

<b>OUTSTANDING WOMEN</b>		<b>Student/Class Goal</b> Each of us must consider the choices we make and how they affect ourselves and others.
<b>Outcome</b> <i>(lesson objective)</i> Using guided inquiry; students will research about the lives of famous women and choose a method of presenting their information to the group.		<b>Time Frame</b> 2-3 hours
<b>Standard</b> <i>Convey Ideas in Writing</i>		<b>NRS EFL 3-6</b>
<b>COPS</b> Determine the purpose for communicating.	<b>Activity Addresses Components of Performance</b> Researching famous women to consider how making choices affected their lives and the lives of others.	
Organize and present the information to serve the purpose, context, and audience.	Students can choose to share their research based on their interest in a certain format or by differentiated level.	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	Presentation of final products should be easily understood by others in the group with punctuation, spelling and capitalization used correctly. Sentence and grammatical structures should be appropriate to the format of product selected.	
Seek feedback and revise to enhance the effectiveness of communication.	Students will seek out peers to check their writing before a final copy is completed.	
<b>Materials</b> <i>Vhorses: A Celebration of Outstanding Women</i> by J. Patrick Lewis <i>Women Making Decisions</i> Anticipation Guide Women in History Thematic Collection <i>Amazing American Women: 40 Fascinating Five-Minute Reads</i> by Kendall Haven <i>The Right Way to Research: Online Resources</i> Teacher Information Sheet <i>Knowing the Person by the Decisions She Made</i> Decision Chart		
<b>Learner Prior Knowledge</b> Learners have heard the names of famous women, but have little understanding of their accomplishments or what choices they have made. Students should have Internet search techniques in order to find information and have had practice researching websites.		
<b>Instructional Activities</b> Step 1 - Read the poem "You Learn by Living" from <i>Vhorses: A Celebration of Outstanding Women</i> or open with the following description about Eleanor Roosevelt and see if learners can guess who this famous woman is: "She grew up thinking she was the least attractive girl in New York. Her mother reminded her daily of her buckteeth, weak chin and misshapen body. She was afraid to meet anyone, afraid to draw any attention to herself. All her life she struggled to overcome an unhappy childhood, betrayal in her marriage, a controlling mother-in-law and gripping depressions. And yet, she is one of this century's most influential women."  Ask students to work individually or with partners to complete the anticipation guide <i>Women Making Decisions</i> about Eleanor Roosevelt. This guide includes some general issues relevant to famous women, but learners may want to develop their own statements as well.  <b>TEACHER NOTE</b> The Women in History Thematic Collection and the list of Internet resources will provide you with an excellent selection of materials you can have ready before class for students to use during their research. <i>The Right Way to Research: Online Resources</i> Teacher Information Sheet can also provide you with background information on how to help your students choose appropriate pieces for their research.  Step 2 - Choose 2-3 print or Internet resources before class so learners can begin their research about Eleanor Roosevelt as a group.  Using the <i>Knowing the Person by the Decisions She Made</i> decision chart, begin building the matrix on the wall or bulletin board for the group to see. Students can fill out their charts first and then share with a peer or as a group. Complete the large chart of Eleanor together.		

As the students read from several sources, they will be answering the following guided inquiry questions:

1. What important choice(s) did each woman make?
2. What responsibilities went along with these choices?
3. What consequences were tied to these choices?
4. How did these choices affect important people in their lives?
5. What was happening in the world at the time this woman made this choice?
6. What makes this woman great? What qualities did she exhibit?
7. What does this person's life and the choices she made have to say to you about your life and the choices you make?

Step 3 - Each student selects a biography of another famous woman to research independently. Choices might include: Harriet Tubman, Jane Addams, Elizabeth Blackwell, Helen Keller, Clara Barton, Nellie Bly, Amelia Earhart, or anyone from one of the Internet resources that they find interesting.

Return to the decision chart and anticipation guide after completing the research for each famous woman. Each student can share his or her decision chart information on the large wall display so everyone can share information from each other's research.

Journal Writing – Consider your own personal decisions about relationships and your family, educational decisions about class attendance and academic goals or vocational decisions regarding a job. What choices can you make to improve any of these in your own life? Another option might be to think of a time when you have had to make an important decision. What decision did you make? Why? What responsibilities went along with your decision? What were the consequences of the decision?

Step 4 - Students can choose how they demonstrate the application of their research, or the teacher can choose appropriate writing products based on each student's educational functioning level. Some choices might include:

- Make a **Top Ten List** of the most important ideas learned from this lesson.
- Compose a **Bio Poem** to demonstrate personal characteristics of their selected famous woman.
- Write a **Persuasive Paragraph** encouraging women to ...
- Write a **Tribute** to a person who has done something to help those less fortunate than him- or herself.
- Write a **Comparative Essay** that lists the character traits and experiences they have in common with their selected famous woman.

Students can share their writing products with other group members as a culminating activity or a timeline of famous women could be developed with each student contributing his or her own research.

#### **Assessment/Evidence** *(based on outcome)*

*Women Making Decisions* Anticipation Guide  
*Knowing the Person by the Decisions She Made* Decision Chart  
Famous woman biography shared in student's choice of writing products

#### **Teacher Reflection/Lesson Evaluation**

*Not yet completed.*

#### **Next Steps**

#### **Technology Integration**

Eleanor Roosevelt <http://www.pbs.org/wgbh/amex/eleanor/>  
Women's History Month <http://www.nps.gov/history/nr/feature/wom/>  
Women in History <http://www.lkwdpl.org/wihohio/figures.htm>  
Ohio women <http://www.oplin.org/famousohioans/women/puzzler.html>  
Biographies of Famous Women <http://www.villanova.edu/artsci/womensstudies/resources/famouswomen.htm>  
Famous American Woman Scavenger Hunt [http://www.educationworld.com/a\\_lesson/lesson/lesson102.shtml](http://www.educationworld.com/a_lesson/lesson/lesson102.shtml)  
Suffrage Biographies [http://womenshistory.about.com/library/bio/blbio\\_suffrage\\_list.htm](http://womenshistory.about.com/library/bio/blbio_suffrage_list.htm)  
National Women's Hall of Fame <http://www.greatwomen.org/>  
American Women <http://memory.loc.gov/ammem/awhhtml/index.html>

Bio Poem Teaching Strategy <http://literacy.kent.edu/eureka/strategies/biopoems.pdf>

Women in History Thematic Collection <http://literacy.kent.edu/eureka/tradebooks/matrices/MatrixWomeninHistory.doc>

**Additional Print Resources**

They Lead the Way: 14 American Women by Johanna Johnston

Girls Who Rocked the World by Amelie Welden

**Purposeful/Transparent**

By studying and writing about famous women, students have role models for how they can make important decisions in their lives.

**Contextual**

Students are able to choose writing products that are appropriate for their particular learning level and share what they have learned about a famous woman with the group.

**Building Expertise**

Having the tools – searching systematically, knowing the rules, evaluating relevance, recognizing credibility and not plagiarizing – to do online research will benefit students as they continue their education.



## Women Making Decisions

### Anticipation Guide

- ⇒ In the first column, note whether or not you agree with each statement.
- ⇒ At the end of this lesson, you will note whether or not your opinion has changed.
- ⇒ Starting with Eleanor Roosevelt, note whether or not you believe she would agree or disagree with the statement, based on your research. Complete the opinion column before you research each of the next two famous women of your choice.

You might use a Yes/No format agreeing or disagreeing or you might use the following scale  
 SA (strongly agree)    A (agree)    D (disagree)    SD (strongly disagree)

My Opinion Before	My Opinion After	Statement	Eleanor Roosevelt	famous woman	famous woman
		I cannot make difficult choices without the support of my family.			
		Good choices have positive consequences and bad choices have negative consequences.			
		Only the poor truly care about the poor.			
		What is important in life is that each person be responsible for him- or herself			
		Women are emotional thinkers; they are not logical thinkers.			
		The greatest dangers are physical dangers.			
		Additional Statement:			

## Knowing the Person by the Decisions She Made

### Decision Chart

	<b>Eleanor Roosevelt</b>	famous woman	famous woman
Person's Decision(s)			
Importance of Decision			
Effect of Decision on Person Herself			
Effect of Decision on the Lives of Others			
What Decision Could Have Been Made Instead			
What Would You Have Done in Her Place			
Other Comments			

Which woman's choice was the most difficult? Why do you think that?

Compare the qualities or characteristics of 3 women. Were they the same or different?

If these women had an opportunity to sit down together and talk, what would they have talked about? What would they have thought of each other? Why do you think so?

## Women in History Matrix

Some titles in this matrix are picture books with spare text, some are full biographies, and some are collections of shorter biographies about several women (marked bio; group). All focus on important (though not necessarily always famous) women in history.

Author	Title	Type	Difficulty	Woman/ Women Highlighted	Role in History	Setting (Time and/or Place)	Notes
Adler, D.	<a href="#">Picture Book of Sojourner Truth, A</a>	Bio; individual	Medium	Sojourner Truth	Abolitionist	U.S. 1800s	
Anderson, Laurie	<a href="#">Thank You, Sarah: The Woman Who Saved Thanksgiving</a>	NF/P	Med	Sarah Hale	Author, publisher, activist	19 <sup>th</sup> C	
Armstrong, C.	<a href="#">Women of the Bible</a>	Bio; group	Medium	17 women in both Old and New Testaments	Biblical	Biblical times	
Bausum, Ann	<a href="#">With Courage and Cloth</a>	Bio	Difficult	Alice Paul	Women's right to vote	20th C	
Bolden, T.	<a href="#">And Not Afraid to Dare</a>	Bio; group	Medium	10 African American women	Courageous	U.S.; 18 <sup>th</sup> —20 <sup>th</sup> centuries	
Borden, L., & Kroeger, M.K.	<a href="#">Fly High!</a>	Bio; individual	Easy	Bessie Colman	Aviator	U.S., early 1900s	First African American woman to earn pilot's license
Brown, D.	<a href="#">Alice Ramsey's Grand Adventure</a>	Nonfiction	Easy	3 women	Adventurers	U.S., early 1900s	Drove cross country
Brown, D.	<a href="#">Ruth Law Thrills a Nation</a>	Bio; individual	Easy	Ruth Law	Aviator	U.S. early 1900s	
Brown, D.	<a href="#">Uncommon Traveler</a>	Bio; individual	Easy	Mary Kingsley	Adventurers	England and Africa; 19 <sup>th</sup> century	
Brown, D.	<a href="#">Voices from the Wilderness</a>	Bio; individual	Easy	Anna Howard Shaw	Women's suffrage	U.S. 1800s	
Chang, I.	<a href="#">A Separate Battle: Women in the Civil War</a>	Nonfiction, diaries, letters, bio	GED	Variety	Affected by Civil War	U.S. 18 <sup>th</sup> century	
Colman, P.	<a href="#">Rosie the Riveter</a>	Nonfiction	Medium	Variety	Women in WW II	U.S. 1930s-40s	
Colman, P.	<a href="#">Where the Action Was</a>	Nonfiction; memoirs	Medium	Variety	Journalists in WW II	Europe, Asia; mid 1940s	
Dash, J.	<a href="#">We Shall Not Be Moved</a>	Nonfiction	Medium	Variety	Workers; social activists	New York; early 1900s	Shirtwaist industry
Demi	<a href="#">Mother Teresa</a>	Bio	Medium	Mother Teresa	Helping poor	20th C	
Fredeen, C.	<a href="#">Nellie Bly</a>	Bio; individual	Medium	Nellie Bly	Journalist; social activist	U.S. turn of 20 <sup>th</sup> century	Investigative reporter
Freedman, R.	<a href="#">Martha Graham: A</a>	Bio;	GED	Martha Graham	Dancer;	U.S. 20 <sup>th</sup> century	

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	<a href="#">Dancer's Life</a>	individual			choreographer		
Freedman, R.	<a href="#">Eleanor Roosevelt</a>	Bio; individual	GED	Eleanor Roosevelt	First lady; social activist	U.S.; 20 <sup>th</sup> century	
Hansen, J.	<a href="#">African Princess</a>	NF/P	Med.	6 African princesses	Ancient Egypt to present		
Hansen, J.	<a href="#">Women of Hope</a>	Bio; group	Easy	13 African American women	Variety	U.S.; 19 <sup>th</sup> —20 <sup>th</sup> centuries	
Hazell, R.	<a href="#">Heroines</a>	Bio; group	Easy	12 women	Important contributions	Early Greece through 20 <sup>th</sup> century	
Jemison, M.	<a href="#">Find Where the Wind Goes</a>	Autobio; individual	Medium	Mae Jemison	1 <sup>st</sup> woman of color to become astronaut	U.S.; 20 <sup>th</sup> century	
Kuhn, B.	<a href="#">Angels of Mercy</a>	Nonfiction	Medium	Variety	Army nurses in WW II	Europe, Asia, U.S.; 1930s-40s	
Lawrence, J.	<a href="#">Harriet and the Promised Land</a>	Poetry	Easy	Harriet Tubman	Abolitionist	U.S.; mid-1800s	
Levinson, N.	<a href="#">She's Been Working on the Railroad</a>	Nonfiction	GED	Variety	Railroad workers	U.S.; mid-1800s to present	
Lewis, J. Patrick	<a href="#">Verses: A Celebration of Outstanding Women</a>	Bio/Poet.	Med	13 outstanding women	Athletes, poets, painters, stateswomen, activists	19 <sup>th</sup> C-20 <sup>th</sup> C	
Linnea, S.	<a href="#">Princess Ka'iulani: Hope of a Nation, Heart of a People</a>	Bio; individual	GED	Ka'iulani, Crown Princess of Hawaii	Monarch	Hawaii, U.S.; late 19 <sup>th</sup> century	
Lyons, M.	<a href="#">Sorrow's Kitchen</a>	Bio; individual	GED	Zora Neale Hurston	Author	Early 20 <sup>th</sup> century	
Matthews, T.	<a href="#">Light Shining Through the Mist</a>	Bio; individual	Medium	Dian Fossey	Zoologist	Africa, U.S.; 20 <sup>th</sup> century	Studied and tried to protect gorillas
McCully, E.	<a href="#">Pirate Queen, The</a>	His. Fiction	Easy	Grania O'Malley	Pirate	Elizabethan England	Based on a true story
McGill, A.	<a href="#">Molly Bannaky</a>	Bio; individual	Easy	Molly Bannaky	Freed slave	U.S.; 1600s	Benjamin Banneker's grandma
McGovern, A.	<a href="#">Wanted Dead or Alive</a>	Bio; individual	Easy	Harriet Tubman	Abolitionist	U.S.; 19 <sup>th</sup> century	
Medearis, Angela	<a href="#">Princess of the Press</a>	NF	Med	Ida Wells-Barnett	Advocate for women's vote, civil rights, founder of NAACP, and newspaper	20 <sup>th</sup> C	Overcame enormous odds as a women and an African American to accomplish

Author	Title	Type	Difficulty	Woman/ Women Highlighted	Role in History	Setting (Time and/or Place)	Notes
					publisher		lasting work
Meltzer, M.	<a href="#">Ten Queens</a>	Bio; group	Medium	Variety	Monarchs	5 <sup>th</sup> century BC to 18 <sup>th</sup> century	
Miller, B.M.	<a href="#">Buffalo Gals: Women of the Old West</a>	Nonfiction	GED	Variety	Famous and ordinary women of the US West.	Western U.S.; 18 <sup>th</sup> and 19 <sup>th</sup> centuries	
Miller, B.M.	<a href="#">Good Women of a Well-Blessed Land</a>	Nonfiction	GED	Variety	Famous and ordinary women of early America	Colonial U.S.	White, African American, and Native American women featured
Morpurgo, Michael	Joan of Arc	NF, F	Diff	Joan of Arc	Lead French armies to defeat the English	15th C France	Despite the victory, was burned at the stake as a heretic but later determined a saint.
Moss, M.	<a href="#">Brave Harriet</a>	Bio; individual	Easy	Harriet Quimby	Aviator	U.S. and Europe; early 20 <sup>th</sup> century	1 <sup>st</sup> woman with pilot's license; 1 <sup>st</sup> woman to fly across English Channel
O'Dell, S.	<a href="#">Streams to the River, River to the Sea</a>	Historical fiction	GED	Sacagawea	Native American guide	U.S.; 18 <sup>th</sup> century	Lewis and Clark's guide
Pinkney, A.	<a href="#">Let It Shine</a>	Bio; individuals	Medium	African American leaders	"Freedom fighters"	U.S.; 19 <sup>th</sup> and 20 <sup>th</sup> centuries	Civil Rights; abolition
Polakow, Amy	<a href="#">Daisy Bates, Civil Rights Crusader</a>	Bio	Diff	Daisy Bates	Civil Rights Leader in Little Rock, AR	20 <sup>th</sup> C. USA	Bio
Porter, A.P.	<a href="#">Jump at De Sun</a>	Bio; individual	Medium	Zora Neale Hurston	Author	U.S.; early 20 <sup>th</sup> century	
Reich, S.	<a href="#">Clara Schumann</a>	Bio; individual	Medium	Clara Schumann	Musician	Europe; 19 <sup>th</sup> century	Wife of Robert Schumann
Ryan, P. M.	<a href="#">Amelia and Eleanor Go For a Ride</a>	Historical fiction	Medium	Amelia Earhart; Eleanor Roosevelt	Aviator; First Lady/ Social activist	U.S.; 1940s	
Schoonmaker, F.	<a href="#">Edna St. Vincent Millay</a>	Poetry; bio	Easy	Edna St. Vincent Millay	Author	U.S.; 19 <sup>th</sup> century	Poetry featured more than biography
Schroeder, A.	<a href="#">Minty</a>	Bio; individual	Easy	Harriet Tubman	Abolitionist	U.S.; 19 <sup>th</sup> century	Focuses on childhood
Stanley, D.	<a href="#">Cleopatra</a>	Bio; individual	Medium	Cleopatra	Monarch	Ancient Egypt	
Stanley, D.	<a href="#">Joan of Arc</a>	Bio;	Medium	Joan of Arc	Martyr	France; Middle	

Author	Title	Type	Difficulty	Woman/ Women Highlighted	Role in History	Setting (Time and/or Place)	Notes
		individual				Ages	
Stanley, D., & Venema, P.	<a href="#">Good Queen Bess: The Story of Elizabeth I of England</a>	Bio; individual	Medium	Elizabeth I	Monarch	England; 17 <sup>th</sup> century	
Stanley, F.	<a href="#">Last Princess, The</a>	Bio; individual	Medium	Ka'iulani, Crown Princess of Hawaii	Monarch	Hawaii, U.S.; late 19 <sup>th</sup> century	
Stanley, J.	<a href="#">Big Annie of Calumet</a>	Bio; individual	Medium	Annie Clemenc	Labor organizer	U.S.; early 20 <sup>th</sup> century	Led miners' strike of 1913
Szabo, C.	<a href="#">Sky Pioneer</a>	Bio; individual	Easy	Amelia Earhart	Aviator	U.S.; early 20 <sup>th</sup> century	
Thomas, J.C.	<a href="#">I Have Heard of a Land</a>	Bio; individual	Easy	Unnamed African American woman	Homesteader	Western U.S.; late 19 <sup>th</sup> century	Stakes a homestead claim in Oklahoma; based on a true story
Winter, J.	<a href="#">Librarian of Basra, The</a>	NF/P	Easy	Alia Muhammad Baker	Protector of library in Basra, Iraq	21 <sup>st</sup> C, Iraq	
Winter, J.	<a href="#">My Name is Georgia</a>	Bio; individual	Easy	Georgia O'Keefe	Artist	Western U.S.; 20 <sup>th</sup> century	

# The Right Way to Research: Online Resources

\*The definition of **researching** is simply stated as finding something out, but the act of researching takes more work than most people realize. It is about searching *systematically* for solutions to problems, knowing *rules* to guide your search, and helping you *recognize credibility* and *evaluate the relevance* of others' research to suit your own purpose. When you share the results of your research, you must take care not to plagiarize, or use others' words as your own.\*

## 1) Broad Guidelines to Researching:

- ❖ *Prior* to researching, *narrow* your topic as much as possible
- ❖ *Find* a search engine that contains *applicable* research to your topic
- ❖ *Use Boolean* search operators
- ❖ *Read* an array of articles to find different material
- ❖ *Judge* the *credibility* of the Web Site

## 2) Use Booleans:

Boolean search operators are the words: **and, or, not**. You can use these words alone or combined to create a very broad or very narrow search.

- ❖ **And** combines search terms so that each search result contains all of the terms. For example, writing AND career will give results about *both* writing and career.
- ❖ **Or** combines search terms so that each search result contains at least one of the terms. An example would be reading OR writing, and the results would contain *either* reading or writing.
- ❖ **Not** excludes terms so that each search result does not contain any of the terms that follow it. For example, music NOT instrumental would show results of music that is not instrumental.

## 3) Criteria to Judge a Web Site:

When evaluating a Web Site's relevance and credibility, pay close attention to these issues:

- ❖ **Site Author:** Look at who wrote the page, and ask yourself if this person or organization is a certified authority on the subject.
- ❖ **Date:** Is the site updated often? Is the material still relevant?
- ❖ **Purpose:** Is there a bias? What is the intended purpose of this article? (e.g., to inform the public, to sell something)
- ❖ **URL Domain Name:** Is this someone's personal Web Site or blog? Look for .edu, .gov, .net, .mil, .us and .org for Web Sites that may be applicable to your topic
- ❖ **Accuracy:** Check sites against each other to find the facts versus opinion.

## 4) Steering Clear of Plagiarism:

When you compile your research into a paper, you must take care not to plagiarize either intentionally or unintentionally. Plagiarism is claiming someone else's ideas work as your own. The hints offered below may help you avoid plagiarizing.

- ❖ **Don't Borrow Too Heavily:** You will want to include some research in your paper, but it is important not to borrow too heavily. Be careful not to rely too much on others' words or to use someone else's actual words or central ideas as the majority of your own work.
- ❖ **Remember to Cite Quotations:** If you use someone else's exact words, make sure you that you put them in quotation marks. End the quotation with a citation. Add information about the citation in your Reference list. For example, here is a sentence from a paper about technology:
  - J.K Rowling's moral-to-the-story can be summed up in one line in *Harry Potter and the Chamber of Secrets* when Mr. Weasley says, "never trust anything that can think for itself, if you can't see where it keeps its brains" (Rowling, 1999, p. 329).
  - **Reference:** Rowling, J.K. (1999). *Harry Potter and the Chamber of Secrets*. New York: Levine.

- ❖ **Be Careful with Word Switching:** If you take a sentence from a source and change around a few words, it is still plagiarism. Try to avoid using others' words unless they specifically fit a point you are trying to make in your paper. Don't forget to use quotation marks and to cite the source if you do use them.

5) **Helpful Web Sites:**

- ❖ **Google:** <http://www.google.com/>
- ❖ **Altavista:** <http://www.altavista.com/>
- ❖ **Ask Jeeves:** <http://www.aj.com/>
- ❖ **Dogpile:** <http://www.dogpile.com/>
- ❖ **All The Web:** <http://www.alltheweb.com/>
- ❖ **Purdue's MLA Citation Help:** <http://owl.english.purdue.edu/owl/resource/557/01/>
- ❖ **Plagiarism.org:** <http://www.plagiarism.org/>