

What is Juneteenth (Tutor Guide)

- **Target Audience:** Levels 1-2 (and some Level 3 groups)
- **Objectives:** Students will learn new vocabulary to discuss and read about Juneteenth. They will discuss and describe a painting that features a Juneteenth celebration.
- **Class time:** Approximately 1.5 hours
- **Resources/Materials:**
 - Copies of Student Handout (found at end of this guide)
 - Copies of Readworks article (or, article displayed on screen if using Zoom):
<https://www.readworks.org/article/What-is-Juneteenth/5f33bf84-4e9b-4aba-b448-01cbf7bca1fc#!articleTab:content/>
 Note: If you haven't done so already, you can sign up for a free Readworks account once you access the site. Once signed in, you can use the link above to access the article.
 - Whiteboard and markers (or Zoom Whiteboard)
- **Suggested Article for Additional Tutor Preparation:** Read the article "Celebrating Freedom on Juneteenth" by Inez Sadler (The Change Agent-September 2015). This article provides additional background about Juneteenth and will support teaching Activity 3. It is available as a separate document on the LVGH Tutor Resources Site.

Activity 1 – Vocabulary Review and Practice		
Tutor	Students	Time
1. Tell students that you will be talking about a holiday called Juneteenth. Ask what they know about it. Write the word Juneteenth on the Whiteboard. 2. To prepare students for the lesson, ask volunteers to read each new vocabulary word on page 1 of their Student Handout. <u>Note:</u> Depending on the level of the class, you can model pronunciation by reading each word first and having the class or individuals repeat. There is a brief definition of the words and picture prompts to assist you. 3. Ask students to complete the Practice Activity on page 2.	<ul style="list-style-type: none"> • A volunteer reads each word aloud (or the tutor pronounces each word and students repeat them). • Students review the vocabulary definitions and/or picture prompts. • Students complete the Practice Activity and discuss responses. Key: <ol style="list-style-type: none"> 1. soldier 2. parade 3. barbecue 4. speech 5. enslaved 6. free 7. celebrate 	20-30 min
Activity 2 – Reading, Listening and Conversation: <i>What is Juneteenth?</i> (Readworks article)		
Tutor	Students	Time
1. Starting with the first paragraph, ask volunteers to read the Readworks article, <i>What is Juneteenth?</i> 2. After a volunteer reads each paragraph, highlight and review the vocabulary that they learned in Activity 1.	<ul style="list-style-type: none"> • Volunteers take turns reading, answering questions, and discussing the article. 	20-30 min

<p>3. Check for comprehension with questions such as:</p> <ul style="list-style-type: none"> • On what date is Juneteenth? • Who was Abraham Lincoln? • How long did it take before the enslaved people in TX heard about his speech? • In what ways do people celebrate the holiday now? <p>Adjust the questions to meet the needs of your class.</p> <p>4. <u>Optional Reading</u>: If you would like to spend more time on Abraham Lincoln, you can also share the following article from Readworks: https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#!articleTab:content/</p>		
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Activity 3 –Listening, Writing and Conversation: Juneteenth Painting

Tutor	Students	Time
<p>1. Ask students to look at the painting on page 3 of the Student Handout. Read, or ask a volunteer to read the brief description of the painting: <i>Sonya Sadler painted this picture....</i> Based on the level and interest of the group, feel free to add more information. Refer to the <i>Suggested Article for Additional Tutor Preparation</i> noted on the first page of this tutor guide.</p> <p>2. Ask students to work in pairs to list as many words (or phrases) as they can to answer the question: <u>What do you see?</u> Alternative approach: On the whiteboard, you can create a list of relevant vocabulary words that you are already working on with your class. Ask them to practice using the words and, where possible, add other vocabulary that they know.</p> <p>3. Ask students to report back what they came up with during the pairs activity.</p>	<ul style="list-style-type: none"> • Students listen to, or read, the brief overview of the painting. • Working in pairs, students write down words or phrases to describe what they see. • Class debriefs what the pairs discussed. 	<p>20-30</p>

Activity 4 – Conclusion

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

What is Juneteenth? (Student Handout)

Vocabulary

<p><u>Celebrate</u></p> <p>Something you do when you are happy. A party.</p>		
<p><u>Free</u></p> <p>You can do what you want. You can go anywhere you want.</p>		
<p><u>Speech</u></p> <p>When we talk to a group of people.</p>		
<p><u>Enslaved</u></p> <p>Someone who is not free. A slave.</p>		
<p><u>Soldier</u></p> <p>Someone in the military, such as the Army.</p>		
<p><u>Parade</u></p> <p>A celebration in the street.</p>		
<p><u>Barbecue</u></p> <p>A meal that is cooked outside.</p>		

Practice

Directions: Fill in the sentence with the correct word.

celebrate	1. The _____ is in the Army.
free	2. I want to go to the _____ to see people marching.
speech	3. I like to eat hotdogs and chicken at a _____.
enslaved	4. President Biden gave a _____ to many people.
soldier	5. The _____ people want to be free.
parade	6. The bird is not in a cage. The bird is _____.
barbecue	7. They are having a party to _____ Juan's birthday.

What Do You See?



“Juneteenth at Oak Bluffs” by Sonia Sadler

Sonia Sadler painted this picture. Her mother’s great-great grandmother was enslaved in Texas. She became free. The painting shows a Juneteenth celebration.

What do you see?