

2H.3 & 2W.4c: LESSON PLAN

Title

Women of the Fresco: Writing Women's Lives

Subject

History and Writing

Grade

6-12

Time

4-5 class periods

Purpose

Students will use research, reflection, creativity and writing to examine the lives of women in the fresco and compare/contrast their historical realities.

Key Questions

1. Who are the women of the fresco?
2. What was life like, for these women, in their historical eras?
3. Based on research and reflection, what would these women have to say to students of your age?
4. What can the lived realities of these women tell us about Hispanic/Latinx culture?

Values

Respect for differences in the lives of women today in contrast with women of the past. Empathy for the lives of women in history.

Materials & Resources

[Virtual tour of the fresco](#); [fresco image guide](#); internet access and/or library access

Activities

1. Lead students through a virtual tour of the fresco.
 2. Then "tour" the fresco again and ask students to request a pause when they see the figure of a woman that interests them. Ask students to create a list of women. Don't worry about listing all the women in the fresco. Students will be encouraged to search for more on their own.
 3. Once students have 8-10 women on their lists, take them to the online image guide (orientation and numbered images) and show them how to locate a
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- female figure image and click through to the corresponding image description in the guide.
4. First homework assignment: ask students to tour the fresco on their own and find four (4) women they are particularly interested in. Students should research these women in the image guide AND through online exploration. Remind the students to seek out more scholarly sources of information, including primary sources, if they exist.
 5. Use class time to visit a library so that students can continue researching either the particular women they have chosen or unnamed women (e.g., "Black Woman"). Spend individual time with each student to encourage the choice of four women who are more unlike than alike and to locate diverse research sources.
 6. In groups of three, ask students to share their women and what they've discovered through research. Ask groups to pose the following questions to each woman and, together, imagine the answers: "What do you do in a typical day?" "What does society expect of you?" "What do you dream of doing, despite obstacles?"
 7. Homework assignment: based on their research and group work, ask students to write a one page "portrait" of each of their four women. Each portrait should reveal one or more historical events that would have affected her, the reality of her daily life, and her personal dreams. The portraits should be both fact-based and imaginative.
 8. In class, in groups of three, have students share their portraits and talk about the women they've written about. Then, in large group, ask each student to read one of their portraits. Collect these writings to read and provide constructive feedback for revision.
 9. Teach the students what they need to know about writing dialogue between characters in a story, including how to format dialogue on the page. Provide some good examples.
 10. Homework assignment: ask students to write a dialogue between their four women (approximately 500-700 words). Ask students to "climb into" the personality of each woman to make her voice sound different from the others. The prompt for their dialogue is: "what is it like to live in your world?" Encourage the students to be imaginative.
 11. In class, return portraits to students and ask them to revise.
 12. In groups of four, ask students to read their dialogues to each other, one by one. Encourage deep listening and thoughtful feedback. Collect dialogues so that you can read and provide constructive feedback for revision.
 13. Option: make four copies of each student's dialogue. In groups of four, have students take different parts and practice reading. Then, ask students to "perform" the dialogues for the class.
 14. Return dialogues with feedback. Ask students to revise.

Evaluation/Assessment

Provide praise and constructive criticism for written work and evaluate students' ability to revise with successful results.

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.