

“Wonderful Women Who Worked on the Great Lakes”

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Subject/Grade: Grade 7, English/Language Arts

Lesson Overview: Students will develop an appreciation of the role that women played in the Great Lakes maritime industry during the 1800’s and early 1900’s through reading, online research, and writing.

Sources Consulted:

Brehm, Victoria, ed. *The Women’s Great Lakes Reader*. Ladyslipper Press, 2000.

Interview: Geoffrey Reynolds, Director, Holland Area Historical Society, Holland, MI. Aug. 8, 2013

King, Richard J. *Women and the Sea and Ruth!* Mystic, Conn. Mystic Seaport Museums, Inc., 2004.

Stone, Joel. “Era of Elegance,” *Telescope*. Summer 2007.

Stonehouse, Frederick. *Women and the Lakes*. Gwinn, Michigan: Avery Color Studios, Inc. 2001.”

www.ShippingOutvideo.com and reference guide

Learning Objective:

At the end of this lesson, students will be able to:

1. Explain how women participated in the Great Lakes maritime industry.
2. Analyze informational text.
3. Research and write about the life of female mariner, and post on a Facebook page.

Michigan Benchmark (English/language arts)

R.IT.07.01 (Reading informational text) analyze the structure, elements, features, style and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.

W.PR.07.01 (Writing process) set a purpose, consider and audience, and replicate author’s style and patterns when writing a narrative or informational piece.

Materials:

Per Class

King, Richard J. *Women and the Sea and Ruth!* Mystic, Conn. Mystic Seaport Museums, Inc., 2004.

Template for concept map for dry erase board

Per Student Team:

chart paper & markers

highlighters

netbooks & flash drive

Frayer-type Model for vocabulary

K-W-L Chart template

Facebook template

Stonehouse, Frederick. *Women and the Lakes*. Gwinn, Michigan: Avery Color Studios, Inc. 2001. "Margaret Campbell Goodman", p. 7-15, "Maebelle Mason", p. 17-20, "Sadie Black of the *Hanna*", p. 53-57, "Captain in Petticoats", p. 59-62, "Captain Buckley and the *Fanny Campbell*", p. 63-65, "Epilogue", p. 162-167.

New Vocabulary:

maritime: connection to the sea relating to navigation, shipping, etc.

vessels: a craft for traveling on water, now usually one larger than a row boat; a boat or ship

boat: a vessel used for transport by water, constructed to provide buoyancy by excluding water and shaped to give stability and permit propulsion.

ship: a vessel, usually ocean going that is propelled by wind or engines

Focus Question(s): *How do you think women have been involved in maritime trades?*

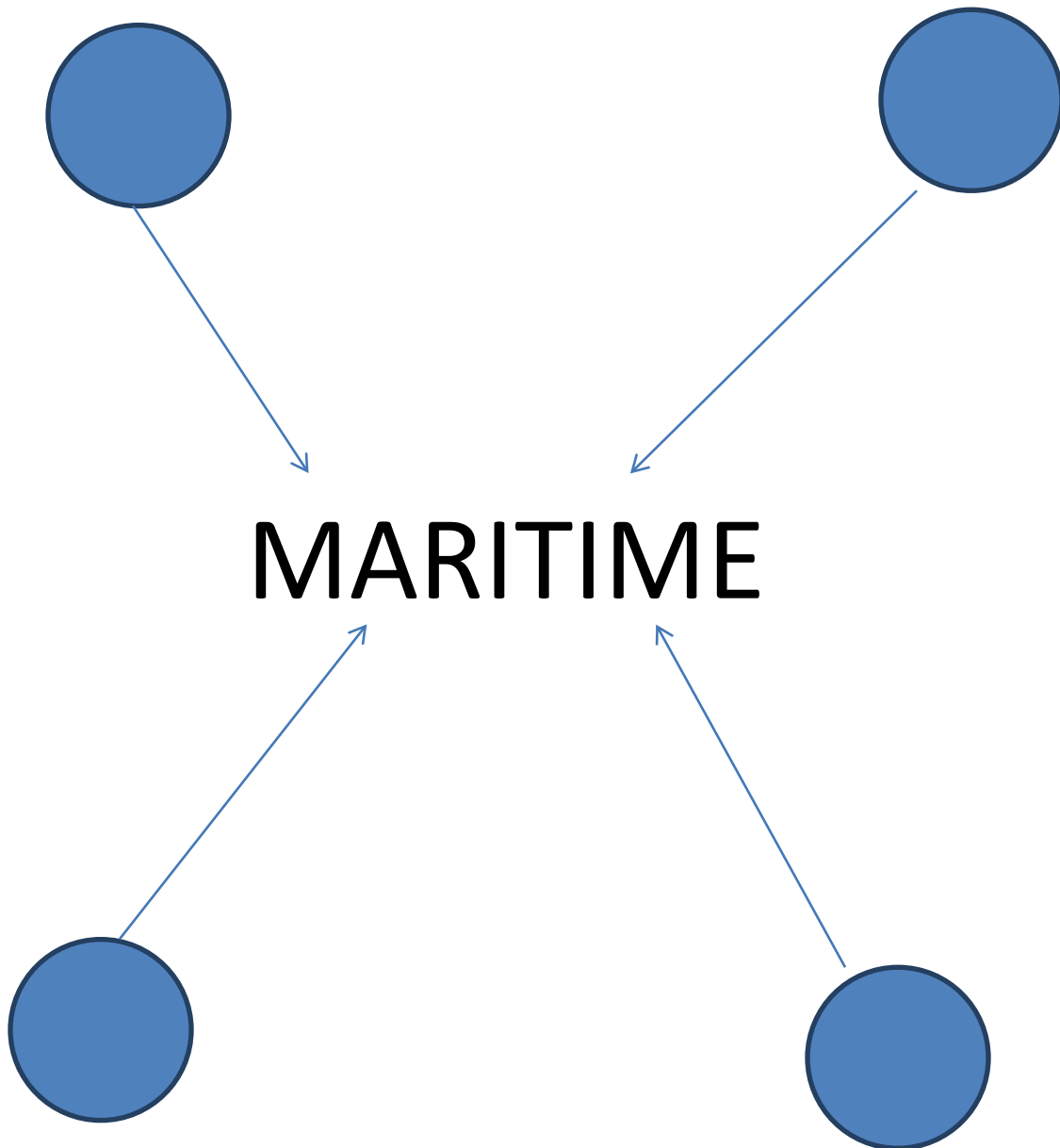
Classroom activities:

1. As a whole group, students will complete a concept map to create a word web (Attachment 1) for the word maritime.
2. In teams of 3-4, students will complete a Frayer-type model (Attachment 2) for each of their new vocabulary words.
3. Teacher will read the picture book Women and the Sea and Ruth!
4. After reading the text, in teams of 3-4, students will then create a K-W-L (Attachment 3) chart on the role of women on the Great Lakes. Note, students can only do the first two columns prior to reading. They should have at least 3 items per column.
5. In the same teams, students will read one of the informational text pieces from Women and the Lakes, (specific pages listed in the Materials section) on a woman who made history by working on the Great Lakes.
6. While reading, students will use highlighters to mark important dates or events.
7. Students will now complete the 3rd column of the K-W-L chart. Students should have at least 3 items per column.

Assessment

Given a Facebook-like template, student teams will create a profile for their "maritime woman". They will use the knowledge they have gained, from their reading, to make this profile realistic for the day and occupation of their woman. Students will be able to use netbooks so that they can complete the template on-line and email it to their teacher. If it isn't possible to use technology, then copies can be printed and distributed to students. Extra credit will be given if they can link their profile to "friend," another maritime woman, from these readings. Groups will present their Facebook page to the class.

Template for concept map (may be created on dry erase board).
More circles can be added depending on depth of student discussion.



Word: _____

Part of speech _____

Definition:

Use the word correctly, in a complete sentence. Underline the word.

Synonym for word: _____

Antonym for word: _____

Create a graphic illustration of the word:

Example:

Frayer-type Model for vocabulary

Word: cat

Part of speech: noun

Definition: a domesticated 4-legged animal, with a tail, used for companionship, independent in nature, a pet

Use the word correctly, in complete sentence. Underline the word.

When I come home from school, my cat Boo, meows until I feed her.

Synonym for word: feline

Antonym for word: dog

Create a graphic illustration of the word:



Topic: _____

What I already KNOW about the topic.	What I WANT to learn about the topic?	What I DID learn about the topic?

Name: _____ Section: _____ Date: _____

SCALE: 5= excellent 4= very good 3= good 2= fair 1=poor 0=nothing attempted

1. Complete Content/all areas of Facebook template were completed. _____/5

Comments:

2. Creativity used to make this woman seem “real” or still living. _____/5

Comments:

3. Understanding of how this woman was a trailblazer. _____/5

Comments:

4. Elements of writing – grammar, spelling _____/5

Comments:

5. Neatness of illustrations. _____/5

Comments:

Overall score _____ out of possible 25 points