



NSDAR Educational Resources Committee

Future Leaders Connecting with the Past Through Historic Writing

Contributor: Kathleen Cotton-Windham **Grade Level:** K-8

1. Identify the standards to be addressed:

-Texas Chapter 110.Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A, Elementary School; 110.2 a2; b1c,d; b2E; b6B

-Texas Essential Knowledge and Skills for English Language Arts Middle School; Writing 6.15, 7.15, 8.15 Write to express, discover, record, develop, reflect on ideas, and to problem solve

-Texas Chapter 117 TEKS for Fine Arts, subchapter B Middle School; 117.202 Art Middle School 1 b.2. - knowledge and skills; c-2A, B, C; 3A; 117.203b(2)B

2. Statement of the objective and lesson outcomes:

The Student will write to express, discover, record, develop, reflect on ideas, and to problem solve.

The Student will apply the art making process to solve problems and generate design solutions.

The Student will develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Accommodations - Consideration will be given to those students with fine motor skill challenges, dysgraphia, or other factors that may impede the objectives of the lesson. These could include, but are not limited to hand over hand assistance, personal device alphabet choice/font assistance, or any other necessary accommodation to enhance the lesson while focusing on student choice and autonomy.

3. Materials, resources, and technology to be used by teacher/students:

Provided - Positive Character Trait list, Alphabet Charts in manuscript and cursive writing, rulers, T-Shirt outline handout, 9x12 typing paper, lined notebook paper, colored pencils, crayons, pencils, erasers

Optional materials for enrichment - calligraphy ink/India ink, quill feathers-turkey or goose,

YouTube video clip on writing with quills to be stopped at 5 minutes and 28 seconds.

<https://youtu.be/k3aPOXkzNPK?si=hWC6tnACV-AiOt1I>

4. Introduction of the topic:

Overarching Questions – Who can describe what a historian does? What is the task of the historian? How do historians conduct credible research? How do we learn about history in our families or at school?

Overarching Understanding – Historians use interpretations of the past to determine change and continuity of political, economic, and social patterns as well as to infer cause-effect relationships.

5. Procedure for instruction:

1. Tell the group you are going to read a story about someone who had something named after him.

Q - Ask the group if they know of anyone who had something named after them.

Q - Have someone describe what the word "eviction" means. (To have to leave, removal, expulsion.)

Understanding – Explain that to "boycott" something today the word "boycott" means to have nothing to do with it. For most people, it means not buying certain products, or products made by certain companies.

Example - Pokémon Sword and Pokémon Shield Nintendo games were boycotted because the players complained the new versions didn't allow the transfer of the original characters. Nike, Target, Chick-fil-A, and many other companies you may recognize may have had boycotts at one time or another.

Read the following to the group about Charles Cunningham Boycott.

Charles Cunningham Boycott was born in Norfolk, England, on March 12, 1832. His last name is now part of the English language. Here is how it happened... Boycott was an estate agent in County Mayo, Ireland, and his job was to manage land for an owner who lived somewhere else. Boycott didn't show sympathy for the people that used that land that Boycott was overseeing for someone else when the workers were having trouble paying their rents after bad weather stopped the crops from growing. When they asked Boycott to reduce the rents, he did not try to help them. Instead, he served them all with eviction notices to move out! The people got back at Boycott by refusing to allow any traffic to go through their farms or to continue to harvest crops for him. They also refused to deal with Boycott anymore. Since their farms surrounded Boycott's home, he was trapped. Boycott was forced to lower the rents and to be fairer with his decisions. Boycott's name is now a part of history.

Understanding – Explain that by working together the farmers were able to change Mr. Boycott's unkind behavior towards them and change the way Mr. Boycott treated the group. Unkind behavior is not a positive character trait.

Q – Who can share a positive character trait? Some examples of good personality traits to describe good people could include...agreeable, bold, brave, honest, cheerful... (accept several examples with its definition and possible opposite meaning to assist with all students understanding the concept.)

Q – Can anyone think back to our American Revolution in the 1700's where there was a boycott?

A – The Boston Tea Party is a good example. Provide a brief review of unfair treatment of the colonists...taxation without representation over needed items such as paper and tea. (The Stamp Act of 1765, The Townshend Act of 1767, and The Tea Act of 1773). King George and his unfair treatment of other English people living in the English colonies caused the colonists to boycott and call to action to make King George be more reasonable with his leadership.

Q - What are your views on boycotting? Q - Would you ever take part in a boycott? Q - When is boycotting a good thing to do, and when is it not a good thing to do?

Optional Writing Assignment – Pick one of the three questions from the above list and respond using 50-100 words. Elaborate your position using complete sentences and correct transitions.

2. Watch the video on historic writing with quills.

(If available, pass out two quill feathers to the group to examine and describe the bird they came from.) Explain to the group that before pens were invented the "strong flight feather" of a bird such as a swan, peacock, goose or turkey was used to write with. Show the YouTube video stopping at 5 minutes 28 seconds.

<https://youtu.be/k3aPOXkzNPk?si=hWC6tnACV-AiOt1I>

Ask for feedback on what they saw/learned in the video. Then share with the group they will get an opportunity to use a quill pen today to write their own "John Hancock" and see if anyone knows what writing their "John Hancock" means.

3. Next inform the group that January 23 is National Handwriting Day and the birthday of our American patriot and statesman, John Hancock. John Hancock was a brilliant thinker who graduated from Harvard at 17 years old. He was a merchant, a member of the Sons of Liberty, and the President of Continental Congress. He believed that we should be independent thinkers and was quoted to say, "Let every man do what is right in his own eyes." John Hancock, as the president of the Continental Congress was the first signer of the Declaration of Independence, and he wrote his signature in very large letters with a quill pen to emphasize his total belief in this historical document, which was considered treason and punishable by death if the British were not defeated. His name now refers to anyone's handwritten signature. So therefore, when you sign something, you are putting your "John Hancock" on it. Your signature honors you and your beliefs and commitment to whatever you are signing.

4. Activity... (30 minutes)

A. Provide a printed list of positive character traits to each member of the group for reference.

B. Distribute cursive and manuscript writing charts to the students.

C. Pass out a sheet of typing and lined paper for each student to be used to practice writing.

D. Instruct the students to choose a positive trait they already have and identify 2 other positive character traits that a good leader must have. Students may generate traits not listed on their handout.

E. Pass out the pencils and have the students record their 3 positive character traits on their paper. Have the students practice writing their first and last name in cursive writing if appropriate or use manuscript if not appropriate. When the students have completed this task, check for accuracy and provide feedback. Students may be invited to create their own original quote a leader would say.

F. Enrichment - At a different station, while students are practicing their handwriting and choosing their character traits, allow small groups of students to begin learning to use the quill pen to write their name on the typing paper provided at the station. Remind them to be gentle with the quill and to use the ink sparingly while experimenting with quill and ink. Allow 3-4 minutes to practice with the quill before heading back to their spot for another group to practice writing their "John Hancock" the quills.

G. When the students have finished using a pencil to practice writing their name and recording their 3 positive character traits, pass out the T-Shirt handout. Instruct them to neatly organize and write their name along with their 3 positive character traits on the t-shirt and decorate their T-shirt using the design elements of line, shape and color with the supplies provided.

Optional Writing Assignment - Students may write their quote on their T-Shirt, as well as their 3 positive character traits.

Lesson closure...(10 minutes)

Gather as a group and invite each student to hold up their T-Shirt composition. Call out some of the positive character traits you see and acknowledge these traits are necessary for good leadership. Ask the group to tell the person next to sitting next to them what "writing your John Hancock" means. Then ask the group to have the person they're speaking to tell them what the word "boycott" means. Review what a historian does and elaborate how writing is an important factor in recording history. Tell the group that by writing their 3 positive character traits and signing their name a future historian could look back at this recorded information just as we look back at the Declaration of Independence and see all the signers who believed in this historical document. By conducting their research by creating compelling questions, evaluating sources, gathering, analyzing and synthesizing information historians could communicate their conclusions of who you were by the mark you left. A mark not only on paper, but in your life through your actions and achievements. Remind them we all have a part in creating the history of the world.

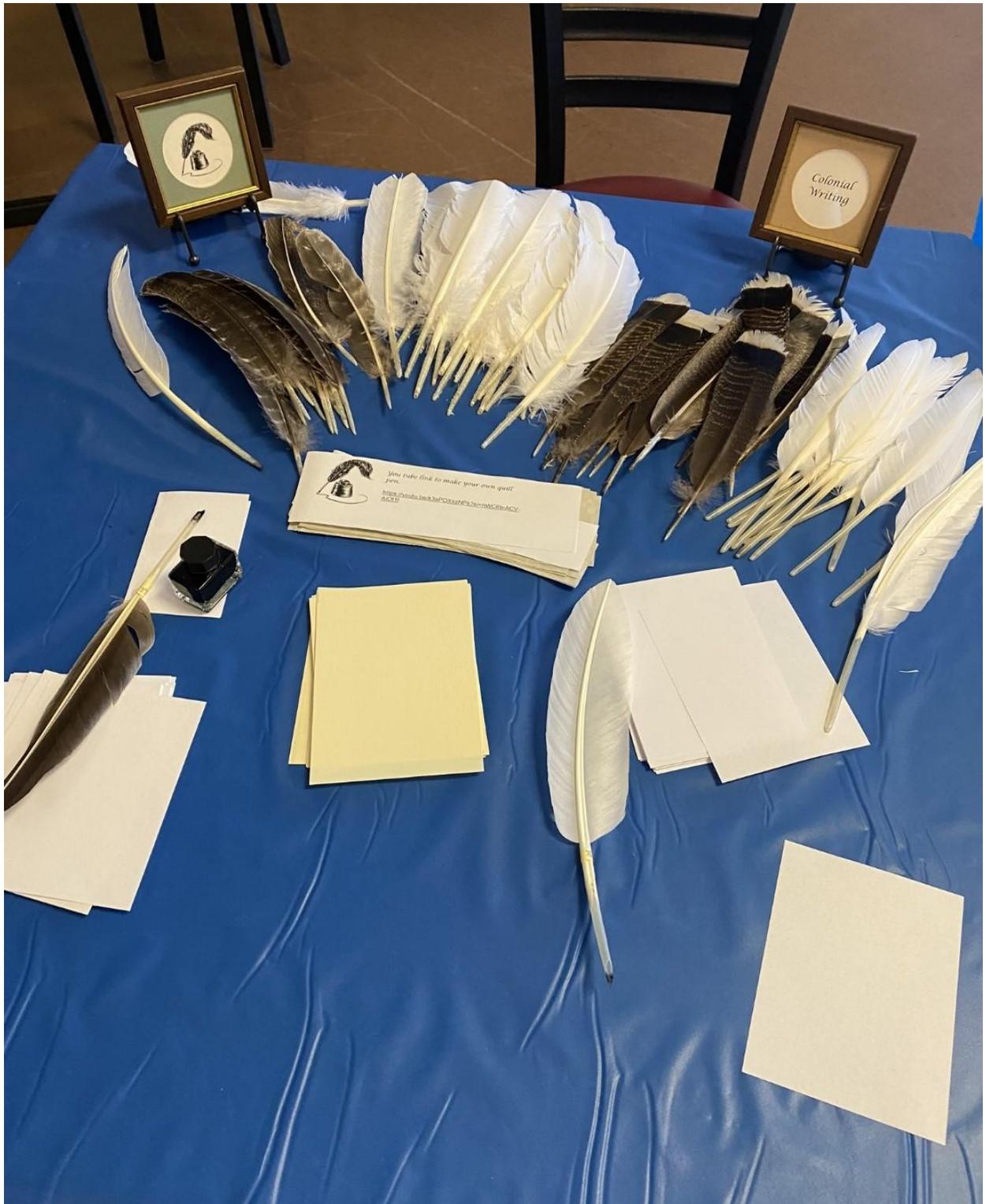
6. Assessment of Understanding:

Assessment for this lesson can be measured through observed responses to teacher generated questions, independent practice of successfully writing their name, choosing 3 adjectives that are positive character traits, following directions at the quill station, and applying the art making process to solve problems to organize and neatly generate design solutions on their T-shirt using the art elements of color, line and shape in their composition.

Optional writing assignments should be assessed through TEKS 6.15C,E,F,H; 6.16B; 7.15C,E,F,H; 7.16B; 8.15C,C,F,H; 8.16B

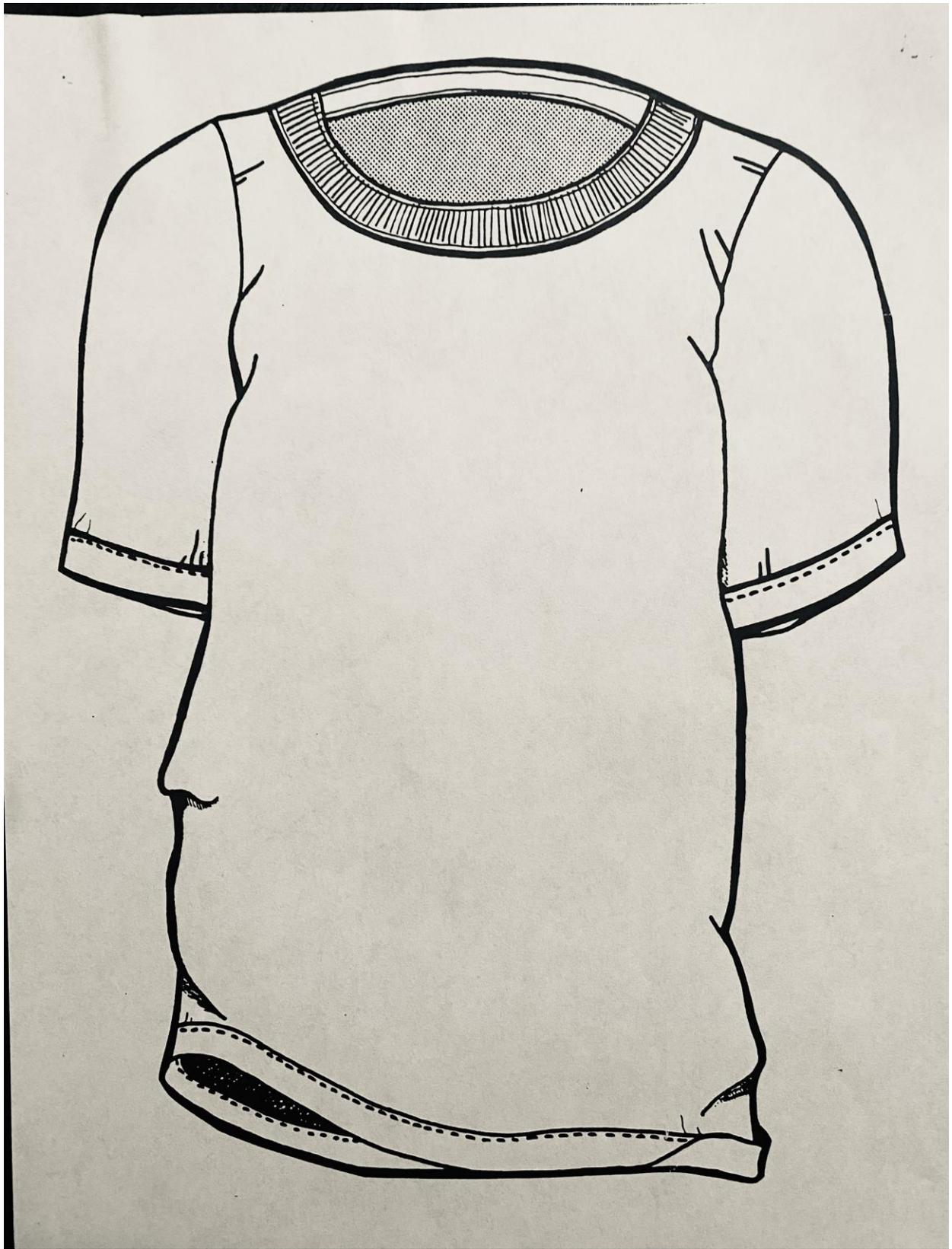
Resources

1. Picture of Colonial Writing Table with quills, ink, and YouTube link to make your own quill pen.
2. You Tube link information to make your own quill pen
3. T-Shirt
4. Positive Character Trait list
5. Manuscript Alphabet Writing Page
6. Cursive Alphabet Writing Page



You tube link to make your own quill pen.

<https://youtu.be/k3aPOXkzNPk?si=hWC6tnACV-AiOt1l>



Positive Character Traits

1. Accepting
2. Active
3. Adaptable
4. Alert
5. Ambitious
6. Assertive
7. Attentive
8. Brave
9. Careful
10. Cheerful
11. Charming
12. Clever
13. Compassionate
14. Confident
15. Courteous
16. Creative
17. Curious
18. Diligent
19. Dependable
20. Disciplined
21. Dutiful
22. Efficient
23. Energetic
24. Faithful
25. Flexible
26. Forgiving
27. Friendly
28. Generous
29. Genuine
30. Hard-working
31. Helpful
32. Honest
33. Humble
34. Impartial
35. Integrity
36. Intelligent
37. Loyal
38. Organized
39. Truthful

A B C D E F G

H I J K L M

N O P Q R S T

U V W X Y Z

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

? ! , ; ' " ,

1 2 3 4 5 6 7 8 9 10

Cursive Alphabet

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz