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EDU 6710 C07-The Enduring Legacy of the American Revolution-Freedom

**Title** Women's Suffrage – Struggles and Contributions

**Date** April 2009

**Grade Level:** fourth grade, eighth grade

**Final Proposal-** At first glance the teaming of a these two grades may seem like a real stretch. However, our students have a lot in common. Both fourth and eighth graders need to take NECAP reading exams. They need to be able to write text based constructed responses. Both grades have students who read at different grade levels. Some fourth graders read at a seventh grade level and some eighth graders read at a third grade level. Working together will help us create plans that accommodate the wide variety of abilities in our perspective classrooms. We will share materials and combine classes for participation in the final project, which will be a Women's Conference modeled after the Seneca Falls Women's Convention. Students would emulate an historical figure they had read about. Some ideas that we have at this time include reader's theater, political debates, bio-poems, speeches, and in-character interviews.

Everyone loves a good story and our own American history is more interesting and riveting than any fiction novel. We believe that students will become more active readers of historical nonfiction and fiction, if they have the exposure and classroom time to read and discuss the heroes and heroines of our past. Our proposal for this American History project is to inundate our classrooms with a variety of 19<sup>th</sup> century themed books at all reading levels and to *explicitly* teach strategies for comprehending nonfiction. Our focus will be women's suffrage and the heroines (and heroes) who took up the fight. Students will read biographies that depict the struggles and contributions of women and men who were prominent in the reform movement of the antebellum era.

Specifically planned time with rich resources need to be built into the day or week for independent reading. Students would choose a biography, read it, and talk about it to his/her classmates. These books would be documented in a reader's journal.

### **Seminar Impact-**

The assigned readings were a first big step for me as my background knowledge of this era was limited to what I had learned in high school or seen in movies (quite an embarrassing revelation)! I thoroughly enjoyed all the guest speakers...what a talented and knowledgeable group! I am so excited about the field trip to Seneca Falls. That just proves that **students need** to have field trip opportunities too! When Margaret Snelgrove stated that "It is not so much *what* you teach as *how* you teach it", I knew we were on the right track for our proposal.

### **Central Questions**

- What was women's suffrage?
- Who were the key players?
- What characteristics are common in the heroes/heroines?
- When did it take place?
- How was it connected to the past?

- How did it affect the future?
- What lessons can we learn from it?

### **Challenge Questions**

- How is the study of women's suffrage relevant today?
- How might the world be different if women did not vote?
- What other groups could be compared to the suffragists?
- What side would YOU have supported? Why?

### **Lesson length**

My proposal is not a single unit of study. Instead, it would begin in September with a series of mini lessons on how to read nonfiction. These strategies would be taught through teacher modeling, guided practice, independent practice, and application of the strategy. Lessons could include:

- Using and organizing nonfiction organizational text structures such as cause/effect, question/answer, and problem/solution
- How to self monitor written responses to questions using QuEEC (QU-question, E-enough, E-evidence, C-correct and clear)
- Searching and locating specific information
- Skimming and scanning text to support details
- How to read primary sources
- Reading and creating timelines

These lessons would be taught during independent reading time, which occurs for 30 minutes a day, five days a week. This proposal would also include teacher read alouds such as Tanya Stone's *Elizabeth Leads the Way* that would expose the children to key historical figures and excite them to learn more. Students would read two or more biographies to increase their background knowledge. In January, we would begin work on the final projects and presentation.

### **Key Ideas**

- The Declaration of Independence and the US Constitution provide the foundation that our country was built upon, but the interpretation of those documents has shaped history.
- Prejudices are found in all groups of people
- People CAN change the world

### **Intended Learning Outcomes**

- Students will increase background knowledge and vocabulary
- Student will use the features of nonfiction to support understanding and remember important information
- Students will make connections between the past and the present, and themselves and historical figures

## **National History Standards**

*The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage*

- Standard 4 : How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols
- Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

## **Vermont Standards**

H&SS3-4:1 *Students initiate an inquiry by...*

- Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched

H&SS3-4:9 *Students show understanding of how humans interpret history by...*

- Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
- Differentiating among fact, opinion, and interpretation in various events

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## **Preparation for Teaching**

- At least thirty 19<sup>th</sup> century themed books for the classroom library to be used for independent reading
- Reader's journals for documentation and reflection
- Multiple copies of *KIDS DISCOVER Suffragists* to be used for teaching text features
- Readers Theater scripts
- Period costumes (final project)
- Primary documents such as "Declaration of Rights and Sediments" and famous speeches
- Pictures of famous people, such as Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony
- Topic videos
- Increase my own background knowledge by reading about the women's movement

## **Activities**

- "Eye to Eye & Toe to Toe" (strategy for talking about teacher read alouds)
- Reader's theater performances
- Book Talks
- Creating timelines
- Character Webs
- Singing songs of the period (in cooperation with music teacher)
- Jeopardy

**The fourth grade and eighth grade students came together to simulate a women's rights convention/abolition protest. We marched into the gym with our protest signs raised high and drums and tambourines beating. The fourth grade performed a play regarding the history of the women's rights movement. The eighth grade recited quotes from the people they researched; then everyone marched out of the gym with shouts of protest heard round the school.**

### **Assessment**

- Pre and Post tests of key vocabulary, people, and ideas of the period being studied
- Constructed response that includes topic sentence, evidence from the text, concluding sentence
- Participation and documentation of independent reading assignments
- Final project (rubrics being developed)

### **Annotated Resources**

#### **Primary Sources**

Adams, Colleen. Women's suffrage; a primary source history of the women's right movement in America. New York: Rosen Central Primary Source, 2003

Stanton, Elizabeth, Cady. Eighty years and more: reminiscences, 1815-1897. Boston: Northwestern University Press, 1993, 1898

#### **Secondary Sources**

Bjornlund, Lydia D. Women of the suffrage movement. San Diego, CA: Lucent Books, 2003

Fritz, Jean. You want women to vote, Lizzie Stanton? New York: G.P. Putnam's, 1995

Harvey, Miles. Women's voting rights. New York: Children's Press, 1996

Parker, Barbara Keevil. Susan B. Anthony: daring to vote. Brookfield, CT: Millbrook Press, 1998

Rau, Dana Meachen. Great women of the suffrage movement. Minneapolis: Compass Point Books, 2006

Rossi, Ann. Created equal: women campaign for the right to vote. Washington, DC: National Geographic, 2005

Salerno, Beth. Sister societies: women's antislavery organizations in antebellum America. DeKalb, IL: Northern Illinois University Press, 2005

Stone, Tanya. Elizabeth leads the way. New York: Henry Holt and Co., 2008

Swain, Gwenyth. The road to Seneca Falls: a story about Elizabeth Cady Stanton. Minneapolis, MN: Carolrhoda Book, 1996

White, Barbara Ann. The beecher sisters. New Haven: Yale University Press, 2003

Ward, Geoffrey C. Not for ourselves alone: the story of Elizabeth Cady Stanton and Susan B. Anthony: an illustrated history. New York: A.A. Kropf, 1999

**Accommodations**

While mini lessons and teacher modeling would be whole class, small group instruction and support by teacher, assistant or student peers might need to be provided for some children. The level of support would depend on the activity. Also, reading materials must be provided for all levels and adult monitoring of independent reading is necessary to be sure all students have “just right” books. Books on tape should also be available. Projects should be varied so students can choose to participate in one that supports his/her learning style.