

# Utah Women Making History Trading Cards Teacher Toolkit

Activities developed by Brittany MacLeod for Better Days

## Introduction Lessons

These lessons provide educators with engaging ways to introduce the Better Days Utah Women Making History Trading Cards.

- *Finding Thematic Patterns*
- *Gallery Walk*
- *Trade Women Making History Cards*
- *Build a Timeline*
- *Categorize and Justify*
- *Quick Interviews*
- *“Caption This” Portrait Analysis*
- *Venn Diagram*

## Extension Lessons

These lessons can be used in addition to our introductory lessons, as each builds on students' prior knowledge of the Utah Women Making History Trading Cards.

- *One-Pager Research Project*
- *Primary Sources Match*
- *Dialogue Poem*
- *Creative Writing Using Quotes*
- *Digital Museum Exhibit*

## Introduction Lesson: Finding Thematic Patterns with Trading Cards

### Lesson Overview

This lesson is designed as an [\*introductory lesson\*](#) to learn about women in Utah history through a gallery walk and identification of thematic patterns throughout history. In the first part of the lesson, students gather key evidence from the trading cards. Then, students synthesize and categorize this information to uncover broader themes of history. This can help students look beyond isolated events in history and begin to spot thematic patterns across historical time periods.

### Suggested instruction time

- Gallery Walk: 25 minutes
- Pattern Finding: 20 minutes
- Exit Ticket: 10-5 minutes
- **Total Time: 50-55 minutes**

### Instructions for educators

Before class starts, spread 15-20 cards around the room. Before starting the gallery walk, frame the lesson, and walk students through the graphic organizer step-by-step. Put students in pairs or small groups. During the gallery walk, students rotate through 5-6 stations, spending at least 3-5 minutes at each. At each station, students will write on the graphic organizer: Name, time period, and contribution, one phrase that describes *why* she mattered, and a guess at what obstacles she likely faced, based on era. After the gallery walk, as a whole class, students can sort the women into categories they generate (e.g., “broke a barrier,” “fought for civil rights,” or “built lasting change”). If time allows, give students an opportunity to debrief with a partner or the whole class before they start their exit ticket.

### Learning Objectives

- Students will read trading cards to find and write down facts about women in Utah history.

- Students will categorize different historical women by themes to spot patterns in how people can make a difference.
- Students will explain what a “changemaker” is in their own words and connect the idea to women in Utah history.

### Key Utah State Standards

*This lesson is most applicable to a 7th grade class, but can be used in other grade levels! Check out the adaptations and extension sections on how to change or add to the lesson.*

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

### Historical Thinking Skills

- Contextualization
- Close Reading

### Guiding questions

- What is a changemaker?
- Why are these women in Utah history changemakers?

### Materials needed

- [Better Days Trading Cards](#)
- [Graphic Organizer](#)

### Adaptations

- **Option #1:** Add sentence stems to the graphic organizer to make it accessible for all learners.

### Extensions

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources. This lesson has students practice historical sourcing by matching primary sources to the correct trading card.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## **Introduction Lesson: Gallery Walk of Utah Women Making History**

### **Lesson Overview**

Utah women have played a pioneering role in history, from gaining the right to vote in 1870 to leading state and national movements in education, healthcare, arts, and civil rights. The Better Days trading cards can help students move beyond facts to see the stories of women who have influenced Utah across different eras. In this *introductory lesson*, students circulate through stations featuring different Better Days trading cards. Using a graphic organizer or sticky notes, students read and record key details for each historical figure. This is a low-stakes and engaging way to introduce students to a wide range of women in Utah history.

### **Suggested instruction time**

- Gallery Walk: 30 minutes

### **Instructions for educators**

This lesson can be used in a Social Studies or English Language Arts class to introduce students to notable women in Utah history. To set up this gallery walk, place one trading card at each station (aim for at least 10 stations, so students have plenty of options to choose from). Students spend 3-5 minutes at each station to read the biography and record their thoughts before rotating. Students can use the graphic organizer provided. Another option would be for students to write a surprising fact or question they have on a sticky note at each station. If time allows, end the lesson with a whole class discussion to share key takeaways.

### **Learning Objectives**

- Students will collaborate with a partner to read about women in Utah history and summarize key details using a graphic organizer or sticky notes.
- Students will select specific evidence from trading cards (or other sources) for graphic organizer or sticky notes.
- Students will share at least one idea with a partner or the whole class about what they learned about women in Utah history.

### **Key Utah State Standards**

*This lesson can be applied to several grade levels in a Social Studies or English Language Arts class. Options to adjust the rigor or accessibility in the adaptation or extension sections.*

#### **4th Grade Social Studies**

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### **7th Grade Utah Studies**

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Historical Thinking Skills**

- Contextualization
- Close Reading

#### **Materials needed**

- [Better Days Trading Cards](#)
- Sticky Notes
- [Gallery Walk Graphic Organizer](#)

#### **Adaptations**

- **Option #1:** Add sentence stems to the gallery walk graphic organizer for accessibility.
- **Option #2:** Make copies of the trading cards and highlight key ideas for students to reference when they complete the graphic organizer.
- **Option #3:** Add additional sources from the [Better Days primary source sets](#).

#### **Extensions**

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources. This lesson has students practice historical sourcing by matching primary sources to the correct trading card.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## **Introduction Lesson: Trade Utah Women Making History Cards**

### **Lesson Overview**

Designed as an *introductory lesson*, this low-stakes, high-energy activity exposes students to many of the different women in Utah history. In this lesson, students will read, share, and record what they learn about these notable women.

### **Suggested instruction time**

- Frame & Provide Model (5 minutes)
- Trading Cards Activity (10 minutes)
- Debrief Activity (5 minutes)
- **Total Time: 20 minutes**

### **Instructions for educators**

This lesson can be used in a Social Studies or English Language Arts class as a way to introduce students to a wide range of women in Utah history. At the start of class, every student should receive one card and read it closely. Set a timer for 10 minutes. Students will walk the room and find one person to trade with. Before trading, each student must tell their partner one fact from the card they are giving away. After each trade, students write the new figure's name and one new fact in their trade log. Within the 10 minutes, students should trade with at least 5 people. Once the timer goes off, allow for students to debrief by sharing what new facts they learned about the women in Utah history.

### **Learning Objectives**

- Students will read Utah Women Making History trading cards.
- Students will select one specific textual evidence to share with a partner.
- Students will clearly share at least one detail about their woman in Utah history to a partner.
- Students will record key details on trading card log.

### **Key Utah State Standards**

*This lesson can be applied to several grade levels in a Social Studies or English Language Arts class. Options to adjust the rigor or accessibility in the adaptations tab!*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 4-5th Grade English Language Arts

- **Standard 4/5.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Historical Thinking Skills**

- Close Reading

#### **Materials needed**

- [Better Days Trading Cards](#)
- [Trading Card Log](#)

#### **Adaptations**

- **Option #1:** Add sentence stems to the gallery walk graphic organizer for accessibility.
- **Option #2:** Make copies of the trading cards and highlight key ideas for students to reference when they complete the graphic organizer.

#### **Extensions**

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## Introduction Lesson: Build a Women Making History Timeline

### Lesson Overview

Designed as an introductory lesson, students build a physical timeline of women in Utah history using the Better Days trading cards. This hands-on activity gives students a big picture view of Utah women's history while helping them identify thematic patterns across different eras.

### Suggested instruction time

- Frame & Provide Model (5 minutes)
- Build Timeline (15-20 minutes)
- Debrief Activity (5 minutes)
- **Total Time: 25-30 minutes**

### Instructions for educators

To get started, divide the trading card set into smaller groups of 8-12 (one set per team). Give each team a string with clothespins and blank index cards. Teams place their cards in chronological order based on a particular criteria (birth year or era of major contributions). Under each card, teams write an index-card label and description that includes the time period and 4-6 words of her contributions to Utah history. If time allows, give students time to debrief one of the following big picture questions:

- *Which woman on your timeline surprised you the most? Explain!*
- *How are the actions of the women on the timeline still impacting our lives today?*
- *If you were going to create a trading card for a woman making history in Utah today, who would you choose? Explain!*

### Learning Objectives

- Students will read all women in Utah history trading cards.
- Students will organize trading cards chronologically.
- Students will use evidence to write 5-10 words of the woman's contribution to history.

### Key Utah State Standards

*This lesson can be applied to 4th, 7th, or 11th grade. Options to adjust the rigor or accessibility in the adaptation and extension sections!*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)

- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

### 11th Grade U.S. History II

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

### **Historical Thinking Skills**

- Contextualization
- Close Reading

### **Materials needed**

- [Better Days Trading Cards](#)
- Index cards
- String
- Clothespins

### **Adaptations**

- **Option #1:** Add to or replace the trading cards with [Better Days primary sources](#) to increase the rigor of the lesson for higher grade levels or an extra challenge.
- **Option #2:** Provide each team with a group of women from the same time period. This can help students build historical context for that time period and make comparisons with other groups.

### **Extensions**

- **Student Timelines Gallery Walk:** Give students the opportunity to engage in a gallery walk to view their peers' finished timelines. Teams can rotate to view other groups' timelines and add one sticky note about one thing they learned or one question they have. At the end, provide students with time to debrief what they learned or any surprising facts.
- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Women in Utah History Dialogue Poem:** Students can complete a dialogue poem based on two women.

## **Introduction Lesson: Categorize and Justify with Utah Women**

### **Lesson Overview**

Designed as an *introductory lesson*, students sort trading cards into categories of their own (or teacher-generated categories). Afterwards, students must defend their choices. This activity helps students practice using evidence to defend a claim.

### **Suggested instruction time**

- Frame & Provide Model (5 minutes)
- Categorize & Justify (15-20 minutes)
- Debrief Activity (5 minutes)
- **Total Time: 25-30 minutes**

### **Instructions for educators**

At the start of this lesson, provide small groups with 8-10 cards. Each group will sort the cards into 3-5 student-generated (or teacher-provided) categories. Under the pile, students will write what the category is and how each woman fits into this category. They should cite specific details from the cards in the pile. There are two main options on how to execute this lesson:

- **Option #1** (open sort): Give groups a stack of cards and blank header (index) cards to invent their own categories (i.e., field of work, time period, or similar obstacles).
- **Option #2** (guided sort): Provide categories in advance, such as Education, Politics & Law, Health & Medicine, Arts & Culture, and Civil Rights.

If time allows, groups can identify one card that was hard to categorize and explain why it could fit in more than one group. This low-stakes activity can help build critical thinking by requiring students to defend their decisions with specific evidence from the trading cards!

### **Learning Objectives**

- Students will collaborate with a small group to read the Utah Women trading cards.
- Students will identify similarities across the trading cards.
- Students will categorize the trading cards into 3-5 piles.
- Students will write a justification using evidence for each pile on why the women belong in it.
- Students will share and defend their justifications with the class.

### **Key Utah State Standards**

*This lesson can be applied to 4th, 7th, or 11th grade. Options to adjust the rigor or accessibility in the adaptation or extension sections!*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 11th Grade U.S. History II

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

#### **Historical Thinking Skills**

- Contextualization
- Close Reading

#### **Materials needed**

- [Better Days Trading Cards](#)
- Index cards

#### **Adaptations**

- **Option #1:** Add to or replace the trading cards with [primary sources](#) to increase

#### **Extensions**

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah

the rigor of the lesson for higher grade levels or an extra challenge.

- Women stories to primary sources.
- Women in Utah History Dialogue Poem: Students (in pairs) can complete a dialogue poem based on two women.

## Introduction Lesson: Quick Interviews with Utah Women Trading Cards

### Lesson Overview

Designed as an *introductory lesson*, students use trading cards to have quick interviews with peers in character. This immersive activity requires students to step into the perspectives of women in Utah's history. This activity can help build historical empathy as students role-play a historical perspective and begin to grapple with the challenges they faced to achieve their goals.

### Suggested instruction time

- Frame & Provide Model (5 minutes)
- Quick Interviews (15 minutes)
- Debrief Activity (5 minutes)
- **Total Time: 25 minutes**

### Instructions for educators

This introductory lesson can be used in a Social Studies or English Language Arts classroom. First, students begin by drafting interview questions using the 5Ws + H question stems (Who, What, Where, When, Why, and How). We highly suggest modeling examples for students before they begin writing. Once questions are prepared, students read their assigned biographical cards and step into character as their historical figure. Next, arrange the class into concentric circles format with an inner and outer circle facing each other.

- Set a 1-minute timer.
- First 30 seconds: Student A interviews Student B, asking 1-2 questions.
- Next 30 seconds: Switch roles, Student B interviews Student A.
- Rotate: When the timer ends, the inner circle moves one spot to the left to meet a new partner. Repeat this process as many rounds as you want!

This can expose students to several women in Utah history in a low-stakes, high-energy activity. If time allows, facilitate a discussion with students about a surprising fact they learned or any questions they had!

### Learning Objectives

- Students will be able to generate at least 1-2 questions using the 5Ws + H question stems.
- Students will be able to become an expert of one woman in Utah history.
- Students will be able to ask their peers questions about a woman in Utah history.

- Students will be able to share specific evidence about their woman in Utah to their peers.

### Key Utah State Standards

*This lesson can be applied to several grade levels. Options to adjust the rigor or accessibility in the adaptations tab!*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 4-5th Grade English Language Arts

- **Standard 4/5.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 11th Grade U.S. History II

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

## 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Historical Thinking Skills

- Close Reading
- Contextualization

### Materials needed

- [Better Days Trading Cards](#)
- Index cards

### Adaptations

- **Option #1:** Add to or replace the trading cards with [primary sources](#) to increase the rigor of the lesson for higher grade levels or an extra challenge.
- **Option #2:** Generate interview questions for students to use when they interview their peers. This can help students focus on becoming an expert in their woman in Utah history.

### Extensions

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## Introduction Lesson: “Caption This” Utah Women Trading Cards

### Lesson Overview

This lesson is designed as a high-energy [introductory activity](#) where students develop their visual literacy and historical inquiry skills using the Better Days trading cards. In this lesson, students act as “historical detectives” by analyzing the portrait images, such as clothing, background symbols, objects, and facial expressions, to infer a woman’s career, time period, and historical impact before reading her biography. This quick, low-stakes lesson can spark curiosity and introduce students to the diverse women of Utah history.

### Suggested instruction time

### Instructions for educators

This introductory lesson allows students to observe and infer the meaning of the Better Days trading cards portraits before reading their stories. Students will work as “historical detectives” to examine the portrait details, such as clothing, background, objects, words, or even facial expressions, to predict who each woman was in Utah history.

You can use the provided graphic organizer as a lesson hook, a way to spark interest in a specific historical era, or as the main activity alongside any extension options below.

- Frame Lesson & Introduce Graphic Organizer (5 minutes)
- Portrait Analysis (20 minutes)
- Activity Debrief (5 minutes)
- **Total Time: 30 minutes**

### Learning Objectives

- Students will observe at least 3-4 key details in the Better Days trading card portraits, including clothing, symbols, objects, and facial expressions.
- Students will infer who each woman was in Utah history based on their visual evidence.
- Students will compare their inferences to actual biographies of these Utah women.

### Key Utah State Standards

*This lesson can be applied to several grade levels. Options to adjust the rigor or accessibility in the adaptation and extension sections.*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 4-5th Grade English Language Arts

- **Standard 4-5.SL.2:** Clearly summarize information presented in various formats and media and explain how the information pertains to the topic.
- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL) Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)

- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-Literacy.CCRA.SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Historical Thinking Skills

- Contextualization
- Sourcing
- Close Reading

#### Materials needed

- [Better Days Trading Cards](#)
- [Caption This Graphic Organizer](#)

#### Adaptations

- **Option #1:** Add additional sentence starters for students. Example: “*I see \_\_\_\_\_, so I predict she was a \_\_\_\_\_ [career] during \_\_\_\_\_ [time period].*”
- **Option #2:** Pre-highlight 2 key sentences on the back of the card, so when students engage in the reveal, they aren’t overwhelmed by the text contents.

#### Extensions

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

### Introduction Lesson: Venn Diagram Using Utah Women Trading Cards

#### Lesson Overview

In this [introduction activity](#), students compare two women in Utah history by identifying similarities and differences. By comparing two women in Utah history, students can analyze different perspectives and spot patterns across history.

#### Suggested instruction time

- Frame & Provide Model (5 minutes)
- Venn Diagram (15 minutes)

#### Instructions for educators

To get started, assign or let students choose two trading cards to compare. In pairs, students should read both cards and fill in the Venn Diagram with unique details on the outer sections and shared characteristics in the overlap. Students should have at least 3 ideas in each section with specific evidence from the cards.

- Debrief Activity (5 minutes)
- **Total Time: 25 minutes**

### Learning Objectives

- Students will work with a partner to select two notable women in Utah history.
- Students will closely read both trading cards together.
- Students will highlight or underline at least 4 key details about each of the women.
- Students will complete the Venn Diagram to recognize the similarities and differences between both of the women in Utah history.

### Key Utah State Standards

*This lesson can be applied to several grade levels. Options to adjust the rigor or accessibility in the adaptation and extension sections.*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 4-5th Grade English Language Arts

- **Standard 4-5.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
- **Standard 4-5.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Standard 4-5.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)

- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **Historical Thinking Skills**

- Contextualization
- Close Reading

#### **Materials needed**

- [Better Days Trading Cards](#)
- Venn Diagram

#### **Adaptations**

- **Option #1:** Add to or replace the trading cards with [Better Days primary sources](#) to increase the rigor of the lesson for higher grade levels or an extra challenge.
- **Option #2:** Create and hand out copies of the trading cards to students for them to underline or highlight key details to reference for their Venn Diagram.

#### **Extensions**

- **RACE Paragraph:** Students write a 4-5 sentence comparison paragraph using a claim + evidence + explanation formula. *Claim example:* While [Woman A] and [Woman B] both \_\_\_\_\_, they differed in \_\_\_\_\_.
- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## Extension Lesson: One-Pager Research Project

### Lesson Overview

Designed as an [extension lesson](#), students select one woman from Utah history that they are interested in exploring for this multiday project. Using the graphic organizer, students will read and annotate the trading cards biography (and online sources). Students will use the information to create a one-pager based on the rubric. If time allows, students can engage in a peer review with a partner to improve their work. This is a creative, hands-on project for students to research a topic and see how women from diverse backgrounds have had a significant role in Utah history!

### Suggested instruction time

- Research: 1-2 class periods
- One-Pager: 1-2 class periods
- Optional Peer Review: 25 minutes total
  - 10 mins: Students review work
  - 5 mins: Share peer feedback
  - 10 mins: Revise & implement feedback
- **Total Time: 4 ½ class periods**

### Instructions for educators

Utah women have played a pioneering role in history, from gaining the right to vote in 1870 to leading state and national movements in education, healthcare, arts, and civil rights. The Better Days trading cards can help students move beyond facts to see the stories of women who have influenced Utah across different eras.

This project builds on prior knowledge. The project invites students to choose a notable woman from Utah history and complete a mini research project. In order to have enough content for this project, use the online biographies of the women in addition to the trading cards, found on [Utah Women's History: Meet the Women](#). The [trading cards](#) can be used initially to spark student interest and have an overview of the women.

### Learning Objectives

- Students will select a notable woman in Utah and analyze her contributions to history.
- Students will write specific evidence to answer research questions on the graphic organizer.
- Students will synthesize their research to design a one-pager.
- Students will use the rubric to meet all expectations for their one-pager.

### Key Utah State Standards

*This lesson can be applied to 4th grade, 7th grade, and 11th grade. Options to change the lesson contents to make it more accessible for different grade levels!*

#### 4th Grade English Language Arts

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### **Historical Thinking Skills**

- Sourcing
- Contextualization
- Close Reading

#### **Guiding questions**

- Who were the notable women of Utah history? Why were these women significant in Utah history?

#### **Materials needed**

- [Better Days Trading Cards](#)
- [One Pager With Peer Review](#)
- [One Pager Without Peer Review](#)
- [One Pager Formats](#)

#### **Adaptations**

#### **Extensions**

- **Peer Review & Revision:** Students pair up to review and improve their one-pagers. Partners swap projects and rubrics. They should spend 10 minutes reviewing a partner's work and provide feedback on strengths and areas for growth. Students spend 10 minutes revising based on peer input.
- **Gallery Walk & Whole Class Discussion:** Students display their completed one-pagers and circulate the room in small groups (10-15 minutes, spending 2-3

- **Option #1:** Add sentence frames to adjust rigor and accessibility.
- **Option #2:** Shorten articles to make them more accessible for younger age groups.
- **Option #3:** Incorporate primary source documents, photographs, or artifacts available through [Utah Women's History](#) supplemental material.

minutes per station). Provide students with sticky notes for them to leave a surprising fact or a question on their peers' work. This activity can conclude with a brief, whole class discussion to share new ideas or questions with the class.

## **Extension Lesson: Primary Sources Match Using Trading Cards**

### **Lesson Overview**

This lesson is designed as an *extension activity* to one of our introductory lessons. This lesson has students practicing historical sourcing by matching primary source documents to the correct trading card. In pairs, students read each source and card, then match them. For every match, they must record: which card they matched to which source, one specific detail in the source that supports the match, and a rating.

### **Suggested instruction time**

- Primary Source Analysis: 30 minutes
- Exit Ticket: 10 minutes
- **Total Time: 40 minutes**

### **Instructions for educators**

This lesson uses primary sources to build analytical and historical thinking skills! As the educator, you can select the sources that best align with your students' learning goals. Be sure to remove the name of the featured woman from each source. This ensures students rely on historical thinking and contextual clues to match each source to the correct woman in Utah history. During the activity, guide student analysis using four steps: **Read** the source and title, **Connect** to prior knowledge, **Highlight** the main idea, and **Circle** key details, such as dates, locations, or events. Using this process, students can infer who is featured or narrow down. This gives students a low-stakes way to practice historical analysis and engage with Utah women's history.

### **Primary sources of these women include:**

1. Utah Women's History:  
<https://utahwomenshistory.org/lessons/primary-source-sets/>
2. Utah Digital Newspapers:  
<https://newspapers.lib.utah.edu/>
3. Utah State Archives:  
<https://archives.utah.gov/>
4. Library of Congress, Chronicling America:  
<https://chroniclingamerica.loc.gov/>

## Learning Objectives

- Students will analyze and corroborate primary sources to the trading cards.
- Students will cite specific textual evidence from primary sources to justify matching decisions and assess their level of confidence.

## Key Utah State Standards

*This lesson can be applied to a 7th grade or 11th grade classroom. Options to change the lesson contents to make it more accessible or rigorous for different grade levels!*

### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

### 11th Grade U.S. History II

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

## Historical Thinking Skills

- Sourcing
- Contextualization
- Corroboration
- Close Reading

### Guiding questions

- What is a primary source?
- Why are primary sources important in the story of history?

### Materials needed

- [Better Days Trading Cards](#)
- Hand-Selected Primary Sources
- [Primary Source Graphic Organizer](#)

### Adaptations

- **Option #1:** Add sentence stems to the graphic organizer to make it accessible for all learners.
- **Option #2:** Shorten the sources into a brief excerpt to make it accessible for grade level.
- **Option #3:** Pair related sources, such as a photo and a newspaper clipping, to provide extra clues.

### Extensions

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

### Optional Lesson Outline

- **Before Class:** Teacher creates a trading card for their life that includes their birthday, accomplishments, awards, or interesting facts (similar to the Better Days trading card!).
- **Do-Now** (5 minutes): Share the trading card with students. As they read the trading card, ask students to answer the following questions: *What questions do you have? What did you learn? What is missing?*
- **Debrief Do-Now** (5 minutes): Call on 3-4 students to share their ideas to the class.
- **Frame Lesson** (3 minutes): “*Today, you will play detectives by matching real historical documents to women in Utah history.*” Put students in pairs or small groups and hand out 4-5 trading cards along with unlabeled sources.
- **Matching Activity** (20-30 minutes): In pairs or small groups, students read each source and card, then match them up based on their historical analysis. For every match, they must record: Which card they matched to which source, one specific in the source that supports the match, and their confidence rating (high / medium / low).
- **Whole Class Discussion** (10 minutes): As a whole class, students will share the justifications for each of the matches. Afterwards, the teacher can reveal the answers, and facilitate a discussion further about what they learned about primary sources and women in Utah history.

## **Extension Lesson: Dialogue Poem Using Utah Women Trading Cards**

### **Lesson Overview**

Designed as an *extension activity* to one of our introductory lessons. In this lesson, students work together to write a dialogue poem, a poem written for two alternating voices. Partners select two women in Utah history and use a Venn Diagram to compare and differentiate their passions, careers, strategies, obstacles, time periods, and achievements. Based on the shared characteristics, students choose a central theme for their poem. Finally, they co-author a poem that alternates between individual perspectives and brings both voices together for shared ideas.

### **Suggested instruction time**

- Choose 2 Voices (5 minutes)
- Venn Diagram (10-15 minutes)
- Plan Your Dialogue (5 minutes)
- Draft Your Poem (15 minutes)
- **Total Time: 40 minutes**

### **Instructions for educators**

Utah women have played a pioneering role in history, from gaining the right to vote in 1870 to leading state and national movements in education, healthcare, arts, and civil rights. The Better Days trading cards can help students move beyond facts to see the stories of women who have influenced Utah across different eras.

This lesson works great for Social Studies or English Language Arts classes. Students work in pairs to write a poem for two voices. Start the lesson by reading a sample poem aloud with a volunteer, so students see how it works. Next, pairs choose two women from the Better Days trading card set and list their similarities and differences on a Venn Diagram. After picking a shared theme (e.g., courage, leadership, or passionate), students write their poem using separate and shared lines. If time allows, end the lesson by having pairs read their finished poems aloud to share these women's stories. This activity gives students time to explore a historical perspective while discovering their own voice as writers and historians.

### **Learning Objectives**

- Students will compare two historical women using a Venn Diagram to identify separate and shared careers, accomplishments, obstacles, time periods, or strategies.
- Students will co-write a dialogue poem using textual evidence to show individual and shared perspectives of the women in Utah history.

### **Key Utah State Standards**

*This lesson can be applied to several grade levels in a Social Studies or English Language Arts class. Options to adjust the rigor or accessibility in the adaptation or extension sections!*

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Historical Thinking Skills**

- Contextualization
- Close Reading

### Materials needed

- [Better Days Trading Cards](#)
- [Dialogue Poem Graphic Organizer](#)

### Adaptations

- **Option #1:** Provide an example of a dialogue poem to students before they complete their own.
- **Option #2:** Provide sentence stems for students to use when creating their dialogue poem.

### Extensions

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## Extension Lesson: Journal Entry or Monologue Using Quotes

### Lesson Overview

This lesson is designed as a creative *extension activity* where students select one of the inspiring quotes on the Better Days trading cards and use it as a writing prompt. Students can explore the values behind these historical figure's words by choosing one of the two creative assignments: writing a journal reflection on what the quote means today, or drafting a short monologue where the woman expands on *why* she said it.

### Suggested instruction time

- Frame & Card Selection (5 minutes)
- Writing/Drafting Activity (15 minutes)
- Peer Share (10 minutes)
- **Total Time: 30 minutes**

### Instructions for educators

This activity builds on student knowledge of women in Utah history by inviting them to select one woman and connect with her story on a personal level. Designed as a flexible free-write, students can reflect on what the quote means to them today or craft a short response from the woman's point of view. To start this lesson, we suggest giving students an opportunity to select one woman of interest or a quote that connects with them. Once students make their selection, provide students with at least 3 minutes to read about the individual woman. Then, for 15 minutes, students should write a reflective journal entry or draft a monologue. If time allows, allow students to share their writing with peers.

### Learning Objectives

- Students will select one woman of interest from the Better Days trading card set.
- Students will decide if they want to write a reflective journal or character-driven monologue.
- Students will write for 15 minutes using specific evidence from history or today.
- Students will write at least 4-5 sentences for the assignment.
- Students will share their ideas with peers.

### Key Utah State Standards

*This lesson can be applied to several grade levels. Options to adjust the rigor or accessibility in the adaptation and extension sections!*

### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
- **UT Standard 3.4:** Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. (civics)
- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

### 6-12 College and Career Readiness for Reading, Writing, Listening, and Speaking Anchor Standards

- **CCSS.ELA-Literacy.CCRA.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- **CCSS.ELA-Literacy.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Historical Thinking Skills**

- Contextualization
- Sourcing
- Close Reading

### **Materials needed**

- [Better Days Trading Cards](#)
- Blank lined paper

### **Adaptations**

- **Option #1:** Add additional sentence starters for each of the assignments to make it accessible for all learners in the classroom.

### **Extensions**

- **Women in Utah History One-Pager:** Students can complete the one-pager project where they select one woman of interest to research and write about.
- **Match Women in Utah History to Primary Sources:** Students can connect Utah Women stories to primary sources.
- **Women in Utah History Dialogue Poem:** Students (in pairs) can complete a dialogue poem based on two women.

## Extension Lesson: Digital Museum Exhibit Using Trading Cards

### Lesson Overview

This set of lessons are designed as a culminating project where students design a museum-style exhibit for one of the women in Utah history. You can assign or give students the option to select one of the notable women in the Better Days Trading Card set. Students should decide on a format in advance: digital poster, physical poster, one-pager, podcast, or digital slide. This project will require students to not only use the Better Days trading cards, but also the online resources for supplementary material.

### Suggested instruction time

- Day 1-2: Research & Plan
- Day 3-4: Build Project
- *Day 5: Optional Museum Walk*
- **Total Time: 4-5 Days**

### Instructions for educators

This project builds student research, critical thinking, and writing skills. Students can work individually or in small groups. Students will select a woman in Utah history to research. They start by gathering key details from her biography trading card and recording them on the graphic organizer. If they need additional information, they can use the [primary and secondary sources](#) on the Better Days website. Over 1-2 days, students build their final project using the provided student rubric as a checklist to ensure they meet the expectations of the project. To wrap up, students can participate in a 30-minute “Museum Walk” where they present their work, learn from peers, and leave constructive feedback on sticky notes.

### Learning Objectives

- Students will select one woman of interest from the Better Days trading card set.
- Students will research key details about a woman in Utah history.
- Students will record at least two specific textual evidence about the woman in Utah history.
- Students will design a project to display their research and use the rubric as a checklist.

### Key Utah State Standards

*This lesson can be applied to several grade levels. Options to adjust the rigor or accessibility in the adaptation and extension sections!*

#### 4-5th Grade English Language Arts

- **Standard 4-5.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
- **Standard 4-5.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.

#### 4th Grade Social Studies

- **Standard 4.2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
- **Standard 4.3:** Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

#### 7th Grade Utah Studies

- **UT Standard 2.2:** Students will compare the causes and lasting effects of various non-Mormon groups' migrations to Utah. (history)
- **UT Standard 2.7:** Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics)
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- **UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history)
- **UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

#### 11th Grade U.S. History II

- **U.S. II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
- **U.S. II Standard 4.3:** Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

#### **Historical Thinking Skills**

- Contextualization
- Sourcing
- Close Reading

#### **Materials needed**

- [Better Days Trading Cards](#)
- [Better Days: Meet the Women Sources](#)
- [Digital Exhibit Graphic Organizer and Rubric](#)

#### **Extensions**

- Match Women in Utah History to Primary Sources: Students can connect Utah Women stories to primary sources.
- Women in Utah History Dialogue Poem: Students (in pairs) can complete a dialogue

poem based on two women.

### Adaptations

- Option #1: Add additional sentence starters in the graphic organizer to make it accessible for all learners in the classroom. In addition, highlighting key evidence on the trading cards or online sources, can help students identify the most important information for their project.
- Option #2: Add primary sources as additional resources for students to reference during their research.