

Tweeting through ‘Herstory’

Subject: English, History	Date:	Length of Session: 1 day/60 minutes
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Prior Learning: Students should not need any prior learning, but it might be helpful if they know more about social media and social media safety.

<p>Learning Objective: Students should be able to infer thoughts and feelings of a chosen woman in order to write as this individual.</p> <p>Success Criteria: Students should show empathy with their chosen woman and also be able to write succinct and powerful statements.</p>	<p>Curriculum standards: This lesson plan is appropriate for secondary school students who are celebrating Women’s History Month and would also be useful as part of any citizenship programme. Suitable for students ages 11 - 18.</p>
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<p>Resources: Students will need a PC with internet connection as well as a word processing program to create their own tweets.</p>	<p>Vocabulary:</p> <table> <tr> <td>Twitter</td> <td>Tweet</td> </tr> <tr> <td>E-Safety</td> <td>Empathy</td> </tr> <tr> <td>Inspiration</td> <td>Reform</td> </tr> <tr> <td>Achievements</td> <td>Revolutionised</td> </tr> <tr> <td>Accomplishments</td> <td></td> </tr> </table>	Twitter	Tweet	E-Safety	Empathy	Inspiration	Reform	Achievements	Revolutionised	Accomplishments	
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Accomplishments											

<p>Organisation: This lesson would work equally well individually or in pairs.</p>	<p>Support Staff Activities: Support staff could help students in their research and should definitely be on hand if the class decides to explore Twitter.</p>
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<p>Britannica® School resources/links: Biography Browse: http://school.eb.co.uk/levels/intermediate/browse/biography Mary Seacole article: http://school.eb.co.uk/levels/foundation/article/442268 Billie Jean King: http://school.eb.co.uk/levels/intermediate/article/275276 Emmeline Pankhurst: http://school.eb.co.uk/levels/intermediate/article/312892 Coco Chanel: http://school.eb.co.uk/levels/intermediate/article/319252 Mary Wollenstonecraft: http://school.eb.co.uk/levels/intermediate/article/314253 Aung San Suu Kyi: http://school.eb.co.uk/levels/foundation/article/576925 Billie Holiday: http://school.eb.co.uk/levels/intermediate/article/274912 Frida Kahlo: http://school.eb.co.uk/levels/intermediate/article/311942 Joan of Arc: http://school.eb.co.uk/levels/foundation/article/440767 Rosa Parks: http://school.eb.co.uk/levels/foundation/article/441330 Malala Yousafzai: http://school.eb.co.uk/levels/foundation/article/610610</p>

Time:

Teacher's Activity:

Students' Activities:

Day 1

10 minutes	Lead a discussion about Twitter and how it is used by individuals. Explain to students that March is Women's History Month and the theme is "Make it Happen".	Students should participate in a discussion about Twitter. Students should think about the goals of sharing information through Twitter. Students should also discuss why Women's History Month is important and the full class could visit the International Women's Day site at: http://www.internationalwomensday.com/
30 minutes	Assist students in research.	Students should use Britannica to look at suggested biographies of women or find their own biographies in the Biographies Browse. They should take down notes about the woman and look at related materials from the search results page. Depending on the school's policy, students might also look at the Twitter feeds of living famous women, to see what types of information they share.
20 minutes	Assist students in writing tweets.	Students will need to write at least 10 tweets (140 characters each) as the individual they've researched. These tweets should span the woman's career or at least not be all centred on the same subject. Students should take their time to maximise the impact of their tweets. Encourage students to use @ and hashtags as necessary.

Plenary: Students could share their top tweets and have the rest of the class guess who they might be or why they might be famous.

Differentiation: Students who need additional support might want to use features within Britannica such as Reading Level 1, the read aloud feature, translation tool or double click dictionary to better understand each article. Sample tweets might also help students to model their own tweets.

Extension activity: Students could fill out a profile of their chosen individual modelled after another social media site such as Facebook or LinkedIn.

Assessment Opportunities: Summative assessment of the tweets could include accuracy of factual information as well as creativity of tweet.