

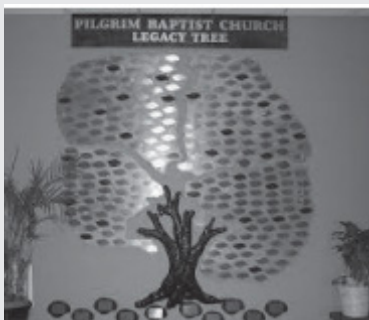
LEARNING GOALS:

After learning about the contributions of a featured woman and exploring personal experiences of legacies, students will demonstrate understanding by creating contributions to a Legacy Wall.

MATERIALS:

- Biographical article or video on the featured woman
- Questions from step two posted on the board
- Materials for the Legacy Wall (art supplies, writing tools, large paper, tape, etc.)

LEGACY WALL EXAMPLES:



OBJECTIVE

Students will explore the concept of legacy and apply their understanding by creating a Legacy Wall based on the life and contributions of the featured trailblazing women.

PROCESS

Step 1: Introduce the Concept of Legacy

- Write the word “**legacy**” on the board.
- Ask students to share what they think it means and create a working definition together.
- Encourage students to consult dictionaries or online resources to refine the definition.

Step 2: Explore Examples of Legacies

- Generate examples from students’ ideas (e.g., education, leadership, mentorship, activism, philanthropy).
- Ask:
 - Does someone have to die to leave a legacy? (No)
 - Can people create living legacies? (Yes – examples: scholarships, mentorship programs, community organizations)
 - Are legacies always positive? Discuss possible negative legacies (e.g., discrimination, exclusion).

Step 3: Introduce the Featured Woman

- Introduce the chosen woman (Dr. Reatha Clark King, Dr. Josie Johnson, or Rose McGee) and ask students to keep the idea of legacy in mind while reviewing materials.
- Possible prompts:
 - How can leadership, advocacy, education, or community work create a legacy?
 - How do individual actions impact future generations?

LEGACY WALL

TRAILBLAZING CHANGEMAKERS

VOCAL ESSENCE
WITNESS 

Step 4: Present Materials

- Show one of the videos on the Resource Hub or read the biographical article about the trailblazer's life and achievements.
- Highlight key contributions and moments that illustrate her legacy.

Step 5: Reflect and Discuss

- Ask students to discuss in pairs or small groups:
 - What legacy or legacies did this person leave? Were there multiple?
 - Who were the first recipients of her legacy?
 - Does her legacy still exist today? Who benefits from it?
 - How would you describe her legacy today?

Step 6: Connect to Personal Experience

- Challenge students to think about legacies in their own lives:
 - Family or community legacies
 - Contributions from living people they know
 - What they would like to leave behind for others

Step 7: Create a Legacy Wall

- Students contribute in a way that works for their age/ time:
 - Write a short essay or poem about the woman's legacy.
 - Draw a picture or diagram of her life or accomplishments with a caption.
 - Reflect on a personal or community legacy and illustrate it.
- Mount contributions on a large classroom wall or display area.

MINNESOTA STATE STANDARDS CONNECTIONS

WRITING: TEXT TYPES AND PURPOSES

Standard 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.

SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY: Comprehension and Collaboration

Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GLOSSARY

Legacy: *Something handed down from the past by an ancestor, a family, a group of people. It might also be something that someone has achieved in their life that continues to exist even after they have died.*