

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

Tom Skok
Teacher

Jenkins High School
School

Grade Level 10th

Class(es) – U.S. History

Learning Objective(s):

Determine if and how the economic factors affected the women's suffrage movement.

Humanities Content:

What economic impact did the civil war have on people living east of the Mississippi and west of the Mississippi? Compare and contrast roles of the women in both locations.

Activities:

Research the U.S. after the war on the internet with a specific emphasis on how it affected the women's suffrage movement.

Student Outcomes (and how did you measure them):

In 2 pages or less tell whether you would have rather been an activist for the women's suffrage movement in the west or the east following the civil war.

Resources:

Internet based research used to supplement readings out of the text book
Coordinate the reading of Bold Spirit by Linda Lawrence Hunt with the English department in our school.

Additional Information:

Lesson for
Women's Suffrage: Part 3

50 min. Period

Entry Task: Write down all that you can recall about the economy of the eastern U.S.
(5-10 min) following the civil war. Do the same for the western U.S.

Discussion: New Material – Economic Factor's of the Women's Suffrage Movement
(20-25 min.) Following the Civil War what was the economy of the eastern U.S. like in comparison with the western U.S.? What impact would that have on how you attempted to gain votes for the women's suffrage movement in the two areas? What meeting techniques could be used in the east/west?

Evaluation: In 2 pages or less tell whether you would have rather been an activist for the women's suffrage movement in the west or the east following the civil war.