



***Women of Hope: African Americans Who Made A Difference***  
**By Joyce Hansen**

**Grade/Class/Subject:** 9-10 Grade Language Arts/Social Studies

**Content Standards:**

**LA.9102.1.5** The student will analyze and compare historically and culturally significant works of literature identifying the relationship among the various genres and the literary devices unique to each, and analyze how they support the selection and support and enhance the theme and main ideas of the text.

**LA.9102.1.8** The student will explain how ideas, values and themes of a literary work often reflect the historical period in which it was written.

**SS.A.5.4.2** The student understands the social and cultural impact of immigrant groups and individuals on American society after 1880.

**Content Objective(s):**

Meets FL STATUTE 1003.42 – *African and African-American History*  
 Meets FL STATUTE 1003.42 – *Women’s Contributions to the United States*

Students will determine in what ways the actions of Ida B. Wells related to the fight for Human Rights and the Civil Rights Movement.

**Language Objective(s):**

Students will define and identify examples and non-examples of human rights and civil rights.

**Grouping Configurations:** Whole Class; Cooperative Groups

**Story Synopsis:**

*Women of Hope* was originally a cultural project and appeared as a series of posters created to document the strength and talent of women of color. The goal was to provide images of strong women who used their talents to make the world a better place. The book features the images of these courageous women along with a one page biographical sketch. Each of the women highlighted in the book have interesting stories, and many of them had to overcome tremendous odds before accomplishing great things. The book concludes with a listing, by category, of other extraordinary black women and an annotated bibliography, each of which could be used for further study. Students will choose three profiles from this publication to analyze and compare.

<u>Key Vocabulary</u>			<u>Supplementary Materials</u>
autobiography	incident	segregated smoker’s car	Promethean board or Overhead Projector
biography	lynched	editorial	Document Camera
segregation	mob rule	selfless	Chart paper
civil rights	journalism	dedication	
human rights	outraged	adversity	
enslaved	inflammatory		

## Lesson Sequence

### **Introduction: Building Background**

Hold up a copy of the book *Women of Hope: African Americans Who Made A Difference* or place it on a document camera. Explain that this book contains posters and biographical sketches of 13 courageous, creative women of color. Their vision, persistence, and fight against injustice gave inspiration and hope to others during a time in our history when the human rights and civil rights of African-Americans were ignored or non-existent. These women continue to serve as role models today, their stories and contributions reminding people of the importance of living productive and meaningful lives. Using a document camera, project the poster found on p.6 of Ida B. Wells-Barnett. Direct students to examine the information depicted in the poster. After they have examined the poster, ask them to make a prediction in the form of a quick write, based on the quote found at the top of the poster. Give them the following prompt: “Ida B. Wells was a woman who...”

### **Key Vocabulary:**

Instructor and students will define the meaning of the words by acting out the words, using them as part of their discussions or figuring out their meaning based on context clues found in the reading selection.

### **Modeling/Guided Instruction:**

1. Ask students to read the statements they made about Ida B. Wells. The responses should convey the idea that she was a woman who was deeply concerned about the rights of all people.
2. Write the words Human Rights and Civil Rights on chart paper or a whiteboard. Divide students into groups and have them participate in a brainstorming activity listing their responses to the question, “What is the difference between human rights and civil rights.” Each group will construct a T-Chart and record their responses under the headings Human Rights and Civil Rights.
3. Using an overhead transparency or Promethean board flipchart, project the following definitions and information for continued discussion.

***Human Rights*** are personal rights that apply to all humans regardless of origin, race, religion, and gender. They are general rights and include the following:

- Freedom of speech
- Freedom of belief
- Freedom of fear
- Freedom of want
- Freedom of choice

***Civil Rights*** are personal, political, and economic rights that guarantee free and equal citizenship. In the United States ***Civil Rights*** are specific rights guaranteed in the Constitution and include the following:

- Freedom of religion
- Freedom of speech
- Freedom of the press
- Due process of the law
- Equal process under the law

4. Have students re-examine the information they placed on their T-Charts and make changes based on the definitions. They will determine that some rights are both human rights and civil rights.

5. Allow time for class discussion, questions or clarification of the information listed above and the discussion points, conclusions, or comments resulting from group activities.

### **Pairwork/Independent Practice:**

1. Divide students into groups. Print each bulleted item listed below on strips of paper. Give a set to each group. Students will participate in a sorting activity, deciding which are examples and or a violation of a person's civil rights and which relate to or violate a person's human rights. Students may decide that an example or non-example applies to both categories.
  - The right to own property
  - The right to vote
  - Enslavement
  - Bullying
  - Equal opportunities in the job market
  - Equal pay for equal jobs
  - Freedom of movement
  - Segregation
  - Equal access to public places
  - Integration
  - Segregated smoker's car
  - Mob rule
  - Segregated schools
  - Lynching
  - Separate recreational facilities, such as access to beaches
2. As a class discuss how they coded the examples and non-examples listed above.
3. Project and read the selection from the book about Ida B. Wells-Barnett.
4. Based on the information in the selection about Ida B. Wells-Barnett, ask students to discuss in their groups how they would answer this question, How did the beliefs and actions of Ida B. Wells relate to the fight for Human rights and the Civil Rights Movement?

### **Group Follow-Up Activity:**

Students will divide into groups of three and choose three other selections from this publication to analyze and compare. They will define their own set of criteria to be used for the analysis and comparison process, and choose or develop their own graphic organizers for presentation and assessment purposes.

### **Review/Group Assessment:**

Each group will prepare presentation and reflection activities to share with the class for the three selections they chose to analyze and compare.

### **Review/Individual Assessment:**

Have students re-examine the original prediction they made at the beginning of the lesson about Ida B. Wells. Ask them to elaborate in writing her role in the fight for human rights and civil rights.