

Waynesburg University TPS Unit Outline



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: Women's Suffrage Movement

Subject(s): Social Studies, Language Arts, Math, Art

Grade Level/Range: 5

Overarching Goal/Concept/Skill: In this unit, students will use primary sources to develop an understanding women's suffrage by comparing and contrasting the past and present through the examination of letters, artwork, and mathematical operations.

Overview: The students will develop an understanding of the Women's Suffrage Movement through various activities that include literacy activities, math activities, art projects, and history lessons using Primary Source documents.

Written By: Ashley Swestyn, Amanda Greene, and Gina Rice

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Pre-instruction Assessment

Before the unit begins, students will complete the first two sections of a K-W-L Chart. As the unit progresses, the students will continue to make changes and complete the chart.

Lesson #1 (Ashley Swestyn)

Title of Lesson: Letter Writing about Women's Suffrage

Overview of Lesson: In this lesson, students will write a letter from the perspective of a woman that was involved in the Suffrage Movement. Once the letters are completed, they will debate with a partner arguing for their point of view.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

Social Studies:

8.1.6.C- Explain the fundamentals of historical interpretation.

Language Arts:

1.4.5.C- Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

B. Investigative Question/Overall Goal:

What are the thoughts and/or feelings of individuals living through the Women's Suffrage Movement?

C. Objective(s):

1. Given a computer, the students will develop a letter to the president supporting women's suffrage.
2. Given a Venn diagram, the students will write at least five pros and cons of the women's suffrage movement.
3. Given a journal, the students will write a journal entry either for or against the Women's Suffrage movement.

D. Materials

1. Print Sources:

- a) Letter to the Governor of New York from the Equality League of Self Supporting Women
- b) Worksheet for students to list pros and cons (Attached at the end of the lesson)

2. Online Collections/Exhibits/Websites:

- a) <http://www.rochester.edu/sba/suffragehistory.html>
- b) <http://www.archives.gov/education/lessons/woman-suffrage/>

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DURING INSTRUCTION

A. Motivator/Anticipatory Set:

The class will write a letter to President Theodore Roosevelt supporting women's suffrage.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. The student will write their own letter to the president supporting the women's suffrage movement.	Have you ever had to write a letter supporting anything that you feel strongly about?	Connect
2. The student will partner with another student and read their letters to each other.		Express
3. The students will receive a worksheet with roles on it and then write the pros and cons of each role.	Can you see both sides of this movement?	
4. Each student will pick a role and then argue their points playing that role. After a few minutes, students will switch roles and continue to debate	How would you feel if this was really happening to you?	Express
5. The students will then select a side and share their argument with the class.		
6. The student will write a journal entry reflecting on the effectiveness of their argument.	How effective do you feel your argument was?	Connect

C. Closure:

As a class we will discuss the pros and cons of the Women's Suffrage Movement and together write them on the board. Students will then revisit the K-W-L Chart making additions and deletions to their original list.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

The students will be required to write at least eight pros and cons instead of the required five.

2. Modifications/Accommodations:

The students will be required to include at least three pros and cons instead of the required five.

The students will be provided with a fill in the blank worksheet that will take the place of the journal activity.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests):

a. The student's pros and cons worksheet will be assessed using a rubric.

b. The students will be tested on the pros and cons of this argument. (Test is attached at the end of the lesson)

2. Informal Assessment (teacher observation, participation, cooperation, etc.)

a. Students will be assessed on class participation and teacher observation

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Pros and Cons Worksheet

Name: _____

In Support of the Women's Suffrage Movement

Pros

Cons



Against the Women's Suffrage Movement

Pros

Cons



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Test: Pro's and Con's of Women's Suffrage Movement

Name: _____

Directions: Chose one role, either in favor of the Women's Suffrage Movement or against the Women's Suffrage Movement. Make a list of the pros and cons below that was studied in class.

_____ **In favor of the Women's Suffrage Movement**

OR

_____ **Against the Women's Suffrage Movement**

Pros

Cons



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Lesson #2 (Amanda Greene)

Title of Lesson: Suffrage Propaganda

Overview of Lesson:

In this lesson, students will be analyzing posters from the Women's Suffrage Movement, then developing their own poster.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

ART

9.1.5.E Know and demonstrate how art can communicate experiences, stories, or emotions through the production of works in the arts.

9.2.5.D Analyze a work of art from its historical and cultural perspective.

9.2.5.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.

HISTORY

8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

B. Investigative Question/Overall Goal:

What makes a political poster effective?

C. Objective(s):

1. Given primary source posters, the students will analyze and explain the historical content using appropriate social studies vocabulary.

2. Given primary source posters, the students will create their own posters to illustrate concepts and knowledge of historical documents, artifacts, and places with.

D. Materials (List individual Library of Congress resources on Bibliographic Organizer):

Poster boards, markers, crayons, colored pencils, paint, paintbrushes, glitter, water, cups, and paper towels will be utilized.

1. Print Sources: (Include reference to any handouts or worksheets.)

Primary Source Posters Listed in the Bibliographic Organizer

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Primary source posters will be displayed around the classroom like an art gallery. The students will walk around the classroom observing the posters. Making notes about the image, and what message they feel the artist is trying to send. They will then discuss their thoughts on the posters with the rest of the class.

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B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Students and teacher will discuss concepts on the primary source posters through grand conversations.	What do you notice? Why do you think that is? Which posters persuaded you to support Women's Suffrage? Which did not?	Connect/ Wonder
2. Students will record at least 3 concepts portrayed in the posters for reference.	What caught your eye about each poster? What didn't you like? What were they trying to get across to the public?	Construct
3. Students will use the materials supplied to make their own poster for the Women's Suffrage Movement.	What makes a good poster? What makes a bad poster? What are key things that should be on the posters?	Construct
4. Students will present their posters to the class the following day.	Why did you incorporate what you did on your poster? How do these posters make you feel? Are the key things we discussed earlier present on these posters?	Express
5. Students will peer-evaluate their fellow students posters and their own posters.	What did you like about each poster? What didn't you like about each poster? What is the concept of each poster?	Reflect

C. Closure:

The students will present their posters to the class. When discussing their posters, the students will speak loud enough for all to hear and they will speak slowly. The students will also use appropriate social studies vocabulary.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

Students can write a few paragraphs that describe what makes a good political poster and why those are important aspects of a political poster.

2. Modifications/Accommodations:

Students may have copies of the posters at their desks to look at as they make their own. Students may use a "help sheet" when presenting their posters.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests):

A rubric will be used when assessing the students' presentations. Students' posters will be assessed for completion and demonstration of understanding the Women's Suffrage Movement and its propaganda.

2. Informal Assessment (teacher observation, participation, cooperation, etc.)

The teacher will observe the students during the activities for participation and cooperation.

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Lesson #3 (Gina Rice)

Title of Lesson: Making Music with Math

Overview of Lesson:

This mathematics lesson on fractions incorporates the topic of the suffrage movement by assigning note values to the sheet music from “Daughters of Freedom: The Ballot Be Yours” by Edwin Christie. The students will be given the opportunity to link fractions with music, since note values are given worth equivalent to fractions (e.g. eight, quarter).

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

Math

M5.A.2.1- Solve problems involving decimals, fractions, and/or whole numbers.

Music

Music Content Standard 2- Performing on instruments, alone and with others, a varied repertoire of music.

Social Studies

8.1.6.B- Explain and analyze historical sources.

B. Investigative Question/Overall Goal:

What makes the music of the suffrage movement unique?

How are fractions associated with music?

How does knowing music help with math?

C. Objective(s):

1. The student will clap out the rhythm of “Daughters of Freedom: The Ballot Be Yours”.
2. The students will interpret the lyrics of Daughters of Freedom: The Ballot Be Yours with relevance to suffrage.
3. Given an example of a more familiar song such as “Old MacDonald Had a Farm”, the student will assign values to each of the notes in the primary source sheet music

D. Materials:

1. Print Sources:

- a) Note value chart b) Note value worksheet

2. Online Collections/Exhibits/Websites:

- a) <http://memory.loc.gov/ammem/smhtml/audiodir.html>
- b) http://www.youtube.com/watch?v=3dPF0SGh_PQ
- c) <http://www.8notes.com/scores/529.asp>
- d) http://www.uwosh.edu/faculty_staff/atwell/music_theory/notepyramid.jpg
- e) http://www.educationworld.com/a_lesson/TM/WS_lp303-05.shtml

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DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Students will listen to “Daughters of Freedom: The Ballot Be Yours” and be given the opportunity to view the primary source, reflecting on the uniqueness of the work and the importance of music to different eras.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Reflect on lyrics	What key words tell us that this song is about suffrage?	Reflect
2. Clap rhythm	Can you feel the beat of the music when you are clapping?	Connect
3. Learn note values using note value chart	Can you write the fraction for an eighth note? A quarter note?	Connect
4. Relate fractions with music by providing students with an example of counting notes on each line of music using “Old MacDonald Had a Farm” This song will be used, since it is more familiar to students, as a pre-assessment tool to determine whether students understand the process of counting note values and adding them for each line.	What is the sum of the note values of line 1? Line 2? Line 3? Line 4?	Construct
5. Complete note values worksheet (attached) in small, heterogeneous groups.		Express
6. Explore primary source, assigning values to notes on each line	How many notes on each line? What are their values? What do the values add up to?	Express

C. Closure:

The students will watch the Schoolhouse Rock video on YouTube (“Sufferin’ Til Suffrage”) and discuss their thoughts during a grand conversation.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

Gifted students will work on more difficult lines of the sheet music that have more complex notes, beats, and rests. Gifted students could also keep a different beat during clapping routines, or even produce the music on an instrument if the student possesses musical ability.

2. Modifications/Accommodations:

Sheet music and notes will be made larger if necessary. Heterogeneous grouping will assist students who may need assistance with making connections. Students can express answers either orally, or through written response.

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Assessment of Student Learning

1. Formal Assessment:

Note value worksheet will be used as a basis for determining whether the students can add and subtract fractions.

2. Informal Assessment:

Observation of group work

Participation in group activities and discussions

Post-Instruction Assessment



The students will complete and submit their K-W-L Charts.

The students will be assessed through a portfolio of their work throughout this Unit.

The students will be assessed through playing a “Jeopardy” game using the content covered throughout the Unit.

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Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: Women's Suffrage Movement		
Created by: Ashley Swestyn, Amanda Greene, and Gina Rice		
Date: September 28, 2010		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Letter Writing about Women's Suffrage		
	Equality League of Self-Supporting Women to Governor of New York Created/Published: New York: June 8, 1907	http://hdl.loc.gov/loc.rbc/rbcmil.scrp3007601
Lesson #2: Suffrage Propaganda		
	Part of the Vast Billboard Campaign of the Woman's Party. Putting up billboard in Denver-- 1916. Created/Published: 1916	http://hdl.loc.gov/loc.mss/mnwp.159016
	The Awakening By: Hy Mayer Created/Published: February 20, 1915	http://www.loc.gov/pictures/item/98502844/
	Suffrage campaign days in New Jersey. Created/Published: between 1914 and 1920(?)	http://www.loc.gov/pictures/item/97500237/
	The Sky is Now Her Limit By: Bushnell Created/Published: October 1920	http://hdl.loc.gov/loc.pnp/ppmsca.02919
	The Home Loving Women Do Not Want the Ballot. Vote No To Amendment Eight. Fourth Place on Ballot. Photographer: Louis Roesch Co., Lith. And Print., S.F. Published: October 1911	http://hdl.loc.gov/loc.mss/mnwp.159004
	Campaign in Colorado [donkey with National Woman's Party sign advocating opposition to Democratic Party] Created/Published: October – November 1916	http://hdl.loc.gov/loc.mss/mnwp.159017
Lesson #3: Making Music With Math		
	"Daughters of Freedom! The Ballot Be Yours" Edwin Christie Created/Published: Boston: Ditson & Co., Oliver, 1871	http://hdl.loc.gov/loc.music/sm1871.02334

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Lesson One Rubric

Rubric for Assessing Pro's and Con's of Student Arguments

1. The student wrote at least five pros and cons	1	2	3
2. The student included at least two pros and cons for each position.	1	2	3
3. The student provided accurate and thoughtful statements	1	2	3
4. Correct spelling and punctuation	1	2	3

Total: ____ /12 pts.

Lesson Two Rubric

Score	Vocabulary	Speech Speed	Speech Volume	Discusses What Makes A Good Political Poster
1	Does not use any new vocabulary.	Spoke too fast for class to hear/understand clearly.	Spoke too quietly for class to hear clearly.	Does not discuss what makes a good political poster.
2	Uses new vocabulary, but in the wrong context.	Spoke fast and only some of presentation was understandable.	Spoke too loudly.	Just touches on what makes a good political poster.
3	Uses new vocabulary correctly.	Spoke slowly enough for class to hear/understand clearly.	Spoke at a level where all students could hear presentation clearly.	Thoroughly goes over what goes on a good political poster.