

LESSON 22 TEACHER'S GUIDE

The First Woman Doctor

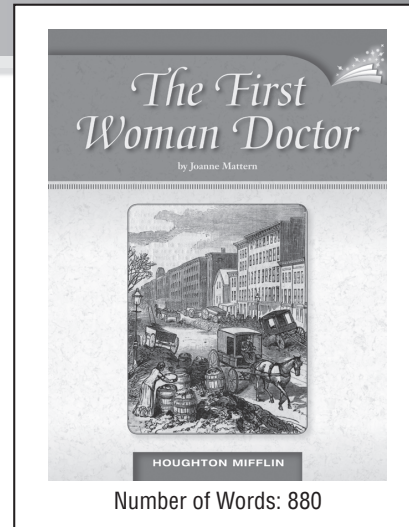
by Joanne Mattern

Fountas-Pinnell Level P

Biography

Selection Summary

A friend's illness inspired Elizabeth Blackwell to become, in 1849, the country's first woman doctor. She was a founder of the Women's Medical College in 1868. In 1869 she helped to found the London School of Medicine for Women.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Biography
Text Structure	<ul style="list-style-type: none"> • Third-person narrative in seven short chapters and a timeline • Chapter headings signal key periods in Blackwell's life. • Straightforward revelation of life events
Content	<ul style="list-style-type: none"> • Elizabeth Blackwell, the first woman in the U.S. to graduate from medical school • Geneva Medical School, Geneva, New York
Themes and Ideas	<ul style="list-style-type: none"> • Courageous people can work hard and reach their goals. • It's hard to be the first in any field. • When one person breaks a barrier, it can open the field to others.
Language and Literary Features	<ul style="list-style-type: none"> • Inspirational language • Crisp pacing for straightforward revelation of Blackwell's life events.
Sentence Complexity	<ul style="list-style-type: none"> • Many short sentences • Longer sentences give more details • Place names: <i>Bristol, England; Cincinnati, Ohio; Geneva, New York</i>
Vocabulary Words	<ul style="list-style-type: none"> • Context helps define many vocabulary words, such as <i>intelligent, informed</i> • Many multisyllable words: <i>physiology, midwifery, determination</i> • Adverbs
Illustrations	<ul style="list-style-type: none"> • Photographs/illustrations with captions
Book and Print Features	<ul style="list-style-type: none"> • Twelve pages of text with illustrations on most pages • Table of contents • Sidebar with bulleted list; timeline
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The First Woman Doctor by Joanne Mattern

Build Background

Help students use their knowledge about women's rights and civil rights to visualize the selection. Build interest by asking a question such as the following: *Have you ever been the only boy or girl in a group?* Read the title and author and talk about the cover illustration. Tell students that this is a biography, which is about the life of a real person, Elizabeth Blackwell. Ask students to describe what kinds of features they can expect to find in a biography.

Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 4: Explain that in 1849 Elizabeth Blackwell became the first woman to graduate from medical school in the United States.

Suggested language: **Ask:** *What kinds of things would you need to be informed about if you wanted to become a doctor?*

Page 7: Tell students that in the 1840s women and men were not treated equally.

Suggested language: *During Elizabeth's lifetime, women were **denied** the right to vote.* **Ask:** *What else do you think they were denied?*

Page 10: Have students look at the sidebar on A Doctor's Course of Study. **Ask:** *Which course's title means the study of what things are made of?*

Page 14: Direct students to the timeline of Elizabeth's life.

Suggested language: *Why do you think the author included this summary of Elizabeth Blackwell's life at the end of the biography instead of at the beginning?*

Now go back to the beginning of the biography and read to find out about the many important things Elizabeth Blackwell accomplished.

Target Vocabulary

amendment – a change made to correct or add something, p. 7

approve – to like and agree with something

candidates – people who are hoping to be chosen for a job or to win an election

denied – not allowed to have something, p. 7

disorderly – behaving in a way that is out of control or against the rules, p. 10

informed – someone who has information or knowledge, p. 4

intelligent – person has the ability to learn, think, and understand, p. 4

legislature – a group of people who make laws for a state or country

politics – the work of forming and running governments

polls – the places where people go to vote in an election

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy  **TARGET STRATEGY** as they read. Tell them to think about what they can infer in regard to the reasons that Elizabeth decided to educate herself and become a doctor.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the text.

Suggested language: *Have you ever set a difficult goal like Elizabeth did? Why do you think Elizabeth was able to succeed?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• It was her friend, Mary Donaldson, who suggested Elizabeth become a doctor.• Elizabeth's parents made sure she had a good education at a time when few girls went to school.• Elizabeth helped start two medical schools for women so other women could become doctors, too.	<ul style="list-style-type: none">• Courage and determination can help people reach goals, even when others make fun of them.• Individuals with a good education can use their skills to help others.	<ul style="list-style-type: none">• Photographs and illustrations aid visualization and comprehension.• Chapter headings introduce key events in chronological order.• Summary lists major accomplishments.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text and demonstrate phrased fluent reading in a readers' theater. Remind them to use any cues provided by question marks, exclamations, or dashes to make their reading livelier and to convey the author's tone and meaning.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Explain that prefixes such as *de* and *dis* can be added to a root word to make a negative. Point out examples in the text, such as **disorderly** (p. 10), and have students look for additional examples.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 22.7.

Responding

Have students complete the activities at the back of their book, writing their answers in their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect ✓ **TARGET SKILL** Remind students that a cause happens first to make something happen. An effect is what happens later as a result of the cause. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

As a result of going to medical school, Elizabeth was able to open a medical clinic in her home in New York. She also helped found two medical schools for women. These are effects of her going to medical school.

Practice the Skill

Have students share examples of other causes and effects in the text. What happened? What was the cause?

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- What is the meaning of **amendment** on page 7?
- The first paragraph on page 9 is mainly about _____.
- Which sentences from the biography show that Elizabeth cares about others?

English Language Development

Reading Support Check regularly on students' oral reading to determine accuracy, fluency, and comprehension. Remind them that Elizabeth Blackwell used her education to help others.

Vocabulary Explain that homographs are words that are spelled the same but have different meanings. **Informed** can mean a person who was told about something. It can also mean a person who knows about things. See page 4, for the latter use of *informed*.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: Who is the biography about?</p> <p>Speaker 2: Elizabeth Blackwell</p> <p>Speaker 1: Why is she important?</p> <p>Speaker 2: first woman doctor in the U.S.</p>	<p>Speaker 1: Where did Elizabeth go after finished medical school?</p> <p>Speaker 2: She studied in France and England.</p> <p>Speaker 1: Where did she open medical colleges for women?</p> <p>Speaker 2: In New York City and in London, England.</p>	<p>Speaker 1: Why was Elizabeth Blackwell a notable woman?</p> <p>Speaker 2: Because she broke barriers as the first woman doctor.</p> <p>Speaker 1: Why did Elizabeth help found two women's medical schools?</p> <p>Speaker 2: So other women could become doctors without experiencing the treatment she received.</p>

Responding

TARGET SKILL Cause and Effect What were some effects of Elizabeth Blackwell's decision to apply to Geneva Medical College? Copy and complete the chart below.

Cause Elizabeth Blackwell applied to Geneva Medical College.

↓

Effect She improved health care for women and children by opening a clinic in her own home.

↓

Effect ?

Write About It

Text to Self Think of one event or decision in your life that caused other things to happen as a result. Write a paragraph in which you describe the decision or event, and the effect it had on yourself or others.

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Lesson 22
BLACKWELL MASTER 22.7

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** What caused Elizabeth Blackwell to first think about becoming a doctor?
She thought she might be able to make a difference for other women.
- Think within the text** Blackwell was accepted to Geneva Medical School. What did she later find out about this?
Elizabeth found out later that the students at Geneva only voted her in because they thought her application was a joke, and the directors did not expect her to show up.
- Think beyond the text** Read the Doctor's Course of Study on page 10. Which class would you be most interested in? Why?
I would be most interested in botany because I love working in our garden at home with my mother.
- Think about the text** The author writes that Blackwell had "strength and courage." What text details support this statement?
Elizabeth studied on her own while waiting to be accepted to medical school. She worked hard even though her classmates and teachers thought she couldn't do the work. Elizabeth opened a clinic in her own home when other offices did not want her.

Making Connections Elizabeth Blackwell helped bring change for women and change in education. She also helped the poor. What other woman that you have read about helped one of these causes? Tell in your own words what she did.

Write your answer in your Reader's Notebook.

Critical Thinking © Houghton Mifflin Harcourt Publishing Company. All rights reserved. 9 Grade 4, Unit 2: Change to All Around



Name _____ Date _____

Critical Thinking

The First Woman Doctor
Critical Thinking

Read and answer the questions.

1. Think within the text What caused Elizabeth Blackwell to first think about becoming a doctor?

2. Think within the text Blackwell was accepted to Geneva Medical School. What did she later find out about this?

3. Think beyond the text Read the Doctor’s Course of Study on page 10. Which class would you be most interested in? Why?

4. Think about the text The author writes that Blackwell had “strength and courage.” What text details support this statement?

Making Connections Elizabeth Blackwell helped bring change for women and change in education. She also helped the poor. What other woman that you have read about helped one of these causes? Tell in your own words what she did.

Write your answer in your Reader’s Notebook.



Student _____ Date _____

The First Woman Doctor • LEVEL P

The First Woman Doctor
Running Record Form

page	Selection Text	Errors	Self-Corrections
4	Elizabeth Blackwell was born on February 3, 1821, in Bristol, England. Her parents believed in equal rights for men and women. This was very unusual at the time. Elizabeth's parents made sure she had a good education. As a result, she grew up to be an intelligent and informed young woman.		
5	In 1832, the Blackwells moved to the United States – to Cincinnati, Ohio. Then, just five years later, in 1838, Elizabeth's father died. The Blackwells did not have much money. To help pay the bills, Elizabeth, her mother, and two of Elizabeth's sisters started a boarding school for girls.		
Comments:		Accuracy Rate (# words read correctly/99 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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