For centuries, women have been behind the scenes as warriors, writers, scientists, inventors and explorers. Hidden History is a series that enables young people to learn the true stories of extraordinary women, from an explorer who was the first woman to summit Mount Everest to an inventor who created the paper bag. Readers will also develop an understanding for the need to analyze who creates history and how it is shared, and be inspired to think critically about the history they learn. Throughout each book there are illustrations and questions that prompt readers to engage with the sources, to ask further questions, and to draw their own conclusions. Readers are also encouraged to take action and share the hidden perspectives of women moving forward.

The Hidden History Teacher’s Guide is packed with lessons that develop the critical-thinking skills students need to understand informational texts, analyze them to gather evidence, and interpret facts about gender inequalities that persist even today. By sharing the previously unknown stories of women writers, warriors, scientists, inventors, and explorers, the books encourage all youth to recognize how historical perspectives have changed over time.

The student-driven, multimodal lesson plans in this guide are tailored for grades 5 to 8, and are focused on developing the critical-thinking skills needed to analyze and draw conclusions about whose perspectives are shown in history. Inspiring students to think critically about the sources from which they gather information, these lessons guide students to consider a more inclusive historical perspective. Although each lesson plan in this guide can stand alone, the lessons follow a sequential order that works to scaffold understanding. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in Hidden History include:

- Women Explorers Hidden in History
- Women Inventors Hidden in History
- Women Scientists Hidden in History
- Women Rulers Hidden in History
- Women Warriors Hidden in History
- Women Writers Hidden in History
### Pacing Chart and Vocabulary

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Pacing</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Writes History?</td>
<td>1 to 2 class periods*</td>
<td>artifacts, historians, historical figure, historical sources, perspective</td>
</tr>
<tr>
<td>Unstoppable Women</td>
<td>2 to 3 class periods</td>
<td>dedication, heroine, historians, inequality, prejudice, right, society</td>
</tr>
<tr>
<td>Her Story</td>
<td>2 to 3 class periods</td>
<td>culture, expectation, perspective, validity</td>
</tr>
<tr>
<td>Heroines Around the World</td>
<td>2 to 3 class periods</td>
<td>basic rights, culture, expectations, heroine, prejudice, race, respect, segregation, value</td>
</tr>
</tbody>
</table>

* 1 class period = 40 to 60 minutes
ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

### Instructional Strategies
- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

### Environmental Strategies
- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

### Assessment Strategies
- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology
LEtON 1
Who Writes History?

Curriculum Correlations

Common Core State Standards
RI.6.1
RI.6.3
RI.6.6

C3 Framework
D2.His.4.6-8
D2.His.6.6-8
D2.His.13.6-8

Ontario Language Arts
Grades 5-8 Reading
Overall Expectation 1
Specific Expectation 1.9

Ontario Social Studies
Grade 6. Strand B
B2.5

Materials
• Hidden History series: Women Scientists Hidden in History p. 4
• Chart paper
• Markers, pens, or pencils
• Whiteboard or chalkboard
• Historical Figure Profile Worksheet
• How We Learn About History Exit Cards

Setting the Stage

Facilitate a class discussion on how history is shared. Use prompts such as:
• How do we know about historical events?
• How do we learn about important people throughout time?
• Students may provide answers such as:
• Books, letters, journal entries, newspapers and artifacts.

Record student suggestions on a piece of chart paper. Takeaway concept:
• We learn about history through a variety of methods.

Continue the discussion by providing the students with examples of famous men throughout history, such as William Shakespeare, Albert Einstein, Martin Luther King Jr., and Neil Armstrong. Ask the students if they are familiar with these names. If so, how did they learn about these people?

As the students to share how they learned about these famous historical figures, add any new suggestions for how we learn about history to the chart paper. This will reinforce the idea that we learn about history through a variety of ways, and that the histories of important men throughout time are widely available.

It may be helpful to define the term “Historical Figure” as a class and keep the definition up for accessibility throughout the unit.
• A historical figure is a famous person in history.

Objectives

Students will be able to:
• Evaluate how history is obtained
• Discover gender inequality in historical accounts.
Assessment

Assess exit cards for understanding of how history is shared and why it is important to evaluate the credibility of sources. Assess student understanding during the lesson using observational notes.

Activity

Explain to the students that without the ideas and bravery of various people throughout time, we would not be where we are today.

• Without explorers, we would not have as much information about the world and space.
• Without inventors, we would not have all the items and technology we have today.
• Without scientists, medicines that treat different diseases would not be available.
• Without writers, we would not have all the literature we have now.

It is important for us to recognize the hard work these people have done in order to help us live the way we do today.

Tell the students that they will be taking on the role of a historian and will create a profile about a famous scientist, explorer, writer, warrior, ruler, or inventor.

Pass students the Historical Figure Profile Worksheets. With the teacher’s discretion, students can either research a real person of their choice or create their own by imagining what an important person in history would look like and accomplish.

Extensions

• Students can use a variety of primary and secondary sources to research their person in history.
• Students can write down any further questions they have about the person they researched in order to facilitate further inquiry.

Wrap-Up

Have students complete a gallery walk to look at each other’s historical figure profiles. Have the students take note of any similarities or differences amongst one another’s figures they have chosen to write about. Encourage the students to discuss their findings. Use prompts such as:
• What did their profiles have in common?
• How were they different?
• How many female figures were represented amongst the class?

Read the green box on page 4 of Women Scientists Hidden in History. This section explains that women scientists are often unknown, despite them making incredible discoveries in science. Ask the students to think about why they think female scientists might be less known. Prompt the students to think back to the chart that was created at the beginning of the lesson. Ask the students:
• Is it important to consider who created these sources of history? Why?

Students will record their answers on their How We Learn About History Exit Cards.

Takeaway concepts:
• It is important to evaluate whose perspective historical sources come from.
• It is important to consider whose perspectives are missing from historical accounts.
Name: ____________________________________________  Date: ____________________

Profile of: ____________________________________________

Place of birth:

Physical description:

Interests:

How to find information about them:

Picture of historical figure

Accomplishments:
How We Learn About History Exit Card

List three ways we learn about history:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Why is it important to evaluate who creates historical sources?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: ___________________________________________ Date: ______________________
LESSON 2
Unstoppable Women

Curriculum Correlations

Common Core State Standards
RI.6.1
RI.6.2
RI.6.6

C3 Framework
D2.His.3-6-8
D2.His.4.6-8
D2.His.5.6-8
D2.His.6.6-8.

Ontario Language Arts
Grades 5-8. Reading,
Overall Expectation 1
Specific Expectations 1.3, 1.4, 1.5, 1.8
Grades 5-8. Writing,
Overall Expectations 1, 2
Specific Expectations 1.3, 1.5, 2.2, 2.5

Ontario Social Studies
Grade 6. Strand A
A2.2
Grade 6. Strand B
B2.5, B2.6

Materials
- Hidden History series
- Women Inventors Hidden in History p.20
- Pens or pencils
- White board or chalkboard
- Hidden Histories Research Worksheet
- Dearest Friend Letter Worksheet
- Hidden Histories Exit Cards

Objectives
Students will be able to:
• Determine why women have been excluded from history
• Gather research about the challenges women have had to overcome throughout history
• Apply research to an imaginative task.

Setting the Stage

Using the Hidden History series, facilitate a class discussion on important women throughout history. Share a picture of one of the women presented in the Hidden History series. Ask the students if they have ever heard of this person. Read through the pages that pertain to that woman.

• An example is as follows: Women Inventors Hidden in History p. 20: Margaret Knight,- the paper bag queen. She created the paper bag. Her plans for her invention were stolen by a man named Charles Annan and she had to go to court in order to receive her patent.

After sharing one of the stories, generate a discussion about the hardships the woman had to go through in order to become successful. Use prompts such as:
• Why do you think many of us had never heard about this story?
• What challenges did this person have to go through in order to accomplish their plans?
• Do you think a male inventor would have encountered the same problems?

Takeaway concepts:
• Throughout time women have had to overcome many challenges in order to be successful. For example, not receiving education, not having equal rights.
• These women can be considered heroines.
• These challenges stem from prejudice and inequality towards women.
• The unequal treatment and respect for women and their contributions can be seen through the lack of historical accounts about what women have accomplished.
It may be helpful to define key terms that were brought up in the class discussion. Definitions should be kept up for accessibility throughout the unit.

- **Prejudice**: Preconceived opinion that is not based on reason or actual experience.
- **Inequality**: Lack of equality.
- **Rights**: Things a person should be allowed to do or have.
- **Heroine**: A female hero.

**Activity**

Explain to the students that they have the opportunity to learn about dedicated women who, against all odds, made incredible discoveries and contributions to society. They will complete a research task and a writing task to present their findings.

**Task 1- Research**

The students will use the Hidden History series to gather research on one woman whose story has been missing in history. Through their exploration, the story will become known.

The focus of their research will be on the challenges their chosen person has had to overcome and what they have accomplished.

Students will record their findings on a Hidden History Research Worksheet. Students will be using these findings to create an imaginative letter about their chosen heroine so they must take detailed research notes on their person.

**Task 2- Letter to a friend**

Students will use their research in order to write a letter about their heroine's hardships and accomplishments.

The students will write from the perspective of their heroine. They will imagine what their heroine would write to a friend if they were to explain their accomplishments and how they achieved them. In their letter, they must explain what their idea or accomplishment is, what they struggled with in order to make it come to life, and how they feel about their achievement.

**Extensions**

- Students can research real primary source accounts of letters written by women who have faced challenges, and compare their letters they c eated to these sources.

**Wrap-Up**

In small groups, students will take turns reading their letters to one another. Students will use their Hidden Histories Exit Card to record new information learned about another heroine.

**Assessment**

Assess research notes, letters, and Hidden Histories Exit Cards for understanding of the challenges women have faced and the reasons behind why their histories are less known. Assess student understanding during the lesson using observational notes.
<table>
<thead>
<tr>
<th>Name of Heroine:</th>
<th>Details of Accomplishment:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of Challenges Faced:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dearest Friend Letter Worksheet

Imagine you are the heroine you have researched. Write to a friend explaining your plans to make your dream become a reality. Describe what holds you back from succeeding. Include a description of your feelings. Use your research notes to create a realistic representation of your heroine's story.
Hidden Histories Exit Card

What are three facts you learned from your group member’s letters?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Why do you think women’s histories are hidden?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: ___________________________________________     Date: ______________________

Hidden Histories Exit Card

What are three facts you learned from your group member’s letters?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Why do you think women’s histories are hidden?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: ___________________________________________     Date: ______________________
LESSON 3
Her Story

Curriculum Correlations

Common Core State Standards
RI.6.1
RI.6.2
RI.6.3
RI.6.6

C3 Framework
D2.His.3.6-8
D2.His.4.6-8
D2.His.6.6-8
D3.2.6-8

Ontario Language Arts
Grades 5-8. Reading,
Overall Expectation 1
1.2, 1.4, 1.5, 1.8, 1.9
Overall Expectation 2
2.3
Grades 5-8. Writing,
Overall Expectations 1, 2
Specific Expectations 1.1, 1.3, 1.4, 2.2, 2.3, 2.5

Ontario Social Studies
Grade 6. Strand A
A2.2
Grade 6. Strand B
B2.5, B2.6

Materials
• Women Warriors Hidden in History, Women Explorers
  Hidden in History
• Chart paper
• Markers, pens, or pencils
• Whiteboard or chalkboard
• Her Story Page Checklist
• Her Story Exit Cards

Objectives
Students will be able to:
• Evaluate the fields in which women have had
  a great impact
• Revise recorded history by incorporating the
  stories of women
• Consider what makes a historical source valid.

Setting the Stage

Facilitate a class discussion on fields in which women have made major contributions. Use prompts such as:
• What fields are women known for making a difference in?
• What professions do women commonly work in?

Share with the students that women have made major contributions as explorers, warriors, rulers, writers, scientists and inventors. Ask the students if any of these fields surprised them. Takeaway concepts:
• Women have made major contributions in many fields.
• Women's accomplishments have not always been known. Because of gender roles, many historians were male and recorded the accomplishments of men. This does not mean that women have not contributed to all kinds of fields.

Explain to the students that because history has often been recorded by men, many stories of women were not passed down. As well, because women were not expected to be warriors, rulers, scientists and inventors, men sometimes received the glory of the accomplishments of women.

Read the story of Tomoe the Female Samurai on pages 26-27 in Women Warriors Hidden in History. Discuss the importance of the gold box on page 27. Use prompts such as:
• Were women considered to be warriors in ancient Japan?
• Were women in ancient Japan trained to fight?
• When it came to fighting in ancient Japan, how were the expectations of women different from those of men?
• Why might we not have heard Tomoe’s story before?

Takeaway concepts:
• Across different cultures and decades, the expectations of women have differed.
• These expectations are still changing every day.
• Tomoe’s story tells us that women could go against the expectations placed on them and become strong, fierce warriors.
Activity

Explain to the students that they will be responsible for uncovering the hidden accomplishments of the women who have been missing from our history books. They will work in groups to create a new history book that includes the contributions of women in historical events.

Students will start by choosing a historical event that occurred. This could be something that happened in the Women Warriors Hidden in History or the Women Explorers Hidden in History books, or another event they have completed research on. The teacher can also allocate groups specific events to report on. The students will describe what happened at the event, and highlight the dedication of women to the cause in detail.

Possible events for students to write about include:

• Space travel by astronaut Valentina Tereshkova
  p. 16-17 Women Explorers Hidden in History
• Mount Everest climb by Junko Tabai
  p. 26-27 Women Explorers Hidden in History
• The Corps of Discovery Expedition: Sacagawea
  p. 28-31 Women Explorers Hidden in History
• 1921 Arctic Expedition by Ada Blackjack
  p. 36-37 Women Explorers Hidden in History
• 1867 Battle of the Rosebud: Buffalo Calf Road Woman
  p. 38-39 Women Warriors Hidden in History

Pass out the Her Story Page Checklist for students to use as guidance for creating their new history page.

Extensions

• Students can use additional primary and secondary sources to gather information about the historical event and compare how the different sources portray the role of women in the event.
• Ask students to consider the validity of the sources they have used to complete their research, including the Hidden History series. What makes these books valid sources of information?
• Use prompts such as:
  • What is the purpose of the source?
  • Whose perspective is shown in the source?

Wrap-Up

Students will hand in their history page and a class history book can be compiled. Student can read each other’s pages in small groups or together as a class. Students will complete a Her Story Exit Card to demonstrate their learning.

Assessment

Assess both the history pages and Her Story Exit Cards for students’ understanding of how women contributed to major events in history. Assess student understanding during the lesson using observational notes.
## Her Story Page Checklist

Name: ____________________________  Date: ____________________________

<table>
<thead>
<tr>
<th>Have I included:</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A title for my page (name of the event or heroine)?</td>
<td></td>
</tr>
<tr>
<td>Subheadings to clearly outline different sections?</td>
<td></td>
</tr>
<tr>
<td>At least one paragraph describing the historical event?</td>
<td></td>
</tr>
<tr>
<td>At least one paragraph describing a woman that made a contribution to this event?</td>
<td></td>
</tr>
<tr>
<td>An appropriate voice and tone to share information?</td>
<td></td>
</tr>
<tr>
<td>Vivid language to interest the reader?</td>
<td></td>
</tr>
</tbody>
</table>
Her Story Exit Card

Name: ____________________________________ Date: __________________________

What did you learn about the role of women in war and exploration?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Why is your history page a valid source of information?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
LESSON 4
Heroines Around the World

Curriculum Correlations

Ontario Language Arts
Grades 5-8. Reading,
Overall Expectations 1, 2
Specific Expectations 1.2, 1.4, 1.5, 1.8, 2.3
Grades 5-8. Writing,
Overall Expectations 1, 2
Specific Expectations 1.3, 1.4, 2.5

Ontario Social Studies
Grade 6. Strand A
A2.2
Grade 6. Strand B
B2.5, B2.6

Common Core State Standards
RI.6.1
RI.6.2
RI.6.3

C3 Framework
D2.His.4.6-8
D2.His.5.6-8
D2.His.6.6-8

Materials
- Hidden in History Series
- Pens or pencils
- Chart paper
- Whiteboard or chalkboard
- Heroines Around the World Worksheet
- Heroines Around the World Exit Card

Objectives
Students will be able to:
- Discover how women have made significant impacts around the world
- Evaluate how culture plays a role on the expectations of women.

Setting the Stage

Start by showing pictures of women from around the world from the Hidden History series. The pictures are found on the following two pages. Ask the students:

• What do you think these women have in common?

Explain to the students that even though these women are from different parts of the world and belong to different cultures, all of these women have done something historically significant.

As a class, read pages 30–31 in Women Scientists Hidden in History. Encourage the students to think about how segregation impacted Jane Cooke Wright’s rights. Use prompts such as:

• What is segregation?
• What are basic rights?
• How could segregation have impacted Jane’s rights?
• How did segregation impact Jane’s process of developing chemotherapy?

Takeaway concepts:
- Not only has it been more difficult for women to be recognized throughout history, but other factors such as segregation infringe on human rights and cause women’s stories to go unrecognized.

Ask the students to consider if any other factors could impact women’s rights. Use prompts such as:

• How could race impact women’s rights?
• How could culture impact women’s rights?
• What other factors could impact whether a person’s story is shared or valued?

Takeaway concepts:
- Prejudice against women exists in layers, race being another factor that causes women to experience mistreatment and a lack of respect. This is not fair or just.
- Different cultures throughout time have had different expectations of women and this can also be a factor in how women are treated and valued. For example, some cultures throughout time have valued women as respectable warriors while others have not.
It might be helpful to define the following terms as a class and leave up their definitions for future reference.

- **Race**: A grouping of humans who are all related to a distant ancestor
- **Rights**: A moral or legal entitlement to have or do something
- **Prejudice**: A preconceived opinion about someone or something that is not based on reason or actual experience
- **Respect**: A feeling of deep admiration for someone elicited by their abilities, qualities, or achievements
- **Value**: The importance, worth, or usefulness of something
- **Expectations**: Strong beliefs that something will happen
- **Culture**: The ideas, customs, and social behavior of a particular group of people or society
- **Heroines**: Women admired for their courage or outstanding achievements

Explain to the students that despite these inequalities, dedicated women have made a difference in all parts of our globe.

Split the class into 4 groups:

- Asia
- Africa
- Americas
- Europe

Explain that each group of students will focus on women from one location. Each student is responsible for researching the history of one woman scientist, warrior, ruler, writer, explorer and inventor from that location. They should use the Hidden History series to assist their research. Students should refer to table of contents in their book in order to efficiently gather information on a person from their location.

Each student will complete their research and record their summarized information on their **Heroines Around the World Worksheet**.

Display the stories of women from around the world who have made history in the classroom. Encourage the students to read each other’s pages about the heroine they researched. This can be done by completing a gallery walk.

Pass out the **Heroines Around the World Exit Card**. Ask students to hand in the exit cards at the end of the lesson.

**Assessment**

Assess **Heroines Around the World Worksheet and Heroines Around the World Exit Cards** for understanding of the impact of women around the world. Assess student understanding during the lesson using observational notes.
Name of heroine:

Location:

Why their story should be known:
Name: ___________________________________________    Date: ______________________

Heroines Around the World Exit Card

What have you learned about the influence of women in history?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Do all women have equal rights and opportunities? Explain your answer.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________