

Reformers

Grade Level or Special Area: Fourth Grade History

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Length of Unit: Four lessons (five days, approximately 60 minutes per lesson)

I. ABSTRACT

In this unit students will identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good. In a variety of writing assignments the students will be able to give examples of how individuals in various groups have gained, lost, or maintained rights, freedoms, and power in history. Overall, students will gain a better understanding for history through their own writing and research.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (*Colorado Model Content Standards for History Standard #1*)
2. Students understand political institutions and theories that have developed and changed over time. (*Colorado Model Content Standards for History Standard #5*)
3. Students recognize how to write and speak for a variety of purposes and audiences. (*Colorado Model Content Standards for Reading and Writing Standard #2*)
4. Students understand a variety of materials that are read. (*Colorado Model Content Standards for Reading and Writing Standard #1*)

B. Content from the *Core Knowledge Sequence*

1. Fourth Grade History and Geography: American History and Geography (p. 96)
 - a. Reformers
 - i. Abolitionists
 - ii. Dorothea Dix and the treatment of the insane
 - iii. Horace Mann and public schools
 - iv. Women's Rights
 - a) Seneca Falls Convention
 - b) Elizabeth Cady Stanton
 - c) Lucretia Mott
 - d) Amelia Bloomer
 - e) Sojourner Truth

C. Skill Objectives

1. Students will conduct an interview.
2. Students will obtain information through interviewing that can be used in a class discussion.
3. Students will create a brief oral historical narrative that chronologically organizes people and events in history.
4. Students will recognize how the contributions of historical figures have affected current times.
5. Students will organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.
6. Students will take notes, outline, and identify main ideas in resource materials.
7. Students will write a descriptive paragraph.

8. Students will create a Venn diagram that compares and contrasts Dorothea Dix and Horace Mann.
9. Students will write an informational essay.
10. Students will identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good.
11. Students will give examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in history.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *What Your Fourth Grader Needs To Know*, by E.D. Hirsch Jr.
 2. *Encyclopedia of Women in the United States*, by Sheila Keenan
 3. *Writer's Express: A Handbook for Young Writer's, Thinkers, and Learners*, by Dave Kemper
- B. For Students
 1. Speeches (pg. 89, Fourth Grade, *Core Knowledge Sequence*)
 2. Civil Rights (pg. 50, Second Grade, *Core Knowledge Sequence*)

IV. RESOURCES

- A. Miller, William, *Frederick Douglass: The Last Day of Slavery* (Lesson Two)
- B. Rockwell, Anne F., *Only Passing Through: The Story of Sojourner Truth* (Lesson Two)

V. LESSONS

Lesson One: A Glance Back at History: Interviews (60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize how to write and speak for a variety of purposes and audiences.
 - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - c. Students understand political institutions and theories that have developed and changed over time.
 2. Lesson Content
 - a. Reformers
 3. Skill Objective(s)
 - a. Students will conduct an interview.
 - b. Students will obtain information through interviewing that can be used in a class discussion about that person.
 - c. Students will create a brief oral historical narrative that chronologically organizes people and events in history.
 - d. Students will organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.
- B. *Materials*
 1. Pens or pencils
 2. One copy of Appendix G per student
 3. One copy of Appendix H per student (for grading purposes)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. **NOTE:** At any time during this unit, feel free to refer to Appendix A for a list of suggested activities for your gifted and talented students.
2. Begin this activity by talking with your students about life before they were born.
3. Discuss how our grandparents lived through events in history that will never happen again and changed the world because they happened.
4. Some things to bring up are the U.S. landing on the moon or John F. Kennedy getting shot.
5. Tell the students that their grandparents did not read about these things, but they experienced them.
6. Tell the children that things in history affect us all and change our thoughts and feelings in many ways.
7. Let them know that in this entire unit we will focus on men and women who contributed to the success of our nation. But, first you would like them to gather history orally through an interview.
8. Tell them that in this interview they are researching the ways of life for women in the past.
9. Let them know that life today is not always what it was.
10. Now give the children in your classroom two minutes think about a **female** in their family or a female friend that is over 65 years of age that they could do an interview with.
11. Now distribute one copy of Appendix G to every student.
12. Tell the students that this sheet contains the questions each student will ask the individual they choose to interview.
13. Now take the time to read the directions and questions aloud with the students.
14. Be sure to give the students a deadline for completion of the interview and questionnaire. There is a space provided on the sheet.
15. Remind the students to carefully and legibly write down the name of the person they interviewed on this sheet at the beginning of the interview.
16. You may suggest for extra credit that the students try to bring in some memento from the period in history that they talked to their interviewee about.
17. Remember that the children's answers cannot be graded therefore a class discussion on the results is necessary.
18. Refer to Appendix H for a rubric on the class discussion.
19. Before you send this assignment home with the children, discuss with the class the idea of interviewing.
20. Talk about the different types of interviews, such as interviewing for information on a topic vs. interviewing for information about that person.
21. Tell them that they will be interviewing for information about the person they are questioning.
22. Now allow the students time to interview one another, so that they can practice reading the questions.
23. Remember that the students must choose a **female who is over the age of 65** to interview. If none is available, you will have to help them find someone.
24. Remind the students that after choosing a person they must call that person and set up an interview time.
25. Once a time has been established, the meeting will be held.
26. Tell the students that they should explain the project to the interviewee.

27. Now have the students write the explanation down on the back of their question sheet.
 28. Explanation: In class we are studying about reform or change made over time. I am interviewing you so that I may grasp a better idea of what life was like years ago. Then my class and I can all discuss the differences for women then and now.
 29. Now the students are ready to conduct the interview.
 30. Tell the kids that once the interview process is complete and they feel like they have sufficient information, they need to thank the interviewee and then they may leave.
 31. Remember that the students cannot be graded on the answers to their questions. Instead, a class discussion should be scheduled to discuss their findings.
 32. Be sure to have already told the children the date of the discussion so that they may prepare.
 33. On that day be sure to review the rubric with the children prior to starting.
- E. *Assessment/Evaluation*
1. Appendix H: Rubric for Participation in Class Discussion

Lesson Two: Abolitionists: Descriptive Paragraph (two days, 60 minutes per day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. Reformers
 - i. Abolitionists
 3. Skill Objective(s)
 - a. Students will organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.
 - b. Students will take notes, outline, and identify main ideas in resource materials.
 - c. Students will write a descriptive paragraph.
- B. *Materials*
1. Pens or pencils
 2. One language arts folder or notebook per student
 3. Overhead projector
 4. Transparency of Appendix I: Descriptive Paragraph Rubric
 5. *Only Passing Through: The Story of Sojourner Truth*, by Anne F. Rockwell
 6. *Frederick Douglass: The Last Day of Slavery*, by William Miller
- C. *Key Vocabulary*
1. Abolitionist-a reformer who favors abolishing slavery
 2. Topic sentence-a sentence that tells the reader what the paragraph is about
 3. Body-the middle of the paragraph that includes the sentences *between* the topic sentence and the closing sentence
 4. Closing sentence-this sentence sums up the information in the paragraph
- D. *Procedures/Activities*
- DAY ONE**
1. Tell your students that today we will focus on two individuals that were extremely influential in the abolitionist movement.

2. Their names are Frederick Douglass and Sojourner Truth. Both of these individuals experienced the effects of slavery differently.
3. Let the students know that we will read aloud two books that detail the experience for both of them. And then they must write a paragraph that describes both of their experiences during the time of slavery.
4. Tell the students that this lesson will take two days. Today they will focus on paragraph writing and tomorrow the books will be read and actual writing will begin.
5. Now it is time to remind the students of writing good paragraphs.
6. Now have the students get out their Language Arts folders.
7. Tell them to copy down what you write on the board.
8. Write on the board that a paragraph is a group of sentences that tells about one subject or idea. Each sentence in a paragraph must give information about the topic. And the sentences must be in the right order, so your readers can understand the information.
9. Again tell them that today they will gain a better understanding of good paragraph writing.
10. Remind them that a paragraph presents a complete and interesting picture. The specific subject is stated in one sentence – usually a topic sentence. All of the facts and details in the rest of the sentences add to the reader’s understanding of the subject. In other words, all of the parts work together.
11. Now take the time to introduce the parts.
12. Tell the kids that there are three major parts to a paragraph. Make sure that they write these down.
13. Remind them that a paragraph begins with a *topic sentence*. Write down on the board that a topic sentence tells the reader what the paragraph is about. A topic sentence has two main parts – a subject and a focus. The subject has to be small enough to explain in one paragraph. This is the “Who?” or “What?” that the paragraph is about. The focus is usually the feeling or an attitude about the subject. It let’s the reader know what you’re going to say about the subject. This is the “What about it?” part.
14. Then write the following sample topic sentence on the board. This is a good sample sentence that the children must get written down in their notes.
15. “In yesterday’s softball game (specific subject), the fourth grade pounded the fifth grade (focus).”
16. Now tell the students that the second part of the paragraph is the *body*.
17. Write down the following on the board. The middle of the paragraph is called the *body*. It included the sentences *between* the topic sentence and the closing sentence. These sentences must give the reader all the information needed to understand the topic.
18. Then write on the board the sample body sentences for “yesterday’ softball game.”
19. “When the fourth grade batted, Tim started off with a double. Jamie batted next and hit a home run. The fifth grade scored two runs in the third inning to tie the score. After Sarah hit a grand slam for the fourth grade in the next inning, the fifth grade never scored again.”
20. Tell the students that the last part of a paragraph is the *closing sentence*. Write on the board that this sentence sums up the information in the paragraph.
21. Write this sample closing sentence that could be used after the “Sample Body” already provided.
22. “Thanks to Sarah’s grand slam, the fourth grade won by four runs.”

23. At this time take note that if you put together the *Sample Topic Sentence*, *Sample Body*, and *Sample Closing Sentence* you students will have a great *sample paragraph* to refer back to.
24. Ask that your students write this sample paragraph on the next cleanest page in their notebooks.

DAY TWO

1. Start today off by having a student read aloud the complete sample paragraph done yesterday.
2. Now tell your students that we are going to focus on one type of paragraph called the descriptive paragraph.
3. Tell them that this is the type of paragraph they will write after you read aloud two different books.
4. Thus, they must pay attention to this short lecture so that they understand their assignment.
5. Tell them that a descriptive paragraph describes a person, a thing, a place, or an idea. When a person writes a descriptive paragraph, they should use words that help their reader see, hear, smell, taste, and feel what it is they are describing. They should tell their readers what colors things are, big things are, what things sound like, etc. Tell them they want to make the reader feel as if he or she were right there.
6. Now read aloud this sample descriptive paragraph.
7. “You can tell a lot about Evan by looking at his face. The first thing you notice are his big brown eyes that always seem so shiny and alert. You wouldn’t notice his pug nose except that it seems to be running all of the time. Like many little boys, he wipes it with his sleeve rather than a Kleenex. His mouth seems to have two basic positions. He smiles when he’s got trouble on his mind, or he clenches his mouth shut when he doesn’t want to do something, like eat his lunch. Evan’s tongue, which is usually orange from his favorite fruit drink. Whenever someone tries to clean his mouth or chin, he squirms and turns away. Evan like his face just the way it is.”
8. Now ask the following questions.
9. Did the writer help you see, hear, smell, taste, and feel what he or she was describing?
10. Did the writer make you feel as if you were right there with him or her?
11. The answers to these questions will vary, but the students should generally agree that yes the author was very descriptive.
12. Now ask the students if they recognized the topic sentence, the body sentences, and closing sentence.
13. With a show of thumbs up or down ask the kids the following questions.
14. Do you understand the parts of a paragraph?
15. Do you understand what a descriptive paragraph is?
16. Do you think you could write one on your own?
17. Those children that give a thumbs up are good to go, and those that show a thumbs down are not.
18. I don’t believe the students will have any problems with this. But, just in case, be prepared for questions from children with thumbs down.
19. Now you are ready to read both books aloud to your students.
20. Refer to the materials section of this lesson for the titles of both of these books.
21. After reading the books aloud write the following prompt on the board for your students.
22. Write a descriptive paragraph describing life as a slave during slavery times.

23. Before you send the students to begin working, take the time to pull out the overhead and transparency of the Descriptive Paragraph Rubric (Appendix I) to share with the students.
 24. After you have shared your expectations give the students the remainder of class time to get started. This may become a homework assignment.
 25. Use Appendix I to assess the student's descriptive paragraphs.
- E. *Assessment/Evaluation*
1. Appendix I: Descriptive Paragraph Rubric

Lesson Three: Public Reform: Compare and Contrast Venn Diagram (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand political institutions and theories that have developed and changed over time.
 - b. Students recognize how to write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Reformers
 - i. Horace Mann and public schools
 - ii. Dorothea Dix and the treatment of the insane
3. Skill Objective(s)
 - a. Students will recognize how the contributions of historical figures have affected current times.
 - b. Students will create a Venn diagram that compares and contrasts Dorothea Dix and Horace Mann.

B. *Materials*

1. One copy of Appendix J: Dorothea Dix Information Sheet per group
2. One copy of Appendix K: Horace Mann Information Sheet per group
3. One copy of Appendix L: Blank Venn Diagram per group
4. One copy of Appendix M: Sample Venn Diagram for teacher
5. One copy of Appendix N: Venn Diagram Answers for teacher

C. *Key Vocabulary*

1. Venn diagram-a graphic organizer used to organize a person's thoughts when they must compare and contrast two subjects

D. *Procedures/Activities*

1. Today the students will gain a better understanding for the accomplishments of two great reformers: Dorothea Dix and Horace Mann.
2. To begin the lesson, ask the student's the following question: Why do you read?
3. Write down all the answers you receive on the board.
4. Hopefully, one student suggests reading for information.
5. Tell the kids that today they will be reading for information and creating a Venn diagram in a group.
6. Let them know that first you must explain to them the definition and purpose of a Venn diagram.
7. At this time, refer to Appendix L for a blank Venn diagram and draw it on the board.
8. Tell the students that the Venn diagram is used to organize their thoughts when they must compare and contrast two subjects.
9. Tell them important details for one of the subjects goes in section one. And that the details for the other subject go in the second section. And in section three,

they list the details the two things have in common. Now they can clearly see the similarities and differences.

10. Use the sample in Appendix M to share with the students.
11. Make sure the students recognize the differences and similarities among the subjects.
12. The students should immediately recognize that the two items being compared and contrasted an orange and banana.
13. Now that you have described what a Venn diagram is you may divide the students up into equal groups of four or less students for the next activity.
14. At this time hand out one copy of Appendices J and K to every group.
15. Let them know that each group is receiving two information sheets.
16. One sheet consists of information on Dorothea Dix and the other Horace Mann.
17. Also pass out a copy Appendix L: Blank Venn Diagram to each group.
18. Tell the students that they will work together as a group to complete the Blank Venn Diagram.
19. Tell them they must read the two information sheets and fill in the Venn diagram comparing and contrasting Dorothea Dix and Horace Mann.
20. Now disperse the students their separate ways to complete this task.
21. Give the students approximately 20 minutes for this activity.
22. Then come back together to share their responses. You may refer to Appendix N for some possible answers.

E. *Assessment/Evaluation*

1. Appendix N: Venn Diagram Answers

Lesson Four: Women's Rights Essay (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand a variety of materials that are read.
 - b. Students recognize how to write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Reformers
 - i. Women's Rights
 - a) Seneca Falls Convention
 - b) Elizabeth Cady Stanton
 - c) Lucretia Mott
 - d) Amelia Bloomer
3. Skill Objective(s)
 - a. Students will give examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in history.
 - b. Students will identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good.
 - c. Students will write an informational essay.

B. *Materials*

1. Pens or pencils
2. One language arts folder/notebook per student
3. Overhead projector
4. Transparency of Appendix O
5. One copy of Appendices C, D, E, and F per student

6. One copy of Appendix P per student (for grading purposes)
 7. One copy of Appendix Q per student (for grading purposes)
- C. *Key Vocabulary*
1. Essay-a form of factual writing that is more than one paragraph in length
- D. *Procedures/Activities*
1. Just a couple of days ago the students were refreshed with a quick lesson on building good paragraphs. Today the kids will write an essay.
 2. To start this lesson, ask the children to get out their pencils and their language arts folder or notebook.
 3. Tell the students that today they are going to learn the steps for writing an essay.
 4. Write the following definition on the board for the students to copy into their folder or notebook.
 5. Essay- a form of factual writing that is more than one paragraph in length.
 6. Now tell the children that some essays are informational and sound like basic classroom reports. Other essays are freely written and include a lot of personal feelings. Overall, they present a lot of good information about a specific subject, plus some of the writer's personal feelings.
 7. Have the students write the following into their folders or notebooks.
 8. There are three basic reasons to write essays: to present information, to share a strong opinion, and to make everyone think.
 9. Tell them that today the students will be writing an essay to present information, also called an informational essay.
 10. Paraphrase the following steps and write them down on the board for the students to copy.
 11. **Step One:** Getting Started. Here you answer three basic questions you ask yourself in the prewriting stage.
 12. Who or what am I writing about?
 13. Who will be reading my essay? (Are you writing for your classmates, for another group or students, or for someone else?)
 14. How do I want my writing to sound? (Do you want to sound serious, funny, or somewhere in between?)
 15. **Step Two:** Collecting and Organizing. Next, you decide on the type of information you plan to include in your essay.
 16. Here you will write down all that you know about your subject. Then decide what part of your subject you would like to cover. Now you will gather more information about the subject if necessary. Finally you will decide what details you are going to include in your essay and how they will be organized.
 17. **Step Three:** Writing the First Draft.
 18. The first paragraph should say something interesting or surprising about your subject to get your readers' attention. This paragraph should also name the specific part of the subject that your essay will cover.
 19. The middle paragraph should include all of the facts and examples that support the subject.
 20. The final paragraph summarizes the main points covered in the essay. It should also remind readers why the subject is important.
 21. **Step Four:** Revising and Editing.
 22. The following checklist will help you improve your first draft:
 23. Have I written a title that helps identify my subject?
 24. Have I introduced my subject in an effective way?
 25. Have I included enough facts and details to support my subject? Are they clearly stated?

26. Will readers understand why my subject is important or interesting?
27. Do I like the sound of my words and sentences? Have I checked for errors?
28. At this time ask the students to give a thumbs up or down to assess their understanding of the four steps. Answer any questions the students may have and then tell them that you have a model essay to share with them.
29. Pull out the overhead and share the model essay in Appendix O.
30. Read the essay aloud. Then ask the following questions to the students.
31. Did the writer write something interesting or surprising about the subject to get your attention?
32. Answer: Hopefully they reply with yes, the beginning paragraph includes a personal story that introduces the subject.
33. Did the middle paragraph include facts and examples that support the subject?
34. Answer: Yes, the middle paragraph includes the basic facts that support the subject. Also notice the use of transitions in the middle paragraph.
35. Did the final paragraph summarize the main points and remind you why the subject is important?
36. Answer: Yes, the main points are summarized. And the question at the end of the essay helps the reader remember the importance of the subject and encourage them to start recycling now.
37. Now the students are ready to begin working on the following essay writing prompt.
38. Have them write this prompt in their notebooks.
39. Getting the right to vote was slow and frustrating. Many of the women who wanted the right to vote also worked to end slavery. In a three-paragraph essay discuss the efforts made by women to gain these equal rights.
40. Now you can distribute Appendices C, D, E, and F to every student for information regarding the four women that were influential in the fight for women's equality.
41. These sheets will hold the information necessary to write the essay.
42. However, you may decide to have additional resources available in the classroom for this essay.
43. At this time, suggest that the students read the information sheets and begin their first draft.
44. You should walk around the room and provide feedback or suggestions to your students during this time.
45. The students should have a good amount of time to get started on writing the first draft in the classroom.
46. Tell the students that for homework tonight they must complete their first draft, revision, and editing.
47. Make sure the students know you will be collecting their writing tomorrow for revision. You can share the Revision Checklist with the students before you dismiss them.
48. On the next day collect what the students have accomplished and use Appendix P (Revision Checklist) to assess their first draft.
49. Then return the first draft and the checklist to the students.
50. Now assign the final copy for homework and collect their final product. Use Appendix Q for assessing their final copy. There is no need to show the students Appendix Q. This rubric has been used before in this unit so the students are aware of their expectations. However, you could refresh them of the rubric if you wish.

- E. *Assessment/Evaluation*
 - 1. Appendix P: Revision Checklist
 - 2. Appendix Q: Informational Essay Rubric

VI. CULMINATING ACTIVITY

- A. Mount Rushmore for Women: Mount Rushmore is a memorial to four great American men. Have each student design or sketch a Mount Rushmore for women. They should attach a paragraph explaining why they chose the women they did.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: List of Suggested Activities for Gifted and Talented Students
- B. Appendix B: How To Send a Secret Message
- C. Appendix C: Elizabeth Cady Stanton Information Sheet
- D. Appendix D: Amelia Jenks Bloomer Information Sheet
- E. Appendix E: Lucretia Mott Information Sheet
- F. Appendix F: Sojourner Truth Information Sheet
- G. Appendix G: Women's Work Questionnaire
- H. Appendix H: Class Discussion Rubric
- I. Appendix I: Descriptive Paragraph Rubric
- J. Appendix J: Dorothea Dix Information Sheet
- K. Appendix K: Horace Mann Information Sheet
- L. Appendix L: Blank Venn Diagram
- M. Appendix M: Sample Venn Diagram
- N. Appendix N: Venn Diagram Answers
- O. Appendix O: Model Essay
- P. Appendix P: Revision Checklist
- Q. Appendix Q: Informational Essay Rubric

VIII. BIBLIOGRAPHY

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- H. www.scholastic.com
- I. www.powerkidslinks.com

Appendix A

List of Suggested Activities for Gifted and Talented Students

1. The U.S. Postal Service often honors people who have made important contributions to society by issuing a stamp in their honor after their deaths. Have the students design a stamp that honors one of the reformers they have learned about. Make sure they include some words or symbols, which would give the buyer an idea as to why that person was important to our history.
2. Susan B. Anthony worked hard to gain the vote for women in this country. She was honored for this by being the first woman to appear on a coin, the Susan B. Anthony dollar. Allow the students to look at the front and back of the coin. And then design their own coin with a picture of someone they think is important on it!
3. Sending secret messages was important during the Abolitionists movement. One way of sending a message and keeping it secret is to use invisible ink. Have the students follow the instructions on Appendix B to send their own secret message, using invisible ink.
4. Invite a prominent woman in the community to speak about her career and woman's issues. Have students locate possible speakers and write letters asking them to come to class. Students prepare for the visit by formulating questions for the guest and organizing a welcoming committee. They should follow the visit with a note of thanks.
5. Students choose a woman of interest and write a front-page news story about her. Their article should answer the questions who, what, when, where, and why. Have the students mount their news story on tag board and surround it with newsprint and articles from the local paper. To make the page look more authentic, students cut out the name of a newspaper and paste it at the top of the tag board.
6. An epitaph on a tombstone commemorates the person buried beneath it. Ask the students to write an epitaph for a famous woman describing her impact on society. Epitaphs should include the name of the deceased, birth and death dates, factual information, and interesting anecdotes.

Appendix B

How To Send a Secret Message

Materials:

- 2 tablespoons of milk
- cup
- toothpick
- charcoal ashes or pencil shavings
- envelope
- paper

SECRET MESSAGE INSTRUCTIONS

1. Put 2 tablespoons of milk in a cup.
2. Dip a toothpick in the milk.
3. Now write your words on a piece of paper. When the milk dries, it is invisible.
4. To make the letters show up again, you will need developing powder. Take an envelope to the charcoal grill and put a few ashes inside. If you prefer, you can put the powdered pencil shavings from a pencil sharpener into your envelope. Now label your envelope "Magic Powder."
5. To make the message reappear, rub your finger into the magic powder and then across the page with the invisible ink. Presto! Your writing reappears.

Appendix C

Elizabeth Cady Stanton
Information Sheet

Born 1818 -
Died 1893

**ABOLITIONIST,
SUFFRAGIST**



- When she was a child, Elizabeth overheard a widow crying in her father's law office because the law said she had no property rights. Elizabeth got a pair of scissors to cut this unfair law from her father's legal books. Her fight for women's rights had begun.
- Elizabeth graduated from Emma Willard's Troy Female Seminary in 1832 and married abolitionist Henry Stanton in 1840. She insisted the word "obey" be taken out of the wedding vows. On their honeymoon, Elizabeth and Henry attended the World's Anti-Slavery Convention in London, England. Elizabeth was outraged that women delegates, such as Lucretia Mott, were not allowed to speak. The women were forced to sit behind a screen in the gallery upstairs.
- When Mott and Stanton met again near Seneca Falls, New York, where Stanton lived, they and three other women planned the First Women's Right's Convention to discuss "the social, civil, and religious rights of women." The historic meeting, organized in barely a week, took place in Seneca Falls in July 1848. To the organizers' surprise, 300 people, including men, showed up. Stanton made her first speech: "We hold these truths to be self-evident, that all men *and women* are created equal..." Her Declaration of Sentiments was based on the Declaration of Independence. It listed 18 legal areas where women wanted reform. Stanton also included her boldest demand: the right to vote. Lucretia Mott worried that this was too radical. Henry thought so too. He left town for the weekend when he heard what his wife was proposing, but Stanton stood firm. The suffrage resolution passed by a slim majority.
- Stanton wrote articles for the *New York Tribune* and Amelia Bloomer's *The Lily*. When she met Susan B. Anthony in 1851, they began an intense working relationship to address women's rights and suffrage, temperance, and the abolition of slavery.
- Elizabeth Cady Stanton spent the rest of her life fighting for women's rights.

Born 1818
- Died
1894

Suffragist,
Publisher

Appendix D

AMELIA JENKS BLOOMER

Information Sheet

- Amelia Jenks Bloomer did not invent “bloomers,” the daring women’s fashion that bears her name. But she wore them. And she defended the rights of Elizabeth Cady Stanton and any other woman to abandon uncomfortable dresses and petticoats for the full-cut pantaloons, or Turkish trousers, worn under a short skirt. Bloomer wrote articles about this outfit in her publication, *The Lily*. *The Lily* was the first newspaper published, edited, and even typeset by women. It featured articles about women’s rights and alcohol temperance. It also printed articles about dress reform and women’s health, and included patterns for making women’s pantaloons. Other newspapers followed up on Amelia’s *Lily* articles, and a national craze for “bloomers” started.
- People who opposed giving women the vote mocked the outfit. Some religious leaders branded the outfit, “devilish.” Bloomer, Stanton, Susan B. Anthony, and Lucy Stone wore the outfits publicly. However, people refused to take women wearing pants seriously. Bloomer and others realized their clothing interfered with their reform work, so they abandoned the bloomers. Amelia did not abandon her activist work, however. She became president of the Iowa Woman Suffrage Society in 1871.

Appendix E

Lucretia Mott
Information Sheet

Abolitionist,
Suffragist



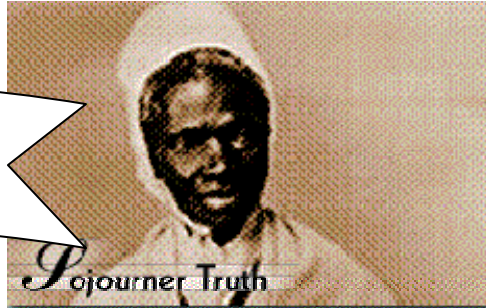
Born
1793 -
Died
1880

- Lucretia Mott, a Quaker minister, practiced what she preached. She was opposed to slavery. She never bought cotton cloth, cane sugar, or any other product of slave labor, and her home was a stop on the Underground Railroad. She was not allowed to attend the first American Anti-Slavery convention in 1833 because she was a woman, so she founded and became president of the Philadelphia Female Anti-Slavery Society. Then, Mott and other American women representatives were denied seats at the 1840 World Anti-Slavery Convention, in London, she joined her new friend Elizabeth Cady Stanton in the fight for women's equality. Mott and Stanton were two of the organizers of the first Women's Rights Convention in 1848 at Seneca Falls, New York.
- Accompanied by her husband, James Mott, a fellow Quaker, Lucretia crossed the country lecturing on abolition of slavery, equal rights, temperance, and world peace. Some called Lucretia's public speeches "psalms of life," but others jeered and even physically threatened her. An anti-abolitionist mob once raided a meeting of her Philadelphia anti-slavery society and set the building on fire.
- Lucretia Mott was named president of the American Equal Rights Association in 1866, a group devoted to African American and Women's suffrage. She continued to be publicly and privately active until her death at the age of 87.

Appendix F

Sojourner Truth Information Sheet

Abolitionist,
Suffragist



Born circa
1797 -
Died 1883

- Isabella Baumfree (Truth's slave name) escaped from slavery in upstate New York. She left home with a quarter and a new dress. The 46-year old woman walked alone through Long Island, New York, and Connecticut, stopping at churches, camp meetings, and street corners to preach God's message. People should love one another, Sojourner Truth told her listeners. She was tall and gaunt and, as some observers remarked, had "the air of a queen." She electrified audiences with her deep, powerful voice and won many people to the anti-slavery movement.
- Sojourner Truth visited Northampton, Massachusetts, where she learned about the abolition movement and became one of its strongest advocates. She headed West in 1850, speaking out against slavery, often with Frederick Douglass, another great African-American abolitionist and former slave. Sojourner was often heckled and often beaten while touring Kansas, Missouri, and Indiana. In 1850, she also took up the women's rights cause. Truth was a frequent - and controversial - speaker at women's conventions. Many people, including some women, did not think an African-American woman should speak in public.
- In the 1850's, Sojourner and her family settled in Battle Creek, Michigan. During the Civil War, she urged African Americans to fight for the Union and she collected food and clothing for free black soldiers. In 1864, the famous orator was received by President Abraham Lincoln in the White House.

Appendix G
Women's Work

Student Name: _____

*Interview a **female** family member or friend that you know is **over the age of 65**. Take a pencil and this sheet with you to the interview. Use this list of questions below as a guide. Remember to practice good listening skills. Be prepared to share your information with the class.*

INTERVIEW DUE BY: _____

Person interviewed: _____

Age/Year Born: _____

Occupation: _____

1. What job did you expect to have when you were young?
2. What career choices were available to you?
3. Did your parents or the adults in your life have different expectations for boys and girls? Please describe them.
4. Did you want to go to college? If so, were you able to go?
5. What was an important work experience in your life?
6. Were you ever treated unfairly because of your race, gender, or age. How did you react?

Rubric for Participation in Class Discussion

Student's Name: _____

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
<u>Preparedness</u>	Student is obviously well prepared.	Student might have needed a little more preparation.	Student lacked preparation.	Student is not at all prepared.
<u>Listens to Other Responses</u>	Student listens intently.	Student listens intently but is easily distracted.	Student sometimes does not appear to be listening.	Student is not listening at all.
<u>Speaks Clearly</u>	Speaks clearly and distinctly all the time and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one word.	Speaks clearly and distinctly most of the time and mispronounces no more than one word.	Speaker often mumbles and cannot be understood and mispronounces more than one word.
<u>Content</u>	Shows a full understanding of the interview process or their interview answers.	Shows a good understanding of the interview process or their interview answers.	Shows a good understanding of parts of the interview process or their interview answers.	Does not seem to understand the interview process or their interview answers.

Appendix I

DESCRIPTIVE PARAGRAPH RUBRIC

Student's Name: _____

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Topic Sentence	The first sentence is a "grabber" or catchy beginning.	The first sentence has a weak "grabber."	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first sentence.
Body Sentences	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented makes the writing less interesting.	Some details are not in a logical order, and this distracts the reader.	Many details are not in a logical order. There is little sense that the writing is organized.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Conclusion Sentence	The conclusion is strong and leaves the reader with a feeling that they understand what that reader is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Neatness	The final draft is readable, clean, neat and attractive.	The final draft is readable, neat and attractive. It may have one or two erasures.	The final draft is readable and somewhat attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Writing Process	A lot of time and effort has been devoted to the writing process.	A sufficient amount of time and effort has been devoted.	Some time and effort has been devoted.	Little time and effort has been devoted.

Appendix J

Dorothea Dix Information Sheet

At the age of fourteen, Dorothea Dix became a schoolteacher in Massachusetts. She taught for many years, and wrote books for children. But we remember her now because of her great efforts to help the mentally ill. It all started almost by chance.

In 1841, Dorothea Dix volunteered to go to a Massachusetts jail to teach a Sunday school class. She was horrified by what she saw there. Locked up with the criminals were people who had committed no crimes. They were mentally ill. They were confined in rooms without heat. They were treated little better than animals.

This chance observation turned into Dorothea Dix's great cause: getting better treatment for the mentally ill. For the next two years she traveled throughout Massachusetts, visiting jails and houses for the poor. In a report that she wrote for the Massachusetts government, she described how she found mentally ill people locked in "cages, closets, cellars, stalls, pens."

Because of Dorothea Dix's efforts, many states built new hospitals, or fixed up old ones, to take care of the mentally ill. She was a true reformer: she found something wrong, and she did not rest until it was made right.

Appendix K

Horace Mann Information Sheet

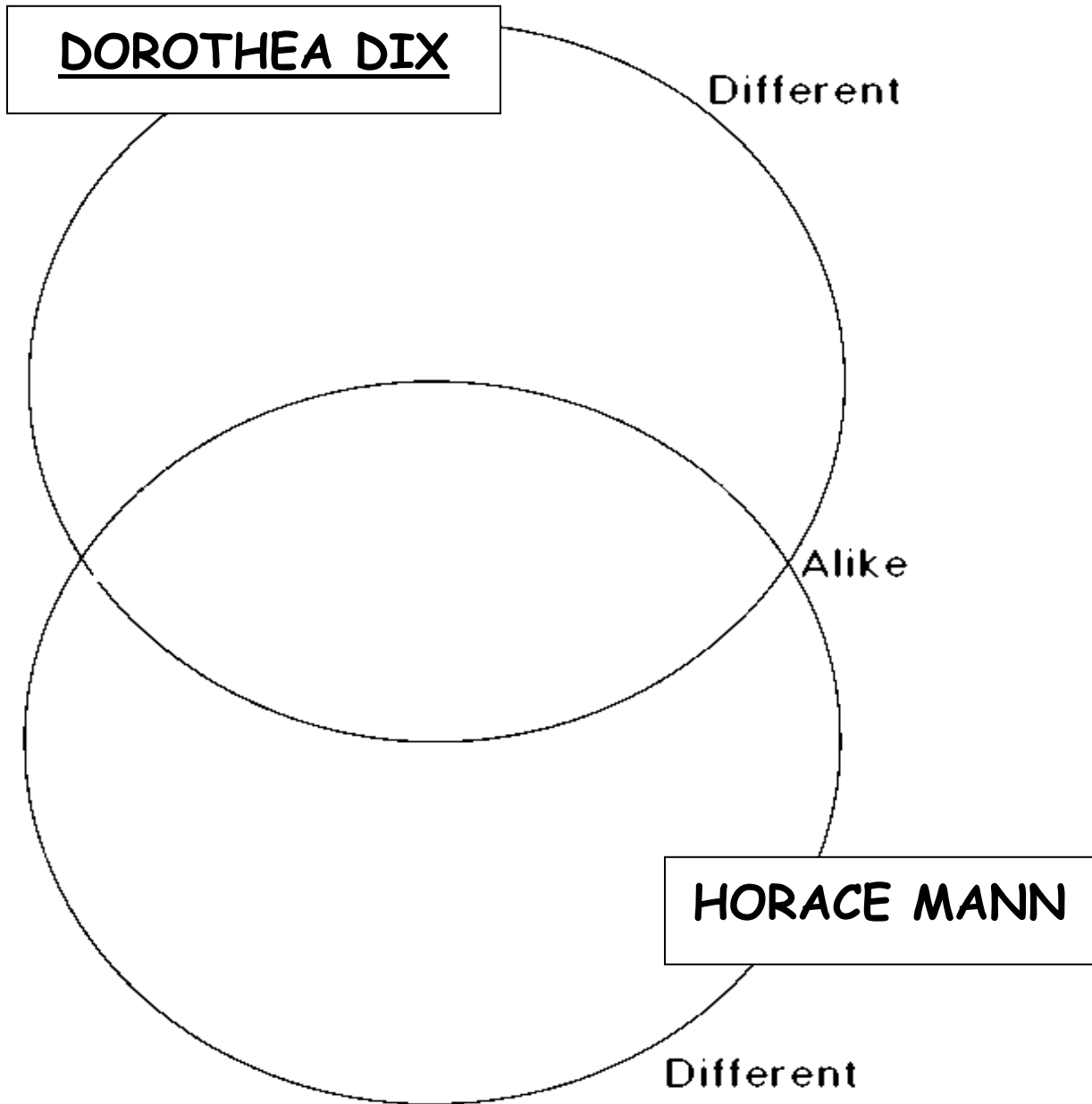
Horace Mann was a reformer devoted to improving education. In America in the early 1800's, there was much to improve. There were some good private schools for the children of parents who could afford to pay. But most schools were small one-room buildings, with very few books. Teachers received very little pay; many were not trained to teach.

Most children went to school for only a few years. And during each year, they were only in school for about three or four months. Why did they spend so little time in school? Because their families needed them to help with farm work. When would children be most needed to help on the farm? In summer, the growing season. That's the reason why many of *you* don't go to school in the summer!

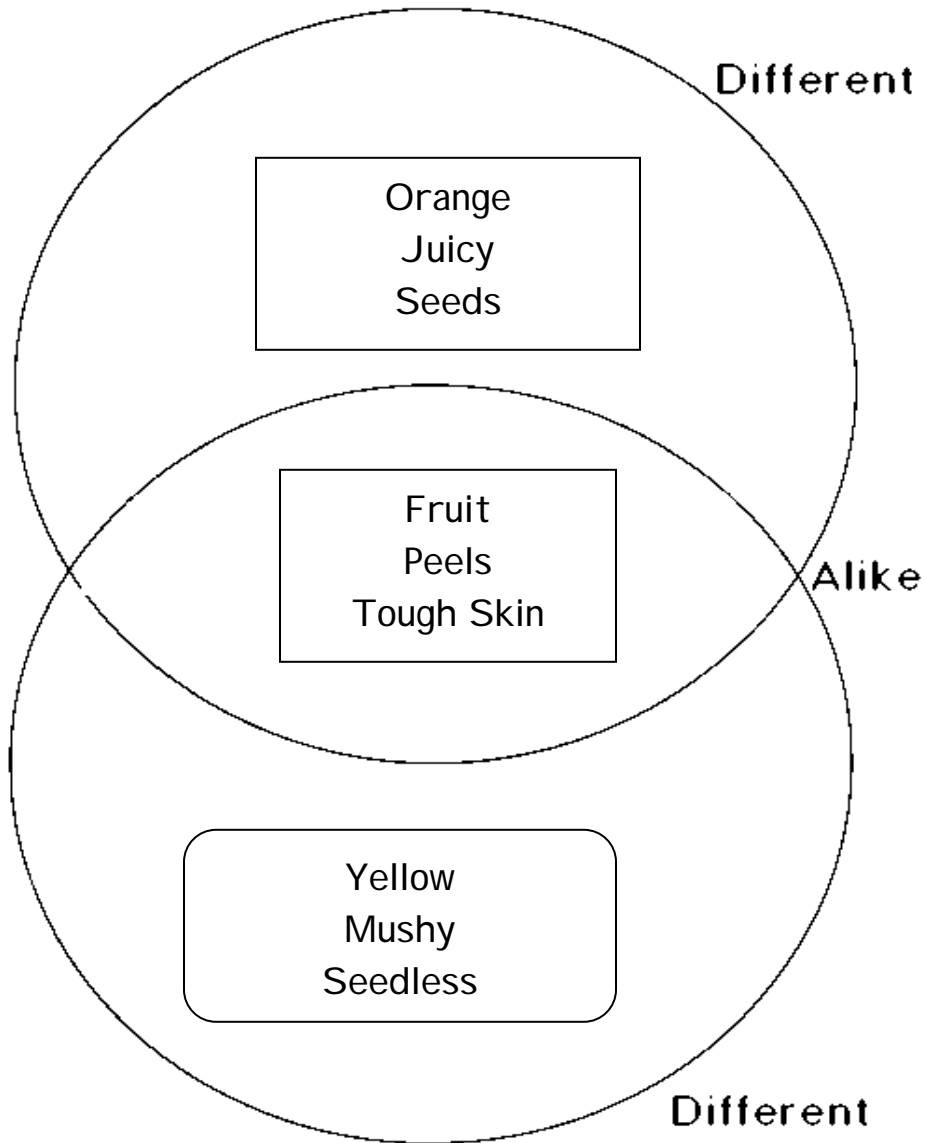
Horace Mann believed in "universal education" that *all* children should learn to read and write and become good citizens. As the leader of the first state board of education in Massachusetts, he worked hard to achieve his goals. Because of his efforts, more schools were built. The school year was lengthened to a minimum of six months. Teachers got better pay. And the state of Massachusetts established the first college for training teachers.

Horace Mann wrote, "Education creates... new treasures—treasures not before possessed or dreamed of by any one."

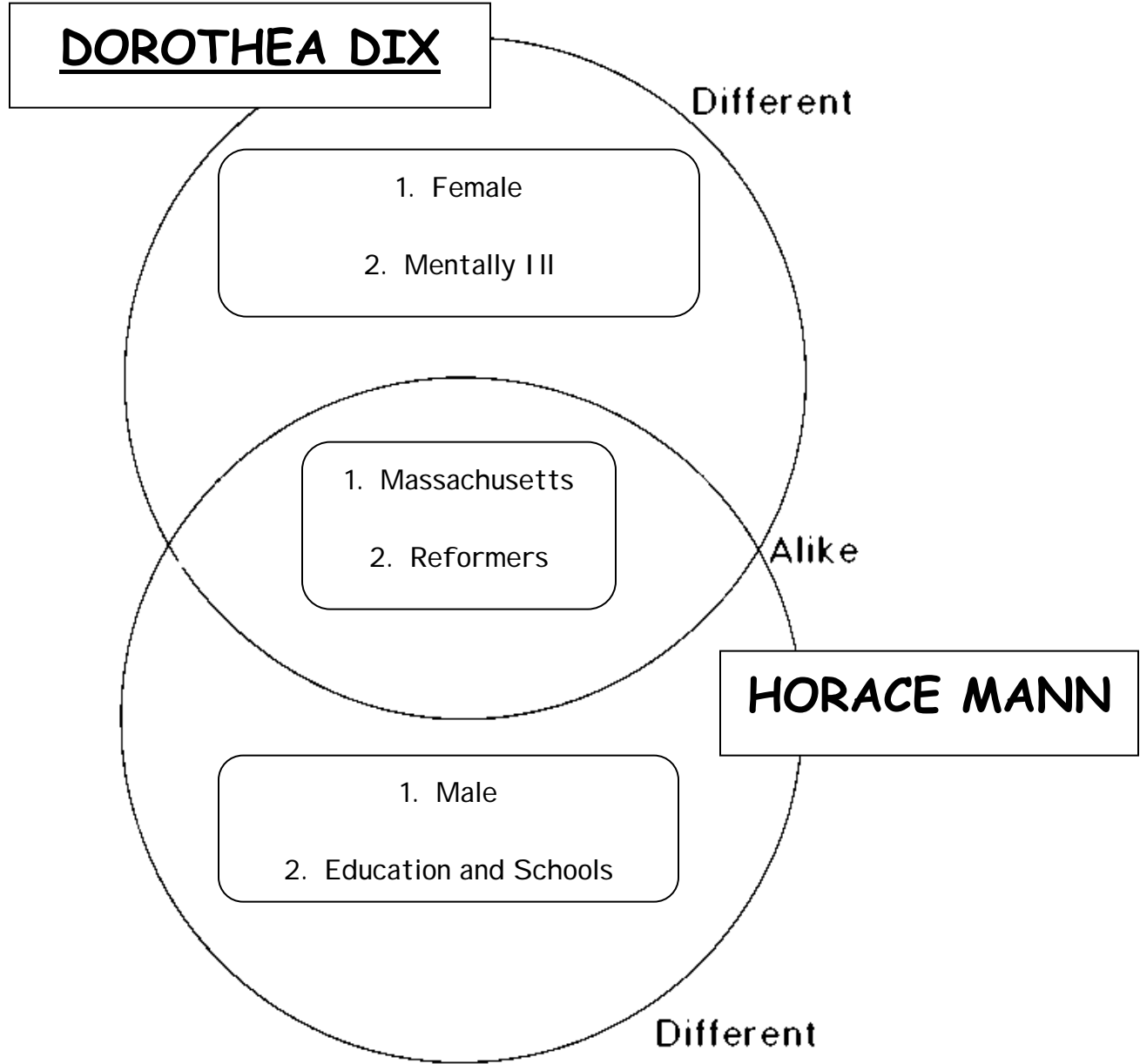
Appendix L
Blank Venn Diagram



Appendix M
SAMPLE VENN DIAGRAM



Appendix N
Venn Diagram Answers



Appendix O
Model Essay

Why My Family Recycles Newspapers

In my family, we recycle our newspapers. My sister talked my parents into it after she studied recycling in school. I learned from her that old newspapers could be made into usable paper again. I also learned how recycling newspapers helps the environment.

There are three basic benefits when old paper is recycled. First, recycling saves trees. As more and more paper is recycled, fewer trees have to be used to make paper. Second, recycling saves energy. It takes less energy to recycle paper than to start the papermaking process by cutting down trees. Third, recycling old paper is cleaner than making paper the old way. This means recycling cause less pollution.

It's easy to recycle old newspapers. We just put them in paper bags and drop them off at the recycling center every Saturday. It's worth the little time it takes because we are saving trees and energy and helping keep our air cleaner: Have you started recycling yet?

Appendix P
Revision Checklist

NAME: _____

<u>Category</u>	<u>Yes</u>	<u>No</u>	<u>Comments</u>
There are no spelling errors.			
There are no punctuation errors.			
All facts presented are accurate.			
The paper has a title.			
The author's name is on the paper.			
The verbs are used properly.			
The paper stays on topic.			
The paper is easy to read.			

Score = Total Number of Boxes Checked With YES
Divided by Eight (the total number of categories)

Score: ____ / 8

Appendix Q
Informational Essay Rubric

Student's Name: _____

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Introduction	The first sentence is a "grabber" or catchy beginning.	The first sentence has a weak "grabber."	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first sentence.
Sequencing	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented makes the writing less interesting.	Some details are not in a logical order, and this distracts the reader.	Many details are not in a logical order. There is little sense that the writing is organized.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what that reader is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Neatness	The final draft is readable, clean, neat and attractive.	The final draft is readable, neat and attractive. It may have one or two erasures.	The final draft is readable and somewhat attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Writing Process	A lot of time and effort has been devoted to the writing process.	A sufficient amount of time and effort has been devoted.	Some time and effort has been devoted.	Little time and effort has been devoted.