

# For the Common Good

Student Reproducible Tiered Graphic Organizers

Name \_\_\_\_\_

**Help Is on the Way Graphic Organizer**

Directions: Compare and contrast Clara Barton and Frederick Douglass in the squares below. Some information has been completed for you.

Frederick Douglass	Clara Barton
born as a slave	wanted to help sick people
	lived during the Civil War

© Shell Education #50015 (i4085)—Applying Differentiation Strategies 77

## Skills Summary

### Social Studies Content

Human rights and equality

### Literacy Skill

Asking questions

### Differentiation Strategy

Tiered graphic organizers  
(See pages 70–71 for more information.)

## Differentiation Management Tip

When leveling graphic organizers, always begin with the on-grade-level graphic organizer. Then, add complexity to the graphic organizer for the higher-level students. Add support and examples to help the lower-level students.

## Overview of Activity

- ▶ In this lesson, students are introduced to Clara Barton and Frederick Douglass through the reading of first-person background information written about them.
- ▶ Students then complete tiered graphic organizers to show their understanding of the two figures and their effects on society.

## How This Strategy Benefits Students

- ▶ **Above-grade-level** students benefit from tiered graphic organizers in that the organizers are more complex, allowing them to think critically while learning the same objective as the other students in the class.
- ▶ **On-grade-level** students benefit from tiered graphic organizers because they are written for their specific learning abilities, allowing them to show what they have learned about a topic by organizing their thoughts at an appropriate learning level.
- ▶ Leveled graphic organizers give **below-grade-level** students the opportunity to be exposed to more content while they complete the graphic organizers to help them better understand the objectives being taught.
- ▶ **English language learners** can complete the tiered graphic organizers written to their specific learning abilities. By choosing which graphic organizer best meets each English language learner's needs, students can develop vocabulary while showing their understanding of the objective at hand.

## Learning Standards

- ▶ Students will understand the ways in which people in a variety of fields have advanced the cause of human rights, equality, and the common good (e.g., Frederick Douglass and Clara Barton).
- ▶ Students will evaluate their own and others' writing.

# For the Common Good (cont.)



## Preparation

1. Copy *I Am ...* (page 74; page074.pdf) on an overhead and for each student.
2. Copy the tiered *Help Is on the Way Graphic Organizers* (pages 75–77; page075.pdf) so that each student has the correct level.
3. Copy *For the Common Good Student/Teacher Assessment* (page 78; page078.pdf) for each student.

## Whole-Class Activity

1. Introduce students to Clara Barton and Frederick Douglass by reading the background information (page 74) in first person, as if Clara Barton and Frederick Douglass were the ones telling about themselves. Then distribute copies of *I Am ...* (page 74) to students for their reference.
2. Place students into small groups. Have the groups develop questions they would ask the two people if they were to meet them in person. Then, have a volunteer from each group share one of the questions.
3. Once students have a true sense of who these people were and how they affected society, distribute the *Help Is on the Way Graphic Organizer* sheets (pages 75–77) to students.
4. Students below grade level should receive the circle graphic organizers. Students on grade level should receive the square graphic organizers, and above-grade-level students should receive the triangle graphic organizers. English language learners may need more content explained, so it may be beneficial to provide them with the below-grade-level graphic organizers for this activity.
5. Have students complete their graphic organizers individually or in pairs. Remind them to use their background information sheets to help them complete their graphic organizers, if necessary.
6. Once students have completed their graphic organizers, have them share their ideas from their graphic organizers with the class.

## Assessment

1. Give each student a *For the Common Good Student/Teacher Assessment* (page 78). Have students complete the student assessment portion.
2. Evaluate the completed graphic organizers and complete the teacher portion of the assessment to check for students' understanding.

## Anchor Activity

- ▶ Ask students what they can do to help those in need or to improve the lives of others. Then, have them create lists of the things they can do to help the common good.

# I Am . . .

## I Am Frederick Douglass

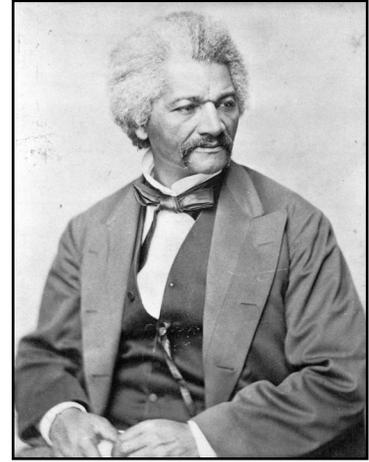
I was born a slave in 1818. I lived with my grandparents in Maryland. They were slaves, too. I saw slaves being hurt by their masters. I was cold and hungry a lot of the time. But, I was lucky. I learned to read. A lot of slaves were not allowed to learn to read. I was sent to live with a ship carpenter. It was here that I learned about reading and about ending slavery.

Seven years passed. I was sent back to a farm. My new master was very mean. He whipped me a lot.

I could not stand being a slave any more. I planned an escape. But, someone found out about my plan. So, I was put in jail. After being in jail, I went to a shipyard again. Here, I found a chance to escape. I traveled by train and steamboat to New York City. I changed my name from Frederick Bailey to Frederick Douglass.

I wanted to be smart. So, I read a lot of books. I joined the church. And, I wanted to end slavery. So, I became an abolitionist. An abolitionist is someone who wants to end slavery.

I gave speeches. I told others about how bad slavery was. I made a newspaper called *The North Star*. I wanted a lot of people everywhere to hear about slavery. I wanted everyone to be equal. I didn't want our nation to go to war. But, I wanted slavery to end.



Source: The Library of Congress

## I Am Clara Barton

I was born in 1821 in Massachusetts. I became a teacher when I was just 15 years old. I wanted everyone to go to school for free. So, I made a free public school in New Jersey.

I moved to Washington, D.C. I wanted to help the soldiers who fought in the Civil War. I wanted them to have the supplies they needed when they got hurt. So, I gathered supplies for them. I became a nurse for the soldiers. I traveled to places where I could help them. I also formed a program to help find soldiers who were missing. I wanted to help all I could.

Later, I created the American Red Cross. I wanted to make sure that everyone would have help when they needed it.



Source: The Library of Congress

Name \_\_\_\_\_

# Help Is on the Way Graphic Organizer



**Directions:** Compare and contrast Clara Barton, Frederick Douglass, and yourself in the squares below.

**Frederick Douglass**

**Clara Barton**


**Me**

Name \_\_\_\_\_

# Help Is on the Way Graphic Organizer



**Directions:** Compare and contrast Clara Barton and Frederick Douglass in the squares below.

**Frederick Douglass**

**Clara Barton**

Name \_\_\_\_\_

# Help Is on the Way Graphic Organizer



**Directions:** Compare and contrast Clara Barton and Frederick Douglass in the squares below. Some information has been completed for you.

## Frederick Douglass

born as a slave

lived during the  
Civil War

## Clara Barton

wanted to help sick  
people

# For the Common Good Student/Teacher Assessment

Student's Name \_\_\_\_\_

## Student Assessment

**Directions:** Circle the face that you think describes each answer.

- |   | Yes! | Kind of | Not really |
|---|------|---------|------------|
| 1. The Venn diagram helped me think about what I learned. |      |         |            |
| 2. I enjoyed completing the Venn diagram.                 |      |         |            |
| 3. I completed all of my work on the Venn diagram.        |      |         |            |

## Teacher Assessment

Evaluation Criteria	Teacher Notes
1. How well did the student complete the graphic organizer?	
2. Did the student show an understanding of the concept through the completion of the Venn diagram?	
3. Was the Venn diagram appropriate to the student's learning level? Should this same level be used next time?	