

Title: Women's desire for equality

Subject: U.S. History

Topic: **Women's History**

Grade: **11th grade**

School:

Wiregrass History Consortium Unit Plan		
GPS Standard:	<p>SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.</p> <p>SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.</p> <p>SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response and compare the ways governmental programs aided those in need.</p> <p>SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.</p> <p>SSUSH24 The student will analyze the impact of social change and organizations of the 1960s.</p> <p>SSUSH25 The student will describe changes in national politics since 1968.</p>	
Concept:	Women's desire for equality in all aspects of society	
Essential questions (2-5 questions) (What you want the students to know.)	<p>How have women advanced in American society?</p> <p>Who were some influential leaders of the women's movement?</p> <p>Are women being treated equally in today's society?</p> <p>Do you think men are superior to women?</p>	
Elements (What you want the students to understand.)	<p>SSUSH7 d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference</p> <p>SSUSH15 d. Describe the passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.</p> <p>SSUSH18 d. Identify Eleanor Roosevelt as a symbol of social progress and women's activism.</p> <p>SSUSH19 d. Describe war mobilization. As indicated by rationing, wartime conversion, and the role of women in war industries.</p> <p>SSUSH24 b. Describe the National Organization of Women and the origins and goals of the modern women's movement.</p> <p>SSUSH25 b. Explain the impact of the Supreme Court decisions on ideas about civil liberties and civil rights, include such decision as Roe v. Wade and Bakke decision on affirmative action.</p>	
Launch Activity (Hook)	<p>Students will write on one of the following topic...</p> <p style="padding-left: 40px;">Have you ever had to fight for something that was being denied to you? If so, describe what you had to do and the outcome.</p> <p style="padding-left: 40px;">Would you ever fight for something that was being denied to you because of your sex?</p>	
Knowledge & Skills (People, Places, times and vocabulary-what	Knowledge Elizabeth Cady Stanton Lucretia Mott Clara Barton	Skills *Identify key leaders of the women's movement. *Analyze the importance of the

<p>the student should be able to do. What skills will they use?</p>	<p>Eleanor Roosevelt Susan B. Anthony Rosie the Riveter Declaration of Seneca Falls American Red Cross Role of Women in the Civil War 19th Amendment Republican Motherhood Flapper <i>Feminine Mystique</i> Role of Women in WWII <i>Roe v Wade</i></p>	<p>Declaration of Seneca Falls. *Describe women’s involvement and contribution to American wars, such as the Civil War and WWII. *Describe women’s involvement in the 18th amendment. *Understand how the 19th amendment changed American women. *Describe the impact of Roe v. Wade on American women, both in 1973 and in today’s society. *Explain how the role of women has changed over the past 100 years.</p>
<p>Assessment Evidence: What evidence will show that students met the learning goal?</p>		
<p>Traditional Assessment (Quizzes, Test, Selected Responses)</p>		
<p>Quizzes and a Test</p>		
<p>Portfolio Assessment</p>		
<p></p>		
<p>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</p>		
<p>Students will create a scrapbook over important figures and events in women’s history. Students are asked to pick 10 topics to cover in their scrapbook. Students are expected to provide pictures and a summery over their person or event. Students must demonstrate knowledge of the topic to receive credit. Students who simply cut and paste information will not receive credit! Students will have the entire month of March (women’s history month) to complete project.</p>		
<p>Student Self-Assessment</p>		
<p></p>		
<p>Differentiation Associated with this unit</p>		
<p>Throughout the month, students will be conducting their own research, as well as receiving some lecture by the teacher over key people and events in women’s history. Students will also receive Bell Assignments over women’s history that they must READ. Students will be assessed/graded by their performance on quizzes and test, as well as their scrapbook.</p>		
<p>Resources and instructional tools: Biographies over influential women, Computer with internet access, resource books, construction/colored paper, glue, markers, string, and scissors.</p>		