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:

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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](http://gardenofpraise.com/leaders.htm)