### NCSS Notable Trade Book Lesson Plan

**Lesson Plan Author:** Cameron Utsey

| Title of NCSS Notable Trade Book: | *I Am Helen Keller*
|-----------------------------------| By: Grace Norwich |
| **Book Summary:** | In this book, the author shows how early technology accomplishments has made today’s technology possible. It goes back and forth from present to past inventions. It also shows how Edison did not get it right the first time and kept trying until he succeeded. This book illustrates how Edison continues to impact lives after his interventions. |
| **NCSS Standards:** | NCSS THEMATIC STANDARDS
| | 2. TIME, CONTINUITY, AND CHANGE
| | (4th Grade) |
| **Materials:** | 1. *I Am Helen Keller*, by: Grace Norwich
| | 3. 1 Anticipation Guide for pairs of students
| | 4. *The Miracle Worker* video
| | 5. Internet access
| | 6. Role-Play Prompts
| | 7. Artifacts
| | 8. Student Names in Braille
| | 9. Tape
| | 10. Experiment Items (spoon, yard, tuning fork)
| | [http://www.afb.org/Section.asp?SectionID=1](http://www.afb.org/Section.asp?SectionID=1)
| **Objectives:** | 1. Students will be introduced to Helen Keller and many of the obstacles that she overcame in her lifetime.
| | 2. Students will demonstrate the extent of their prior knowledge of Helen Keller by answering the true-false questions on an Anticipation Guide.
| | 3. Students will demonstrate the extent of their learned knowledge of key points about Helen Keller by taking notes on the Anticipation Guide, reformulating original
question responses, and offering evidence from the read-aloud to support their responses.

4. 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.

5. Students will demonstrate the extent of their learned knowledge by answering the final question, “Who was Helen Keller and why was she important?”

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<th>Procedures:</th>
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<td>Exploration/Introduction:</td>
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<td>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.</td>
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The teacher will have each student’s name printed in Braille and have them hanging around the classroom. The teacher will give each student a copy of the Braille alphabet and have them search around the room to locate their name. Does anybody know what Braille is used for? Can anybody tell me a famous American that was both blind and deaf? The teacher will explain that being blind or deaf does not keep you from being successful and overcoming obstacles. The teacher will show the students a small clip from the video, “The Miracle Worker”. Students will observe the seen where Helen Keller and Anne Sullivan are at the water pump.

The teacher will read, “Helen Keller: An Inspiring Life” to the students. (Development)

The teacher will demonstrate and discuss each of the following artifacts:

- Braille Alphabet
- Finger-spelling guide (students will learn how to finger-spell the word “water”)
- Sign-language guide
- Typewriter
- Watering Can
- Glasses with black lenses
- Earmuffs
- Famous Helen Keller Quotes
- Fun Facts about Helen Keller
- Helen Keller Festival pamphlets
- Alabama Map
- Tuscumbia, AL map
Expansion:

After discussing the meaning of each artifact, the teacher will use the Helen Keller Kids Museum’s website (http://www.afb.org/braillebug/hkmuseum.asp) to highlight Helen Keller’s life and the obstacles she faced.

The teacher will explain to students that they will participate in a role-play activity. The teacher will group students and hand a role-play prompt to each group. Students will be given a few minutes to create a drama for the class. Each group will present their creative drama to the class. After completing this activity, the teacher will show the students this website: http://www.afb.org/braillebug/askkeller.asp (Ask Keller). This website is set up where students can actually communicate with Helen Keller’s great grandniece. The teacher will show the students all of the questions that people have written to the grandniece. She will tell students to be thinking of a good question that they would want to ask the grandniece, because they will be creating one during their independent practice.

Assessment:

Students will now create a question that they want ask Helen Keller’s great-grandniece. The teacher will collect these questions as the students finish. Then, students will write a story about how it would feel to be blind and deaf. The teacher will tell students to include some of the obstacles they may encounter and how they will overcome these obstacles. These stories will also be collected by the teacher. *As time permits, students will go to the computer and submit their questions.

Suggested Extension Activities:

Draw your invention that your group thought of.

Additional

- https://www.teachervision.com/inventions/now-or-long-ago
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