

# NOTABLE WOMEN

## LESSON GRADES 3–5

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### STANDARDS:

**CCSS.ELA-Literacy.CCRA.K-5.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.K-5.R.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-Literacy.CCRA.K-5.SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.CCRA.K-5.SL.5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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### OBJECTIVE:

Students will be able to prove with evidence the big idea, “people have the power to make change” by using the Notable Women app or website to read about a notable woman and in pairs create a poster to present how that woman has changed the course of history.

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## **MATERIALS:**

- Notable Women App or Notable Women website
- Notebook
- Pencil
- Poster making materials (if not making digitally)
  - Poster paper (1 per pair)
  - Markers
  - Glue
  - Construction paper

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## **MOTIVATION:**

To peak interest and motivate the students, ask them to turn to a partner and discuss a time when they made a change in their life. Write these questions on the board and ask them to discuss with their partner: What is a change you have made in your life? How did you make that change? How did you feel?

After giving students a few minutes to discuss, ask a few volunteers to share what they talked about.

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## **INTRODUCE THE BIG IDEA:**

Introduce the big idea, “people have the power to make change” and write it on the board. Discuss with students that change can be small life changes like the ones they just shared, but change can also be larger scale and affect many people. Inform students that today they will be looking at larger scale change, by examining how powerful women have changed the course of history in honor of Women’s Equality Day (or Women’s History Month.)

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## **PRACTICE WITH THE BIG IDEA:**

To practice with the big idea, “people have the power to make change”, choose a person, character or idea that has created change that the students are familiar

with, such as Martin Luther King Jr. Project a picture of that person and ask the students, “How did \_\_\_\_\_ create change? What changes did he/she make?” Have the students discuss these questions in pairs/small groups, and then ask volunteers to share what they talked about.

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## APPLY THE BIG IDEA:

To apply the big idea, “people have the power to make change” have students get into partners and choose a woman they want to investigate that is featured on the Notable Women app/website. Using at least two sources (Notable Women app or website, ‘Learn More’ links<sup>1</sup> from the Notable Women website, and/or other websites if time allows) students will research how that woman has changed the course of history. After analyzing two or more resources and taking notes, students will make a poster to present the information they found on their notable woman. The poster should include the notable woman’s name, drawing or printed picture of her, and the important changes she made in history.

<sup>1</sup> Every effort has been made to ensure that the ‘Learn More’ links are appropriate for grades 3 through 12. However, the stories of some of the women in this database include references to subjects that some may deem inappropriate for younger students (such as violence and sexual assault.)

**Note:** This poster can also be done as a slideshow or other multimedia presentation instead, but these posters can be hung up around the room in honor of Women’s Equality Day or Women’s History Month.

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## SHARE & SUMMARIZE THE BIG IDEA:

Once students have finished creating their poster with their partner that proves the big idea, “people have the power to make change”, have partner pairs present their notable woman in front of the class. Be sure to remind students of public speaking and listening norms.

**Note:** This may be done on multiple class periods.

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## INTEGRATION:

After students have presented their poster to the class and have gotten to see how women have changed the course of history, have students think more about the big idea, “people have the power to make change”, by having students complete

an exit ticket in which they write the answer to the following questions: What is something you want to change in this world? How do you think you can make that change?

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## POSSIBLE EXTENSION ACTIVITIES:

1. Timeline: Create a "History of Notable Women" timeline that compiles the dates/years of feats accomplished by the all the women that the students came across in their research.
  - a. Alternatively, have students create a timeline with their partner for their notable woman that includes all the important events in her life (especially moments in which she created change).
2. Geographical Map: Create a "Map of Notable Women" that compiles the locations of where notable women accomplished feats either using an online map or pinning a printed map.
3. Compare & Contrast: Either at home or in class have students use the Notable Women app/website to research another woman that is in the same category. Have students compare and contrast the two women using a Venn Diagram.

This lesson is based on model of teaching called the "Advance Organizer" from: [Joyce, Bruce; Weil, Marsha; and Calhoun, Emily, "Models of Teaching" \(2003\). Centers for Teaching and Technology - Book Library. 96.](#)