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| **Elections 101: Women’s Right to Vote** |
| **Option C: Length of class – 30 minutes** |
| **Objectives:** Students will develop an understanding of the 72-year history of the women’s suffrage movement in the United States, which resulted in the ratification of the 19th Amendment to the U.S. Constitution in 1920.  **Additional objectives:**  Students will:   * Learn about the contributions of leading suffragists, including those with Iowa ties. * Research and analyze the goals and strategies of suffrage organizations in winning women the right to vote.   **Standards:**  Iowa Core: SS-GOV.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)  Iowa Core: SS-GOV.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)  Iowa Core: SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)  Iowa Core: RH. 9-12.2 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. |
| **Assessment:** As homework, students will research a suffrage organization of their choice and answer questions on a worksheet. |
| **Materials Needed:** \*Indicates material is found in the Women’s Right to Vote folder.  **Introduction: Brief Overview of the 72-Year Women’s Suffrage Movement**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 3-4) 2. Computer/tablet/phone with internet access   **Direct Instruction: The Beginnings of the Women’s Suffrage Movement (1848-1868) in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 5-7) 2. Women’s Suffrage Movement Interactive Notes.docx\* 3. Computer/tablet/phone with internet access   **Direct Instruction: The Middle Years (1869-1889) of the Women’s Suffrage Movement in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 8-10) 2. Women’s Suffrage Movement Interactive Notes.docx\* 3. Computer/tablet/phone with internet access   **Direct Instruction: The Final Years (1890-1920) of the Women’s Suffrage Movement in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 11-14, 17, 19-20) 2. Women’s Suffrage Movement Interactive Notes.docx\* 3. Computer/tablet/phone with internet access |
| **LEARNING PLAN:**  **Introduction: (4 minutes)**   1. Start by opening the PPT titled “Winning the Vote.pptx” found in the Day 11 folder. Begin presentation with Slide 3 (play video). Review information on Slide 4.   **Direct Instruction**: **The Beginnings of the Women’s Suffrage Movement in the U.S. and Iowa (7 minutes)**   1. Lecture: Slides 5-7 of Winning the Vote .pptx\*. Students should complete the interactive notes as the teacher guides them through the PPT.   **Direct Instruction: The Middle Years (1869-1889) of the Women’s Suffrage Movement in U.S. and Iowa (7 minutes)**   1. Lecture: Slides 8-10 of Winning the Vote .pptx\*. Students should complete the interactive notes as the teacher guides them through the PPT.   **Direct Instruction: The Final Years (1890-1920) of the Women’s Suffrage Movement in the U.S. and Iowa (12 minutes)**   1. Lecture: Slides 11-14, 17, 19-20 (skip Slides 15, 16, 18 & 21) of Winning the Vote .pptx\*. Students should complete the interactive notes as the teacher guides them through the PPT and instructed to complete the worksheet as homework.   **Homework:**   1. Students should choose one of the suffrage organizations listed below to read about after class. 2. American Woman Suffrage Association   <http://www.crusadeforthevote.org/awsa-organize>   1. National Woman Suffrage Association   <http://www.crusadeforthevote.org/nwsa-organize>   1. National American Woman Suffrage Association   <http://www.crusadeforthevote.org/nawsa-united>   1. National Woman’s Party   <http://www.crusadeforthevote.org/nwp-militant>   1. Each student should complete and turn in the worksheet for this assignment. |