



Lesson 7

Lesson 7: **Historical Figures and Activists**

Objectives:

1. Students will be able to discuss activism and the characteristics of leaders and participants in state and national movements.
2. Students will be able to participate in a national movement by organizing and writing a petition to support their views.

Materials:

Book: *The Ballot Box Battle* by Emily Arnold McCully

Venn Diagram worksheet

“Examine the Issue” activity sheet

Persuasive writing graphic organizer

We the Civics Kids student magazine for Lesson 7

Student Voices Bulletin Board Activity

Literacy Link book with bookmark: *I Could Do That* by Linda Arms White

Common Core Standards:

- CCSS-ELA-Literacy RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS-ELA-Literacy RI 4.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS-ELA-Literacy W 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W4.1a Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose
 - W4.1b Provide reasons that are supported by facts and details.
 - W4.1d Provide a concluding section or statement related to the opinion presented.

National Standards for Civics and Government

NSS-C. K-4.2 Values and Principles of Democracy

What are the Basic Values and Principles of American Democracy?

- What are the most important values and principles of American democracy?
- What are some important beliefs Americans have about themselves and their government?
- How can people work together to promote the values and principles of American democracy?

NSS-C. K-4.5 Roles of the Citizen

What are the Roles of the Citizen in American Democracy?

- What are important responsibilities of Americans?
- How can Americans participate in their government?



Lesson 7:
Historical Figures and Activists

Lesson Procedures: Session 1

1. Read *The Ballot Box Battle* by Emily Arnold McCully to the class
2. Follow-up discussion:
 - a. What events in Elizabeth Stanton’s early life might explain why she was so committed to showing that women are equal to men?
 - b. What reasons did Elizabeth Stanton give for why she had as much right to vote as men?
3. Follow-up activity:
 - a. Distribute Venn diagram to compare and contrast the characteristics of Elizabeth Stanton and Cordelia.
 - b. Have students complete the Venn diagram in small groups or with a partner.
 - c. Discuss student results.

Lesson Procedures: Session 2

1. Distribute the **We the Civics Kids** student magazine for Lesson 7. Discuss the cover and title captions.
2. Read **The Newsboys Strike of 1899**.
3. Compare the actions of the Newsies with those of Elizabeth Stanton. What qualities did both possess?

Lesson Procedures: Session 3 (Additional sessions if stakeholders visit the class.)

1. Examine a present-day idea to change the status quo which is gaining national momentum – changing the usual five-days-a-week school schedule to a four-day schedule.
 - a. Present the idea to the students. Have them discuss ways it would affect them.
2. Distribute the “Examine the Issue” sheet. Have students fill in their ideas under **Student**.
3. Assign students to interview other stakeholders and record their opinions on the worksheet.
 - i. You might want to ask the principal, library or classroom aide, cafeteria worker, and/or another teacher to come to your class and discuss their viewpoints to assist the students in completing their examination of the four-day school week.

Lesson Procedures: Session 4-5

1. When the “Examine the Issue” sheet is complete, discuss the findings.
2. Based on their findings ask students to make a personal decision as to their support of the issue.
 - a. Students will use the persuasive writing graphic organizer to prepare their arguments.
 - b. Students will complete a minimum two paragraph persuasive piece.

Other Suggested Readings:

- Literacy Link book with bookmark : *I Could Do That* by Linda Arms White
- *Granddaddy’s Gift* by Marjorie King Mitchell: Supplementary literature

Tech Connections:

Biographies: <http://gardenofpraise.com/leaders.htm>