

Unsung Women Change Agents

It's the time of the year! March, Women's history month!

How many women can you name who made a big contribution to our history? Susan B Antony, Rosa Parks, Harriet Tubman.... Anyone else? Well that's about it for most people! This is partly because we don't rarely see women in our history textbooks! Does this mean that women made little contribution to American democracy and history? May be? Maybe not? Let's find out!

We are going to research women who made a significant contribution to freedom, equity, and justice in American history and society but are excluded from school textbooks and unknown to most people. Through our research, we will go beyond the popular three women in teaching about Women and Women's history! We will bring more empowering stories to March, Women's history month!

In addition, we will learn about these women by doing role play so that we can experience a pedagogical power of doing a good role play to engage and empower students in a social studies lesson!

So what we are going to do?

Step 1. Research a women who made a significant contribution to US history and society in terms of democracy and social justice but is not known to many people and excluded from textbooks and/or curriculum standards. If you choose a well-known person that is included in the textbooks, you will go beyond the superficial/traditional knowledge about the woman and bring a counter-narrative.

Step 2. Create a brochure/handout to distribute to your peers. Bring copies to share with classmates.

- Front page, include 1) a photo/picture of the person; 2) demographic information and interesting facts about the person; 3) historical significance of the person (two or more contribution she made to democracy and justice in US history and society).
- Back page, tell her story of making change in American history/society by using 10 Questions.

Step 3. Show time! Come to class as the person you researched. No need to be fancy at all! We will have a tea party of unsung women heroes. We will have tea and talk about who we are and what contribution we made to our country. We will share our story of what change we made and why and how we did it (using 10 Questions as a story line).

Step 4. After role play, we will debrief what we learn through the activity using discussion points below

- Why we didn't learn about these women or learn but know only superficial facts?
- How can we make change in history/social studies curriculum that is white male centered?
- What are pedagogical possibilities and challenges in using role play in teaching history/social studies?
- What are the benefits and challenges you found using 10 Questions in learning about historical person?

Grading rubric

Criteria	Yes	A little	Not much
Role-play and handout shows you conducted a rigorous research and developed a deeper understanding of the person	4 points	2 points	1 point
You increased peers' understanding of your chosen person through your role play and handout.	4 points	2 points	1 point
You actively engaged in the whole process (role play and debrief discussion).	2 points	1 points	0 point