



Fearless!

The story of racing legend Louise Smith

By Barb Rosenstock Illustrated by Scott Dawson

Dutton Children's Books, 2010

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Research Project

Lesson Plan: Social Studies

Grade Level: 3-5

Student Goal:

- ◆ Compare women's roles in 1916 with the women of today.
- ◆ Identify the impact that women had on today's society.

Illinois Goals:

- ◆ **14.C.2** Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).
- ◆ **14.D.2** Explain ways that individuals and groups influence and shape public policy.
- ◆ **16.D.2c (US)** Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States

Student Objectives:

- ◆ Students will identify at least five other people in history that were the first to accomplish something.
- ◆ Students will research using primary and secondary sources.
- ◆ Students will convey their findings through a written essay, poster or multimedia presentation.

Materials:

- ◆ Fearless: the story of racing legend Louise Smith.
- ◆ Computers with internet access
- ◆ Art Supplies
- ◆ Multimedia access

Directions:

1. Students will research notable women in history who were the first in their field or the first to do something important. The students can use Internet resources

such as; <http://www.rootsweb.ancestry.com/~nwa/firsts.html>, or books to choose 5 notable women.

2. Students will use their research to complete one of the assignments below.
3. Students will present their projects to the class. They may present individually or present in small groups.

Assess Students: Teachers should create a rubric that includes the requirements that they are looking to assess. The rubric should be shared with the students prior to the assignment so the students can do their best.

Assignment: Options Below

Option 1- PERSON IN A BAG-Students find objects around their house, cut pictures from magazines and sometimes even draw pictures to illustrate the main attributes of the life of the person they have researched. They will also include things from modern society that they feel would be something fitting to the person had they been alive today. The bags are as varied as the students in the class as any ability level student can do this activity. Some of the more creative students may even say their person may have skateboarded if they lived today because they were daring or physically fit, etc.

Option 2- DIORAMA- Students will create a series of shoebox scenes depicting the people that they researched and their “First” event.

Option 3- POSTER- Students will create a poster that is divided into 5 sections, one for each person. They will use the space to list the important events in the person’s life as well as a picture of the person.

Option 4- MULTIMEDIA- Students can use their available technology to share the information they have found through their research. Some possibilities:

- ◆ IMovie
- ◆ Powerpoint
- ◆ Voicethread

Feel free to add any other options that will fit the needs of the classroom

Lesson Created By:

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