



Unit Planner: Women's Suffrage

U.S. History 2

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Women's Suffrage

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Big Ideas / Enduring Understandings

During the 19th and 20th century, great strides were made in human rights in the United States. However, legislative and judicial systems, big businesses, mainstream media, and other institutions continued to maintain the status quo. The actions of these various groups have resulted in women being treated as second class citizens and influenced women's positions in American society.

Essential Questions

How did various attitudes toward women influence their position in American society during 19th and 20th century?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They comprehend as well as critique.

They come to understand other perspectives and cultures.

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Use image to define suffrage.
- Create a list of arguments for and against suffrage for women in the 19th and early 20th centuries
- Give examples of how those arguments were expressed in a variety of media
- Analyze a political cartoon from the 19th or early 20th centuries on the subject of suffrage

Skills / Strategies

- Analyze primary source documents to discover arguments for and against women's suffrage.
- Analyze imagery and symbolism used political cartoons.

Key Terms / Vocabulary

Adoption

Amendment

Ballot

Citizen

Citizenship

Petition

Ratification

Suffrage

Seneca Falls Convention

19th Amendment

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Students will:

- Use images to define key vocabulary.
- Read the historical background to women's suffrage aloud. From the read aloud, students will establish the topic of the lesson. Critical question (AIM) will be elicited from students.
- In group of no more than 5 to work actively in

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Summative

Formative: DOK 3 Strategic Thinking: Written: Essay

Student expected to write a well organized argument essay on the attitudes influencing women's position in American society during the 19th and 20th century.

discussing and creating a chart the primary and source documents in the packet. Packets will be available on edmodo.com for students to directly enable editing and type.

- A whole class discussion and review will be conducted to check for understanding. Additionally, students will be required to back channel via edmodo.com any comments or questions to their groups or classmates during the discussion.
- Complete brainstorming web for framing argument writing.
- Write an argument essay addressing the critical question posed to the class.

Resources



Atlas Version 9.2.1

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