

## **Women's History Month**

**Women of Wonder:** Who Do I Admire?

**Lesson Prepared by:** Teresa Potter, NBCT, Moore Public Schools, Oklahoma

Who are our real heroes? We learn about superheroes in movies, but who are our super-heroes in everyday life? Students will learn about inspirational women and choose an inspirational woman to write about. Their hero can be someone from history, someone who works to help people today, or someone from their everyday life.

**Grade Levels:** 1<sup>st</sup>-5<sup>th</sup>

**Class Time:** 1-2 thirty-minute class times

### **Objectives:**

#### **Students will...**

1. read and understand historical biographies about famous women in history.
2. write in response to reading.
3. create an original work of art.

**Respect**-re-spect-(v.) to hold in esteem or honor.

**Admire**-ad-mire-(v.) to regard with wonder, pleasure or approval.

**Did you know that the first Women's History month was celebrated by students in 1978? The program began in the Sonoma County, CA school district. Hundreds of students participated in essay contests and a parade celebrating the contributions of women in our nation's history.**

Today, Women's History Month is celebrated across the county by thousands of events and by people of all ages. But the meaning is the same. We celebrate the achievement and contributions of women who have worked to change and better our world, our nation, our community, our schools, and even our homes.

### **Materials:**

- Biographies of notable women in history
- 1 piece red construction paper for each student
- (2) 9"X12" blue construction paper strips for each student
- Copies of lightning bolts on yellow paper
- Copies of gloves on white paper
- Crayons
- Scissors
- Glue
- Superhero patterns
- "Who Do You Admire?" worksheet

## Procedures:

1. Ask students the following questions:
  - Why are Superman and Wonder Woman called superheroes?
  - What do you admire about them? What special powers do they have?
  - Are these real powers?
  - Do we have superheroes in everyday life?
2. Ask students what admire and/or respect means. Tell the students that we are going to read some biographies to celebrate Women in History Month. After reading selected biographies, point out that all the women are considered heroes and are admired and respected for their actions. Ask them to think about why each is a hero. Discuss why we celebrate, admire and respect the women in each story.
3. Make a list of words on the board that make them a hero and write/discuss why that word is a good describing word. For example, Amelia Earhart was **fearless** because she became a pilot when flying was new. She showed people that women could be a pilot just like men.
4. Ask students to write about a woman they admire. 1<sup>st</sup> and 2<sup>nd</sup> graders could make the superhero and write the name of their hero and one word on the front that describes them. For 3<sup>rd</sup>-5<sup>th</sup> grade, they could also make the superhero and complete the worksheet "Who Do I Admire?" Worksheets can be glued to the inside of the superhero.
5. **Making the superhero body:** See picture of example on the next page. Cut 1"X9" construction paper strips in advance for the arms. Also, make copies of the lightning bolt and gloves in advance. Cut a piece of 9"X12" piece of construction paper in half for the younger grades, for the older students, have them fold the piece of 9"X12" construction paper in half. Ask students to cut the corner triangles off the top. Pass out two strips of paper for arms. Ask students to glue the arms on the back. Wrap one arm around to the front and glue the glove on the front. (Glove patterns and lightning bolt patterns are attached.) Wrap the other arm around and glue the glove to the inside so it will open. Ask the students to glue the lightning bolt on the front and write one characteristic or reason they admire the hero they chose in the lightning bolt. Ask them to write the name of the woman they admire on the front.

**Homework:** Ask the students to bring a photo or picture of the face of the person they admire to glue to the superhero body or give them a paper doll head to decorate as a likeness of their person.

**Future Research:** Find more literature in the library to read about other notable women in history and/or choose an admired woman in history to research more in-depth.

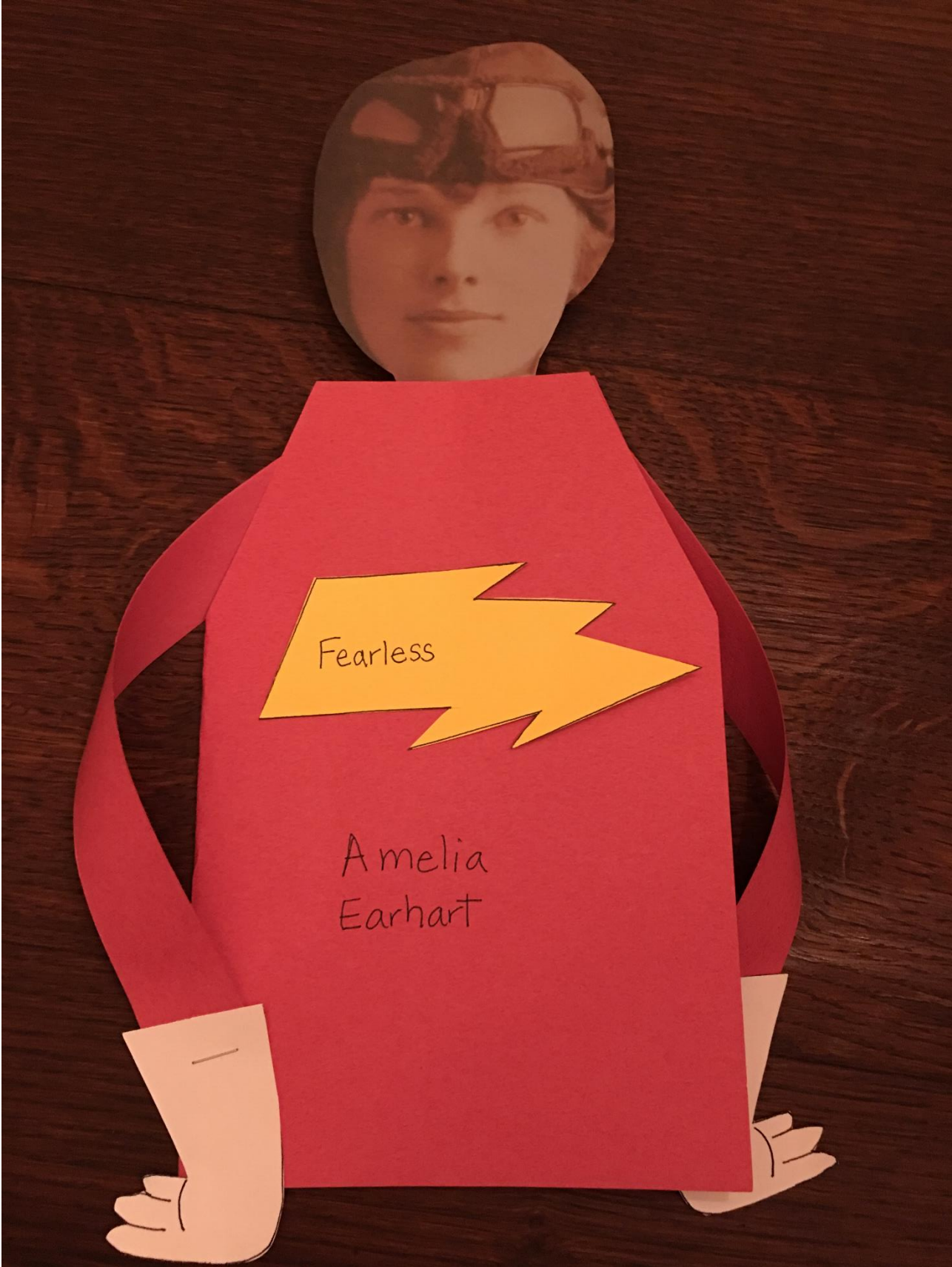
## History Standards Students will...

1. understand that history relates to events and people of other times and places.
2. examine important events and historic figures in our nation's past.
3. examine the lives of notable Americans who expanded peoples' rights and freedoms in America.

## **Language Arts Standards**

### **Students will...**

1. read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.
2. employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
3. conduct research on issues and interests by generating ideas and questions, and by posing problems.
4. understand that history relates to events and people of other times and places.
5. examine important events and historic figures in our nation's past.
6. examine the lives of notable Americans who expanded peoples' rights and freedoms in America.



Fearless

Amelia  
Earhart

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**Name of the Woman I Respect and Admire**

Three things I most admire about her

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What lesson can we all learn from this woman?

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If you could tell the class one thing that we should all know about this woman, what would you say?

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