I. Lesson Summary

Summary
Students will identify key women in the evolution of the American West and recognize their effects, both positive and negative, on the development of the American West. The lesson involves some teacher-led discussion and a fact-matching “out of seat” activity. In the final assessment students will compose a paragraph explaining which woman made the most lasting impact on the American West.

Objectives
As a result of this lesson, students will be able to:
1.) Identify famous women of the American West, and;
2.) Explain the impact women made on the American West.

Sunshine State Standards
SS.A.1.3.2.1, SS.A.4.3.2.1, SS.A.4.3.3.1, SS.B.2.3.1.1
*Curriculum Map Topic: A Nation in Transition: Westward Expansion and War

U.S. History Event/Time Period
This lesson’s focus is on the settlement of the American West (mid-1800s to the early 1900s).

Grade Level
This lesson plan is appropriate for the middle-school classroom.

Materials Needed
-Pictures of the “Women of the West” featured in this lesson (both printed and PowerPoint)
-Biographies of “Women of the West” (located on website listed under internet resources)
-One index card per student

Lesson Time
Two 45-minute class periods
II. Lesson Procedures

Procedures

Day 1:
1. Show “Women of the West PowerPoint” to students. Only show them the pictures—do not share the women’s biographies yet.
   - Ask the students:
     -- “What characteristics stand out about each woman?”
     -- “What profession do the women appear to have been involved with?”
2. Provide each student with a single index card labeled with a number 1 through 7 (each number corresponds with a woman of the west featured in this lesson).
3. Instruct the students that as the pictures are shown again, you are going to tell them a little about each woman. Then instruct them to record one fact about the woman that corresponds with the number on their card, but do not write the woman’s name on the card.
4. Show the women’s pictures again. This time share brief biographies (found on the website below) of each woman.
5. Collect the Cards.

Day 2:
6. Before class, post pictures of the women around the room (not in the same order as the PowerPoint and not numbered).
7. Randomly redistribute the cards. The students should not get their own card back.
8. Instruct the students to stand next to the picture of the woman who is described by the fact on their card.
9. Each student will then read their card aloud. As the cards are read, the class will decide if the fact matches the picture. If yes, post the fact next to the picture. If no, the student is to go to the correct picture, explain why the new picture choice is correct, then post the fact. Repeat this until each student has correctly posted their fact.
10. Final Assessment: Each student will write one paragraph (this may be extended based on age and ability) stating which woman had the most lasting impact on the American West.

Attached Resources:
Pictures of Women (pages 3-9)
PowerPoint: Women of the West
III. Activities

Annie Oakley
Cattle Kate
Calamity Jane
Charlie Parkhurst
IV. Assessment

Students will individually write one paragraph (this may be extended based on age and ability) stating which woman had the most lasting impact on the American West.