

## Summer Institute Lesson Plan Template

**Subject(s): Identity: Influential Women in History**

**Social Studies: Civic Values**

**Grade: 2nd**

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### Lesson Elements

#### 1. *Common Core Learning Standard(s) Addressed:*

Social Studies (Civic Values): 2.4 Students understand the importance of individual action and character, and they explain from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past (P,S). (4.9,5.4, 5.14,5.15,11.11,12.10)

ELP Standard 2: The Language of Language Arts

Level 1: Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity.

Level 5: Synthesize biographical information on two persons from grade-level material to form opinions on people.

#### 2. *Learning Targets:* (What will students know and be able to do as a result of this lesson?)

At the end of the lesson students will be able to define the following words: *Biography, civil rights, social justice, equality,*

*In reading, students will be able to examine a variety of bibliographies and summarize the role of each individual.*

*Students will describe the similarities and differences between two or more individuals (influential women)*

*In writing, students will work in groups to write and do a presentation (**speaking**) about an influential woman. In*

***Listening**, students will evaluate each other's oral presentation using a rubric.*

#### 3. *Relevance/Rationale:* (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Many female students don't have an identity. The lessons will teach students the different roles women play in our society and in societies around the world. Women can be successful in different areas: media, sport, education, art, politics. Female students will understand that they have no limits and they too can be successful.

4. *Formative Assessment Criteria for Success:* (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

The students will do their own research of the influential women and they will use graphic organizers and different creative platforms. Students will be able to use key vocabulary words to describe characters in the biographies supported by illustrations. Students will do presentations on their research project that would be assessed. Through collaborative work they would also provide peer assessment to each other.

To measure success there will be a test and it will be graded.

5. *Activities/Tasks:* (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

- Students will play a game - Mix-Freeze-Match activity where some will be given photos of famous women and others short descriptions and they would have to find their match.
- Depending on the level students would do further research on the persons.
- They will be offered to use different mediums to present their person - make a poster, PPT presentation, artwork, dance, poem, etc. They can also potentially dress-up and act as that person, produce a skit with a partner. Some students could create short flap books.
- Students would play a "20 Questions game"
- Another activity would be having the students create a dollar bill with a woman on it and provide an explanation why they think that woman deserves to be on the bank note

It will be more of an informal assessment. Peer assessment as well.

6. *Resources/Materials:* (What texts, digital resources, and materials will be used during this lesson?)

Students will utilize print and electronic resources for this lesson.

### **Resources**

[www.school.eb.com](http://www.school.eb.com)

[www.pebblego.com](http://www.pebblego.com)

Great African-American Women Series

Women who Win series

The Library of Famous Women Series

Rookie Biographies

True Book Series

Gateway Biographies

### **Frida Kahlo**

**Frida: A Biography of Frida Kahlo by Hayden Herrera.**

[www.frida-kahlo-foundation.org/biography.html](http://www.frida-kahlo-foundation.org/biography.html)

[www.infoplease.com/spot/womeninsportstimeline.html](http://www.infoplease.com/spot/womeninsportstimeline.html)

[www.funtrivia.com/playquiz/quiz160932740.html](http://www.funtrivia.com/playquiz/quiz160932740.html)

### **Fannie Mae Lou Hamer**

<http://www.nwhm.org/education-resources/biography/biographies/fannie-lou-hamer/>

<http://school.eb.com/levels/elementary/article/353931>

<http://school.eb.com/levels/elementary/article/544727>

**Women of hope : African Americans who made a difference by Joyce Hansen ; foreword by Moe Foner  
Sonia Sotomayor**

<http://school.eb.com/levels/elementary/article/602924>

<https://www.law.cornell.edu/supct/justices/sotomayor.bio.html>

[http://www.ovez.org/justices/sonia\\_sotomayor](http://www.ovez.org/justices/sonia_sotomayor)

<https://www.whitehouse.gov/photos-and-video/photogallery/sotomayor-bio>

Biography for beginners. sketches for early readers Laurie Lanzen Harris, editor. Issue #2, Fall 2009

Sonia Sotomayor : first Hispanic U.S. Supreme Court justice Lisa Tucker McElroy

### **Oprah Winfrey**

Oprah Winfrey by Katherine Krohn

Oprah Winfrey by Lois P. Nicholson.

[http://www.aaregistry.org/historic\\_events/view/oprah-winfrey-multi-media-icon](http://www.aaregistry.org/historic_events/view/oprah-winfrey-multi-media-icon)

<http://school.eb.com/levels/elementary/article/574597>

### **Claudette Colvin**

<http://school.eb.com/levels/elementary/article/544733>

<http://www.blackpast.org/aah/colvin-claudette-1935>

Claudette Colvin : twice toward justice by Phillip Hoose

### **Amelia Earhart**

<http://school.eb.com/levels/elementary/article/353073>

<http://www.nwhm.org/education-resources/biography/biographies/amelia-earhart/>

### **Serena Williams**

<http://www.californiamuseum.org/inductee/serena-williams>

<http://school.eb.com/levels/elementary/article/390871>

Serena Williams by Michael Bradley

Venus & Serena Williams by Virginia Aronson ; introduction by Hannah Storm

### **Diana, princess of Wales**

<http://school.eb.com/levels/elementary/article/399425>

Diana, Princess of Wales by Tim O'Shei

Princess Diana : royal ambassador by Renora Licata

### **Mother Teresa**

Mother Teresa by Susan Eddy

<http://school.eb.com/levels/elementary/search/videos?query=mother%20teresa&includeLevelOne=1&page=1>

<http://school.eb.com/levels/elementary/article/353848>

### **Malala Yousafzai**

<http://school.eb.com/levels/elementary/article/610609>

I am Malala : how one girl stood up for education and changed the world Malala Yousafzai with Patricia McCormick

Malala Yousafzai by Robin S. Doak.

Malala, a brave girl from Pakistan by Jeanette Winter

### **Vocabulary Words**

**Bias**-prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.



**Identity**- the qualities, beliefs, etc., that make a particular person or group different from others



**Equality**- the right of different groups of people to receive the same treatment.



Game: Mix-Freeze-Match



I was born on July 6, 1907 in the house of my parents, known as La Casa Azul (The Blue House), in Coyoacan, Mexico. I contracted polio at age six. When I was 18, I was in a terrible bus accident that broke my spinal cord, collarbone, ribs, pelvic bone, leg, foot, and shoulder.

After the accident I dedicated my life to painting. I became a famous Mexican self portrait artist.



I was born September 5, 1939. I'm a pioneer of the [African American civil rights movement](#). On March 2, 1955, I was the first person arrested for resisting bus [segregation](#) in [Montgomery, Alabama](#), preceding the more publicized [Rosa Parks](#) incident by nine months.



I was born August 19, 1883, in Saumur, France. I'm famous for my timeless designs, trademark suits and little black dresses. I was raised in an orphanage and taught to sew. I had a brief career as a singer before opening my first clothes shop in 1910. In the 1920s, I launched my first perfume and eventually introduced the Chanel suit and the little black dress, with an emphasis on making clothes that were more comfortable for women.



I'm one of Asia's most powerful businesswomen. I head up Singapore's largest telecom provider. Connecting 468 million customers, about 6.5% of the world's population.



I was born September 26, 1981 in [Saginaw, Michigan](#). The [Women's Tennis Association](#) (WTA) has ranked me World No. 1 in singles on six separate occasions. I became the World No. 1 for the first time on July 8, 2002, and achieved this ranking for the sixth time on February 18, 2013, becoming the oldest world No. 1 player in WTA's history. I'm frequently hailed as the "Queen of the Court" by the general media.

Writing Activity



Directions: Illustrate the dollar bill. Explain why you think this person should be on the bill. Support your writing with at least 3-5 details from the person’s bibliography.

I think \_\_\_\_\_ should be on the bill because \_\_\_\_\_

7. *Access for All:* (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

By using of differentiating instruction and providing enough space for modification depending on ability of students (graphic organizer, semantic map, chunk test, etc.). Peer tutoring during preparation of presentations will also facilitate access for all students.

8. *Modifications/Accommodations:* (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)

If required, students will be provided with extra time to complete exercises. Diversity of activities and exercises address multiple intelligences. For example, do a PowerPoint presentation, a poster, a poem or a song. The students will be offered a choice of working with a partner or independently.

## Quotes

“One of the most courageous things you can do is identify yourself, know who you are, what you believe in and where you want to go.”

– Sheila Murray Bethel

“A girl should be two things: who and what she wants.”

– **Coco Chanel**

“I want to do this because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others.”

– Amelia Earhart

“A woman is like a tea bag – you never know how strong she is until she gets in hot water.”

– Eleanor Roosevelt

One of the things my parents taught me, and I'll always be grateful for the gift, is to not ever let anybody else define me.

- *Wilma Mankiller*

“I’ve come to believe that each of us has a personal calling that’s as unique as a fingerprint – and that the best way to succeed is to discover what you love and then find a way to offer it to others in the form of service, working hard, and also allowing the energy of the universe to lead you.”

– Oprah Winfrey



## Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?

Women and Democracy - Opportunities and Challenges Today

Demographic change and the need for inclusive leaders: Transatlantic Perspective

Culture, Identity and the Power of Sports Diplomacy

Exploring our Personal Identity and Global Views

Working in a Global World

- How did this lesson support 21<sup>st</sup> Century Skills?

Some of the skills supported by this lesson are College and Career Readiness by developing topics like Gender Equality and Empowerment and Global issues. By using a variety of materials, communication, research in developing their presentations and understanding historical women and the role they played and their different identities.

- How did this lesson reflect academic rigor?

Through use of higher order thinking skills, creativity, exposure to art, music and public figures, research, language skills and writing skills.

- How did this lesson cognitively engage students?

By interaction with classmates, artistic creation and personal expression. Students will gain knowledge, synthesize it and apply and they will produce and share content and finally evaluate and judge.

- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students had to experience a variety of group activities (book, game, artwork). Then students create a research project either with their partner or independently. Students would present and explain their project. Students can vote to select who will be on the new dollar bill.