

**Missouri Pre-Service Teacher Assessment (MoPTA)
Lesson Plan Format Modified**

Grade Level: Advanced College Credit

Title of Lesson: “Student Life”: Female Adolescence throughout the Decades

Summation of Lesson: The collaborative lesson allows students to explore the lives of female students from different decades. Although we know that decades only loosely hold together cultural trends, having students view yearbooks from different points in history allows a personal connection to the changes that young women experienced. Having students interpret what student life looked like through history will help them not only contextualize major historical events but will also connect them to their own journey.

This lesson could also be done using yearbooks from your own school—students might find this more relatable.

Unit Ideas: This lesson could be modified to fit a larger research unit on the time period, how to gather evidence from informational texts, or on gender relations.

Standards/Quality Indicators/Skills
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ELA

11-12.Info.1.A-C.
11-12. Info. 2. A-C.
11-12.Info.3.B.
11-12.Info.3.A-D.
11-12.SL.1.A.
11-12.SL.1.C.
11-12.SL.2.A-C.
11-12.SL.1.A.
11-12.SL.2.A.
11-12.SL.2.B.

11-12.SL.2.C.

SS

9-12.AM.1.PGC.A
9-12.AM.1.PGC.B.
9-12.AM.3.CC.C
9-12.AM.5.CC.D
9-12.AM.3.PGC.A-D
9-12.AM.4.PGC.B.
9-12.AM.4.PGC.C.
9-12.AM.5.PGC.D.

Learning Objectives/Goals (examples)

- By the end of the lesson, the students will be more fully versed on the lives of young, Catholic women.
- The students will generate their own understanding of how young, Catholic women fit into the larger narrative of female education.
- Students will work to gather evidence from the sources to support their own understanding of gender relations in the inner war years.

Assessment

- Assessment for this lesson will consist of a group presentation on an assigned decade with reference to images and text that back up their summation.

Lesson Structure and Procedures

- Depending on the size of the class, divide students into groups of 3-4
- As the students explore the scans of Visitation Academy's yearbooks, the teacher will roam the room and encourage the students to do light research into the terms/ideas that need clarification
- The teacher could prompt students with certain aspects to keep notes on, like the following, or, the teacher could see what themes the students notice on their own (depends on class environment):
 - What did student life look like given each decade?
 - Can you make any connections to what you already know about these decades?
 - What surprises you about what the students were interested in?
 - What is getting left out of this account? Not every aspect of student life could be captured in an image—what's missing here?
 - Most of the pictures are posed, but some are snapshots—what was so special about those pictures or situations that made them immortalized in a yearbook?
- During the exploration, the students should keep track of textual evidence that is leading to their observations

Instructional Strategies

- The teacher will open the lesson with a brief conversation
- During the exploration the teacher will help with contextualization
- During presentations, the teacher will produce at least one follow-up question for each group

Learning Activities

- Group exploration
- Group research
- Group presentation

Resources and Materials

- Access to scans of Visitation Academy's Yearbooks (Various Years)
 - [1927 Yearbook](#)
 - [1936 Yearbook](#)
 - [1943 Yearbook](#)
 - [1955 Yearbook](#)
 - [1966 Yearbook](#)
 - [1975 Yearbook](#)
 - [1987 Yearbook](#)
 - [1994 Yearbook](#)
- Computers (for research)
- Worksheets of your design (optional for filling out during exploration)

Technology

- Computers for access to documents and research

Extensions

Combining this lesson with others from the website (namely: "Great, strong, valiant women" and "All's Well that Ends Well") could produce a very interesting research project about the lives of young women. This could accomplish many writing and research goals.

Additional Information

