

<p>Preparation</p>	<p>Discuss what a “change agent” is. Have students brainstorm modern-day change agents.</p> <p>Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.</p> <p>Plan for ways to engage learners and to generate thinking in the discipline of social studies.</p> <p>Identify BIG IDEAS that unify content and promote understanding using the EQ, themes, and concepts.</p> <p>Determine your “Knowledge Product” writing assignment with expectations for audience, purpose, and task.</p>																						
<p>Preassessment Ideas</p>	<ul style="list-style-type: none"> <p>RAN Chart: Recreate the RAN Chart (see example below) on the board. Ask the students to tell you what they think they know about the topic of the book to be read. Record their responses on the chart. You may wish to have students create their own RAN charts and archive this as an individual preassessment. While reading, the students should pay attention to how the new information connects to their previous knowledge. Does it confirm what they thought they knew? Did they have any misconceptions? This can be done as a group or individual activity.</p> <table border="1" data-bbox="529 936 1539 1360"> <thead> <tr> <th>What I Think I Know</th> <th>Confirmed</th> <th>Misconceptions</th> <th>New Learning</th> <th>Wonderings</th> </tr> </thead> <tbody> <tr> <td>Democracy is in the constitution.</td> <td rowspan="4">Democracy is government by the people and for the people.</td> <td>Slavery was easy to get rid of.</td> <td>Change comes slowly.</td> <td>What would I stand up for?</td> </tr> <tr> <td>Slavery was abolished.</td> <td>Change is easy if it's right.</td> <td>Even when it's “right,” change is hard.</td> <td>Who else is a an agent for change?</td> </tr> <tr> <td>People fought for what they believed in.</td> <td></td> <td>Laws don't always change everything.</td> <td>Is democracy aligned with civil rights?</td> </tr> <tr> <td>Democracy is different than a “king” or kingdom.</td> <td></td> <td>People have given their lives for what they believe in.</td> <td></td> </tr> </tbody> </table> <p>Change Agents: Post pictures on the wall of the change agents from this Spotlight on New York book. Ask the students to identify these historical figures and tell you who they were and what their contribution to democracy and people’s rights was.</p> <p>See questions below.</p> 	What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings	Democracy is in the constitution.	Democracy is government by the people and for the people.	Slavery was easy to get rid of.	Change comes slowly.	What would I stand up for?	Slavery was abolished.	Change is easy if it's right.	Even when it's “right,” change is hard.	Who else is a an agent for change?	People fought for what they believed in.		Laws don't always change everything.	Is democracy aligned with civil rights?	Democracy is different than a “king” or kingdom.		People have given their lives for what they believe in.	
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<p>Set the Stage</p>	<ul style="list-style-type: none"> • Discuss what a “change agent” is. Have students brainstorm change agents. (Use Post-it notes or Padlet.com for brainstorming.) See if anyone mentions the notable figures within this book. Display pictures of these change agents, and see if the class can identify them. • Have students brainstorm historical changes and historical figures that have brought change. • Create a change agent wall or blog. • Generate a timeline of very important events and people in the history of democracy. • In an information to knowledge journey, have students aggregate cause and effect for their change agents. <p>Preassessment:</p> <p>Learners brainstorm and chart a list of responses to the essential questions:</p> <ul style="list-style-type: none"> • What is a change agent? • Who were notable historical change agents? • Who were notable New York change agents for democracy? • Who are modern-day change agents? • How can we be change agents? <p>Repeat this exercise as a postassessment.</p>
<p>Close Reading / Purposeful Reading</p>	<p><i>Using the essential questions and guiding questions as the purpose for reading, have students read the entire book at least once. Choose read aloud, guided, or independent format according to each student’s reading level.</i></p> <ul style="list-style-type: none"> • Have students closely read the text with the VIPs: Very Important Points and People graphic organizer. They may need two. • Have them choose people in the book to analyze using the Cause-Effect-Why Chart graphic organizer. • Hold an evidence-based discussion about change. • Use guiding questions to spark curiosity and build connections between people, events, democracy, civil rights, the Declaration of Independence, and historical events that precipitated action.
<p>Concept Mapping / Mind Mapping</p>	<p>Use the Cause-Effect-Why Chart graphic organizer to ask students to make connections from the text.</p> <p>Use a simple mind-mapping paper with the word “CHANGE” in the center. Ask students to mind map democratic changes as they read the book. Or build your map on a wall collaboratively.</p>

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Text-Dependent Questions	Concrete Questions:	<p>Page 4: Who could vote in early America?</p> <p>Page 4: What was a speculator?</p> <p>Page 6: How were Native Americans displaced?</p> <p>Page 8: How and when did New York State emancipate slaves?</p> <p>Page 10: Who formed the basis of the abolitionist movement?</p> <p>Page 14: Who were New Yorkers famous for starting the women’s rights movement?</p> <p>Page 14: What was the Declaration of Sentiments?</p> <p>Pages 18–20: What was life like for an early immigrant?</p> <p>Page 20: What gave birth to the labor union?</p>
	Main Idea & Supporting Details	<p>How did the culture of Native Americans change?</p> <p>How did expansion and movement of people cause a culture change?</p> <p>How were New Yorkers instrumental in the abolitionist movement?</p> <p>What were women seeking during the women’s rights movement?</p> <p>Did life improve for the early immigrants?</p>
	Deep Meaning	<p>Do you think the adversity suffered by immigrants from many different nationalities might have brought them together?</p> <p>What impacts of the Triangle Shirtwaist Factory disaster are still in effect today? (This may require research.)</p> <p>What change agents were born in New York? (People, movements, laws, and other agents of change.) How did their mission survive over time?</p> <p>Who stood in the way of democracy and civil rights in New York? (and how...)</p>
Building an Evidence-Based Claim	<p>Possible focus questions for an evidence-based claim:</p> <ul style="list-style-type: none"> • How did New Yorkers contribute to democratic changes in America? • How can the actions of everyday people help contribute to the greater good? • How did our constitution and people’s beliefs work together to benefit Americans? 	

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<p>Metacognitive Modeling</p>	<p>Model the Main Idea, Support, and Summary graphic organizer from those provided. Students in groups use the graphic organizer for chapters under consideration to analyze text for main ideas and supportive details. They share and generate a map of their big ideas.</p> <p>Model the Cause-Effect-Why Chart graphic organizer. Student in groups analyze text to identify and connect significant causes and effects involving events or people in the text. They share and generate a map of their ideas.</p> <p>Model the Drawing Conclusions from Information graphic organizer provided. Students in groups practice drawing conclusions from information, and share their process of deciding.</p> <p>Model the Two Views: Two Sides to the Story and Supporting a Claim with Textual Evidence graphic organizers provided with 7th graders as a guided practice exercise preliminary to their independent development of an evidence-based claim.</p>
<p>Prewriting Activities</p>	<ul style="list-style-type: none"> • Decide on a choice of topic for a writing activity using concept maps or mind maps. • Discuss and chart possible focus questions from a postreading RAN activity. • Use lesson plan graphic organizers or Odell graphic organizers for determining and supporting main ideas and a conclusion. • Evaluate the quality of evidence to support a claim. • Share the rubric for a quality final product.
<p>Shared Knowledge Product/ Postassessment Ideas</p>	<p>Writing Activities to Support a Conclusion</p> <ul style="list-style-type: none"> • Students will support the conclusion that New York played a key role in major reform efforts. • Students will examine at least one group of people such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere and support the conclusion that they have struggled or are struggling for equality and civil rights or sovereignty. • Students will explore democratic principles such as dignity for all, equality, fairness, and respect for authority and rules, and support the conclusion that they applied to their community. • Students will support the conclusion that enslaved African Americans resisted slavery in various ways. • Students will support the conclusion that the abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery. • Students will support the conclusion that women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.

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<p>Learning Extensions for Differentiation</p>	<p>Write an evidence-based argument supporting the claim that New York led the nation in working for equality.</p> <p>For a July 4 celebration at the New York State Capitol, create a storyboard for a documentary film to be shown on a big outdoor screen. The movie will highlight one choice below:</p> <ul style="list-style-type: none"> • How did New Yorkers contribute to democratic changes in America? • How can the actions of everyday people help contribute to the greater good? • How did our constitution and people's beliefs work together to benefit Americans? <p>Write and design a presentation for the swearing in of new US citizens in your community. In the presentation use selected quotes from the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights to show how they communicate to all the key values, beliefs, and principles of constitutional democracy.</p> <p>Hold a classroom debate using the Two Views: Two Sides to the Story graphic organizer to identify a decision or action for or against equality. Create a dialogue between the person or group that supports equality in that decision and a person or group that opposes equality in that decision.</p> <p>Research, using multiple sources, an example of inequality in today's world. Show how the principles, values, and beliefs developed in American democracy would change the problem with rights.</p>
<p>Accommodations</p>	<p>Active listening: Have English Language Learners or students who are reading below grade level listen to the audio narration in the Interactive eBook as they read along with the text. Students who need practice in listening comprehension may benefit from hearing the audio recording before reading the text.</p>

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Postassessment	<p>Learners brainstorm and chart a list of responses to the essential questions:</p> <ul style="list-style-type: none"> • How did New York lead the nation in working for equality? • How did the Declaration of Independence’s line that “all men are created equal” and have the right to “life, liberty, and the pursuit of happiness” help lead New Yorkers on the road to democracy? • Who stood in the way of democracy and civil rights in New York? • How did New Yorkers contribute to democratic changes in America? • How can the actions of everyday people help contribute to the greater good? • How did our constitution and people’s beliefs work together to benefit Americans?
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Vocabulary of the discipline:

Introduce the vocabulary by listing the words and phrases for students on a word wall.

Go over each term and pronounce it several times. Ask the students to explain what they think the term means. When students use vocabulary knowingly, this indicates that they have an understanding of the meaning. Use these words in your grading rubrics to ascertain content mastery. See the introduction for additional vocabulary ideas. Students benefit from personal bookmarks and from helping to build classroom word walls.

abolitionists	consensus	gradual emancipation	missionaries	substitutes
amendment	convention	immigrants	oppress	suffrage
American Civil War	democracy	labor unions	persecution	tenements
American Revolution	draft	manors	prophet	treaties
citizens	freedmen	manumission	speculators	