

# Waynesburg University TPS Unit Outline



**Title of Learning Unit:** Women's Suffrage

**Subjects:** Social Studies/ History and Language Art

**Grade Level/Range:** 8th

**Overarching Goal or Concept for the Learning Center:** The goal of the learning center is to explore the issues associated with Women's Suffrage by using multiple primary sources

**Overview:** The students will learn what Women's Suffrage was and how it affected people or how people affected it. Then, the students will make connections with those people through a diary entry and music.

**Developed By:** Krystal Bowlen and Juliann Isgan

**Date:** March 20, 2012

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## Lesson 1: “What is Women’s Suffrage?”

Created By: Krystal Bowlen

**Overview of Lesson:** In this lesson, students will use the think, pair, share cooperative learning and primary sources to investigate what the meaning of women’s suffrage.

### PA Standards:

8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### Investigative Question for this activity:

What is Women’s Suffrage?

### Objective(s):

1. After reading assigned article and sharing, the students will be able to list at least three people or groups that were major participants in the Women’s Suffrage movement.
2. After reading assigned article and sharing, the students will be able to describe at least two events that led up to the Women’s Suffrage movement
3. After reading assigned article and sharing, the students will be able to list at least three other places Women’s Suffrage has occurred.

### Library of Congress Primary Sources Utilized:



*Title: Alice Paul Describes Force Feeding*

*Author/Creator: London, England*

*Date Created: December 1909*

*URL: <http://hdl.loc.gov/loc.rbc/rbcmil.scrp6014301>*



*Title: Equality League of Self-Supporting Women to Governor of New York*

*Author/Creator: New York*

*Date Created: June 8, 1907*

*URL: <http://hdl.loc.gov/loc.rbc/rbcmil.scrp3007601>*

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*Title: Votes for Women: An Object-Lesson by Bertha Damaris Knobe*

*Author/Creator: Knobe, Bertha Damaris*

*Date Created: April 25, 1908*

*URL: <http://hdl.loc.gov/loc.rbc/rbcmil.scrp4005301>*

## Materials:

*Blackboard*

*Pencils*

*Notebook Paper*

## Print Sources:

- a) Copies of each Primary Source for each student in the group analyzing one of the three documents above
- b) Copy of 5Ws chart for each student

## Student Learning Process

1. To begin, the teacher will have the students complete a 3-2-1 activity to assess what the students already know about the Women's Suffrage movement. The students will write down three things they know about the Women's Suffrage movement, two ways Women's Suffrage has affected their lives, and one question they have and they will discuss their responses with the class.
  - a. *What does suffrage mean?*
  - b. *When did this movement occur?*
  - c. *Who was involved?*
  - d. *What caused it?*
  - e. *Did this movement change anything?*
2. Have the students count off in threes and give out one copy of a primary resource to each student depending on the number they received (Group 1- Alice Paul Describes Force Feeding Group 2- Equality League of Self-Supporting Women to Governor of New York Group 3- Votes for Women: An Object-Lesson by Bertha Damaris Knobe) each student will receive a copy of the 5Ws. Tell the students to read their primary sources individually, and write down any thoughts or questions they have on their copy. Ask the students to answer as many questions on their 5Ws chart they can while reading.
  - a. *What message is the author trying to convey?*
  - b. *Who are the people involved?*
  - c. *What is happening during this time period?*
  - d. *What is Women's Suffrage?*
  - e. *What led up to this historical event?*

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3. After the students read, they will gather into their respective groups and discuss their primary sources, their thoughts, questions and chart answers.
  - a. *What message is the author trying to convey?*
  - b. *Who are the people involved?*
  - c. *What is happening during this time period?*
  - d. *What is Women's Suffrage?*
  - e. *What led up to this historical event?*
  
4. Once the students discuss their articles with their group, each group will share with the class what they have learned and thought about the articles they read and complete the 5Ws chart with the new information from the other groups.
  - a. *What message is the author trying to convey?*
  - b. *Who are the people involved?*
  - c. *What is happening during this time period?*
  - d. *What is Women's Suffrage?*
  - e. *What led up to this historical event?*

### **Closure:**

Once the students have finished their discussion, the teacher will summarize the lesson and the students will turn their 5Ws charts into the teacher.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

Gifted Students: The teacher could have the students read each article and help lead the class discussion.

Learning Disabled: The teacher could read the articles out loud to the students.

Physical Disability: For vision disabled students the teacher could enlarge the print on the print resources.

**Formal Assessment:** The formal assessment will be the 5Ws chart that the students will complete during class. This assessment will be worth eight points; one point for each person or group involved in the Women's Suffrage movement up to three points, one point for each event that led up to the Women's Suffrage movement up to two points, and one point for each place where Women's Suffrage has occurred up to three points.

**Informal Assessment:** Teacher observation, student participation, class discussion and the 3-2-1 assignment.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Five W's Chart

Fill in each row with details that answer the question.

<b>What Happened?</b>
<b>Who was there?</b>
<b>Where did it happen?</b>
<b>When did it happen?</b>
<b>Why did it happen?</b>

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## Lesson 2- “A Picture is Worth a Thousand Words”

Created By: Julie Isgan

**Overview of Lesson:** Using primary resource advertisements and political cartoons, the students will examine contrasting points of view on the Women’s Suffrage Movement and infer what the message is that the document is sending and what information from the document supports their inference.

### PA Standards:

8.3.8.B: Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C: Summarize how continuity and change have impacted U.S. history politics and government.

RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose

### Investigative Question for this activity:

What were the arguments for and against Women’s Suffrage?

### Objective(s):

1. After the students view the pictures below, they will be able to list at least two arguments for each side of the Women’s Suffrage movement.
2. After viewing the pictures and discussing them in class, the students will be able to convey at least one message being sent by each picture.

### Library of Congress Primary Sources Utilized:



*Title: The Awakening/ Hy Mayer*

*Date Created: 1915 Feb. 20*

*URL: <http://loc.gov/pictures/item/98.502844>*



*Title: Part of the Vast Billboard Campaign of the Woman's Party. Putting up billboard in Denver—1916*

*Date Created: 1916*

*URL: <http://hdl.loc.gov/loc/mss/mnwp.159016>*



*Title: [The sky is now her limit] / Bushnell.*

*Date Created: 1920 Oct.*

*URL: <http://hdl.loc.gov/loc.pnp/ppmsca.02919>*

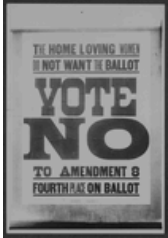
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*Title: (Election Day)*

*Date Created: 1909*

*URL: [http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field\(NUMBER+@band\(cph+3a51845\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3a51845)))*



*Title: The Home Loving Women Do Not Want the Ballot.*

*Vote No to Amendment Eight*

*Date Create: 1911 Oct.*

*URL: <http://hdl.loc.gov/loc.mss/mnwp.159004>*

## Materials:

Blackboard or Whiteboard  
Projector or Doc Cam  
Notebook Paper  
Pencils

## Print Sources:

KWL chart for each student

## Student Learning Process:

1. The teacher will use a KWL chart during a class discussion to assess what the students had learned from the previous lesson. The teacher will list the student's responses on the board and as the students list their responses on their chart.
  - a. Who was involved in Women's Suffrage?
  - b. Why did this movement occur?
  - c. What was the result of this movement?
  - d. When did this movement take place?
2. Next, the teacher will project the images of the primary source pictures and have the students write down their observations and opinions of the picture for each picture.
  - a. Who do the pictures speak to?
  - b. What message is it trying to send?
  - c. What questions do the pictures create for you?
  - d. How do the pictures and their messages affect your point of view?
  - e. How does this compare or contrast to our modern day?
3. After the students write down their responses we will as a class discuss their responses to the images shown during class.
  - a. Who do the pictures speak to?
  - b. What was the message?

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- c. What questions do the pictures create for you?
  - d. How do the pictures and their messages affect your point of view?
  - e. How does this compare or contrast to our modern day?
4. Then the teacher will have the students complete the **KWL** chart with what they have learned during the lesson.
  - a. What have you learned?
  - b. What were the arguments of each group involved?
  - c. Did all people of the same sex have the same opinions?
  - d. Did all the posters have the same points of view?

### **Closure:**

To close the teacher will summarize the lesson and explain how it connects to the previous lesson.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

Gifted Students: After viewing the political cartoons and advertisements the students could create their own cartoon or advertisement pertaining to Women's Suffrage.

Learning Disabled: The teacher can provide an outline with questions for the students to answer about each picture.

Physical Disability: For students with vision impairments the teacher could make sure that the student is seated at the front of the classroom and the teacher can read any words on the poster, as well as describe the picture.

**Formal Assessment:** The formal assessment is the "What I Learned" section of the **KWL** chart. This will be worth 10 points and the teacher will be assessing whether the student has learned the arguments presented by each side of the controversy and the messages sent by each of the pictures, the teacher can also give credit for anything else new that was learned and is relevant to the lesson.

**Informal Assessment:** Class discussion and written opinions of the primary source documents.



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Name \_\_\_\_\_

## KWL Chart

What do you know?	What do you want to know?	What have you learned?

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## Lesson 3: “Dear Diary”

Created By: Juliann Isgan

**Overview of Lesson:** The students will take the character of a man, woman or someone specific that was involved in the Women’s Suffrage movement and write a diary entry. In this entry the student will describe the things that have happened to them, their opinions and their feelings; including what they are worried about and what their hopes are.

### PA Standards

8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

1.4.8.B: Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews)

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Investigative Question for this activity:

If you were a person living at this time, how would Women’s Suffrage affect you?

### Objective(s):

1. After the students view the Women’s Suffrage photographs and create their web graphic organizer they will state at least two people or groups involved in the Women’s Suffrage movement and their roles.
2. Once the students have brainstormed their ideas they will write a diary entry, with 95% grammatical accuracy, as if they were a person involved in the Women’s Suffrage movement and they will include at least one historical event.

### Library of Congress Primary Sources Utilized:



*Title: National Woman's Party activists watch Alice Paul sew a star onto the NWP Ratification Flag, representing another state's ratification of the 19th Amendment*

*Author/Creator: National Photo Co., Washington, D.C.*

*Date Created: ca. 1919*

*URL: <http://hdl.loc.gov/loc.mss/mnwp.160073>*



*Title: Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916*

*Author/Creator: Burke & Atwell, Chicago*

*Date Created: 1916 [Oct. 20]*

*URL: mnwp 276015*

*<http://hdl.loc.gov/loc.mss/mnwp.276015>*

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*Title: National Anti-Suffrage Association*

*Author/Creator: Harris & Ewing,*

*Date Created: 1911(?)* URL: <http://www.loc.gov/pictures/item/97500067/>



*Title: [Suffrage parade, New York City, May 4, 1912*

*Date Created: 1912 May 4, c1912 May 6.*

URL: <http://memory.loc.gov/cgi->

[bin/query/r?ammem/suffig:@field\(NUMBER+@band\(cph+3a.52079\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffig:@field(NUMBER+@band(cph+3a.52079)))



*Title: Helena Hill Weed, Norwalk, Conn. Serving 3 day sentence in D.C. prison for carrying banner, "Governments derive their just powers from the consent of the governed."*

*Date Created: 1917 July 6-8*

URL:

<http://hdl.loc.gov/loc.mss/mnwp.275034>

### Materials:

- Blackboard or Whiteboard
- Unlined Paper
- Notebook Paper
- Pens and/or Pencils
- Brewed Cold Tea or Coffee
- Cookie Sheets or Something to catch liquid
- Oven, heat gun (hairdryer) or some things to weigh corners down

### Print Sources:

- Directions on how to age paper documents
- Web graphic organizer
- Grading Rubric for each student

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## Student Learning Process:

1. The teacher will have the students create a web graphic organizer and list all the people or parties, who were effected by or affected the Women's Suffrage movement. Then, they will list the information they know about the people or parties that pertain to the movement. Students will be encouraged to use information they learned from the previous lessons while developing their organizer
  - a. *Who were the people involved in this movement?*
  - b. *What did they do?*
  - c. *What were the events?*
2. Once the students have completed their web graphic organizer the teacher will start a class discussion and organize the students' responses on the board in a chart format.
  - a. *Who were the people involved in this movement?*
  - b. *What did they do?*
  - c. *What were the events?*
3. After the class discussion, the teacher will give a presentation or lecture on journal and diary entries.
  - a. *Does anyone keep a diary?*
  - b. *Has anyone seen a diary entry?*
  - c. *Do you know what a diary entry is?*
4. Now the teacher is going to ask the students to use their web graphic organizer and the Women's Suffrage photographs, which will be displayed around the classroom, to place themselves in the position of someone that was involved in the Women's Suffrage and write a diary entry draft about a particular day. The person can be a noteworthy person or just a man or women that may have been present during a specific event that happened in the Women's Suffrage movement. The teacher will provide a grading rubric, so that the students will know what needs to be incorporated into their entry.
  - a. *What has happened to this person?*
  - b. *What has this person done?*
  - c. *What do you think this person is thinking?*
  - d. *How do you think this person is feeling?*
5. After the students have completed writing their draft of the diary or journal entry, the students will turn the assignment into the teacher for grading.
  - a. *Is the historical correct?*
  - b. *Is it in diary format?*
  - c. *Are there grammatical errors?*
6. Once the teacher reviews the entries he/ she will pass them back to the students so they can make a final copy on unlined paper that incorporates the teacher's comments.
  - a. *Are there any corrections that you need to make on your paper?*
  - b. *Is there anything you would like to change?*
  - c. *Are you happy with your final copy?*

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7. Once the students complete their diary entry they can make their paper look aged as if it is from the Women's Suffrage time period. (Refer to the resource provided titled "How to Age Paper")
  - a. *Is this an activity that you enjoyed?*
  - b. *Is it worth doing it again?*

### Closure:

The students will be able to share their journal/diary entry to the class. Then, after the students are done presenting their entries the class will comment on what they liked and found interesting throughout the presentations.

### Modifications/Accommodation Techniques for Students with Special Needs:

Gifted Students: If the student finishes before the others the teacher can allow he or she to help any other students that may need help.

Learning Disabled: The teacher could show an example of what a diary entry would look like and highlight the key parts.

Physically Disabled: If a student is visually impaired the teacher could find speeches given during that time or songs from the movement to give the student insight instead of using photographs.

### Formal Assessment:

The diary entry is the formal assessment and it will be worth 16 points. The points will be based on historical content and accuracy, and that the writing format and grammar is accurate. The point value will be displayed on a rubric.

### Informal Assessment:

The informal assessment is the web graphic organizer and class discussion.

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## How to Age Paper

What you will need:

- Strong tea or coffee, cold
- Paper to be aged
- Cookie sheet
- Oven
- Instant coffee (optional)

How to Age your Paper:

1. You want to print or write anything on your paper **BEFORE** you age it.
2. Preheat oven to 200°.
3. Place the paper on a cookie sheet (**I** use an old one)
4. Pour tea/coffee over the paper until the entire sheet is covered, make sure it soaks in on both side.
5. If you want darker spots on the paper, sprinkle instant coffee on the paper and let it sit on the paper. **Wipe** it off after a few minutes.
6. Rub your finger around the edge of the paper to wear the edges.
7. Place the cookie sheet and paper in the oven for about 6 minutes until dry.
8. Gently loosen the- paper from the cookie sheet with a fork. **Be careful**, it will be hot!

Additional tips:

- If your paper smells too much like coffee and not the authentic “old paper” scent you want, stick the sheets in a box with some mothballs for a day or two.
- Experiment with different colors to achieve the look you want; coffee will turn the paper a darker brown, tea will be lighter.
- You can also wear holes in the middle of the sheet by rubbing it with your finger.
- You can let the paper air dry, but weight the edges or the paper will curl.
- I have also heard good things about Walnut Ink Antiquing Solution, just spray it on your paper to give it an old look. (It is inexpensive too)

<http://www.mevsthehouse.com/how-to-make-paper-look-old-by-aging-it-with-tea>

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## I. Letter-Writing: Women's Suffrage Diary Entry

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Historical Accuracy	Students have presented at least one historical event and their accuracy is correct.	Students have presented one historical event, but are not accurate in the event.	Students have presented one historical event, but do not include any supporting detail behind it.	Students have not presented any historical evidence.
Historical Person	Students have taken the place of one historical person during the Women's Suffrage Movement and expressed their opinions of the time.	Students have taken the place of one historical person during the Women's Suffrage Movement, but have not expressed their opinions.	Students have taken the place of a historical person during the Women's Suffrage movement.	Students have not taken the place of a historical person.

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## Lesson 4: “Music of Freedom”

Created By: Krystal Bowlen

**Overview of Lesson:** The students will analyze the lyrics of the song, *Daughters of Freedom*; to interpret the meaning and then discuss the role music has had in history. Then, the students will create their own songs and present them to the class.

### PA Standards:

1.2.8.E: Read, understand, and respond to essential content of text and documents in all academic areas.

8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### Investigative Question for this activity:

What role does music play in history?

### Objective(s):

1. After reading and analyzing the lyrics of a song from the Women’s suffrage movement, the student will be able to successfully work with others and use this knowledge to write a song with natural flowing and clear sentences.
2. After a class discussion the students, will be able to express their understanding of the role that music plays in history by creating a song that clearly tells the story of their history.

### Library of Congress Primary Sources Utilized:



*Title: Daughters of Freedom*

*Author/Creator: Edwin Christie*

*Date Created: Boston: Ditson & Co., Oliver, 1871*

*URL: <http://hdl.loc.gov/loc.music/sm1871.02334>*

### Materials:

- Blackboard or Whiteboard
- Paper
- Pencils
- Recorder
- Computer
- (Blank CDs)



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## Print Sources:

- a) One copy of the lyrics for the *Daughters of Freedom!* for each student.
- b) One copy of song presentation rubric for each group of students.

## Student Learning Process:

1. The teacher will start a class discussion to assess what the students know about music.
  - a. *What are musical lyrics usually written about?*
  - b. *What are some songs that represent particular time periods?*
  - c. *What do these songs tell us?*
2. The teacher will hand each student a copy of the lyrics from *Daughters of Freedom*. Then, the teacher will read the lyrics to the students and then play it for them.
  - a. *What does each line mean?*
  - b. *What is your opinion of the song?*
  - c. *What is the message you receive for this song?*
3. The teacher will start a class discussion about the song.
  - a. *What is your opinion of the song?*
  - b. *What does each line mean?*
  - c. *What is the message you receive from this song?*
4. The students will get into groups of 2 or 3 and write a song about themselves as a group.
  - a. *What is your beat going to be?*
  - b. *What do you have in common?*
  - c. *What is different about each of you?*
5. Once finished the students will present their songs to the class and the teacher will record each of the groups' presentations and email it to the students or burn it onto a CD for them.
  - a. *Is everyone going to sing together or will everyone have their own parts?*
  - b. *Will you incorporate any gestures into your presentation?*

## Closure:

After the presentations, the teacher will discuss with the students whether or not they felt more compelled to sing about the things they were proud of and why or why not?

## Modifications/Accommodation Techniques for Students with Special Needs:

Gifted Students- The teacher can give the gifted students the choice to work on their own or with a partner.

Learning Disability- The teacher could put students with learning disabilities in a group that he or she knows the student shares the same interests with.

Physical Disability- For deaf students, the teacher could ask him or her to show the students how to sing the song in sign language.

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### **Formal Assessment:**

The formal assessment will be the song presentation and it will be worth 12 points. The students will be given the provided rubric to show point values.

### **Informal Assessment:**

The informal assessment will be teacher observation and class discussion.

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## I. Group Song Presentation

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Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	