Born in Slavery

Interview with Adeline Grey
Ex-Slave
82 years-old

Action Plan for Learning
Grade 5
September 2010
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Pennsylvania State Teaching Standards

History

8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

Reading, Writing, Speaking & Listening

1.1.5.B. Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.

1.5.5.F. Use grade appropriate conventions of language when writing and editing.
Inquiry-Based Learning Model

**Ask**
Open a discussion based on how life would have been different for children of the same age during slavery. What would life be like now if children were not educated and could not read and write?

**Investigate**
Teacher will introduce the interview of Adeline Grey. Students will then read and discuss a portion of the interview in a small group.

**Create**
Students will scan their assigned portion of the interview for unfamiliar words and research their meanings.

**Discuss**
Each group will explain their interpretation of the interview to the class. They will also share the words they researched.

**Reflect**
Students will piece together the interview in its entirety from the discussion on each portion. Students can then reflect and share their thoughts on the interview in an open discussion.
Descriptive Walkthrough

The teacher will open a discussion based on how life would be different for children of the same age during slave times. The teacher will ask questions such as:

- How do you think your life would be different if you were a victim of slavery?
- How would the world be different if children today were not educated and could not read and write.

Use students' responses to involve the whole class in the discussion.

The teacher will then introduce the interview of Adeline Grey, an ex-slave from North Carolina who, at the time of the interview, was 82-years-old (http://tinyurl.com/LOCAdelineGrey). The teacher should read the interviewer’s opening remarks. He/She should then read the first paragraph as told by Adeline Grey. The teacher should try to use an accent or dialect that they think Adeline would have used. The teacher will then separate the students into small groups and assign each group a portion of the interview. The groups will then investigate their portion for unfamiliar words (e.g. Yankees, turpentine, buggyhouse, etc).

As the students find words that are not familiar or just may not understand their meanings, the students will be able to use several resources to find their definitions or meanings. These resources can be an internet search engine, dictionaries, encyclopedias, etc. Each group will
then create a brief summary or interpretation of their assigned portion. Students should also proofread and substitute the correct spelling of misspelled words (e.g. an’ – and, de – the, chillun – children, etc.).

After an allotted time, each group will present and discuss their interpretation of their section of the interview. Students must give a brief summary of what they read as well as explain the unfamiliar words they found and researched. Students and the teacher may ask the presenting group questions if needed.

Once all groups have presented, the class as whole will reflect on what they have learned of the life of Adeline Grey. They will “piece” together the whole interview based on what they heard from their classmates. The students will then be encouraged to share their thoughts and opinions in an open discussion.
# Assessment of Oral History Activity

Use one rubric per group.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stays on Topic</strong></td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (94-85%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td><strong>Listens to Other Presentations</strong></td>
<td>Listens intently. Does not make distracting noises or movements.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
</tr>
</tbody>
</table>