

# HARRIET TUBMAN

## ACTIVITY



**HARRIET TUBMAN - BIOGRAPHY RESEARCH**

Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Birth Place: \_\_\_\_\_

Death Date: \_\_\_\_\_

Death Place: \_\_\_\_\_

Occupation: \_\_\_\_\_

Major Events: \_\_\_\_\_

Other: \_\_\_\_\_



**Complete the information with the words above.**

1. Harriet Tubman was born in 1825 in Maryland.

2. She was a slave and worked on a plantation.

3. She was a brave woman and helped many slaves escape.

4. She was a leader of the Underground Railroad.

5. She was a brave woman and helped many slaves escape.

6. She was a leader of the Underground Railroad.

7. She was a brave woman and helped many slaves escape.

8. She was a leader of the Underground Railroad.

9. She was a brave woman and helped many slaves escape.

10. She was a leader of the Underground Railroad.



**IF I WERE COURAGEOUS LIKE HARRIET TUBMAN**

Name: \_\_\_\_\_

What is my dream? \_\_\_\_\_

How can I achieve it? \_\_\_\_\_

How can I help others with my dream? \_\_\_\_\_

# Harriett Tubman Common Core Activities

**Michael Seilmaier**



## **Harriett Tubman Common Core Activities:**

**Common Core State Standards for Grades 2-3** Michelle Manville, 2013-09-18 Common Core State Standards for Grades 2-3 Language Arts Instructional Strategies and Activities is designed to help teachers teach CORE standards using research based effective instructional strategies in combination with ready to use activities These strategies include identifying similarities and differences writing summaries and taking notes creating non linguistic representations and suggestions for homework and practice There are a variety of suggested texts as well as identified text exemplars that can easily be used with the suggested activities The activities accommodate most teaching styles and can be used by the new teacher as well as the experienced teacher with very little advanced preparation required While the activities in each chapter are listed as single suggestions they can be used individually or combined to strengthen your current units as you implement the Common Core State Standards in your daily planning and instruction

**Common Core Curriculum Maps in English Language Arts, Grades K-5** Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K-5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

**Common Core Curriculum: English, Grades K-5** Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K-5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

*How to Teach Thinking Skills Within the Common Core* James A.

Bellanca, Robin J. Fogarty, 2012-06-22 Packed with examples and tools this practical guide prepares teachers across all grade levels and content areas to teach the most critical cognitive skills from the Common Core State Standards Discover a doable three phase model of explicit teaching guided practice in content based lessons and authentic application in standards based performance tasks that will strengthen students ability to learn across the curriculum **School Leader's Guide to the**

**Common Core** James A. Bellanca, Robin J. Fogarty, 2013-07-08 Implement the Common Core State Standards with downloadable reproducibles lists of resources to support the many topics affected discussion questions and relevant information to share with your colleagues Explore the background of the standards and the changes that must take place to meet them The authors offer five principles for school leaders on effective coaching and feedback *Common Core Standards in Diverse Classrooms* Jeff Zwiers, Susan O'Hara, Robert Henry Pritchard, 2014 The Common Core State Standards require students to do more with knowledge and language than ever before Rather than be mere consumers of knowledge students must now become creators critics and communicators of ideas across disciplines Yet in order to take on these new and exciting roles many students need daily teaching with an extra emphasis on accelerating their academic communication skills *Common Core Standards in Diverse Classrooms Essential Practices for Developing Academic Language and Disciplinary Literacy* describes seven research based teaching practices for developing complex language and literacy skills across grade levels and disciplines using complex texts fortifying complex output fostering academic interaction clarifying complex language modeling guiding and designing instruction Most important you will find clear descriptions and examples of how these essential practices can and should be woven together in real lessons The book Clarifies how to support the learning of complex language that students need for reaching Common Core and other standards Provides practical ways to realize the instructional shifts needed with the implementation of new standards in diverse classrooms Includes frameworks and descriptions on how to develop students complex language speaking and writing Helps maximize strategies and tools for building system wide capacity for sustained growth in the practices *Common Core Standards in Diverse Classrooms* is a concise guide for helping us improve our practices to strengthen two vital pillars that support student learning academic language and disciplinary literacy **The Common Core Companion: The Standards Decoded, Grades 6-8** Jim

Burke, 2013-08-30 I love what Jim Burke has done to make the Standards less threatening and more useful for teachers In particular the indicators for what students and teachers should be doing given the Standard are extremely helpful as are such a clear glossary and illuminating examples All in all *The Common Core Companion* is bound to be enormously useful and thus dog eared Grant Wiggins President Authentic Education Hopewell NJ That version of the 6 8 standards you wish you had Don't spend another minute poring over the standards Jim Burke has already done the hard work for you with this roa

*Mapping Comprehensive Units to the ELA Common Core Standards, K-5* Kathy Tuchman Glass, 2012-04-26 Translating the Common Core State Standards CCSS into an effective curriculum is at the top of many educators to do lists and this book

shows you how Master teacher and curriculum specialist Kathy T Glass familiarizes teachers and curriculum designers with the key points of the ELA Common Core Standards and demonstrates how to design effective curriculum units to align with them She provides practical and accessible tools for developing a unit map and for making the important connections among all map components including differentiated instruction Also included are A rationale for each component of unit and lesson design Practical quality instruments to plan exciting content rich units of study aligned to the CCSS Reproducible templates and examples of unit curriculum maps and sample lessons In addition this practitioner friendly guide provides templates exercises rubrics and assessment tools and instructional strategies A companion website offers helpful online resources that readers can download and use Teachers curriculum designers or directors administrators PLC members and others who plan to use the Common Core State Standards to write meaningful and effective curriculum will find valuable navigational assistance from a skilled and experienced professional throughout these pages

**Common Core Language Arts 4 Today, Grade 5** Carson-Dellosa Publishing, 2013-05-01 This is a perfect supplement to any classroom language arts curriculum The book covers 40 weeks of daily practice It includes 4 comprehension writing exercises a day for four days a week A separate assessment is included with every exercise

*Common Core Language Arts 4 Today, Grade 5*, 2013-05-01 Build a foundation and focus on what matters most for language arts and reading readiness with Language Arts 4 Today The Common Core Edition for fifth grade This 96 page comprehensive supplement contains standards aligned reproducible activities designed to focus on critical language arts skills and concepts that meet the Common Core State Standards Each page includes 16 questions to be completed during a four day period The exercises are arranged in a continuous spiral so that concepts are repeated weekly An assessment for the fifth day is provided for evaluating students understanding of the language arts concepts practiced throughout the week Also included are a Common Core State Standards alignment matrix and an answer key

*Teaching With Text-Based Questions* Kevin Thomas Smith, 2014-03-14 Help your students navigate complex texts in history social studies and English language arts This book shows you how to use a key tool text based questions to build students literacy and critical thinking skills and meet the Common Core State Standards You ll learn how to ask text based questions about different types of nonfiction and visual texts including primary and secondary sources maps charts and paintings You ll also get ideas for teaching students to examine point of view write analytical responses compare texts cite textual evidence and pose their own high level questions The book is filled with examples that you can use immediately or modify as needed Each chapter ends with a reflection section to help you adapt the ideas to your own classroom

What s Inside Helpful information on teaching different types of nonfiction texts including literary nonfiction informational texts primary and secondary sources and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of

sources a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text based questions including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3 12 and of the Common Core State Standards for Literacy in History Social Studies Science and Technical Subjects **Critical Race**

**Theory and Classroom Practice** Daniella Ann Cook,Nathaniel Bryan,2024-05-03 This edited book shows how critical race theory CRT can shape teacher practices in ways that improve educational outcomes for all children especially those most marginalized in PreK 20 classrooms The volume bridges the gap between the theoretical foundations of critical race theory and its application in formal and informal learning environments To promote an active and interdisciplinary engagement of critical race praxis it illuminates the pedagogical possibilities of using CRT while explicitly addressing grade span specific content area standards and skills Each chapter explores how educators use a critical race theory lens to deepen student learning teach honestly about racism and white supremacy and actively prepare learners to equitably participate in a multiracial democracy Written for pre and in service teachers teacher educators and anti racist community stakeholders the text addresses the applicability of CRT as a pedagogical practice for PreK 20 educators seeking to meaningfully combat intersectional racial injustice and to create a more just democracy This book is necessary reading for educators and courses in Educational Foundations Anti Racist Education Social Justice Education Curriculum Studies Educational Leadership and Multicultural Education Wham! Teaching with Graphic Novels Across the Curriculum William G. Brozo,Gary Moorman,Carla Meyer,2014 Graphic novels are an excellent medium to motivate today s youth to become independent learners and thinkers This practical guide shows secondary school teachers how to incorporate graphic novels into content area instruction as a tool for meeting the needs of diverse learners and achieving the goals of the Common Core State Standards The authors provide instructional guidelines with classroom examples that demonstrate how graphic novels can be used to expand content knowledge and literacy in science social studies math and English language arts Teachers will appreciate the book s specific suggestions for selecting graphic novels and for employing responsive practices that will build students reading writing speaking listening and media competencies The range and complexity of graphic novels being published right now is simply amazing to me They are part of what should be a balanced array of texts that all can read enjoy and learn from In this volume the authors point to this proliferation as well as the educative potential of graphic novels After reading its pages I feel others will agree with me that they have done an excellent job pointing out how graphic novel creators such as Jim Ottaviani and Larry Gonick communicate much about history science and mathematics while also making connections to comprehension and thinking skills that accompany both literacy and content specific learning From the Foreword by Stergios Botzakis assistant professor of adolescent literacy in the Theory and Practice in Teacher Education

Department at The University of Tennessee Knoxville The authors have set forth on a task I feel long is overdue connecting the literacy potential of graphic novels to the content areas This book is a wonderful contribution to the field of content area literacy studies Michael D Boatright assistant professor Department of English Western Carolina University Book Features Advice for selecting and evaluating graphic novels Teaching strategies for each of the four major content domains Guidance for aligning instruction with the Common Core State Standards A list of educational graphic novels organized by content area Study group questions And more William G Brozo is a professor of literacy in the Graduate School of Education at George Mason University in Fairfax Virginia and author of RTI and the Adolescent Reader Gary Moorman is professor emeritus at Appalachian State University in Boone North Carolina Carla K Meyer is an assistant professor in the Reading Education and Special Education Department at Appalachian State University *Teaching History, Learning Citizenship* Jeffery D. Nokes, 2019 Learn how to design history lessons that foster students knowledge skills and dispositions for civic engagement Each section of this practical resource introduces a key element of civic engagement such as defending the rights of others advocating for change taking action when problems are observed compromising to promote reform and working with others to achieve common goals Primary and secondary sources are provided for lessons on diverse topics such as the Alice Paul and the Silent Sentinels Samuel Gompers and the American Federation of Labor Harriet Tubman Reagan and Gorbachev s unlikely friendship and Lincoln s plan for Reconstructing the Union With Teaching History Learning Citizenship teachers can show students how to apply historical thinking skills to real world problems and to act on civic dispositions to make positive changes in their communities Teachers will appreciate the adaptability of the unscripted lessons in this book Each lesson provides background historical context for the teacher and the resources to expose students to themes of civic engagement that cut across historical time periods and current events With the case studies ideas and sources in this book teachers can instill students with the dispositions of democratic citizens From the Foreword by Laura Wakefield interim executive director National Council for History Education Multicultural Teaching in the Early Childhood Classroom Mariana Souto-Manning, 2015-04-24 This unique book features an array of approaches strategies and tools for teaching multiculturally in the early years The teachers and classrooms portrayed here provide young children with rich educational experiences that empower them to understand themselves in relation to others You will see how amazing teachers engage in culturally responsive teaching that fosters educational equity while also meeting state and national standards such as the Common Core State Standards This engaging book is sprinkled with questions for reflection and implementation that encourage educators to start planning ways of enhancing their own teaching making their early childhood setting a more equitable learning space Book Features Multicultural education in action including the everyday issues and tensions experienced by children and their families Powerful vignettes from diverse Head Start preschool kindergarten 1st and 2nd grade classrooms throughout the United States Sections on Getting Started and Considering Obstacles and Exploring Possibilities in each

chapter A list of multicultural children's books and resources for further reading Chapters Multicultural Tools and Strategies for Teaching Young Children Multicultural Education as Transformative Education Interviews Encouraging Children to Ask Questions Critical Inquiry Supporting Children's Investigations Culture Circles with Multicultural Literature Addressing Issues of Fairness Community Resources and Home Literacies Developing Funds of Knowledge Technology Media ting Multicultural Teaching Storytelling and Story Acting Creating Spaces for Children to Negotiate Change Reflecting on the Possibilities of Teaching Multiculturally What Next What If Mariana Souto Manning is Associate Professor of Education in the Department of Curriculum and Teaching at Teachers College Columbia University A profound rich and rewarding meditation and deep conversation with teachers fully engaging young children with culture social history and learning for the future This wide ranging book escapes temporal spatial and disciplinary boundaries Read it and reflect on how you can take it into your own life of learning Shirley Brice Heath Professor Emerita Stanford University Early childhood educators will experience this unique book as a warm and detailed invitation to engage in multicultural education The emphasis throughout is on multi multiple pedagogical approaches from culture circles to podcasts to story acting and multiple cultural heritages embodied by active children and teachers From a critical perspective and alongside creative teachers who aspire to be transformative Souto Manning links accessible theory with rich and thoughtful practices Celia Genishi Professor of Education Teachers College Columbia University Mariana Souto Manning's *Multicultural Teaching in the Early Childhood Classroom* rightly places the use of deficit thinking and ineffective teaching strategies in the wasteland of classroom instruction The author superbly documents and explains ways of teaching multiculturally that will richly benefit the learning of all students and make teaching become the fun that teachers dreamed it would be when they first said I want to teach because I love kids Carl A Grant Hoefs Bascom Professor University of Wisconsin Madison *Multicultural Teaching in the Early Childhood Classroom* encourages teachers to honor affirm and challenge even our very youngest children to think inclusively critically and democratically a necessity if we are to help develop knowledgeable caring and empowered learners Sonia Nieto Professor Emerita University of Massachusetts Amherst *Teaching Middle Level Social Studies* Scott L. Roberts, Benjamin R. Wellenreiter, Jessica Ferreras-Stone, Stephanie L. Strachan, Karrie L. Palmer, 2022-03-01 This textbook is a comprehensive and practical guide to teaching middle level social studies Middle level students are just as capable as high school students at engaging in hands on progressive reflective activities yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom The content of this book consists of conventional chapters such as What is Social Studies and Unit and Curriculum Planning as well as unique chapters such as The Middle Level Learner Best Practices for Teaching State History and Integrating the Core Subjects in Middle Level Social Studies In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning



These features include A list of website resources that provide links to thousands of lesson plans state and national standards and other multimedia tools that can be used in the classroom Individual collaborative and whole class activities that will help methods students develop a better understanding of the topics lessons and strategies discussed High quality lesson ideas and classroom tested teaching strategies embedded throughout the book Images of student work samples that will methods students visualize the finished product that is being discussed An examination of state and national standards that will help guide methods students in their lesson planning      *Common Core Language Arts 4 Today, Grade 4* Carson-Dellosa Publishing,2013-05-01 This is a perfect supplement to any classroom language arts curriculum The book covers 40 weeks of daily practice It includes 4 comprehension writing exercises a day for four days a week A separate assessment is included with every exercise      **Common Core Language Arts 4 Today, Grade 4** ,2013-05-01 Build a foundation and focus on what matters most for language arts and reading readiness with Language Arts 4 Today The Common Core Edition for fourth grade This 96 page comprehensive supplement contains standards aligned reproducible activities designed to focus on critical language arts skills and concepts that meet the Common Core State Standards Each page includes 16 questions to be completed during a four day period The exercises are arranged in a continuous spiral so that concepts are repeated weekly An assessment for the fifth day is provided for evaluating students understanding of the language arts concepts practiced throughout the week Also included are a Common Core State Standards alignment matrix and an answer key      **Teaching Social Studies** S. G. Grant,John Lee,Kathy Swan,2017-05-01 Teaching Social Studies A Methods Book for Methods Teachers features tasks designed to take preservice teachers deep into schools in general and into social studies education in particular Organized around Joseph Schwab s commonplaces of education and recognizing the role of inquiry as a preferred pedagogy in social studies the book offers a series of short chapters that highlight learners and learning subject matter teachers and teaching and school context The 42 chapters describe tasks that the authors assign to their methods students as either in class or as outside of class assignments The components of each chapter are Summary of the task Description of the exercise i e what students are to do the necessary resources the timeframe for completion grading criteria Description of how students respond to the activity Description of how the task fits into the overall course List of readings and references Appendix that supplements the task description      **Designing & Teaching Learning Goals & Objectives** Robert J. Marzano,2010-08-10 Design and teach effective learning goals and objectives by following strategies based on the strongest research available This book includes a summary of key research behind these classroom practices and shows how to implement them using step by step hands on strategies Short quizzes help readers assess their understanding of the instructional best practices explained in each section

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