



GeoCivics: Juneteenth Jigsaw

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Teacher(s) Mr. Johnson	Lesson title: Juneteenth Jigsaw	Grade Level: 9-12
Notes: This lesson will take 2-3 days to complete depending on the attendance, jigsaw discussions and extensions.		
Pre-existing Knowledge: Students should know how to write a summary that includes details, specifically the 5-Ws (who, when, where, what, why). Also, students created claims after examining various primary and secondary sources and identified accurate evidence that supported their arguments.		
Overview: Juneteenth (short for “June Nineteenth”) marks the day when federal troops arrived in Galveston, Texas in 1865 to take control of the state and ensure that all enslaved people were freed. The troops’ arrival came a full two and a half years after the signing of the Emancipation Proclamation. Juneteenth honors the end to slavery in the United States and is considered the longest-running African American holiday. On June 17, 2021, it officially became a federal holiday.		
National & State Social Studies Standard(s): National Curriculum Standards for Social Studies: <ul style="list-style-type: none">● Culture: Understand cultural and historical contexts of Juneteenth.● Time, Continuity, and Change: Analyze historical events and their impact over time.● Individuals, Groups, and Institutions: Understand the role of institutions in shaping historical and contemporary events.● Civic Ideals and Practices: Explore the ideals and practices of citizenship in the context of Juneteenth. NY Standards for Social Studies: Writing Standards for Literacy <ul style="list-style-type: none">● Text Types and Purposes: 1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.● Craft and Structure: 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.		

National & State Geography Standard(s):

National Geography Standards

- **Essential Element VI. THE USES OF GEOGRAPHY:** Standard 18 - How to apply geography to interpret the present and plan for the future.

NY Standards for Geography (Grades 9-12)

- **C. Comparison and Contextualization** 5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place

Purpose: This lesson plan incorporates collaborative learning through a jigsaw activity, allowing students to become experts on different aspects of Juneteenth and teaching their peers. This lesson plan integrates historical understanding, literary analysis, and critical thinking skills, aligning with both National and New York State standards for high school students.

ELA Standards (To teach/review and support emergent multilinguals (EMLs) English language development):

- **CCSS.ELA-LITERACY.W.9-10.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions.

ISTE Student Standard: 1.3 Knowledge Constructor

- 1.3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Language Function: What language function(s) can be embedded in lesson discussions to build deeper understanding while supporting language development?

Expressing an Opinion	Reporting a Group’s Idea	Paraphrasing
I think/believe that . . . In my opinion . . . Based on my experience, I think...	We decided/agreed that . . . We concluded that . . . Our group sees it differently... We had a different approach...	So you are saying that . . . In other words, you think... What I hear you saying is...

Culturally Responsive Lesson Strategies:

- **Access:** Ideas communicated in three or more different ways.
- **Voice:** Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.

Objective(s):

1. **Historical Understanding:** Students will be able to describe the history and significance of Juneteenth.
2. **Collaborative Learning:** Students will be able to work in groups to become experts on different aspects of Juneteenth.
3. **Critical Thinking:** Students will be able to analyze primary and secondary sources related to Juneteenth.

4. **Communication Skills:** Students will teach their peers about their area of expertise and present their findings.

SIOP

SIOP Elements

<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Option</u>	<u>Assessment</u>	<u>Integrating Processes</u>	<u>Application</u>
<ul style="list-style-type: none"> - Adapting content - Linking to background - Linking to past learning - Strategies used 	<ul style="list-style-type: none"> - Modeling - Guided practice - Independent practice - Comprehensible input 	<ul style="list-style-type: none"> - Whole class - Small groups - Partners - Independent 	<ul style="list-style-type: none"> - Individual - Group - Written 	<ul style="list-style-type: none"> - Reading - Writing - Speaking - Listening 	<ul style="list-style-type: none"> - Hands on - Meaningful - Linked to objectives - Promotes engagement

Evidence of Mastery (Measurable):

Formative: Groups share out in jigsaw fashion, sharing what was learned during discussion activities.

Summative: Students create a claim that is supported with evidence from the sources then present their group's final claim to the whole class.

Levels of Accomplishment	Criteria	Points
Exceeds expectations	<ul style="list-style-type: none"> ● The Claim precisely establishes a main point or argument of the source with complex, content-specific vocabulary. ● Claim presents clear and higher level reasons as support ● 2 pieces of strong evidence are used to accurately support and critically explain the topic the claim ● Evidence is creativity introduced and cited correctly 	10
Meets expectations	<ul style="list-style-type: none"> ● The Claim establishes a main point or argument of the source with content-specific vocabulary. ● Claim presents clear reasons as support ● [1 piece of strong evidence OR 2 pieces of moderate evidence] are used to accurately support and further the topic sentence (the claim) ● Evidence is introduced and cited correctly 	8-9
Approaches expectations	<ul style="list-style-type: none"> ● The Claim mostly establishes a main point or argument of the source ● Claim presents reasons, but lacks clarity ● Evidence introduced and/or cited incorrectly 	6-7

	<ul style="list-style-type: none"> ● 1 piece of moderate evidence is used to accurately support the claim 	
Fails to meet expectations	<ul style="list-style-type: none"> ● The Claim does not establish a main point or argument of the source ● Claim is not clear and does not provide supportive reasons ● Evidence is not relevant to the claim and lacks specific document-based evidence ● Evidence is not introduced or cited correctly 	0 - 5

Key vocabulary (List of 5 words and define using language to support EMLs):

- **Claim** - A main point from a source on a particular topic and is supported by evidence.
- **Emancipation** - the process of being set free from legal, social, or political restrictions; liberation.
- **Freedom** - the power or right to act, speak, or think as one wants without restrictions or punishments
- **Juneteenth** - a holiday celebrated on June 19 to commemorate the emancipation of enslaved people in the United States.
- **Abolitionist** - a person who favors the complete end of a practice or institution of slavery.

Materials (All items and quantities, include books, videos, worksheets, etc.)

- Lesson materials -- *in this document following lesson*
- Laptop/tablet/phone each student
- Internet access

Source(s):

- <https://www.c-span.org/video/standalone/?c4608470&classroom>,
- <https://www.c-span.org/video/standalone/?c4966670&classroom#>
- <https://www.c-span.org/video/standalone/?c4967253&classroom#>. <https://www.c-span.org/video/standalone/?c4966691&classroom#>
- <https://www.learningforjustice.org/classroom-resources/texts/what-to-the-slave-is-the-fourth-of-july>
- <https://www.essence.com/news/grandmother-of-juneteenth-opal-lee-presidential-medal-of-freedom/>

Engage

Teacher Will:

USE RESOURCES FOLLOWING LESSON.

1. Ask students: *What holidays or celebrations do your family and/or friends celebrate? Do you know what started these celebrations? Person? Event? Etc.* Discuss with class.
2. Instruct students to answer the multiple choice questions (below). Tell students to identify/highlight

Student Will:

1. Students participate in discussion.
2. Students will actively examine the multiple choice questions. Highlight keywords then circle the best choices.
3. Students participate in reading out loud and answer share out.

keywords then circle their best choice. Walk around and give checks on students' worksheets only if they **highlighted keywords** and got both **questions correct**.

3. After 3 minutes, ask a student to read out Q#1 and share their answer. Pose questions such as, *what was the keyword that you identified?* and/or *what does that mean in your own words?* (repeat for #2).
4. Explain to students that they will create a claim. Explain that students will learn how Juneteenth became a holiday and how to write a **claim (main point)** with evidence from a source.

4. Students listen to information about creating a claim.

(Preparation: Linking to background) (Integrating Processes: Reading) (Grouping: Independent) (Grouping: Whole Class/Independent) (Application: Meaningful/Promotes engagement)

Explore - DAY #1

Teacher Will: USE RESOURCES FOLLOWING LESSON. Mini-Lesson - explain the directions.

NOTE: The teacher will have already placed students into groups strategically, providing language and or learning support for ELLs/SPED and Gifted students as needed.

1. Ask the students to go over the directions of the Jigsaw Strategy - The Juneteenth sources as you (teacher) read out loud "Home Groups: At your original tables follow these steps (10 - 15 min) and Step 1: Google Classroom - Open Assignment."
2. Select a student to read out loud "Step 2: Each student will choose a different source to examine for Juneteenth." Then tell the students to look at page 2. Tell students to choose one different source each. Next, tell students that each person must watch, listen, and or read that source and answer the questions on Page 2.
3. Teacher will read out loud the 2 questions and further explain what they are asking for. Emphasize details are needed for the Summary, "Claim" defined from Do Now, & Evidence must support the student's claim.
4. Step 3: Write or type your **detailed** summary of Juneteenth and evidence from the sources.

Student Will:

1. Students will go to the "Mini-Lesson" section of the worksheet page 1 and review the directions and steps of the Jigsaw Activity. Listen to teacher instruction.
2. Select student to read out loud Step 2: Each student will choose a different source to examine for Juneteenth. Students can look at page 2, and choose one different source each. Next, tell students that each person must watch, listen, and or read that source and answer the questions on Page 2.
3. Students listen to the 2 questions and further explain what they are asking for. Emphasize "details" are needed for the Summary, "Claim" defined from Do Now, & Evidence must support the student's claim.
4. Students write or type **detailed** summary of Juneteenth and evidence from the sources.

(Integrating Processes: Listening/ Writing) (Grouping: Independent/Small Group) (Scaffolding: Comprehensible input) (Assessment: Written)

Explain - DAY #1: Formative Assessment

Teacher Will: USE RESOURCES FOLLOWING LESSON.

1. Tell the students to begin examining their Juneteenth source, independently. In the google doc, find the link for your source and open it. Tell the students to discuss with each other in their small groups and choose a different Juneteenth source.
2. Set the timer for 10-15 minutes, then begin walking around and checking in with groups to make sure that each student is analyzing a different source.
3. As you walk around, preview students' answers, remind them to add details for the summary (Who, What, When, Where, Why), and remind them that their claim needs to be one main point of the source that can be supported with evidence.

Student Will:

1. In small groups, students will talk to each other and choose different sources to analyze.
2. Students will sit in their groups and watch, listen or read their Juneteenth source then answer the questions. Students will use their computers/tablets/phones to analyze the source and write notes on their papers or type in their google doc.
3. Students will be actively writing facts, notes, and/or their thoughts on page #2. Students will interact with the links for the videos, speech and article.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Written) (Grouping: Independent) (Integrating Processes: Listening/Writing) Application: Linked to objectives/Promotes engagement)

Elaborate - DAY #2:

Teacher Will: USE RESOURCES FOLLOWING LESSON.

Ask IQ #2 – How can we create a source claim as a group?

1. Ask students to follow the **DO NOW instructions: Organize & Review** - *Sit with your Home Group from the other day , Take out your Juneteenth papers.* Also, encourage students to review the Mini-Lesson DAY #2 instructions. **Part 2 - Expert Groups:** Tell students to move to new groups for discussion about the same source.(10- 15 min). Show the students where the new groups will be then make sure that you students do relocate based on the source they started the day before.
2. Check that students are in the right groups (*new groups/same source*) and have completed or at least started their analysis of the source from the DAY #1. NEXT, the teacher quickly reads the **Mini-Lesson: DAY #2 steps.**
 - a. Step 1: Students take an additional 5 minutes to continue examining their source and complete their organizer.

Student Will:

1. Students will take the DAY #2 worksheets and following the DO NOW instructions. Sit with your groups, take out the DAY #1 worksheets and review the instructions.
- (Grouping: Small groups/Whole class) Integrating Processes: Listening/Speaking/Written)**
2. Students actively listen to the speaker/Teacher explain the steps of DAY #2 Expert Groups instructions. Next, Students will go to PAGE 2 to review their summary and Claim from DAY #1 for 5 minutes.
 3. Students will go to the next page of the worksheet and actively listen to the instructions. Students will write their source title on the Page #3.
 4. Students share their Claim per teacher instructions.

- b. Step 2: Listening students take notes of other experts in their new group.
 - c. Step 3: As an expert group, agree on 1 or 2 claims from the source and then prepare to share out.
3. After 3-5 minutes of explaining instructions, the teacher commands the whole class's attention and instructions students to look at Page #3.
 4. Teacher will move on to page #3, TASK: Day #2, and SAY, First, write the title of your source. NEXT, the first student who speaks to their group will share their claim from DAY #1 (PAGE #2) and listening students will take notes.

Evaluate - DAY #2 Summative Assessment

Teacher Will: USE RESOURCES FOLLOWING LESSON.

1. Tell students that students will work as a group to complete the graphic organizer on Page #3.
2. Explain the instructions, again. Teachers will encourage student groups to discuss and collaborate their thoughts to answer the questions.
ASK: How can we create a source claim as a group?
3. Have students go to the last component "Group Agreement" and emphasize that this is incredibly important because this will be presenting it to the class.

(NOTE) Circulate the classroom: observing and listening to groups and *reminding them to talk about their claims* because they have to present quickly to the class.

Student Will:

1. Actively listening and looking at the last component "Group Agreement" and deciding who will present the group's claim and summary.
2. Students work together with their group and talk about the source and their answers. They will come to an agreement with most ideas for a claim but some may add more or less than others.

Grouping: Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/ Speaking) (Application: - Linked to objective)

3. Groups will have their speaker present to the class in less than a minute. Each group speaker will introduce their source title and read their "group agreement."

Differentiate Up - Starting on Page 4: Have all students start on page 4 and all students examine 2 different sources then write a 3-step Impact Analysis.

Extensions: Source Posters and Gallery Walk - Have expert groups create Juneteenth Source infographic posters that include Summary, 2 - Claims and 2 evidences then have students conduct a Gallery Walk with a graphic organizer for note taking.

Learning Target- I can examine Juneteenth sources then identify claims & explain a detailed summary.

Do Now: Multiple Choice Questions

1. Juneteenth is also called what?

- A. African-American Day B. Slavery Free Day C. Emancipation Day D. Lincoln Day

2. What is a claim?

- A. A definition of the topic that support the reason
B. An argument that refutes the counterclaim and is supported by evidence.
C. Statistics, facts, quotations, or surveys to support the reason
D. A main point from a source on a particular topic and is supported by evidence.

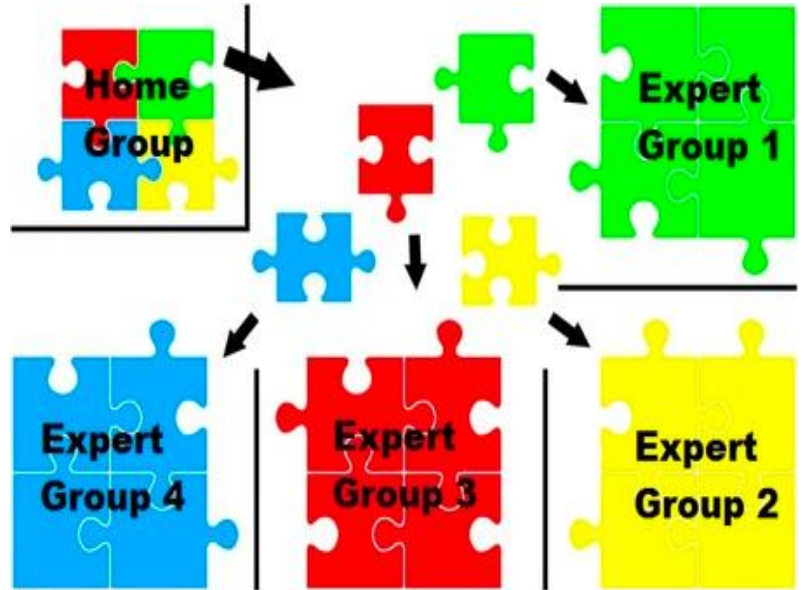
Mini-Lesson: Jigsaw Strategy - The Juneteenth Sources

DAY 1: Part 1 - Home Groups: At your original tables follow these steps. (10-15 min)

- Step 1: Google Classroom - Open Assignment
- Step 2: Each student will choose a different source to examine for Juneteenth.
- Step 3: Write or type your detailed summary of Juneteenth and evidence from the sources.

DAY 2: Part 2 - Expert Groups: Students move to new groups for discussion. (10-15 min)

- Step 1: Students take an additional 5 minutes to continue examining their source and complete their organizer.
- Step 2: Listening students take notes of other experts in their new group.
- Step 3: As an expert group, agree on 1 or 2 claims from the source and then prepare to share out.



TASK: **Part 1 - Home Groups-** Choose one JUNETEENTH source to examine.

The Juneteenth Sources		
<p>1. History of Juneteenth</p> <p>https://www.c-span.org/video/standalone/?c4608470&classroom#</p> <p>Telemundo Spanish #1</p> <p>Spanish #2</p>	<p>3. Juneteenth Becomes a National Holiday</p> <p>https://www.c-span.org/video/standalone/?c4967253&classroom#</p>	<p>5. “What to the Slave Is the Freedom of the Black Man” by abolitionist Frederick Douglass</p> <p>https://www.learningforjustice.org/resources/texts/what-to-the-slave-is-the-freedom-of-the-black-man</p>
<p>2. Juneteenth and General Order No. 3</p> <p>https://www.c-span.org/video/standalone/?c4966670&classroom#</p>	<p>4. The Celebration of Juneteenth</p> <p>https://www.c-span.org/video/standalone/?c4966691&classroom#</p>	<p>6. “Meet Opal Lee, the 94-year-old woman who traveled 250 miles to make Juneteenth a national holiday”</p> <p>https://www.essence.com/news/juneteenth-opal-lee-president</p>

1. In your own words, explain in detail, what is the summary (5-Ws) and the importance of the source.

.....
.....
.....
.....
.....
.....

2: Identify one claim from the source and what evidence can be used to support it.

CLAIM:.....
.....
.....
.....

EVIDENCE:.....
.....
.....
.....

TASK: Part 2 - Expert Groups (New Groups)

What's the title of your Juneteenth source?

Student Name:	How did the experts explain their claim (Q#2) that they identified from the source?
1.
2.
3.
4.....
5.

Group Agreement: Claim & Summary: Who will tell the class their group's source **claim** and **summary**?

The **claim** that our group agreed to for source # _____ is _____

claim

_____. In this source, the

author/speaker emphasizes the importance of _____

Summary of the source & its important details

_____.

Differentiate Up

Learning Target- I can examine Juneteenth sources then identify claims & compose a detailed summary.

TASK - Using information gathered from a variety of sources including videos discussing *the history of Juneteenth*, Frederick Douglas' speech "What to the Slave is the Fourth of July?", and a news article introducing Opal Lee, "the grandmother of Juneteenth", enhances an understanding of inequity as an enduring issue throughout history and how people have overcome it.

Step 1. Examine **one video** and **one article**. Students will take notes on each source, develop a claim based on a relevant writing prompt, and support their claim with appropriate text-based evidence and grade level analysis.

- a. Write 1-sentence claims of each source. USE YOUR OWN WORDS.
- b. Pull out evidence (strong lines) from each source as evidence.

Step 2. Write a **3-Step Impact Analysis** and **make a connection** with the evidence and/or impact.

Sources	CLAIM / Importance of the source	Evidence from the Source
<p>1. History of Juneteenth (VIDEO)</p> <p>https://www.c-span.org/video/standalone/?c4608470&classroom#</p>		

<p>2. Juneteenth and General Order No. 3 (VIDEO)</p> <p>https://www.c-span.org/video/standalone/?c4966670&classroom#</p>		
Sources	CLAIM / Importance of the source	Evidence from the Source
<p>3. The Celebration of Juneteenth (VIDEO)</p> <p>https://www.c-span.org/video/standalone/?c4966691&classroom#</p>		
<p>4. “What to the Slave Is the Fourth of July?” Speech by abolitionist Frederick Douglass. (ARTICLE)</p> <p>https://www.learningforjustice.org/classroom-resources/texts/what-to-the-slave-is-the-fourth-of-july</p>		

5. "Meet Opal Lee, the 94-year-old activist who marched for miles to make Juneteenth a federal holiday." (ARTICLE)

<https://www.essence.com/news/grandmother-of-juneteenth-opal-lee-presidential-medal-of-freedom/>

Task: Step 2 Impact Analysis - Political, Economic, Social, Psychological (P/E/S/PSY)

Does Juneteenth Matter? Explain its impact. (P/E/S/PSY)

CLAIM:.....
.....
.....
.....

Evidence: (PICK ONE & write it here)

".....
.....
.....
....."

SOURCE: _____

Analysis: 3-steps

Step 1: Explain what the evidence means **in your own words**.

.....
.....
.....
.....
.....

Step 2: Explain how this is a **P/E/S/Psy** impact.

.....
.....
.....
.....

Step 3: Explain an **insightful connection (historical, societal, or personal)** that is similar to the impact.

.....
.....
.....
.....

Sentence Starters for Analysis

<u>DO NOT WRITE THIS:</u>	<u>WRITE like THIS:</u>
<p>Step 1.</p> <p><u>"To me</u> this means that....."</p>	<p>- <u>In other words,</u> the federal acknowledgement of the holiday.....</p> <p><u>or</u></p> <p>- <u>The writer/author explains that</u></p>
<p>Step 2.</p> <p><u>"This has a</u> social impact..."</p>	<p>- <u>Unpacking this evidence further</u> shows that this impact is <u>(P,E,S,PSY)</u> because.....</p> <p><u>Or</u></p> <p>- <u>Socially,</u> this event changed the people because.....</p>

Step 3.

“A connection I can make to this is.....”

- ***Similarly*** to the (P,E,S,PSY) impact would be....

or

- ***Likewise,*** (insert the event you want to compare this impact to)

or

- ***Pursuing a deeper understanding*** of this (P,E,S,PSY) impact shows a connection tobecause