

Lesson Three: Bibliotherapy - Grade 8th - 11th

A Shadow on the Household by Bryan Prince

Note: This lesson is to introduce the novel, but the whole novel can be read by students independently if they choose.

Outcomes/Objectives of the Lesson

Students will be able to:

- Read, infer, and analyze the excerpts from the story *A Shadow on the Household* by Bryan Prince
- Create an “escape to freedom” plan in a small group.

Materials needed

- Excerpts from *A Shadow on the Household*
- Maps detailing 1850s state lines
- Almanac data from states involved in 1850
- Statistics on survival rates of the UGRR

Multiple Intelligences/Learning Styles Addressed

- Learning Styles: Visual, Auditory, Kinesthetic, Cooperative,
- Multiple Intelligences: Interpersonal, Intrapersonal, Linguistic, Logical/Mathematical, Spatial

Assessments:

- Daily warm up, exit slip
 - Participation
 - Map to freedom
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Introduction Activity

- What kind of factors would a slave considering escape have to discuss? Create a list of as many factors as you can, including reasons why those would have to be considered.
- Have students pair up and discuss before sharing out. Teacher should keep a record of the answers on the board.
- Give a short explanation of what we will be learning and what the expectations are for the next hour.

Procedures

1. Introduction: Do now/Daily warm up and share out
2. Introduce the novel, *A Shadow on the Household* and read a few pages aloud from the passage where the family was debating whether or not to leave.

- a. Ask students to listen and imagine as if they were a child listening to their parents discuss the potential escape...
 - b. After the reading, ask students how they felt--excited? Scared? Anxious? Why?
 - i. Think/Pair/share responses
3. Explain the "Escape to Freedom" activity.
- a. Students will break into groups of 3 (for their family) each student will choose their assigned role:
 - i. Cartographer (Creates the maps and actual route for the group, must look at natural features of the land to include places to hide during the day)
 - ii. Meteorologist (Compiles data including weather patterns to determine the best possible time for escape)
 - iii. Statistician (Looks at data on survival rates of the UGRR)
 - b. Students will move among 8-10 stations (Depending on size of class, only one group should be at a station at a time), and each station will have small tidbits (2-3 sentences) of information about all 3 categories.
 - c. Students will have to take notes at each station, then regroup and create a plan, including justification, for the following:
 - i. If their family believes it is "worth the risk" to try and escape
 - ii. The route the cartographer determines
 - iii. The best time of year to go
 - d. Students will share with the class what their families plan is.
4. Reflection/Conclusion activity

Conclusion Activity

- Discussion: Describe the kinds of thoughts and processes that you had to go through in deciding if your family would escape from slavery. What kind of decision was this? Can you relate to the Weems family in the novel? Can you think of any hard family choices from today that might be relatable to what these people felt and thought?

Exit Slip

- Imagine that the data you had was available to slaves in 1850. How would that have changed the trajectory of history?