

# NOTABLE WOMEN

## LESSON GRADES 9–12

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### STANDARDS:

**CCSS.ELA-Literacy.CCRA.6-12.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.6-12.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.6-12.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.CCRA.6-12.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.6-12.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, “power is the ability to influence”<sup>1</sup> by using the Notable Women app or website to read about a notable woman and in pairs create an infographic that symbolizes that woman’s influence.

<sup>1</sup> The big idea “power is the ability to influence” is from the [Gifted and Talented Education Program’s Universal Concepts](#)

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## **MATERIALS:**

- Notable Women App or Notable Women website
- Chromebook, iPad, or other digital device
- 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, write the question “What is POWER?” on the board and ask the students to discuss this question in pairs/small groups. After a few minutes, ask volunteers to share their ideas.

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## **INTRODUCE THE BIG IDEA:**

Introduce the big idea, “power is the ability to influence” and write it on the board. Relate the big idea “power is the ability to influence” to their ideas from the motivation question and inform students that they will be examining how powerful women have influenced 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, “power is the ability to influence”, choose a person, character or idea that the students are familiar with, such as Martin Luther King Jr. Project a picture of the person and ask the students, “What kind of power did \_\_\_\_\_ have? How does it influence people?” Have the students discuss these questions in pairs/small groups. Then, discuss the questions by asking students to share what they talked about.

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## APPLY THE BIG IDEA:

To apply the big idea, “power is the ability to influence” 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>2</sup> from the Notable Women website, and/or other websites if time allows) students will research how that woman has influenced history. After analyzing two or more resources, students will make an infographic to present how that woman has influenced history. (An infographic is a multimedia poster used to convey information using words, pictures, and/or data.) If technology permits, students can make their infographic using Google Docs, Google Slides, or an infographic specific website. If there is no technology available, students can make their infographic by hand as a poster. The infographic should include the name of the notable woman, a picture of her, and how she has influenced history. Students can get creative and use words, text and/or data to display their information and symbolically present how their woman has influenced history.

<sup>2</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.)

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## SHARE & SUMMARIZE THE BIG IDEA:

Once students have finished creating their infographic that proves the big idea, “power is the ability to influence”, have as many students as possible present their infographic and woman to the class.

**Note:** This may be done over multiple class periods or as a gallery walk if time is an issue.

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## INTEGRATION:

After students have presented their infographics to the class and have gotten to see the influence of many women throughout history, have students think more about the big idea, “power is the ability to influence”, by having a group discussion in which students discuss the question: What is the relationship between “power” and “influence”?

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## POSSIBLE EXTENSION ACTIVITIES:

1. Flowchart: Have students create a flowchart for their notable woman in which they graphically display how power and influence are related for their woman.
2. Timeline: Create a "History of Notable Women" class timeline that compiles the dates/years of feats accomplished by 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 was influential).
3. 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.

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.](#)