

Focused Learning Lesson
American History
The Progressive Movement
Grade Level: 11
H-1B-H8

Overview:

This lesson is a review of the women's suffrage movement in America during the early 1900s. The *Social Studies Teachers' Guide to Statewide Assessment* was used to identify the Key Concepts and Description of Test Questions that are eligible for testing on the GEE21 Exam. See page H-37 for Key Concepts and page H-42 for Description of Test Questions.

Due to time constraints, activities 1-9 may be modified to accommodate class periods, which range from 45 minutes to 90 minutes for block scheduling.

Approximate Duration:

45 minutes

Benchmarks and GLEs:

H-1B-H8- analyzing the significant changes that evolved in the United States between World War I and the Great Depression

GLEs:

25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Addams)

26. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation)

Objectives:

1. Evaluate aspects of the Progressive Movement in terms of its goals and resulting accomplishments with special attention placed on the Women's Movement.
2. Describe the hard fought campaign and great effort put forth to achieve woman suffrage.
3. Identify the causes and effects of the 19th Amendment.

Teacher Preparation:

- The teacher should read the information found in Attachment 1 – Teacher notes on content to prepare for the re-teaching activity.
- The teacher should read Attachment 2- Amendment 19 to prepare for the re-teaching activity.
- The teacher should see the directions for the bell ringer activity in Attachment 3.

- The teacher should see Attachments 5 and 6 for the directions for the Thinking Maps activity.
- The teacher should see Attachment 7 for the directions for the time line activity.
- The teacher should see Attachment 8 for the directions for the Internet Quia Game.
- The teacher should see Attachment 9 for the directions on using the Internet search engines.

Materials/Equipment/Resources:

- *Social Studies Teachers' Guide to Statewide Assessment pp. H-36 and H-37*
- Bell ringer papers and paper clips
- Overhead projector and transparency, chalk board, or handout for bell ringer activity
- Time line paper and markers
- Computer with internet access

Lesson Procedures:

Set or Opener

Students will make flash cards by writing the key concepts on the bell ringer cards. See bell ringer directions in Attachment 3. See Key Concepts Defined in Attachment 4 for a list of the Key Concepts that are eligible for testing under benchmark H-1B-H8.

Begin the lesson by re-teaching the Key Concepts that are eligible for testing. Teacher notes on content should be reviewed before introducing the lesson. See Attachment 1. Key concepts that will be covered in this lesson are defined in Attachment 4.

Body of the Lesson

Teacher and students will review and discuss the Key Concepts using the Thinking Maps. See Attachments 5 and 6.

Students will construct a time line that shows the major events in the campaign for woman suffrage. Use teacher notes on content. See Attachment 1 for important dates. See Attachment 7 for time line directions.

Quia Internet Activity: see Attachment 8 for Internet directions for Quia Game.

Students will conduct an Internet search to learn more or reinforce knowledge of the 19th Amendment or Carrie Chapman Catt. See Attachment 9 for directions on using the Internet search engines. Directions also included for schools without Internet access.

Closure

Review by discussing the key concepts that were the main focus of this lesson.

Attachments:

Attachment 1: Teacher notes on content

Attachment 2: Amendment 19

- Attachment 3: Bell ringer Activity
- Attachment 4: Key Concepts defined for lesson
- Attachment 5: Thinking Maps
- Attachment 6: Thinking Maps
- Attachment 7: Time line activity
- Attachment 8: Quia Internet activity
- Attachment 9: Internet search engine activity

Sample Assessment Items:

1. Define the following Key Concepts:
 - a-Nineteenth Amendment
 - b-Carrie Chapman Catt
 - c-women’s rights

2. Carrie Chapman Catt and the efforts of many others helped to increase support for:
 - a-prohibition
 - b-child labor laws
 - c-women’s suffrage
 - d-direct election of senators

3. The battle for women’s suffrage ended with the ratification of the:
 - a-Fifteenth Amendment
 - b-Seventeenth Amendment
 - c-Eighteenth Amendment
 - d-Nineteenth Amendment

Answers for Assessment Items:

1. a-19th Amendment- Women’s Suffrage (1920)-The right of women to vote is guaranteed.
 - b-Carrie Chapman Catt- Reformer known for her work in the woman’s suffrage movement. Carrie Chapman Catt replaced Susan B. Anthony as the president of the National American Woman Suffrage Association in 1900.
 - c-Women’s rights-greater freedom and equality were attained by women during the 1920s. Women were extended the right to vote with the passage of the 19th Amendment. Women began to take an increasingly important role in America’s political life as voters, candidates for public office, and as appointed public officials.

2. c-Women’s suffrage

3. d-Nineteenth Amendment

Reference Links and Technology Connections:

Danzer, Gerald A., et al. (1999). *The Americans, reconstruction through the 20th century*. Evanston, Illinois: McDougal Littell.

Saffel, David C. (2000). *Civics, responsibilities and citizenship*. New York: Glencoe McGraw-Hill.

- <http://www.quia.com/jg/423469.html>

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Women's Suffrage Teacher Notes

When the United States Constitution was written, it did not grant suffrage to women, but it did not explicitly deny women the right to vote. The Constitution gave the states the right to determine who could and could not vote under the 10th Amendment. Most states granted suffrage only to white male property owners. Gradually, states dropped these requirements.

During the reform movements of the 1830s, women fought to abolish slavery in the United States. While fighting for the rights of enslaved African Americans, these women realized that they were fighting for rights that they themselves were not entitled.

In 1848, the Woman's Rights Convention was held in Seneca Falls, New York. At this convention the "Declaration of Sentiments" was issued; it stated, "all men and women are created equal."

In 1869, the Wyoming territory granted women suffrage.

In 1900, Susan B. Anthony retired from the presidency of the National American Woman Suffrage Association. Carrie Chapman Catt became the president of the association. A new generation of feminists took over the leadership of the woman's movement. Such leaders included Carrie Chapman Catt, Lucy Burns, and Alice Paul.

Since 1848, women's suffrage had been a political issue. Women had conducted hundreds of campaigns over the course of many years. In 1916, during the National Democratic Convention, women protestors wore yellow sashes and held signs and banners demanding the right to vote. In 1917, when Woodrow Wilson was President, women conducted round the clock picket lines around the White House. Picketers were arrested and jailed. The picketers went on hunger strikes while imprisoned. They were force-fed.

Other examples of political involvement included marches, protests, and door-to-door campaigns. Door-to-door campaigns helped to spread the message to the poor and working-class women who did not attend the suffrage meetings.

Trolley tours were also used. Women traveled by trolley stopping along the city routes to speak and spread the message of women's suffrage. People gathered to hear women speaking in public.

Young college-educated women breathed new life into the women's suffrage movement. Many of these wealthy young women had visited Europe. They became involved in the suffrage movement in Great Britain.

In 1918, President Woodrow Wilson gave his support to women's suffrage. Women's support of the war effort during World War I and the untiring efforts of women's groups led to the passage of the 19th Amendment.

Starting in 1878, a woman's suffrage amendment was introduced in Congress every two years. In 1918, the amendment passed in the House, and in 1919 the amendment passed in the Senate. By 1920, three fourths (thirty-six) of the states had ratified the 19th Amendment.

Women's Suffrage Teacher Information

Amendment 19

Section 1

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Section 2

Congress shall have power to enforce this article by appropriate legislation.

This amendment extended the vote to all qualified women in federal and state elections. It was ratified in 1920.

Women’s Suffrage Bell Ringer Activity

Bell Ringer (Opener)Activity:

- Bell ringer work may be displayed on the board, overhead, handout, etc.
- The purpose of bell ringer work is to get the students ready to learn and immediately on task.
- Bell ringer work should last approximately three to five minutes.
- Bell ringer work should be reviewed and discussed.
- Bell ringer work should be a time for teachers to quickly complete paper work such as taking roll, filling out forms, etc.
- Students are accountable for completing bell ringer work daily.

Directions for bell ringer work:

As students enter the classroom they pick up cards and paperclips placed on a desk near the classroom door. One card for each bell ringer Key Concept should be made available for each student.

Key concepts and their definitions are shown on the overhead, board, or handout. The students write their names and the key concept on the front of the card and the definition on the back of the card. They then place the paperclip on the cards and place them in the box (donated shoe box) that is designated for their class. One month before the GEE 21 Exam, return the cards to the students in order that they may review the Key Concepts in preparation for the test.

An example of bell ringer work:

NAME	(front of card)
 <i>CARRIE CHAPMAN CATT</i> 	

Note to teacher: cut sheets of paper about the size of a 3 by 5 index card.

(back of card)

Reformer known for her work in the woman suffrage movement. Carrie Chapman Catt replaced Susan B. Anthony as the president of the National American Woman Suffrage Association in 1900.

Women's Suffrage Key Concepts Defined

Key Concepts defined for benchmark H-1B-H8:

- Carrie Chapman Catt - Reformer known for her work in the woman suffrage movement. Carrie Chapman Catt replaced Susan B. Anthony as the president of the National American Woman Suffrage Association in 1900.
- Amendment 19 - Women's Suffrage (1920)-The right of women to vote is guaranteed.
- Women's rights - greater freedom and equality was attained by women during the 1920s. Numerous states passed laws that liberalized the rights of women to own property. More colleges admitted women. In 1920, women were extended the right to vote with the passage of the 19th Amendment. Women began to take an increasingly important role in America's political life as voters, candidates for public office, and as appointed public officials.

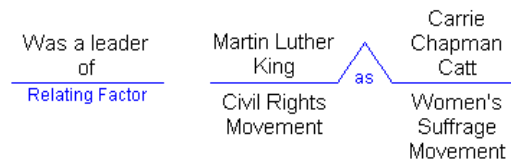
Women’s Movement Thinking Maps

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Directions for the Women’s Movement Bridge Map:

- Ask the students to think of leaders of major movements in American history.
- Students will write the name of the person in the top-left area of the Bridge Map.
- Students will then write the name of the movement in the bottom-left area.
- Students will verbalize their analogy using the relating factor of a major movement in American history.
- Students will write the analogy as a complete sentence.

Women’s Movement Bridge Map

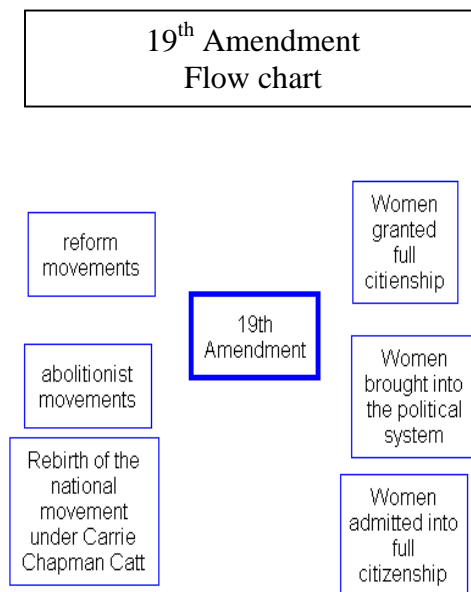


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19th Amendment Flow Chart directions:

- The Key Concept, 19th Amendment, is written as the title in the center box.
- Students will review the causes that led to the passage of the 19th Amendment and write the causes into the boxes to the left of the center box.
- Students will review the effects that were the result of the passage of the 19th Amendment and write the effects into the boxes to the right of the center box.
- Students will write a short paragraph using the information from the Flow Chart Thinking Map activity.



Women's Suffrage Quia Internet Game Directions

Directions:

1. Enter www.quia.com/jg/423469.html in the address box and click.
2. The Women's Suffrage games will appear on the screen.
3. Students should first review the flashcards that contain the key concepts for this benchmark.

Directions for reviewing the flashcards:

1. Click on the flashcard game.
2. View the first Key Concept.
3. Click "Other side" to view the definition of the key concept.
4. Click "Remove card."
5. Continue this process until all Key Concepts have been reviewed.
6. In the box on right side of the game, click "Start over" to play another game.

Directions for matching game:

1. Click on the matching game.
2. Click on the cards that are a match. If the match is correct, a symbol will cover the correct matches. If the match is not correct, nothing will happen. When no boxes are left the game is finished.
3. In the box on right side of the game, click "Start over" to play another game.

Directions for the concentration game:

1. Click on the concentration game.
2. Students try to match the Key Concept with the proper definition.
3. In the box on right side of the game, click "Start over" to play another game.

Directions for word search game:

1. Click on the word search game.
2. Students locate the Key Concepts that are listed under the word search.
3. When a Key Concept is located, the student will hold the cursor down and highlight the Key Concept.

Women's Suffrage Internet Activity

Internet Search Engine Activity

Students will go to their favorite search engines, (www.ask.com and www.google.com are excellent sources of information). Students will type in Women's Suffrage Movement, 19th Amendment, or Carrie Chapman Catt. The search engine will provide a number of links to investigate. The students will click on various links to find information concerning the Key Concepts that are being studied. Students will then write a paragraph about their findings.

Teachers may want to preview these Internet sites in order to more effectively guide and direct students. Teachers may find a particular site that they prefer for their students' use.

***** If computers and Internet access are not available, students may use encyclopedias or textbooks to research the Key Concepts that are addressed in this lesson.