Lesson/Activity Title:

# BIOGRAPHY HEART — A TIMELINE OF IMPORTANT WOMEN IN HISTORY

**Time:** approximately 60-90 minutes; may be divided into shorter blocks of time

## Instructional Goals:

- The student will use the **PebbleGo Biographies** database to learn about famous women in history and their historical contributions.
- The student will work with others to create a timeline of important contributions made by women throughout history.

## Integrated Content Standards:

- AASL Standards Framework for Learners (http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- Common Core Math Standards (http://www.corestandards.org/Math/)
- National Curriculum Standards for Social Studies (http://www.socialstudies.org/standards)
- National Educational Technology Standards for Students (https://www.iste.org/standards/for-students)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)

## Materials/Resources:

- **PebbleGo Biographies** online database
- **Biography Heart Foldable** handout for each student
- Scissors, pencils, and crayons
- A long strip of butcher paper, string or yarn to use as a timeline

## Procedures/Lesson Activities:

### Focus

1. Write the word timeline for students to think about. Ask them what they think the term means. Explain that information is organized in different ways, such as alphabetical order or size order.

2. Explain that sometimes we organize information in chronological order. A timeline helps us understand the order in which events happen and how things have changed over time.

### Teach/Model

3. Show students an example timeline in the **PebbleGo Biographies** database. (Each article has a timeline included in the Media section.) Discuss the timeline's events and organization with students.

4. Tell students that March is Women's History Month. In March, people learn how women throughout history have made many contributions to our world. (For more information about Women's History Month, visit the National Women's History Project website at www.nwhp.org.)

5. Explain that the class will research important women in history in order to create a timeline of their lives and contributions. (If needed, specify that the class timeline with have information for many different women, whereas the example timeline was for only one person's life.)

## Guided Practice

6. Show students the **Biography Heart Foldable**. Demonstrate how to fold the paper in half lengthwise; then fold it again widthwise so it looks like a heart. Cut the folded paper along the black curves. Unfold the heart to show the different note-taking sections. [See *Figure 1.*]

7. Tell students they may color and add details so the outlines on the **Biography Heart Foldable** look like the woman they choose to research.

8. Model how to navigate **PebbleGo Biographies** and locate an article about a famous woman in history. Demonstrate the read aloud and video features, as well as the timeline section of the article.

9. Show students how to record the article's citation in the bibliography section of the **Biography Heart Foldable**.

## Independent Practice

10. Allow students time to choose an important woman in history and complete the **Biography Heart Foldable**.

11. Have students work together to put their completed **Biography Heart Foldables** into chronological order according to each woman's birthdate.

12. As a class, decide the best way to label time increments on the timeline (by years, decades, or centuries).

13. Either paste, string, or hang the unfolded **Biography Heart Foldables** (with at least the important contribution section visible) and the time increments to the class timeline.

## Closure

14. Review the completed timeline by having students share the important contributions various women have made throughout history.

15. Ask students if they notice any changes to what women are allowed to do and not do throughout history. (For example, Elizabeth Cady Stanton lived at a time when women were not allowed to speak in public and vote. How did that change for the women who come after her on the timeline, such as those who have been elected to public office?)

16. Have students draw conclusions about the important contributions women have made throughout history using their timeline.
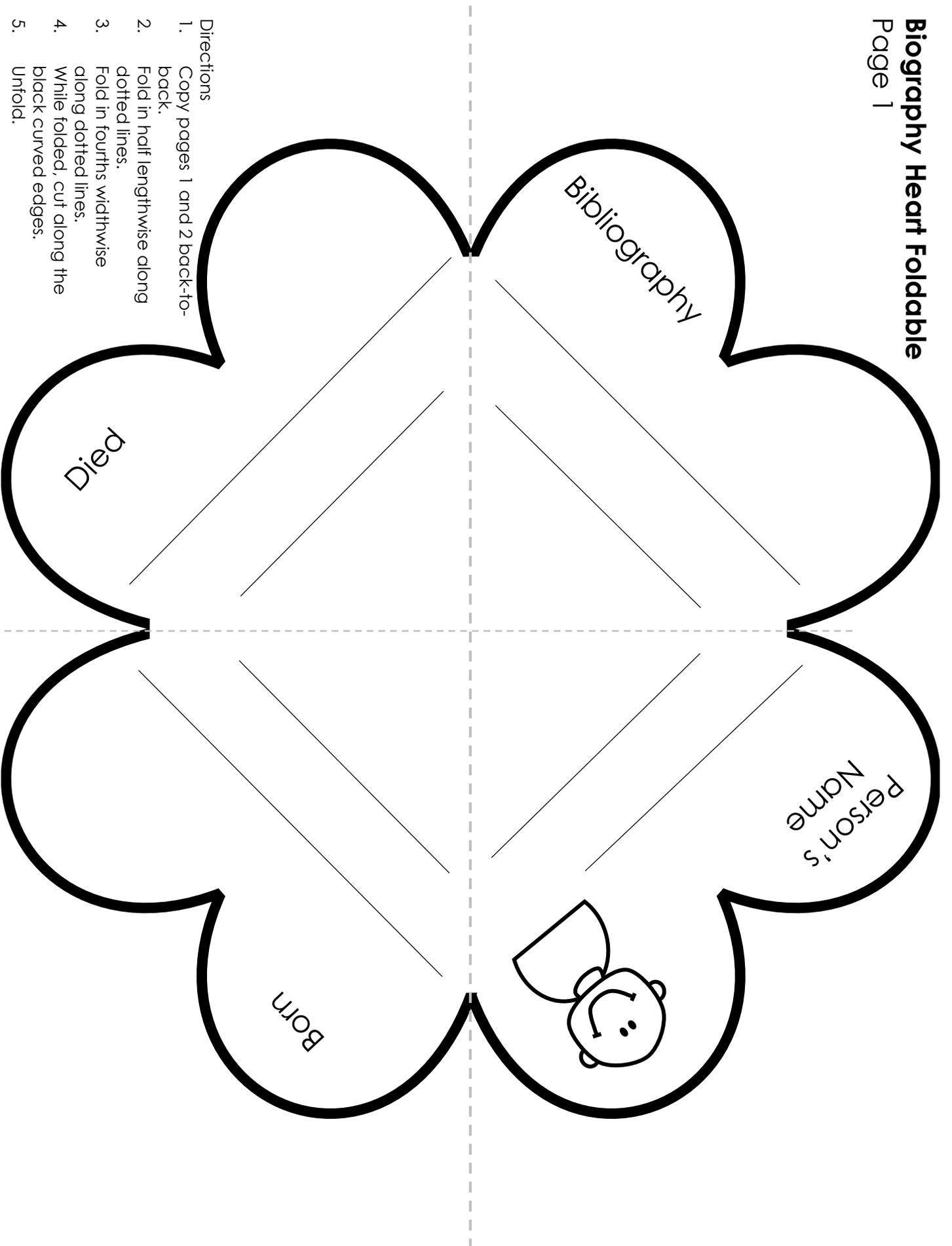
# Extend/Enrich

- Add details to the class timeline, such as major advances in women's rights and important news events. Discuss how such events may have impacted the lives of women who were born after those events.



*Figure 1- Biography Foldable Example*

Directions
1. Copy pages 1 and 2 back-to-back.
2. Fold in half lengthwise along dotted lines.
3. Fold in fourths widthwise along dotted lines.
4. While folded, cut along the black curved edges.
5. Unfold.

Bibliography

Died

Person's Name

Born

Why is this person important
in history?

by _____