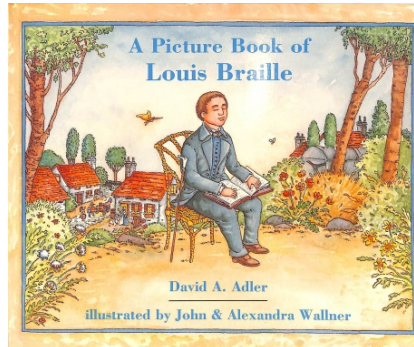


LESSON PLAN: A PICTURE BOOK OF LOUIS BRAILLE

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Objectives:

- Students will be able to understand how the Braille writing system was developed.
- Students will be able to identify some major achievements in the life of Louis Braille.

New York State ELA Learning Standards:

Kindergarten: 1-7, 9-11

First Grade: 1-7, 9, 11

Second Grade: 1-7, 11

Third Grade: 1-7, 9, 11

Materials:

A Picture Book of Louis Braille, Braille charts, attached graphic organizer, other activities included in the following lesson plans: *A Picture Book of Helen Keller* and *Taking Visual Impairment to School*.

Vocabulary:

saddle maker	vineyard	workbench	leather
mallets	awls	imitate	bandage
healer	doctor	infection	blind
cane	distinguish	cobblestone	stranger
priest	upholstery	schoolmaster	memory
bleak	sonography	phonetic	raphigraphy
tuberculosis	accomplishments	Braille writing board	

Before Reading:

- Tell students they will be reading about a famous person (biography), Louis Braille, who through his own experiences with becoming blind at a young age developed a system of reading and writing called Braille.
- Take students through a picture walk of the book and discuss what they think is happening based on the illustrations.
- Ask them to think of questions they have about Louis Braille. List these on the chalkboard for consideration as the book is read aloud.
- Discuss the vocabulary words and their meanings within the context of the story as they appear in the text.

Reading:

Read *A Picture Book of Louis Braille* aloud to the class.

Discussion Questions:

Ask students the following questions so they can reflect and think critically about the story:

Page 1:

When was Louis Braille born? Where was he born? What kind of work did his father do?

Pages 2-3:

What kind of things did Louis Braille's father have in his workshop? What items can you identify in the illustrations that are not listed in the text?

Pages 4-5:

How did Louis Braille hurt his eye? What was he doing? Where was his father?

Page 6:

Why did Louis Braille go blind? How did he learn to move around? What are some other things (aside from eating and walking) that you think he had to learn how to do again?

Page 7:

What happened to Louis Braille's senses of sound, smell, and touch after he became blind? List some examples from the book.

Page 10:

Who was Louis Braille's first teacher? What did he teach him?

Page 11:

What did Louis Braille's father do to help him learn the alphabet and learn to read?

Page 12:

Was Louis Braille considered a good student? Why? What did he do? Why do you think it was unusual for a blind child to attend school?

Page 14:

When and why did Louis Braille go to Paris? How old was he when he arrived in Paris?

Page 17:

What kinds of things did Louis Braille do when he was in school in Paris? How was he able to read the books at the school?

Page 19:

Why did Louis Braille have problems with sonography?

Pages 20-21:

What was Louis Braille's code that he first demonstrated in 1824?

Page 22:

Look at the picture on page 22. How do you think Louis Braille's writing board worked?

Page 23:

What happened to Louis Braille in 1826? Do you think students liked Louis Braille as a teacher? Why or why not?

Page 24:

Why did sighted people not want to adopt Louis Braille's new system? What did students and some of the teachers do at the National Institute?

Page 26:

How did Louis Braille die? What is tuberculosis? [For older students, have them do research on tuberculosis, or consumption in the 19th century]

Page 28:

Why do you think Braille became so popular by the early 20th century? What did Helen Keller say about Louis Braille?

Guided Practice:

- Discuss the components of a biography: It is a nonfiction (true) story about someone's life written by an author. The author is required to do research about the person's life in order to obtain the correct facts and information before writing the book.
- Have students answer the questions on the attached graphic organizer. If you are working with younger students or a large group, use the graphic organizer as a template for creating a larger format. Older students can complete the organizer on their own.

- Make other books about Louis Braille available for students to read and compare. Brainstorm with the class to determine what other biographies they would like to read. Make a list for future reference.
- Contact your local chapter of Lions Clubs for information on their educational programs and to arrange a possible visit from a blind person who can demonstrate the skills they need to navigate through a typical day without the use of their sight (e.g. use of a cane, guide dog, Braille materials, etc.).
 - Lions Club International: <http://www.lionsclubs.org>
 - American Foundation for the Blind: <http://www.afb.org>
 - For more information on teaching sighted children more about Braille—including games and activities—refer to the following website: <http://braillebug.afb.org>

Closure:

- Refer to activities from the lesson plans from *A Picture Book of Helen Keller* and *Taking Visual Impairment to School*, for additional activities on teaching the basics of Braille and using the Braille chart and cards to spell out students' names and simple words.

Bibliography:

Adler, David. *A Picture Book of Louis Braille*. New York: Holiday House, 1998.