on their timeline. They may draw the illustrations themselves or use cutouts from magazines or the Internet.
- ▶ Have students work in pairs to create a poster about four or five people who played an important role in the fight for the emancipation of the slaves (e.g. the Quakers, Frederick Douglas, the abolitionists, Abraham Lincoln, etc.) Students may need to research some information if it is not included in the text. You may wish to suggest reference materials and appropriate Internet websites. Remind students to keep a record of their sources and to cite them on the back of their posters. Then have students present their posters to another pair and explain the importance of each of the people they chose. Encourage students to use vocabulary words such as *clandestino*, *orador*, *combatir*, *legislador*, *rebelarse*, etc. as they do this activity. ✓
- ▶ Discuss with students what might have been the reason the author included so much background historical information in her accounts of the life of Harriet Tubman. Ask: *¿Por qué creen que la autora incluyó tanta información sobre la Guerra Civil y la esclavitud?* (Why do you think the author included so much information about the Civil War and slavery?) *¿Cómo nos ayuda esa información a conocer mejor a Harriet y a entender sus acciones?* (How does that information help us know Harriet better and understand her actions?)

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use their timelines and the information in the book to write a summary of the most important details in Harriet Tubman's life. In their summaries, students should answer these questions: *¿Quién fue Harriet Tubman?* (Who was Harriet Tubman?) *¿Por qué es importante?* (Why is she important?) Explain to students that they should organize the details in sequential order. Suggest that they also look for images of Harriet Tubman, the American Civil War, and slavery. Direct students to sources of images (on the Internet or in reference books they may find in the library), and have them select three appropriate images to illustrate their summaries. Ask students to write captions for their images and to list the sources. Guide students through the writing process by supporting them in planning their writing, developing a draft, revising and editing it, and producing their final work. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Completa las oraciones con el verbo correcto.

trayecto

anhelaba

rebelarse

encubría

exigían

1. Harriet se atrevió a rebelarse contra un capataz.
2. Si alguien encubría a un esclavo era castigado.
3. Harriet anhelaba la libertad desesperadamente.
4. El trayecto estaba lleno de peligros.
5. Los abolicionistas exigían el fin de la esclavitud.

B Añade el sufijo *-mente* a estas palabras y completa las oraciones.

sigiloso → sigilosamente audaz → audazmente fuerte → fuertemente

1. Los dueños azotaban fuertemente a los esclavos.
2. Harriet salió sigilosamente de la casa para que no la oyeran.
3. Harriet ayudó audazmente a los esclavos a escapar.

C Escribe la definición de la palabra *derecho* que se usa en cada contexto.

1. ¡Siéntate *derecho* y escucha a la maestra!

Perpendicular a la horizontal.

Wording of definitions may vary, but they should match the meanings provided below.

2. Harriet luchó por su *derecho* a la libertad.

Facultad que poseen todas las personas para hacer o disfrutar de algo.

3. Perdí el guante *derecho* el día de la tormenta.

Que se usa en la mano derecha.



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Quién fue Harriet Tubman?

Possible answer: Fue una esclava que huyó al Norte y luego ayudó a otros esclavos a escapar.

2. Menciona dos cosas que hizo para ayudar a las personas negras.

Possible answer: Conducía a los esclavos a la libertad. Cuidaba en su casa a personas negras pobres, viejas o enfermas.

3. ¿Por qué es importante Harriet Tubman?

Possible answer: Harriet Tubman es importante porque condujo a la libertad a más de 300 esclavos.

B Completa esta línea cronológica con detalles de la vida de Harriet Tubman



1821: Nació.

1849: Huyó al Norte.

1860: Fue herida. Hizo su último viaje al Sur.

1869: Se publicó su primera biografía. Se casó con Nelson Davis, su segundo esposo.

1913: Murió.

C Escribe tres detalles que apoyan la idea principal del libro.

IDEA PRINCIPAL:

Harriet Tubman es un ejemplo de valentía y fortaleza porque liberó a cientos de esclavos.

DETALLE #1: Answers will vary, but must show examples from Harriet Tubman's life

DETALLE #2: that support the main idea.

DETALLE #3: _____



Nombre _____

Vocabulario

A Completa las oraciones con el verbo correcto.

trayecto

anhelaba

rebelarse

encubría

exigían

1. Harriet se atrevió a _____ contra un capataz.
2. Si alguien _____ a un esclavo era castigado.
3. Harriet _____ la libertad desesperadamente.
4. El _____ estaba lleno de peligros.
5. Los abolicionistas _____ el fin de la esclavitud.

B Añade el sufijo *-mente* a estas palabras y completa las oraciones.

sigiloso → _____ audaz → _____ fuerte → _____

1. Los dueños azotaban _____ a los esclavos.
2. Harriet salió _____ de la casa para que no la oyeran.
3. Harriet ayudó _____ a los esclavos a escapar.

C Escribe la definición de la palabra *derecho* que se usa en cada contexto.

1. ¡Siéntate *derecho* y escucha a la maestra!

2. Harriet luchó por su *derecho* a la libertad.

3. Perdí el guante *derecho* el día de la tormenta.



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Quién fue Harriet Tubman?

2. Menciona dos cosas que hizo para ayudar a las personas negras.

3. ¿Por qué es importante Harriet Tubman?

B Completa esta línea cronológica con detalles de la vida de Harriet Tubman

↑ 1821: _____
1849: _____
1860: _____
1869: _____
↓ 1913: _____

C Escribe tres detalles que apoyan la idea principal del libro.

IDEA PRINCIPAL:
Harriet Tubman es un ejemplo de valentía y fortaleza porque liberó a cientos de esclavos.

DETALLE #1: _____

DETALLE #2: _____

DETALLE #3: _____