

## Grade 2–4: Social Studies

# International Women's Day

This resource can be used to plan an individual social studies lesson or a unit of work. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.

# CURRICULUM OBJECTIVES

## VIDEO OUTCOMES

### **Social Studies / Grade 2 / Civics and Government**

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

### **Social Studies / Grade 4 / History and Government**

Women have not always had the same rights as men in the United States. They sought to expand their rights and bring about change.

## TEACHER PACK OUTCOMES

### **English Language Arts / Grade 4 / Reading: Informational Text / Key Ideas and Details**

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### **English Language Arts / Grade 4 / Reading: Literature / Integration of Knowledge and Ideas**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### **English Language Arts / Grade 4 / Writing / Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### **English Language Arts / Grade 4 / Writing / Research to Build and Present Knowledge**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### **English Language Arts / Grade 4 / Writing / Production and Distribution of Writing**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### **Social Studies / Grade 2 / Civics and Government**

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

### **Social Studies / Grade 4 / History and Government**

Women have not always had the same rights as men in the United States. They sought to expand their rights and bring about change.


Activity	Resources	Outcomes
<p><b><u>Activity 1: What Is International Women's Day?</u></b>  <b>Time frame:</b> 30 minutes  <b>Lesson overview:</b> Students will discuss their prior knowledge of International Women's Day and learn about its significance and the historical achievements of women in the United States.</p> <hr/> <p>Activate students' prior knowledge by discussing International Women's Day.</p> <p>Ask students if they know anything about why the day exists, why it is important, the inequality faced by women around the world, or any significant contributions made by women towards equality.</p> <p>Watch the ClickView Miniclip <i>International Women's Day</i> as a class.</p> <p>Summarize the information presented in the Miniclip. Facilitate a discussion around:</p> <ul style="list-style-type: none"> <li>• New information that students have learned</li> <li>• History of women's achievements in the United States</li> <li>• Historical inequality faced by women in the United States</li> <li>• Why International Women's Day is important</li> <li>• Any interesting or surprising facts they learned.</li> </ul> <p>Brainstorm this information on the board as a class.</p> <p>Students can summarize this new information in their workbooks.</p>	<p>Smartboard/digital display</p> <p>Whiteboard</p> <p>ClickView Miniclip – <i>International Women's Day</i></p> <p>Workbooks</p>	<p>Social Studies / Grade 2 / Civics and Government</p> <p>Social Studies / Grade 4 / History and Government</p>

Activity	Resources	Outcomes
<p><b>Activity 2: Women in Profile</b>  <b>Time frame:</b> Multiple lessons  <b>Lesson overview:</b> Students will research and profile a woman that they admire who has contributed significantly to society.</p> <hr/> <p>Summarize the importance of International Women's Day, and recount various women presented in the Miniclip video <i>International Women's Day</i>.</p> <p>Students are to select a woman and research her life, background, and contributions to society.</p> <p>A list that students may choose from (or select their own):</p> <ul style="list-style-type: none"> <li>Susan B. Anthony</li> <li>Ida B. Wells</li> <li>Oprah Winfrey</li> <li>Dinah Shore</li> <li>Malala Yousafzai</li> <li>Jane Goodall</li> <li>Frida Kahlo</li> <li>Marie Curie</li> <li>Madeleine Albright</li> <li>Gloria Steinem</li> <li>Amelia Earhart</li> <li>Greta Thunberg</li> <li>Rosa Parks</li> <li>Elizabeth Cady Stanton</li> <li>Ada Lovelace</li> <li>Rosalind Franklin</li> <li>Maya Angelou</li> <li>Ruth Bader Ginsburg</li> <li>Deb Haaland</li> <li>Megan Rapinoe</li> </ul> <p>Distribute a copy of the <i>Women in Profile</i> worksheet for students to fill in with their research.</p> <p>After completing the activity, students can present their person to the class.</p>	<p>Smartboard/digital display</p> <p>ClickView Miniclip – <i>International Women's Day</i></p> <p><i>Women in Profile</i> worksheet</p> <p>Computers or tablets with Internet access</p>	<p>English Language Arts / Grade 4 / Reading: Informational Text</p> <p>English Language Arts / Grade 4 / Writing / Research to Build and Present Knowledge</p> <p>Social Studies / Grade 2 / Civics and Government</p> <p>Social Studies / Grade 4 / History and Government</p>

Activity	Resources	Outcomes
<p><b><u>Activity 3: A History of Voting Rights</u></b>  <b>Time frame:</b> Multiple lessons  <b>Lesson overview:</b> Students will research the history of voting rights for women in the United States and create a time line detailing significant events.</p> <hr/> <p>Rewatch the ClickView Miniclip <i>International Women's Day</i>.</p> <p>Pause the video to read aloud and discuss each time line event featured.</p> <p>After watching the video, students are to conduct further research into the history of voting rights for women in the United States. This can include significant moments within the American suffrage movement, when monumental laws were passed in favor of women's rights, when women, including women of color, were elected to office, and so on.</p> <p>Students are to create a time line featuring the information they find. They can either create it by hand or use digital technology (e.g. Adobe Spark's time line maker: <a href="https://spark.adobe.com/make/timeline-maker">https://spark.adobe.com/make/timeline-maker</a>).</p> <p>After students have created their time lines, go through them as a class and compare events. Facilitate a discussion around:</p> <ul style="list-style-type: none"> <li>• Who were the significant female figures in the journey of voting rights?</li> <li>• Did students discover any unique events that nobody else had?</li> <li>• What were the most interesting facts students learned through this task?</li> <li>• How would they feel if the United States had never granted equal voting rights?</li> <li>• Why is it important for decisions to be made democratically and involve everyone in the community?</li> </ul>	<p>Smartboard/digital display</p> <p>ClickView Miniclip – <i>International Women's Day</i></p> <p>Workbooks  <b>OR</b>  Computer or tablet to access <a href="https://spark.adobe.com/make/timeline-maker">Adobe Spark's timeline maker</a></p> <p>Workbooks</p>	<p>Social Studies / Grade 2 / Civics and Government</p> <p>Social Studies / Grade 4 / History and Government</p>

Activity	Resources	Outcomes
<p><b><u>Activity 4: Women in Literature</u></b>  <b>Time frame:</b> N/A  <b>Lesson overview:</b> Students will explore various texts written by or about inspiring girls and women.</p> <hr/> <p>Students will explore various texts written by or about inspiring girls and women who defied stereotypes, challenged social and gender norms, and changed the world.</p> <p>These texts can be incorporated as classroom texts, home/classroom reading, or book reports.</p> <p>Some suitable picture and chapter books have been listed below:</p> <ul style="list-style-type: none"> <li>• <i>Shaking Things Up</i> by Susan Hood</li> <li>• <i>Paper Bag Princess</i> by Robert Munsch</li> <li>• <i>Good Night Stories for Rebel Girls</i> by Elena Favilli and Francesca Cavallo</li> <li>• <i>Who Says Women Can't Be Doctors?: The Story of Elizabeth Blackwell</i> by Tanya Lee Stone</li> <li>• <i>Grace for President</i> by Kelly DiPucchio</li> <li>• <i>Rasha: Little Girl, Big Heart</i> by Muhammed Zafar Iqbal</li> <li>• <i>Drummer Girl</i> by Hiba Masood</li> <li>• <i>The Most Magnificent Thing</i> by Ashley Spires</li> <li>• <i>Finding Wonders: Three Girls Who Changed Science</i> by Jeannine Atkins</li> <li>• <i>Rickshaw Girl</i> by Mitali Perkins</li> <li>• <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> (picture book adaptation) by Margot Lee Shetterley and Winifred Conkling</li> <li>• <i>Piggybook</i> by Anthony Browne</li> <li>• <i>Amal Unbound</i> by Aisha Saeed</li> <li>• <i>Anne Frank's Diary: The Graphic Adaptation</i> by Anne Frank (adapted by Ari Folman)</li> <li>• <i>The Thrilling Adventures of Lovelace and Babbage: The (Mostly) True Story of The First Computer</i> by Sydney Padua</li> <li>• <i>Lillian's Right to Vote</i> by Jonah Winter</li> <li>• <i>I Dissent: Ruth Bader Ginsburg Makes Her Mark</i> by Debbie Levy</li> <li>• <i>I Am a Girl!</i> by Yasmeen Ismail</li> <li>• <i>Mae Among the Stars</i> by Roda Ahmed</li> <li>• <i>Little Leaders: Bold Women in Black History</i> by Vashti Harrison</li> <li>• <i>Malala's Magic Pencil</i> by Malala Yousafzai</li> </ul>	Local or school library	English Language Arts / Grade 4 / Reading: Literature

Activity	Resources	Outcomes
<p><b><u>Activity 5: A Letter of Gratitude</u></b>  <b>Time frame:</b> Two lessons  <b>Lesson overview:</b> Students will write a letter of gratitude to a female figure in their life who they appreciate.</p> <hr/> <p>Encourage students to think about a female figure in their life whom they appreciate and has influenced their life. This may be their mother, sister, aunt, grandmother, cousin, teacher, neighbor, or friend.</p> <p>Students are to write a draft letter in their workbook to the person they choose.</p> <p>They should show the teacher their draft letter before composing the final version to proof and spell-check.</p> <p>Once students have finished the final version of their letter, they can submit it to their teacher, give it to the person they wrote about, or keep it private.</p>	<p>Workbooks</p> <p>Piece of paper, lined or plain (for final letters)</p> <p><b>OR</b></p> <p>Computer or tablet for typing letter</p>	<p>English Language Arts / Grade 4 / Writing / Text Types and Purposes</p> <p>English Language Arts / Grade 4 / Writing / Production and Distribution of Writing</p>

Activity	Resources	Outcomes
<p><b><u>Activity 6: Interactive Video</u></b>  <b>Time frame:</b> 15 minutes  <b>Lesson overview:</b> Students will watch the ClickView Miniclip and answer the interactive questions to show their understanding of International Women's Day.</p> <hr/> <p>ClickView has created an interactive video lesson to accompany the ClickView Miniclip <i>International Women's Day</i>. It includes a range of question types such as multiple choice, missing word, and true or false.</p> <p>You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the premade questions to suit your students or can create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> <li>1. Search for the Miniclip <i>International Women's Day</i> that has the interactive logo (  ).</li> <li>2. Click to view the video.</li> <li>3. Click on the "Interactive videos" tab beneath the video.</li> <li>4. Click the "Print as Worksheet" OR "Save to Workspace" button on the interactive video.</li> <li>5. If you click "Save to Workspace," you can either click "Share with your students" or access it via your Workspace. <ul style="list-style-type: none"> <li>• If you choose "Share with your students," copy the link and send it to your students.</li> <li>• Otherwise, go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send it to students.</li> </ul> </li> </ol> <p>Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.</p> <p>The following guides are available if you require assistance:</p> <p><a href="http://www.clickviewsupport.com/hc/en-us/articles/115005656528-PB202">Creating an interactive video</a>  <a href="http://www.clickviewsupport.com/hc/en-us/articles/115005496667-PB208">How do I share an interactive video?</a>  <a href="http://www.clickviewsupport.com/hc/en-us/articles/115005494867-PB206">How do I make my interactive video private/public?</a></p>	<p>Interactive video for the ClickView Miniclip – <i>International Women's Day</i></p> <p>1:1 devices with Internet connection</p>	<p>Social Studies / Grade 2 / Civics and Government</p> <p>Social Studies / Grade 4 / History and Government</p>