

Title: Abolitionist and Suffrage Movement

Subject: U.S. History

Topic: Harriet Tubman and Elizabeth Cady Stanton Grade: 4 School: West Gordon

Wiregrass History Consortium Unit Plan			
GPS Standard: SS4H7 (a)	The student will examine the main ideas of the abolitionist and suffrage movement. a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton.		
Concept:	Women of the Abolitionist Movement and Suffrage Movement		
Essential questions (2-5 questions) (What you want the students to know.)	Who was Harriet Tubman? What impact did she have on American History? How would you define the abolitionist movement? Who was Elizabeth Cady Stanton? What impact did she have on American History? How would you define the suffrage movement?		
Elements (What you want the students to understand.)	The students will: <ul style="list-style-type: none"> • Be able to explain who Harriet Tubman was and her impact on American History. • Discuss the abolitionist and suffrage movements. • Be able to explain who Elizabeth C. Stanton was and her impact on American History. 		
Launch Activity (Hook)	http://www.nationalgeographic.com/railroad/ http://www.pbs.org/stantonanthony/movement/main.html		
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 movement • Suffragettes • Voting Rights • Reformers • 19th Amendment • Underground Railroad • Freedmen • 13th Amendment 	People <ul style="list-style-type: none"> • Harriet Tubman • Elizabeth C. Stanton 	Skills <ul style="list-style-type: none"> • Research • Writing • Oral Presentation • Decision Making Skills
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Pre-test and post-test			
Portfolio Assessment			
<ul style="list-style-type: none"> • Students will compare and contrast abolitionist and suffrage movements. • Create a play describing the impact of Harriet Tubman. 			

- Create a play describing the impact of Elizabeth C. Stanton

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.)

- Rubric to assess plays.
- Discussion between teacher/students and students/students on research results.

Student Self-Assessment

Student will use rubric before the teacher uses the rubric to assess.

Differentiation Associated with this unit

The type of research will be based on ability. Pre-test scores will determine the post-test items.

Resources and instructional tools:

- **Computer lab – Internet**
- **Library resources**
- **Textbook**