

LESSON PLAN FORMAT
By Kristin Nielsen-Drake

Title of book: *Trouble Don't Last* by Shelley Pearsall

Literature Annotation: Tell the main idea or focus of the book. What connection does it have to geography? This action-packed historical novel details the lives of two escaping slaves, Samuel, around 11 years old, and an older man, of about 70 years, Harrison. It begins with an unwilling Samuel who is “forced” to escape with Harrison and how a relationship develops between the two as they move through dangerous territory on the “underground railroad.” Pre-Civil War maps will be used to show the demographics of the slave states vs. non-slave states.

Grade level: 4

Duration: How long will it take to teach this lesson? Approximately 3-4 weeks, as long as it takes to finish the book as a read aloud. Ongoing with each lesson, students will follow the progress of Samuel and Harrison northward towards Canada on a realistic but fictional map.

Colorado Model Content Standards and Benchmarks:

Geography:

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and other patterns of change.

2.2 Students know how and why people define regions.

And

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence cooperation, and conflict.

4.1 Students know the characteristics, location, distribution and migration of human populations. (In this case, focusing on slave populations)

4.3 Students know the patterns and networked of economic interdependence. (Need for huge labor force for the agriculture)

4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface

Reading and Writing:

Students will read along with accompanying texts, either hard cover, or on docucamera. Some sections will be highlighted to illustrate setting. For example, on page , a very descriptive passage is recorded about a cellar where Samuel and Harrison were hiding. Students will “**map**” this out, visualizing and drawing what this setting could have looked like as they listen. . Certain vocabulary terms typical of the times will be noted, such as yoke for oxen, butter churn, etc. On going throughout, students will respond to this book in a journal, as if following the progress of Samuel and Harrison by their sides.

Objective: What will students be able to do after learning this lesson?

Students will demonstrate an awareness of the divisions that separated the country over slavery and be able to simply articulate why it happened.

Evaluation: Student-created maps and self-rating on an informal rubric. (see below) Informal comprehension checks as we read the book. Also, student responses will be written in response journals.

Vocabulary:

What new words will the students need to know to understand the book and the lesson? Some slavery-specific words such as: mas, cow-hided (see back of book in glossary for complete list)

Geographic words related to maps: (may be new to some, review for others)

Compass rose, orientation (N_S_E_W), scale, legend or key.

Materials: List everything the teacher and students need in order to successfully accomplish the objectives and evaluation.

8 *Trouble Don't Last* novels

Docucamera

Excerpts from novel copied for each student for creating visualization map

Trouble Don't Last journals for daily reflections

Maps of the East Coast for students to color.

Maps detailing north and south states by slavery or non-slavery.

Map from: Mapping Slavery in North America (Political slant)

http://www.press.uchicago.edu/books/akerman/maps_slavery.html

Free states vs. Slave states, color-coded:

http://www.learner.org/biographyofamerica/prog10/maps/images/map_10_a.gif

Underground Railroad Routes Map (interactive)

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html

Underground Railroad routes of 1860

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/map.htm>

Lesson development:

- A) **Motivation/anticipatory set:** What do you know about slavery in the US? Why did it happen? Why did it seem to only be in the South?
- B) **Activities:** KWL chart on above questions. Then KWL chart on purposes of maps/ kinds of maps. View slave vs. non-slave state maps, view agriculture vs. industry map of North and South, Read Chapter 1 and 2. Discuss possible reasons why slaves might want to escape. Look at fictional map in back of the book to see where they started/ and where they are headed.

Evaluation:

Students will use a map resource to color in slave vs. non-slave states. This map will grow so that student may chart the progress of the fictional escaping slaves in the story, and also chart “historically accurate” Underground Railroad routes.

Informal rubric: below

Bibliography: listed under materials section

Name _____ Date _____

Informal Rubric for Geo-Literacy Project:

Book: _____

by _____

Self-rate: 1-4 in each area. 1=low, 4=high. Be prepared to defend your rating.

I have labeled my map accurately with Title, Orientation, Date, Author, Legend (Map Key), Scale	
I have color-coded my slave states and non-slave states accurately.	
I have labeled the fictional journey of Samuel and Harrison.	
I have included a Bibliography.	
EXTRA CREDIT: I have shown in a different color, another underground railroad route. (site resource in Bibliography)	

Comments: _____
