



Lesson Name: *Industrious Women*

Learning objectives:

1. Scholars will make a claim and support it with two details and a conclusion.
2. Scholars will develop pride in our community by learning some local history.
3. Scholars will participate in Women's History Month.

Standards addressed:

5R2 - Determine a theme or central idea and explain how it is supported by key details; summarize a text.

5R3 - In informational texts, explain the relationships or interactions between two or more individual events, ideas, or concepts, based on specific evidence from the text.

5W2 - Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

Materials:

Industrious Women video (link here)

<https://mail.google.com/mail/u/0/#inbox/FMfcgzGxRxCPkgwzFDJPRLRhGhqqBKst?projector=1>

Graphic organizer

Activities:

Industrious Women Day 1:

1. Hand out graphic organizer.
2. Show video from start until work whistle at 37 minutes.
3. Confirm that scholars understand what “homework” is in the glove industry.
4. Students will listen for support to the claim, “Women in the glove industry did “homework” for a variety of reasons.

(possible support points: to contribute to the family's economy, to be at home with their children, to support their families (if they were single parents), they were older and/or disabled and couldn't work a full time job, they lived in a rural area and couldn't get to a factory)

Assessment: Use graphic organizer to write a 2-point response.



I can support a claim with two good details and make a conclusion.

Name:

Date:

Claim: Women in the glove industry did “homework” for a variety of reasons.

Detail #1:

Detail #2

Conclusion:

Industrious Women Day 2:

1. Show video from 1:05 minutes (Ruth Levinton) to end (25 minutes). Tell students that they will choose one of these questions to answer:
 - A. What progress have women made?
(Possible answers: Women have gone from working in their kitchens/homes to running a global leather company. Women can have many jobs, not just sewing. Women are running companies, not just working in them.)
 - B. What surprises you most about the stories you heard about women in the glove and leather industry? (Answers may come from either video.)
(Possible answers: The work was hard but they liked it. They walked to work. Tessie the Tanner only took one day off. Women worked in their houses. Children helped their parents work. They were paid very little.)
2. Hand out graphic organizer (found below). Have students write their claim.
3. Have students rewatch the video and fill out the graphic organizer.

Assessment: Use graphic organizer to write a 2-point response.



I can make a claim and support it with two good details and a conclusion.

Name:

Date:

Claim:

Detail #1:

Detail #2:

Conclusion:

