NCSS Notable Trade Book Lesson Plan

I Am Helen Keller

Written by Grace Norwich

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I Am Helen Keller is a student-friendly reader; yet, it offers realistic insights into Helen's life as a: student, writer, lecturer, vaudeville performer, and activist. The book relates to students' real lives because Helen is portrayed as a genuine person rather than an object for herofication; an individual with economic challenges and personality flaws as well as successes. Young students are introduced to the concept of mentoring, as people who sponsored and helped Helen achieve her life goals are described. Helen Keller overcame personal adversity and is often presented to young people in character education. The heart of her story, however, is that she was one of the first civil rights leaders for people with disabilities. She was at the forefront of attitude changes around the world. In this lesson, students engage in analyzing key points of Helen Keller's life through a read-aloud and Anticipation Guide, discussion, cooperative group work, research, and presentation skills using educational technology.

NCSS Notable Trade Book Title	*I Am Helen Keller by* Grace Norwich (2012 Notable) New York, NY: Scholastic, Inc. ISBN: 978-0-545-44779-9 Recommended for grades 3-5, ages 7-11 Time: Class Periods (3 hours)
Book Summary	Helen Keller was born in Tuscumbia, Alabama. In 1882, Helen lost her hearing and sight because of a childhood fever. After overcoming the challenges of learning to read and write while deaf and blind, Helen became a wonder-child, or a world-renowned celebrity, but her image was tarnished when she was falsely accused of plagiarism at the age of 11. Through the help of her teacher, Anne Sullivan, her secretary John Macy, her sponsors Alexander Graham Bell and John D. Rockefeller, and many others, she graduated from Radcliffe College and supported herself as a writer, lecturer, and vaudeville performer. Helen spent much of her adult life serving as an activist for the following marginalized groups: the poor, the African Americans, and people with disabilities. She traveled the world raising money and advocating for change, acceptance, and equal opportunities for people with impaired vision and hearing.

NCSS Standards	• Culture • Time, Continuity, and Change • People, Places, and Environments • Individual Development & Identity • Civic Ideals and Practices
Materials:	• 1 Anticipation Guide for pairs of students (Appendix A) • 1 pencil for each student • 1 piece of lined notebook paper for each student • Whiteboard and marker • 1 read-aloud copy of the book, *I Am Helen Keller* • Computer, large screen, and Internet connection • Access to computers with Internet connection for students to research and create *PowerPoint*® presentation slides during the expansion phase of the lesson.
Objectives	1. Students will demonstrate the extent of their prior knowledge of Helen Keller by answering the true-false questions on an Anticipation Guide (Appendix A). 2. Students will demonstrate the extent of their learned knowledge of key points about Helen Keller by taking notes on the Anticipation Guide (Appendix A), reformulating original question responses, and offering evidence from the read-aloud to support their responses. 3. Students will apply learned knowledge by researching, discriminately selecting new, in-depth data about Helen Keller, and teaching the new information with support from instructional technology. 4. Students will demonstrate the extent of their learned knowledge by answering the final question, "Who was Helen Keller and why was she important?"

Procedures Exploration	1. Give each student one Anticipation Guide (Appendix A) and one pencil. 2. Ask students to read and discuss each question on the Anticipation Guide. Then, ask students to answer the questions on their individual sheets by writing T for True or F for False. Tell students if they disagree with an answer their partner has selected, they may write, on their individual papers, what they 'believe' is the correct answer. Partners should discuss; however, they are not required to agree. 3. Inform students they will be using the Anticipation Guide for the next phase of the lesson. 4. Exploration Phase Assessment: Students will be individually assessed on their ability to demonstrate the extent of their prior knowledge of Helen Keller by answering the true-false questions on an Anticipation Guide. An Exploration Phase Checklist (Appendix C) is used to record each student's achievement of the objective.
Development	1. First, explain the purpose of the lesson, how it relates to students' real lives, and briefly outline the procedures for the development and expansion phases. 2. Tell students that the book, *I Am Helen Keller* will be read aloud to students. 3. Ascertain that each student has her or his individual copy of the Anticipation Guide (Appendix A) and pencil used during the exploratory phase of the lesson. 4. Direct student to the "Student's Notes & Evidence" section of the Anticipation Guide. 5. Explain and demonstrate how to write brief notes and evidence, gleaned from the book read-aloud, to support their rethinking of answers on the Anticipation Guide. 6. Begin reading the book to students, explain unfamiliar concepts, and visually monitor their note-taking progress. 7. After the read-aloud, ask student partner sets to revisit the Anticipation Guide, to discuss the answers, to change any answers they believe were originally marked incorrect, and to discuss evidence gleaned from the book. 8. Next, review the Anticipation Guide with students. As each question is discussed, ask students to provide what they believe are correct answers with evidence, from the book, to support their claims. Use the Teacher Answer Guide (Appendix B) to add information and clarify misconceptions. 9. The last statement on the Anticipation Guide is this: "The most important information to remember about Helen Keller

	is that she was deaf and blind." Notes For Further Discussion: Often, lessons about Helen Keller focus on character education (overcoming adversity); however, the teacher should engage students in a discussion about how Helen Keller was at the forefront of civil rights legislation for people with disabilities. This was one of her most important contributions to the world. As an adult, "she traveled all over [the U.S.] and world to advocate for people with disabilities, raise money for the blind, and inspire" (p. 117). Explain to students that in the past, people with disabilities had few civil rights. Today, however, we have United States laws to protect their rights and liberties. For instance, students with disabilities have the right to attend schools and public buildings are required to be wheelchair accessible. There are many other examples of how people with disabilities are afforded equal rights under U.S. law. 10. Development Phase Assessment: Students will be assessed on their ability to demonstrate the extent of their learned knowledge of key ideas about Helen Keller's life and societal contributions by taking notes on the Anticipation Guide, reformulating original question responses, and providing evidence, gleaned from the book, to support their responses. A Development Phase Rubric (Appendix D) is used to record each student's achievement of the objective. 11. Closure: End the development phase of the lesson by facilitating a whole class discussion in which students are encouraged to review key points they have learned about Helen Keller from studying the book, *I am Helen Keller* and from the teacher-facilitated class discussion about Helen Keller. Encourage students to ask clarifying questions before moving to the expansion phase of the lesson. Overall Key Points: (a) Though Helen was blind and deaf, she was able to overcome those obstacles and become a student, writer, lecturer, vaudeville performer, and activist, (b) Helen was a person similar to many we know in our 'real lives' (e.g., an individual with economic challenges, human problems, flaws, and successes), (c) Like many of us, Helen needed several mentors to help her achieve goals, (d) Helen used her 'learned' talents and celebrity to advocate for social justice, (e) Helen was a major civil rights leader for people with disabilities and is known in history as a positive contributor to world societies because of her civil activism.
Expansion	1. Divide the class of students into groups of four or five.

	2. Explain that, working within groups, will further their understanding of Helen Keller's contributions to society by researching new, more in-depth information and then combining it to create a class *PowerPoint* presentation. 3. Explain that each group will be responsible for researching and locating specific information and images. 4. Provide each group with a 'Research Task Sheet' which includes a list of 'Internet Resources' to search (Appendix E). 5. Provide access to computers with Internet connection and instruct groups to research 'new' information and visuals from primary and secondary sources. 6. Ask students to be discriminate when researching. Challenge students to provide more in-depth data than those key points learned through the read-aloud book, *I Am Helen Keller*. 7. Ask each group to create no more than two *PowerPoint* slides using information and images from their research. 8. The teacher will create the first introductory *PowerPoint* slide. The title of the slide is: "Who was Helen Keller and Why is She Important?" 9. Instruct students to insert each group's finished slide(s) in order: (a) Background, (b) Helen's View of the World, (c) Civic Activities, (d) Leadership and Contributions to the World, (e) Honors and Awards. 10. Show the finished *PowerPoint* presentation to the class and use the jigsaw strategy by asking each group to present their slide(s) and answer questions posed by other students in the class. 11. Give each student a piece of lined paper and a pencil. Write two questions on the whiteboard: (a) who was Helen Keller? (b) Why was Helen Keller important? 12. Ask each student to answer the two questions as completely as they can and submit the paper to the teacher. 13. Expansion Phase Assessment: (a) Students will apply learned knowledge by researching, discriminately selecting new, in-depth data about Helen Keller, and teaching new information to the class. (b) Students will demonstrate the overall extent of their learned knowledge by answering the big question, "Who was Helen Keller and why is she important?" A rubric is used (Appendix F) to record each student's achievement of the objectives.
Assessment	1. Exploration Phase Assessment: Students will be individually assessed on their ability to demonstrate the extent of their prior knowledge of Helen Keller by answering the true-false

	questions on an Anticipation Guide. An Exploration Phase Checklist (Appendix C) is used to record each student's achievement of the objective. 2. Development Phase Assessment: Students will be individually assessed on their ability to demonstrate the extent of their learned knowledge of key ideas about Helen Keller's life and societal contributions by taking notes on the Anticipation Guide (Appendix A), reformulating original question responses, and providing evidence to support their claims. A Development Phase Rubric (Appendix D) is used to record each student's achievement of the objective. 3. Expansion Phase Assessment: (a) Students will apply learned knowledge by researching, discriminately selecting new, in-depth data about Helen Keller, and teaching new information to the class. (b) Students will demonstrate the overall extent of their learned knowledge by answering the big question, "Who was Helen Keller and why is she important?" A rubric is used (Appendix F) to record each student's achievement of the objectives.
Extension Activities	1. Introduce students to common disabilities. Use the teachers' guide on the Easter Seals *Friends Who Care* website (see Digital Resource List in this lesson plan for website). Topics are listed below: • Defining Disability • Exploring Attitudes about People with Disabilities • Do Say/Don't Say • What a Vision Disability Might Be • What a Hearing Disability Might Be • What a Learning Disability Might Be • What a Physical Disability Might Be • Why Kids with Autism are so Different from Each Other 2. Use the kid-friendly resources found on the Easter Seals *Friends Who Car*e *Disability Awareness Curriculum* (see Digital Resource List in this lesson plan for website). Activities include the following: • Pre-Post Attitudes Survey • Activity – How Well do you See? • Activity – Braille • Activity – Finger Speech • Activity – Examples of Signed Exact English • Activity – Understanding Reading Learning Disabilities • Activity – Communication is Hard!

	• Activity – Accepting Differences Activity – Accessibility Checklist: Is Your School Building Accessible?
Additional References Books	Adler, D.A. (1992). *A picture book of Helen Keller*. New York, New York: Holiday House, New York. (Recommended for grades K-4) Dash, J. (2002). The world at her fingertips: The story of Helen Keller. New York, New York: Scholastic Press. (Recommended for grades 4-8) Lawler, L. (2001). *Helen Keller: Rebellious spirit.* New York, New York: Holiday House. (Recommended for grades 5-7) Shriver, M. (2001). *What's wrong with Timmy?* New York, New York: Little Brown Books for Young Readers. St. George, J. (1993). *Dear Dr. Bell...Your friend, Helen Keller*. New York, New York: Beech Tree Books. (Recommended for grades 3-7) Tames, R. (1989). *Helen Keller*. New York, New York: Franklin Watts. (Recommended for grades 4-7) Willis, J., & Ross, T. (2000). *Susan laughs*. London: Henry Holt & Co.

Digital Resources	• Best Children's Books with Disability/Accessibility Themes. (n.d.). Retrieved from http://www.goodreads.com/list/show/14211.Best_Children_s_Books_with_Disability_Accessibility_Themes • Disability Activity Packet for Children. (n.d.). Retrieved from http://www.vcu.edu/partnership/C-SAL/downloadables/PDF/DisabilityAwarenessPacket.pdf • Easter Seals *Friends Who Care Disability Awareness Curriculum* (n.d.). Retrieved from http://www.easterseals.com/shared-components/document-library/letter-spkr-activity.pdf • Easter Seals *Friends Who Care* Teachers' Guide (n.d.). Retrieved from http://www.easterseals.com/shared-components/document-library/teachers_guide.pdf • Keller, H., & Sullivan, A. (1905). *The story of my life*. Parts I & II by Helen Keller (1880-1968); Part III from the letters and reports of Anne Mansfield Sullivan (ca.1867-1936); Edited by John Albert Macy. New York, New York: Doubleday, Page & Company. Retrieved from http://digital.library.upenn.edu/women/keller/life/life.html • Inclusive Communities. (n.d.). Retrieved from http://www.pbs.org/parents/inclusivecommunities/ • Teacher Vision: Children's Books about Disabilities. (n.d.). Retrieved from http://www.teachervision.fen.com/learning-disabilities/reading/5316.html • Expansion Phase Student Internet Resources for 'Research Task Sheet.' Copy and paste the list of resources that follow into Appendix E. • American Federation for the Blind – Ask Keller Johnson-Thompson (Helen's Great Grand-niece) http://braillebug.afb.org/askkeller.asp?issueid=200512 • American Federation for the Blind – Helen Keller Biography & Recommended Links http://www.afb.org/info/about-us/helen-keller/biography-and-chronology/biography/1235 • American Federation for the Blind – Select Helen Keller Quotes http://www.afb.org/info/about-us/helen-keller/quotes/125 • Helen Keller Kids' Museum http://braillebug.afb.org/hkmuseum.asp • Helen Keller International http://www.hki.org/about-helen-keller/helen-kellers-life

	• The Library of Congress: American Memory – Search "Helen Keller" http://memory.loc.gov/ammem/index.html • The Library of Congress: Helen Keller Primary Sources and Images http://www.loc.gov/search/?q=Helen+Keller • The Library of Congress: America's Story from America's Library http://www.americaslibrary.gov/aa/keller/aa_keller_senses_1.html • National Portrait Gallery http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp • National Women's Hall of Fame http://www.greatwomen.org/component/fabrik/details/2/90
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Appendix A

I Am Helen Keller Anticipation Guide

Directions: With a partner, read and discuss each question and answer T for true or F for false. After the lesson is complete, you will be asked to return to the Anticipation Guide to check your answers.

BEFORE THE LESSON QUESTIONS	**T/F**	**T/F After Reading**	**Student Notes & Evidence**
1. Helen Keller was born blind and deaf.			Brief Notes: Evidence from Book:
2. Helen and Alexander Graham Bell were friends.			Brief Notes: Evidence from Book:
3. Helen was the first deaf-blind person who learned to read, write, and use sign language.			Brief Notes: Evidence from Book:

4. Newspapers throughout the U.S. called Helen the "wonder child," and she was a celebrity.			Brief Notes: Evidence from Book:
5. When Helen was 11 years old, she was accused of plagiarism (stealing someone else's writing).			Brief Notes: Evidence from Book:
6. Helen was the first blind-deaf person in the U.S. to attend college.			Brief Notes: Evidence from Book:
7. During college, Helen wrote articles for the *Ladies Home Journal* magazine.			Brief Notes:

			Evidence from Book:
8. Helen was a member of the Socialist Party and the National Association for the Advancement of Colored People (NAACP).			Brief Notes: Evidence from Book:
9. Helen worked in a talent show of the 1930s called Vaudeville because she needed the money to live.			Brief Notes: Evidence from Book:
10. The most important idea to remember about Helen Keller is that she was deaf and blind.			Brief Notes: Evidence from Book:

Appendix B

I Am Helen Keller Anticipation Guide (Teacher's Answer Guide)

BEFORE THE LESSON QUESTIONS	T/F	Check After Lesson	Notes
1. Helen Keller was born blind and deaf.	F		Born June 27, 1880. Fever at 19 months old (probably scarlet fever or meningitis).
2. Helen and Alexander Graham Bell were friends.	T		Helen met A.G. Bell as a child. His wife and mother were both deaf, so he had an interest. He suggested that Helen's parents take her to the Perkins Institute.
3. Helen was the first deaf-blind person who learned to read, write, and use sign language.	F		Laura Bridgman – about 40 years earlier. Helen is more well-known because the Perkins Institute publicized her accomplishments and often embellished for the press.
4. Newspapers throughout the U.S. called Helen the "wonder child," and she was a celebrity.	T		The public loved reading about her in the press. She was one of the most famous children in the U.S. in 1888. Invited to meet President Grover Cleveland. She received fan mail.
5. When Helen was 11 years old, she was accused of plagiarism (stealing someone else's writing).	T		She wrote a story called "The Frost King" and it was published in the newspaper. The story was identical to "The Frost Fairies" by Margaret T. Canby. She was called before a panel of Perkins Institute jurors and found innocent. The bad press, however, left its mark. She no longer received fan mail.
6. Helen was the first blind-deaf person in the U.S. to attend college.	T		She passed entrance exams for Radcliffe in 1900. She graduated in 1904. Another

			interesting point is that Helen was the first woman ever to receive an honorary degree from Harvard, which she received when she was almost 75 years old.
7. During college, Helen wrote articles for the *Ladies Home Journal* magazine.	T		She was assisted by a John Albert Macy, a Harvard English professor, who later married Annie Sullivan.
8. Helen was a member of the Socialist Party and the National Association for the Advancement of Colored People (NAACP).	T		John Macy talked with Helen about Socialist politics (popular at the time). Helen joined the NAACP. She advocated for the poor and U.S. workers. She joined the suffrage movement for women's right to vote.
9. Helen worked in a talent show of the 1930s called Vaudeville because she needed the money to live.	T		Helen and Annie had expensive taste in clothes, dogs, travel, and living arrangements. Therefore, they continued to be troubled by financial problems. They became vaudeville performers in 1920, and were paid $2,000. for 20 minute performances in the morning and 20 minutes in the afternoon.
10. The most important thing to remember about Helen Keller is that she was deaf and blind.	F		The most important thing to remember about Helen Keller is that she used her notoriety to advocate and raise money for people with disabilities. She was at the forefront of a civil rights movement for people with disabilities, as she traveled the world changing attitudes and perceptions.

Appendix C

Exploration Phase Assessment Checklist

Assessment: Students will be individually assessed on their ability to demonstrate the extent of their prior knowledge of Helen Keller by answering the true-false questions on an Anticipation Guide.				
Students	1-3 Correct Responses	4-6 Correct Responses	7-10 Correct Responses	Teacher Comments

Appendix D

Development Phase Rubric

Assessment: Students will be assessed on their ability to demonstrate the extent of their learned knowledge of key ideas about Helen Keller's life and societal contributions by taking notes on the Anticipation Guide, reformulating original question responses, and providing evidence to support their claims. Student Name: _____ Score: _____				
CATEGORY	0-4	5-6	7-8	9-10
Collecting Data through Note-taking	Did not demonstrate learned knowledge.	To some extent.	To a great extent.	Excellent.
Reformulating Responses on Anticipation Guide	Did not demonstrate learned knowledge.	To some extent.	To a great extent.	Excellent.
Supplying Evidence to Support New Responses	Did not demonstrate learned knowledge.	To some extent.	To a great extent.	Excellent.

Appendix E

Expansion Phase Research Task Sheet

Class PowerPoint Presentation Title: Who Was Helen Keller and Why Is She Important?
Group 1: Background Information
Group 2: Helen's View of the World
Group 3: Civic Activities
Group 4: Leadership and Contributions to the World
Group 5: Honors and Awards
Directions:

- Each group will focus on one topic (see list above)
- Use the websites listed below to locate information about your group's topic
- After gathering information, meet with your group to agree on the information that is 'new' and most important to teach other students in the class.
- Design no more than two (2) *PowerPoint* slides.
- Your teacher will make the first slide to introduce the overall *PowerPoint* presentation.
- Place your group's slide(s) in order (see the order above) to create a class *PowerPoint* presentation.
- When the final *PowerPoint* presentation is complete, your group will be responsible for (a) teaching the information in your slide(s), and (b) answering questions, posed from class members, about the researched information on your group's slide(s).
- The slides must include (a) new, in-depth information that can be explained by the group, and (b) at least one visual that relates to your group's topic. You may also include Helen Keller quotes and short video clips if you choose.
- If you need clarification or other assistance, please talk with your teacher.

Internet Resource List

Note to Teacher: Copy and paste the Expansion Phase Student Internet Resources for 'Research Task Sheet' here (see Digital Resource section in this lesson plan).

American Federation for the Blind – Ask Keller Johnson-Thompson (Helen's Great Grand-niece
American Federation for the Blind – Helen Keller Biography & Recommended Links
American Federation for the Blind – Select Helen Keller Quotes
Helen Keller Kids' Museum
The Library of Congress: American Memory – Search "Helen Keller"
The Library of Congress: Helen Keller Primary Sources and Images
The Library of Congress: America's Story from America's Library
National Portrait Gallery

National Women's Hall of Fame

Appendix F

Who is Helen Keller and Why is She Important?

Expansion Phase Assessment:

(a) Students will apply learned knowledge by researching, discriminately selecting new in-depth data about Helen Keller, and teaching new information to the class.
(b) Students will demonstrate the overall extent of their learned knowledge by answering the big question, "Who was Helen Keller and why is she important?"

Student:_____ Score: _____

CATEGORY	9-10	7-8	5-6	4-0
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
PowerPoint Slide Sources	Source information collected for all visuals, facts and quotes. All documented in desired format.	Source information collected for all visuals, facts and quotes. Most documented in desired format.	Source information collected for visuals, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.

Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Originality	Product shows a great amount of original thought. Ideas reflect new and in-depth knowledge of the assigned topic.	Product shows some original thought. Work shows new ideas and insights of the assigned topic.	Uses other people\'s ideas, but there is little evidence of new or original information.	Uses other people\'s ideas, but does not demonstrate original thought.
Big Questions	Final question responses show a great amount of thought, attention to detail, and understanding of the \"big idea\" presented throughout the lesson.	Final question responses show some thought, attention to detail, and understanding of the \"big idea\" presented throughout this lesson.	Final question responses show little evidence of understanding the \"big idea\" presented throughout this lesson.	Final question responses show no evidence of understanding the \"big idea\" presented throughout this lesson.