

Brazos Valley African American Museum



**Curriculum Learning Trunk
Lesson Plans for High School- 9th Grade**

**Influential African American Women
9th Grade**

Influential African American Women: 9th Grade Lesson Plan
BVAAM
Curriculum Learning Trunk - Lesson Plan

- OBJECTIVE:** By the end of this lesson, 100% of students will be able to identify five influential African-American women through participation in a gallery walk and completion of a quiz.
- TEKS:** **Knowledge and Skills**
§113.41. (9): History. The student understands the impact of the American civil rights movement. The student is expected to:
 (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;
SS US.9: The student understands traditional historical points of reference in US history from 1877 to the present. The student is expected to:
 9A: Identify the major characteristics that define an historical era.
 9C: Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- TIME ESTIMATE:** 40 minutes
- MATERIALS:** Augmented Reality App on smartphone or iPad
African- American History Timeline
Sticky Notes
Crossword puzzle, and fill in the blank worksheets
- ENGAGE:** The purpose of this lesson is to provide students with accurate information through books and facts about five influential African-American women. To activate students background knowledge the teacher may ask a few questions regarding these influential women. Following that they will watch a upbeat video explaining the main significances of each African-American women.

EXPLORE:

Step 1: Focus- activate background knowledge by watching videos over five influential African-American women.

Step 2: Explantation- walking around the room and gathering information about each women from the augmented reality.

Step 3: Practice- write on sticky notes interesting facts found from the gallery walk on and stick them to timeline provided in the trunk. This will set up the events in chronological order to sequence the women's individual significance.

Step 4: Assess- take a quiz over the facts.

Step 5: Closure- class discussion over sticky notes over what they found interesting.

EXPLAIN:

Teacher will start with a Powerpoint presentation that will include 5 short videos over each women. Students then will walk around the room to engaging in a augmented reality this is an app that must be downloaded by students or teacher prior to the lesson. This creates a gallery walk that includes facts about Mae Jemison, Bessie Coleman, Wilma Rudolph, Madam C.J Walker, and Barbara Jordan and their impacts on the history of African American women. Students will also participate in a Kahoot to test their knowledge over these influential African -American women. A worksheet can replace the Kahoot if it is not available.

ELABORATE:

Students will test their knowledge and understanding of the information through a Kahoot. Following the augmented reality students will place sticky notes on each gallery heading after writing down facts they found interesting.

EVALUATE:

The teacher will determine if the students have reached 100% knowledge on the five African-American women through an online quiz. The quiz will include facts about these women as well as what they did to make them known in history. Everything the teacher covers in class will be included on the Kahoot. Unfortunately, not all classrooms have access to technology so other ways to access your students for knowledge can include a fill in the blank worksheet over each woman and a cross word that asks questions about each woman.

EXTENSION:

In the trunk we have included, books over four different influential African-American women just as an extra source of information. Also, there are hyperlinks students can look at for additional information about influential African-American women.

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.