

Lesson: Female Veterans Mini Biographies

Grades 4/5

Subject Areas: Social Studies, Information Reading, Informational Writing

Learning Objective: Students will be able to generate questions about female veterans.

SFPS Priority Standards:

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.2/W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials needed: booklet of 3 lined pages for writing with a cover page; student access to Veterans Legacy Grant Program website;

Background information: While women provided essential service during early wars, acting as spies, nurses, seamstresses, and cooks for troops in camp, the United States did not officially permit women into the armed forces until 1948. In fact, women first entered the military service academies in the 1970s and were only allowed to fly combat missions or serve on Navy combat ships in the 1990s.

Lesson: We will research remarkable female veterans and highlight their accomplishments in a short *biography*, a nonfiction account of a person's life written by another person. Your biography should include:

- An introduction
- Life history of the veteran
- Details of her service in the United States military
- Conclusion

Teachers should use the [biography section of the SFCC VLGP site](#) to model choosing a veteran and taking notes on important information.

Practice:

Provide students with a list of guiding questions:

Who is the veteran? When did she serve in the United States military? When and where was she born? When did she die?

(Option to provide a graphic organizer for note taking.)

Students will spend 2 days researching and notetaking; 2-3 days writing biographies. In the revision process, students meet with teacher one-to-one for suggestions on adding details, editing, etc.

Wrap Up/Gallery walk: Students will present biographies to the class with a gallery walk. Students mingle and take turns reading each other's biographies.

Assessment based on SFPS proficiency scale for W.4.2

Proficiency at Level 3 includes:

- Introduce a topic clearly
- use and organize relevant facts.
- use definitions to explain the top
- use concrete details.
- use quotations or other information and examples as needed.
- use sequence and transition words or phrases (e.g., another, for example, also, because) to connect ideas.
- provide a conclusion to their topic at the end.
- group their ideas clearly into paragraphs and sections.
- use text features in their writing (e.g., header, subtitle, bold words, text box, pictures/images, graphs/charts, table of contents, etc).
- accurately use precise and domain-specific vocabulary to describe their topic.