

Title: Abolitionist and Suffrage Movement

Subject: U.S. History

Topic: Sojourner Truth (“Ain’t I a Woman?”) Grade: 4 School: West Gordon

Wiregrass History Consortium Unit Plan			
GPS Standard: SS4H7 (b)	The student will examine the main ideas of the abolitionist and suffrage movements. a. Discuss the biography and impact of Sojourner Truth.		
Concept:	The significance of Sojourner Truth’s address (“Ain’t I a Women?” 1851) to the Ohio Women’s Rights Convention		
Essential questions (2-5 questions) (What you want the students to know.)	<ul style="list-style-type: none"> • What inspired Sojourner Truth to take on causes and what methods did she use to get her message across? • How did her background and relationships inspire her public life? • What can we learn about the history of America through the life of Sojourner Truth? 		
Elements (What you want the students to understand.)	The students will: <ul style="list-style-type: none"> • Be able to know who Sojourner Truth is and what her life story is. • Learn how the life of Sojourner Truth influenced her work for abolition and women’s suffrage. • Be able to connect Sojourner Truth to other important persons in the suffrage and abolitionist movements. • Discuss major conflicts that have arisen from diversity. 		
Launch Activity (Hook)	Show large pictures of Spider Man, Superman, etc. Ask class: Who are your heroes? What makes a hero? Could you be a hero?		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge <ul style="list-style-type: none"> • Suffrage • Abolitionists • Characteristics of heroes • Compare fictional and real-life heroes 	People <ul style="list-style-type: none"> • Sojourner Truth 	Skills <ul style="list-style-type: none"> • Decision Making Skills • Critical Thinking • Use Rubric • Writing • Oral Presentation • Research
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Student will have to answer a critical thinking question as a ticket out the door.			
Portfolio Assessment			
<ul style="list-style-type: none"> • Student will create and deliver a monologue discussing and analyzing the Sojourner Truth speech at the Ohio Women’s Rights Convention. • Student will compare and contrast Sojourner Truth to other present day heroes. 			

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
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| <ul style="list-style-type: none">• Rubric for assessing monologues.• Class discussion of suffrage and abolitionist movements. |
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Student Self-Assessment

Students are assessed on monologues by classmates using teacher provided rubric.

Differentiation Associated with this unit
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Student ability will determine type and depth of research.
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Resources and instructional tools:

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| <ul style="list-style-type: none">• Textbook• Computer lab-Internet• Library resources |
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