

Title: **Expanding Women’s Rights**

Subject: **American Government**

Topic: **Civil Rights/Civil Liberties**

Grade: **9th**

School: **NEC/TCHS**

Wiregrass History Consortium Unit Plan			
GPS Standard:	SSCG 6a-e		
Concept:	Connecting Themes: Individuals, Institution and Groups Influence, Beliefs and Ideals and Rule of Law		
Essential questions (2-5 questions) (What you want the students to know.)	How have women’s rights expanded since the ratification of the Constitution? Why have women struggled to be recognized as equal citizens to men? How has legislation worked to expand the rights of women? How have women handled their new found rights in recent years? Years past?		
Elements (What you want the students to understand.)	Students will understand that women were not considered as equal citizens for many years after the ratification of the Constitution. Students will analyze the expansion of women’s rights in comparison with the rights of other groups.		
Launch Activity (Hook)	Students will watch the School House Rock video clip on Women’s Suffrage. Class will discuss their perceptions of “Women’s Lib.”		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Susan B. Anthony Elizabeth Cady Stanton Seneca Falls Suffrage Equality under the Law		Skills Analyze primary source documents Analyze voting results
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students will take quiz on lesson material.			
Portfolio Assessment			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Students will profile a woman who has had a strong influence on the expansion of Women’s rights. Students will produce visual aspect for project such as tri-board or PowerPoint. Students will also present project in class.			
Student Self-Assessment			
Part of the student’s grade for project (above) will include a self assessment to determine degree of learning before during and after the project and level of time effort put into the project.			
Differentiation Associated with this unit			
Students may choose to focus on another aspect of women’s rights or perspective of women’s rights, such as students can look at the reaction of others to women’s suffrage movement. Based on student’s abilities, project can be altered to meet the needs, challenges or extension as needed.			
Resources and instructional tools: Video on Suffrage Movement; Data on Voting Records of Women over time.			

