Celebrating Freedom on Juneteenth
Reading Closely, Studying Further, and Learning Mechanics at Three Levels

Lesson Packet #6 – September 2015
*The Change Agent* <changeagent.nelrc.org>

**Description:** “Juneteenth” is the celebration of June 19, 1865, when slaves in Texas learned they were free – two and half years after the Emancipation Proclamation. This activity includes text (at three different grade levels) and art work. The text shares a family’s oral account of being slaves in Texas in 1865 when word of the Emancipation Proclamation finally reached them, a description of Juneteenth celebrations in Texas, and the ways an artist has preserved family history with her artwork. Students also have a chance to look at and analyze two full-color paintings by Sonia Sadler. The text is available at three different levels (GLE 4, 7 and 10).

**Purpose:** The aim of this activity is to provide students with an engaging, relevant text that allows them to develop key reading and writing skills and knowledge about U.S. history.

**CCR Standards Addressed (at three levels: B/C, D, and E):**

*Reading Anchor 1:* Read closely to determine what the text says; make logical inferences; cite specific textual evidence.

*Reading Anchor 3:* Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Writing Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

*Language Anchor 1:* Demonstrate command of the conventions of standard English and usage when writing or speaking.

**Time:** 1-4 hours, depending on how far students go with the research elements of the activity.

**Materials:** Choose one or more levels (depending on what is appropriate for your students) of “Celebrating Freedom on Juneteenth” from the Celebrations issue of *The Change Agent* magazine. PDFs of the article at Levels 4, 7 and 10 are available on our website.

**Classroom Steps:**

1. Pick the level (or levels) that are appropriate for your class and print them out.
2. Together with the students, do the pre-reading exercises.
3. Read the text out loud together. (Make sure to teach and use a variety of reading strategies, such as reading multiple times, having students “talk back” to the text, having students make marginal notes, summarizing as you go, etc.)
4. Do the post-reading exercises. (To guide your teaching and to see how the post-reading exercises address specific CCR standards, see the CCR grid on the next page.)
### Celebrating Freedom on Juneteenth – Four CCR Standards/Three Levels

**Reading Anchor 1:** Read closely to determine what the text says; make logical inferences; cite specific textual evidence.

<table>
<thead>
<tr>
<th>B/C (GLE 2-5.9)</th>
<th>D (GLE 6-8.9)</th>
<th>E (GLE 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer who, what, when, where, why questions to demonstrate understanding of key details in text. Refer to key details in text.</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.</td>
</tr>
</tbody>
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**Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<table>
<thead>
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<tr>
<td>Describe relationship between a series of historical events. Use language that pertains to time, sequence, and cause/effect.</td>
<td>Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
</tr>
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**Writing Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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<th>E (GLE 9-12)</th>
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<tbody>
<tr>
<td>Conduct short research projects that build knowledge about a topic. Use sources.</td>
<td>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
<td>Conduct research projects to answer a question. Narrow or broaden the focus as necessary. Synthesize multiple sources and demonstrate understanding of the subject under investigation.</td>
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**Language Anchor 1:** Demonstrate command of the conventions of standard English and usage when writing or speaking.

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<td>Form and use past tense of frequently occurring irregular verbs. Form and use the present perfect (have found).</td>
<td>Form and use verbs in the active and passive voice, and the conditional tense.</td>
<td>Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety.</td>
</tr>
</tbody>
</table>

Find more *Change Agent* lesson packets at <changeagent.nelrc.org>, as well as PDFs of magazines on a wide variety of themes, articles in audio, CCR-aligned activities, and more. All of that is available for the price of an online subscription: $20 per teacher per year.