

Title: **Equality for Women throughout History**
 Subject: **U.S. History**

Topic: **Women's Suffrage and
 Equal rights for Women**
 Grade: **11**
 School: **Bainbridge High**

Wiregrass History Consortium Unit Plan			
GPS Standard:	SSSUSH7d SSUSH15d SSUSH18d		
Concept:	Women's suffrage and the 19 th Amendment		
Essential questions (2-5 questions) (What you want the students to know.)	<ul style="list-style-type: none"> • How did the women's movement and the Seneca Falls Convention help lead to the 19th Amendment? • Identify several leading suffragist during the 19th and 20th centuries. • Trace the women's movement and advances for women to the present day. 		
Elements (What you want the students to understand.)	<p>Students will understand that the fight for women's rights is an ongoing process still being addressed today.</p> <p>Students will identify specific events leading up to the 19th Amendment and the struggle for women's suffrage.</p> <p>Students should be able to identify key men and women that played a role in the suffrage movement and other rights for women.</p>		
Launch Activity (Hook)	Students will participate in a play written by Rosemary H. Knowler and presented for the National Archives commemoration of the 75 th anniversary of the 19 th Amendment.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Identify Abigail Adams Sarah Grimke Elizabeth Cady Stanton Frederick Douglas Susan B. Anthony Sojourner Truth Lucy Stone Frances Gage	<ul style="list-style-type: none"> • Clara Barton • Carrie Chapman Catt • Suffrage • Seneca Falls Convention • Amendment • National Women's Suffrage Association 	Skills Students will work on research and oral communication skills. They will choose an individual associated with women's rights and portray that character in a mock NAWSA meeting.

Assessment Evidence: What evidence will show that students met the learning goal?
Traditional Assessment (Quizzes, Test, Selected Responses)
Portfolio Assessment
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
<p>Students will assume the role of one personality who was a leading figure in the women's movement. Students pretend they are attending a NAWSA meeting in the 1890s. They will introduce themselves to at least four other individuals. Students will discuss who they represent and what their views are on the women's rights movement.</p> <p>After the mock meeting students should be able to identify four other individuals other than who they are portraying.</p> <p>Field assignment: Students will interview women of three age groups. 35-45, 45-55, 55-65 to gain a firsthand account of relevant experiences with women's issues and personal recollections of events in the movement for women's rights.</p>
Student Self-Assessment
Differentiation Associated with this unit
<p>Questions for the field activity will be given to students who are mainstreamed into the class.</p> <p>For the research assignment on individuals students will be given a specific list of ideas to research.</p>