

CHOICES AND CONSEQUENCES

Purpose/Prior Knowledge:

- Students should have their personal definition of courage
- Students should know what led to the Abolitionists movement

Standard and Specific Learning Objectives (reference your curriculum content standards; overall lesson objective; specific learning objectives):

SWBT

- Evaluate the choices and consequences involved in making difficult decisions
- Research courageous choices made during the Abolitionists movement
- Role-play the historic events that surrounded those courageous choices

Instructional Delivery (Task and Activity)

After reviewing student's personal definitions of courage, divide students into groups and distribute one "What would you do?" card to each group.

Ask each group to identify at least three possible choices that could be made by the person in each scenario. They should list one benefit and one consequence for each choice. Then have them individually decide which choice requires the most courage as well as which is the most realistic.

Have students report back to the class. They can contribute additional choices.

During discussion explain that victories in the struggle to end slavery came at a personal cost for many who made the courageous choices to set things right.

Standard based activity

Have students select one event and conduct research on their event. They should learn:

- What led up to the event they've chosen
- The main participants
- The courageous choice made
- Whether the event or choice reflected strategic nonviolence
- The potential and actual consequences of this choice
- What might have happened if this choice had never been made

Have students review their personal definitions of courage and make any adjustments based on events they studied.

Rigor and Relevance (use rigor and relevance framework):

Ask if students ever had an opportunity to make things better for themselves or someone else. Did they do anything? Did they make the right choices? What would they do differently?

Student Assessment:

3 Points:

Students defined the word “courage”, listed reasonable choices, benefits and consequences for the situations; recreated their event based on concrete and authentic facts

2 Points:

Students defined the word “courage”, listed somewhat reasonable choices, benefits and consequences for the situations; somewhat effectively research their historic event; recreated their event based on some concrete and authentic facts.

1 Point:

Students were unable to define the word “courage” were unable to list reasonable choices, benefits and consequences for the situations, did not complete the research for their historic event; re-created their event without factual basis.

Follow-Up/Extension/Special Accommodations (plan for continued learning e.g. independent work/practice, homework, application, project...):

Research

Equipment/Materials:

Speeches- Frederick Douglass, Paul Cuffe. Richard Allen, William Lloyd Garrison

“What would you do?” cards

Research websites

Curriculum created by Jamaal Lee