

**Title:** Women in Maryland's History

**Created by:** Betsy Johnson

**Grade Level:** 4-5

**Duration:** 2 class periods

### **MSPAP Outcomes and Indicators**

**Peoples of the Nations and World** - Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and historical perspective.

- Students will describe how individuals and groups have contributed to the development of cultures.

**Social Studies Skills** - Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

- Students will interpret and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.

### **Objectives**

Students will be able to:

- Analyze pictures of women in Maryland's history
- Identify a variety of ways women have contributed to the development of Maryland culture.

**Vocabulary:** primary source, culture, contribution/contribute

### **Materials**

- Collection of images called *Maryland's Woman Citizen: In the Workplace, At Home, At Leisure, and In the Political Arena*. This collection is found on the Maryland State Archives site [www.mdarchileservices.state.md.us/...html/0044/womenhist/wmenathm.html](http://www.mdarchileservices.state.md.us/...html/0044/womenhist/wmenathm.html).
- Student Worksheet: Quadrant Cards
- Student Worksheet: Analyzing Pictures

### **Teacher Background**

Throughout Maryland's history, women have made important and lasting contributions to the development of the state. In the workplace, at home, at leisure, and in the political arena, women have helped shape Maryland society.

### **Lesson Development**

1. Place a transparency of an enlarged photograph on the overhead. Ask students to identify the picture as a primary or a secondary source. Have students explain why it is considered

that type of source of information. Have students identify the objects, activities, and people in the picture. (Note: Use “Student Worksheet: Quadrant Cards,” if students need to review the term primary source prior to the start of this lesson.)

2. Using the jigsaw strategy, divide students into four groups: A,B,C, and D. Distribute to each group one of the four packets of “Maryland’s Woman Citizen.” Each group should have a different packet (In the Workplace, At Home, At Leisure, and In the Political Arena). Have groups complete page 1 of “Student Worksheet: Analyzing Pictures” to become “experts” on their set of pictures.
3. Reorganize students so that one or more members of each of the first four groups are placed into new groups. Have students share in their groups their answers to Activities 2 on their worksheet. Students should record this information on the second page of their worksheet.
3. As a class, have students discuss and review ways women have contributed to the development of Maryland culture.

### **Formative Assessment of the Lesson**

Have students complete an acrostic using the words “Maryland Women.” The phrases of the acrostic should reflect specific contributions that women have made to the development of Maryland culture.

### **Scoring Tool**

Responses to this activity demonstrate the ability to interpret and organize primary source information from pictures and describe how individuals and groups have contributed to the development of cultures.

3 points	This response provides a completed acrostic using the words “Maryland Women” that demonstrates a thorough understanding of contributions women have made to the development of Maryland culture. All phrases included in the acrostic are accurate and describe specific women’s contributions.
2 points	This response provides a completed acrostic using the words “Maryland Women” that demonstrates an adequate understanding of contributions women have made to the development of Maryland culture. Most phrases included in the acrostic are accurate and describe women’s contributions, either specifically or in an overly-general way.
1 point	This response provides a completed acrostic using the words “Maryland Women” that demonstrates a limited understanding of contributions women have made to the development of Maryland culture. Some phrases included in the acrostic are accurate and describe women’s contributions in an overly-general way.
0 points	Other responses.

## Student Worksheet: Analyzing Pictures

Activity 1: Select four pictures in your packet. In the chart below, describe the objects, activities, and people shown in each of the pictures you selected.

<u>Picture #1</u> Objects:  Activities:  People:	<u>Picture #2</u> Objects:  Activities:  People:
<u>Picture #3</u> Objects:  Activities:  People:	<u>Picture #4</u> Objects:  Activities:  People:

Activity 2: Describe what you think are the main contributions of women to Maryland culture that are being shown in these pictures?

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## Notes

Group \_\_\_\_ : The main contributions of women to Maryland culture that are shown in this group's pictures are:

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## Student Worksheet: Quadrant Cards

**Directions:** Complete the four sections of the graphic organizer below for the term “primary source.”

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-examples:</b>

**Primary Source**