



John Brown Lesson Plan	
Central Historical Question: Was John Brown a “misguided fanatic”?	
California State Standard	8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i> 2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 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. 6. Identify aspects of a text that reveal an author’s point of view or purpose. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic. 10. <i>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</i> 	<p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 1. <i>Write arguments focused on discipline-specific content.</i> a) Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate and understanding of the topic or text, using credible sources. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 8. Gather relevant information from multiple print and digital sources (primary and secondary), 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. 9. Draw evidence from informational texts to support analysis reflection and research. 10. <i>Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i>