

Lesson Plan Template

LESSON: “The Lamb and the Trackers” for upper elementary or middle school

UNIT: The Old Place Project – Language Arts, Character Education

LEARNING OUTCOMES:

- Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Students will analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Students will gain an understanding of life in the foothills in the early 1800s
- Students will examine the qualities of empathy and courage
- Students will experience historical empathy

TEACHER PLANNING

Time needed: 30 minutes (could be longer with slower readers)

Materials/Equipment:

- Copies of the story by John Claude Bemis “The Lamb and the Trackers”

PROCEDURE

1. Ask the students to think of a time when they did something to help someone because it meant a lot to that person. Ask for some students to share their stories. Explain that this is called empathy – putting ourselves in the place of another; the ability to understand and share feelings with someone else.
2. Ask students to share why they believe this might be an important quality for a person to have. How do they show empathy at home? In class?
3. Explain that the students will read a story about the past in their area that includes the quality of empathy.
4. Allow the students time to read the story either during class or as an outside assignment.
5. Go over the following questions together in class.
 - a. Who are the main characters? **Will Hubbard, George Brown, some may include Blackberry**
 - b. Who are secondary characters? **Momma, Lucy, Blackberry if not included above, maybe Papa and Rufus**
 - c. When and where does this story take place? **Early 1800s (probably 1830s), Forks in the Road/The Old Home Place/woods**
 - d. What is the plot of this story? **Two boys try to locate a lost lamb**
 - e. What is/are the themes of this story? **Empathy, courage, determination, etc.**
6. Use the worksheet either as a guide to class discussion or as a written assignment.

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ASSESSMENT

Assessment will be from a completed worksheet or from class discussion.

NORTH CAROLINA CURRICULUM ALIGNMENT

NC Common Core and Essential Standards Addressed:

[CCSS.ELA-Literacy.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-Literacy.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-Literacy.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NC Social Studies Essential Standards

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

3.H.2 Use historical thinking skills to understand the context of events, people and places.