

Susan B. Anthony

Lesson Plan for Grades 3-5

Studies Weekly ELA Standards	SW.RI.1, SW.RI.3, SW.RI.6, SW.RI.7, SW.W.1, SW.W.1.B, SW.W.2.B, SW.SL.1.D, SW.L.2, SW.L.2.H
Materials List	<input type="checkbox"/> Smartboard <input type="checkbox"/> Susan B. Anthony coin <input type="checkbox"/> Student response journals <input type="checkbox"/> Justice activity sheet
Approximate Time	45 minutes, excluding a 1-3 minute article
Balanced Literacy Format	Shared Reading
Lesson Presentation Format	Whole Group
Specific/Research-based Strategies	Response Journals
Differentiated Instruction	Second language learners can verbally express their viewpoint instead of writing it in their journals.
Enrichment Activity	Students can design their own coin. What would it look like? Who would be on it? How much would it be worth?
Quiz	<ol style="list-style-type: none"> 1. What was Susan B. Anthony most passionate about? <ol style="list-style-type: none"> a. Teaching students b. Getting her mother's things back c. Women's rights 2. Why did Susan get arrested? <ol style="list-style-type: none"> a. She was rude to a police officer. b. She voted. c. She refused to pay her taxes. 3. Who was Susan B. Anthony's husband? <ol style="list-style-type: none"> a. Another teacher b. No one; she never married c. A judge on the Supreme Court
Answer Key / Complexity Level	<ol style="list-style-type: none"> 1. c (LOW/2) 2. b (LOW-MODERATE/2) 3. b (LOW/2)
Activity Directions for the Teacher	

1. First, show the students a Susan B. Anthony coin. Ask them if they know who she is. Listen to the responses.
Have the students read the Studies Weekly article: Week 5, Page 3:
<https://app.studiesweekly.com/online/publications/137950/units/138377#/articles/146828>
2. Now, ask the students if they understand the word "justice". What does it mean to them? What did it mean to Susan B. Anthony?
3. After a definition is decided upon, have all students stand on one side of the room in a line.
4. Next, explain that they can step forward each time a statement you say applies to them. (See attached activity sheet for sample statements.) The winners are the people who make it across the room first.
5. When the activity is complete, as a whole group discuss how they felt about the activity. Did they feel it was fair? Why or why not?
6. Have them think about how the people in Susan B. Anthony's time felt. The women could not help that they were born women, just like you can not help the things that you are.
7. In their response journals, have them write from Susan's point of view about the injustices she saw in her lifetime.