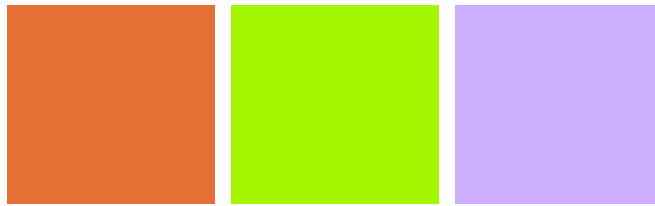


# LESSON TEMPLATE



<b>A. FOUNDATION</b>	
<b>Teacher Name: Tracy Sandon</b>	
<b>Grade Level: 8<sup>th</sup> Grade Language Arts</b>	
<b>Standards</b>	
<p><u>Art Form:</u> Anchor Standard #11 relate artistic ideas with works with society, cultural and historical context to deepen understanding</p>	<p>Curriculum: RL 8.2 Theme  RL 8.8 Analysis of relevant information</p>
<b>Objectives</b>	
<p>Art form: The students will learn how to compare and contrast what they know about Harriet Tubman and what they interpret from the pictures.</p>	<p>Other Curriculum: The students will be able to analysis what you know and add to your understanding through the use of art.</p>
<b>Materials Required</b>	
<p>Various pictures of Harriet Tubman throughout her lifetime. You need to have the pictures printed out in color. You also need a big piece of</p>	

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white paper to write on. The students will need paper and pencil and previous knowledge about the steps needed to analysis a portrait.

## Room Set-up Required

A circle, you need an open space in order to work in groups of two or three and a circle in order to display the art.

## B. LESSON TIMING

<b>INTRODUCTION</b>	<b>TIME:</b> 10 minutes
<b>LEARNING ACTIVITY</b>	<b>TIME:</b> 30 -40 minutes Depends on how big your class is
<b>CLOSURE</b>	<b>TIME:</b> 10

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**TOTAL:55-  
65minutes**

**C. INTRODUCTION**

**Min: 10**

The purpose of the lesson is for you to learn about Harriet Tubman.

Today we will look at and analysis portraits and pictures of Harriet Tubman’s life to gain knowledge of who she is and what she did. You already know how to analysis portraits and you know how to play pass the portrait. You also need to remember how to write a six word poem. Remember our rules of being respectful and talking in an inside voice.

We will know review the words and gestures that we learned earlier. (Facial expressions, focal point, gesture, clothing, setting, objects, quantity, size and color. ) Now you have 30 seconds to get into groups of two or three. (Countdown when you get to the last 8 seconds)

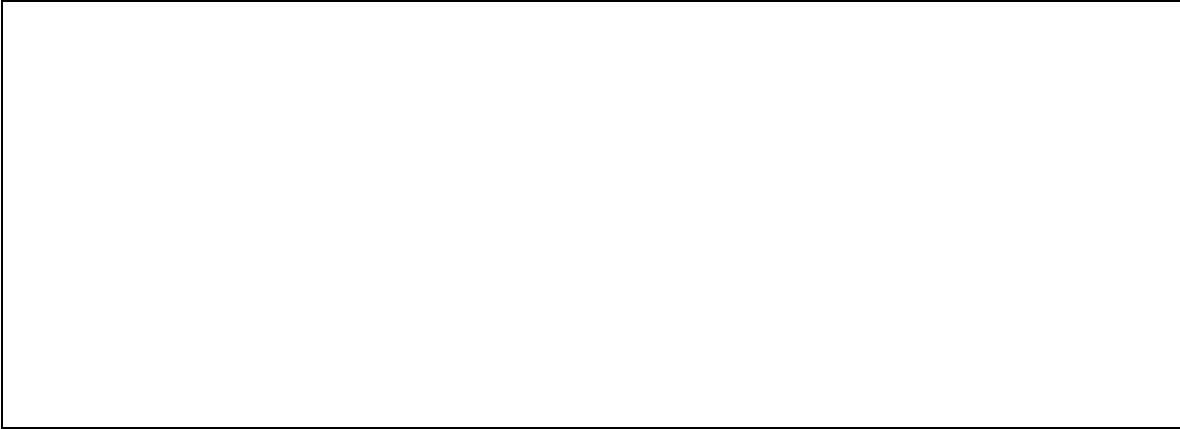
Main Part of the Lesson 30-40 minutes

Lay the portraits in a circle on the floor and ask the students to look at the portraits and pictures. Ask them who they think the portraits are about. Then have them tell you what they know and what they don’t know about Harriet Tubman.

We will know play pass the portrait. Remember what to look for and when I clap it will be time to pass the portrait. Remember you have one minute to look at the portrait or picture. Then you will have two minutes to talk about the portrait. After the class is finished with pass the portraits, we will all brainstorm how the pictures are alike and different. I will write this on the big sheet of paper so everyone can see Talk about the portraits separately and see if any of the portraits tell a story.

Give each group a different portrait. You will now have 1 minute to write a six word poem about the portrait. Then you will have two minutes to work together to write a six word poem. Then give them 3 minutes to put the 6 line words and make a poem about the portrait they have. Then we will let people share their poems and their portraits. Then I will collect the poems. I will ask the class if there are any questions they would like to know about Harriet Tubman that they would like to know. What else do you want to know about Harriet Tubman? They can think about this for one minute, then talk with their partners for two minutes. Then we will all share with the class. I will then list the questions on a different big piece of large paper for everyone to see. . I will start out tomorrow's lesson reviewing this lesson and sharing their questions before we start reading about Harriet Tubman. This is the bulk of the lesson and will take about 30-40 minutes, depending on class size.

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D. LEARNING ACTIVITY		
<b>TITLE: Introducing Harriet Tubman</b>		
<b>Step #1: Introduction</b>	<b>Min:</b>	10
<b>Step #2: Observe/Compare/Contrast</b>	<b>Min:</b>	25-30
<b>Step #3: Write 6 word poems</b>	<b>Min:</b>	10
<b>Step #4: Closing/Sharing</b>	<b>Min:</b>	10-15
<b>Step #5:</b>	<b>Min:</b>	
<b>Step #6:</b>	<b>Min:</b>	
<b>Step #7:</b>	<b>Min:</b>	
<b>Step #8:</b>	<b>Min:</b>	
<b>Step #9:</b>	<b>Min:</b>	
<b>Step #10:</b>	<b>Min:</b>	
<b>Step #11:</b>	<b>Min:</b>	
<b>Step #12:</b>	<b>Min:</b>	
<b>Step #13:</b>	<b>Min:</b>	
<b>Step #14:</b>	<b>Min:</b>	
<b>Step #15:</b>	<b>Min:</b>	
<b>Step #16:</b>	<b>Min:</b>	
<b>Step #17:</b>	<b>Min:</b>	
<b>Step #18:</b>	<b>Min:</b>	
<b>Step #19:</b>	<b>Min:</b>	
<b>Step #20:</b>	<b>Min:</b>	



**E. CLOSURE****Min: 10**

Today we learned about Harriet Tubman through the use of visual art.

First we compared and contrasted a collection of portraits and pictures by ourselves and with a partner, and as a whole group. Then we played “Pass the Portrait,” to take a closer look at many works of art. The images taught us so much and also made us think of questions. We wrote some excellent poems. We analyzed and compared and contrasted the portraits and the pictures. This was our objective. I will then show I will then restate the objectives that we have mastered for the day. As a class we now have a better understanding about Harriet Tubman as a person and how she influenced other people.

We also have some questions that we still would like answered. I will then show the questions one more time.

Tomorrow we read about Harriet Tubman and hopefully your questions will be answered.

# LESSON TEMPLATE

