

Teaching American History: Women in United States History Unit Plan

Class: United States History I (1763-1877) **Unit:** Women in United States History

Grade Level: 10th grade (College preparation class, but can be modified to any level)

Standards: Commonwealth of Massachusetts Curriculum Frameworks: Social, Political, and Religious Change, 1800-1860

US1.30 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- a. Harriet Tubman
- e. Sojourner Truth

US1.32 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- b. Elizabeth Cady Stanton
- c. Susan B. Anthony
- d. Margaret Fuller
- e. Lucretia Mott

Topic: A Museum Exhibition and Gallery Presentation of Women in United States History I (1763-1877)

Statement of Purpose: The following lesson plan is based directly on the important women listed as part of the Massachusetts Curriculum Frameworks for United States History I (1763-1877). The purpose of this lesson plan is to ensure that all students within the class are exposed to the names of these important women, as well as the contributions these women made to the history of the United States. The lesson primarily consists of having multiple groups of students research an individual women listed in the frameworks. Once the research is complete, students create a museum-based exhibition with an accompanying timed script that will be used in a subsequent presentation of the exhibition. On the day of presentations, students will be handed a worksheet that corresponds to each woman and exhibition. Every student will fill out the worksheet as they proceed from one exhibition and presentation to the next until all exhibitions have been presented. Every student will also be required to present their particular group's exhibition and script to other students at each station. This unit can be used as a stand-alone unit, or as an introduction or culminating activity as part of a larger course of study regarding women. An important component of this unit is an attempt to make the study of women from our nation's early past relevant to students of the 21st century. In this context, I have selected a present day and current campaign for the establishment of a permanent site for a National Women's History Museum in Washington D.C. on the National Mall as the motivator for this unit. It is hoped that by exposing students to this present day campaign, that students may choose to participate as active and involved citizens by writing their congressional representatives to support the establishment of the museum and continued study of women in United States History. I hope this unit proves useful to educators in Massachusetts and beyond. If you have any comments, questions, or suggestions to enhance this unit, please feel free to email me at Jason_Hilton@wsrd.net. Thank you.

Sincerely,
Jason Hilton
United States History Teacher
Wachusett Regional High School

Learning Objectives: Students will be able to:

1. Identify Harriet Tubman, Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Margaret Fuller, and Lucretia Mott by creating museum-based exhibitions on each individual woman.
2. Conduct research utilizing a multitude of sources and references.
3. Design, create, produce, and complete a museum-based exhibition on an important woman in United States history based on a corresponding rubric.
4. Communicate information effectively through the design, creation, editing, and presentation of an informative and creative timed script for presenting the museum-based exhibition to groups of students.
5. Describe the contributions Harriet Tubman, Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Margaret Fuller, and Lucretia Mott made to United States History by completing a worksheet based on the museum exhibitions, as well as an essay or letter to a Congressional Representative based on the MCAS Long Composition Rubric.
6. Enable students the possibility of becoming active citizens by giving students an option of writing their Congressional Representatives about the importance of women's studies, and the necessity of supporting the National Women's History Museum.

Schedule: This lesson is roughly a 7-day lesson plan.

Materials necessary for this lesson are:

1. Six three panel bulletin boards per class
2. Copies of quote from Karen Staser from the National Women's History Museum
3. Computer access and projection system for online Meryl Streep Video Presentation
4. **Women's Gallery Project Directions Handout** (3 pages)
5. **Women's 3-Panel Exhibition Rubric Handout** (2 pages)
6. **Script Gallery Presentation Rubric Handout** (1 page)
7. **Copies of Exhibition Viewing Sheet Handout** (1 page)
8. **Copies of Essay / Letter Assignment Handout**
9. Teacher generated quiz based on exhibitions
10. Scissors, tape, glue, colored pencils, markers, rulers, construction paper, and use of computers.

*Note all of the handouts are included at the end of this unit.

Below I have listed the basic seven-day schedule based on 50 minute blocks of time.

Day 1: (50 minutes): Introduction of project with review of directions, instructions, goals, objectives, expectations, rubrics, and assessment methods. After explanation of project, assign students to six separate groups: one group per individual woman. Have students form their groups and divide responsibility for project as outlined in directions.

Day 2: (50 minutes): Students conduct research in the library or media center on their particular woman. Students then share research with their group and begin planning exhibition and script.

Day 3: (50 minutes): Students continue to conduct research in the library or media center on their particular woman. Students then share research with their group and begin planning exhibition and script.

Day 4: (50 minutes): Construction of museum exhibition (3 panel bulletin boards) with appropriate format and information as defined by directions sheet.

Day 5: (50 minutes): Creation and practice of timed script for presentation of museum-based bulletin boards.

Day 6: (50 minutes): Presentation of museum-based exhibition through timed scripts, and completion of worksheets. Students also assigned essay letter quiz.

Day 7: (50 minutes): Students discuss and evaluate project, take a quiz on exhibitions and scripts, lead discussion about their research, and teacher sums up importance of women in United States History.

Detailed Schedule of Six Day Lessons:

Day 1 Lesson Plan: Introduction of Project and Group Assignments

1. Introduction of Unit (5 minutes): Introduce the project by exposing students to the following quote:

“A better world awaits the generation that absorbs what women and men have to share about life from a joint perspective. Global discrimination and violence against women will end. We have much to work toward...If we - and future generations - are to learn all the lessons of the past upon which to build the future, we must be aware of the true experiences and contributions of women. Clearly, men cannot get there alone. Together, all things are possible.”

- Karen Staser, Founder of the National Women's History Museum

2. Introduction of Unit continued: (10 minutes) After students have absorbed the message of the quote, check for comprehension by asking the following questions:

Question #1: Who is the author?

Answer #1: Karen Staser

Question #2: What did she find?

Answer #2: The National Women's History Museum

Question #3: What is the main point of the quote?

Answer #3: That the experiences and contributions of women are essential in creating a better world and a better understanding of history.

Question #4: What is Karen Staser trying to convey?

Answer #4: The importance of women being included in an understanding of our world and our history.

Question #5: According to Karen Staser, why are the contributions of women important? Do you agree or disagree? Why or why not?

Answer #5: By studying the contributions of women, it allows generations of people to view the world through a joint perspective that will mean mutual and beneficial understanding and progress for the future.

Question #6: Based on her quote, what are Karen Staser's hopes? Are they noble?

Answer #6: Karen Staser's hopes are to create a better world where all things are possible.

Question #7: Do you want a better world?

Answer #7: Answers will vary.

Question #8: How are people to learn all the lessons of the past?

Answer #8: By including women in the understanding of our past.

Question #9: What must people be aware of in order to learn from the past and create a better world?

Answer #9: People must be made aware of the true experiences and contributions of women.

Question #10: Do you think the contributions of women are important?

Answer #10: Answers will vary, but use these responses as a transition to the next part of the lesson.

3. Short video presentation (10 minutes): Inform students that although there are those who view women's contributions as important, there is currently no permanent site for the National Women's History Museum, and that there is an active campaign to establish a permanent site in Washington D.C. As a lead in to the project, show the students the short 5 minute video narrated by Meryl Streep about the campaign and need for a National Women's History Museum located at the following web site:

<http://www.3roads.com/3jrhzskr03md94e320/NWHM%20CONGRESSIONAL%20VIDEO/>

Teachers are encouraged to familiarize themselves with the National Women's History Museum by visiting the following web site: <http://www.nwhm.org/> in order to provide more detailed information about the museum and campaign. I have provided the following information taken directly from the National Women's History Museum web site that should suffice for explaining the campaign.

<http://www.nwhm.org/about/about.htm>.

What is the National Women's History Museum? The National Women's History Museum (NWHM), founded in 1996, is a nonpartisan, nonprofit educational institution dedicated to preserving, interpreting, and celebrating the diverse historic contributions of women, and integrating this rich heritage fully into our nation's history.

Although women constitute a majority of the population, their lives, achievements, and contributions are underrepresented in museums. Recognition of the achievements made by American women will promote a better understanding of our history and culture for all who visit Washington, D.C. In 1999, *The President's Commission on the Celebration of Women in American History* called for a women's history museum on the Mall in Washington, DC, and specifically cited the NWHM in that role.

Obtaining a Permanent Site

During its ten years as an organization, NWHM has worked hard towards obtaining a permanent museum site in the nation's capital:

- After reviewing over 30 sites, the [Board of Directors](#) identified a vacant building strategically located on Pennsylvania Avenue near the National Mall. The currently [unoccupied Pavilion Annex](#) adjoined to the Old Post Office Building on Pennsylvania Avenue, NW, is under the control of the General Services Administration but can be leased to NWHM to serve as the permanent home of the National Women's History Museum.

- Most recently, on July 29th, 2005, the U.S. Senate passed [S.501](#), the National Women's History Museum Act of 2005, by unanimous consent. Senator Susan Collins [introduced the bill](#) with 20 cosponsors, including all of the female Senators. The Senate previously passed a similar bill, [S.1741](#),

unanimously in 2003. Both times the bill was referred to the House of Representatives. The bill is currently pending in the House Transportation and Infrastructure Committee.

Source: National Women's History Museum <http://www.nwhm.org/about/about.htm>.

4. (15 minutes) Pass out to students the **Women's Gallery Project Directions Handout** which is located under the materials heading at the end of this lesson plan. Read the directions to the class or choose students to read parts of the directions out loud. This should take approximately 15 minutes. Once you have communicated the directions, ask students if they have any questions about the assignment or project. Take five minutes to answer any questions they may have.

5. Closure of Day 1 Lesson (10 minutes): Break students into six groups with an equal number of students per group if possible. If there is an odd number in one group this will not be a problem. Since each presentation is scripted, the instructor can fill in for the odd numbered group. You may randomly assign groups using numbers, or you may have students choose their groups, or you may assign groups based on ability levels. Each group of students should be assigned one individual woman from the Massachusetts Frameworks to research. I have listed two examples below to assist you:

Even numbered grouping of 24 students:

Group 1: 4 students: Harriet Tubman

Group 2: 4 students: Sojourner Truth

Group 3: 4 students: Elizabeth Cady Stanton

Group 4: 4 students: Susan B. Anthony

Group 5: 4 students: Margaret Fuller

Group 6: 4 students: Lucretia Mott

Odd numbered grouping with 23 students:

Group 1: 3 students: Harriet Tubman (Instructor will fill in for student during presentations.)

Group 2: 4 students: Sojourner Truth

Group 3: 4 students: Elizabeth Cady Stanton

Group 4: 4 students: Susan B. Anthony

Group 5: 4 students: Margaret Fuller

Group 6: 4 students: Lucretia Mott

While students are in groups, they should begin to delegate roles and responsibilities for the exhibition and script. For homework pass out the two rubrics associated with the project: the **Women's 3-Panel Exhibition Rubric** and the **Script Gallery Presentation Rubric**. Both rubrics can be found at the end of this unit. Have students read and familiarize themselves with the rubrics for homework. In addition, assign students independent research that they will share with their groups at the beginning of Day 2. Students should be made accountable for their research. One suggestion is that they must have 20 research points written down for homework. This can be checked the following day while students begin research in the library or media center.

Day 2 Lesson Plan: Student-based Research

* **Note:** It is highly suggested that teachers prepare for the in school research beforehand by reviewing internet sites of the individual women and asking the librarian or media specialist to place good reference books and sources on hold.

1. Introduction of Day 2 Lesson Plan (5 minutes): Meet students in the library / media center for student based research. Computer access for each student would be optimal circumstances, but if not possible, individual turns on computers will suffice while other members utilize the other available sources in the library / media center. Briefly remind students of the project expectations, and then instruct students to meet with their groups for approximately five minutes to share any information they gathered from their research the previous night, and to confirm delegated responsibilities from the previous day.
2. Student-Based research (40 minutes): After the group sharing session, ask students to continue their research utilizing all available sources within the library / media center. Be sure to facilitate student research by being sure to interact and assist each group at least once with their research.
3. Closure of Day 2 Lesson Plan (5 minutes): Ask student to reconvene their group for five minutes and to confirm delegated responsibilities, and to share research. Assign continued independent research for homework tonight.

Day 3 Lesson Plan: Student-based Research

1. Follow the same lesson plan format as the Day 2 Lesson Plan, but during the closure of the lesson, remind students to meet back in the regular classroom tomorrow, and to come prepared with pre-made and fabricated parts to construct their 3 panel exhibition on their individual woman.

Day 4 Lesson Plan: Construction of 3 Panel Museum Exhibition

1. Introduction of Day 4 Lesson Plan (5 minutes): Briefly remind students of the expectations for the 3-panel exhibition as stated on the directions sheet and rubric. Be sure to have the three panel bulletin boards, multi-colored construction paper, glue, tape, scissors, markers, and colored pencils available for use. Students, as per directions, should already have pre-made and fabricated parts of the bulletin board that will only need to be taped or glued to the 3-panel bulletin board. Remind students that they only have 40 minutes to construct their bulletin board and museum exhibition.
2. Construction of 3-Panel Bulletin Board (40 minutes): Students should be formatting their bulletin board exhibitions with pre-fabricated parts as stated in the directions.
3. Closure of Day 4 Lesson Plan (5 minutes): Have students fold up there exhibitions, and clean up the classroom. Remind students to continue their research for the purpose of creating their timed script as per previous directions. Remind students that tomorrow they will be writing their script based on the exhibition they designed and created today.

Day 5 Lesson Plan: Writing and Practice of Written Script

1. Introduction of Day 5 Lesson Plan (5 minutes): Briefly remind students of the expectations for the timed script as stated in the directions sheet and rubric. Be sure to have paper for students to use in developing their scripts. Have students break into groups and begin the writing and editing of the script. Remind students that they only have 40 minutes to write and practice their 5 minute timed script based on their individual woman and 3 panel-bulletin board.

2. Writing, editing, and practicing of script (40 minutes): Students should be writing and editing their scripts.
3. Closure of Day 5 Lesson Plan (5 minutes): As students finish their scripts, be sure to have students make copies of the script so they can all practice the script for homework. Remind students that tomorrow they will be individually presenting their bulletin board and script to other students, and that they should re-familiarize themselves with the rubric for the oral presentation of the project.

Day 6 Lesson Plan: Exhibition Day

1. Introduction of Day 6 Lesson (10 minutes): The instructor should have six separate stations planned away from one another where students can set up their bulletin boards. A relatively good location for the stations are to have one station in each corner of the room, and the two other stations in the middle of the two longest walls. Allow students to set up their bulletin boards in the appropriate places. While students are setting up, handout the **“Exhibition Viewing Sheet”** and then divide the students into 4 viewing groups so that there is one representative student from each original research group in the new viewing groups. A sample of viewing groups is noted below:

For 24 students:

- Viewing Group 1 = 6 students (1 from each original research group)
- Viewing Group 2 = 6 students (1 from each original research group)
- Viewing Group 3 = 6 students (1 from each original research group)
- Viewing Group 4 = 6 students (1 from each original research group)

For 23 students

- Viewing Group 1 = 5 students (1 from each original research group) and Instructor
- Viewing Group 2 = 6 students (1 from each original research group)
- Viewing Group 3 = 6 students (1 from each original research group)
- Viewing Group 4 = 6 students (1 from each original research group)

The viewing groups should each be assigned to a distinct and separate station. It does not matter which stations since students will be viewing all six stations during the exhibition, however, placing the groups as far apart as possible will assist in diminishing voices from other presentations. Once the viewing groups have been positioned, it is time to proceed with the presentations.

2. Scripted Presentations of 3 Panel-Bulletin Boards of Important Women in United States History (35 minutes):

Note that any given time there will be only four stations in operation with one of the six students presenting their individual bulletin board with corresponding script. While the one student in each viewing group is presenting their particular bulletin board, the remaining five students should be actively listening to the presentation and taking notes on the **“Exhibition Viewing Sheet.”** Recall that every presentation is a timed script of five minutes, so the instructor should have a means of keeping track of time in order to transition the viewing groups to the other stations. A timer with bell is recommended. After each five minute timed script and presentation, have students transition from one viewing station to the next until all viewing stations have been presented. Once students have completed viewing all six of the stations, all students should have the entire **“Exhibition Viewing Sheet”** filled out. While presentations take place, the instructor should ensure that they view each scripted presentation. During student presentations, the instructor should be assessing the script presentation and bulletin board utilizing

the corresponding rubrics. Note that if there is an odd numbered viewing group, the instructor must fill in as the presenter for that particular 5 minute scripted presentation. This ensures that every station is presented. Instructors do not have to remain with that group when other students are presenting their scripts.

3. Closure (5 minutes): After presentations are complete, have students pass in a copy of their scripts to the instructor for assessment. The instructor should then pass out the **Essay/Letter Assignment** to students and review the directions. Tell students to be prepared to share their essays or letters tomorrow in class before they pass them in for assessment. Also, inform students that there will be a brief quiz based on the “**Exhibition Viewing Sheet**” they filled out during this class. After the quiz, students will also be responsible for leading discussions on the individual women they researched, as well as a brief oral student evaluation of the project.

Day 7 Lesson Plan: Discussion and Assessment of Exhibition

1. Introduction of Day 7 Lesson Plan (5 minutes): Present students the quote from Karen Staser that was used on Day 1 of the unit. Ask students to read it again, and share any new insights gained as a result of research and presentations.

“A better world awaits the generation that absorbs what women and men have to share about life from a joint perspective. Global discrimination and violence against women will end. We have much to work toward...If we - and future generations - are to learn all the lessons of the past upon which to build the future, we must be aware of the true experiences and contributions of women. Clearly, men cannot get there alone. Together, all things are possible.”

- Karen Staser, Founder of the National Women's History Museum

2. Quiz (15 minutes): Once students have shared their insights, give students a quiz based on the information from their Exhibition Viewing Sheets.

3. Discussion (25 minutes): After the quiz, have students share the main points of their essays and letters with a focus on the contributions of the women studied. Ask them whether or not the state was correct in including them in the Massachusetts Frameworks. Ask them if they came across any other women that should be included in the Massachusetts Frameworks. Continue the discussion until there is five minutes remaining in the class.

4. Closure of Day 7 Lesson Plan (5 minutes): Before the close of class, commend students on the job they did in researching and presenting their respective individual women. If deserving, relay to the students your satisfaction and approbation for a job well done. Complete the lesson by informing them of the current state of affairs regarding the campaign for a National Women’s History Museum, and encourage those interested to become more involved. Those interested should be directed to the web site as a starting point for involvement. Reiterate with students the infancy of women’s studies and the need to include women in history for a more complete understanding and appreciation of the past.

Assessment of Unit: Students will be assessed based on:

1. Completion of nightly research assignments
2. The 3-Panel Exhibition Rubric
3. The Script Presentation Rubric

4. Completion of Exhibition Viewing Sheet
5. Quiz on Exhibition Viewing Sheet
6. Independent essay or letter to Congressional Representative utilizing the MCAS Long Composition Rubric
7. A section on a test based on the contributions of women in United States History.

References:

Massachusetts Department of Education, "Massachusetts Curriculum Frameworks." History and Social Science Curriculum Framework. editing in progress. 2006.

"The National Women's History Museum." NWHM The National Women's History Museum. 2006. National Women's History Museum. 31 July 2006 <<http://www.nwhm.org/index.html>>.

"National Women's History Museum." National Women's History Museum Campaign for Women's History Month. 2006. National Women's History Museum. 31 July 2006 <<http://www.3roads.com/3jrhzskr03md94e320/NWHM%20CONGRESSIONAL%20VIDEO/>>.

Materials for Day 1 Lesson Plan

1. Introductory Quote for Day 1 Lesson Plan: Directions: Photocopy this sheet enough times to handout the quote to each student. Cut the quotes with scissors.

"A better world awaits the generation that absorbs what women and men have to share about life from a joint perspective. Global discrimination and violence against women will end. We have much to work toward...If we - and future generations - are to learn all the lessons of the past upon which to build the future, we must be aware of the true experiences and contributions of women. Clearly, men cannot get there alone. Together, all things are possible."

- Karen Staser, Founder of the National Women's History Museum

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Below are some possible discussion questions and answers for the Karen Staser quote.

Question #1: Who is the author?

Answer #1: Karen Staser

Question #2: What did she found?

Answer #2: The National Women’s History Museum

Question #3: What is the main point of the quote?

Answer #3: That the experiences and contributions of women are essential in creating a better world and a better understanding of history.

Question #4: What is Karen Staser trying to convey?

Answer #4: The importance of women being included in an understanding of our world and our history.

Question #5: According to Karen Staser, why are the contributions of women important? Do you agree or disagree? Why or why not?

Answer #5: By studying the contributions of women, it allows generations of people to view the world through a joint perspective that will mean mutual and beneficial understanding and progress for the future.

Question #6: Based on her quote, what are Karen Staser’s hopes? Are they noble?

Answer #6: Karen Staser’s hopes are to create a better world where all things are possible.

Question #7: Do you want a better world?

Answer #7: Answers will vary.

Question #8: How are people to learn all the lessons of the past?

Answer #8: By including women in the understanding of our past.

Question #9: What must people be aware of in order to learn from the past and create a better world?

Answer #9: People must be made aware of the true experiences and contributions of women.

Question #10: Do you think the contributions of women are important?

Answer #10: Answers will vary, but use these responses as a transition to the next part of the lesson.

2. Computer with internet access and a projector screen with speakers for the purpose of showing the Meryl Streep Video on the campaign and need for a National Women’s History Museum.

The video can be played and/or downloaded from the following site.

<http://www.3roads.com/3jrhzskr03md94e320/NWHM%20CONGRESSIONAL%20VIDEO/>

3. Below is the **Women Gallery’s Directions Handout** that should be passed out during Day 1.

Women's Gallery Project Directions Handout

You have been selected by the Board of Directors of the National Women's History Museum to design and present a museum exhibition and gallery presentation of famous women in United States History to a United States Congressional Committee for the purpose of convincing Congress and the American people to establish a permanent site and museum along the National Mall in Washington D.C. The purpose of this exhibition and gallery presentation is to help instruct Congress and the general public as to the important contributions women have played in our nation's history. As this is a daunting task, you will be assigned to a research group in order to assist you in the completion of the exhibition and gallery presentation. It is imperative that every group member work diligently and make worthwhile contributions to the exhibition and gallery presentation because every member of the group will be required to present their exhibition and script on Exhibition Day.

Directions for the 3-Panel Exhibition Bulletin Board and Gallery Presentation:

The project is divided into two major components: the exhibition which consists of creating and designing a 3 panel bulletin board of a famous woman in United States History and an oral gallery presentation that will be timed and scripted for the purpose of sharing your exhibition and research to other students and the instructor.

The Board of Directors of the National Women's History Museum has offered these guidelines to assist you in designing your museum exhibition and gallery presentation.

1. You are required to place your gallery presentation on a 3-panel bulletin board or tri-fold poster board with the following information on each panel.
2. On the center panel you should have the following:
 - a. At the top of the center panel, place the following main title in colorful, readable print: "The Gallery of Famous Women in United States History".
 - b. Beneath the main title, write the name of the individual woman your group is responsible for researching and presenting (i.e. Harriet Tubman) in colorful, readable print.
 - c. Beneath the individual woman's name include a large print photograph or picture of the woman being research and presented.
 - d. Beneath the individual woman's picture or photograph, write the following: "Presented By" followed by all of the group members' names.
 - e. Beneath the group members' names, write a brief (1 paragraph) biographical sketch of the woman. Be sure to include in this brief sketch the woman's most important contribution(s) to United States History.
 - f. Beneath the brief (1 paragraph) biographical sketch, title a new section "Important Contributions," and write five bulleted points of information that your group believes are the most important regarding the contributions of your particular individual woman.
 - g. Beneath the five bulleted points of information, you should title a new section "Additional MCAS Information." Under this section your group should address the points expressed in the Massachusetts History and Social Science Frameworks by writing a brief response to the following:
 - i. For groups researching Harriet Tubman and Sojourner Truth, be sure to:
 1. describe why they became a part of the abolitionist movement.
 2. the individual roles they played in the abolitionist movement.
 3. the response of southerners and northerners to their abolitionism.

- ii. For groups researching Elizabeth Cady Stanton, Susan B. Anthony, Margaret Fuller, and Lucretia Mott, be sure to:
 1. analyze the individual goals of each woman.
 2. describe how they attempted to achieve those goals
 3. analyze the effect they had on the antebellum (pre-civil war) women's suffrage movement.
3. On the left panel you will be completing a vertical time line of events that occurred in your woman's lifetime. The left panel should have the following:
 - a. Title the left panel "(Individual woman's name, apostrophe 's', followed by the words 'Life on the Line.'" (Example: Harriet Tubman's Life on the Line)
 - b. Below the main title, place the following question: " How did (individual woman's name) walk the line? (example: How did Harriet Tubman "walk the line?"
 - c. Below the question, begin an illustrated timeline of the top ten major events in the woman's life beginning with the woman's birth and ending with the woman's death. Place the dates on the far left hand side of the panel. For each date provide a brief explanation of the importance of the date and the event the date is associated with. If applicable, for each event, attempt to provide a small illustration, picture, or photograph that is relevant to the dated event.
4. On the right panel you should include all of the following:
 - a. Title the right panel "Individual woman's name, apostrophe 's' followed by 'Lessons and Legacy.'" (Example: Harriet Tubman's Lessons and Legacy)
 - b. This panel should focus on the legacy of your particular woman as well as the lessons that can be learned regarding the study and research of this individual. It is this portion of the bulletin board that should attempt to convince the Congressional Committee and American public as to the need to study your particular woman and for her to be a part of the National Women's History Museum in Washington D.C.
 - c. The design of your right hand panel is up to the creative energy of your group, but be sure to follow the guidelines below when designing your right hand panel.
 - i. You should address the importance of your individual in some meaningful way.
 - ii. You should include images, illustrations, pictures, and/or photographs that highlight the importance of your woman in a meaningful way.
 - iii. You should include portions of primary source documents that highlight and capture the essence of the individual woman. Students should place a minimum of 3 famous quotes somewhere on the right hand panel.
 - iv. Finally, a brief rationale should end the completion of your right hand panel by once again expressing the contributions and importance of your individual woman, as well as the need for an exhibition to be placed in the National Women's History Museum.
5. Students will have one day in class to construct their 3-panel bulletin boards. It is highly recommended that students come to class with the titles, labels, informational points, quotes, etc. already typed out or written out in creative, and colorful font. By doing this, students will be able to spend time formatting the 3 panel-bulletin board. The teacher will give measurements for the panel sizes so students can plan and measure accordingly. Be sure to make your bulletin board exhibitions colorful, neat, and creative.
5. Students must follow the prescribed format above, and will be assessed based on the 3-Panel Exhibition Rubric. Students should familiarize themselves with the rubric to ensure the highest possible marks.
6. After your group has designed and completed the gallery presentation, your group must write up an informative, interesting, and anecdotal script that each member will follow when they present to the exhibition viewing groups. Each member must follow the script, so as to insure all groups are receiving the same information. The length should be no shorter than four minutes and no longer than 5 minutes. It is imperative that students adhere to the time limit so that exhibition day will run smoothly. The script

should use the exhibition as a visual aid, and should be interesting, engaging, and memorable by including anecdotal information, and reasoned analysis. Students will be assessed for their script based on the Script Gallery Presentation Rubric. Students should familiarize themselves with the rubric to ensure the highest possible marks.

7. On Exhibition Day, each student will be given a worksheet (The Women's Gallery Exhibition Viewing Sheet) to complete as they go around the room and view each exhibition and gallery presentation.

Students should fill out their worksheet with all of the necessary and pertinent information in short hand form. Students will be primarily responsible for the information contained in each of the gallery's center and right hand panels.

8. Students will be assessed on their group's 3-panel exhibition, script, and the completion of the Women's Gallery Exhibition Viewing Sheet. A quiz on the relevant contributions and legacies of the women researched and presented will also be administered. In addition, students will also be assessed based on the composition of an essay concerning the accomplishments of the researched woman or a letter to a congressional representative related to the need for the National Women's History Museum. The essay or letter will be graded using the MCAS Long Composition rubric.

Women's 3-Panel Exhibition Rubric

Directions: The following is a rubric for the completion of the 3-panel bulletin board exhibition. Students should review the rubric and attempt to answer all of the questions in the affirmative. An affirmative answer in the yes column awards the group 1 point while a negative answer awards the group no or zero points. The total sum of all points awarded will be divided by the total number of possible points. This number will be your group's grade for the exhibition. Students should pay close attention to the directions for the exhibition and be sure to familiarize themselves with this rubric in order to achieve the highest possible marks.

Student(s) Name(s): _____

Name of Researched Woman: _____

Guiding Question for 3-Panel Exhibition: Did the student(s) create a **quality 3-Panel Exhibition?**

General Questions:

1. Did the student(s) design a three (3) panel exhibit as indicated by the directions? Y / N
2. Did the student(s) label the overall project and each panel title correctly? Y / N
3. Did the student(s) label all of the other components of each panel correctly? Y / N
4. Did the student(s) include appropriate images and illustrations in their exhibit? Y / N
5. Overall, did the student(s) create a neat, colorful, creative, and appealing exhibit? Y / N
6. Overall, did the student(s) create a **quality** exhibit? Y / N

Center Panel:

7. Did the student(s) use a large print photograph or image of the researched woman? Y / N
8. Did the student(s) write a brief biographical paragraph on the researched woman? Y / N
9. Is the biographical paragraph accurate, informative, and well written? Y / N
10. Did the student(s) properly identify five important contributions of the individual to United States History? Y / N

- 11. Are the five important contributions accurate and appropriate to cite? Y / N
- 12. Did the student(s) address the three major MCAS research points for their woman? Y / N
- 13. Are the MCAS research points accurate, informative, and well written? Y / N

Left Panel:

- 14. Did the student(s) develop a timeline for the individual woman? Y / N
- 15. Did the timeline begin with the woman’s birth and end with her death? Y / N
- 16. Did the timeline have a minimum of 10 dates and events? Y / N
- 17. Did each date have an appropriate explanation? Y / N
- 18. Did each explanation have an accompanying illustration or picture? Y / N
- 19. Is the information on the timeline accurate and informative? Y / N

Right Panel:

- 20. Did the student(s) focus on the legacy and lessons of the individual woman? Y / N
- 21. Did the student(s) attempt to express the significance of the woman? Y / N
- 22. Did the student(s) include images to enhance the understanding of the woman? Y / N
- 23. Did the student(s) include primary source information? Y / N
- 24. Did the student(s) include a minimum of three famous quotes by the woman? Y / N
- 25. Is the information regarding the woman’s legacy accurate and informative? Y / N

Teacher Comments: _____

Total Points Awarded: _____
Total Possible Points: 25

Overall Grade = _____

Script Gallery Presentation Rubric

Directions: The following is a rubric for the completion of the Script Gallery Presentation. Students should review the rubric and attempt to answer all of the questions in the affirmative. An affirmative answer in the yes column awards the group 1 point while a negative answer awards the group no or zero points. The total sum of all points awarded will be divided by the total number of possible points. This number will be your group’s grade for the Script Gallery Presentation. Students should pay close attention to the directions for the Script Gallery Presentation and be sure to familiarize themselves with this rubric in order to achieve the highest possible marks.

Student(s) Name(s): _____

Name of Researched Woman: _____

Guiding Question for Script Gallery Presentation: Did the student(s) create a **quality script** for the presentation of the 3-panel exhibition?

- | | |
|--|-------|
| 1. Did the student(s) develop a script for the gallery presentation? | Y / N |
| 2. Did the student(s) develop a script that is no less than 4 minutes and no more than 5 minutes? | Y / N |
| 3. Does the script include a brief biography of the researched women? | Y / N |
| 4. Does the script include the major contributions of the researched woman? | Y / N |
| 5. Does the script include at least one interesting anecdote that helps make the presentation memorable? | Y / N |
| 6. Does the script explain the importance and significance of the woman with an emphasis on the MCAS research points? | Y / N |
| 7. Does the script make reference to the exhibition, and utilize the exhibition as a visual aid? | Y / N |
| 8. Is the script creative, memorable, and engaging to the audience? | Y / N |
| 9. Is the script written well, with no major spelling or grammatical errors? | Y / N |
| 10. Overall, was a quality script produced that convinces the audience of the woman's importance and need for an exhibit in her honor? | Y / N |

Teacher Comments: _____

Total Points Awarded: _____
Total Possible Points: **10**

Overall Grade = _____

Materials for Day 2 and Day 3 Lesson Plans:

1. Use of library, media center, or research facility
2. Use of computer labs
3. Books and resources for each of the individual women to be researched. A suggestion is to go to the library beforehand and reserve materials suitable for the parameters of the research project.

Materials for Day 4 Lesson Plan:

1. 3-panel bulletin boards for use by groups
2. Students should come to class with pre-made and measured materials to tape and glue onto bulletin boards.
3. Tape, glue, adhesives for attaching to bulletin boards.
4. Colored markers, pencils, pens, etc.

Materials for Day 5 Lesson Plan:

1. Student should come prepared with ideas for script
2. White-lined paper for drafts of script
3. Dictionaries, Thesaurus

Materials for Day 6 Lesson Plan

1. 3-panel Bulletin Boards made by students
2. Location picked out for six stations
3. A copy of script for each member of group for presentation, as well as one additional copy of script to be passed into the teacher.
4. A timer to keep track of presentation timing
5. A bell to transition students from one station to the next
6. Enough copies of the **Exhibition Viewing Sheet** for each student. (located at the very end of this unit plan)
7. Copies of the **Essay / Letter Assignment**
8. Mailing addresses of the Massachusetts U.S. Congressional Representatives for letter assignment
9. Copies of the MCAS Long Composition Rubric

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Essay / Letter Assignment: Make enough copies of the page below to cut out enough assignments to pass out to students for homework. Remind them that they will be graded using the MCAS Long Composition Rubric. You may also wish to pass out the MCAS Long Composition Rubric if students are not already familiar with it.

Essay/ Letter Assignment:

As a culminating activity you will be required to either compose a long composition essay based on your research findings for your particular woman, or draft a letter to a congressional representative regarding the issue of the National Women's History Museum. Whether you choose to do the essay or the letter, you will be assessed using the MCAS Long Composition Rubric. This assignment will be due tomorrow.

Essay/ Letter Assignment:

As a culminating activity you will be required to either compose a long composition essay based on your research findings for your particular woman, or draft a letter to a congressional representative regarding the issue of the National Women's History Museum. Whether you choose to do the essay or the letter, you will be assessed using the MCAS Long Composition Rubric. This assignment will be due tomorrow.

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As a culminating activity you will be required to either compose a long composition essay based on your research findings for your particular woman, or draft a letter to a congressional representative regarding the issue of the National Women's History Museum. Whether you choose to do the essay or the letter, you will be assessed using the MCAS Long Composition Rubric. This assignment will be due tomorrow.

Copies of the MCAS Long Composition rubric may be obtained on the Massachusetts Department of Education web site.

Materials for Day 7 Lesson Plan:

1. The Karen Staser quote from the Day 1 Lesson Plan
2. Copies of quizzes that will be generated from the bulletin boards (This should be developed by the individual teacher based on what students include on their bulletin boards and what information is contained in their scripts).

3. Students pass in their letters or essays.

Conclusion:

This unit may be modified with high level students by having less in school research, and more independent research at home. The bulletin board and script may be assigned for homework in higher level classes, though several days should be assigned for the completion of the entire project. For lower level students, more time in school may be necessary to ensure adequate research, and higher levels of success. This concludes the 7-day unit plan for Women in United States History.

