



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s):

6th Grade

Subject:

Social Studies

Length of Class:

55 minutes



Image Citation:

“The Women’s Suffrage Movement in the U.S.” *New York Daily News*, New York Daily News, 15 Sept. 2022, www.nydailynews.com/2022/08/17/the-womens-suffrage-movement-in-the-us/.

Lesson Title:	Votes for Women: Raising Voices, Changing History
Overview:	In this lesson, students will explore the historical struggle for gender equality, focusing on the women's suffrage movement.
Learning Objective:	By the end of this lesson, students will be able to identify key figures and events that led to the passage of the 19th Amendment in the United States. Students will also be able to gain an understanding of the challenges women faced through primary source analysis and discussions.
Standards:	Standard 5: Demonstrate an understanding of the development of global interdependence from 1920 to the present.
Essential Question:	How did the women's suffrage movement change the course of history?
Supporting Question(s):	<ul style="list-style-type: none"> *Who were some key figures in the women's suffrage movement? *What were some major obstacles during the movement? *What events led to the passing of the 19th Amendment?
Digital Primary and Secondary Sources:	<p>https://www.loc.gov/item/2020635504/</p> <p>https://www.loc.gov/resource/rbnawsa.n3563/?sp=60</p> <p>https://www.loc.gov/resource/rbnawsa.n3563/?sp=61&st=image</p>
Required Classroom Materials:	Teacher materials: Timeline, sentence strips, markers, <i>History Smashers: Women's Right to Vote</i>

	Student materials: copies of pictures and articles used, pencils, printed timeline, <i>History Smashers: Women's Right to Vote</i>
Classroom Environment:	Students will sit in groups of 3-4 at a table. Tables are spaced out so they can work together without interacting with other groups.
Differentiation and Adaptations:	Definitions of words will be placed at the front of the room for students to refer back to as needed. Students will not be working independently but in groups. The timeline will have some words posted so learners can fill in the blanks when they are thinking about what comes next. Students can also have shorter articles to analyze.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	<p>Teacher will begin by stating the learning objective.</p> <p>Teacher will ask the following questions and have discussions with students:</p> <p>Why do you think the right to vote is important?</p> <p>How would you feel if others around you could vote, but you couldn't?</p> <p>Teacher will pass out the Fairy godmother picture for students to analyze. Discuss as a class.</p> <p>Today, we are going to talk about Women's rights. Just because women were citizens of the United States, it didn't give them the right to vote. If you think about what women can do today (work, get married, buy a car, own a house, etc) compared to what they couldn't do back then (sign contracts, own land, have access to education, etc) we can see how far we've come.</p>
5 minutes	Teacher will pass out paragraphs from the <i>Laws Affecting Women and Children in the Suffrage and Non-Suffrage States</i> (Porritt, Annie G, Carrie Chapman Catt, and National American Woman Suffrage Association Collection, 60-61) for students to see what laws applied to women.

	Discuss as a class how it has changed.
20 minutes	<p>Teacher will pass out the book <i>History Smashers: Women's Right to Vote</i> to each table. The teacher will assign page numbers to the table and they will find important information and record it in the bubble maps.</p> <p>Table 1- pages 13-27 Table 2- 36-50 Table 3- 51-60 Table 4- 86-99 Table 5- 100-103; 106-112 Table 6- 113-120 Table 7- 153-160</p>
25 minutes	<p>As a class, we will begin filling out the timeline together, starting with the Women's Rights convention in Seneca Falls in 1848 and discussing key figures present.</p> <p>We will end with August 26, 1920 where many (not all) women could vote.</p> <p>Key figures and events that will be discussed:</p> <ul style="list-style-type: none"> *Elizabeth Stanton *Susan B Anthony *Amendments *National Women Suffrage Association *Carrie Chapman Catt *Alice Paul *Lucy Burns *Parade *Pickets *Night of Terror *Harry Burn

Assessments:	The teacher will be circulating and asking questions as students look for important information in their pages. Students will record the information in bubble maps and we will discuss as a whole class. Students will follow along while inputting information on the timeline.
Learning Extensions:	Tomorrow, we will be discussing why this isn't the end of our lesson. Most women can vote, but tomorrow we will go into more detail about the

	events that take place to ensure all women and men (no matter ethnicity) have a right to vote.
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