

UofSC TPS Project Lesson Plan Template	
<b>School:</b>	Meadow Glen Middle School
<b>Author(s):</b>	Lauren Black and Alana Lewis
<b>Course:</b> Social Studies	<b>Grade Level(s):</b> 8th
<b>Length of Class:</b> 60 mins	<b>Number of Students:</b> 25-30
	
<p><i>Sojourner Truth.</i> Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/98501244/">www.loc.gov/item/98501244/</a>&gt;.</p>	
<b>Lesson Title:</b>	Important Women in History Learning Walk
<b>Overview:</b>	Students will learn about the important women who helped shape history.
<b>Learning Objective:</b>	Students will be able to name a few of the women who helped shape history and be able to talk about some of their accomplishments.

<p><b>SC Social Studies College and Career-Ready Standards:</b></p>	<p><b>Standard 3:</b> Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.</p> <p><b>Enduring Understanding:</b> As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.</p> <p><b>8.3.CC</b> Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states.</p> <p><b>8.3.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p>
<p><b>Essential Question:</b></p>	<p>What part did marginalized groups such as women play in shaping America into what it is today?</p>
<p><b>Supporting Question(s):</b></p>	<p>Who are some of the women that played an important role, and what did they do that was important?</p>
<p><b>Digital Primary and Secondary Sources:</b></p>	<p>Primary Sources:</p> <p><b>Ida B. Wells:</b> "<a href="#">Miss Wells on Southern Mobs</a>" <i>The Morning Call</i> (San Francisco, CA), March 4, 1895, Page 7, Image 7, col. 4.</p> <p><b>Mary McLeod Bethune:</b> <i>Mary McLeod Bethune with a Line of Girls from the School.</i> [Place of Publication Not Identified: Publisher Not Identified] Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/2021669923/">www.loc.gov/item/2021669923/</a>&gt;.</p> <p><b>Anna Julia Cooper:</b> "Mrs. Anna Cooper, 105, Negro Educator, Dies" (2017). <i>Clippings About Anna Julia Cooper</i> . 1. <a href="https://dh.howard.edu/ajc_clipsabout/1">https://dh.howard.edu/ajc_clipsabout/1</a></p> <p><b>Alice Paul:</b> <i>Alice Paul Talks.</i> <i>Philadelphia Tribune</i>, Philadelphia, Pennsylvania, Jan-10, 1910. Manuscript/Mixed Material. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/rbcmiller003903/">www.loc.gov/item/rbcmiller003903/</a>&gt;.</p> <p>Bain News Service, Publisher. <i>Alice Paul.</i> 2/2/25 date created or published later by Bain. Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/2014714085/">www.loc.gov/item/2014714085/</a>&gt;.</p> <p><b>Frances Ellen Watkins Harper:</b> "To Elevate the Freedman-the Life work of Mrs. Harper, the colored author and lecturer." <i>Condon globe.</i> (Condon, Gilliam Co., Or.), 09 Nov. 1894. <i>Chronicling America: Historic American Newspapers.</i> Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn96088376/1894-11-09/ed-1/seq-4/">https://chroniclingamerica.loc.gov/lccn/sn96088376/1894-11-09/ed-1/seq-4/</a>&gt;</p> <p><i>Frances Ellen Watkins Harper, -1911.</i> Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/2002698208/">www.loc.gov/item/2002698208/</a>&gt;.</p> <p><b>Sojourner Truth:</b> "Sojourner Truth." <i>Anti-slavery bugle.</i> [volume] (New-Lisbon, Ohio), 21 June 1851. <i>Chronicling America: Historic American Newspapers.</i> Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn83035487/1851-06-21/ed-1/seq-4/">https://chroniclingamerica.loc.gov/lccn/sn83035487/1851-06-21/ed-1/seq-4/</a>&gt;</p> <p><i>Sojourner Truth. I sell the shadow to support the substance.</i> Sojourner Truth, Eastern District, Michigan. Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/scsm000880/">www.loc.gov/item/scsm000880/</a>&gt;.</p>

	<p><b>Mary Church Terrell:</b> <i>Mary Church Terrell Papers: Speeches and Writings, -1953; Undated; "What the National Association of Colored Women Has Meant to Colored Women". - 1953, 1866.</i> Manuscript/Mixed Material. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/mss425490634/">www.loc.gov/item/mss425490634/</a>&gt;.</p> <p><i>Mary Church Terrell, three-quarter length portrait, seated, facing front.</i> [Between 1880 and 1900, printed later] Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/97500102/">www.loc.gov/item/97500102/</a>&gt;.</p>
<b>Required Classroom Materials:</b>	<p>Teacher Needs:</p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Projector</li> <li>● Sticky Note Chart Paper</li> <li>● Markers</li> <li>● Posters of the important women figures already printed out and hung up with numbers.</li> </ul>
<b>Classroom Environment:</b>	The room is arranged in table groups of 4-5. Since we will be using the chalk talk protocol with students the posters will be spread around the room and tables so that students can move to each poster or station.

**Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.**

30%	Independent reading	30%	Partner work	%	{Add your own}
10%	Independent writing	%	Group work	%	{Add your own}
15%	Direct Instruction by teacher	%	{Add your own }	%	{Add your own}
15%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}

### Lesson Sequence/Procedures

Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
10 minutes	The teacher will introduce the lesson, and explain how the “chalk talk” protocol will work. Students will be partnered by the teacher ahead of time. The teacher will partner students with the purpose that striving students are placed with high achieving students. English Language Learners will be placed with other students that can help accommodate their needs. For the

	learning walk or “chalk talk” protocol the teacher will have the important women posters displayed around the room with information on each woman, and sticky note chart paper. On the chart paper there will be an anchor chart of what do students notice, and what do students wonder about what they have read. Students will be split up in pairs at each of the “stations” around the room of the important women posters. Every 6 minutes students will rotate to a different poster. All posters will be numbered and students will rotate from one number to the next (i.e. 5 will move to 6). The teacher will model to the students what this looks like.
40 minutes	Students will rotate around the room to the different posters getting as many as they can in during the allotted time (roughly 7). They will work with their partner to write what they have learned, and what they still want to know about each of the important women figures on the anchor chart. The teacher will have a timer so students know when to rotate to the next poster.
10 minutes	To debrief whatever poster the partners stop at, they will share what students have written down to the class that they have learned, and what students still would like to know. The teacher will be the note taker and leader of the discussion. If there are similar wonders the teacher could choose to take the next class period to work on answering some of the wonders and questions students have.

<b>Homework for Tomorrow</b>
Be prepared to talk about what you are still wondering about these women for the next class period.
<b>Assessments</b>
For this lesson the teacher will be able to informally evaluate students based on their responses to what they have learned. The teacher will walk around and have conversations with students while they work. During the debrief students should be able to talk specifically about important women figures and what they did that was important in shaping America into what it is today.
<b>Learning Extensions</b>
The teacher will use the feedback to create another lesson on what students still wonder about and ideally be able to talk about how we are still facing many of these same struggles today.
<b>Adaptations</b>
For English Language Learners you could be purposeful about who you partner them with. The teacher could also allow students to use the app Google Translate when looking over the information listed with each of the women. They would allow for students to read the information in their own language and have a deeper discussion with their partner.