

Discuss what a “change agent” is. Have students brainstorm modern-day change agents.

Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.

Plan for ways to engage learners and to generate thinking in the discipline of social studies.

Identify BIG IDEAS that unify content and promote understanding using the EQ, themes, and concepts.

Determine your “Knowledge Product” writing assignment with expectations for audience, purpose, and task.

- **Anchor:** 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.

What I Know	Change	Agents	Why	What I Don't Know
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.	

- **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.
- See questions below.

Continued on next page...

Continued on next page...

	<p>Concrete Questions:</p>	<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>
	<p>Main Idea & Supporting Details</p>	<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>
	<p>Deep Meaning</p>	<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>
<p>B C</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? 	

Continued on next page...

	<p>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>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>Students in groups practice drawing conclusions from information, and share their process of deciding.</p>

Continued on next page...

Write an evidence-based argument supporting the claim that New York led the nation in working for equality.

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:

- 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?

Continued on next page...

Learners brainstorm and chart a list of responses to the essential questions:

- 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?

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	