


## Notable Trade Book Lesson Plan:

### *You Forgot Your Skirt, Amelia Bloomer*

**Ruth S. Busby**  
**The University of South Alabama**

 *You Forgot Your Skirt, Amelia Bloomer* (2000) by Shana Corey and Chesley McLaren (illustrator), Scholastic, Inc.

#### ***Abstract***

*This lesson plan can be used with elementary students to integrate reading, social studies, and language arts. **You Forgot Your Skirt, Amelia Bloomer** is a humorous, yet accurate, account of the beginning of the Women's Rights Movement. Students learn to make personal connections to women of today by comparing and contrasting past and present roles as well as predicting future roles. The needs of visual, auditory, and kinesthetic learners are addressed through hands-on activities and the use of technology, and primary sources are used to teach content. Students read other trade books on the lives of various women and make trading cards illustrating important contributions they made to history. Higher-order thinking questions are an integrative part of this lesson.*

## NCSS Notable Trade Book Lesson Plan Template

### *You Forgot Your Skirt, Amelia Bloomer*

Lesson Plan Author: Ruth S. Busby

The University of South Alabama

<p><b>Book Summary:</b></p>	<p>This is a humorous, yet true, story about the 19<sup>th</sup>-century women's rights movement. Feminist ideas are presented in a simple manner, making it accessible to young children. Amelia Bloomer set out to free ladies from the old, restrictive rules governing proper behavior and dress, and she worked to gain women the right to vote. She even started a newspaper devoted to women's interests, especially their right to work. She is most famous for giving loose trousers the name "bloomers." This book is appropriate for ages 9-12.</p>
<p><b>NCSS Standards:</b></p>	<p><b>II. Time, Continuity, and Change</b>—<i>Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.</i></p> <p><b>IV. Individual Development and Identity</b>—<i>Social studies programs should include experiences that provide for the study of individual development and identity.</i></p> <p><b>VI. Power, Authority, and Governance</b>—<i>Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance</i></p> <p><b>X. Civil Ideals and Practices</b>—<i>Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic</i></p>
<p><b>Materials:</b></p>	<p>hat(s)  copy of book: <i>You Forgot Your Skirt, Amelia Bloomer</i>  computer with Internet access  LCD panel  worksheet on trading cards (from the following site):  <a href="http://www.eduplace.com/activity/pdf/women_cards.pdf">http://www.eduplace.com/activity/pdf/women_cards.pdf</a>  various children's books about famous women</p>

<p><b>Objectives:</b></p>	<p>The student will be able to exhibit the following:</p> <ol style="list-style-type: none"> <li>1. identify women who played an important role in women’s rights</li> <li>2. explain the term “suffrage”</li> <li>3. compare and contrast the Civil Rights Movement with Women’s Movement</li> <li>4. read for a purpose</li> </ol>
<p><b>Procedures:</b>  <b>Exploration/</b>  <b>Introduction:</b>  <b>Development:</b>  <b>Expansion:</b></p>	<p><b>A. Motivation</b></p> <ol style="list-style-type: none"> <li>1. Tap into prior knowledge by asking students what kinds of jobs their mothers do [both at home and work]. List them on the board. Discuss with students why they think mothers have so many different roles.</li> <li>2. Write the following on the board: “Women wear many hats.” Tell students this is a play on words, which is just a way to paint a better picture of what the concept means. Ask them what they think this phrase means. The teacher should then put on the hat (s) and explain to students that it means that women have many different jobs.</li> <li>3. Tell students that by the end of today’s lesson, they should be able to tell about some important women who overcame difficulties to contribute to making the U.S. and the world a better place.</li> </ol> <p><b>B. Instructional Procedures</b></p> <ol style="list-style-type: none"> <li>1. Tell students that they may be able to make some connections between African Americans who fought for their rights [we previously discussed] and women who fought for their rights.</li> <li>2. The teacher will be wearing a hat to pique student interest in the subject. Hold up various pictures of hats glued to Popsicle sticks and tell students a story about the following women who contributed to history:</li> <li>3. Introduce the book <i>You Forgot Your Skirt, Amelia Bloomer</i> by Shana Corey by doing a picture walk. Ask students to predict what they think the story will be about based on the pictures. Pre-teach vocabulary by writing the words on the board and explaining them to the students.</li> <li>4. Read the book stopping at pre-determined points to ask questions for monitoring of comprehension. Questions are written on sticky notes and placed in the book at these points for easy reference; however, they are listed here as well: <ol style="list-style-type: none"> <li>a. What do you think “proper” means? [analysis]</li> <li>b. What is the play on words here that the author used? [application]</li> </ol> </li> </ol>

	<p>c. Why do you think Libby was not wearing a dress? [analysis]</p> <p>d. What do you think it could be? Why? [evaluation]</p> <p>e. What do you think will happen when the townspeople see her? [application]</p> <p>f. What are some other ways that people react when someone tries something different? [synthesis]</p> <p>g. Why would gentlemen be opposed to more rights for women? [evaluation]</p> <p>5. Explain to students the real story of Amelia Bloomer found at the end of the book.</p> <p>6. Discuss with students that March is Women’s History Month; a time set aside to celebrate the contributions of women to women’s rights. Bring up hyperstack on Internet: <a href="http://www.bry-backmanor.org/woman6.html">http://www.bry-backmanor.org/woman6.html</a> and read and discuss in whole group.</p> <p>7. Have various books on important women in the movement displayed on the chalk board tray. Tell students to choose a suffragist about whom they would like to learn more. Encourage students to think about the suffragist they chose and decide what it is they would like to learn about this person. Students should read the book independently and then create a trading card illustrating some important contributions that the woman made.[trading cards found at: <a href="http://www.eduplace.com/activity/pdf/women_cards.pdf">http://www.eduplace.com/activity/pdf/women_cards.pdf</a></p> <p><b>C. Closure</b></p> <p>1. Have students share their trading cards. Ask students what similar character traits all of the women have in common. Ask someone to explain what suffrage means and why March is Women’s History Month.</p> <p>2. Ask students what is the 19<sup>th</sup> Amendment about. Ask students if they think we will one day have a woman President. Why or why not?</p> <p>3. Tell students that in the next lesson, we will discuss whether kids have rights.</p>
<p><b>Assessment</b></p>	<p>The teacher will observe student responses to questions throughout the reading of the book as well as during whole group discussion for depth of understanding of the difficulties women overcame in their fight for rights. The teacher will also collect the trading cards to evaluate students individually on their selecting the important contributions of women in their reading.</p>

<p><b>References</b></p>	<p><a href="http://www.archives.gov/education/lessons/woman-suffrage/">http://www.archives.gov/education/lessons/woman-suffrage/</a> Teaching with Documents: Woman Suffrage and the 19th Amendment <a href="http://www.crf-usa.org/project_history/womens_rights.htm">http://www.crf-usa.org/project_history/womens_rights.htm</a> <a href="http://www.42explore2.com/suffrage.htm">http://www.42explore2.com/suffrage.htm</a></p>
<p><b>Using this lesson plan for other grades in Alabama</b></p>	<p><b><u>KINDERGARTEN</u></b>  <b>ALCOS 2.</b> Compare families of today with families of the past in relation to work, home, and school.  <b>ALCOS 3.</b> Identify historically significant events as they relate to self and family.  <b><u>FIRST GRADE</u></b>  <b>ALCOS 9.</b> Identify traditions of a variety of cultures in Alabama and local communities.  <b><u>SECOND GRADE</u></b>  <b>ALCOS 2.</b> Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.  <b>ALCOS 4.</b> Discuss celebrations in the U.S. and around the world.  <b>ALCOS 10.</b> Discuss ways in which people in authority gain the right to direct or control others. <ul style="list-style-type: none"> <li>▪ Describing the appropriate use, as well as the misuse, of power and authority; examples: use—determining safety rules; misuse—showing disrespect for personal freedoms</li> </ul> <b><u>FOURTH GRADE</u></b>  <b>ALCOS 13.</b> Describe the economic and social impact of World War II on Alabamians. Examples: entry of women into workforce, women in the military  <b>ALCOS 15.</b> Identify major world events that have impacted Alabama since 1950. <ul style="list-style-type: none"> <li>▪ Recognizing Alabamians who have made significant contributions to society since 1950</li> </ul> <b><u>FIFTH GRADE</u></b>  <b>ALCOS 13.</b> Identify social, political, and economic changes that occurred during Reconstruction. <ul style="list-style-type: none"> <li>▪ Describing the effects of Reconstruction on women and African-Americans</li> </ul> </p>