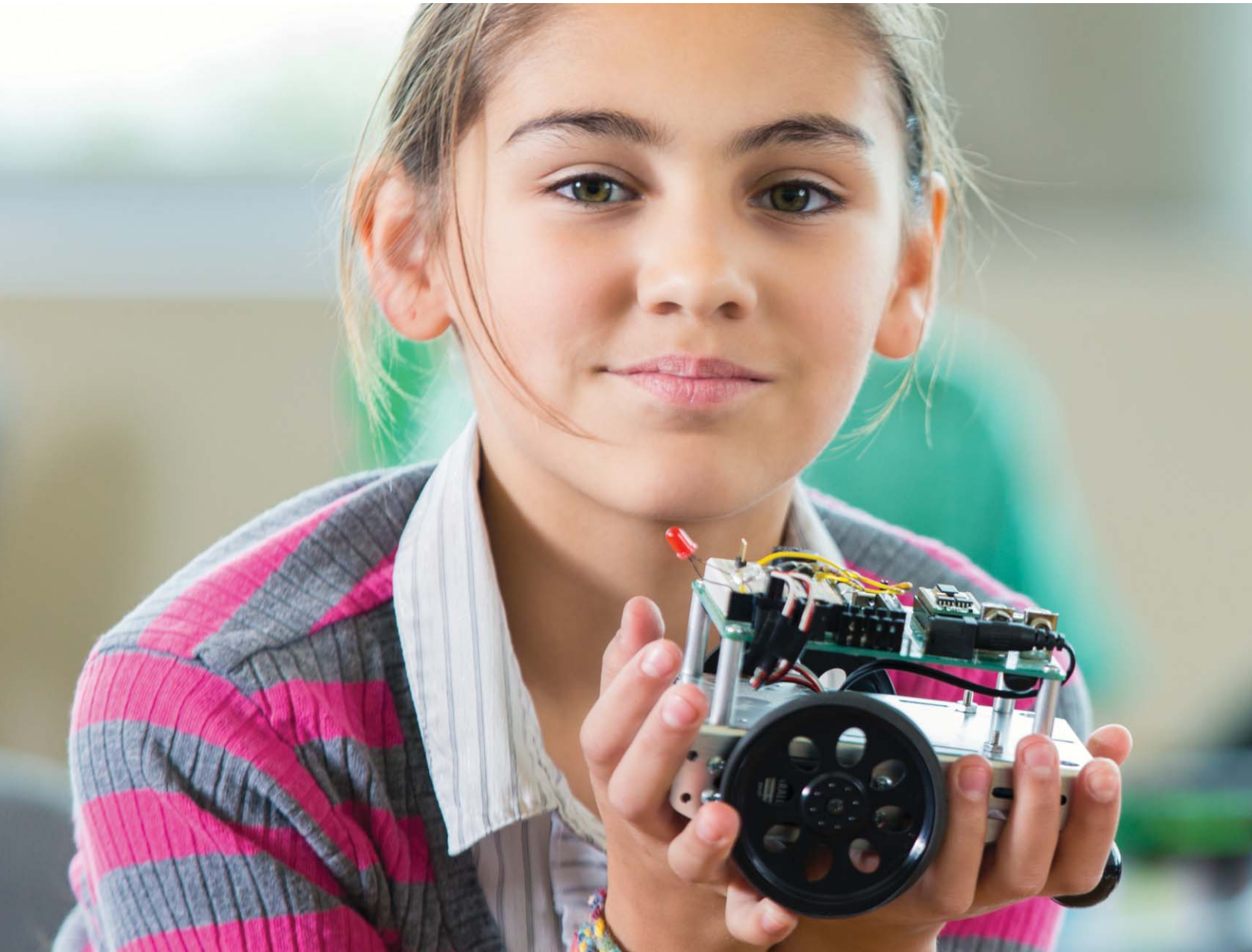


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**Women's History
Lapbook Bio
Report**

Women's History Lap-book Bio Report



Georgette Mondesire

Gateway Environmental K-8 Center/ 4031

allengmddeschools.net

For information concerning IMACT II opportunities including Adapter and Disseminator Grants, please contact:

Edwina Lau, IMACT II Program Director

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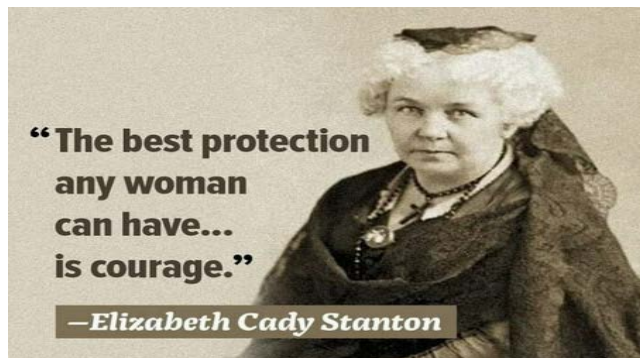
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Goals and Objectives

Goals

Making historical figures (especially women), relevant is one of the many challenges in Social Studies. The primary goal of this project is to help educators diminish the time between what history figures (women) accomplished and explain why their accomplishment is/was relevant in today's society. Finally, this project will provide a structured way for students to research and present their findings using some of the social media formats and use interactive software via the internet.

Objectives

- Learn and Practice Research Skills
- Practice Communication Skills
- Practice Writing Skills
- Group Collaboration
- Using Social Media Format in an educational way



Florida Standards

SS.7.C.2.10 - Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.1- Define the term “citizen,” and identify legal means of becoming a U.S. citizen.

SS.7.C.3.6- Evaluate constitutional rights and their impact on individuals and society.

LA.7.1.7.1- The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection

LAFS.7.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- b. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- c. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.68.RH.1.1- Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.WHST.2.4- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

As a woman I have no country.
As a woman my country is the
whole world.

Virginia Woolf



Course Overview

Women's History Lap Book Bio Report (WHLBBR) is an exciting and stimulating way for students to engage in learning the accomplishments of women in history. Moreover, this project develops crucial communication, research, and social skills both inside the classroom and at home. Students will analyze, interpret, and present their research with the objective of understanding the real world implications of the achievements of these famous women.

The format of this project can be used with other topic areas, various grade levels, and it can be used to research other relevant people in history.

Day One:

Lesson Part A

- Introduction to project directions and essential questions
- Assign due dates and research subjects
- Review Key Vocabulary
- Introduce and complete Look, Feel, and Obstacles Chart

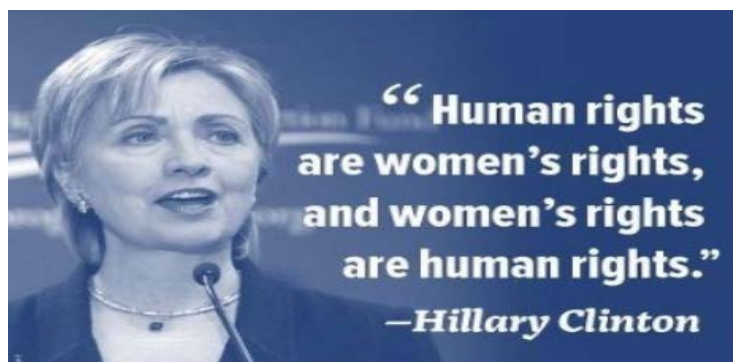
Day Two:

Lesson Part B

- Introduce and review Women's History Month Timeline (Attachment 3)
- Complete Surprising, Interesting, Troubling Chart (Attachment 4)
- Review Women's History video
- Review project directions
- Independent research

*** *Teacher's Notes:*

- ✓ *It is a good idea to have a sample project that students can review so that they can get an idea of what is expected from this project.*



Lesson Plans

Content Benchmarks:

Main Benchmarks: SS.7.C.2.10, SS.7.C.2.1, SS.7.C.3.6

Florida Standards: LA.7.1.7.1, LAFS.7.SL.1.1.a, b, c, LAFS.68.RH1.1.
LAFS.68.WHST2.4.a,b

Essential Questions:

- ✓ What does it mean to be a good citizen?
- ✓ How do citizens, both individually, and collectively influence government?
- ✓ How has the empowerment of women impacted society?

Materials

Option 1: Glue, Scissors, File Folders, Multi- Colored Construction paper, Colored Pencils or Markers, and Copies of Attachments.

Option 2: Student computers or tablets, access to OneDrive, OneNote Class Notebook, or Google Doc.

**** Teacher's Notes:**

(Option 1)

1. Cut off tabs on legal folder.
2. Fold on and to the center and repeat on the other side.
3. Cover front and back with construction paper.
4. Cut out labels and tabs from Attachment 1 and arrange in folder.

(Option 2)

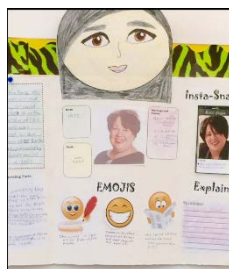
*If you are using **Option 2** be sure to upload student directions and attachments. In addition, it is important to specify what format you want the report in (Word document, Power Point, Prezi, Discovery Student board, etc.)*

Suggested Layout (Option 1)

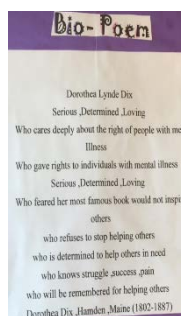
Front



Middle



Back



Lesson Part A

** Teacher's Notes:

- ✓ To set the tone for the lesson you could have either of these songs playing in the room as students enter or show students either video before starting the lesson.
 - Alicia Keys – Super Woman
 - Katy Perry – Roar
 - Alicia Keys – Girl on Fire
- ✓ **Links to Music Videos:**
<https://www.youtube.com/watch?v=i41qWJ6QjPI&list=PLCjDivseazNzzH6pla2VYAFCT1bwWh86j&index=9>

Day 1

Step 1: Provided students with sticky notes (If they are completing the project electronically instruct them to log on to Padlet); have students define the word **Achievement** (2 min).

Step 2: Have students gather in groups of three to share their definition (5 min).

Step 3: Gather students for whole group discussion of the word **Achievement** (3 min).

Step 4: Pass out Look, Feel, Obstacles Chart (L.F.O.) (Attachment 2) review directions and instruct students to complete the chart. They will be answering the following questions (5 min):

1. What does a woman who has achieved a goal **look** like?
2. Describe the **feelings** a woman might have when she achieves a goal?
3. What kind of **obstacles** do you think women had to overcome in order to reach their goals?

Step 5: Conduct whole class discussion using L.F.O. Chart (10 min).

Step 6: Pass out and review directions for Women's History Project (Attachment 1) (10min).

** Teacher's Notes

- ✓ *Please note when reviewing student directions the first time, just give a gist of the project.*
- ✓ *L.F.O Chart can be graded for class participation, or you can copy the chart back to back using one side as a pre- assessment and the other as a post- assessment.*
- ✓ *This activity can also be done whole group by writing the word Achievement on the board and discussing it, and projecting the L.F.O Chart on the board and completing it whole group.*

Lesson Part B

Day 2

Step 1: Show Kid President Awesome Girls Rap Video (3 min).

<https://www.youtube.com/watch?v=RTezIzJW1No>

Step 2: Provide students with a copy of Women's History Month Timeline (Attachment 3) and S.I.T. Chart (Attachment 4).

Step 3: Using Attachment 3, instruct students to identify **four** facts (7 min).

Step 4: Instruct students to list those facts on Attachment 4 (10 min.).

Step 5: Using Attachment 4 have students engage in a whole group discussion creating a class S.I.T Chart on the board or using Padlet.com (7 min).

Step 6: Inform student that they will be watching a video on Women's History; instruct students while video is playing that they are to add information from the video to their S.I.T Chart.

Women's History Web links:

1. History of Women's History Month (7 min)

<https://www.youtube.com/watch?v=VgGOBbjeNZU>

2. Women in Politics

<http://www.history.com/topics/holidays/womens-history-month/videos/women-in-politics>

Step 7: Review information on the video and the SIT chart

***** Teacher's Note:** *If needed more background information can be found on the Social Studies department website under Instruction Resources.*

Step 8: Conduct an in-depth review of student directions (Attachment 1). Students can select their own research subjects or the teacher may assign specific historical women subject to the students (Attachment 5) is a list of the Top 30 Women (by Web Searches), in addition the Social Studies Department has a Women History Instructional packet.

**** Teacher's Note** – *At this point you can continue instruction using the background information provided or you can allow students to start working on the project in class.*

Resources List

Department of Social Studies

<http://socialsciences.dadeschools.net/>

- Look under Instructional Packets
- 2016 Secondary Women's History Instructional Resource

Quote Gram

<http://quotesgram.com/img/quotes-about-womens-rights/OdozFOWqbe/>

Padlet- How To

https://www.youtube.com/watch?v=uZk4jwEen_o

Links to Music Videos:

<https://www.youtube.com/watch?v=i41qWJ6QjPI&list=PLCjDivseazNzzH6pla2VYAFCT1bwWh86j&index=9>

Top 100 Women in History (Top women on the Web)

http://womenshistory.about.com/od/lists/tp/top_100_women.htm

Women's History Info Graphic

<http://blogs.hrblock.com/2015/03/08/celebrating-working-women-this-womens-history-month-infographic/>

Attachments

Attachment 1: Student Directions

Women's History Lap Book Bio Report

Directions: Read and complete the following.

To Do List:

1. **Cover**
2. **Picture (Research subject)**
3. **Outcome Statement** – (Select two)
 - a. **One thing I can clearly explain about...**
 - b. I was amazed to find out that.
 - c. An interesting fact was ...
 - d. The fact that was relevant to my life was...
 - e. I need to know more about...
4. **Quote** – with explanation
5. **Early Life** – List **four** details from the person's early life.
6. **Insta- Snaps** - Upon researching the person what are **three** noteworthy things that you would want to take a picture of and post on Instagram for all of your followers to see? Make sure you include a #_____ so that they know what your picture is showing. Yes, you can use filters when coloring your pictures! Be creative!
7. **Emoji's**- Find **three emoji's** that describe different things about the person you are researching (favorite foods, hobbies, sports teams, musicians, family, friends, etc.). Under the Emoji write a brief description of each emoji and how it is significant to your person's life.

Due Date:

This project is worth _____ grades.

Examples



Dr. Angelou has written over 12 best selling books and at least 39 different publications.



She studied modern dance with Martha Graham, and danced with Alvin Ailey on television variety shows.

- 6. **Interesting Facts** – List three interesting facts about the person’s life.
- 7. **Explain** - Why is this person important?
- 8. **Bio Poem** – (Without the line numbers this goes on the back).

Title

- Line 1: Name (Person you are researching)
- Line 2: Three Character Traits
- Line 3: Who cares deeply about...
- Line 4: Who gave ... (Accomplishments)
- Line 5: Three Character Traits (Same as Line 2)
- Line 6: Who Fears...
- Line 7: Who refuses to...?
- Line 8: Who is determined to...
- Line 9: Who knows ...
- Line 10: Who will be remember for...
- Line 11: Name and birth place...

Reminder: This project can Not be completed in Pencil however, it should be colorful, creative, and complete.



Sign and Return

I have read the instruction for the assigned project.

Students Signature/ Date

Guardian/Parent Signature /Date

***Teacher Notes - If doing this project with file folder each student will need a copy of the following.*

Labels

EMOJIS

Insta-Snaps

Explain

Bio-Poem

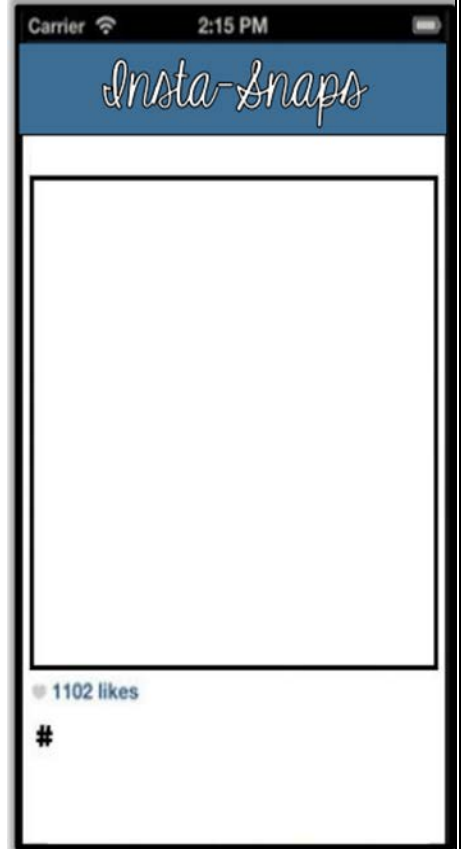
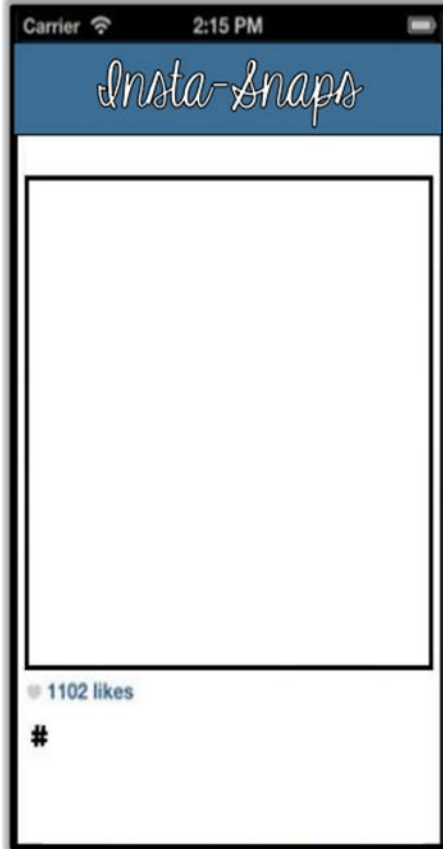
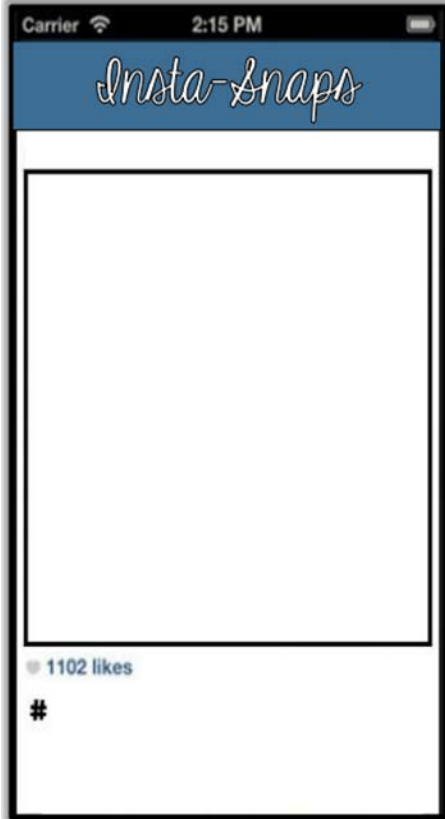
References

**Marriage and
Family**

Death

Birth

Why is he/she famous?



Interesting Facts:

1.

2.

3.

Early Life:

My Woman's History Bio- Report

Your Name

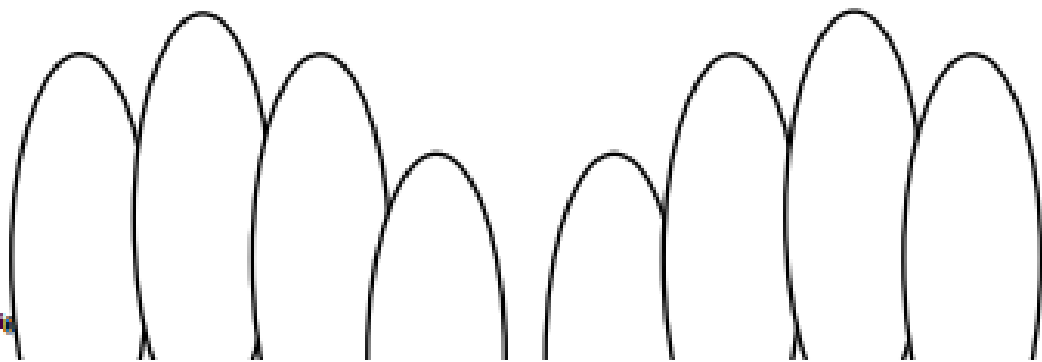
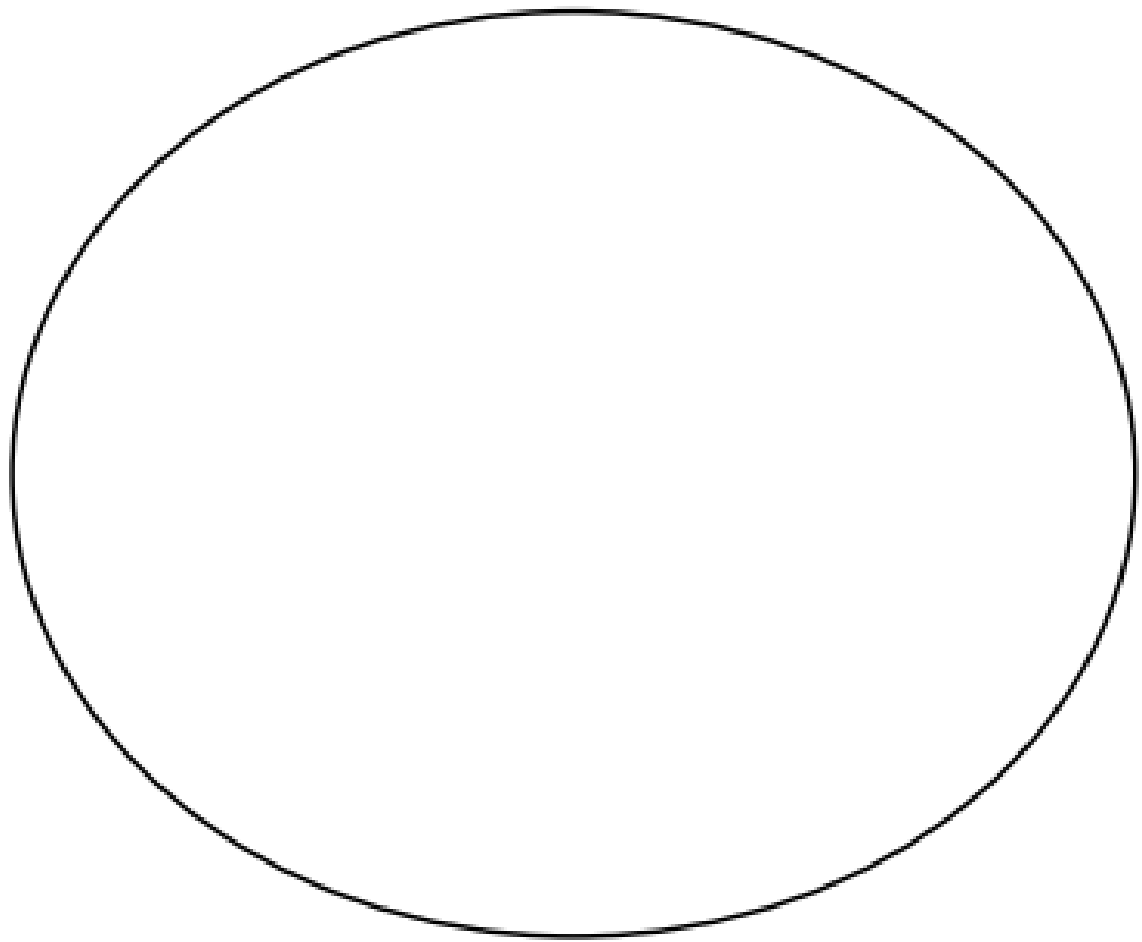
Period

Date

(Research subject)

Quote/ Explanation

Outcome Statement



Copyright

Attachment 2: Look, Feel, Obstacles Chart

Directions: Answer the following questions.



What does a woman who has achieved a goal look like?



Describe the feelings a woman might have when she achieves a goal?



What kind of obstacles do you think women had to overcome in order to reach their goals?

Attachment 3: Women's History Timeline

Link : <http://www.diversityinc.com/wp-content/uploads/2013/03/DiversityIncWomensHistoryMonthTimeline1.pdf>

DiversityInc
MEETING IN A BOX

Women's History Month Timeline



Blackwell

Woodhull

Friedan

- 1789 U.S. Constitution is ratified. The terms "persons," "people" and "electors" allow for interpretation of those beings to include men and women

- 1837 Oberlin College in Ohio becomes first coeducational college in U.S.

- 1839 Mississippi becomes first state to grant married women right to hold property in their own names

- 1848 First women's rights convention is held, to sign the Declaration of Rights and Sentiments

- 1849 Elizabeth Blackwell becomes first woman to earn medical degree

- 1869 First women's suffrage law is passed, in territory of Wyoming

- 1872 Susan B. Anthony is arrested for trying to vote

- 1872 Victoria Claflin Woodhull becomes first woman presidential candidate, for the Equal Rights Party

- 1916 Jeannette Rankin of Montana becomes first woman elected to Congress

- 1920 19th Amendment gives women right to vote

- 1924 Miriam Ferguson (Texas) and Nellie Tayloe Ross (Wyoming) become first women elected governor

- 1932 Amelia Earhart becomes first woman to fly solo across Atlantic

- 1932 Hattie Caraway of Arkansas becomes first woman elected to Senate

- 1933 Secretary of Labor Frances Perkins becomes first woman Cabinet member

- 1934 Lettie Pate Whitehead Evans is first woman to serve on board of directors of a major corporation, The Coca-Cola Company

- 1938 Fair Labor Standards Act establishes minimum wage without regard to gender

- 1955 First lesbian organization in U.S., Daughters of Bilitis, is founded

- 1963 Equal Pay Act is passed by Congress to close gender pay gap

- 1963 Betty Friedan's *The Feminine Mystique* is published

- 1964 Title VII of Civil Rights Act of 1964 prohibits employment discrimination on basis of race, color, religion, national origin or sex

- 1967 Muriel Siebert becomes first woman to own a seat on New York Stock Exchange

- 1972 Title IX bans gender discrimination in federally funded education programs

- 1972 Katharine Graham of The Washington Post Co. becomes first woman CEO of a Fortune 500 company

- 1972 Shirley Chisholm becomes first woman to run for president from a major party

- 1987 Congress declares March as National Women's History Month

- 1990 Dr. Antonia Novello becomes the first woman (and first Latino) Surgeon General

- 1993 Family and Medical Leave Act provides job protection and leave for family, medical issues

- 1993 Janet Reno becomes first woman Attorney General

- 1994 Gender Equity in Education Act



Chisholm

Collins

Chao

- 1973 In *Roe v. Wade*, Supreme Court protects woman's right to terminate pregnancy

- 1977 Secretary of Housing and Urban Development Patricia Harris becomes first Black woman Cabinet member

- 1978 Pregnancy Discrimination Act prohibits discrimination "on basis of pregnancy, childbirth, or related medical conditions"

- 1981 Sandra Day O'Connor becomes first woman Supreme Court justice

- 1982 More women than men receive bachelor's degrees

- 1984 In *Roberts v. United States Jaycees*, Supreme Court prohibits public organizations from refusing membership because of gender

- 1984 Geraldine Ferraro becomes first major-party woman vice-presidential nominee

- 1997 Madeleine Albright becomes first woman Secretary of State

- 1997 Small Business Administration Administrator Aida Alvarez becomes first Latina to hold Cabinet-level position

- 1998 Supreme Court rules that employers are liable for workplace sexual harassment

- 1999 Eileen Collins becomes first woman to command shuttle mission

- 2001 Secretary of Labor Elaine Chao becomes first Asian-American woman Cabinet member

- 2007 Nancy Pelosi becomes first woman Speaker of the House

- 2008 Hillary Clinton becomes only First Lady to run for president

- 2009 Sonia Sotomayor becomes first Latina Supreme Court justice



Attachment 4: S.I.T. Chart

Directions: Using the information provided complete the chart.

S- Surprising Details

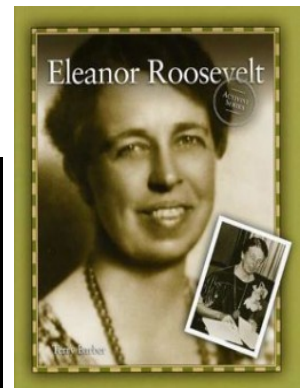
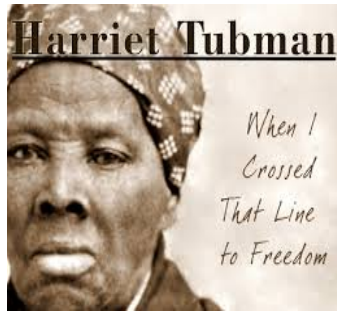
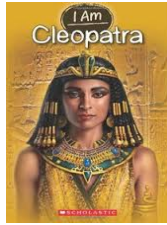
I- Interesting Facts

T- Troubling Details

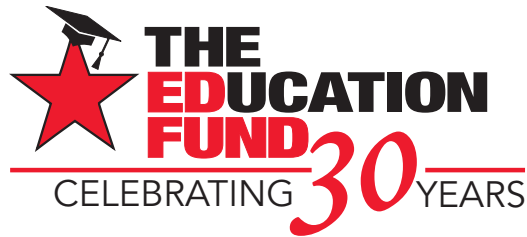
S	I	T

Attachment 5: Top 30 Women of History (by Web Searches)

1. Madonna
2. Marilyn Monroe
3. Cleopatra
4. Anne Frank
5. Diana, Princess of Wales
6. Emily Dickinson
7. Joan of Arc
8. Oprah Winfrey
9. Mother Teresa
10. Frida Kahlo
11. Harriett Tubman
12. Maya Angelo
13. Rosa Parks
14. Helen Keller
15. Hillary Clinton
16. Lucille Ball
17. Shirley Temple
18. Marie Curie
19. Amelia Earhart
20. Pocahontas
21. Florence Nightingale
22. Queen Elizabeth
23. Queen Victoria
24. Susan B. Anthony
25. Eleanor Roosevelt
26. Jane Fonda
27. Clara Barton
28. Ayn Rand
29. Virginia Wolf
30. Alice Walker



Link: http://womenshistory.about.com/od/lists/tp/top_100_women.08.htm



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