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EDU 6710 C07 The Enduring Legacy of the American Revolution: Heroes of Freedom, the Women's Movement and the Abolition Movement

Project Title: Change in America: Connecting the Past and the Present

Grade Level: 8th

First Proposal: July 18, 2008

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Proposal/Unit Overview:

This project is the culmination of a year long 8th grade study of early American history which has as its central question, "How have Americans' ideas about liberty, freedom and equality changed over time?" In this unit, students will explore the reform movements of the early 19th century with a particular focus on making connections between the reformers of the abolition and women's rights movements and today's change-makers who seek to improve the conditions of Americans, including women and minorities.

Americans' beliefs about liberty, freedom and equality have changed over the two-hundred plus years of our existence as a nation. The changes in these beliefs can be seen in the struggle for individual rights that began with the development and adoption of the Bill of Rights to our Constitution and continue today in the ongoing struggle to determine what we as a nation mean by equal rights for all people.

The objective of this unit is for students to understand the following concepts:

- § our nation was deeply divided over slavery and the role of women during the 19th century
- § reformers worked to change both laws and people's beliefs about liberty, freedom and equality
- § just as people in the 19th century worked to forge change, people today work to bring about change and to improve the lives of citizens here in the United States and around the world
- § extreme differences in people's beliefs means that change is difficult and involves very intentional work and often great personal sacrifice

The final product of the unit will be the creation of video-taped public service announcements which explore the question of how Americans' beliefs about liberty, freedom and equality have evolved; the focus of the videos will be a showcase of the life and work of two reformers, or change-agents, one from the past and one from today.

This project will be done in cooperation with RETN our local public access television station. Student-produced public service announcements will be aired locally on RETN.

Central/Essential Questions

- What did the concepts of liberty, freedom and equality mean to people in the 19th century?
- What was life like for African Americans, both free and enslaved, in different parts of the United States in the 19th century?
- What rights did women have in the United States in the 19th century?
- Who were the reformers who worked in the abolition and women's rights movements of the 19th century?
- What challenges did reformers face and how did they meet these challenges?
- Who are the reformers of today and what are the areas they seek to improve?
- How are today's reform movements similar and different from the movements of the 19th century?

Challenge Questions

- How is the expression of our belief in liberty, freedom and equality different today than in the 19th century?
- How does the struggle to make societal change today reflect the change in our beliefs about liberty, freedom and equality?

Lesson Length

This is a 4-6 week unit for 8th grade Social Studies. Classes meet daily and are 1 hour in length.

Students will Know and Understand that:

- Our nation was deeply divided over slavery and the role of women during the 19th century.
- Individuals and groups worked alone and together to change both laws and people's beliefs about liberty, freedom and equality.
- The extreme differences in people's beliefs meant that change was very difficult and involved great personal sacrifice for the reformers.
- Changes were made in the laws as a result of the work of the reformers and their work laid the foundation for continued efforts to be made in the future.
- The contradictions between the language of equality found in the Declaration of Independence and the rights of people in the United States have influenced people's actions throughout our country's history.
- Today, as in the past, individuals and groups of individuals work to change the country and to protect and extend the rights of individuals based on the ideals set out in our Declaration of Independence and the Constitution.

Students will be able to:

- Correctly identify name, movement and key accomplishment of 15 reformers - 5 each from the abolition and women's rights movements and from today's world
- Students will be able to analyze and compare the challenges and successes of two reformers, one from the abolition movement and one from the early women's rights movement
- Students will be able to analyze and compare the challenges and successes of two reformers, one from the 19th century and one from today
- Students will be able to use primary sources to construct an argument in support of their reformers value to his or her movement
- Students will be able to demonstrate their understanding of the economic forces which impacted people's beliefs about slavery
- Students will be able to demonstrate their understanding of the impact of defining women's sphere as private rather than public
- Students will be able to articulate the contradiction between the language of equality in the Declaration of Independence and the treatment of both African Americans and women in 19th century America.
- Students will be able to evaluate patterns of change in America using the connection between a 19th century reformer and his or her movement and a reformer of today

National History Standards

United States History standards for Grades 5-12:

Era 4: Expansion and Reform (1801 - 1861)

- Era 4, Standard 4A: The student understands the abolitionist movement.
- Era 4, Standard 4C: The student understands changing gender roles and the ideas and activities of the women reformers.

Standards in Historical Thinking

Standard 2: The student understands a variety of historical sources and is therefore able to:

- I identify the author of the historical document or narrative and assess its credibility.
- Reconstruct the literal meaning of a historical passage.
- I identify the central question.
- Read historical accounts imaginatively.
- Appreciate historical perspectives.

Standard 3: The student engages in historical analysis and interpretation and is therefore able to:

- Compare and contrast different sets of ideas.
- Consider multiple perspectives.

Standard 4: The student conducts historical research and is therefore able to:

- Formulate historical questions.
- Obtain historical data from a variety of sources.
- Support interpretations with historical evidence.

Vermont Standards - section still needs work

History and Social Studies:

6.2 Uses of Evidence and Data

6.3 Analyzing Knowledge

6.4 Historical Connections

Activities

- § Change Agents v Heroes and Role Models - intro lesson to get at the idea that a change agent is different from a hero -I will use picture books to get at the concept of the difference between heroes and change makers. Our books will be a mixture of change makers from today and from the 19th century. Students will participate in picture book discussion groups about the people and will work to get at the similarities among the reformers.
- § Students will have the chance to attend a professional performance about Susan B. Anthony - actress Sally Matson brings Susan B Anthony to life in a 45 minute performance followed by question and answer period - one to two students will have the opportunity to interview Miss Anthony as part of their research and report in the school newspaper!
- § Students will keep a record of reformers as we study the 19th century abolition and early women's right movements.
- § Students will use primary sources to learn about reformers from the 19th century and will learn to both create and complete DBQ's using primary sources
- § Students will focus on one 19th century reformer and will work to find a connection with a contemporary change maker.
- § Students will complete research about both of their chosen reformers.
- § Students will develop a plan for and produce a 1-2 minute video-taped public service announcement which connects a 19th century reformer with a contemporary reformer or movement today.

Assessments

1. Students will compile a portfolio of their learning about the unit, from its introductory lessons through its final product. These portfolios will be highly individualized and will be the basis for student self and teacher assessment.

See attached assignment sheets:

- a. Unit Overview for Students: Change in America
 - b. Rafts - this is an assignment that is listed on the rubric for students in their unit overview packet
 - c. Reformer Notes - this note sheet is a guide for students as they learn about reformers within the Abolition and women's rights movements.
 - d. Picture Book FORM - this one page notes sheet is for students to use as they participate in book groups around the collection of picture books purchased with TAH book funds.
2. Students will work in teams of 3-4 to create public service announcements about change in America making a connection between an early and a contemporary reformer

See attached assignment sheet:

- a. Video Project - this assignment and rubric lays out the steps to making the public service announcements which are one of the two culminating projects of this unit.

Accommodations

Unit questions have been written with two levels of challenge in order to allow all students to meet the expectations of the unit, and to provide a challenge for students who are ready to move ahead.

I will provide readings for students on different levels, as much as possible, and will use the plain language versions when available.

Required Resources

RETN - collaboration planned for creation and airing of public service announcements

Collection of picture books purchased with TAH grant funds

Susan B Anthony - one woman, 45 minute long performance by Sally Matson - professional actress - performance sponsored by Essex Town PTO \$500 grant

Rokeby Museum audio program: Speaking Truth to Power: Abolitionist orators demand freedom and equality

Classroom video cameras (3)

Computers

Essex Middle School library resources



Your task: Please come to class tomorrow having read over this entire document and having signed the signature line on the last page indicating that you and your folks are aware of our final unit plans.

Change in America: Connecting the Past and the Present

As we enter into our final unit of the year, we are going to change a few things about the way we work together as a learning community and about the way you can show your learning. There is no irony here; our focus is Change in America.

We will spend time working together in class to learn about the changes that shaped America during the 19th century and today. We will also spend time working in small groups and independently to explore topics and people of particular interest to you.

My goal is for each of you to leave this year with a clear understanding of what it takes to make a difference in the world. We will learn about people who worked hard to improve the lives of others in the time between our country's founding at the end of the 18th century and our country's Civil War in the middle of the 19th century. These were times of tremendous pain and tremendous growth. We will make connections to people today who are working to change the world in the 21st century.

In the end, all students will be able to:

- correctly identify name, movement and key accomplishment of 15 reformers - 5 each from the 19th century abolition and women's rights movements and from today
- analyze and compare the challenges and successes of two 19th century reformers, one from the abolition movement and one from the early women's rights movement
- analyze and compare the challenges and successes of two reformers, one from the 19th century and one from today
- use primary sources to construct an argument in support of a reformer's contributions or value to his or her movement
- demonstrate understanding of the economic forces which impacted people's beliefs about slavery
- demonstrate understanding of the impact of defining women's sphere as private rather than public
- articulate the contradiction between the language of equality in the Declaration of Independence and the treatment of both African Americans and women in 19th century America
- evaluate patterns of change in America, using the connection between a 19th century reformer and his or her movement and a reformer of today

While students will engage in many class learning activities over the course of this unit, they will have two assessments which result in a grade in the grade book for this unit:

3. **Students will compile a portfolio of their learning** about the unit, from its introductory lessons through its final product. These portfolios will be highly individualized and will be the basis for teacher and student self assessment of student learning for the unit. Portfolios should clearly demonstrate students' mastery of the above list of "Be able to..."
 - a. All portfolios must be the product of ongoing work and include evidence of at least 3 formal consultations with Mrs. Levy
 - b. All portfolios must include a clear organization system to demonstrate your learning in **all** the Be Able To areas
 - c. All portfolios must include a final reflection on learning in this unit and the year in Social Studies

4. **Students will work in teams of 3-4 to create video taped public service announcements about change in America** making a connection between an early and a contemporary reformer. These tapes will be produced in cooperation with RETN and will be aired on RETN subject to their successful completion.

NOTE: Learning is not optional. Demonstrating what you learn is not optional. What is up to you is **how** you want to challenge yourself and demonstrate your learning!

NOTE: You will need to have a way of organizing and sharing your evidence of learning. Some ideas for your portfolios include: a 3 ring binder, a book that you create and bind, an electronic portfolio using ePearl. See me for help with this last option if you are interested in a technology based way to organize your learning! This option will require some training but would be a fun way to share your learning.

	All students will be able to:	Requirements and Options	Student Portfolio Plan
1.	Correctly identify name, movement and key accomplishments of 12 reformers - 4 each from 19 th century abolition and women's rights movements and from today's world	A. Required: Keep track of your learning using a form of note-taking Options: Reformers' Journal notes OR Cornell Notes OR 2 column notes B. Required: Demonstrate knowledge in writing or orally Options: oral OR written quiz on reformers OR write and present a Reformers' Rap	
2.	Analyze and compare the challenges and successes of two 19 th century reformers, one from the abolition movement and one from the early women's rights movement	Options: Complete Venn diagram to compare and contrast two 19 th century reformers OR Write a song or poem to compare and contrast the successes and challenges of two 19 th century reformers	
3.	Analyze and compare the challenges and successes of two reformers, one from the 19 th century and one from today	Options: Complete a 2-way Venn diagram to compare/contrast reformers OR Write a song to explain compare and contrast the successes and challenges of two reformers OR create a 3-way Venn for this and above requirement	
4.	Students will be able to use primary sources to construct an argument in support of their reformer's contributions or value to his or her movement	Options: Create and answer a document-based question (DBQ) that addresses the impact of your reformer OR complete a RAFT that uses a primary source to focus on your reformer's contributions.	
5.	Students will be able to demonstrate their understanding of the economic forces which impacted people's beliefs about slavery	Options: Complete a RAFT which explores and explains the impact of economics on people's beliefs about slavery OR Create and answer a test question using actual data to show the impact of slavery on the economy and on people's involvement in slavery.	
6.	Students will be able to demonstrate their understanding of the impact of defining women's sphere as private rather than public	Options: Complete a two way RAFT between real or imagined 19 th century women exploring their lives OR write and deliver a speech as if you were at the 1848 Women's Rights Convention OR work with a small group to write and present a 1 page play about the Seneca Falls Convention that focuses on the impact of public v private roles of women.	

	All students will be able to:	Requirements and Options	Student Portfolio Plan
7.	Students will be able to articulate the contradiction between the language of equality in the Declaration of Independence and the treatment of both African Americans and women in 19 th century America.	Options: Complete a RAFT which demonstrates your understanding OR write and deliver a speech that shows your understanding from the perspective of a woman or an African American in the 19 th century OR work with a group to write a one page play that explores and explains this contradiction	
8.	Students will be able to evaluate the patterns of change in America, using the connection between a 19 th century reformer and his or her movement and a change agent of today	A. Required: Learn about a contemporary change agent as part of your preparation for your video project. Options: find a current article about a change agent from today and make a mini-poster to celebrate his or her accomplishments OR create a book review about a picture book focused on your change agent B. Required: Work in a group of 3-4 to create and produce a videoed public service announcement exploring the connection between a 19 th century reformer and a change agent of today.	

Ü Record of required check-in consultations

Date	Required evidence	Notes	Initials

I am aware of my requirements and will work with Mrs. Levy and other adults who can support me to be successful in this last Social Studies unit at EMS!

Student name - printed please

Student signature

Parent or guardian name - printed please

Parent or guardian signature

The following RAFTS are provided as guidelines to help you demonstrate your understandings of 4 of the required "Be able to's". If you choose this option, please consult with Mrs. Levy before writing!

NOTE: All RAFTS must be typed and presented in a final, polished form that matches the format chosen.

RAFT for Be Able to # 4 Students will be able to use primary sources to construct an argument in support of their reformers value to his or her movement

Role	Audience	Format	Topic
Abolitionist - choose a real person	Newspaper editor	Letter to the editor of a real newspaper of the day	Your RAFT must USE PRIMARY SOURCE MATERIAL to address his or her contributions or value to his or her movement
Women's Rights advocate - choose a real person	Opponent to reform	Personal letter to a friend	
Newspaper editor	Abolitionist - choose a real person	Speech to a convention	
Opponent to reform	Women's Rights advocate - choose a real person	Pamphlet	

RAFT for Be Able to # 5 Students will be able to demonstrate their understanding of the economic forces which impacted people's beliefs about slavery

Role	Audience	Format	Topic
Abolitionist - choose a real person	Newspaper editor	Letter to the editor of a real newspaper of the day	Your RAFT must demonstrate your understanding of the economic forces which impacted or affected people's beliefs about slavery
Women's Rights advocate - choose a real person	Women's Rights advocate - choose a real person	Personal letter to a friend	
Newspaper editor	Abolitionist - choose a real person	Speech to a convention	
Southern plantation owner	Factory workers in northern factory	Pamphlet	
Northern factory owner	Supporters of reform	Business letter to workers	

RAFT for Be Able to # 6 Students will be able to demonstrate their understanding of the impact of defining women's sphere as private rather than public

NOTE: This option requires 2 letters - to and from the same people

Role	Audience	Format	Topic
Abolitionist - choose a real person	Newspaper editor	Letter to the editor of a real newspaper of the day	Your RAFT must demonstrate your understanding of the impact of defining women's sphere as private rather than public
Women's Rights advocate - choose a real person	Women's Rights advocate - choose a real person	Personal letter	
Newspaper editor	Abolitionist - choose a real person	Speech to a convention	
Minister	Husband of women's rights advocate	Pamphlet	
Husband of women's rights advocate	Church congregation	sermon	

RAFT for Be Able to # 7 Students will be able to articulate the contradiction between the language of equality in the Declaration of Independence and the treatment of both African Americans and women in 19th century America.

Role	Audience	Format	Topic
Abolitionist - choose a real person	Newspaper editor	Letter to the editor of a real newspaper of the day	Your RAFT must demonstrate your understanding of the contradiction between the language of equality in the Declaration of Independence and the treatment of both African Americans and women in 19 th century America
Women's Rights advocate - choose a real person	Women's Rights advocate - choose a real person	Personal letter	
Newspaper editor	Abolitionist - choose a real person	Speech to a convention	
Minister	President of the United States	Pamphlet	
Group of women's rights advocates and/or abolitionists	Church congregation	sermon	

Change in America:

Creating public service announcement videos with RETN



Your task: Work in a group of 3-4 to create and produce a video taped public service announcement exploring the idea of Change in America by making a connection between a 19th century reformer and a change agent of today.

NOTE: This assignment forms the backbone of our work in this final unit, Change in America, and will be the evidence for your requirement to evaluate the patterns of change in America, using the connection between a 19th century reformer and his or her movement and a change agent of today.

NOTE: This project has two intended outcomes: students will be able to

1. for you to work together as an effective team to accomplish the task of creating a final product which is worthy of public display
2. For you to produce a product which requires you to pull together your skills at research, writing, organizing your learning around a specific topic by learning about the people who have had and continue to have a lasting impact on our country.

You will be assessed on both the focus of our learning about the final product on which you will be assessed.

Requirements... or How to Get Started and Stay on Track

- Ǿ Choose a group of 3-4 of your peers to create this video, from research to writing to all aspects of video production. Be sure to get approval from Mrs. Levy for your group before moving ahead!
- Ǿ Choose a reformer from the 19th century who interests your group and who you believe is in some way is a good example of the struggle for Change in America during the 19th century period of reform.
- Ǿ Choose a reformer from contemporary America who interests your group and who you believe is in some way is a good example of the struggle for Change in America today.
- Ǿ Create a tightly written one page story of your psa – this will be cooperatively written and will explain the significance of each of the change-makers you intend to present in your psa. Additionally, it will explain the connection you want to present between the past and the present.

- Ø Work together to create a plan for your public service announcement, paying attention to the components of effective psa's. This plan will be in the form of a story board which lays out each scene in your psa and is tied directly to the one page story of your psa.
- Ø Make decisions about costuming, props, use of text, video taping needs etc
- Ø Create and maintain a file system on the T-drive. This will be evaluated for its organization and efficiency as well as your continued use of it.
- Ø Begin production using Movie Maker using the filing system you have established.
- Ø Work together to edit using Mr. Olinger as a resource.
- Ø Share your final product with the class and the community through RETN

Change in America: Connecting the Past and the Present

Requirements	Comments	Points
<p>Content</p> <ul style="list-style-type: none"> § PSA driven by theme of Change in America § 19th c. reformer clearly and accurately portrayed § Contemporary reformer clearly and accurately portrayed § Connection between reformers clear and meaningful 		
<p>Scholarship</p> <ul style="list-style-type: none"> § Research reveals information beyond what is presented in class § Primary sources are used to explain impact of reformer 		
<p>Production</p> <ul style="list-style-type: none"> § All members of group are included in planning and production and have clear roles to perform § Project shows originality and progress from our last video project § Technology maximized – don't just point and shoot with flip camera – think outside the box! § Deadlines are met - with grace rather than panic 		
<p>Team Work</p> <ul style="list-style-type: none"> § Group works together respectfully § Group works as a team to resolve conflicts respectfully § Group uses adult intervention when necessary to get back on track 		
<p>Individual Work</p> <ul style="list-style-type: none"> § You work hard each day to make your group a success and can provide evidence of your contributions § Your group members identify you as a contributor to group success with specific examples of your contributions 		

TOTAL

Lesson Plans

This unit comes after an exploration and study of the geographical and technological expansion that occurred in the United States after the ratification of the Constitution and Bill of Rights up to the time of the Missouri Compromise of 1820. Students will come to this unit with an understanding of the economic impact of Eli Whitney's cotton gin on the continued existence of slavery and will also come knowing that slavery was an integral part of the discussion of our geographical expansion westward.

1. Introduction – Explore the difference between heroes, role models and change agents. Use picture books about contemporary change agents.

“She is more strategic. She observes inequities, notices gaps, locates groups and individuals with common or related purposes, and troubleshoots in a thoughtful and goal-oriented manner. She consciously and mindfully initiates a stance toward change over a period of time. Met with adversity, she is supported by a network or community (small or large in scope) in favor of a cause.”

Meyers, Laura E., et al, “Beyond Heroes and Role Models: Using Biographies to Develop Young Change Agents.” Social Studies and the Young Learner Vol 21 Number 3 (2009):10-14.

2. Background reading – make array of materials available to students, including class textbook (American Nation), Cobblestone magazines, books from EMS library. Require students to choose a note-taking strategy to keep track of key vocabulary and abolitionists throughout our reading. See attached student rubric for Be Able To #1
3. Introduce Black abolitionists to students – use book Black Abolitionists and Freedom Fighters. Give small groups an abolitionist to learn about and to present to the class. NOTE: This book is divided into chapters (8) which each tell the story of a famous black abolitionist. There is also a chapter with less well-known abolitionists which could be used as a resource for further study.
Ask student groups to analyze the work of their abolitionist according to his/her status as a change maker. Present their story to the class.
4. Use picture books to introduce reformers – have students work in book groups to study a reformer – analyze the work of their abolitionist according to his/her status as a change maker –

5. Use resources about Slavery in America and The Antebellum Women's movement to focus on the changes of those movements
6. Primary source analysis - use Primary source guide, as well as Rokeby recordings, letters and copies of letters from women's rights movement in TAH binder
7. PSA analysis - what makes a good one? Use RETN resources
8. Creation of public service announcements

Changing their World

Your task: As we explore the reform movements of the 19th century, please keep track of the people you learn about using the chart below.

Reformer's Name	Reform Movement	Accomplishments

Reformer's Name	Reform Movement	Accomplishments

Picture books are a wonderful way to learn about a person's life. Your groups will read 6 picture books this week. Choose at least 2 books each from the Women's Rights movement, the Abolition movement and change makers of today.

Your tasks: Read with your book group to explore the life and work of the protagonist of your story. Be sure to read the book at least twice!

For each book you read, each person should complete the following NOTES sheet.

Title: _____

Author: _____

Change maker in book: _____

What are some of his/her accomplishments? _____

What are the steps that this change maker took in order to be able to make a difference? _____

If you could make a bumper sticker to celebrate this person's life, what would it say? Be thoughtful and design your own, separate from your group!

Annotated Resources

Primary Sources

Constitution of the United States

Declaration of Independence

Declaration of Sentiments

“Speaking Truth to Power: Abolitionist orators demand freedom and equality.”

Ferrisburgh, VT: Rokeby Museum, 2008.

This audio collection presents speeches made by eight abolitionist orators and as such allows students to listen to dramatic readings of primary source material. It includes original speeches of the following people: Frederick Douglass, Henry Highland Garnet, William Lloyd Garrison, Angelina Grimke, Andrew Harris, Jermain Wesley Loguen and Representative William Slade.

Secondary Sources

For Teacher Use

Ankeney, Kirk, ed. et al. [Bring History Alive! A Sourcebook for Teaching United States History](#). Los Angeles, CA: National Center for History in the Schools, 1996.

Crabtree, Charlotte, ed., et al. [Lessons from History](#). Los Angeles, CA: National Center for History in the Schools and the Regents, University of California, 1992.

Ginzberg, Lori. [Untidy Origins a Story of Woman's Right in Antebellum New York](#). Chapel Hill, NC: University of North Carolina Press, 2005.

Lori Ginzberg's [Untidy Origins](#) explores the lives of women living in upstate New York in the years before the 1848 Seneca Falls Convention. It provides very readable evidence of women working together to effect change; it is not a book I would assign to middle school students but there are excerpts that I will use with students. In particular, there is a copy of a Petition for Women's Rights dated in August of 1846.

Krebs, Marjori and Janet Lear, “Service-Learning and Nonfiction Texts: Connections for Comprehension.” [Social Studies and the Young Learner](#) Vol 21 Number 3 (2009):17-20.

This journal article is a wonderful resource for bringing literature and service learning together. It explores specific texts, including picture books, short story collections, non-fiction history texts and websites, and provides both comprehension strategies and service-learning ideas to accompany each. I found it valuable as a source of books to use for my unit, and inspiration for asking students to complete authentic tasks to demonstrate their understanding.

Leighow, S. and Rita Sterner-Hine. [The Antebellum Women's Movement 1820-1860](#). Los Angeles, CA: Organization of American Historians and the Regents, University of California, 1998.

This collection of document based lessons is a product jointly written by the Organization of American Historians and the Regents at the University of California. The lessons in this wonderful resource are written for students in grades 8-11 and so provide me with a challenging resource for learners who are ready to accelerate. The unit is divided into lessons which address the private/public roles of women, women's work outside their homes, the temperance and abolition movements and the antebellum women's movement. I will use this collection as a way of guiding students to be able to effectively use primary sources in order to understand the concrete steps necessary for true reform.

Meyers, Laura E., et al, "Beyond Heroes and Role Models: Using Biographies to Develop Young Change Agents." Social Studies and the Young Learner Vol 21 Number 3 (2009):10-14.

This journal article is the source of my inspiration for asking students to make the connection between the past and the present. The authors' distinction between heroes and change makers is central to the message I want students to internalize: that people who make change do not happen upon their history-making but rather set out with intention to make a difference. The article includes an exploration of six picture book texts to use with students.

National Standards for History. Los Angeles, CA: National Center for History in the Schools, 1996.

Pearson, J. and John Robertson. Slavery in the Nineteenth Century. Los Angeles, CA: National Center for History in the Schools and The Regents, University of California, 1991, reprinting, 2006.

This collection of lessons is a product of the National Center for History in the Schools- Slavery and Civil Rights Series. It is a comprehensive unit about slavery in the nineteenth century for students in grades 5-8. My focus in using these lessons is to use some of the background materials for teachers, and to use the DBQ lessons that are woven into the units. Additionally, there is a Readers Theatre piece titled, "The Tappan Brothers Confront the Nation over Slavery" which will provide both good historical information and an engaging way to learn.

Ripley, C. Peter, ed., et al. Witness for Freedom: African American Voices on Race, Slavery and Emancipation. Chapel Hill, NC: University of North Carolina Press, 1993.

This collection documents the experiences of a wide range of African Americans from colonization to the difficulties faced during Reconstruction after the Civil War. Each document is presented with a very short explanatory note and is organized in a way which makes accessing information easy to do. The writing is mostly from primary sources and so the language is challenging for middle school students, but because the excerpts are short it is possible to scaffold for younger readers. I also like the collection of lithographs throughout the book. I will share the visuals with my students.

Salerno, Beth A. Sister Societies: Women's Antislavery Organizations in Antebellum America. DeKalb, IL: Northern Illinois University Press, 2005.

Beth Salerno's Sister Societies is an exploration of the evolution of the women's movement, from its earliest influences in the late 1700s up through the Civil War. Salerno addresses the impact of women leaving the private sphere for the public in a way which will be accessible to middle level readers. She explains the dichotomy between women's rights advocates and abolitionists and acknowledges that they were not always the same. She also includes a great deal of data in her appendices, including a listing of all anti-slavery societies.

Stauffer, John. The Black Hearts of Men: Radical Abolitionists and the Transformation of Race. Cambridge, MA: Harvard University Press, 2001.

The meaning of the title of Black Hearts of Men becomes obvious as the reader gets to know the four men who are at the center of Stauffer's work. Each of them immerses himself in his struggle for abolition and in the end; they sacrifice themselves to their cause. This book was an engaging read for me as an adult learner but is not one I will use with my middle school students as it is challenging reading and more detailed than anything I need to present.

Vest, Kathleen. Using Primary Sources in the Classroom. Huntington Beach, CA: Shell Educational Publishing, 2005, reprinting, 2007.

This collection is a teacher's dream of great resources for incorporating creative teaching into the history classroom. It is well organized and presents ideas in easily accessible format. The fact that it is presented in a loose leaf format makes it easy to take out individual lesson ideas to share and to copy for students.

For Student Use

Adler, D. (1995). A Picture Book of Frederick Douglass. Holiday House.

This picture book tells the story of Frederick Douglass's life from his very youngest years up through his death in 1895. The book focuses on Douglass's growth from a man born into slavery to a man with the ability to fight for others' rights as a free black man. His life was filled with struggle, but also with purpose and this book details the writings and the steps Douglass took in the abolition movement. At the end, it also includes a timeline of key dates in Douglass's life.

Bausum, A., (2004). With Courage and Cloth: Winning the Fight for a Woman's Right to Vote. Washington, DC: National Geographic.

Chorlian, M., ed. "Elizabeth Cady Stanton." Cobblestone Mar. 2000.

Chorlian, M., ed. "The Underground Railroad and the Antislavery Movement." Cobblestone Feb. 2003.

Fradin, D.B., (2000). Bound for the North Star: True Stories of Fugitive Slaves. New York: Clarion.

Dennis Brindell Fradin's collection of 12 short true stories tells the story of what it was like to be a slave and what was involved in getting free. While some of the reading is difficult because of the content, the collection is well written and the content is appropriate read aloud material for middle school students. The collection is a mixture of the well-known (Harriet Tubman, Henry Box Brown and others) and the more relatively unknown (Peter and Vina Still, John Anderson and Eliza Harris.)

Dray, P. (2008). Yours for Justice, Ida B. Wells: The Daring Life of a Crusading Journalist Peachtree Publishers.

This picture books tells the story of Ida B. Wells in language which is appropriate for younger readers and listeners, but is indeed the story of the young black woman who fought against discrimination and brought the horrific crime of lynching to national attention in the later part of the 1800s. Author Philip Dray tells the story in a way which hints at the violence so that younger readers would understand some of what Wells experienced and older readers would know the story was deeper than the words on the page describe. This makes the book very appealing for me as I do want to present material which allows students to read at their own level, both in terms of reading level and maturity level. Dray has also included reference materials at the end of the book. These materials include an Afterword and photos of Ida B. Wells, a timeline of her life and work and an essay on lynching. Additionally, the book includes a bibliography which is presented in sections according to the age of the reader.

Grimes, N., Barack Obama: Son of Promise, Child of Hope (New York: Simon and Schuster, 2008)

This beautifully illustrated biography of Barack Obama, the 44th President of the United States, traces the story of his life from his early childhood through his election day victory in November, 2008. Grimes chronicles Obama's story through the lens of his multicultural background and the hope he has carried with him throughout his life. It is an effective book for this unit as the story clearly tells about the conscious steps President. Obama took to get to where he is today and focuses on the action steps he needed to take to be able to make a difference in the world.

Krull, K., (2004). A Woman for President: the Story of Victoria Woodhull. New York: Walker Books for Children.

Victoria Woodhall's story is one of a little known woman born into abject poverty who broke outside of the mold of the day and went on to become the first woman to own a newspaper, the first to speak before Congress, the first to have a seat on the NY Stock Exchange and the first to run for President. She ran for President of the United States in 1872 and while she lost and was widely criticized for stepping outside the traditional role of women, she broke barriers that are worth noting.

Krull, K., (2003). Harvesting Hope: The Story of Cesar Chavez. New York: Harcourt Brace.

Harvesting Hope is the story of Cesar Chavez who was born in 1927 and led a group of farm workers and migrants

Levine, Ellen. (2007). Henry's Freedom Box. New York: Scholastic Press.

McCain, Meghan, My Dad, John McCain (New York: Aladdin, 2008)

This picture book biography of John McCain is written by his daughter Meghan. She lovingly describes his decisions as a young man to join the Navy and to serve his country. McCain tells the famous story of her dad's capture in Vietnam and his remarkable ability to cope in the face of torture and cruelty. The second half of the story explains the steps McCain took to get elected President and to serve his country. It is this part of the book that fits with my project and with helping students see that being a change-maker requires real commitment.

Nivola, Claire A., Planting the Trees of Kenya: The Story of Wangari Maathai (New York: Farrar, Straus & Giroux, 2008)

This is a beautifully illustrated picture book which tells the story of Wangari Maathai, the 2004 Nobel Peace Prize winner who founded the Green Belt Movement in Kenya. It fits perfectly into my unit on people who make a difference in the world today; while it is not about an American, it is a powerful illustration of the power of one determined person to make a difference. Maathai set out to change her community and in the end was recognized for her ability to get others involved in a way which changed her country. Her passion is summarized on the back of the book in a quotation taken from her own writings: "Remember what millions of hands can do." The story is followed by an Author's Note which provides more detail about Maathai's work in Kenya and is suitable for middle level students to read as an additional resource.

Pinkney, A.D., (2000). Let it shine: Stories of black women freedom fighters. San Diego, CA: Harcourt.

Rockwell, A. (2000). Only Passing Through: The Story of Sojourner Truth. New York: Knopf Books for Young Readers.

Slade, S., (2007). Susan B. Anthony: Fighter for Freedom and Equality. Minneapolis: Picture Window Press.

This biography of Susan B. Anthony is written on a level that makes it accessible to all middle school students. The illustrations fill the pages and readers are drawn into the story of her life in part because of the paintings which fill each page and in part because of the simplicity with which the story is told. Readers learn of Anthony's passion for reform and her early work with the Temperance movement, the women's rights' movement and the abolition movement. Slade has included reference material at the end of the story, including a FAQ section about Anthony, a timeline of her life and a glossary to help students to understand the vocabulary she presents. This will be available to all, but put on the must

read list for students who are struggling readers. It will also serve as preparation for the artist visit from actress Susan Matson who will play Susan B Anthony in a one-woman show at EMS.

Stamaty, M. A., (2004) Alia's Mission: Saving the Books of Iraq. New York: Alfred A. Knopf.

Mark Stamaty's newest graphic novel tells the story of Alia Muhammad Baker, the chief librarian at the library in Basra, Iraq. Stamaty tells her story with classic comic book and white cartoon panels. This book will have broad appeal with middle level students as the format of graphic novel is one which allows even reluctant readers to be hooked into the story. The book tells the story of how one woman's plan can infect a group of people

Stone, T.L., (2008) Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote. New York: Henry Holt and Company.

Tanya Stone's picture book biography of America's pioneering champion of women's rights is accessible for readers of many ages. There are delightful drawings and a variety of text on each page which make the book engaging on many levels. Stone introduces the story of Elizabeth Cady Stanton's life work with a quotation by Ms Stanton: "We do not expect our path will be strewn with the flowers of popular applause, but over the thorns of bigotry and prejudice will be our way." This book is a cornerstone of my unit on Change in America because Stone presents Stanton as someone who set about to make a difference. She did not happen upon hero status; rather, she took concrete, specific steps to ensure her success and that makes her a worthy woman to study.

Taylor, K.H. (1996). Black Abolitionists and Freedom Fighters. Minneapolis: The Oliver Press.

Yoder, C. P., ed. "Frederick Douglass: Fighter for Freedom." Cobblestone Feb. 1989.

Yoder, C. P., ed. "Susan B. Anthony and the Women's Movement." Cobblestone Mar. 1985.

I began this class with all the excitement that comes with the anticipation of summer and its inherent time to reflect, to read and to learn, all with the luxury of time to savor each moment. I conclude this class with the reality of early spring and the marching on of the trimesters and the realization that once again, the year will end and there will still be more to teach and more to learn. Still, it has been a good year for me and this TAH class has contributed to my growth as a teacher.

Notes from the Summer Session

This has been an inspirational week for me, as I hoped it would be. I am impressed with the caliber of the presenters and with both the volume and the quality of the materials I have been given.

The opportunity to hear Professor Yacovone share his passion for the black abolitionists was enlightening. I was very glad I had read the carefully chosen selections from his book Witness for Freedom as his talk followed the book closely. His explanation of the critical philosophical differences between the black abolitionists and the better known white abolitionists will help me to explain the complexity of the movement to my students. I want my students to understand the black Americans worked for the end of slavery, whether as free blacks or as escaped slaves. I also want them to understand that while black and white abolitionists both worked for the end of slavery, they had deep differences because of the racism which was so widespread in our country. I hope to use my new knowledge to help my students to understand the unfortunate but very real divisions that still affect our lives today with regard to race.

Professor Salerno too was helpful to me. I loved the question she presented as her thesis: Why would any woman in the 19th century have joined the anti-slavery movement, given the enormous personal sacrifice she would face as a result? This question has informed the Enduring Understandings of the unit I am creating.

Additionally, the trip to the Rokeby was very helpful and will be a part of my project. I hope to be able to use the speeches of abolitionists and have talked with Jane Williams about being a guinea pig for her new program of lending the speeches out. Our trip to Seneca Falls provided me with a deeper understanding of the interconnectedness of specific women who worked to advance women's rights.

Impact of TAH on my teaching

This TAH grant class has certainly had an impact on my teaching, although I find that graduate level classes from which I gain the most are those in which we are engaged in intensive sharing and learning within a short time period, rather than the nearly year-long approach of this class. I have, in fact, found the structure of the class to be burdensome, in part because of the distance I live from Castleton, and in part because of the extended time frame in which we work. This does not mean that I haven't taken away significant learning, just that I am not likely to choose to repeat the course for its next session.

The most valuable part of the course for me has been the opportunity to create a unit which I will teach in my classroom this spring. Having access to last summer's visiting professors and field trips provided the initial impetus to design a unit around the reform movements that have always held great fascination for me. In fact, my reason for teaching Middle School has much to do with trying to find ways to impart to students that it is individual people and groups of people who make a difference in our world. Spending time then learning more about the 19th century reformers was a pleasure for me.

Additionally, I have found the resources provided by TAH in the form of books I received during the summer, the budget for books to purchase for my classroom and the online access to unit and lesson plans from previous years to be invaluable. I adapted a lesson about using National Treasure from a unit posted on the TAH website and my students and I loved it. The also enjoyed having the costumes available to them to use!

While I have found the readings that we have read and explored on our own during the fall and winter (Untidy Origins and Black Hearts of Men) intellectually interesting, I have not found them to be something I will use in my classroom in a direct way. Additionally, having this reading to do during my regular school year has been challenging. Unfortunately for me, I missed both book discussion groups – one due to my son's illness and one due to winter weather; this certainly has taken away something for me. I am looking forward to spending time with my two Chittenden County colleagues to watch the video-taped book discussion group in order to make-up for some of the learning which we missed due to the snow storm of February 12th.

Having the opportunity to observe teachers outside of my building has been valuable to me. Visiting Edmunds Middle School teacher Brent Truchon had a significant impact on my teaching, both from a pedagogical and a content perspective. Brent and I are on the same two year curriculum path and his students were studying the American Revolutionary period when I visited, as were my students. I learned that he and I were taking a similar approach to content, but with a different end-product and process. I learned much from him about engaging students in challenging learning by asking them to throw themselves into a role of an early American within a group of other students engaged in the same activity. My students were doing this, I thought, through assuming the identities of

colonists and keeping journals about their reactions to events as they unfolded in the time leading up to the Declaration of Independence. However, my students were largely working alone and Brent's students were working within Committees of Correspondence. This seems to be the key for middle school students. They crave social interaction and need to be exploring new learning together. Additionally, my students were working in journals in which I asked them to write in cursive, thinking it might help them to feel a connection to the writings put down on paper by their 18th century colonial counterparts. Brent's students were blogging within their committees in a 21st century interpretation of how political action committees might function today.

Observing Brent's class also renewed my curiosity about teaching in a multi-age setting and I have indeed secured an opportunity to change my teaching assignment for next year, in part because of what I observed in Brent's classroom.

I observed a second teacher at Edmunds Middle School this winter and came away from Stephen Boyle's classroom knowing that I am ready to move on to a more integrated approach to teaching history. Middle School students profit from looking at history with a broad lens and being able to pull history into the present to find relevancy seems critical. This has reaffirmed my excitement about my final unit for the year, the one which is my TAH unit.

Changes to my TAH unit

I have rewritten my TAH unit in the past couple of months and while the content of the unit remains largely the same, the end product now shapes the unit in a different way than I originally envisioned. As I thought about what I wanted students to take away, I realized that I want for them to reflect on the impact and legacy of the 19th century reformers and to make connections to their own time today. I have formed a partnership with RETN and students are going to be producing public service announcements that are focused on the theme of the unit: Change in America. They will explore and research reformers in the Abolition and women's rights movements using the picture book collection that I purchased using grant funds. Then they will choose a 19th century reformer and make a thematic connection to a change maker who lives today. This research will form the basis of their public service announcements.

Additionally, I am requiring students to create a portfolio which showcases their learning. I have included a student overview to the unit which includes a list of objectives. They will collect evidence to demonstrate that they have met all of the objectives in the unit and put them together in a portfolio. The public service announcements will be a significant piece of evidence for meeting the objectives of the unit.

I believe that once I finish this year and reflect on it with the perspective that comes from completing a task and looking back at it, I will find this has been a year of real

growth for me. Part of that growth has been from participating in TAH. I will not participate this summer as I am moving into a different teaching assignment and have my hands full, but it has been a valuable experience for me.