

Brazos Valley African American Museum



**Curriculum Learning Trunk
Lesson Plans for Elementary School- 3rd Grade**

Influential African American Women

Influential African American Women: Elementary 3rd Grade Lesson Plan
BVAAM
Curriculum Learning Trunk - Lesson Plan

- OBJECTIVE:** By the end of this lesson, using the activities provided, third- grade students will be able to state three facts about each influential African-American woman at an 80% success rate.
- TEKS:** **Knowledge and Skills**
SS 3.1: The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
 3.1A: Describe how individuals, events, and ideas have changed communities, past and present
ELAS 3.12: Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
 3.12A: Identify the topic and locate the author’s stated purposes in written text
- TIME ESTIMATION:** 40-50 minutes
- MATERIALS NEEDED:** Influential African-American puzzle, your choice of books from the bin (“*Fly High*,” “*Wilma Unlimited*,” or “*Amazing Peace*.”), paper and pencils (needed to write the letters)
- ENGAGE:** Students may or may not have prior knowledge on the backgrounds of these women. Find out how much they know by asking “raise your hand if…” questions that progress from broad to detailed.
 How many of you have been on an airplane?
 How many of you have watched the Olympics?
 Raise your hand if you use a hair product to make it work the way you want it to?
 Raise your hand if you like to run races.
 Raise your hand if you want to be an astronaut, a pilot, a professional athlete, a lawyer, or a beautician when you grow up?
 Raise your hand if you have ever heard of Bessie Coleman, Mae Jemison, Wilma Rudolph, Madame CJ Walker, or Barbara Jordan.

EXPLORE:

Step 1: *Focus:* Answer questions asked by teacher

Step 2: *Engage:* Get to carpet for read along

Step 3: *Discuss:* Turn to neighbor and talk about what you thought about the reading

Step 4: *Practice:* Get into small groups for puzzles

Step 5: *Assess:* Return to seat and get out paper and pencil (needed for writing the letter)

EXPLAIN:

You will then do a read aloud with any of the books given, “*Fly High,*” “*Wilma Unlimited,*” or “*Amazing Peace.*” After reading the story to the class, have them turn and talk to their neighbor about what they have learned. Ask them some of the following questions to spark conversation:

1. What do you think she felt like being the first to [insert her achievement depending on the book you choose]?
2. What do you want to be when you grow up?
3. What do you want to accomplish?

Introduce the women: pass around the artifacts while reading the introduction (below). When you say a woman’s name, pass her artifact. *Today we are going to learn about four very famous women. They became famous for being the first people to do something. They set new standards. Bessie Coleman (pass Coleman’s hat) was the first African-American pilot. She wore a hat just like this when she flew her plane. Mae Jemison (pass goggles) Was the first African-American astronaut and very famous scientist. Wilma Rudolph (pass shoe) won several gold medals in the Olympics. Madame CJ Walker (pass hair gel) invented many hair products for African-American women; and Mrs. Barbara Jordan was a great politician.*

ELABORATE:

After reading the story, students will break up into groups of 2-3 students and complete one of the four puzzles. After completing that puzzles, they will trade with another group and complete one more.

EVALUATE:

After the students have had some time to explore and learn about these six influential African American women, assign each table one of the six and have them write a letter to them. In the letter, they should talk about something the learned from them, something they would want to do in that profession, and why they think they (the women) are influential in helping the Civil Rights Movement.

EXTENSION:

For motivated students, you can suggest additional reading materials such as the other books in the bin, such as “*Maya Angelou: Complete Poetry*,” “*Fly High*,” “*Wilma Unlimited*,” or “*Amazing Peace*.” They could also complete the remaining two puzzles. They can also check out these websites during free time:

http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level2/jemison.html

<http://bessiecoleman.com/>

<http://www.madamcjwalker.com/#&panel1-1>

<https://www.biography.com/people/barbara-jordan-9357991>

<https://www.biography.com/people/wilma-rudolph-9466552>

ACCOMMODATIONS:

For students who learn at a slower pace, accommodations can be put into place where the students can work in pairs instead of individually, and open up discussions for the entire class instead of as a group. For ELL students the teacher may pair one ELL student with a fluent student and have them work together on an assignment. For students who have special physical needs the teacher can accommodate them by providing them a digital mobile device such as an iPad, laptop, and tablet.