



**A Common Core State Standards-aligned
Women's History Month Lesson Plan for Grades 4-7**

About This Lesson Plan

In this lesson plan for Women's History, students will examine the histories of young women in the White House over the past century. *When Audrey Met Alice* tells the fictional story of how First Daughter ("Fido") Audrey Rhodes discovers and learns from former First Daughter Alice Roosevelt's diary. The real history of Alice Roosevelt included in *When Audrey Met Alice* is an excellent point of entry into studying the role that young women have played in the history of the White House. In addition, with Sasha and Malia Obama currently growing up in the White House, many young women of today are interested in and can connect to young women in the White House.

The specific teaching strategy used in this lesson plan is a jigsaw activity. While this lesson plan is for a two-day activity, it could be modified for stronger or weaker students. Jigsaw helps students to understand, summarize, and synthesize information. This strategy asks students to work in different sets of small groups. In the first small-group arrangement, students become "experts" about different subjects. In the second small-group arrangement, students are rearranged and then teach those subjects that they became "experts" about to their peers in "jigsaw" groups that contain one student from each "expert" group. Finally, the whole class discusses learning together. Jigsaw allows students to practice their reading literature and speaking and listening skills.

This lesson plan is aligned with Reading: Literature, Writing, and Speaking and Listening Standards for Grades 4-7. As such, its Women's History Month activities may be used in English language arts, history/social studies, or reading classes.

Lesson Plan Objective

In this lesson, students will research First Daughters who have played a role in the history of the White House. Students will share their research findings with others who studied the same and different First Daughters in a jigsaw activity. Afterward, students will synthesize and reflect about their knowledge by discussing how young women's experiences in the White House have changed over the course of history—as well as how those young women have impacted history.

Lesson Plan Materials

- Copies of *When Audrey Met Alice*
- Digital and print sources to conduct research
- Reproducible “Expert” and “Jigsaw” Chart Worksheets (use charts on pages 6 and 7)

Lesson Plan Procedures

Day 1

- “Do now” or “bell ringer”: Ask students to use their prior knowledge from reading and to look back in their copies of *When Audrey Met Alice* to brainstorm and write answers to the following questions in their notebooks:
 1. What do you know about Alice Roosevelt's life as a First Daughter in the White House from reading *When Audrey Met Alice*?
 2. What do you know about other First Daughters' lives in the White House?
 3. What do you want to know about Alice Roosevelt's life or other First Daughters' lives in the White House?
- Lesson introduction: Tell students that to answer the questions they want to know about, and to learn more about Alice Roosevelt and other First Daughters in the White House during Women's History Month, your class will be working on a research project and jigsaw activity.
- Short research project for “experts”: Divide students into expert groups of no more than five students, and assign them First Daughters to research. Possible First Daughters include Sasha and Malia Obama; Chelsea Clinton; Jenna and Barbara Bush; Amy Carter; Susan Ford; Caroline Kennedy—and of course, Alice Roosevelt. Students should use digital and print sources, and keep a list citing the sources in which they find information. Tell students that they should research the following information about the First Daughter whom they were assigned:
 1. Biographical information, including when and where she was born
 2. Early life before moving into the White House
 3. Family members at the White House, including president of the United States

4. Life at the White House
5. Important historical events during her father's presidency that she witnessed and participated in
6. Life after the White House, if this has happened yet!

(Note: An easy modification for lower-level students is to assign students separate tasks from the list above to research and share with their expert groups.)

•**Reflection:** Ask students to complete their research as needed, and to write a reflection in their notebooks about:

1. What new information did you learn from your research about Alice Roosevelt's life or other First Daughters' lives in the White House?

Day 2

- "Do now" or "bell ringer":** With a partner, as a whole class, or in their small groups, ask students to share their reflections about the question: What new information did you learn from your research about Alice Roosevelt's life or other First Daughters' lives in the White House? Ask students to write down in their notebooks another student's response that they found interesting.
- "Expert" jigsaw group meetings:** After completing their individual research about an assigned First Daughter, together in their "expert" groups, students collaborate on reviewing, summarizing, and describing in depth the same material in order to master it before presenting it to their classmates outside the "expert" group. Students can do so by sharing and adding details to their "Expert" Research Charts. Since members of the expert group will be separated from each other in the next step, it is important for the teacher to rotate between the expert groups to make certain that all group members understand the material well enough to share it with students outside their groups.
- "Teaching" jigsaw group meetings:** Next, students move to "teaching" groups that include one member from each of the "expert" groups. Experts then take turns at sharing information with their "teaching" groups so that material from all the "expert" groups is shared between all students. It is helpful at this step to provide students with a graphic organizer on which they can take notes on the material that each "expert" presents. Students can do so by sharing and recording details onto their "Jigsaw" Research Charts.
- Synthesis and reflection:** In their "teaching" jigsaw groups, students finish the jigsaw activity by discussing synthesis questions and reflecting together. Students should answer these questions by writing in their notebooks. Finally, students should participate in a whole-class discussion about them. Possible questions for synthesis and reflection include:
 1. What were some of the similarities and differences between Alice Roosevelt and other First Daughters that you learned about in this lesson?

continued on next page...

2. What were the most important historical events that First Daughters witnessed and participated in during their fathers' presidencies?
3. How have young women's experiences in the White House changed over the course of history—that is to say, between 1902 and today?
4. Thinking back to *When Audrey Met Alice*, would you rather be a First Daughter in the White House today or in the past? Explain why you feel the way you do.
5. Overall, after learning about Alice Roosevelt and the other First Daughters, how have these young women made an impact on history?

Assessment Suggestions

To conduct formative or summative assessment of students' progress in this lesson, teachers may do the following:

- Check the “do now” or “bell ringer” responses and reflections in students' notebooks.
- Circulate around the class and give students participation points for on-task behavior during the short research project for “experts.”
- Examine and grade students' “Expert” and “Jigsaw” Chart Worksheets.
- Circulate around the class and give students participation points for on-task behavior during the “expert” jigsaw group meetings, and “teaching” jigsaw group meetings.
- Listen to and award participation points for student participation in the whole-class discussion at the end of this lesson.
- Extension: Ask students to write a longer written response about one of the possible questions for synthesis and reflection (for example, a five-paragraph essay).

RL 4.1, 5.1, 6.1, 7.1; RL 4.2, 5.2, 6.2, 7.2; RL 4.3, 5.3, 6.3;
W 4.9a, 5.9a; SL 4.1, 5.1, 6.1, 7.1

Alternate Activity: Researching Timelines

If you do not have time for your class to complete a two-day lesson like jigsaw activity, a short one-day research project activity that also allows students to practice their reading-literature and writing skills is to have individual students research one First Daughter or First Lady. Then, students should make a written timeline about her life in the White House that includes at least one important historical event that she witnessed or participated in as First Daughter or First Lady.

Students could do this to learn more about Alice Roosevelt's personal life, as well as important events that occurred in American history between 1901-1903 while Alice lived in the White House. Alternatively, individual students could research another First Daughter or First Lady's personal life, along with the important historical events that occurred during the time that she lived in the White House. *When Audrey Met Alice* introduces several possible Fidos to research and make timelines about, including Chelsea

Clinton, Jenna and Barbara Bush, Amy Carter, Susan Ford, and Caroline Kennedy. There are many more to be studied as well; students could research as far back as John Adams's administration and find First Daughters in the White House. Some students may enjoy researching prominent First Ladies instead, such as Martha Washington, Abigail Adams, Mary Todd Lincoln, Eleanor Roosevelt, Jackie Kennedy, Barbara Bush, Hillary Rodham Clinton, or Michelle Obama.

A fun way to review, share, and assess the research after students complete this short activity would be to make a "Human Timeline." To do so, ask students to write down the years during which the First Daughter or First Lady whom they researched lived in the White House, and then to line up chronologically. Once organized in a chronological line, students orally share with the whole class who their FiDo (or FiLa) was and what they learned about her—including at least one important historical event that she witnessed or participated in as First Daughter or First Lady.

RL 4.1, 5.1, 6.1, 7.1;

W 4.7, 5.7, 6.7, 7.7; W 4.8, 5.8, 6.8, 7.8

Recommended Book and Internet Resources about the White House

1. Edwards, Susan. *White House Kids*. New York: Harper Perennial, 2000. [For young readers]
2. The White House's official website, <http://www.whitehouse.gov>.
3. The White House Historical Association website, <http://www.whitehousehistory.org>.
4. The White House Museum website, <http://www.whitehousemuseum.org>. [an unofficial virtual reference]

Recommended Book and Internet Resources about Contemporary Life at the White House

1. "A Brief History of Teenage First Daughters," *NYMag.com*, 22 December 2011. <http://nymag.com/daily/intelligencer/2011/12/brief-history-of-teenage-first-daughters.html>.
2. "First Kids" The White House Historical Association, http://www.whha.org/whha_classroom/classroom_4-8-firstkids.html.
3. "Is the White House Safe?," *ABC News*, <http://abcnews.go.com/WNT/story?id=131253&page=1#.Ttpe6xxOzIU>.

Recommended Book and Internet Resources about Alice Roosevelt

1. Cordery, Stacy A.. *Alice: Alice Roosevelt Longworth, from White House Princess to Washington Power Broker*. New York: Penguin Viking, 2007.
2. "Countess Cassini, Former Washington Belle, Now a Refugee and Dressmaker in Italy," *The New York Times*, 29 October 1922.
3. Donn, Linda. *The Roosevelt Cousins: Growing Up Together, 1882–1924*. New York: Knopf, 2001.
4. Felsenthal, Carol. *Princess Alice: The Life and Times of Alice Roosevelt Longworth*. New York: St. Martin's Press, 2003.
5. Kerley, Barbara. *What To Do About Alice?* New York: Scholastic Press, 2008. [For young readers]
6. Kimmelman, Leslie. *Mind Your Manners, Alice Roosevelt!* Atlanta: Peachtree, 2009. [For young readers]

When Audrey Met Alice Women's History Month Jigsaw Activity Expert Research Chart

Name: _____

Date: _____

Directions: Research and complete the chart below about the First Daughter that you were assigned. You may do so by using digital and print sources from the Internet, books, encyclopedias, and periodicals. You must cite your sources, so keep a list as you find and use them!

Your research will be on First Daughter:

Biographical information (including when and where she was born)	
Early life before moving into the White House	
Family members at the White House (including president of the United States)	
Life at the White House	
Important historical events during her father's presidency that she witnessed and participated in	
Life after the White House (if this has happened yet!)	

List of sources (please list them below, or if they are on a separate page, then please staple them to this sheet):

**When Audrey Met Alice Women's History Month Jigsaw Activity
Jigsaw Research Chart**

Name: _____

Date: _____

Directions: Since you already completed your individual research on a First Daughter and shared your knowledge with your expert group, your next step is to share what you learned about your First Daughter with students who researched other First Daughters—and vice versa! As a record of your jigsaw discussion, record details about the First Daughters you learn about from other students in the chart below.

	Alice Roosevelt	Caroline Kennedy	Susan Ford	Amy Carter	Barbara and Jenna Bush	Sasha and Malia Obama
Biographical Information						
Early life						
Family members						
Life at the White House						
Important historical events						
Life after the White House (if this has happened yet!)						