

Lesson Plan: A Trip to Meet a Helper from History!

Visiting Susan B. Anthony's Birthplace with Jenelle (Age 5)

Focus: This lesson uses a field trip to introduce the concept of historical figures as "community helpers" who worked to make the world a fairer place. The focus is on empathy, observation, and creative expression, not memorization of facts.

Materials Needed:

- **For "Before":** A picture book about Susan B. Anthony (e.g., *"Susan B. Anthony: Her Fight for Equal Rights"* by Monica Kulling or a similar age-appropriate book). Two different, desirable snack options (e.g., apple slices and crackers). Small pieces of paper for "ballots." A jar or bowl for voting.
- **For "During":** A simple "I Spy" checklist (see below), a clipboard, a crayon or pencil. A camera or phone for taking pictures.
- **For "After":** Large piece of construction paper or a small poster board. Markers, crayons, and colored pencils. Craft supplies for making a medal: a paper plate or cardboard circle, ribbon or yarn, glitter, glue, and stickers.

Learning Objectives:

By the end of this lesson, Jenelle will be able to:

1. Explain in her own words a simple idea of what "fair" means (e.g., "everyone gets a turn").
2. Identify one way life was different long ago compared to today, based on observations at the museum.
3. Create a piece of art that represents a brave idea she learned about.

Lesson Activities & Procedure

Part 1: Before We Go - What Does "Fair" Mean? (Approx. 20 minutes)

This part can be done the morning of the trip or the day before.

1. **Engage with a Story:** Read the picture book about Susan B. Anthony. As you read, pause to ask questions like:
 - "How do you think she felt when they said she couldn't do something just because she was a girl?"
 - "Does that seem fair to you? Why or why not?"
 - Focus on the core idea: Susan was a helper who saw something that wasn't fair and worked very hard to change it.
2. **Experience "Voting":**
 - Introduce the two snack options. Say, "We can only have one snack right now. How can we decide in a way that's fair?"
 - Guide Jenelle to the idea of voting. Give her a small piece of paper (a ballot) to draw a picture of the snack she wants.
 - You will vote too. Put the ballots in the jar, then pull them out and count them together to see which snack "won."

- Explain: "Susan B. Anthony wanted to make sure all grown-ups had a turn to vote for the people who make the rules for our country. She thought that was the fairest way!"

Part 2: During the Field Trip - A History Detective! (At the Museum)

At the Susan B. Anthony Birthplace Museum, the goal is active observation, not a quiet lecture.

1. **Set the Mission:** Give Jenelle the clipboard with her "I Spy" checklist. Frame it as being a "History Detective." Her mission is to find clues about what life was like when Susan was a little girl.

History Detective "I Spy" Checklist:

- [] Find something Susan might have cooked with.
 - [] Find something Susan might have used for light when it was dark.
 - [] Find a picture of Susan's family.
 - [] Find something Susan might have worn.
 - [] Find something that looks different from what we have in our house today. (A space to draw it!)
2. **Explore and Discover:** Walk through the museum at Jenelle's pace. Let her lead the way to find the items on her list. Talk about the objects you see. Ask comparing questions: "We have an electric stove. What did they use here? Which one do you think is easier?"
 3. **Ask a Helper:** Encourage Jenelle to ask a museum guide or employee one question. You can help her think of one, such as, "What was Susan's favorite game?" or "Did Susan have any pets?" This builds confidence and models curiosity.

Part 3: After Our Trip - Creating and Connecting (Approx. 30 minutes)

This can be done later in the afternoon or the next day to reflect on the experience.

1. **Discussion:** Chat about the trip. What was her favorite part? What was the most surprising thing she saw? What did she learn about Susan B. Anthony?
2. **Activity 1: Make a "Be Brave Like Susan" Medal**
 - Talk about how Susan was brave to share her ideas even when people disagreed with her. Ask Jenelle, "Can you think of a time you were brave?"
 - Provide the craft supplies (paper plate, ribbon, glitter, etc.).
 - Instruct her to design a special medal for being brave. It can be for Susan, for herself, or for anyone who does something brave to help others. This connects the historical lesson to her own character development.
3. **Activity 2: Our "Fairness Rules" Poster**
 - Take out the large paper. Title it "Jenelle's Rules for Being Fair."
 - Ask, "Inspired by Susan, what should our rules for being fair be at home or when we play with friends?"
 - Write down her ideas as she says them (e.g., "Everyone gets a turn," "We share the toys," "We listen to each other's ideas").
 - Let her decorate the poster with drawings. Hang it up somewhere visible as a reminder of the lesson. This is a direct application of the core concept.

Assessment (Informal and Observational)

- Observe Jenelle's participation and enthusiasm during the activities.
- Listen to her explanation of "fairness" during the poster-making activity. Does she grasp the basic concept?
- Review her "I Spy" checklist. Did she engage with the observational task?
- Look at her medal and listen to her explain why she designed it that way. Her creative output

demonstrates her personal connection to the idea of bravery.

Differentiation and Inclusivity

- **Pacing:** As a one-on-one lesson, the pace is entirely set by Jenelle's interest and energy levels. If she is fascinated by one room in the museum, spend more time there.
- **Support:** For writing/drawing tasks, provide as much or as little help as needed. Scribe her ideas for her on the "Fairness Rules" poster while letting her do all the illustrations.
- **Choice:** The creative activities provide choice in both topic (who the medal is for) and execution, allowing her to take ownership of the project and express her unique understanding.