



## **Elizabeth Blackwell: First Woman Doctor** **By Francene Sabin and Joann Early Macken**

**Grade/Class/Subject:** 3-5 Language Arts

**Content Standards:** LA.C.1.2 The student uses listening strategies effectively;  
LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading.  
LA.A.2.1 The student determines the main idea or essential message, identifies the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

**Content Objective(s):** Meets FL STATUTE 1003.42 - *Women's Contributions to the United States*

Students will identify the main idea and supporting details in each chapter of the story.

**Language Objective(s):** Students will summarize orally, and/ or in writing, the main idea and supporting details presented in each chapter.

**Grouping Configurations:** Whole class, small groups

**Story Synopsis:** She blazed a trail for all women in medicine! The inspiring life story of Elizabeth Blackwell, America's first woman doctor, proves that belief in yourself can overcome any prejudice and obstacles placed in your way. Today, nearly half of all medical students are women - but imagine the courage and determination Elizabeth needed to become a physician when the very idea of a woman attending medical school was considered outrageous! This is an excellent book to read to students to introduce them to struggles women faced in an effort to be treated equally and be allowed to pursue their dreams.

### **Key Vocabulary/Phrases**

mischief	antislavery issues
attic	debates
telescope	wilderness
permission	physician
governess	surgery
institutions	prejudice
refinery	enrollment
stunned	preventive medicine
child labor	

### **Supplementary Materials**

- Chart paper

### **Introduction: Building Background**

1. Hold up a copy of the book and ask students to make predictions based on the title and pictures printed on the cover of the book. Ask them why her accomplishment of becoming a doctor was so important.

Turn to p. 5 and read the paragraph in the middle of the page that explains what women were and were not allowed to do in the 1800's.

2. Review key vocabulary or phrases from the list above by using the word or phrase in a sentence. Then ask students to form a definition for the word or phrases.

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

1. Show students that the book is divided into chapters.

2. Read the first chapter to students.

3. Write the title of the chapter on chart paper. Explain that the title relates to like the main idea for each chapter.

4. Ask students to list examples or information in the chapter that supports the main idea or title of the chapter.

3. On chart paper, record the information under the following headings:

Main Idea(s):

Supporting Details:

5. Divide the students into groups. Tell them each group will analyze a chapter in the book.

6. Read a chapter of the book to the students before and after lunch each day. Place the book in the language arts station and have students read the chapter that has been assigned to their group.

7. Have students complete the review/assessment activity listed below.

**Review/Assessment:** Students will chart the main idea and supporting details for the chapter assigned to their group. Each group will participate in sequencing the events of the story using the information they placed on their chart.