NEH Landmarks 2023

Lesson Plan

Instructor Name	*Anna Osborne*	***State:*** *West Virginia*
Date: *June 2023*	***Subject/Course and Grade Level:*** *ELL (English Language Learners); 6th, 7th, 8th Grades*	***Duration:*** *Five Days*
Standard(s) Addressed (include the written description): *ELP.6-8.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.* *ELP.6-8.3: Speak and write about grade-appropriate complex literary and informational text and topics.*		
Lesson Title:	*This Is My Name*	
Behavioral Objective(s):	*Students will each identify one Clotilda survivor, the names they used, and at least two other components of their unique history.*	
Introductory Activity:	*Bellringer:* *Students will complete a graphic organizer about their own respective names, including the following categories: My name; The name I was given when I was born; What I am called at home; What I am called at school*	
Presentation/Direct Instruction: *(Place different types of activities in numerical order.)*	● *Day One: Introduce Clotilda Shipmates: Ar-Zuma, Oroh, Adissa, Kupollee, Oluale, Abache, Omolabi, Sakaru, Jabar, and acknowledge those whose names we do not know. Each student will select a Clotilda survivor to research.* ● *Days Two, Three and Four: Each student will research the survivor they selected, with emphasis on their name(s), and create a visual representation (i.e. collage, poster)* ● *Day Five: In a whole group students will introduce themselves and the survivor they learned about, sharing the results of their research through their visual representation.*	
Assessment: *(Formative or summative and brief description)*	*Students will each make a brief oral presentation to the group, share their visual representation, answer questions about the survivor they researched, and ask their classmates questions about the shipmates they researched.*	
Practice	*Students will each meet individually with EL Specialists prior to the whole group share, to practice their presentations.*	
Summary	*Implemented toward the beginning of a larger study on the Clotilda 110 and Africatown, this lesson will help students identify the shipmates as individuals, each with a unique history and name.*	
Materials and Reference Materials	● *Primary Source Gallery from Teach Africatown* ● *Africatown by Nick Tabor, p.80* ● *Dreams of Africa in Alabama by Sylvianne A. Diouf, pp. 90-92, 274n 32, 274n 30, 109, 131-37, 90-92, 136, 261n 72, 6, 115, 133, 275n 37* ● *The Slave Ship Clotilda by Natalie S. Robertson, pp. 91, 94-96, 103-4, 108, 129, 147-48*	

	● *Excerpt from article by Sylviane A. Diouf : https://en.unesco.org/courier/2019-4/holds-clotilda-africatown#:~:text=As%20Ar%2DZuma%2C%20Oroh%2C,was%20customary%20on%20slave%20ships.* ● *Collage and poster supplies or access to Canva, PowerPoint* ● *Access to Internet for research*
Questioning List: *(Possible questions that could be used during the lesson)*	● *What names did the survivor you researched use?* ● *Approximately how old were they when captured?* ● *Why did the survivors have different/multiple names?* ● *Is there a record that the survivor you researched had children, and if so, could you find their names?* ● *What does your name mean to you?* ● *What is the significance of names?* ● *What is it like for you if you are called by the wrong name?*