

Brazos Valley African American Museum



**Curriculum Learning Trunk
Lesson Plans for Middle School- 7th Grade**

**Influential African American Women:
7th Grade**

Influential African American Women: Middle School 7th Grade Lesson Plan

BVAAM

Curriculum Learning Trunk - Lesson Plan

- OBJECTIVE:** By the end of the lesson plan, using the activities provided, seventh grade students will be able to complete a word puzzle and state five facts about each influential African-American woman at a 100% success rate.
- TEKS:**
- Knowledge and Skills**
- SS 7.1:** The student understands traditional historical points of reference in Texas history. The student is expected to:
- 7.1B:** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- ELAS R.4:** The student comprehends selections using a variety of strategies. The student is expected to:
- R.4D:** Summarize texts by identifying main ideas and relevant details.
- TIME ESTIMATION:** Each student will receive 30 to 45 minutes to complete their assignment.
- MATERIALS NEEDED:** Influential African-American woman cross word puzzle, scratch paper, pen or pencil (to write down the facts about the women that they already know).
- ENGAGE:** Most students should have learned about at least three of these women by their 7th grade year. If not, I will let them work with a partner and each student will write down at least two to three facts about the African American woman assigned. I will then call on each group and ask questions about one to three of the woman.
- What was Madam C.J. Walker known for?
 - Which of these women was the first African American woman to be an astronaut?
 - Who was Mae Jemison?
 - Which of these African American women became a world-record-holding Olympic champion and international sports icon in track and field following her successes in the 1956 and 1960 Olympic Games?
 - Raise your hand if you NOW know at least one fact about Bessie Coleman, Mae Jemison, Wilma Rudolph, Madame CJ Walker, or Barbara Johnson?
- EXPLAIN:** You will now get ready to start the lesson after we have asked the questions. I will get out one of the books at a time from the trunk and ask a volunteer to read out loud to the class. After we have finished each book, I will then get the student to pull out their pencil or pen and scratch paper to write down their favorite thing they have learned from each book. After I give them about eight to ten minutes to complete, I will again call on a few students and ask them what was something NEW they now know about the African American women that they did not know before.

ELABORATE: After we have completed the instructions above, I will have each student work alone on their cross-word puzzle that you will now pass out to them.

EVALUATE: On the back of their cross-word puzzle paper, you will get them to write a minimum of two to three sentences for each paragraph (TOTAL OF TWO PARAGRAPHS) about the women that they wrote on their scratch paper. It has to be in essay form.

EXTENSION: For the students that would like to receive extra points for participation, get each one of them to come up one at a time to come to the learning trunk and pick out one of the items listed on the inventory sheet. To earn extra credit points, the student will explain why this object is relevant to his or her life. For the women who did not have an item in the bin that related to them, get the student to act out something that represents them. For example, for Madam CJ Walker, the student may pretend to comb their hair. Students will also be able to explore the books located in the trunk. In order to help expand the lesson, hyperlinks are located below with more information on each Influential African American woman.

<https://www.thoughtco.com/notable-african-american-women-3528322>

<http://www.livingly.com/Black+Women+Who+Changed+History>

<http://www.history.com/topics/black-history/black-women-in-sports>

<http://madamenoire.com/139400/7-of-the-most-unrecognized-women-in-black-history/>

ACCOMMODATIONS: For the students who are still having a little trouble learning about the woman and do not know of the woman after the lesson, accommodations can be put into place where the students can work together in a group of two instead of working individually, and talk about what they did learn from it. These students will not receive the extra credit points, but points will not be deducted from their final grade. ELLs can pair with a fluent student. For students with special needs, they could work with the teacher and we could go at a slower pace if needed and also do more hand-on activities.