

Lesson Plans: 08 SS LPQ4 Juneteenth

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Grade Level : Grade 8

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade 8
Florida Sunshine State Standards
American History

- 1: Use research and inquiry skills to analyze American History using primary and secondary sources.
SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.
SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Description/Abstract of Lesson: Students will describe the origins and significance in history of Juneteenth celebrations. Students will identify customs, celebrations, and traditions from American history that impact us today.

Essential Question-Scope & Sequence: **What can be concluded about the way that people celebrate and define freedom in the U.S.?**

Technology Connections and Teacher Materials: www.juneteenth.com lyrics to the hymn "Lift Every Voice and Sing" or lyrics and music of "Take Me Out to the Ball Game" or lyrics and music of "The Star Spangled Banner"

Technology Connections and Student Materials: access to internet, chart paper or posterboards, markers, colored pencils, lyrics and music to "Lift Every Voice and Sing" and "Take Me Out to the Ballgame" Copy of Abraham Lincoln's Emancipation Proclamation SELECTED TITLES Branch, Muriel Miller *Juneteenth: Freedom Day*. Cobblehill, 1998. The author discusses and provides pictures of her own discoveries and experiences in researching the holiday. She also gives suggestions on how to organize your own Juneteenth celebration, and offers a bibliography of books, periodicals and newspapers. (Grades 4-6) Leeper, Angela. *Juneteenth: A Day to Celebrate Freedom from Slavery*. Enslow Pub Inc., 2004. Covers the origin and history of the holiday known as Juneteenth and describes how it is celebrated today. Prather, Patricia Smith *Juneteenth: An African American celebration*, Cobblestone: The History Magazine for Young People, 18:3, p. 17-21, March 1997. Traces the development of the celebration from June 19, 1865, to the 1980 declaration of a state holiday in Texas, the first official holiday in America set aside to commemorate African American history and culture. (Grades 3-6) Weatherford, Carole B. *Juneteenth Jamboree*, Lee & Row Books, 1995. Cassandra and her family have moved to her parents' hometown in Texas, but it doesn't feel like home to Cassandra until she experiences Juneteenth, a Texas tradition celebrating the end of slavery. (Kindergarten - Grade 2)

Duration : 2 Days

Vocabulary: Emancipation, proclamation, celebration

Steps to Deliver Initial Instruction:

- **Juneteenth History** - background Juneteenth is the oldest recognized celebration that marks the end of slavery in the United States. It started in Texas, but the largest celebrations today are in Milwaukee and Minneapolis – showing how far the idea has traveled over the years.
 - Juneteenth is always observed on or around June 19th; the day that slaves in Galveston, Texas learned that they had been freed by President Lincoln's Emancipation Proclamation. The only problem was that the slaves in Texas finally heard about their freedom in 1865 – two and a half years after it was adopted. President Lincoln's Emancipation Proclamation had become official on January 1, 1863. Students can examine the Emancipation Proclamation issued by Abraham Lincoln and compare it with the facts of Juneteenth. The

Emancipation Proclamation [<http://memory.loc.gov/ammem/alhtml/almintr.html>]

- There are several theories about why the Texas slaves weren't told about their freedom for such a long period of time. One story says that a messenger was dispatched to Texas, but was murdered before he could deliver the news. Another says that the plantation owners deliberately kept the news from reaching the slaves so that they could get in one last cotton crop.
- **Before class begins:** Download and print copies of the lyrics of the hymn "Lift Every Voice and Sing"
 - Write down major holidays or familiar celebrations on slips of paper: Independence Day, Birthday, Christmas, New Year's, Thanksgiving. Make copies of the entry on Juneteenth from the Handbook of Texas

Guided Practice with Feedback:

- Open the lesson by playing or singing "Take me out to the Ballgame." Ask students what the song makes them think of...baseball games.
 - Sing or play the "Star Spangled Banner." Ask students what this song makes them think of America. Ask students to name things the songs remind them of. Help students come to the conclusion that songs and or lyrics from songs are closely related to special celebrations and important events in our lives.
- Divide the class into groups and have each group select a slip of paper with one of the major holidays or celebrations has been written. Ask each group to brainstorm songs that represent that specific holiday or celebration and then decide on ONE song to sing for the class without telling the class the name or celebration they are using. The class will try to guess which holiday or celebration by hearing the song.
- Write the word "Juneteenth" on the markerboard or overhead. Ask students what they know about this special celebration. Ask students to brainstorm using a Circle Thinking Map.

Independent Practice:

- Pass out copies of text about Juneteenth for the Handbook of Texas
 - Have students read through material, take notes and be ready to discuss in their groups the importance of recognizing Juneteenth.

Differentiated Instruction/Small Groups:

- Ask students to use their notes of research to compare Juneteenth celebrations to Fourth of July or Independence Day celebrations, using a Double Bubble Thinking Map. Points to consider:
 - What events take place on the two days?
 - What do people do?
 - How are the events described in the media?
- When students notice differences between the celebrations, ask them to hypothesize about the reasons.

ESE/ESOL Accommodations & Strategies:

Students will write vocabulary words and definitions on note cards to make a memory game.

Lesson Closure/Review:

Students will draw pictures of how lives changed for slaves in Texas after Juneteenth and tell why it is important for us to celebrate Juneteenth as a holiday.

Assessment with Clear & Compelling Product Standards:

- Post or hand out lyrics to "Lift Every Voice and Sing" ask students to write significant phrases or draw a picture of a scene the lyrics bring to mind.
- Check the Double Bubble Thinking Map for correct information on how and why we celebrate Juneteenth.

Creator : Social Studies Content Team

Date Created : August 21, 2008

Date Modified : November 03, 2011