

## SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

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School

Grade Level 10<sup>th</sup>

Class(es) – U.S. History

Learning Objective(s):

Determine how and why culture played a role in the women's suffrage movement.

Humanities Content:

Learn to recognize the dominant and non-dominant role of cultures in the U.S. in the 1890's. What defined beauty for women in the U.S. in the 1890's? How did it differ from east to west? Why would this matter?

Activities:

Role play different cultures from the 1890's to include plantation owners, business owners, factory workers, settlers, and trappers. Discuss typical work days, hours of rest, and size of family in this era.

Student Outcomes (and how did you measure them):

Class participation during role playing and a two or three page paper comparing two or three cultures just studied.

Resources:

Internet based research used to supplement readings out of the text book.  
Readings from How the West Was Won, by Rebecca J. Mead

Additional Information:

Lesson for  
Women's Suffrage: Part 1

50 min. Period

Entry Task: Describe how people lived in the U.S. in the 1880's – 1900's  
(5-10 min)

Discussion: New Material – How did the way that people lived affect the Women's Suffrage  
(20-25 min.) Movement

What would be a normal day for the following people in 1890?

-Farmer/plantation owner (east of the Mississippi River)

-Business owner in the city

-Factory worker/miner

-Settler

-Trapper

Evaluation: Participation during role playing, and a 2-3 page paper comparing 2 of the cultures just studied.