

Lesson Plan  
Middle School Social Studies/AVID  
Grade 6, 7, 8

### **Lesson One: Questioning**

Objective Look at images of Historic Children's Voices and use Costa's levels of questioning about each book from the 19th century.

Activity: Show photographs of some of the books we've seen at the American Antiquarian Society. Students walk around as music plays. When the music stops, students find a partner and ask whatever level of question the teacher announces. Share questions. Discuss possible answers, move on and repeat.

[Link to slides](#)

### **Lesson Two: Mind Maps**

Objectives: Select a text to examine with your partner (or group) and create a mind map about the text.

Deeply read parts of a document written by a child or student in the 19th century and relate what you read to their time and to our time.

Step 1: Look through the selections from the American Antiquarian Society's Historic Children's Voices with your group. Choose a selection that interests you, speaks to you, motivates you, causes you to think. You do not have to read the entire document, you may choose just one page/story/entry to focus on.

Historic Children's Voices Texts to peruse:

- [The Pet Annual](#) (1856)
- [The Witches of Ye Olden Time](#) (1884)
- [Memoirs of a Country Doll](#) (1853)
- [Amateur Rebekahs](#) (1877)
- [Jokes for the Million](#) (1867)
- [Othello, A Tale of a Cat](#) (1876)
- [The Union](#) (1850)

Step 2: Fill out this [Document Analysis Sheet](#) for the text your group chose.

Step 3: Create a rough draft of your mind map. Your final copy will include:

- In the center of the mind map put the title, page number, and an image of the text you chose
- At least 4 branches with information. Give your information in words and pictures. You do not need to use complete sentences - just KEY WORDS. Include on the branches:

- Who created the document? What type of person do you think they were? How did they create it? When? Why? Paper type? Include the author, date and age (if known) on this branch.
- What does the document say (paraphrase, quotes)? Is there anything said that is problematic for you?
- What can you learn from it? Take what it says and think deeper - How does it relate to the present? What does it tell you about the time period in which it was created?
- If you were to create a similar document, what would you say? How would you feel about people of the future reading what you wrote one hundred years later? What might they understand about today from what you write?
- You may not find all of these answers in the text but use deductive thinking skills to project what you think the answers might be from what you know.
- Be sure to follow the correct structure for the mind map - follow the rubric!
  - Your Mind Map must include color and images to enhance the understanding of the topic and your research.
  - The Mind Map should have at least 4 main branches and at least 2-3 smaller branches off each main branch.
  - You do not have to answer every question on every branch. These are to give you an idea of what to include.
  - The title and image of the document must be in the center of the Mind Map.
  - Print words neatly so they are clear and easy to read. Use different colors to separate different ideas. Use symbols and pictures. Don't use straight lines.
  - The finished product should be clear, easy to read, meaningful, beautiful and shows ample effort.
  - Be prepared to present your Mind Map to the class.
  - Review the [Mind Map Rubric](#) to see how you will be graded.

Step 4: Do your best artistic work and work as a group to create a beautiful, informative mind map using the requirements above.

- Mind Map Examples (note, these examples have different guidelines than what you have but are given to show you how mind maps can look) : [Women's Identity 19th Century Women Mind Map Guidelines/Example](#)
- Videos on creating [Mind Maps](#)
- Use this site to see examples <http://clendeningvms.weebly.com/mind-map.html>

### Mind Map Rubric

Point values	9-10 points	6-8 points	2-5 points	0-1 points
Depth of Content (Knowledge)	Shows a solid grasp of all the content covered.  Words and images show a deep understanding of the historic children's voice.	Shows some grasp of the content covered.  Words and images show an understanding of the historic children's voice.	Little grasp of the content covered.  Words and images need more thought of the historic children's voice.	No grasp of the content  Little understanding shown.
Branch Information	Includes 4 main branches of information with at least 2 smaller branches off each main branch.  All required information is included on each branch.	Includes 3 main branches of information with at least 2 smaller branches off each main branch.  Most required information is included on each branch.	Includes 2 main branches of information with at least 2 smaller branches off each main branch.  Some required information is included on each branch.	Does not include enough of the required branch information.
Color/ Codes/ Images/links used for connections (craftsmanship)	5 or more images are included.  Craftsmanship is skilled & uses color, codes, or links to meaningfully clarify connections for all aspects of the Mind Map.  Shows a great deal of effort and Mind Map is neat and free of any grammar errors.	Images (4 or less)  Clearly uses color, codes, or links to clarify connections and to assist with memory for most aspects.  Shows some effort and Mind Map is mostly neat and free of most grammar errors.	Few images (3 or less)  Some attempt is made to use color, codes or links to enhance clarity, but it is inconsistent.	Few or no images  No or a little use of color or links to illustrate connections between ideas.
Oral Presentation	Speaks loudly and clearly.  Points out pertinent information on the mind map.  Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Speaks moderately loudly and clearly.  Points out most pertinent information on the mind map.  Facial expressions and body language generate interest and enthusiasm about the topic in others.	Volume, pitch and enunciation are sometimes hard to hear.  Points out some pertinent information on the mind map.  Facial expressions and body language occasionally generate interest and enthusiasm.	Hard to hear and understand.  Forgets to point out information on the mind map.  Facial and body language show disinterest.

**Total points \_\_\_\_\_ (out of 40 points)**

### **Lesson Three: Deep Read - Lowell Mills Offering**

Objectives: Students will read and mark the text of primary source documents from Lowell Mills in the mid 19th century.

Students will collaborate taking notes as they analyze the texts,

Students will jigsaw and teach their new group about the article they read, completing the notes on each article.

Step 1: Each group gets a different document to read, mark the text and fill out the document notes sheet. They discuss the article and their notes so each person becomes an expert on that article.

Step 2: Groups jigsaw to share what they've learned from the article they read, so each group has one expert on each article. They all take notes on the **Jigsaw Lowell Mill Articles** [Notes sheets](#)

[Lowell Mills Documents and instructions](#) (must be opened in Adobe Acrobat) Sheets should be printed out front to back - five different articles - same marking the text and notes sheet on the back of each article.

[Notes sheets](#)

Possible Texts for another lesson

[The Freedman's Third Reader](#)

[The Slave's Friend](#)

Anti-Slavery ABC