Women's Suffrage

Backwards Planning Curriculum Units

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How To Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called "enduring understandings." The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the "essential questions" listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won't know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide's topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. <u>You don't need to present the entire PowerPoint at once</u>: it's broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the "enduring understandings." Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

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5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

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To understand and appreciate the history of women's suffrage in the United States, it's helpful to consider American women's history beginning in the colonial era and continuing after women gained the right to vote. The slides that follow will cover these topics, with a focus on the extended process by which women appealed for and achieved suffrage.

Essential Questions

- How did ideas about women’s roles evolve throughout United States history, and what impact did these ideas have on women’s involvement in society?
- What were some different points of view regarding women’s political involvement in the 19th and early 20th centuries?
- How significant were the actions of individual women in the women’s suffrage movement? Why did these women become involved?
- What was the relationship between the women’s rights movement and other social movements of the 19th and 20th centuries?
- What lessons might we learn from the women’s suffrage movement to help solve societal problems today and in the future?

Women in Colonial Times: Indentured Servitude

- Most early colonial women came as indentured servants
- Required to work for several years
- Difficult labor
- Frequently mistreated

This Indenture Witnesseth, That Henry Mayer in Consideration of Six Pistoles Paid by Abraham Hestant of Bucks County for his Passage from Rotterdam

as also for other good Causes he the said Henry Mayer hath bound and put himself, and by these Presents doth bind and put himself Servant to the said Abraham Hestant his Executors and Assigns, from the Day of the Date hereof, for and during the full Term of Three Years from thence next ensuing. During all which Term, the said Servant his said Master his Executors, or Assigns, faithfully shall serve, and that honestly, and obediently in all Things, as a good and dutiful Servant ought to do. AND the said Abraham Hestant his Executors and Assigns, during the said Term, shall find and provide for the said Henry Mayer sufficient Meat, Drink, Apparrell Washing and Lodging, and at the Expiration of the said term the said Henry Mayer to be made free and Receive from the said Abraham Hestant two Suits of Apparrell one whereof to be new. AND for the true Performance hereof, both the said Parties bind themselves firmly unto each other by these Presents. In Witness whereof they have hereunto interchangeably set their Hands and Seals. Dated the twenty Ninth Day of September in the twelfth Year of His Majesty's Reign, Annoque Domini 173[illegible]

Sealed and Delivered in the Presence of us

Henry his X mark Mayer

Rich Johnson

Germantown This above was Duly Executed by Mutual Consent of both Parties before me

A certificate of indenture

Most women in the early colonial years arrived in America as indentured servants. In exchange for their passage to America, these women were obligated to work for several years before being allowed to live on their own or find husbands. Indentured servants generally performed grueling farm labor in addition to household chores. Their “employers” often treated them extremely poorly, and the women faced the constant threat of diseases such as malaria. Once they finished their period of servitude, women were free to marry. With the odds in their favor because of the scarcity of women in the colonies, it was not difficult for most to find husbands.

Women in Colonial Times: The Early Years

- Performed traditional household roles
- Partnered with their husbands in farm work
- Risked early death
- Typically remarried if widowed
- Legally inferior to men

Like their European counterparts, women in colonial America performed many essential household chores, including cooking, washing clothes, gardening, and caring for children. Because of labor shortages, American women also frequently helped their husbands in the fields and with other labor-intensive farm duties. In this respect, women often became partners with their husbands in their effort to successfully cultivate their land. This partnership differed from traditional husband-wife relations in Europe, where women were not needed as often to help on the farm.

Both women and men risked early death from disease and injury. Women also risked death during childbirth. If a woman became widowed, she typically inherited the farm and then remarried in order to have a man to help her with the required labor.

Women remained legally inferior to men. They could not vote, and men were only required to leave them one-third of their property when they died (although most men left more than this to their widows). For as long as their husbands lived, married women could not legally own property; all property belonged to their husbands.

Women in Colonial Times: The Second Generation and Beyond

- Sons did more of the farm work
- New trades for men
- Growth of towns and cities
- A return to more traditional roles and less equality for women

As the colonies became more settled, farm women tended to have larger families and could rely on their sons to do much of the farm work. They, therefore, began to concentrate more on the domestic realm. This development diminished some of the equality that earlier colonial women had realized within their families.

Within the increasing complexity of colonial society, men developed specialized trades and roles such as carpenter, store owner, or gunsmith. These changing roles, coupled with the growth of towns and cities, resulted in less of a need for women's labor. Town women stayed home with their children and did not generally participate in their husbands' economic lives. Women's roles therefore became more traditional and less equal to those of men.