

FLCHE-TPS Lesson 3 Kindergarten

Imaging the Past: African American Women Authors in History

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

Enduring Understandings:

1. Women have helped shape our country's history.
2. We can use photographs to show how history tells a story about people.

Essential Questions:

1. How do primary sources (photographs) show what roles or jobs women have?
2. How are women authors important to history?
3. How can a timeline show important events in history?

Vocabulary/Targeted Skills:

Phyllis Wheatley, Frances Ellen Watkins, Maya Angelou, authors, books, writing, photograph, image, primary source, job/occupation, timeline

Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will match years of life with each of the women authors and create a timeline.

Lesson: Imaging the Past: African American Women Authors in History

Time: Two 20-25 sessions (total) of 45 minutes

Standard(s):

Social Studies Standards:

- SS.K.A.1.1: Develop an understanding of how to use and create a timeline
- SS.K.A.1.2L Develop an awareness of a primary source
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools and equipment they used.

Language Arts Standards:

- LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details of a text.
- LAFS.K.RI.1.2. With prompting and support, identify the main topic and retell key details of a text.
- LAFS.K.RI.1.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

Content Purpose:

Students will use primary sources (photographs) to identify important occupations of African American women and build a timeline of these events.

Assessment/Evaluation (for this lesson):

Students will properly sequence and create a timeline of three African American women authors in history.

Reading Materials/Primary Source links:

- Primary Source: <https://www.loc.gov/item/2004682060/>
- Primary Source: <https://www.blackpast.org/african-american-history/1875-frances-ellen-watkins-harper-great-problem-be-solved/>
- Primary source: <https://www.poetryfoundation.org/poets/maya-angelou>

Suggested Procedures:

FIRST 20-25 MINUTES

1. Tell students they will learn about three women who lived in different time periods in history. They will need to investigate three pictures and decide what job each woman had and place the lives of the women in a sequence from one to three (first, second, and third)
2. Begin by sharing the photograph of Maya Angelou:
<https://www.poetryfoundation.org/poets/maya-angelou>. Ask students to describe what they see. *Who is in the photograph? What might she do for a job? What evidence do they see in the background? Would any of this evidence help support her job?*
3. Then share the photograph of Frances Ellen Watkins: <https://www.blackpast.org/african-american-history/1875-frances-ellen-watkins-harper-great-problem-be-solved/> As before, have students describe what they see. *Are there any similarities between Frances and Maya? What evidence is the same in each image? (ex. Woman, African American, books)*
4. Lastly, share the image of Phyllis Wheatley: <https://www.loc.gov/item/2004682060/>. *What is different from this image than each of the two previous photographs? Ask students if they see any similarities among all three images. Ask students to determine what job Phyllis might have had.*
5. Tell students that each of these famous women were known as authors and used their knowledge of writing in a time when women were often thought as less important to others in society. These women each used their intellect and passion for the written word to enforce civil rights. They wanted women, especially the lives of African American women to be understood and celebrated.

SECOND 20-25 MINUTES

6. Prepare hard copies of each of the three images. Place years of life for each woman and print copies of this caption. Have students try to match each of the years of life with each image.
 - *Phyllis Wheatley: May 8, 1753 to December 5, 1784*
 - *Frances Ellen Watkins: September 24, 1825 to February 22, 1911*

- *Maya Angelou: April 4, 1928 to May 28, 2015*

7. Then have students sequence each of the images with years of life captions in a timeline.
8. Prompt students to draft (even orally) a title for this timeline. *Ask students to describe what each of these women had in common with one another and why their jobs as authors were so important to women in time.*
9. Close the lesson by asking students to describe a woman they know and the job they have. Have students draw picture of a woman they know doing this job. Be sure they add background evidence in the picture that helps the audience know this occupation, as was demonstrated in each of the primary sources presented in this lesson. Even though this is considered a secondary source, a photograph of this same woman doing they job they illustrated, would be a primary source.

Extensions:

1. Encourage students to ask questions about each of the women featured in the lesson. *If these women were alive today, what might they say about the role women play in society? Would girls be allowed in their classroom? Why or why not?*
2. Find a brief video or share the biographies on each of the women. *What do students know now that they did not before? What other women do they want to learn about in history and why?*