

# Curriculum Class

**Lesson Title:** Women's Suffrage

**Teacher:** Genevieve Ackley

**Subject:** Social Studies (1800's-1900's)

**Date:** July 27, 2009

## **Goal(s):**

To understand that women had no rights and had to fight to receive them similar to the slaves and the Native Americans.

**Attention Grabber:** Are/were women different than men?

## **STANDARDS:**

### Era 6

**Standard 2:** Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

**Standard 3:** The rise of the American labor movement and how political issues reflected social and economic changes

## **History**

### STANDARD 1:

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

1.2 Students use chronology to organize historical events and people.

1.3 Students use chronology to examine and explain historical relationships.

### STANDARD 2:

Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

### STANDARD 3:

Students understand that societies are diverse and have changed over time.

3.2 Students understand the history of social organization\* in various societies.

### STANDARD 5:

Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

5.2 Students know how various systems of government have developed and functioned throughout history.

5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.

## **Art**

STANDARD 1: Students recognize and use the visual arts as a form of communication.

STANDARD 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

STANDARD 3: Students know and apply visual arts materials, tools, techniques, and processes.

STANDARD 4: Students relate the visual arts to various historical and cultural traditions.

**Attention Grabber:** Are/were women different than men?

**Accessing Prior Knowledge/Directing Knowledge:**

- What does suffrage mean?
- What are the stigmas that surround women?
- Why do you think women were treated differently?
- When were women treated unfairly? Are they still?

**Objective(s):**

Students will be able to create a political ad that promotes women’s rights during the 19th century by completing a 1 page typed research paper with 100% accuracy.

**Materials & Technology:**

Construction Paper  
Scissors  
Glue  
Crayons, Markers, etc.  
Computer Lab/Printers  
Paper  
Pencil  
Highlighters

**Differentiation Strategies:**

Cooperative Groups  
Scaffolding  
Integrated Art  
Modeling  
Hands-on

**Procedures:**

1. Inform students that today they will be making a political ad that persuades the reader to vote for women’s rights.
2. Go over the assessment requirements. (Rubrics/Research Paper)
3. Remind students about using the internet to research. At least 1 primary source, only 1 encyclopedia source (not Wikipedia), and one additional source.
4. Put the students in to 4 groups. Make sure to have a 6, 7, 8, grader in each group.
  - Group 1 –Women’s Rights Convention and American Equal Rights Association, National Woman Suffrage Association, American Woman Suffrage Association, and National American Woman Suffrage Association
  - Group 2 – What/Why/Who/When/Where? Women’s Suffrage Magazines. *Women Voter*, *The Women's Journal*, *Woman Citizen* and *The Masses*
  - Group 3 – Who and why are they important? Elizabeth Cady Stanton Lucretia Mott, Susan B. Anthony, Lucy Stone, and Julia Ward Howe.
  - Group 4 – What are the 14th and 15th Amendments?
5. Call 6, 7, and, 8 graders up by grade and have them pick a piece of paper out of the baggie.
6. Let students know that all the materials they need are on the back table.
7. Remind students to pay attention to the time. They should spend around an hour and a half researching and writing the paper. A half hour making their poster. The remainder of class will be used to present the poster and research paper.

**Intelligences:**

Verbal/Linguistic  
Visual/Spatial  
Interpersonal  
Intrapersonal  
Logical/Mathematical  
Naturalist  
Bodily/Kinesthetic

**Skills:**

- Interpret what is read
- Detect cause and effect
- Assume the perspective of the other person
- Interpret various materials
- Draw logical conclusions
- Evaluate sources of info
- Prepare summary paper
- Identify biases
- Recognize the values implicit in issues and the possible courses of action that flow around them

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|  | <ul style="list-style-type: none"><li>• Form opinions based on critical examination of relevant information</li><li>• Communicate effectively both orally and in writing</li><li>• Listen carefully for information</li></ul> |
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**Assessment:**

- Students complete a rubric that grades them on their performance working with their group
- A political ad that persuades the viewer to vote for women's rights.
- 1 page typed research paper complete with bibliography.

**Resources:**

<http://www.spartacus.schoolnet.co.uk/USAsuffrage.htm>

<http://teacher.scholastic.com/activities/suffrage/history.htm>