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Round 1: Harriet Tubman Read Aloud

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Background

Although this lesson is simply a glorified read aloud, I believe that this lesson is a vital part of my CUP in having another example of someone who's a good citizen that we can all examine together. I believe that students will learn and retain better this concept of what it means to be a good citizen if the information is repeated and continually learned in new contexts to allow multiple avenues of entrance into this content. Just like in the gallery walk last week, Harriet Tubman is also a special person who I picked to example what an extraordinary citizen looks like. I believe that students will be excited about this book because of the beautiful paintings and accessible story, but also because she represents part of the African American experience in our history. Students are more likely to engage with and retain the information if there is some sort of personal stake in the material. With a black female protagonist, students of that marginalized group may feel more validated in their experience. Choosing diverse books requires a context in which they can be processed. So while I think that having diverse books innately adds depth to a class, they must be utilized and taught in a context that elevates their message to a level where there is no mistaking that stories of marginalized communities are not add-ons but actually *create* and *shape* our communities and world. I choose this book not purely for that purpose, but also for that of demonstrating what a truly committed and selfless person Harriet Tubman was.

Learning Focus

The focus of reading this books is to hone in on how good citizens abide by certain values their entire life, not simply living by these qualities moments at a time. Reading this book aligns with habits of learning that I believe in - pattern-finding and making connections through multiple avenues of entrance to a content; problem solving through collective discussion. This lesson is less centered on problem solving as a class than I would like but I am interested to see where class discussion will open up as I read this story.

Learning Centered Goals

- Students will understand that good citizens do not simply have one-and-done moments of "being good" but *live* by these positive qualities that we came up with last time as a class.
- Students will be making the connections (and orally presenting them) between Harriet Tubman and the 6 good citizens I showed them last week.
- Students will be making connections (and orally presenting them) with themselves and how people in *their* or themselves can be good citizens.

Practice Centered Goals

- I will let students know when they are going to be called on so they can be engaged in learning in a supported way.
- I will start students in their seats and then move them to the rug to get them up and moving a little bit.
- I will be transparent with my excitement in teaching about Harriet Tubman so the students can also share my excitement and more readily hear the story.
- I will create a timeline on the board of the story while I read so as to map the story in a way that makes the text more approachable and understandable.
- I will conference with individuals during the exit slip so they can understand what I mean by "committed" if it didn't sink in before.

Round Learning-Centered Inquiry

Was there a sense of urgency for needing to be a good citizen today?

Were there indicators that students were understanding the book more because of the repetition of the words from the previous class?

Were there instances where students were very excited about the connection between last class and this book?

Was there evidence that students were see patterns in this book and making the conclusion that good citizens are always “on”?

Round Practice-Centered Inquiry

Did the design of writing up a sort of timeline on the wall help student understanding of the book?

Was there evidence of students seeming settled on the rug after coming from the tables?

Is there evidence of my excitement in teaching about Harriet Tubman that helped students engage in the text?