



## LESSON PLAN

**Lesson:** *Hidden Town*

**Subjects:** ELA Grade 7

**Standards Addressed:**

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Objectives:**

- Students will compare various texts and presentations to determine how particular historical themes are addressed by the authors.
- Students will analyze the credibility and accuracy of various texts and presentations.
- Students will write a reflective piece, documenting their responses to the information and to the way the information is presented by the authors.
- Students will practice writing citations to various sources in an analytical response

**Materials Needed:**

- A device for watching “Hidden Town” video
- Personal devices for exploring digital presentations of objects and primary sources in collections at Old Salem Museums and Gardens/Museum of Early Southern Decorative Arts
- Research notes made by Wake Forest University Department of English students (links included below)





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### Lesson Outline:

- Before the lesson, students should have experiences with reflective writing.
- View the approximately 7 minute video. [https://youtu.be/U3Xi\\_Tt2qpA](https://youtu.be/U3Xi_Tt2qpA)
- Compare and contrast the following:
  - Charleston and Sullivan's Island
  - Visitors to Salem Tavern and those who worked in Salem Tavern
  - Constitutional Amendments to prevent abuses of civil rights and daily life experiences of African Americans
- Have students explore the digital presentations made by WFU Department of English students found at <https://www.hiddentown.org/>. Please be aware that some of the presentations have disturbing images related to the physical abuse of people. If teaching a younger audience, the teacher may wish to guide students through this exploration, choosing only some of the presentations.
- Allow time for students to read over the corresponding research notes made by the WFU students. Links to this research are found here:  
<https://www.hiddentown.org/fugitive-research>  
<https://www.hiddentown.org/slavecatcher-research>  
<https://www.hiddentown.org/whip-research>  
<https://www.hiddentown.org/peteroliver-research>  
<https://www.hiddentown.org/fishbottle-research>  
<https://www.hiddentown.org/bricks-research>  
<https://www.hiddentown.org/fraktur-research>  
<https://www.hiddentown.org/chair-research>
- Students will use information found and presented in the "Hidden Town" video, in the "Hidden Town" digital presentations and in WFU students' research notes to analyze the historical truths these resources and texts contain. Students make a list of truths found in more than one source.
- Students write a reflection piece based on their personal experiences of reading, viewing, and analyzing these various sources. They will cite sources as referenced in the reflection, using proper citation formatting.

**Take It Further:** Have students read one or more of the following books to compare with information found in the video, the virtual presentations made by WFU students, and the research conducted by the WFU students.

Grades 6-7

- *Brown Girl Dreaming* by Jacqueline Woodson (free verse, 1960s in South Carolina and New York)
- *Bud, Not Buddy* by Christopher Paul Curtis (historical fiction, 1930s in Michigan)
- *Ghost Boys* by Jewell Parker Rhodes (realistic and historical fiction, present day and 1955 in Chicago and Mississippi)
- *How High the Moon* by Karyn Parsons (historical fiction, 1940s in South Carolina and Boston)
- *The Parker Inheritance* by Varian Johnson (mystery, present day and 1950s in South Carolina)

