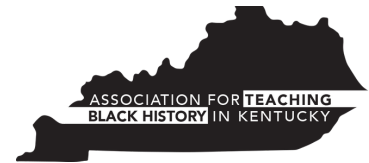


# LESSON PLAN



|                |                  |                    |                  |
|----------------|------------------|--------------------|------------------|
| <b>Teacher</b> | <b>Liz Perry</b> | <b>Grade Level</b> | <b>3rd Grade</b> |
|----------------|------------------|--------------------|------------------|

|                   |                                                                 |                                           |                       |
|-------------------|-----------------------------------------------------------------|-------------------------------------------|-----------------------|
| <b>Subject(s)</b> | <b>English Language Art</b><br><b>Social Emotional Learning</b> | <b>Time Allotted</b><br><b>for Lesson</b> | <b>30 min- 60 min</b> |
|-------------------|-----------------------------------------------------------------|-------------------------------------------|-----------------------|

|                            |                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------|
| <b>Compelling Question</b> | <b>What character traits did inventor Garrett Morgan have that make him a notable Kentuckian?</b> |
|----------------------------|---------------------------------------------------------------------------------------------------|

|                            |                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Supporting Question</b> | <b>What character traits do you have as a Kentuckian that could help make a difference one day?</b> |
|----------------------------|-----------------------------------------------------------------------------------------------------|

|                                    |                                                                                                                                |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Central Focus of the Lesson</b> | <b>Green Light for Greatness: Finding Text Evidence of Garrett Morgan's Character Traits</b><br><b>Lesson # _____ of _____</b> |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Context for Learning</b> | <b>Garrett Morgan was an African American inventor and businessman who made contributions to public safety despite facing severe racial discrimination and systemic barriers in the early 20th century. Forced to leave school in the fifth grade to work, he later taught himself English grammar and saved enough money to hire a tutor. He is best known for inventing an early version of the gas mask—the Morgan Safety Hood—and a traffic signal that revolutionized road safety.</b> |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |                                                                                                                                                         |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kentucky Academic Standard(s)</b> | <b>RL3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</b> |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |                                                                                                                                                                     |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Success Criteria/Learning Outcomes</b> | <b>Students will read two books about Garrett Morgan. They will come up with character traits to describe Garrett Morgan based on his contributions to society.</b> |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Primary/Secondary Sources**

Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Signal, Karyn Parsons, December 7, 2021

The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero, Joan DiCicco, October 1, 2019

PBS Kids Video: Garrett Morgan, Awesome African American Inventor | Know Ohio  
<https://ket.pbslearningmedia.org/resource/5065dfd6-06dc-4e4d-89ea-18ec0b681b98/know-ohio-garrett-morgan/>

**Formative Performance Task**

Nomination Letter: Imagine you are on the selection committee for the National Inventors Hall of Fame. Write a letter to the committee nominating Garrett Morgan. State your opinion on why he belongs in the Hall of Fame, and support your opinion using two character traits and text evidence from the book.  
(see attached guide)

**Vocabulary**

Unstoppable, inventor, entrepreneur

**Accommodations**

Sentence Starters

**Differentiation**

Sentence Starters

### **Technology and Materials**

**Activity 1- Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Signal, Karyn Parsons, December 7, 2021**

**Activity 2- The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero, Joan DiCicco, October 1, 2019**

### **Relevant Background Information for Teachers**

Garrett Morgan was a famous African American inventor and created the stoplight along with other inventions. He only recieved a 6<sup>th</sup> grade education and was self taught in mechanics and engineering. Later in life he became an entrepreneur and advocated for civil rights through NAACP

### **Lesson Activities**

**Traffic Signal Traits :Students will identify a character trait of Garrett Morgan and "prove it" by locating specific text evidence and explaining their reasoning using a traffic light framework.  
(see attached guide)**

### **Taking Informed Action/Extension Activity**

**Writing Prompt: What is an invention that you could come up with that would make your community a better place?**

# **INQUIRY OVERVIEW**

## **Supporting Question 1**

**How do a person's reactions to unexpected problems reveal who they truly are on the inside?**

## **Formative Performance Task & Sources**

**Traffic Signal Traits :Students will identify a character trait of Garrett Morgan and "prove it" by locating specific text evidence and explaining their reasoning using a traffic light framework.  
(see attached guide)**

**SOURCES: Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Signal, Karyn Parsons, December 7, 2021**

## **Supporting Question 2**

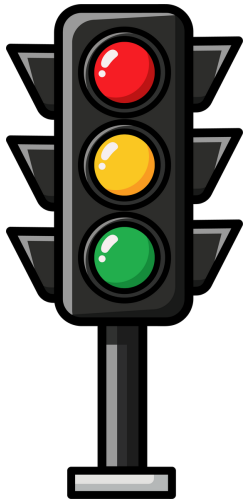
**Why isn't it enough to just call someone a 'hero'—what kind of proof does the world need to actually believe it?**

## **Formative Performance Task & Sources**

**Nomination Letter: Imagine you are on the selection committee for the National Inventors Hall of Fame. Write a letter to the committee nominating Garrett Morgan. State your opinion on why he belongs in the Hall of Fame, and support your opinion using two character traits and text evidence from the book.**

**(see attached guide)**

**SOURCES: The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero, Joan DiCicco, October 1, 2019**



# **TRAFFIC SIGNAL TRAITS**

**RED- Trait**

**YELLOW-Evidence**

**GREEN- Explanation**

**Stop- Write down one Character  
Trait!**

**Slow Down-Write a sentence or  
detail from the text that shows  
that trait**

**GO!- Explain how your yellow  
light evidence supports your red  
light character trait.**

# Teacher Guide: Traffic Signal Traits

## Lesson Objective

**Students will identify a character trait of Garrett Morgan and "prove it" by locating specific text evidence and explaining their reasoning using a traffic light framework.**

## Materials Needed

- A copy of Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Signal
- Red, yellow, and green colored pencils or markers
- A "Traffic Signal Traits" graphic organizer

## Step-by-Step Instructions

### 1. The Hook & Mini-Lesson (10 Mins)

Introduce the Traffic Signal Framework to the students. Explain that just like a traffic light guides drivers, it can guide our reading comprehension:

-  Red Light = STOP and name a trait. (What word describes Garrett Morgan?)
-  Yellow Light = SLOW DOWN and find the text evidence. (What did he do or say in the book that proves it?)
-  Green Light = GO and explain your thinking. (How does that evidence prove the trait?)

## **2. Shared Practice / Read Aloud (15 Mins)**

Read Saving the Day aloud to the class. As you read, pause at key moments (like when Garrett fixes the sewing machines or when he witnesses the carriage accident). Ask students: "What does this action tell us about the kind of person Garrett is?"

## **3. Independent or Partner Activity (20 Mins)**

Distribute the graphic organizer. Have students choose one major trait they noticed in Garrett Morgan during the story and complete their traffic signal.

### **Teacher Answer Key / Model Example**

Before turning students loose, model one together on the board using this example from Karyn Parsons' text:

 Red Light (Trait): Compassionate (or Caring)

 Yellow Light (Evidence): In the story, Garrett saw a terrible accident between a carriage and a car at an intersection, and he immediately decided to create a device to make the streets safer.

 Green Light (Explanation): This text evidence proves Garrett was compassionate because he didn't just walk away when he saw people get hurt. He used his inventing skills specifically to protect strangers and save lives.

# **Writing Activity: The "Hall of Heroes" Nomination Letter**

## **Activity Objective**

Students will write a persuasive nomination paragraph or short letter arguing why Garrett Morgan deserves the title of an "Unstoppable Hero." They must support their opinion with two character traits and text evidence from the book.

## **Materials Needed**

- The Unstoppable Garrett Morgan by Joan DiCicco
- "Hall of Heroes" Writing Prompt & Stationary
- Character Trait Word Bank (e.g., brave, persistent, innovative, selfless, resilient)

## **The Writing Prompt**

Imagine you are on the selection committee for the National Inventors Hall of Fame. Write a letter to the committee nominating Garrett Morgan. State your opinion on why he belongs in the Hall of Fame, and support your opinion using two character traits and text evidence from the book.

## **Step-by-Step Lesson**

### **1. Pre-Writing Brainstorm (15 Mins)**

After reading the book, have the class focus on the climax: the Lake Erie tunnel explosion. Ask students: "What did Garrett do when he heard about the disaster?" (He rushed to the scene in his pajamas, put on his safety hood, and went into the toxic smoke to save workers).

Have students choose two traits from a word bank that best match his actions in this scene (e.g., brave and selfless).

## **2. Outline**

Provide students with a structured outline to organize their writing.

Introduction: State your opinion. (Garrett Morgan belongs in the Hall of Fame because he was unstoppable.)

Trait 1 + Evidence: Name the first trait and give proof from the book.

Trait 2 + Evidence: Name the second trait and give proof from the book.

Conclusion: Restate your opinion in a new way.

## **3. Writing Sentence Frames**

One trait that describes Garrett Morgan is...

According to the text, when the disaster happened, Garrett...

The author states that Garrett...

This proves he was [trait] because...