**Backwards Design Project**

 **Name of lesson/unit: Underground Railroad/Black History Month**

**Grade Level: 7th**

**Subject Area: Reading/Social Studies/Math/Geography**

**Stage 1:**

**Content standards: Key ideas in literature RL 7.3**

**Craft and Structure RL 7.4**

 **Integration of knowledge and ideas RL 7.7**

**Analyze proportional relationships and use them to solve real-world and mathematical problems 7 RP. A.1**

**Understanding(s):**

Students will understand human tolerance, human spirit, integrity, geography/map reading skills, math skills, and own genealogy.

**Essential Question:**

Should a human be considered personal property?

**Stage 2: Acceptable Evidence**

**Performance Task(s)**

How do the students prove they understand the concept?

**Perform** a skit that starts out with a negative portrayal of how people are treated and turn it into a positive. Aka. Walk a mile in the other person’s shoes.

**Debate** on which side you are on.

**Interview** or **round-table**: student picks a role ex. Slave, slave owner, abolitionists, underground railroad conductor or operator, bounty hunter, the President.

Other Evidence and Formative Assessment works:

**Rubric:**

**Stage 3: Learning Plan**

**Learning Activities:**

**Research** roles for interview

**Read** historical journals via multimedia facets

**Create** a costume for the time period

**Compose** a cadence for the chain gang

**Lesson Contributors: Names and schools**

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