**\*\*Park Name**

|  |
| --- |
|  Women’s Rights National Historical Park, National Mall and Memorial Parks |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
|  Lesson Plan to Accompany Video: Bad Romance – Women’s Suffrage  |

**Original Lesson Hyperlink**

|  |
| --- |
| <http://www.nps.gov/wori/forteachers/classrooms/lesson-plan-to-accompany-video-bad-romance-womans-suffrage.htm>  |

**Editor**

|  |
| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| The 19th amendment to the Constitution gave all women of legal age the right to vote. This lesson plan will explore the various means of non-violent protests used by Alice Paul and the National Woman’s Party (NWP).  It will address such ideas as the Silent Sentinels at the White House, and the imprisonment of suffragists for their protest activities. This lesson plan is an accompaniment to the video Bad Romance: Women’s Suffrage.In this lesson, students will answer the following essential questions: What means and strategies did suffragists use to fight for women’s rights to vote?  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/assets/images/ner/park/wori/87A87486-155D-451F-673269D806D8D417/87A87486-155D-451F-673269D806D8D417.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Alice Paul and Suffragists |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

|  |
| --- |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |

**\*\*State Standards:**

|  |
| --- |
| **Select State: New York Select Subject:**  Social Studies **Select Grade Level: 6-12** **Check off State Standards:**  1, 5 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_x\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_x\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_x\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_x\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_\_x **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_\_x\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
|  |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
|  90-120 minutes  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
|  The teacher should have a good understanding of Alice Paul, Lucy Burns and the National Women's Party, the 19th amendment to the Constitution, and the struggle for its ratification. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| 1. Vote – To choose government officials or express opinions through a ballot
2. Suffrage – The right to vote
3. 19th Amendment to the US Constitution – The amendment that gave women the right to vote
4. Protest – A statement or action expressing disapproval of or objection to something
 |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| --- |
| 1. Make sure AV computer is hooked up to the internet to play the music video. Allowing the video time to buffer ahead of time might help save time during the lesson.
2. Make one copy per group of “Women’s Suffrage Background Information” packets.
3. Make one copy per student of “Women’s Suffrage Investigation” packet.
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| 1. Ask the students to discuss or write the answer to the following question: What strategies have Americans used to fight for their rights in history? Think 1700’s through today!
2. Explain to students that today they will be learning about the fight for women’s right to vote.
3. Have your class watch the video “Bad Romance: Women’s Suffrage” which can be accessed at: <https://www.youtube.com/watch?v=IYQhRCs9IHM>
4. Then, have your class watch the video again. The second time, ask the students to make a list of the people, symbols, and locations they see in the video.
5. After watching the video, share answers and make a class list on the board.
 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

|  |
| --- |
| 1. Put students into small groups of 2 or 3. Give each student a copy of the “Women’s Suffrage Investigation” questions and each group a copy of “Women’s Suffrage Background Information.”
2. After students complete their research, ask the students to watch “Bad Romance: Women’s Suffrage” for a third time. This time, ask students to highlight in their “Women’s Suffrage Investigation” questions any people, events, or images that are in both the questions and the video.
3. Lastly, ask the students to share what connections they see between the women’s rights movement and strategies and that of other movement’s they’ve learned about: American Revolution, Emancipation, and Civil Rights.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| Activity Two: 1. Hand to each student a copy of activity two. Ask the students to answer the questions on a piece of notebook paper.
2. If students finish early, look to the “Extensions for Excelling Learners” section of this lesson plan.
 |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
|  Women’s Suffrage Background Information  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Students will read the women’s suffrage background information to complete their “Women’s Suffrage Investigation” questions.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
| Note for Web Team: This material includes the first two pages only of the complete lesson plan.  |

**Material #2**

**Title (255 characters maximum):**

|  |
| --- |
|  Women’s Suffrage Investigation  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Students will answer these questions using the “Women’s Suffrage Background Information”.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| Data Based Question  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  Analyze the political cartoons to demonstrate knowledge of the women’s suffrage movement.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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|  |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
| 1. Create mixed-ability groups to assist with research.
2. Read all text out loud as a group prior to answering questions.
 |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
| 1. Ask students to create their own political cartoons – one in favor of women’s suffrage and one against women’s suffrage.
2. Ask students to create their own music videos on the topic of women’s suffrage.
 |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
|   |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|   |