

The Remedial Herstory Project

INQUIRY-BASED LESSON PLAN

STAGING THE INQUIRY

For this inquiry, teachers should consider opening with an intriguing and open ended question, then provide some background on this topic generally in the form of a video, brief lecture, or presentation. Close the introduction by asking students what questions they have, guide them in discussion to the question for the inquiry, highlighted at the top of the next page.

ACTIVITY TASKS

- Pose a broad open ended question. Provide background information.
- Students respond to questions in this packet independently or with a partner.
- Consider doing one of the following to extend the exercise:
 - Facilitate student discussion of the compelling question.
 - Facilitate a 4-corner debate.
 - Facilitate a structured academic controversy.
 - Students assume the characters involved and discuss the compelling question in character.
- Students craft an argument.

C3 FRAMEWORK

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Inquiry Activity: How can we better value the contributions of the First Lady?

Students will research one of the First Ladies and determine what her contributions to the administration, the time, and history were and how we can better appreciate the labor of the most honored women in American History.

Objective: Determine the contributions of the First Lady.

For your presentation, you need to research basic biographical information and show what they contributed to the administration, the time, or history. For instance:

- When were they born?
- When did they govern?
- What role did she play in the administration?
- Was she excited or prepared for service?
- What led to her husband's rise and fall from power?
- Did she play any role in navigating the politics of the era?
- What contributions did she make to the culture and society?
- How did she decorate the White House?
- How might she have been significant to the people she worked with or supported?
- How were the contributions of this First Lady significant?
- How could we better honor or recognize her?

Your presentation must include some speaking before the audience, a visual, a handout highlighting the key points about your monarch, and a bibliography.

Rubric

Criteria	Point Value	Points Earned
Includes a student-created diagram	10	
Includes a primary source photo	10	
Uses less than 250 words	10	
Includes a primary source quote	10	
Maintains the 5 minute time limit	10	
Includes a critical thinking question	10	
*Information is accurate, comprehensive, and significant.	20	
*Key points and concepts are discussed with depth.	10	
*Relevant and important examples are used to support the main idea and expand sub-ideas.	10	
TOTAL		