

GLOBAL EDUCATION LESSON PLAN

Student Name: Wanqiu Liu

Lesson Title: Nothing Stopped Sophie: Reading and Exploring the History about How a French Woman Fights for Equality and Pursuing Dreams

Curriculum Area(s): ELA, Social Studies(history)

Grade Level: 2

Time Frame: 40minutes/lesson, 2 day lessons

Book Information: Bardoe, C., McClintock, B., & Cole, C. T. (2019). *Nothing stopped Sophie: the story of unshakable mathematician Sophie Germain*. Solon, OH: Findaway World, LLC.

Content Standards:

LAFS.2.SL.1.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.RI.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

“I Can” Performance Outcomes for Students Aged 4-7:

Grade2: Recognize Perspectives

I can share my personal perspective on an issue. This means I can explain what I think about the issue. I can also share one reason for my opinion.

Brief overview of the lesson:

In Lesson One, we will briefly learn the French Revolution, including French women’s status quo in that history, and will be reading the book *Nothing Stopped Sophie*. After read-aloud activity, student will be asked to share what they still remember about the story and the teacher needs to write down the information on a blackboard. And then, the book will be read again. This time, each students need to check whether information listed on the blackboard are accurate or not and they also need to take notes about each plot--- Who stopped Sophie? And then, students will be divided into groups. The teacher will provide each group with stickers in Orange and Blue. Blue tickers demonstrate plots while orange stickers note the person who stopped Sophie. Each group needs to discuss and completes the matching activity together and shows other groups how they match the stickers by describing the key ideas or details.

In Lesson Two, the students will review *Nothing Stopped Sophie*. They need to explore the inequality in Sophie's story. Students will be divided into groups and each group will provide with a blank paper for Graffiti Board activity. Guidance about the contents will be provided while contents out of the guidance will also be encouraged to show on the Graffiti Board. Then, each group needs to share Graffiti Board and explain what they think about the issue and why they think in this way.

List of materials:

- 1) FRENCH REVOLUTION | Educational Video for Kids.
<https://www.youtube.com/watch?v=IIDfZ-8o4jE>
- 2) Bardoe, C., McClintock, B., & Cole, C. T. (2019). *Nothing stopped Sophie: the story of unshakable mathematician Sophie Germain*. Solon, OH: Findaway World, LLC.
- 3) Word Bank(See Appendix)
- 4) Sample of sentence structures(See Appendix)
- 5) Blank papers for Graffiti Board activity
- 6) Crayons and pencils for drawing

Brief summary of selected book (Americas Award Winning Text):

Nothing Stopped Sophie is a true story of eighteen-century mathematician Sophie Germain, who showed her determination to achieve her dream and is also a great sample for fighting against inequality in French women's history. In this story, Sophie was long for learning math when she was very young. Although her parents, a professor, male mathematicians, and many other people tried to stop her from pursuing math because of her gender, she never gave up and finally made great achievement in mathematics.

Essential Questions:

- 1) Have you ever learned anything about French Revolution or women's inequality in the history?
- 2) Can you retell the story for us in several sentences? (summative assessment)
- 3) Can you describe the details/ the key ideas that Sophie stopped by someone from pursuing math?
- 4) Could you explain for us why these people stopped Sophie? (formative assessment)
- 5) What can you learn from Sophie?

6) Sophie can be regarded at least as a middle class girl. Can you imagine the living status for those in lower class family? Sophie can read in her father's library, do you think girls from lower class family have this opportunity?

Assessment Evidence:

Formative:

The teacher will use Graffiti Board to see students' understanding about Sophie and why and how to fight against this inequality.

Summative:

The teacher can ask questions and list students' responses on a blackboard to see whether students have understand the content. The teacher can also assess by writing down information on stickers and asking students to match stickers in groups.

Procedures:

Note: There are 20 students in total in the Grade2 classroom.

Day One:

Step1: Watch the video FRENCH REVOLUTION | Educational Video for Kids. (<https://www.youtube.com/watch?v=IIDfZ-8o4jE>) and introduce the topic of French Revolution and teach the students some facts about the Women's society status under that history based on the Sophie's story.

Step2: The teacher will read the book *Nothing Stopped Sophie* for the students and show students the illustrations while reading. The details from the illustrations will be discussed.

Step3: After reading the book, the students will be asked to recall what they still remember in their mind about the story. The teacher needs to list students' responses on a blackboard. Word bank(See Appendix) will be used as a prompt.

Step4: Students are asked to pay attention to their responses listed on the blackboard while listening the book *Nothing Stopped Sophie* again. At this time, students also need to listen carefully about the information: In each plot, who stopped Sophie? They can take notes or draw pictures to help them remember the information.

Step5: Students will be divided into four groups and each group has five students. The teacher will provide each group with Orange stickers& Blue stickers. Blue tickers demonstrate plots while orange stickers note the person who stopped Sophie. Each group needs to discuss and completes the matching activity together and shows the rest of groups how they match the stickers by describing the key ideas or details. The groups who are listening the presenting group need to show their opinion: Agree or Disagree with the way for matching, and why.

Day Two

Step1: The teacher will read the book *Nothing Stopped Sophie* for reviewing. And the teacher will ask plots with who stopped Sophie to arouse students' memory about last lesson.

Step2: The teacher will encourage students to think why these unequal things happened to Sophie.

The specific instruction includes providing sentence structures (See Appendix) and guiding students to think from different perspectives: 1) Students can think based on the book or beyond the book(using their prior knowledge); 2) Students can think from governmental system, economic(who make money and support a family in that history), social division of labor(women's role and men's role in that history), and so on.

Step3: Students will be divided into four groups, and each group has five students. They need to complete a Graffiti Board together. They will use crayons or pencils to draw or to write their thoughts on the Graffiti Board. It needs to include the characteristics of Sophie, prior discussed content: why these unequal things happened to Sophie, as well as anything in their mind. The quietest group member in each group should be the group leader and host the group discussion.

Step4: After completing Graffiti Board activity, each group need to choose a group member to present their Graffiti Board. They need to use sentence structure, " Our group believes that ... because... But/However, I still have one disagreement with my group members, personally, I believe that... because..."

Step5: After presenting, each group need to discuss further about what they learned from other groups and share in the classroom after the discussion.

Step6: The teacher should encourage students to think the last open questions: What spirits I learned from Sophie? Inspired by her, what will I do in the future? Although we are Grade2 students, what can we do to avoid inequality happened to us or around us? If I have an opportunity, what can I do to help the community I live becoming better in the terms of inequality? Word bank and Sentence Structures can be used.

Additional Comments:

Anticipated Difficulties:

For some English language learners, they may not good at listening in English. When doing the read-aloud activity, they may be familiar with the pronunciation but can't recognize the words. Therefore, Total Physical Response (TPR) will be applied.

Students may have difficulties in organizing their thoughts in a logical way. Therefore, sentence structures will be provided to guide their thinking.

Differentiation:

For those students whose English language proficiency is lower than other students, I will use word bank(See Appendix) to help them expressing themselves.

For the average language proficiency level students in the classroom, I will use guiding questions as prompts to guide them to think.

For those students whose English language proficiency is higher than the average language proficiency level in the classroom, I will encourage them to explore more beyond the book *Nothing Stopped Sophie*.

Additional Resources:

None

Reflection:

For my Lessons, I focus on the field of Social studies when using *Nothing Stopped Sophie* as my teaching text. When it comes to history, most people may think of the history of a country, the history of relationship among countries, and the history of the black people. However, Seldom people will consider the history about women's social status in our history. According to findings on Chinese Women's Social Status reported in 2011, 61.6% of men and 54.8% of women agree with the traditional saying that "Men should be socially based, women should be family-oriented". The figure has increased by 7.7% and 4.4% respectively, compared to the Second Survey in 2000, which suggests that traditional genders role are still prevailing in contemporary China. It means that even in the 21st century, we still need to fight for women's equality. Therefore, it is necessary to teach a lesson about women's social status in the history and how a great woman broke down the stereotype--- women can't and shouldn't smarter than men, and finally became one of the most important mathematicians in the world.

In the two-day lessons, there are several aspects that went particularly well. Before reading *Nothing Stopped Sophie*, I use a video to teach students about French Revolution and I also generalize facts about women's social status from *Nothing Stopped Sophie*. Therefore, my students will have a general concept about what was the society look like in that history and what role French women play. When reading each page, I will ask my students to pay attention to illustrations so that they can visualize and imagine the scenes. In order to guide students to talk, word bank and sentence structures are also provided. In this way,

The can work as prompts to students about what they can express, and how to express. Furthermore, I organize students into groups for peer support and ask the quietest student in each group as group leader to guarantee each group member can play both the role of audience and the role of speaker.

On another hand, there are several aspects that I need to improve. I may also select a video about French women social status in the French Revolution for my students so that they can see it, instead of only listening to my description. Considering the identities of Sophie, she is a mathematician. Besides women' inequality in the French history, I should also introduce some mathematical& scientific concepts mentioned in the book, like "vibration" and "Equation". For example, in the penultimate page of *Nothing Stopped Sophie*, "Discover The Effect OF VIBRATION FOR YOURSELF!" can be a activity for the students to practice so that they will make connection with the plots described in the book. Moreover, by engaging in this activity, they can also realize that each subject can connect with each other, just like the combination of math and science can create more powerful things. Therefore, although the students can have a preference for subjects, it is important to understand each subject matters, especially when subjects combining together.

When analyzing the text for appropriateness, I will consider the English language proficiency level of my students first. The text should base on their ability of literacy, however, should go beyond a little for setting some challenges for my students. From the perspective of contents, I would like to jump out of my shell, and avoid texts that are full of stereotypes. For example, as I mentioned above, when it comes to history, admittedly, the history of a country is significant to learn. However, I believe my students will learn very specific and comprehensive knowledge in their history class. Therefore, I hope to bring their new perspectives for thinking the world.

The text *Nothing Stopped Sophie* can benefit the students by reaching the goal, developing global competence. The text is based on real story. It means that if she can realize her dream and challenge the stereotypes towards women, so I can. I use the text to encourage my students to think the women's social status in that history and to connect that history with students' life. In my lessons, I ask my students to analyze phenomenon and explain reasons. For example, what happened and why it happened. Based on whether my students can explain them or not, I can assess my students from the perspective of "I can" statement and global competence. I also ask my students to make Graffiti Boards. If my students can cooperate with their peers and complete a final work together, what's more, if they know how to explain their Graffiti Boards to others and answer their listeners' questions, they will be an evidence that my students has mastered the knowledge and has developed global competence. During the process of their group works, I will walk around, listen and provide suggestions. I think it is a good way for dynamic evaluation. At the end of the lesson, I ask the students to make connection between the book to their own life. If my students can provide some practical examples for contributing to create a more equal community, I think they meet the requirement of developing global competence.

References

Findings from the Third Survey on Chinese Women's Social Status. (2011, November 3). Retrieved from <https://blogs.lse.ac.uk/gender/2011/11/03/findings-from-the-third-survey-on-chinese-womens-social-status/>

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Appendix

Word Bank

Noun	Verb	Adj
professor	discover	prestigious
prediction	explore	precise
skyscraper	measure	eloquent

Sentence Structure

I believe/ I think... because...

However/ But

I agree/ disagree with...

Sequence: then, next...

In order to achieve my dream, I will ...