

Lesson Plan by: Sally Maxwell

Lesson: Henry's Freedom Box

Length: about 2 hours (can be broken up)

Age or Grade Intended: 3rd grade

Academic Standard(s):

Math 3.5.1 Measure line segments to the nearest half-inch.

English/Language Arts 3.5.2 Write descriptive pieces about people, places, things, or experiences that:

- develop a unified main idea.
- use details to support the main idea.

Performance Objectives:

Given a line segment (the side of cardboard or line or paper) and a ruler (or measuring stick), students will measure the line segment to the nearest half-inch 9 out of 10 times. Given instructions, paper, and a pencil, students will write a descriptive journal or diary entry using 10 descriptive words with 80% accuracy.

Assessment: Give the student the Measuring Line Segments worksheet after you do the examples with them.

Advanced Preparation by Teacher: Have the book *Henry's Freedom Box*, enough cardboard to make the box, tape, scissors (or box cutters for your use only), rulers, Measuring Line Segments worksheet, a way to project the videos so all students can see, and the internet.

Procedure:

Introduction/Motivation: Ask the students what they know about slavery. Ask the students if they have ever heard of Henry "Box" Brown. Explain that Henry was a slave that mailed himself to freedom and that we are going to make a box the same size he was in for a day!

Step-by-Step Plan:

1. Go to <http://www2.scholastic.com/browse/article.jsp?id=3751125> and show the students the first part (1/6) of the interview with Ellen Levine, the author of *Henry's Freedom Box*, where she tells about the book and Henry.
2. Go back to the same website and click on the link to have Ellen Levine read the book aloud.
 - a. Ask the students: Why was Henry lonely? (*Bloom: Knowledge*)
 - b. What would happen if Henry would have gotten caught (*Bloom: Application*)
 - c. Why do you think Henry chose such a small box? (*Bloom: Analysis*)
 - d. What would you have done differently if you were a slave? (*Bloom: Synthesis*)

3. Talk to the students about the box that Henry was in for a day and what they think it would have been like. Tell the students that we are going to make that box out of cardboard but we need to work on measuring lines.
4. Talk to the students about how lines can be different sizes and pass out rulers for the students to look at. Explain that one side is in inches and the other is in centimeters. Explain that the long lines with the numbers under them mean one inch and that there are 12 on a ruler. Explain that the line right in the middle of the two numbers is the half inch mark. Show the students how to measure lines. (*Gardner: Logical-Mathematical*)
5. Let the students go around the room and measure different lines as you walk around and make sure they are understanding how to do it. (*Gardner: Bodily-Kinesthetic*)
6. Pass out the Measuring Line Segments worksheet and do the example together.
7. Have the students complete the worksheet and hand it in for a grade. (*Gardner: Logical-Mathematical*)
8. Get out the cardboard, rulers, tape, markers and scissors to make the box. Box dimensions: three feet one inch long, two feet six inches deep, and two feet wide. Construct the box. (*Gardner: Bodily-Kinesthetic and Logical/Mathematical*)
9. Once the box is constructed, have the students get in one or two at a time but remind them that Henry was five foot eight inches tall and weighed 200 pounds. (*Gardner: Bodily-Kinesthetic*) Have them think about being in the box upside down or sideways. Have them think about being in there for a whole day with almost no food or water. Could they handle that? (*Bloom: Application*) How would you feel? What would you think? What would happen if you got caught? (*Bloom: Application*)
10. Go to the same website as before and show the students the last part (6/6) of the interview when Ellen Levine gives advice to students who are wanting to write.
11. Talk to the students about main ideas and how you figure them out when you read a story. Talk about or have the students write what they think is the main idea of *Henry's Freedom Box* and other books that you have read recently.
12. Talk to the students about what are descriptive words or adjectives. Have the students raise their hand and give you some so that you can write them on the board. Then make another list on the board of descriptive words that they could use specifically for the diary or journal entry they are going to write about being in the box.
13. Explain to the students that they are going to write what they think it would be like to be Henry in the box for a whole day. It should be something that Henry would write down once he made it to Philadelphia.
14. Instruct the students to make sure they have a main idea and they have at least 10 descriptive words. It should be a page in length, have "Dear Diary or Journal" at the top of the page and the date. They need to sign their name at the bottom once they are finished. (*Gardner: Verbal/Linguistic and Intrapersonal*)
15. *Optional: Take the students to the computer lab and allow them to type up their journal entries.*

Closure: Ask of any of the students would like to share what they wrote with the rest of the class.

Adaptations/Enrichment:

ADHD student: Allow the student to pass out the worksheets or the rulers. Encourage the student to measure a lot of different things around the room.

Enrichment: Encourage the student to write a little more than a page. Or put that student in charge of making sure the box that you make is the right dimensions and thinking of how it is going to stay together.

Self-Reflection:

Is the tape going to hold the box together? Should I bring in a box made out of wood for the students to get into also? Did I explain the writing assignment enough? Was the videos too long for their attention span? Is there something I would do differently next time? Is there something I want to make sure I do again?

Ideas from: videos and ideas: <http://www2.scholastic.com/browse/article.jsp?id=3751125>

Some original ideas

Diary or Journal Entry Rubric



Student's Name _____ Date _____

CATEGORY	4	3	2	1
Requirements	One page in length. Date and "Dear Diary or Journal" on top. Signed name at the bottom of the page.	¾ of a page long. Did not do one of the following: put date or "Dear Diary or Journal" or sign name at bottom.	½ page. Did not do two of the following: put date or "Dear Diary or Journal" or sign name at bottom.	Wrote a paragraph or less. Did not do any of the following: put date or "Dear Diary or Journal" or sign name at bottom.
Descriptive Words	Entry contained 10 descriptive words.	Entry contained 8-9 descriptive words.	Entry contained 5-7 descriptive words.	Entry contained 4 or less descriptive words.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Total ____/12

Measuring Line Segments

Name _____ Date _____

Directions: Using a ruler, measure the lines to the nearest half inch.

Example:

_____ inches



1.

_____ inches



2.

_____ inches



3.

_____ inches



4.

_____ inches



5.

_____ inches



6.

_____ inches



7.

_____ inches



8.

_____ inches



9.

_____ inches



10.

_____ inches

