

<b>Inquiry Design Model</b>		
<b>Compelling Question</b>	Were women's rights in New York State built on the grit of the women who fought for it?	
<b>Standards and Practices</b>	<p>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)</p> <p>4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. Students will examine the rights denied to women during the 1800s. Students will investigate people who took action to bring about such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.</p>	
<b>Staging the Question</b>	<p>Do you know an example of grit?</p> <p>Do you know how to tell if a source is credible or not?</p> <p>Do you think women today have equal rights as men?</p>	
<b>Supporting Question 1:</b> How can we develop grit?	<p><b>Formative Performance Task:</b> Students will be evaluated on their narrative and illustration about how they showed grit scoring a 3 out of 4 in each section on a teacher made rubric.</p>	<p><u>Source A:</u> <i>No you can't, yes I can.</i></p> <p><u>Source B:</u> <i>Good night stories for rebel girls: 100 tales of extraordinary women</i></p> <p><u>Source C:</u> <a href="https://www.youtube.com/watch?v=-eSCfsJEQZQ&amp;t=197s">https://www.youtube.com/watch?v=-eSCfsJEQZQ&amp;t=197s</a></p> <p><u>Source D:</u> <a href="https://www.forbes.com/sites/margaretperlis/2013/10/29/5-">https://www.forbes.com/sites/margaretperlis/2013/10/29/5-</a></p>

		<p>characteristics-of-grit-what-it-is-why-you-need-it-and-do-you-have-it/#68136bcb4f7b</p> <p><u>Source E:</u> <i>Making thinking visible: How to promote engagement, understanding, and independence for all learners.</i></p> <p><u>Source F:</u> <i>Growing a growth mindset: Unlocking character strengths through children’s literature.</i></p>
<p><b>Supporting Question 2:</b></p> <p>How and where did the women's rights movement begin?</p>	<p><b>Formative Performance Task:</b></p> <p>Students will closely read two paragraphs about the Seneca Falls Women's Convention and three women's rights activists to complete a statement strategy using appropriate reasoning.</p>	<p><u>Source A:</u>  <a href="http://www.crusadeforthevote.org/naows-opposition/">http://www.crusadeforthevote.org/naows-opposition/</a></p> <p><u>Source B:</u>  <a href="https://www.nps.gov/wori/learn/historyculture/report-of-the-womans-rights-convention.htm">https://www.nps.gov/wori/learn/historyculture/report-of-the-womans-rights-convention.htm</a></p> <p><u>Source C:</u>  <a href="https://www.womenshistory.org/education-resources/biographies/sojourner-truth">https://www.womenshistory.org/education-resources/biographies/sojourner-truth</a></p> <p><u>Source D:</u>  <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/whyvote.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/whyvote.html</a></p>
<p><b>Supporting Question 3:</b></p> <p>Are the sources that we looked at credible? Why or why not?</p>	<p><b>Formative Performance Task:</b></p> <p>Students will closely read to find specific evidence from a primary source using the thinking like</p>	<p><u>Source A:</u>  New York State Next Generation English Language Arts Learning Standards</p> <p><u>Source B:</u> New York State Social Studies Standards</p>

	<p>a historian questioning and create their own sourcing, corroboration, close reading, and contextualization questions accurately creating three of four questions.</p>	
<p><b>Supporting Question 4:</b></p> <p>Did Elizabeth Cady Stanton, Lucretia Mott, and Sojourner Truth have grit?</p>	<p><b>Formative Performance Task:</b></p> <p>Students will correctly sort all of the documents into groups based on them supporting or refuting women having grit while fighting for their rights.</p>	<p><u>Source A:</u> National Park Service U.S. Department of the Interior.</p> <p><u>Source B:</u>  <a href="https://www.nps.gov/wori/learn/historyculture/upload/site%20bulletin%20ECSH%20final.pdf">https://www.nps.gov/wori/learn/historyculture/upload/site%20bulletin%20ECSH%20final.pdf</a></p> <p><u>Source C:</u>  <a href="http://www.scholastic.com/browse/article.jsp?id=493">http://www.scholastic.com/browse/article.jsp?id=493</a></p> <p><u>Source D:</u> Making thinking visible: How to promote engagement, understanding, and independence for all learners.</p> <p><u>Source E:</u> <a href="https://sfpl.org/pdf/libraries/main/sfhistory/suffrageagainst.pdf">https://sfpl.org/pdf/libraries/main/sfhistory/suffrageagainst.pdf</a></p> <p><u>Source F:</u>  <a href="http://www.nysedregents.org/Grade5/SocialStudies/2003book2.pdf">http://www.nysedregents.org/Grade5/SocialStudies/2003book2.pdf</a></p>
<p><b>Supporting Question 5:</b></p> <p>After meeting with Sojourner Truth, Elizabeth Cady Stanton, and Lucretia Mott, can you determine who has the most grit and why?</p>	<p><b>Formative Performance Task:</b></p> <p>Students will participate in their Jig-Saw groups and will take a Kahoot! Quiz and must be able to get at least 8/10 correct.</p>	<p><u>Source A:</u> Making thinking visible: How to promote engagement, understanding, and independence for all learners.</p> <p><u>Source B:</u> Growing a growth mindset: Unlocking character</p>

		strengths through children’s literature. <u>Source C:</u> <a href="https://www.youtube.com/watch?v=0KxLIhor12Q">https://www.youtube.com/watch?v=0KxLIhor12Q</a>
<b>Supporting Question 6:</b>  How can we inform the community about the great need for girls’ education in Afghanistan?	<b>Formative Performance Task:</b> Students will write an opinion-based letter for homework discussing why women should receive an equal education including at least three arguments to support their claim.	<u>Source A:</u> <a href="https://www.hrw.org/news/2017/10/17/afghanistan-girls-struggle-education">https://www.hrw.org/news/2017/10/17/afghanistan-girls-struggle-education</a> <u>Source B:</u> Making thinking visible: How to promote engagement, understanding, and independence for all learners. <u>Source C:</u> <a href="https://canadians.org/systemchange-tips">https://canadians.org/systemchange-tips</a> <u>Source D:</u> <a href="http://www.thefundraisingauthority.com/fundraising-basics/fundraising-event/">http://www.thefundraisingauthority.com/fundraising-basics/fundraising-event/</a>

**Summative Performance Task:** Write a letter to the Congressman discussing why women should receive an equal education.

**Argument:** Why is it important for both women and men to receive an equal education?

**Extension:** Students will ask their parents about a time they failed well and how grit persevered to help them achieve their goals, or how their passion led to their goals.

**Taking Informed Action:**

**Understand:** Watch a video on girls getting an education in Afghanistan.

**Assess:** Brainstorm ideas about what students can do to help girls in Afghanistan.

**Act:** Create flyers, a public announcement video, set up a teach-in and fundraiser to raise money and awareness.