

SEVEN BRAVE WOMEN

By: Betsy Hearne

Teacher: Doris Hill

Grade Level: 2

Content Area: Reading and Social Studies

Description: During this lesson, the teacher will read aloud Betsy Hearne's *Seven Brave Women* and discuss women's influences in history.

Timeline: 1 hour (extension activities will require more time)

Goals:

The students will identify the differences in women's influences throughout history using the examples in the story. They will compare the private sphere of influence of women in American history to the public sphere of influence of men.

Links to Curriculum Standards: www.alsde.edu/html/sections/

Alabama Course of Study Reading Objectives:

Second Grade

- (1) Understand the concept of story.
- (2) Demonstrate the ability to use decoding skills to blend sounds and form words.
- (3) Manipulate the sounds of the English language.
- (4) Read material using appropriate strategies (for example: recall, compare/contrast, connect with prior knowledge).
- (6) Use patterns in language to create meaning (semantic cues, story structure).
- (7) Read and comprehend a variety of material (text and maps).
- (8) Demonstrate reading improvement.
- (11) Associate knowledge learned to life situations.
- (12) Identify values, beliefs, and interests reflected in literature and other materials from various cultures.
- (13) Demonstrate appropriate listening and communicating behaviors.
- (14) Exhibit expanded vocabulary and sentence awareness.
- (15) Apply study strategies.
- (16) Use appropriate sources for obtaining information.

Alabama Course of Study Social Studies Objectives:

Second Grade

- (1) Compare features of modern-day living to those of the past.
- (2) Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.
- (6) Identify human-made and natural resources in the world.

- (7) Describe ways people throughout the world are affected by their geographic environments.
- (9) Describe rights and responsibilities of citizens of the United States.
- (11) Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

Information Literacy Objective: www.alsde.edu/general/LiteracyPartners.pdf

- Identify the Internet as a source of information about people, places and things.
- Use an atlas, map, or globe to locate places.
- Draw a conclusion based on the information gathered.

Guiding Questions:

During Reading

- What similarities and differences do you notice about each of the women in the story?
- What does the author say about making history?
- How do you think the author defines “brave?”
- How did the women in this story exhibit strength? Bravery?
- How did each of these women contribute to the changing role of women in history?
- What types of discrimination did they face?
- How was each of these women “smart?” Independent?
- How was history passed down in the author’s family?
- How does the author feel about her own future?

After Reading:

- How have things changed with regard to women’s historical impact?
- Cite examples of both public and private influence of today’s women.
- How do the changes impact how you feel about your own future?

Activities:

- Students will list three women, one each from the 1800s, 1900s, and present-day (2000s), and their roles in history (famous or family or both). Teacher will assess through observation.
- Students will take part in a research activity. They will work in small groups (two to three) to compare the dress, culture, and influence of one woman from each of the historical eras. They will prepare and present a short oral report or skit regarding the three women they chose. Students will be provided a rubric for grading, to include: length of report (written and oral), required biographical information, props. Teacher assessment will be based on grading rubric.

Learning Connections:

Students will be able to identify the influences of the women depicted in the book and compare these influences to those of women in their own families and of women in public life. For ESL students, discussions will include cultural influences and differences in the roles of women. Supplemental language-specific material will be provided.

Curriculum Connections: www.alabamaliterarymap.org

After reading the story *Seven Brave Women*, the teacher should tell the class that the author is from Alabama (Wilsonville, Shelby County). The teacher can share the author's ties in Alabama and have them find her home county and town on the state map. The students can compare her geographic location with their own.

Learning Activities:

- Students will listen as the teacher reads the story aloud.
- Students will answer comprehension questions from the story.
- Students will participate in a discussion regarding the location of the author's hometown and compare it to their own.
- Students will discuss private versus public influence and the focus on peaceful bravery in the story.
- Students will compare modern women's bravery and the bravery of the women in the story.
- Students will discuss whether life was harder or simpler for women throughout different times in our country's history.
- Students will complete a research activity and visit the media center to use various resources (print, online and reference) to compile research on one woman each from the 1800s, 1900s, and 2000s for an individual written report as well as a group oral presentation.

Teaching Strategies

- Teacher will read aloud.
- Teacher will facilitate discussions by students.
- Students will participate in discussions and identify women and bravery.
- Students will use technology to create an individual written and group oral presentation of women chosen for their research.
- Teacher will use technology to provide examples of women and their roles as an example for student presentations using the Smart Board.

Management

- The students will listen to the teacher read aloud at a time and place designated for reading activities.
- Students with special needs will have access to the reading area and have ample room for emergency exits.

Materials and Resources:

The teacher will need *Seven Brave Women* by Betsy Hearne.

Teacher will schedule time for research at the Media Center for reference materials and Internet access.

The teacher will use the Smart Board (if available) to provide presentation examples to students.