

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 4: Extended Constructed Response: Argumentative

Cluster 4**13 Hands-On Pages****Framework: CREATURES**

Passages: *The Garden That Wouldn't Grow* and *Words That Changed a Nation*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 5 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 5.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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TEKS in this book: 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.12C

Why Did the Garden Get Worse?

Grade 5 • Cluster 4

Extended Constructed Response: Argumentative

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Garden That Wouldn't Grow* and *Words That Changed a Nation* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Question: Which sentences explain why the garden's condition got worse?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Why It Worsened

fold up on the solid line · glue the sides

True but Not the Cause

fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 5.7C **Why It Matters:** Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 5.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Why Did the Garden Get Worse?

Grade 5 • Cluster 4
Extended Constructed Response:
Argumentative

These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 "The following day, she watered each plant much more than usual."

2 "Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."

3 "Without proper air, the roots cannot function effectively."

4 "Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows."

5 "It was something they looked forward to every year."

6 "They also ensured the plants received enough sunlight."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Garden That Wouldn't Grow* and *Words That Changed a Nation*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: How did Kendrix's thinking change from the beginning to the end of the story?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 5.7C, 5.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (5.7C) to relevant details that develop an idea (5.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about what Kendrix believed at first.	VAULT 2 Find the sentence about what her grandmother explained.
glue tab · fold on solid line	
VAULT 3 Find the sentence about what Kendrix did once she understood.	

From Weak Plants to a Healthy Garden

Grade 5 • Cluster 4
Extended Constructed Response:
Argumentative

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Garden That Wouldn't Grow* and *Words That Changed a Nation*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Event 1	Event 2	Event 3
glue card here	glue card here	glue card here
then →	then →	then →
Event 4	Event 5	
glue card here	glue card here	
then →	end	

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 5.7D, 5.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 5.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 5.7E

Cut-Out Pieces: From Weak Plants to a Healthy Garden

Grade 5 • Cluster 4
Extended Constructed Response:
Argumentative

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A Kendrix and her grandmother planted their spring garden in neat rows.

B Grandmother explained that too much water keeps air from reaching the roots.

C They watered less and let the soil dry, and the plants began to recover.

D The soil got muddy and the leaves turned yellow, so the garden got worse.

E The plants looked weak, so Kendrix watered each one much more than usual.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Garden That Wouldn't Grow* and *Words That Changed a Nation*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

frustrated

My meaning:

My sentence using the word:

Sketch

unalienable

My meaning:

My sentence using the word:

Sketch

equality

My meaning:

My sentence using the word:

Sketch

recover

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 5.7F, 5.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 5.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab frustrated "Kendrix felt puzzled and slightly frustrated." lift the flap glue tab	glue tab unalienable "These rights were considered natural, meaning they could not be taken away by a government." lift the flap glue tab
equality "Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality." lift the flap	recover "Within several days, the plants began to recover." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Garden That Wouldn't Grow* and *Words That Changed a Nation*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. Why did adding more water make Kendrix's garden worse instead of better?
2. How did Kendrix's grandmother help her find the real problem?
3. What does the garden story teach about fixing a problem you do not fully understand?
4. The Declaration claimed that "all men are created equal." Why did some people question that promise?
5. What did Abigail Adams mean when she urged leaders to "Remember the Ladies"?
6. Why do you think people still talk about what those rights really mean?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

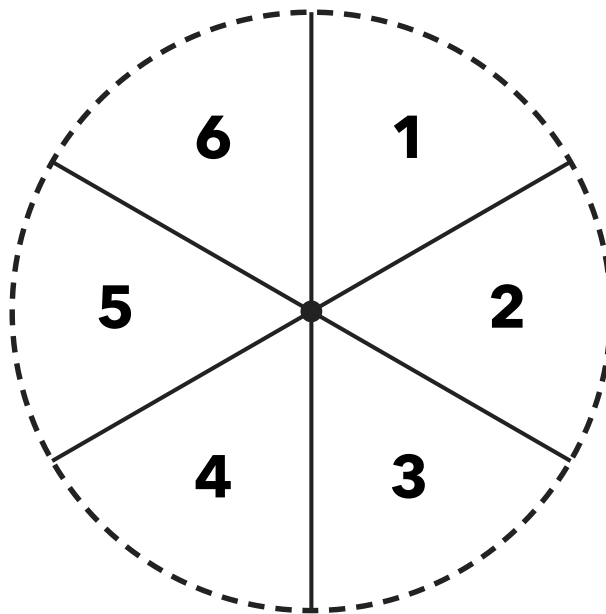
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 4
Extended Constructed Response:
Argumentative

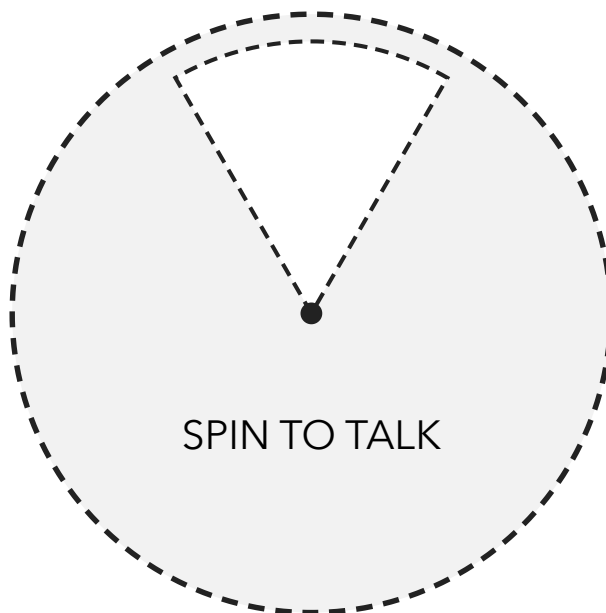
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Question Detective Case File

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. Why did Kendrix's extra watering make the garden worse?

Case 2. How did the grandmother help Kendrix fix the garden?

Case 3. Should the new nation's promise of equality have included everyone from the start?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 5.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Mystery Prompt Generator

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
Why	extra watering	made the garden worse
How	the soil problem	helped the plants recover
Should	the promise of equality	should include everyone
Which	Abigail Adams	asked for greater rights

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 5.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: Plan an argumentative essay about who deserved the new nation's promise of equality, using the CREATURES roadmap.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

C: Claim Write your opinion in one clear sentence.	R: Reasons List two reasons that support your claim.	E: Evidence Add a specific fact or detail for each reason.
A: Argument Put your claim, reasons, and evidence in order.	T: Thinking Explain how your evidence proves your point.	U: Understanding Others Name what people who disagree might say.
R: Rebuttal Answer that other side with your evidence.	E: Ending Restate your claim in a fresh way.	S: Significance Tell why this idea matters today.

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 5.11A, 5.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Also: 5.11B(i)

Build the Argument Paragraph

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: Did the new nation keep its promise of equality?

1 Thesis (central idea)

2 Transition + Evidence

3 Explanation

4 Transition + More Evidence

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 5.11B(i), 5.11B(ii), 5.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 5.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 5.11B(ii), 5.7C

Cut-Out Pieces: Build the Argument Paragraph

Grade 5 • Cluster 4
Extended Constructed Response:
Argumentative

These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** The new nation did not fully keep its promise of equality because many people were left out.

✂ **STRIP B** In addition, Abigail Adams asked leaders to remember the ladies. The text says, "Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies.""

✂ **STRIP C** Kendrix watered her garden too much and the leaves turned yellow. The text says, "The soil became overly wet and muddy, and many of the leaves started to turn yellow."

✂ **STRIP D** For example, the Declaration claimed that all men are created equal. The text says, "One of its most important claims was that "all men are created equal.""

✂ **STRIP E** This shows the promise was real, yet it did not protect everyone.

✂ **STRIP F** As a result, the nation began with a promise that still needed to include more people.

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: The Declaration of Independence was important. It said people have rights and Abigail Adams wrote about ladies.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 5.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 5.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. The plants was weak and the leaves drooped.

sticker

Fix it:

2. Kendrix watered too much, the soil got muddy.

sticker

Fix it:

3. Because the roots needed air.

sticker

Fix it:

4. The Declaration of Independence explain the nation's ideas.

sticker

Fix it:

TEKS Connection: 5.11D(i), 5.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

TEKS 5.11D(i): Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

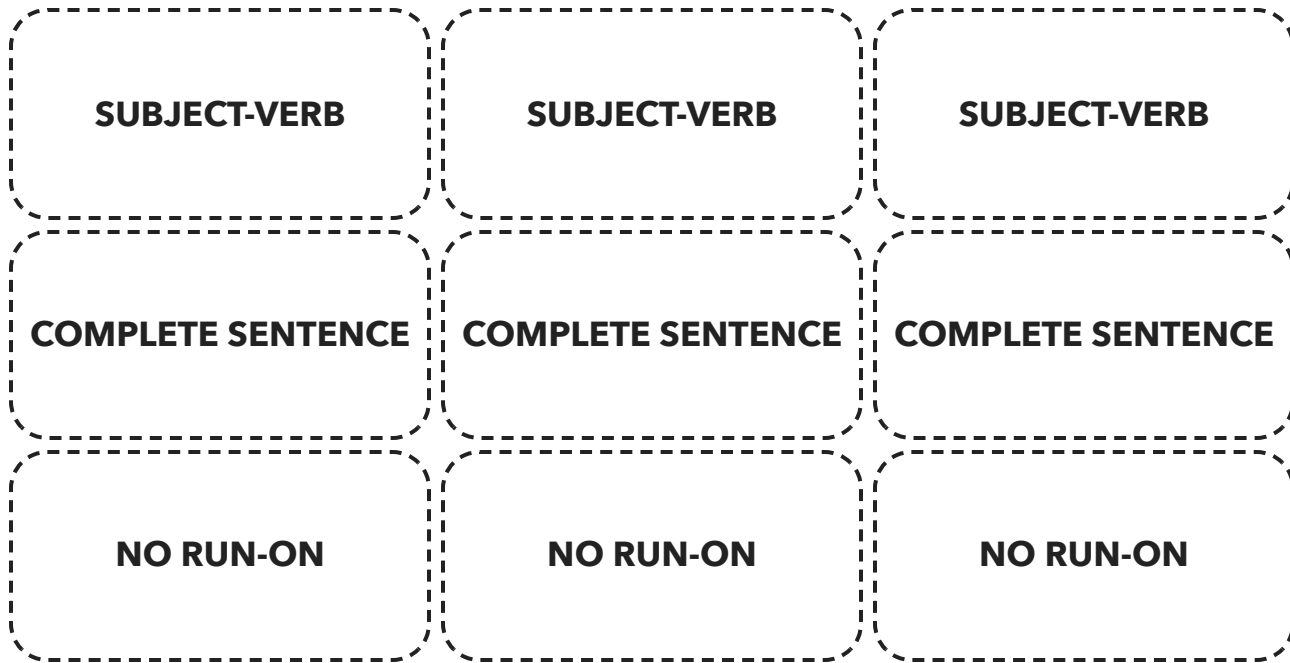
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 4
Extended Constructed Response: Argumentative

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 5 • Cluster 4

Extended Constructed Response: Argumentative

Name: _____

Date: _____

Pocket and Compose: Student Directions

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

Evidence Pocket: keep your cut cards and vault notes here while you write.

fold up on the solid line · glue the sides

Write an argumentative essay for your class: Did the new nation keep the promise that "all men are created equal" when it began? State your claim, give reasons with evidence from the passages, explain your thinking, answer the other side, and end with why it matters.

[illegible]

Check my writing:

- I wrote a clear claim in one sentence.
- I gave reasons with specific evidence from the passages.
- I explained my thinking instead of restating the evidence.
- I included a rebuttal and a strong ending.

TEKS Connection: 5.12C, 5.7C, 5.11B(i) **Why It Matters:** Students compose an argumentative text using genre characteristics and craft, supported by text evidence.

TEKS 5.12C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. Also: 5.7C, 5.11B(i)

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *The Garden That Wouldn't Grow* and *Words That Changed a Nation* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2	CENTER: My Thesis (Central Idea) Did the new nation keep its promise of equality?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 5.7C, 5.7E, 5.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Why Did the Garden Get Worse?

Why It Worsened: 1, 2, 3

True but Not the Cause: 4, 5, 6

The three sentences about extra water and air in the soil explain why the garden got worse, while the other three sentences are true details that do not give a cause.

Page 6: Evidence Vault

Vault 1: "She had believed that adding more water would help the plants grow stronger." *Why:* This shows her first idea was a guess, not a careful look at the soil, which is why her fix failed.

Vault 2: "Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air." *Why:* This gives the real cause of the problem and teaches Kendrix that too much of a good thing can harm plants.

Vault 3: "Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before." *Why:* This proves her thinking changed, because she now studies the garden closely instead of guessing.

Page 8: From Weak Plants to a Healthy Garden

Correct order: A (Spring planting), E (Extra water), D (Garden worsens), B (Roots need air), C (Plants recover)

Model summary: Kendrix's garden grew weak, her extra watering made it worse, and after her grandmother explained that roots need air, they watered less and the plants recovered.

Page 10: Word Flaps

frustrated: upset or annoyed because something is not working the way you hoped

unalienable: rights that cannot be taken away or given up

equality: when everyone is treated the same and has the same rights

recover: to get healthy or strong again

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Strong answers point to passage details: too much water blocked air from the roots, Grandmother explained the soil problem, and the Declaration's promise of equality raised questions about who was included.

Page 14: Question Detective Case File

1	extra watering and the garden	made worse	Why	WHY: give reasons with evidence from the passage
2	the grandmother and Kendrix	help fix	How	HOW: explain the steps or way it happened
3	the promise of equality	included everyone	Should	SHOULD: state an opinion and support it with reasons

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did extra watering make the garden worse? Students circle the topic, box the action, and triangle the clue word.

Page 16: CREATURES Argument Planner

Claim: Everyone deserved the promise of equality from the start. Reasons: the Declaration said all men are created equal, and Abigail Adams asked leaders to remember the ladies. Evidence: the document named unalienable rights, yet women still lacked them. Thinking: if rights are natural, no government should leave anyone out. Understanding Others: some leaders thought change should come slowly. Rebuttal: waiting kept women without a voice. Ending: the promise should have included everyone. Significance: fairness then shapes fairness now.

Page 17: Build the Argument Paragraph

1	Strip A: The new nation did not fully keep its promise of equality because many people were left out.
2	Strip D: For example, the Declaration claimed that all men are created equal. The text says, "One of its most important claims was that "all men are created equal.""
3	Strip E: This shows the promise was real, yet it did not protect everyone.
4	Strip B: In addition, Abigail Adams asked leaders to remember the ladies. The text says, "Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies.""
5	Strip F: As a result, the nation began with a promise that still needed to include more people.

Distractor Jail, Strip C: This sentence is about a garden, not about the new nation's promise of equality, so it does not support the thesis (central idea).

Page 19: Revision Pull Tab

Model: *The Declaration of Independence promised that "all men are created equal," yet that promise did not protect everyone. Abigail Adams saw this gap and urged leaders to "Remember the Ladies." Her words show that from the very start, people questioned who the promise of equality truly included. Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.*

Page 20: Editing Stickers

1. [SUBJECT-VERB, COMPLETE SENTENCE] The plants were weak, and the leaves drooped.
2. [NO RUN-ON] Kendrix watered too much, so the soil got muddy.
3. [COMPLETE SENTENCE] The roots needed air, so the plants could not grow well.
4. [SUBJECT-VERB] The Declaration of Independence explains the nation's ideas.

Page 22: Write Your Argument

A strong response includes a clear claim, two reasons, exact evidence from the passages, an explanation that goes beyond restating, a rebuttal of the other side, and a conclusion that tells why the idea matters. Model opening: "The new nation wrote a bold promise when it claimed that all men are created equal, but it did not keep that promise for everyone."

Page 23: Thinking Quilt Square

Center: The new nation began with a powerful promise of equality, but it did not yet include everyone.

Patch 1: "One of its most important claims was that "all men are created equal.""

Patch 2: "It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness."

Patch 3: "Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies.""

Patch 4: "Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality."

Border: unalienable. Sentence: The Declaration said people have unalienable rights that a government cannot take away. Sketch: Draw the Declaration being signed, with a small thought bubble where Abigail Adams asks, "Remember the Ladies?"

Accept any evidence copied word for word that supports the student's thesis (central idea).