

# Brazos Valley African American Museum



**Curriculum Learning Trunk  
Lesson Plans for High School- 9<sup>th</sup>-12<sup>th</sup> Grades**

## **Juneteenth**

**Juneteenth is a celebration in Texas, commemorating the end of slavery. The celebrations include rodeos, barbecues, playing of sports, guest speakers, and prayer services. In this lesson, students will learn more about the celebrations of Juneteenth through a series of activities.**

**Juneteenth: High School 9<sup>th</sup>-12<sup>th</sup> Grade Lesson Plan**  
**BVAAM**  
**Curriculum Learning Trunk - Lesson Plan**

- OBJECTIVE:** By the end of the lesson, students will be able to analyze Juneteenth articles in groups and use only their assigned article to create a poster presentation for the class over the information provided with 100% participation.
- TEKS:** **Knowledge and Skills**  
**STSS.3:** The student creates written, oral, and visual presentations of social studies information. The student is expected to:  
**STSS.3A:** Apply the conventions of usage and mechanics of written English.  
**STSS.3B:** Use social studies terminology correctly.  
**STSS.3C:** Use appropriate oral communication techniques.
- TIME ESTIMATION:** 45 minutes
- MATERIALS NEEDED:** Video over the history of Juneteenth, four articles (below), posters, and markers.
- ENGAGE:** Students will watch a video over the history of Juneteenth in Texas to provide them with the background information and knowledge to achieve a deeper level of thinking and learning before each group reads their assigned articles.  
<https://www.youtube.com/watch?v=JOOguH71--E>  
<https://en.wikipedia.org/wiki/Juneteenth>
- EXPLORE:** **Step 1:** Students will be given articles with information regarding the history and impact of Juneteenth in Texas to analyze in their assigned groups of 5-6 students.  
Article 1:  
<http://www.juneteenth.com/history.htm>  
Article 2:  
<https://www.nbcnews.com/news/nbcblk/9-things-know-about-history-juneteenth-n594546>  
Article 3:  
<http://content.time.com/time/nation/article/0,8599,1815936,00.html>  
Article 4:  
<http://www.ibtimes.com/what-juneteenth-12-facts-about-history-black-independence-day-1606326>

**Step 2:** After the students analyze the articles in their group, students will then create a poster presentation of the information in the article that they read about.

**Step 3:** Students will then present their findings from the articles in front of their peers.

**EXPLAIN:**

Different articles that cover the history and impact of Juneteenth in Texas should be provided for students to read and base their presentation off of. Also, adequate posters and markers should be provided for students to use to demonstrate their learning from the article.

**ELABORATE:**

The students will watch a video to learn about the history of Juneteenth. Then, students will show their knowledge by presenting their group's articles to the class over the history of Juneteenth. During this time, the teacher will be able to identify if the students read their article and presented all the key points.

**EVALUATE:**

Teachers will evaluate students understanding and comprehension of the articles through the information provided on their poster board and their presentation. Presentations should also show a higher level of thinking rather than presenting a list of facts from the article.

**Rubric for Presentation:**

Proficient

- Every student participates in reading the article, giving ideas, and making the poster.
- The presentation and poster shows a deeper level of thinking.

Non-Proficient

- Not all students participate in the reading of the article, giving ideas, and making the poster.
- The presentation presents a list of facts that are explicitly stated in the article and does not show a deeper level of thinking has occurred.

**EXTENSION:**

To extend this lesson, assign each group to ask 1 or 2 questions about their article. Each group should be assigned a different group to ensure everyone asks and answers one. You could also make students write down 1 or 2 facts from each presentation to discuss with their group. After they discuss, the students can write a short paragraph to elaborate on what they learned.

**ACCOMODATIONS:**

You can assign each person in the group a job (examples: group leader, poster designer, researcher, etc.). This can help students that have a speech impediment not feel pressured to speak in front of the class, and allows students who are not creative with poster design still able to contribute to the project In a way that accommodates every person in the group so work is equally distributed based upon ability.