



# LESSON PLAN DESIGN TEMPLATE

## TEACHING SANCTUARY'S SEVEN COMMITMENTS THROUGH THE INTEGRATED LEARNING LESSON PLAN: SANCTUARY MID-YEAR CYCLE

*Lesson components adapted from the New York State Social Studies Toolkit*

### GRADE 5: SLAVERY IN THE WESTERN HEMISPHERE

**Proposed duration:** 90 minutes.

**Purpose of the lesson:**

To provide students with an opportunity to examine the human costs that consumer demand for sugar had on enslaved people.

**Identify the content-area learning standards covered in this lesson:**

- Ⓞ **5.3:** Various European powers explored and colonized the Western Hemisphere.
- Ⓞ **5.3a:** Europeans traveled to the Americas in search of new trade routes and resources.
- Ⓞ **5.3b:** Transatlantic trade, movement of people, and spread of ideas and diseases resulted in cultural diffusion.

**Identify the Sanctuary Commitments to be developed as part of this lesson:**

- Ⓞ Non-violence
- Ⓞ Social Responsibility
- Ⓞ Open Communication
- Ⓞ Democracy

**Specify the intended academic and pro-social learning/social-emotional outcomes for this lesson:**

- Ⓞ Students will identify the environmental, economic, and social consequences of increased sugar production.
- Ⓞ Students will construct an argument against slavery using Sanctuary's Seven Commitments.
- Ⓞ Students will demonstrate their perspective through their analysis of *How Sugar Fed Slavery*.
- Ⓞ Students will practice active listening.

**Create the physical environment that will best facilitate the lesson and avoid trauma or negative stress triggers:**

- Ⓞ Lesson begins with whole-group discussion in a U-shaped formation.
- Ⓞ After introduction, students will work in small mixed-ability groups.

**Use appropriate resources and materials, equipment and technologies, artifacts and classroom displays, music and tactile supplies. These include:**

- Ⓞ Smart Board and laptops
- Ⓞ Post-it notes and markers
- Ⓞ Chart stand and chart paper

**The flow of procedures and activities will include modeling, grouping and communication strategies, instructional/curricular adaptations, and special considerations for those in need:**

- Ⓞ Teacher predetermines which students will be grouped together based on ability, personality, and level of cooperativeness.
- Ⓞ Teacher designates areas for students who need or want to work independently for a period of time.

- ⊙ Teacher will determine instructional/curricular adaptations based on the student’s skill level, prior knowledge, language ability, or special-education designation.
- ⊙ Sanctuary Commitments and related displays that serve as reminders in the classroom will include word walls, dictionaries, and sentence prompts.

**Lesson Plan Steps:**

1. Teacher sets the stage by posting historical images of the steps in sugar production. Teacher asks the Essential Question, “How did sugar feed slavery?”
2. Teacher uses the following questions to guide a structured discussion:
  - ⊙ What conditions drove sugar production and slavery?
  - ⊙ How was sugar cultivated?
  - ⊙ What was life like for enslaved Africans on the sugar plantation?
3. Teacher assigns students to groups to respond to one of the questions and lists responses on chart paper.
4. Teacher uses class discussion to analyze and share feedback on answers.
5. Teacher brings in the Seven Commitments, as follows: “In today’s discussion of *How Sugar Fed Slavery* we talked about the environmental, economic, and social impact that increased sugar production had on enslaved people. Throughout the year, our class has pledged to use the Seven Commitments to create positive change in our interactions. We agree that the Seven Sanctuary Commitments are a part of the way we govern ourselves as a group. Today we will explore how adhering to the Seven Sanctuary Commitments could have changed the outcomes for enslaved people.”
6. Teacher uses a think-pair-share format to create one of the following products, keeping in mind the Seven Sanctuary Commitments as the basis for the argument:
  - ⊙ A television commercial raising awareness of the issue.
  - ⊙ A persuasive letter to a member of Congress raising awareness of the issue.
  - ⊙ A paragraph describing the conditions of enslaved people on the sugar plantation.
7. Large group reconvenes to present their products. Volunteers from each group share their perspectives about their selections and the related Commitments.
8. Teacher and students identify the potential of the Seven Sanctuary Commitments to change inhumane systems.

**Assess the attainment of both academic and pro-social/social-emotional learning outcomes for students. Include opportunities for student and adult self-reflection:**

- ⊙ Students identify personal connections to the topic by listing at least three Sanctuary Commitments depicted in the group projects.
- ⊙ Students identify current human rights issues the Sanctuary Commitments can address.

**Teacher Reflections**

**Extend what students have learned during this lesson to other relevant experiences that may take place both in and out of school. Ideas might include:**

- ⊙ Student partners research a current or past human rights issue and describe the actions that were taken to facilitate social change. They work in pairs to write and share their report with supporting posters, videos, and more.
- ⊙ Students identify other current issues involving human rights, equity and access issues on local, national or global levels. They plan and execute a Service Learning Project to address their concerns.

**Source:** Lesson components adapted from the New York State Social Studies Toolkit C3 Teachers Inquiry Design Model.



## **GRADE 7 (SAMPLE)**

# **SANCTUARY FOCUSED INSTRUCTION LESSON PLAN: INTRODUCTION TO THE COMMUNITY MEETING**

Teaching kids to count is fine, but teaching them what counts is best. —Bob Talbert

**Proposed duration:** Approximately 40 minutes.

**Purpose of the lesson:** To introduce the purpose and format of the Sanctuary Community Meeting.

**Focused-Instruction Outcomes:**

- ⊙ Students learn about the three questions posed during a Community Meeting and understand their purpose.
- ⊙ Students learn the norms for effective participation.
- ⊙ Students will express their feelings openly, and actively listen to one another.

**Resources and Materials:**

- ⊙ Motivating photos using Smart Board technology, if available.
- ⊙ Photos of adolescents demonstrating a range of emotions/moods are displayed for the group. The caption below the photos reads: “Feelings Matter.”

**The Physical Environment:** Students stand in a circle formation for the Community Meeting Set-up.

**Lesson Plan Steps:**

1. Teacher reviews class norms for listening and responding to others. Students are reminded that these norms apply to all classroom interactions.
2. Teacher asks, “How do we show that we are really listening to each other in this class?” Students are encouraged to demonstrate or comment on appropriate kinds of facial expressions, eye contact, and body posture/gestures.
3. Teacher directs the class to discuss the “Feelings” photos using a “Turn and Talk” strategy with a partner. Students identify the emotions being conveyed and generate their suggestions for how they might best support a peer experiencing such emotions.  
*Flexible time allotment for steps 1, 2 and 3: 8 minutes*
4. Several student pairs share the most important aspects of their discussion with the class. Teacher provides a brief explanation of how emotions impact the brain and affects learning.  
*Flexible time allotment for step 4: 8 minutes*
5. Teacher tells the students that the class will be learning a strategy that will help them to identify and share their feelings; offer ways to support one another, and establish goals for themselves. Teacher then introduces the following three Community Meeting questions, which are also displayed.
  - ⊙ How are you feeling?
  - ⊙ What is your goal for your day at school or something you would really like to get done while you are here today?
  - ⊙ Whom might you ask for help?

6. Teacher creates a modeling activity: Select five volunteers who conduct a Community Meeting while the class observes. The format is as follows: Students go around in a circle and ask each other the Community Meeting questions:
- ⊙ How are you feeling?
  - ⊙ What is your goal for your day at school or something you would really like to get done while you are here today?
  - ⊙ Whom might you ask for help?  
Students are told that the teacher will be giving them feedback on their signs of active listening. The teacher/facilitator provides meaningful and constructive feedback regarding their participation.  
*Flexible time allotment for step 6: 10 minutes*
7. Teacher creates a whole-group reflections activity:
- ⊙ Teacher asks the class to reflect upon the rationale for using Community Meetings.
  - ⊙ Teacher comments on the signs of respect and active listening that were demonstrated.
  - ⊙ Students identify the ways in which this toolkit strategy helps to build a culture of caring and support.  
*Flexible time allotment for steps 5, 6 and 7: 8 minutes*
8. Wrap-Up: The teacher concludes the lesson by having the group share observations about how the Community Meeting unfolded. Students also share what they think the “Thought for the Day” means as reflected in any of the quotes below.
- ⊙ “Be the change you wish to see in the world.” –*Gandhi*
  - ⊙ “Be the rainbow in someone else’s cloud.” –*Maya Angelou*
  - ⊙ “You can if you think you can.” –*Norman Vincent Peale*  
*Flexible time allotment: 5 minutes*
9. Teacher reminds students that the Community Meeting will be a part of the class routine to set goals and foster self-awareness. Teacher asks students to bring in quotes for the following day.  
*Flexible time allotment for step 9: 6 minutes*

**Teacher Reflection: Ideas for Follow-up Implementation, Integration, Extension and/or Adaptation:**

- ⊙ Teacher conducts lessons on establishing goals and makes the distinction between long- and short-term goals.
- ⊙ Teacher extends and adapts the class-meeting format through structured open discussion to take place at other times of the day. For example, teacher can hold a class meeting at the end of the school day to have students share progress in meeting their stated goals for the day.



## KINDERGARTEN/GRADE 1 (SAMPLE) SANCTUARY FOCUSED INSTRUCTION LESSON PLAN INTRODUCTION TO THE COMMUNITY MEETING

Teaching kids to count is fine, but teaching them what counts is best. –Bob Talbert

**Proposed duration:** Approximately 30 minutes, with additional time for energizer activity.

**Purpose of the lesson:** To introduce the purpose and format of the Sanctuary Community Meeting.

### **Focused Instruction Outcomes:**

- ☉ Students learn about the three questions posed during a Community Meeting and understand their purpose.
- ☉ Students learn the norms for effective participation.
- ☉ Students will express their feelings openly, and actively listen to one another.

### **Resources and Materials:**

- ☉ A ball, stuffed animal, or another desirable object is passed around from one student to another as a signal that it is that student's turn to speak.
- ☉ Stick figures are used as puppets to reenact the Community Meeting.

### **The Physical Environment:**

Students sit in a circle formation. The teacher assigns their placement strategically.

**Energizer Activity:** With adult modeling, students stand in place to “Stretch and Shake It Out.” The lesson is then resumed.

### **Lesson Plan Steps:**

1. Teacher reviews the class norms for listening, and encourages students to apply them in participating in their first Community Meeting. Students are first asked, “How do we show that we are really listening to each other in this class?” They are encouraged to demonstrate or comment on appropriate kinds of facial expressions, eye contact, and body posture/gestures.  
*Flexible time allotment: 5 minutes*
2. Teacher introduces the following three Community Meeting questions, which are displayed on chart paper.
  - ☉ How are you feeling?
  - ☉ What is your goal for your day at school or something you would really like to get done while you are here today?
  - ☉ Whom might you ask for help?
3. After the teacher models responses to these questions, students are asked to share what they think are the purposes of a Community Meeting and why these meetings are important (adult prompting as needed):  
*Flexible time allotment: 5 minutes*
4. Students are given photos or drawings of children showing various emotions through their facial expressions. They then generate words that describe the feelings being conveyed. These “feeling” words are recorded on chart paper with students generating other words to include on this list. The list is read aloud with the class and later displayed as “Feeling Words.”  
*Flexible time allotment: 10 minutes*

5. Students observe a Community Meeting role-play that the teacher, and possibly an assistant, conducts with puppet figures. Students then go around in a circle, passing around a ball or another object that signals whose turn it is to speak. They ask each other the first question in the Community Meeting: “How are you feeling today?” They are told that the teacher will be giving them feedback on the signs of active listening that they demonstrate.

This part of the lesson can be modified by selecting a smaller group of students to model the process for their peers with the goal of including the entire class over Launch Cycle 1. The teacher provides meaningful and constructive feedback regarding their participation.

*Flexible time allotment: 10 minutes*

6. Wrap-up and Student Reflections: Teacher concludes the lesson by sharing any of the following thoughts for the day, asking various students what they think the quote means (teacher prompting as needed).

⊙ “I think I can. I know I can.” —Norman Vincent Peale

⊙ “If you think someone could use a friend, be one.” —Anonymous

⊙ “The only way to have a friend is to be one.” —Ralph Waldo Emerson

*Flexible time allotment: 5 minutes*

### **Teacher Reflections: Ideas for Follow-up Implementation, Integration, Extension and/or Adaptation:**

- ⊙ Feeling words are placed on a word wall for follow-up reading and illustrated writing activities.
- ⊙ The other Community Meeting questions are introduced over the course of the first four weeks of school. During this time, the teacher conducts lessons on establishing goals and makes the distinction between long- and short-term goals.
- ⊙ Teacher extends and adapts the class-meeting format through structured open discussion to take place at other times of the day. Hold a class meeting at the end of the school day, for example, to have students share progress in meeting their stated goals for the day.



## LESSON PLAN DESIGN TEMPLATE

### TEACHING SANCTUARY'S SEVEN COMMITMENTS THROUGH THE INTEGRATED LEARNING LESSON PLAN

### SANCTUARY MID-YEAR CYCLE 2

*Lesson components adapted from the New York State Social Studies Toolkit*

**Proposed duration:** 90 minutes.

**Purpose of the lesson:**

Students will explore how words affect public opinion through the novel *Uncle Tom's Cabin*.

**Identify the content-area learning standards covered in this lesson:**

- Ⓞ 7.7: Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts.

**Identify the Sanctuary Commitments to be developed as part of this lesson:**

- Ⓞ Non-violence
- Ⓞ Social Responsibility
- Ⓞ Open Communication
- Ⓞ Democracy

**Specify the intended academic and pro-social learning/social-emotional outcomes for this lesson:**

- Ⓞ Students will describe the impact, and power of words to evoke social change.
- Ⓞ Students will identify quotes, ideas or themes from the book related to the Seven Sanctuary Commitments.
- Ⓞ Students will demonstrate perspective, based on their analysis of *Uncle Tom's Cabin*.
- Ⓞ Students will practice active listening.

**Create the physical environment that will best facilitate the lesson and avoid trauma or negative stress triggers:**

- Ⓞ Lesson begins with whole-group discussion in a U-shaped formation.
- Ⓞ After introduction, students will work in small mixed-ability groups.

**Use appropriate resources and materials, equipment and technologies, artifacts and classroom displays, music and tactile supplies. These include:**

- Ⓞ Smart Board and laptops
- Ⓞ Post-it notes and markers
- Ⓞ Chart stand and chart paper

**The flow of procedures and activities will include modeling, grouping and communication strategies, instructional/curricular adaptations, and special considerations for those in need:**

- Ⓞ Teacher predetermines which students will be grouped together based on ability, personality, and level of cooperativeness.
- Ⓞ Teacher designates areas for students who need or want to work independently for a period of time.
- Ⓞ Teacher will determine instructional/curricular adaptations based on the student's skill level, prior knowledge, language ability, or special-education designation.
- Ⓞ Sanctuary Commitments and related displays that serve as reminders in the classroom will include word walls, dictionaries, and sentence prompts.

### **Lesson Plan Steps:**

1. Teacher sets the stage by having students think about the power of words. Teacher asks students to share personal experiences from a time when they may have said something they regret or a time when they encouraged someone by their words.
2. Teacher uses the following questions to guide a class discussion on the power of words:
  - ⊙ Does how you say something matter?
  - ⊙ What is the power of words at home, at school, and with friends?
  - ⊙ How responsible should we be for the words we say and use?
3. Teacher posts responses on the chart paper and reviews with class.
4. Teacher asks students to create a list of words, both negative and positive, that evoke strong feelings.
5. Teacher brings in the Sanctuary Commitments: “In our discussion of *Uncle Tom’s Cabin* we talked about the ways Harriet Beecher Stowe used the novel to bring about positive change. Throughout the year, our class has pledged to use the Seven Commitments to create positive change in our interactions. We agree that the Seven Sanctuary Commitments are a part of the way we govern ourselves as a group. We also promise to use the Seven Sanctuary Commitments as individuals. Today, we will explore how the Seven Sanctuary Commitments are woven throughout the novel.”
6. Teacher sets up small-group work: Each mixed-ability group is assigned a chapter. Using Post-it notes, each group chooses 6-10 quotes, ideas, and themes that relate to the Seven Commitments. A T-Chart is made to list the quotes and corresponding Commitment. Students take a “Gallery Walk” to view T-Charts and respond to quotes using Post-it notes.
7. The entire class reconvenes to discuss the quotes and themes. Volunteers from each group share their perspectives about their selections and the related Commitments.
8. The group connects the power of words to effect change and the actions in the novel that demonstrate the Seven Sanctuary Commitments.

### **Assess the attainment of both academic and pro-social/social-emotional learning outcomes for students. Include opportunities for student and adult self-reflection.**

- ⊙ Students demonstrate their ability to make literary inferences and personal connections to the literature by listing at least three Sanctuary Commitments that were depicted in the novel.
- ⊙ Students describe how they relate to the author’s message via their own experience or the experience of others today.

### **Teacher Reflections**

#### **Extend what students have learned during this lesson to other relevant experiences that may take place both in and out of school. Ideas may include the following:**

- ⊙ Student partners research a current or past human rights issue and describe the actions that were taken to facilitate social change. They work in pairs to write their report and create supporting posters, videos, and more.
- ⊙ Students identify other current issues involving human rights, equity and access issues on local, national or global levels. They plan and execute a Service Learning Project to address their concerns.

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