

# What is Juneteenth (Tutor Guide)

- **Target Audience:** Levels 4+
- **Objectives:** Students will expand their vocabulary and practice using it to learn about Juneteenth. They will enhance their reading comprehension along with their listening and speaking skills by exploring two articles and listening to a video. They will also use descriptive writing to describe artwork by artist Sonia Sadler.
- **Class time:** Approximately 1.5 hours
- **Resources/Materials:**
  - Copies of Student Handout (found at end of this guide)
  - Copies of article\* (or article displayed on screen if using Zoom): *A Juneteenth Celebration*
  - ABC Video (Biden Declares Juneteenth a Federal Holiday-2.5 minutes):  
<https://abcnews.go.com/WNT/video/biden-declares-juneteenth-federal-holiday-78345891>
  - Copies of article\* (or article displayed on screen if using Zoom): *Celebrating Freedom on Juneteenth* by Inez Sadler (The Change Agent — September 2015)
  - Whiteboard and markers (or Zoom Whiteboard)

\*Note: The above-referenced articles are available as separate documents on the LVGH Tutor Resources Site.

## Activity 1 – Vocabulary Review and Practice

Tutor	Students	Time
<ol style="list-style-type: none"> <li>1. Tell students that you will be talking about a holiday called Juneteenth. Ask what they know about it.</li> <li>2. To prepare students for the lesson, ask volunteers to read each vocabulary word and its definition on page 1 of their Student Handout.</li> <li>3. Ask students to complete the Practice Activity on page 2.</li> </ol>	<ul style="list-style-type: none"> <li>• A volunteer reads each vocabulary word aloud along with its definition.</li> <li>• Students complete the Practice Activity and discuss responses.</li> </ul> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>a) Confederacy</li> <li>b) Commemorate</li> <li>c) Awareness</li> <li>d) Independence</li> <li>e) Celebration</li> <li>f) Protests</li> <li>g) Territory</li> <li>h) Enslaved</li> <li>i) Cookout</li> <li>j) Enforce</li> <li>k) Solidarity</li> <li>l) Recognition</li> </ol>	20-30 min

## Activity 2 – Reading and Listening Comprehension: *A Juneteenth Celebration* (Article 1); Federal Holiday (video)

Tutor	Students	Time
<ol style="list-style-type: none"> <li>1. Ask volunteers to read <i>A Juneteenth Celebration</i>. Point out highlighted vocabulary.</li> <li>2. Share the ABC video update describing when President Biden made Juneteenth a federal holiday. Note that it was the first federal holiday created since Martin Luther King Jr. Day.</li> <li>3. Ask students to check their understanding by completing the T or F exercise on page 3.</li> </ol>	<ul style="list-style-type: none"> <li>• Volunteers take turns reading the article.</li> <li>• Students watch the video</li> <li>• Students complete the T or F exercise on page 3 to check reading and listening comprehension.</li> </ul> <p><b>Key:</b></p> <p>1) T 2) F 3) T 4) F 5) T 6) T 7) T 8) F 9) F 10) T</p>	30 min

**Activity 3 – Reading Text and Describing Art: Celebrating Freedom on Juneteenth (Article 2)**

<b>Tutor</b>	<b>Students</b>	<b>Time</b>
<p>1. Ask students to take turns reading the article called <i>Celebrating Freedom on Juneteenth</i> (pages 1-3). As students read, ask them to circle any vocabulary words that are new to them. Discuss the meaning of any new vocabulary and ask students to summarize what they learned from the article.</p> <p>2. Ask students to turn to page 4 of their Student Handout to describe the two paintings that are included with the article (“Juneteenth at Oak Bluffs” and “Jubilee”).</p> <p>3. Optional: In pairs, ask students to share what they wrote with each other.</p> <p>4. Discuss the paintings with the entire class.</p> <p>Note: Page 3 of the article (“Post-Reading”) contains additional activities you may choose to complete with your students depending on their interest and level.</p>	<ul style="list-style-type: none"><li>• Students take turns reading the article on pages 1-3 aloud. They circle vocabulary words that are new to them.</li><li>• Students take turns summarizing what they learned from the article.</li><li>• Students write about the artwork included in the article. Optional: They discuss what they wrote in pairs.</li><li>• Students share what they have written with the class.</li></ul>	30 min

**Activity 4 – Summary**

<b>Tutor</b>	<b>Students</b>	<b>Time</b>
Ask students to share what they will take away from the lesson.	<ul style="list-style-type: none"><li>• Students share their learnings.</li></ul>	5 min

# What is Juneteenth? (Student Handout)

## Vocabulary: A Juneteenth Celebration

<b>1. commemorate</b>	To remember, celebrate or honor something (or someone)
<b>2. independence</b>	Freedom or liberty
<b>3. territory</b>	Area of land (plural=territories)
<b>4. enslaved</b>	A person who is not free; a slave
<b>5. Confederacy</b>	A political union. The Southern States that fought the Northern States in the American Civil War are known as the Confederacy.
<b>6. enforce</b>	To make people follow laws or rules
<b>7. celebration</b>	A party or event you have when you are happy, such as a birthday celebration. (plural=celebrations)
<b>8. awareness</b>	Knowledge about something
<b>9. solidarity</b>	Support for each other, unity
<b>10. protests</b>	An event or action to show that you are against something (plural=protests)  Verb: to protest
<b>11. recognition</b>	Awareness or knowledge of  Verb: to recognize
<b>12. cookout</b>	A meal that is cooked outside, a barbecue

# Practice

Directions: Match the correct word with each sentence.

<b>1. commemorate</b>	a) The soldier was in the _____ during the Civil War.
<b>2. Independence</b>	b) In the U.S., we _____ Labor Day in September.
<b>3. territory</b>	c) He is working to build greater _____ of climate change.
<b>4. enslaved</b>	d) The 4 <sup>th</sup> of July is also known as _____ Day in the U.S.
<b>5. Confederacy</b>	e) We had a wonderful _____ after the wedding ceremony.
<b>6. enforce</b>	f) The students planned _____ against the war.
<b>7. celebration</b>	g) Guam is a _____ of the United States.
<b>8. awareness</b>	h) The _____ people did not have any freedom.
<b>9. solidarity</b>	i) We ate chicken, hotdogs, and ribs at the _____.
<b>10. protests</b>	j) The police _____ laws about drinking and driving.
<b>11. recognition</b>	k) The people wore the same t-shirts to show _____ for their cause.
<b>12. cookout</b>	l) Sal's boss thanked him in _____ of his good work.

# Check Your Understanding

## True or False?

1. Juneteenth is short for “June 19<sup>th</sup>”.
2. The Northern Confederacy wanted to maintain slavery, while the South wanted to stop slavery from spreading to new territories.
3. On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation which declared freedom for enslaved people in the Confederacy.
4. Many enslaved people did not find out that they were free until more than twenty years later because slave owners kept the news a secret.
5. On June 19, 1865, 250,000 people in Galveston, Texas, found out that they had been freed from slavery.
6. Over the years, Black people from Galveston, Texas moved to different cities, and the celebration spread. Juneteenth is also called Emancipation Day, or Freedom Day.
7. President Biden made Juneteenth a federal holiday.
8. The White House was not built by enslaved people.
9. Miss Opal Lee worked very hard and marched for years to make Martin Luther King, Jr. Day a federal holiday.
10. Sadly, some states will try to suppress or limit voting rights with new laws.

# Artwork by Sonya Sadler

## Directions:

Look at the artwork by Sonya Sadler on pages 1 and 2.  
Describe what you see. Include as much detail as possible.

Page 1: "Juneteenth at Oak Bluffs"

Page 2: "Jubilee"