Sarah Gudger: I wah bo’n ‘bout two mile fum Ole Fo’t on de Ole Road.
Pennsylvania State Teaching Standards

History
8.3.6.B:
Explain the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.6.D:
Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.
- Ethnicity and race

Reading, Writing, Speaking, and Listening
1.1.6.A.
Apply appropriate strategies to describe author’s purpose, using grade level text.

1.1.6.D.
Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

1.2.6.A.
Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness.

1.5.6.E.
Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.
Inquiry Based Learning Model Used

- **Ask**
  - I will lead the students in a discussion about how slaves were treated, experiences they went through, and how they were not allowed to learn by asking them what it would be like for them if they never learned to write and spell.

- **Investigate/ Research**
  - I will show the students the interview of Sarah Gudger reading a section of the article introducing the way Sarah talked about her experience.

- **Create**
  - The students will use the section of the interview assigned to them to revise and interpret what Sarah Gudger was talking about.

- **Discuss**
  - In order of the article, each group of students will discuss their section of the article.

- **Reflect/ Assessment**
  - The teacher will have the students write a small summary on Sarah Gudger’s interview.
Descriptive Walk-Through

I would use this activity during a unit on slavery. The main goal of my activity is to bring attention to the cruel life of a slave and what they went through using a primary source of an oral history. Using an oral history will allow the student to investigate more instead of being handed the information.

To introduce my lesson, I will start reciting part of Sarah Gudger’s interview. I will then lead the students in a discussion about how slaves were treated, experiences they went through, and how the slaves were not allowed to learn by asking the students what it would be like for them if they never learned to write and spell. I will allow them to explain how this would affect them personally.

After introducing the lesson, I will show the students the interview of Sarah Gudger introducing the way Sarah talked about her experience. I will split the class into groups of 2-3 students (depending on class size) and assign them 1-3 paragraphs (approx. 43 lines in article divided equally). The students will then start to investigate what Sarah Gudger went
through as a slave using the Library of Congress address

(http://tinyurl.com/SarahGudger). and finding their assigned page.

The students will quickly notice that their section of the article is not very easy to read or understand. I will explain to them that this is due to Sarah Gudger not being allowed to learn to write or spell. The students will then revise and interpret what Sarah Gudger is talking about in their section. Each group will try to revise what she says as close as they can to her actual words. Their goal is to create a section of the interview that is understandable as close to what Sarah Gudger was trying to say.

After each group has completed their section, they will read and discuss their section and what is said.

As a class, each student will be assigned a reflection to briefly write a small summary on Sarah Gudger’s complete interview.
**Rubric**

**Name: _________________________________**

<table>
<thead>
<tr>
<th></th>
<th>3pt</th>
<th>2pt</th>
<th>1pt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Work</strong></td>
<td>Worked great with group</td>
<td>Struggled working in group</td>
<td>Did not work in group very much</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Includes revised and interpreted summary in much detail</td>
<td>Includes revised and interpreted summary missing some parts</td>
<td>Poorly revised and interpreted summary</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>A great reflection including many parts of the article</td>
<td>Summarizes a few parts of the summary with little detail</td>
<td>Very broad and little detail in summary</td>
</tr>
</tbody>
</table>