

**Module: Writing**

**Lesson Title: U.S. Postage Stamps Commemorate Women**

**Standards for the Lesson**

Florida Adult Basic Education Writing Standards	Level Expectation
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCR.WR.ABE.7)	NRS Level 3 – Conduct a short research project that builds knowledge about a topic. (CCR.WR.ABE.7.2)

**Interpreting the Standard**

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCR.WR.ABE.7)	conduct	research project	research activities on important women in history	DOK 1 and DOK 2	Have students choose a woman commemorated on a U.S. postage stamp and research why the person was important.

**Objectives of the Lesson**

Students will:

- Research a woman who has been honored by a U.S. commemorative stamp
- Use the research organization form to gather evidence
- Create a poster about the woman commemorated on the US postage stamp using the guidelines for a gallery walk presentation
- Answer questions from classmates about the honoree as they participate in the gallery walk
- Understand the process of who decides the image that is placed on a postage stamp

## **Materials**

Students will use the following in preparing their project:

- Poster paper
- Markers
- Handout: Stamp Research Form
- Handout: Guidelines for Gallery Walk Presentations

## **Instructional Plan**

### *Overview*

Students will conduct a short research project on a woman commemorated on a U.S. postal stamp. This lesson will help students learn how stamps play a role in recognizing women for historical, social, political, and/or other achievements they have made in society. Students will gain an understanding on the process of what is involved in the decision of whose image is selected to be placed on a postage stamp. Students will then share their information about these women with other members in class through a gallery walk. Directions for how to conduct a gallery walk are included in this lesson plan.

### *Process*

Begin with a discussion about women whom we admire most. Concentrate on people who have made an impact in history through their leadership, scientific achievements, the arts, sports, or humanitarian pursuits.

Divide the students into groups. Ask each group to write the names of women who have been commemorated on U.S. postage stamps. Have the groups share their answers with the class and write their responses on the board.

Have each student choose a particular woman commemorated on a U.S. postal stamp.

Share with students that they will gather background information about the woman they have chosen and who has been honored on a commemorative stamp by exploring the following websites:

- The Smithsonian National Postal Museum at: <http://postalmuseum.si.edu/>
- The U. S. Postal Service at: <http://about.usps.com/corporate-social-responsibility/stamp-collecting.htm>
- Who Decides What Is Pictured on a Stamp? at: <http://stamps.org/Who-Creates-Stamps>

Provide the handout Stamp Research Form to each student. Have the students gather information about the achievements and traits of the woman they have selected. Have them create a list of facts about the honoree.

Students will then design a poster about the woman honoree that includes information noted on the guidelines for a gallery walk.

## **Modifications**

Have students learn about a particular group of people portrayed on stamps, and how they influenced American history. Students can explore the Internet to find two or three examples of famous African Americans, Hispanics, or American inventors already commemorated on postage stamps. Have students follow the links to find out more information about the individuals.

Students can then choose a particular person they think should be commemorated on a stamp and present their reasons to the class. The class can decide if the person's choice meets with the criteria they have researched.

## **Extensions and Resources**

Examine and discuss the "Celebrate the Century" Commemorative Stamp Collection. This series tells the story of the twentieth century through U. S. Postage stamps, decade by decade. Information on the "Celebrate the Century" series can be found at:

<http://usstampgallery.com/view.php?id=4c27a57dce667a0156a99cf4d327c6ddbfc7cb5>

The Postal Service also has an extensive section on their website. Recent stories on stamp design, postal culture, and the people and topics featured on U.S. stamps can be found at: <http://uspsstamps.com/>

This site also features a regularly updated stamp schedule, calendar of philatelic events, and stamp archive.

The Postal Service has also recently partnered with the History Channel to create "Stamps: An American Journey." This 13 1/2 minute video tells the surprising story of the journey of stamps from an idea, to art, to the issued stamp. You can view the entire video online from the National Postal Museum website at: <http://postalmuseum.si.edu/activities/video-zone/special-features/stamps-an-american-journey.html>

For additional information on stamp collecting, access the following website from the United States Postal Service website at: <http://about.usps.com/corporate-social-responsibility/stamp-collecting.htm>

## **Guidelines for Gallery Walk Presentations**

Your audience should be able to clearly understand the following:

- what the honoree is famous for according to the research
- some basic biographical information of the honoree
- the challenges faced by the honoree
- why you feel the honoree is deserving of this tribute

## Stamp Research Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions about your honoree:

1. For what achievement is this person best known?

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2. In what area did this person excel?

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3. What is this person's most important contribution or legacy?

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4. Who did this person influence and how?

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5. What obstacles did this person face?

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6. Why do you feel this person should be honored on a postage stamp?

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## Gallery Walk

### Rationale

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

### Procedure

#### Step One: Select texts

Select the texts (e.g. quotations, images, documents, and/or student work) you will be using for the gallery walk. You can also have students, individually or in small groups, select the text for the gallery walk.

#### Step Two: Organize texts around the classroom

Texts should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

#### Step Three: Instruct students on how to walk through the gallery

Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts. Or, teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

Information adapted from: <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/gallery-walk-teaching-strategy>