



Georgia Women of Achievement  
Research Project for High School  
[www.georgiawomen.org](http://www.georgiawomen.org)

### **Introduction**

The Georgia Women of Achievement (GWA) is a not-for-profit organization founded in 1988 by former First Lady Rosalyn Carter. The organization seeks to

- Honor inspirational and courageous female trailblazers from Georgia,
- Encourage other female leaders to utilize their own unique talents, and
- Provide educational opportunities to raise awareness about outstanding female role models and mentors.

Each March during Women’s History Month, GWA holds an induction ceremony to add several women to the Georgia Women of Achievement Hall of Fame. A gallery of past inductees can be found on the organization’s website at [www.georgiawomen.org](http://www.georgiawomen.org) with photos and brief biographical sketches of the inductee. To be considered for induction, a nominee must:

- be native to, or clearly identified with Georgia,
- have made exceptional and enduring contributions in their field of endeavor, • serve as an inspiration to future generations, and,
- be deceased for five or more years.

### **U.S. History Standard Connections**

#### **Using the GWA Website as an Educational Enrichment Activity**

These are extension and enrichment activities to the **GaDOE Social Studies U.S. History** standards as shown below.

#### **U.S. History GSE Standard**

- U.S. History GSE Standard: SSUSH16** Investigate how political, economic, and cultural developments after WW I led to a shared national identity.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.  
(Focus: Georgia Women of Achievement)

## U.S. History Literacy Standards

**L9-10RHSS1 and L11-12RHSS1:** Cite specific textual evidence to support analysis of a primary or secondary sources, attending to such features as date and origin of the information.

**L9-10RHSS3 and L11-12RHSS3:** Analyze in detail a series of events described in text; determine whether earlier events caused later ones or simply preceded them.

**L9-10WHST7 and L11-12WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem: narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **1. Learning Targets:**

- I can describe the contributions of Georgia women.
- I can analyze a woman's biography and draw conclusions about why she was selected for the Hall of Fame.
- I can conduct historical research, inquire, and explain.
- I can analyze primary and secondary sources.
- I can create a research-based project with key details and events.
- I can write a research paper.
- I read, list, and discuss historical facts about Georgia Women of Achievement.

### **2. Opening/Activating Strategy**

- a. Name a woman you know personally who is important in your life.  
Why is she important to you?
- b. Who is your favorite famous woman, living or dead? Why is she important to you?

**3. Explore [www.georgiawomen.org](http://www.georgiawomen.org).** This research can be done individually, small groups, or as a class.

- a. Navigate the website: **Honorees>How to Nominate.**
- b. How does the organization define "women from Georgia"?  
Are they all born in Georgia?  
Are they required to live their entire lives in Georgia?
- c. Are the nominees for the Hall of Fame living or deceased women?

**4. Explore by photo.** Go to [www.georgiawomen.org](http://www.georgiawomen.org) and locate the Hall of Fame. This research can be done individually or in small groups.

- c. Scroll down to glance at approximately 100 inductees into the Hall of Fame.
- d. Select one honoree that draws your attention. Notice that you can see her photo, name, hometown, and year inducted.
- e. Click on her photo to locate more information about the inductee, a brief video, and a tribute video film.

**5. Explore by category.** This is an individual assignment. Go to your internet browser and type any of the

key topics below to locate the inductee you are most interested in.

Banker, business

Religion, church

Teacher, school

Politics

Medicine, doctor, nurse

Women's rights/human suffrage

Lawyer, judge

**6. Collect Data:** Once you have selected a woman, report the following personal data.

- f. Name
- b. Birth and death dates
- c. Year inducted.
- d. Hometown or other towns lived in
- e. Most important accomplishments or achievements

**7. Analyze**

- g. Why did you choose this woman for your report? Explain.
- h. What did she do that you agree with? Why?
- i. What did she do that you do not agree with? Why?
- j. What obstacles did this woman face in her life? Explain.

#### **Suggested Enrichment/Extension Engagement Activities**

- They can create foldables, brochures, etcetera to record information. Foldable link: [Foldables](#)
- Students can participate in discussion circles or present their projects.
- Students can create research projects using trifolds, construction paper, or file folders.

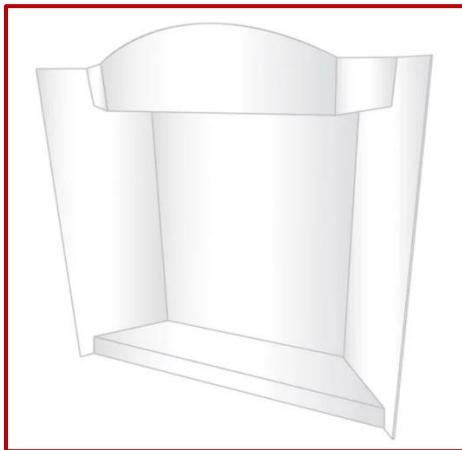
Please see the proposed ideas for the research process below:

Introduce the GWA research project title "Georgia Women in History"

#### **Research process:**

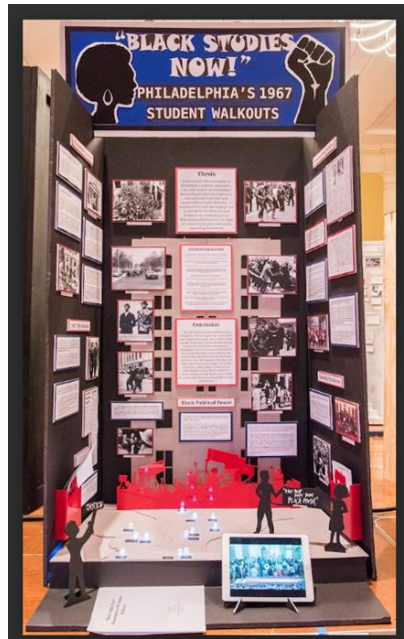
- a. Students must select a woman in Georgia's history that made a significant contribution in Society from the GWA website bank.
- b. Create an Exhibit project using a 24 x 36 White 3 -D Tri-Fold Poster Board). The purchase link is shown below:
- c. <https://www.walmart.com/ip/Eco-Brites-27367B-Too-Cool-Tri-Fold-Poster-Board-24-X-36-White-white/123244062>

**See the exemplar/model board below:**



- **The suggested GWA project board may consist of the following:**
  - a. Title
  - b. Thesis Statement: <http://johnmgarvey.com/apworld/student/thesiscreator.html>
  - c. Thesis video example for students: [https://youtu.be/6\\_LFIHp-61I](https://youtu.be/6_LFIHp-61I)
  - d. Timeline of the female's life including her (DOB, Birthplace, Family, Education, Beginning, Middle, and impact stages of her contribution(s) or achievement(s).
  - e. Conclusion: This should be the area of summarization.
  - f. Exhibit Board example:

4.



- **Process paper: This paper should include the follow:**
  - a. Title page
  - b. Process paper example: <https://nhd.org/wp-content/uploads/2023/03/BlackStudiesNow.pdf>
    - i. 500 words maximum: thesis statement, why chose topic, how conducted research, how chose category and created project, relation of topic to theme and impact of topic.
  - c. Annotated bibliography
  - d. Be sure to separate the bibliographies into primary and secondary source sections. Each annotation must be no more than two or three sentences. Citations are used to credit the sources of specific ideas as well as direct quotations.
  - e. Annotated Bibliography example:

Ingram, George. "20 Hurt in Melee as Roving Bands Terrorize Midcity." *The Philadelphia Inquirer*. 18 November 1967, pp. 1. Retrieved From: The Free Library of Philadelphia.

This news article from the *Philadelphia Inquirer* reinforces the mainstream narrative that students were somehow wrong and even posed a danger to the public when many students and participants in the march claimed the protest was peaceful. It provides a rough timeline of the events which escalated the confrontation in front of the School District.

- i.
  - f. Artifacts or replicas on display (This could include the following: fully clothed mannequin model resembling the female's attire worn in history, cardboard replicas of locations, towns, etc., an iPad visual display with sound, etc.)
  - g. Rubric: Teacher choice
- Students can create a collage mural with images highlighting women achievers and add daily.
  - Students can create a living museum of women achievers in Georgia and invite others to attend.
  - Students can also write a short letter to the female achiever expressing gratitude for their work and post it on a Gratitude Wall or Bulletin Board.
  - Students can create a Quizizz or Kahoot technology integrated quiz game.
  - Students can conduct research using the primary source analysis guides and tools.
    - a. Primary Source tool: [Primary Source Analysis Tool](#)
    - b. Analyzing Primary Sources Guide: [Teacher Guide for Analyzing Primary Sources](#)
    - c. Analyzing Books & Text Guide: [Teacher Guide for Analyzing Books & Text](#)
    - d. Analyzing Photographs & Prints: [Teacher Guide for Analyzing Photos and Prints](#)
  - Teachers can invite and host a Georgia woman from the list of the GWA archives to speak as a primary source about their historical achievement(s).