**Heritage Center Lesson Plan**

**Grade**: 4

**Materials Needed**:

Construction paper

Large and long piece of paper

Tape

Markers

Heritage Center Box

**Standards**:

4.6.1 Explain how background and history influence people’s actions (e.g., farming methods, hunting methods, economic decisions)

4.2.3 Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present

4.2.5 Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota

**Objectives**:

* Students will be able to recognize prominent women figures of the United States and North Dakota throughout history
* Students will compare and contrast the lifestyle of women from the early 1900’s to today
* Students will understand the progression of women’s rights throughout history

**Learning Activity**:

* Students will be taught the lifestyle of women in the 1900’s (rights of women, place in society, etc.)
  + Teacher will pass around objects (from heritage center box) from the lifestyles of women in the 1900s, while lecturing.
* Teacher will list off prominent figures in history in which contribute towards the advancement of women’s place in society and women’s right
  + Teacher can pass out old election posters of North Dakota women in government
* Student will then be taught the lifestyle of women in present time (women’s rights. Place in society, etc.)
  + Teacher can then pass around objects from the present day, and ask students to reflect on the differences from these objects and those of the women from the early 1900s objects
* Students and teachers will then draw or write on piece of “quilt paper” of what they learned.
  + Teachers will pass out construction paper and markers, and ask the students to draw or write about something they did not know or learn about women’s lifestyle, rights, etc. from 1900s to the present. When students are completed with drawing or writing they will be given a piece of tape in which they will attach their “quilt paper” to the “quilt”

**Assessment**:

Formal:

Assessment will be the “quilt paper” students will complete after lecture.

**Reflection**:

Somethings that I would like to keep in this lesson is the focus on working with hands on items. I believe that hands on items create a link to the students will what you are teaching. I also believe this would help with students who are more kinesthetic learners because they are able to touch and feel the object that is being taught.

Somethings that I would like to change about this lesson who be to use the time given to its fullest potential. I would have implemented class room management approach to the distribution and handling of the artifacts in a timely and safe manner.