

WOMEN'S HISTORY LESSON PLANS

A. Mini-lecture. Explain to the class what Women's History Week is and how it affects the student's lives. Explain to the class that each year a new group of women, that have made an impact on this nation, are honored. This year the theme of Women's History Week is focused on the women who worked for Women Rights. Talk about the roles of women and how they have changed over time.

B. Personal History Timeline. Explain to the students that each of their lives is a part of History. Have the students construct their own life by making a timeline of their own personal history. Their timeline must include at least five events in their lives. Give each student a large sheet of white paper. Have them write the specific events and corresponding dates on a time line, starting with birth. Specific events that students may want to consider putting on their time line are, birth dates, school events, relatives and family information and other important events to the child. Model this for the students before they are asked to do it. This will ensure that each student knows exactly what is expected. Place the timelines around the room so that the students can read each others history.

C. Jigsaw. To get the students familiar with the theme of the current year, jigsaw the different women honored. Make four groups of students to make up the expert group. Each student in the class will research a woman and learn of the significance and impact of her life dealing with women's rights. The women that will be researched are: Susan B. Anthony, Sojourner Truth, Elizabeth Cady Stanton and Harriet Tubman. Put the four groups in different areas of the classroom. Give each group information on these women. Refer to the references for a list of books. More books may be added. Give the students approximately twenty to thirty minutes to research. Make six groups of students, one student from each expert group will make one group. Give the students time to share their information with the other members in their group.

D. Hands-on. Have the students get involved with spreading the word about Women's History Week. Have the students get into pairs. Each pair will make a poster advertising Women's History Week that will be taken around to different stores, schools, businesses in town. Encourage students to put the date of Women's History Week and also the theme of the current year. The teacher will distribute the posters around town.

E. Art. Divide the class up into four groups. Give each group one of the names that they have been learning about (Susan, Sojourner, Elizabeth, and Harriet). Each group, working cooperatively together will create a mural of the lives of these women. Paint, construction paper, markers and just about anything can be used to create their mural. Hang the murals in the hall if possible.

F. Interview. Ask the students to interview one woman that they admire and respect. It can be a teacher, mother, grandmother, neighbor or any woman that the child chooses. Have the students compile questions to ask before they conduct the interview. Questions to ask could be about their career choice, family, hobbies, women that they admire most and why. Have the students get into groups of five and share their interview results on the last day.

G. Open Discussion. Have an open discussion about what the students have learned throughout the process of learning about Women's History Week. Encourage students to share ideas, thoughts and feelings about it. Some possible questions might include: *What is something you learned about Susan B. Anthony that has affected your life? *What is something that you learned from the woman that you conducted your interview. *How do you feel about women's rights? These are just a few possible suggestions; more can be added to the discussion.

H. Writing. Have each student write in their personal journal about the things that they have learned about the contributions of women.