

Molloy College
Division of Education

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EDU 329
4th Grade: Lesson 5

Women's Rights in NY State

Professor Sheehan
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History

INSTRUCTIONAL OBJECTIVES:

After participating in a history alive and discussing the impact key figures had on the Women's Suffrage Movement, students will work in groups to answer background questions on their assigned key figure. Students will produce notes based on given questions and be able to accurately describe their assigned key figure to their new Jig-Saw groups. After participating in their Jig-Saw groups, students will take a Kahoot! Quiz and must be able to get at least 8/10 correct.

NYS-CCLS / +NYS STANDARDS AND INDICATORS:

Key Idea:

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)

Key Concepts:

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 change, 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.

Indicator: *This will be evident when students discuss the impact Sojourner Truth, Elizabeth Cady Stanton, and Lucretia Mott had on advancing women's rights.*

National Social Studies Standards and Themes

4. Individual Development and Identity

- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
 - a. describe personal changes over time, such as those related to physical development and personal interests;
 - d. show how learning and physical development affect behavior;
 - f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
 - h. work independently and cooperatively to accomplish goals.

Indicator: *This will be evident when students pretend they are their assigned woman and discuss with their group their background and personal accomplishments*

NCSS Inquiry Arc

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings

Indicator: *This will be evident when students discuss, in their Jig-Saw groups, who they believe is the grittiest of all, using previous knowledge and notes of their assigned woman.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator: *This will be evident when students are discussing and writing down notes based off of previous lessons about women who had significant impacts on advancing women's rights.*

INSTRUCTIONAL RESOURCES

SMART BOARD

PowerPoint

YouTube

Kahoot! Women's Rights exit ticket

MOTIVATION

Women's Rights Movement Rap youtube video

<https://www.youtube.com/watch?v=0KxLIhor12Q>

DEVELOPMENTAL PROCEDURES

1. (Motivation) Students will watch a Women's Have a Choice rap video on youtube about the struggles of women throughout American history, highlighting certain women who have had a significant impact in advancing women's rights.
2. Students will be assigned a group and a corresponding woman that had an impact on the Women's Suffrage Movement. They will pretend that they are their assigned person, and discuss the assigned questions.
3. In their groups, students will answer background questions and discuss the impact their assigned woman had on the Women's Suffrage Movement. (*What is grit? How did grit shape your life? Where did you come from? Name a few of your greatest accomplishments*) (*Pick on quote from your past and explain its significance*) Academic Enrichment.
4. After completing the assigned questions, students will be broken into new Jig-Saw groups. The Jig-Saw groups will consist of a Sojourner Truth, Elizabeth Lady Stanton, and Lucretia Mott.
5. In their new Jig-Saw group, students will act as if they are their assigned woman, and accurately describe what they have discussed in their previous groups about their background and impact they had on progressing women's rights. Students should be able to argue why they believe they are the grittiest of all. (*In your*

Jig-Saw groups, can you describe your background and the impact you had on advancing women's rights) (what makes you the grittiest woman of all?)

6. Students will return to their original groups and be able to share what they have learned in their Jig-Saw Groups (*In your original groups, can you explain to your classmates what you have learned of the other women in your Jig-Saw groups?*)
7. To close the lesson, students will participate in a Kahoot! Quiz covering what they have learned so far in the Women's Suffrage Unit.

INSTRUCTIONAL STRATEGIES

Group Discussion

Meeting of the Minds: Visible Thinking Routine

Meeting of the Minds Jig-Saw: Visible Thinking Routine

ADAPTATIONS (*Exceptionality)**

1. Student with Receptive Language Disorder. They struggle to retain auditory information and also cannot always tune out background noise. For this student, every direction given by the teacher is also written down and given to this student as an outline to follow and as a reference to look back on. The PowerPoint will be printed out and given to this student as a guide.
2. The visually impaired student will be placed near the SMART Board to view the read aloud and presentation slides.
3. Student with Fine Motor Coordination Issues will be given larger pencil grips.

DIFFERENTIATION OF INSTRUCTION

-Musical Learners will be able to watch the youtube rap video.

-Linguistic Learners will be able to listen to other students describe one of the three women, and write notes about what they have learned

-The Interpersonal Learner will be able to discuss about the topic in groups.

ASSESSMENT

- Teacher will observe students discussing in groups about their assigned woman.
- Teacher will observe how students introduce themselves in their Jig-Saw groups and how convincing their argument of why they are the grittiest of all.

-Students will participate in a Kahoot! Quiz on what they have learned about Sojourner Truth, Elizabeth Cady Stanton, and Lucretia Mott and their impact on advancing women's rights.

INDEPENDENT PRACTICE

For homework, students will write a letter from the perspective of the woman they were assigned in class. The letter will be to a friend or relative explaining they have recently met with two other women and will describe how they have had an impact on advancing women's rights, and why or why not they are the grittiest of all.

Direct Teacher Intervention:

Teacher will discuss with students what makes these three women gritty. Students will give an argument as to why their woman is the grittiest of all and the teacher will decide whether it is a legitimate argument or not. If it is determined not to be a sufficient argument, the teacher will discuss reasons that make each woman gritty based on previous lessons in the unit.

Academic Enrichment:

Students who have no problem with the first four assigned questions can attempt the fifth, or Bonus, question which asks the students to pick a quote from their assigned woman's past and explain its significance. Students can write down their answers and hand it in for possible extra credit.

REFERENCES

Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. Hoboken, NJ: Wiley.

Sheehan, K, & Ryan, J. (2017). Growing a growth mindset: Unlocking character strengths through children's literature. Lanham, MD: Rowman & Littlefield.

Celebrity Snapz. (2016, December 10). Women Rights Movement Song - RAP - "Women have a choice". Retrieved from <https://www.youtube.com/watch?v=0KxLIhor12Q>