

# 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](http://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

<b>Reading Anchor 1:</b> Read closely to determine what the text says; make logical inferences; cite specific textual evidence.		
<b>B/C (GLE 2-5.9)</b>	<b>D (GLE 6-8.9)</b>	<b>E (GLE 9-12)</b>
Ask and answer who, what, when, where, why questions to demonstrate understanding of key details in text. Refer to key details in text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	Cite <i>strong and thorough</i> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
<b>Reading Anchor 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
<b>B/C (GLE 2-5.9)</b>	<b>D (GLE 6-8.9)</b>	<b>E (GLE 9-12)</b>
Describe relationship between a series of historical events. Use language that pertains to time, sequence, and cause/effect.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	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.
<b>Writing Anchor 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
<b>B/C (GLE 2-5.9)</b>	<b>D (GLE 6-8.9)</b>	<b>E (GLE 9-12)</b>
Conduct short research projects that build knowledge about a topic. Use sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	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.
<b>Language Anchor 1:</b> Demonstrate command of the conventions of standard English and usage when writing or speaking.		
<b>B/C (GLE 2-5.9)</b>	<b>D (GLE 6-8.9)</b>	<b>E (GLE 9-12)</b>
Form and use past tense of frequently occurring irregular verbs. Form and use the present perfect (have found).	Form and use verbs in the active and passive voice, and the conditional tense.	Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety.

**Find more *Change Agent* lesson packets at <[changeagent.nelrc.org](http://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.**