

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

Economic Forces

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 economic forces of the women's suffrage movement and how it influenced movement in the greater Spokane area.

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

Activities: Students will have the opportunity to conduct research, write papers and discuss in an open classroom forum.

Student Outcomes (and how did you measure them): Writing will be assessed on grammar and accuracy to the subject, the open discussion will be assessed on active participation. Student knowledge of the subject area will be assessed giving each student a chance to join in the discussion and share what they have learned.

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

Suffrage Centennial Workshop
Inland Northwest Memories Project, a Tincan Project

ECONOMIC FORCES:

Club Women and Economic forces:

- Women used clubs to gather but were separated by both economic and social class. How did this influence the role of woman even though the classes wanted civic improvement?
- Why did clubs begin meeting? (Literature/book clubs)
- What advantage did the upper class have in the pursuit of woman's suffrage?
- What role did the middle class play in the suffrage movement?
- What advantages or disadvantages did the lower class have in the pursuit of suffrage?

Open Classroom Discussion:

- Race and economic factors: Did economic necessity influence today's businesses? How? Are they still practiced today? Are there still stereotypes?
- Blacks/slaves - domestic support, trade services for foodstuffs
- Aboriginal – bartering, trade

Why the sexes came to the Northwest:

- Men came to the Northwest primarily for jobs (logging and mining). Women followed and began organizing helpful social factors.
- What did women do for the betterment of society?
 - Schools, benevolent organizations, churches
 - Worked on the betterment of the economic and legal system
 - Assisted women and children victimized or neglected or abused
 - Education

Head of the economic household then and now:

- Art project after open discussion: How does this work in your family?
- Draw a timeline of economic factors: Who in the "family clan" controls the household finances? Has that remained static or has that changed in recent years? If so, how will it change in the future?