

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

Cultural Context

Teacher Pat Schneider

Valley School S.D. #70

Grade Level 8th – 12th

Class(es) History Social Studies

Learning Objective(s): Students will research, write and discuss the cultural context of the woman's movement in the Spokane area.

Humanities Content: Woman's struggle for equal rights and the right to vote.

Activities: Students will conduct research, write a paper, and participate in open classroom discussions.

Student Outcomes (and how did you measure them): Writing will be assessed on grammar and accuracy of subject; open classroom discussion will be assessed on participation.

Resources: Students will need access to the library and a computer.

Cultral Context Teaching Outline

Suffrage Centennial Workshop

Inland Northwest Memories Project, a Tincan Project

For the purposes of this assignment, I will assume that the students I am teaching will be between 8th and 12th grade. Also, they will have access to field trips, books, museums and computers for research purposes. This research will be focused on but not limited to the Inland Northwest. All research documentation shall be in the MLA format.

CUTLURAL CONTEXT

I. How did we get here? After the American Civil War, how did manifest destiny and the westerly movements of people contribute to women's role in our society?

A. Art/ Writing: create a map of the United States documenting the movement of American women across the United States and its territories.

B. Did the west tend to be more or less progressive when it came to suffrage issues?

II. As Aboriginal Americans were displaced from the Spokane Falls area, where were they sent and how did they survive?

A. Art/writing: create a map documenting what happened to the local Aboriginal Tribes and their final destination.

B. Write an essay that accompanies the art project depicting their struggles and journeys.

III. Pick one person below. Writer should imagine themselves with that person as if you were next to them on a daily basis. Be prepared to contribute to an open discussion in the classroom.

A. Research and reflect in writing on Linda Lawrence Hunt's book "Bold Spirit Helga Estby's Forgotten Walk across Victorian America."

B. Research Mrs. H.E. Houghton. Why is she famous in Spokane Falls History?

C. Research May Arkwright Hutton and reflect on her daily life and time.

D. Research Abigail Scott Duniway. What contribution did she make to women's suffrage?

IV. Field Trip to Browns Addition. Visit the Campbell House and find one other house designed by Kirtland K. Cutter. Why is his style of architecture memorable?

Write and reflect about the peoples lives who lived there, do not forget the servants.

Compare and contrast the differences and similarities of their lives then and your life now in the same place.

EALR's

1.1.3 US History: Civic Ideals & Practices

History:

US 1.2.1 Describe the compare patters of life over time in Washington State History.

H1.3.1 Describe the contributions of people from various cultural groups to the development of local, Washington State, and the U.S. history.

Writing:

3.1 The student understands and uses the steps of the writing process.

Use available technology tools such as a computer through the writing process.

3.2 Formulate and contrast ideas independently

Investigate additional information sources to improve text: use language to enrich text and enhance style.