

4. Research can be done online, at home, the library, etc. All students will contribute to the scripting stations used by the hosts. This will be based upon their research. Students should carefully consider the different perspectives they were exposed to in Now and Then and create questions that will reveal biographical, historical and social/cultural events that are prevalent in the time of the musician's life and are/were influences on their music when interviewing their musical guests. Students should have listened to (and may incorporate into the show) sound bites/recordings of the famous musician's music.
5. When research is completed, students will select individuals to play the parts of the musicians they have studied. A host and co-host will also be selected. Students will perform this show in an available venue (i.e. for another music class, parent, etc.)
6. Written research will be handed into the teacher for evaluation. This can take the form deemed appropriate by the teacher (notes collected during research citing sources, reports including resources, etc.)



### **Assessment:**

- Students should have completed all assignments and actively participated in all discussions.
- Teacher assessment of student's knowledge on various musical figures through observation and anecdotal notes of performance.
- Student evaluation of project:
  - Was enough information shared about the musician during the interview?
  - If not, what else should have been included?
  - Were audio musical examples used?
  - What were the strong points in the presentation? Weak points?
  - Suggest on area that could be improved and how you would do it?
  - What was the most outstanding/interesting thing you learned during this process?

### **Extensions and Adaptations**

This presentation could be video taped and shown (in whole or segments) as part of the school news and/or in other classrooms.

- Commercials (aural and/or video) advertising the show could also be taped. These commercials should be related to upcoming school events (public service announcements) or musically relate. (I.e. commercial for a fictitious brand of the instrument played by the guest on that segment of the show).
- Students could write theme music for the show and include it at the beginning and in advertisements.
- Interview local jazz musicians. Videotape these interviews to be used on the show. Invite these musicians to come on the show "live" and meet with the class and play for the students.

# MAKE AN ABC BOOK OF SLAVERY AND THE UNDERGROUND RAILROAD

**Subjects:** Language Arts, Art, Social Studies

**Suggested Grades:** Grades 4-8

## **Description**

Is there any adult who does not recall with affection a favorite ABC book from childhood? ABC books aren't just for children these days; they're being used for inspiration from kindergarten to college. In this lesson, students review ABC books in general, and then work together over several class periods to create an ABC book using the themes of slavery and the Underground Railroad.



**Time Needed** - 3 to 4 periods of 45 to 60 minutes each

## **Objectives**



- To help students learn about a topic through research, drawing, and the production of a finished product
- To use thinking skills, research skills, art skills, and cooperative learning skills
- demonstrate the ability to do informational narrative writing
- exhibit the ability to select appropriate materials in preparation for personal and informational writing
- engage in peer conferences to clarify meaning
- choose appropriate pieces to bring to publication
- expand vocabulary in written pieces by using various resources including thesaurus and dictionary
- use a variety of strategies to show the ability to make connections between prior knowledge and new information during the writing process
- respond to integrated curriculum themes individually and collaboratively through a variety of writing experiences
- The student understands the rapid growth of the "peculiar institution" after 1800 and the varied experiences of African American under slavery
- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans
- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings
- Identify significant individuals from the region's past



- Examine historical developments that have impacted today's culture

### *Materials Needed*

- Copies of the "Designing ABC Books" Activity Sheet
- Samples of ABC books on various themes selected from the library
- Access to research materials (textbooks, encyclopedias, library books) about slavery and the Underground Railroad
- (OPTIONAL) Access to computers with Internet access to search for sites related to slavery and the Underground Railroad
- Coloured paper, pencil, crayons, or other media

### *Notes for the Teacher*

- This activity is ideal for concluding a unit of study on slavery and the Underground Railroad or for Black History Month activities in February.
- There are many resources about ABC books online and in libraries. See the "Further Resources" section.
- Encourage older students to make more sophisticated ABC books by writing longer captions and identifying more than one term or object for each letter.
- If you are a social studies/history teacher, this activity creates an opportunity to team teach with language arts and art teachers as well as the school librarian. It is also an ideal cooperative learning activity for students.
- If you have the appropriate computer software and hardware, consider creating the ABC book online.

### *Procedures*

- Discuss ABC books with students. What are their favorites? Why?
- Introduce one or more ABC books to the class. Read one aloud and share the pictures. See the notes section for suggestions.
- Use the "Designing ABC Books" Activity Sheet with the class to discuss how ABC books are formatted and designed. Have several ABC books with different formats on hand for students to compare.
- Assign the task of researching, writing, and designing ABC books using the themes of slavery and the Underground Railroad as a class project.
- There is lots of information on the web site of the national Underground Railroad Freedom Center that students can use to research topics. The site has a timeline, short biographies, a map of Underground Railroad sites, and more. Go to the "Slavery's Past" button on the site **at [www.undergroundrailroad.org](http://www.undergroundrailroad.org)**
- There are a variety of ways to structure the assignment. One suggestion is to divide the class into groups of three, with each student taking leadership on different aspects of the project. One student might be in charge of the research, one in charge of writing, while a third leads the design. Assign each group specific letters of the alphabet to work on.
- Have the class decide on a design format. Also decide whether to create the project online or on paper.
- Break the project down into specific tasks that students can work on in order.
- Review ABC books.

- Research the topic of slavery and the Underground Railroad.
- Identify people, places, things, events, actions, or terms associated with these themes that begin with the assigned letters of the alphabet.
- Decide what and how much to write for a caption about the person, place, thing, event, action, or term.
- Find or draw an illustration of the person, place, thing, event, action, or term.
- Design a page for each assigned letter. Include letter, caption, and illustration.
- Compile all the pages alphabetically.
- Create a cover for the book and a credit page.
- Provide needed research materials and art supplies for students to work with.
- When students have completed their ABC books, "publish" the results on your school web site or by displaying them in the school.

### ***Lesson Extensions***

- Have students write to authors of ABC books.
- Create ABC books in conjunction with other units of study during the school year.
- Start a collection of ABC books for the classroom or school library.
- Have students bring their favorite ABC books to class to share.
- Present the finished ABC book project to the school library.

### ***Additional Resources***

#### **Examples of ABC books**

- *Prairie Primer A to Z*, Caroline Stutson and Susan Condie Lamb, Puffin Books.
- *A Gardener's Alphabet*, Mary Azarian, Houghton Mifflin.
- *The Wacky Wedding: A Book of Alphabet Antics*, Pamela Duncan Edwards and Henry Cole, Hyperion Books.
- *The Boat Alphabet Book*, Jerry Pallotta, Charlesbridge Publishing.
- *Amazon Alphabet*, Martin and Tanis Jordan, Kingfisher Books.

#### **Online articles and information about ABC books**

Education World - "New and Original Alphabet Books Debut!"

Education World - "Catch a New Batch of ABC Books!"

Education World - "More New Alphabet Books!"

Education World - "ABC Books Aren't for Babies!"

AskERIC Lesson Plan - "Create an Alphabet Book" (#:AELP-INT0012)

- Review the National Underground Railroad Freedom Center web site ([www.undergroundrailroad.org](http://www.undergroundrailroad.org)) for links to other relevant sites.
- For an interesting look at the history of ABC books, visit the web site created by the Watkinson Library at Trinity College, where you can view an online exhibition of ABC books published between 1808 and 1986.  
[www.trincoll.edu/depts/library/exhibit2/abc.htm](http://www.trincoll.edu/depts/library/exhibit2/abc.htm)

## Activity Sheet

# Designing ABC Books

Reading ABC books is a great way to have fun and learn at the same time. Pick out a couple of ABC books and look at them for enjoyment first. Then go back and study how they are made. Once you know how it's done, create your own ABC books in class.

### **REVIEWING ABC BOOKS**

1. What do you like about ABC books?
2. Bring one of your favorite ABC books to class to share. Tell why you like it.
3. Study several ABC books to see how they are put together. Consider these aspects:

- What is the format? Is it "letter object" or "letter object word"?
- Where are the letters placed on the page? How big are the letters?
- Are letters shown in both upper and lower case?
- Is the typeface used for the letters plain or fancy?
- How many objects or words are shown with each letter?
- Are objects shown as drawings or photographs?
- Are the words and objects used common everyday ones or strange and unusual? Did you have to look up any words? Did you know what every object was?
- Is any other information given about the objects or words shown with each letter? In other words, is there a caption?
- Does the ABC book as a whole have a theme? What is it?
- How is colour used? Does each letter have a different colour? Does the colour of the word or object match the colour of the letter?
- Does the ABC book use rhyme? Tell a story?
- What did you learn from the ABC book?



© www.klangspiel.ch