

**Lesson Title:** Female Heroes in American History

**Curriculum:** Social Studies

**Grade-Level Span:** 3-5, 6-8

**Prerequisites:** Basic understanding of the Internet, Inspiration 7.5 and wordprocessing.

**Washington State EALR Correlation:**

Communication: 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3

Writing: 1.1, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5,

**National Education Technology Standards for Students – Performance Indicators:**

Grades 3–5: 1, 4, 5, 6, 7, 9 10

Grades 6—8: 3, 5, 6, 7, 8, 10

**Purpose:**

1. Use the Internet to research the following information:
  - a) In what ways was this life remarkable?
  - b) How did this woman impact other's lives?
  - c) What personal qualities influenced this person's life and accomplishments?
  - d) Why do you consider this person a hero? Or if not, why not?
2. Use technology as a tool to conduct and evaluate research materials for relevance.
3. Use technology to communicate effectively.

**Description:** This lesson involves the student in effective research of a subject. Students will focus on personal characteristics and accomplishments which have led to them being classified as heroes. They will gather information from various sources, cross-check for reliability and then present their conclusions and opinions in a clear and concise written presentation.

**Activities:**

1. Use a computer and the Internet to gather information.
2. Use collected information to form opinion as to conclusion as to whether a person is or is not a hero.
3. Use visual mapping software to effectively organize information.
4. Use a computer and a word processor to effectively communicate personal observations.

**Tools and Resources:**

Computer with Internet access

Visual mapping software (Inspiration 7.5)

Word processing software (Microsoft Word or Appleworks)

**Assessment:**

Students will be assessed by a rubric, created by each teacher, which identifies the degree of success to which the student analyzed researched information and effectively communicated their conclusions.

**Internet Resources:** Listed below are web sites where students may begin their research:

<http://www.inventions.org/culture/female/>

<http://www.distinguishedwomen.com/alphabet/alphabet.html>

<http://www2.worldbook.com/features/whm/html/whm005.html>

<http://www.achievement.org/autodoc/page/gen/index.html>

<http://www.wic.org/misc/llaward.htm>

# Female Heroes in American History

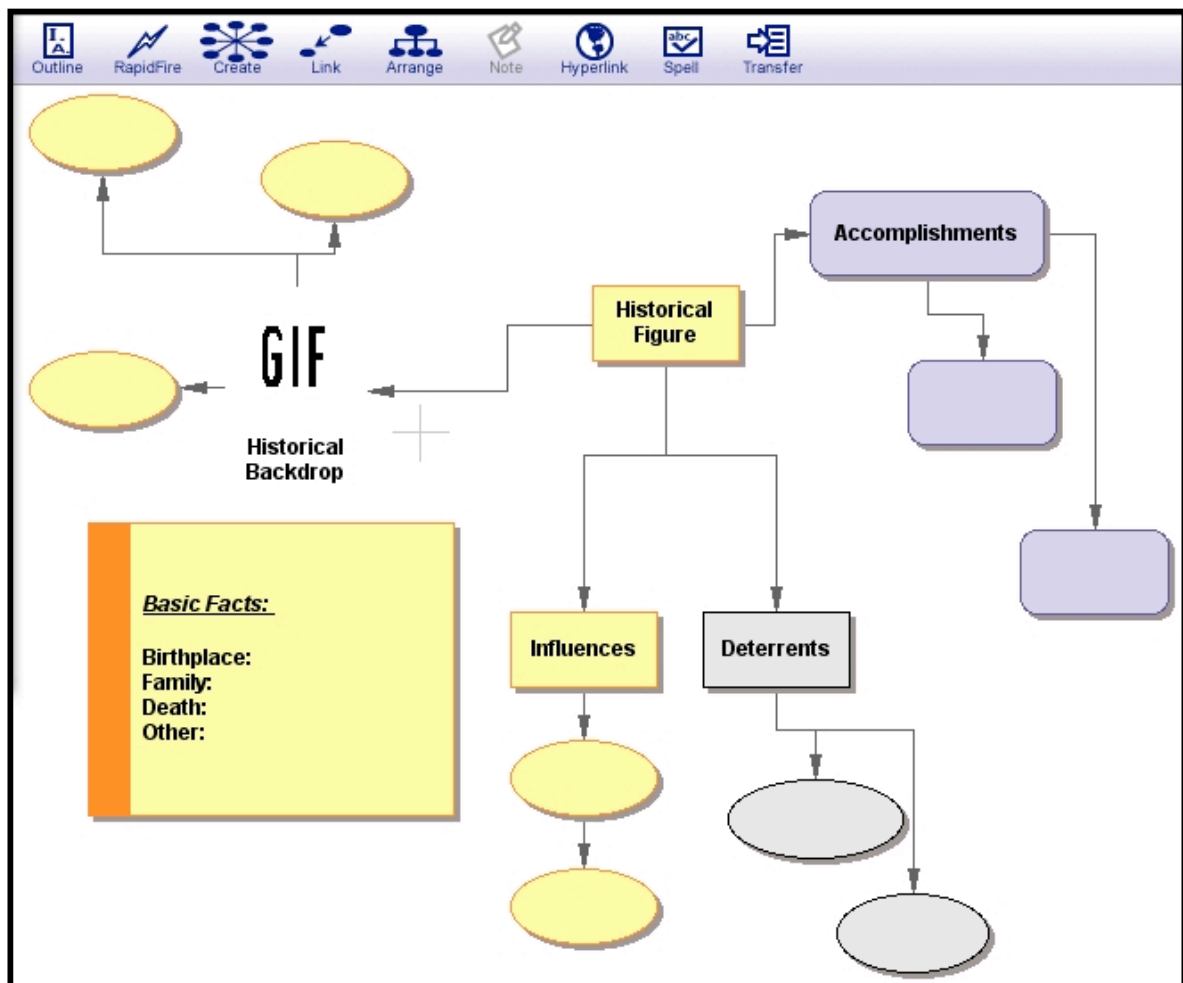
## In class:

1. Have students brainstorm a list of famous American women. Teacher may use internet prior to discussion to research a list of famous American women.
2. Develop a list of questions which will help to define internet searches.
3. Use Female Heroes plan sheet to provide more questions or help students to define their own investigations.
4. Schedule computer lab time to research subjects

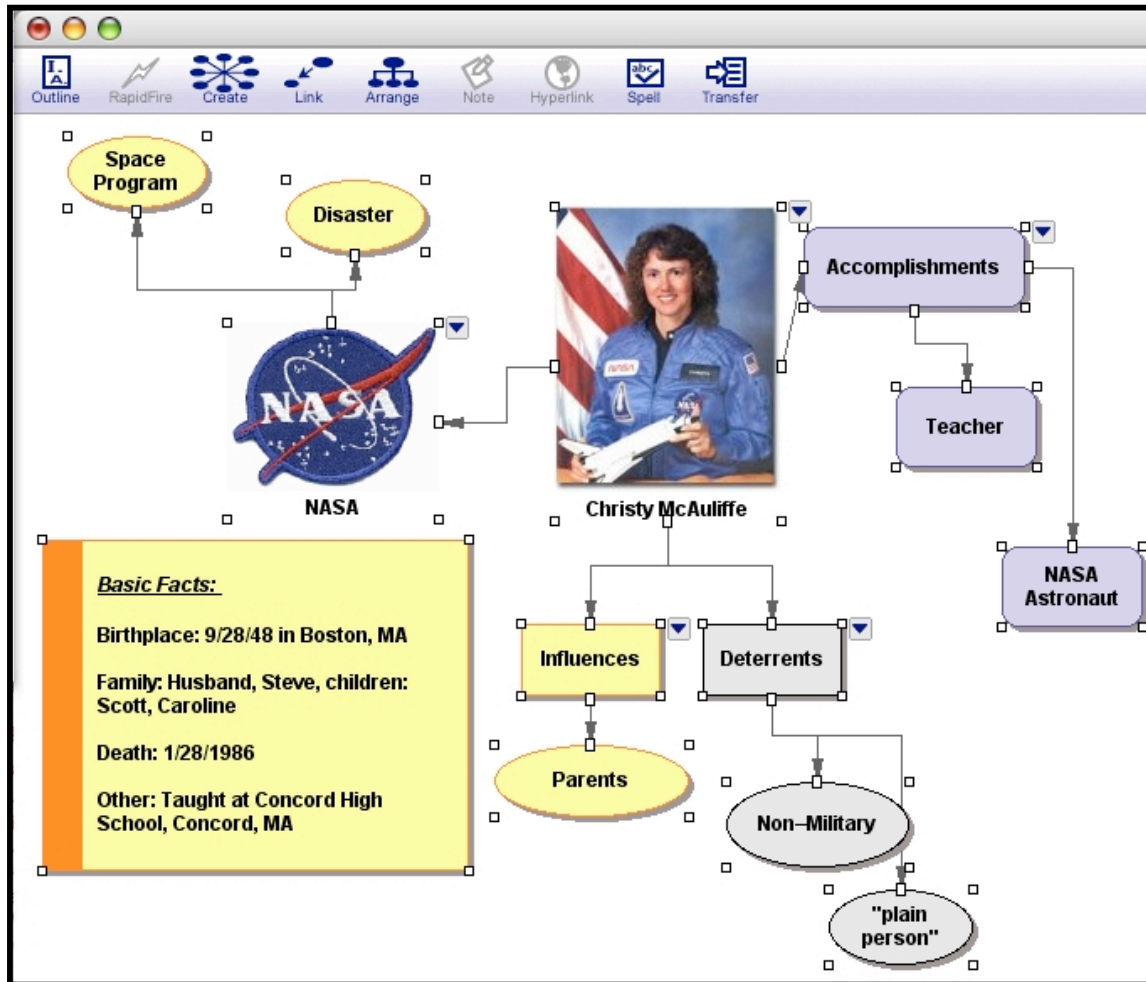
Note: If students need assistance with software application (Inspiration, Word or Appleworks) refer them to [atomiclearning.com](http://atomiclearning.com) for video solutions. (for home use: login=*tacomaps* and password=*northwest*)

## Computer Lab:

1. Using Inspiration 7.x, assist students in creating a American Female Heroes template similar to the one below:



## Example:



2. Emphasize the use of the planning sheet as a guide. Students may modify their sheet.
3. Demonstrate how to add notes to their symbols. (use atomiclearning **Inspiration 7** video section: *I. Working in Diagram View > #12 Adding and Deleting Notes.*)
4. Demonstrate the outline view. (use atomiclearning **Inspiration 7** video section: *II. Working in Outline View > #1 Switching to Outline View.*)
5. Print out completed biographic webs and use them as graphic organizers as starting points for their essays.

**Tips:** Import scanned photos or web photos to enhance student presentations.

# Female Heroes in American History

Name \_\_\_\_\_

Date \_\_\_\_\_

Historical Figure: \_\_\_\_\_

## Accomplishments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Effects of the accomplishments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Influences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Deterrents: (What were the deterring factors or obstacles faced by this person?)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Historical Backdrop: (Discuss important aspects of the historical era that may have affected this person.)

Birthplace \_\_\_\_\_

Family \_\_\_\_\_

Death \_\_\_\_\_

Other \_\_\_\_\_