

Reading Chapter Books in a Jiffy!

Teacher: Karen S. Blasi

Lesson Title: Who Was Clarina Nichols and what was she known for? a.k.a. Reading Chapter Books in a Jiffy!

Grade Level: 8th Grade

Lesson Time Length: Three 45 minute blocks (or three days) minimum

Big Idea:

Students understand that there were many unknown crusaders like Clarina Nichols that worked tirelessly for Women's Rights that have impacted the rights that we enjoy today.

Lesson Abstract:

This lesson is designed to give students an overview of who Clarina Nichols was and what she is known for. This lesson uses an adaptation from Lucinda Evans, "Book in an Hour" concept along with internet resources and the book, Revolutionary Heart written by Diane Eickhoff. Clarina Nichols was an American reformer that traveled across the country as a newspaper publisher, lecturer and an ally of mistreated women wherever she went. She was a lesser known crusader for Women's Rights.

Lesson Background and Context:

The time period that Clarina Nichols crusaded for Women's Rights was a turbulent time period during the 19th century. Reading chapter books in class is difficult due to their length. Through this lesson the twenty chapters in this book can be easily read and shared with an entire class in just a few class periods or can be expanded by using the attached Teacher's Guide. There are a number of primary source resources that can be found to enrich or use as a springboard for class discussions. In addition, I compiled a list of resources that will expand your knowledge of the specific person and book I have used. The template for the student activity sheet is also attached and can be used for other chapter books as well.

Standards Alignment:

(A) researches and analyzes a current issue involving *rights* from an historical perspective (e.g., civil rights, Native Americans, organized labor)

(A) explains the impact on American society of religious, social, and philosophical reform *movements* of the early 19th century (e.g., abolition, education, mental health, women's rights, temperance).

(A) examines a variety of different types of *primary sources* in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, *government* documents).

(A) uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative.

(A) examines a variety of different types of *primary sources* in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, *government* documents).

(A) explains the issues that led to the Civil War (e.g., slavery, economics, and state's *rights*).

Objectives:

Know:

who Clarina Nichols was and what she worked for her entire life.
how women were treated during this historical time period.

Do:

read, discuss and analyze a chapter book, primary source documents and maps.
summarize and share orally with classmates.

Teaching Materials:

- 1) Chapter book, [Revolutionary Heart](#) by Diane Eickhoff – torn up and divided into chapters.
- 2) Student activity sheet modified by Karen S. Blasi from Lucinda Evans, “Book in an Hour” concept.
- 3) Teacher’s Guide to *Revolutionary Heart* Quindaro Press, P.O. Box 3463, Kansas City, KS 66103 quindaropress.com © 2009 by Quindaro Press LLC. All rights reserved. May be reproduced for educational purposes only. Reproduction for commercial or non-educational use is prohibited. Published 2009 Printed in the United States of America ISBN-13: 978-0-9764434-9-0 ISBN-10: 0-9764434-9-X12 11 10 09 2 3 4 5
- 4) Excel sheet to predetermine which student will read which chapter. You can assign two students to a chapter if desired.

Vocabulary:

There are a variety of terms in each chapter that the students will identify on their activity sheet. Example: Chapter 1 possibilities: expatriate. Pedigree, maliciously, fraudulently, etc.

Lesson Implementation and Procedures:

- 1) Teacher opens lesson by asking if anyone knows who Clarina Irene Howard Nichols was? Next, the teacher can share that information or use the bits of information using the circle game, "I have...I need" to provide information about Clarina to the class. The method chosen will impact how many class periods you will devote to this. Use the resources list I compiled to help you with your preparation for this.
- 2) Hand out Xeroxed copies of the student activity page and discuss the requirements to complete the activity, how they will be graded and how much class time they will be allowed to complete the activity sheet.
- 3) Depending on how many class periods you want to devote, you can use the Teacher's Guide to expand this lesson plan.
- 4) It will take one 45 minute class period for the students to read their assigned chapter. The faster readers can go ahead and work on their student activity sheet to allow others to finish reading silently.
- 5) One 45 minute class period to complete their student activity sheet.
- 6) One 45 minute class period to orally share their chapter. By the end of that period the class the students will understand who Clarina Nichols was and her contributions to women's rights.

Technology Integration:

Resource list: websites

MS Word: student activity sheet

Excel: Chapter assignment sheet

Evaluation and Assessment:

Students will be able to orally explain how women were treated during this historical time period.

Students will share a summarization of their assigned chapter with their classmates.

Students will write essential questions, discover new vocabulary meanings and draw a picture to illustrate their assigned chapter.

Extension and Enrichment:

Teacher's Guide developed by the author that contains websites and many primary source document sources.

Resources:

Eickhoff, D. (2006). *Revolutionary heart: the life of Clarina Nichols and the pioneering crusade for women's rights*. Kansas City, Kan.: Quindaro Press.