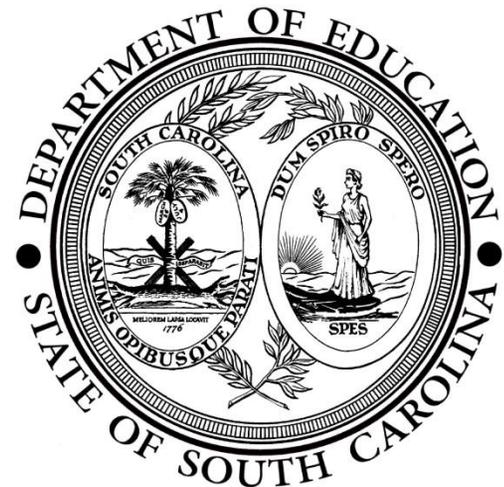


Grade 8

The 19th Amendment: The Road to Equality

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



8th Grade /South Carolina: One of the United States: The 19th Amendment: The Road to Equality Rights

This unit focuses on the women’s suffrage, addressing social studies skills, creativity, critical thinking, collaboration, and communication and the literacy skill of citing specific textual evidence to support analysis of primary and secondary sources. Students will review primary and secondary sources documents to create timelines, persuasive essays, and debating points-of-view. These tasks will require critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 2-3 days of approximately 65 minutes per day of instruction.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 8-5 The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late 19th and early 20th centuries.

8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.

Embedded:

I.8.3.2- Examine historical, social, cultural, or political context to broaden inquiry.

RI.8.5.1-Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

C.8.2-Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

C.8.3-Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

“I Can” Statements
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>Day 1: I can cite specific textual experience to support women’s suffrage in South Carolina.(8-5.8, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)</i> • <i>Day 2: I can write a persuasive argument for or against the women’s suffrage movement. I can debate pros and cons of the 19th Amendment, citing evidence and critically analyzing peers points-of-view. (8-5.8, RI8.5.1.4,I.8.3.2,C8.2 and C8.3)</i>
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • Why did South Carolina deny women the right to vote? • What strategies did women use to win the right to vote? Which were most successful? What made them successful? • What role did South Carolina play in extending voting rights to women? What role did the federal government play?
Academic Vocabulary
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> • Suffrage • 19th Amendment • Enfranchise • progressive
Prior Knowledge
<p>Students studied the impact of industrialization such as low wages and poor working conditions an child labor and the resulting reform movements in 5th grade.(5-3.4)</p>
Subsequent Knowledge
<p>In the United States History and the Constitution, students will study women’s rights movement and the Progressive movement in affecting social and political reforms. (USHC 4.6).</p>
Potential Instructional Strategies
<p>Day 1: Day 1: I can cite specific textual experience to support women suffrage in South Carolina.(8-5.8, RI8.5.1.4,I.8.3.2,C8.2</p>

and C8.3)

Introduction: Students can watch the following video: <https://www.youtube.com/watch?v=jZnveOj57F0> (This episode is about Maude Callen (1898 -- 1990), a nurse and midwife, who singlehandedly brought health care to rural Pineville, S.C. and the surrounding area of Berkeley County in the early 1920s, continuing to the 1970s.

Note: The teacher may direct students to take quick notes from the clip.

Direct Instruction: (15 minutes) Teacher will lecture on Progressive Movement in South Carolina with emphasis of education and health improvement. (During direct instruction w/PPT students are instructed to complete guided notes on the following topics: women playing a large role in improving healthcare, women's suffrage (19th Amendment), and women joining the work force.

Activity: (45 minutes) The students will create a timeline of women's progress in South Carolina. The timeline will include dates and events that impacted women in the United States and emphasize the turning point for women in South Carolina. The focus is education, health, and careers.

Note: Timeline should span from 1900 to 1970 and can be on construction paper to include illustrations with explanations.

Closure: (5 minutes) The students will write a letter to a woman serving in the women's league, South Carolina chapter. The letter should address how women have impacted the world in the 21st century. Students can review the map of ratification via Equal Rights Amendment: http://www.equalrightsamendment.org/images/map_ratified.gif

Day 2: I can write a persuasive argument for or against the women suffrage and I can debate pros and cons of the 19TH Amendment citing evidence and critically analyze peers point of view. (8-5.8, W.8.4, W.8.5 and W8.8)

Hook: (8:40 minutes) Student can watch: <http://study.com/academy/lesson/womens-suffrage-early-feminism-movement-19th-amendment-leaders.html> The video will allow students to obtain information about women's suffrage. Students will be given sticky notes to write what they think is meaningful in the women's suffrage movement. At the completion of video student will use sticky notes on their assigned board for sharing with peers and reviewing for assignment.

Stimulation: (5 minutes) Students will brainstorm how women’s suffrage has changed the world. Students can watch http://womensuffrage.org/?page_id=69 as a resource.

Activity: (40 minutes) Students will write a persuasive argument for or against women’s suffrage. Students can be picked randomly to determine if their argument will be for or against women’s suffrage. Their argument should consist of the following:

- Resource text to reinforce: Transcript of the 19th Amendment from the Library of Congress: <https://www.ourdocuments.gov/doc.php?flash=false&doc=63>
- Five paragraphs
- Five cited pieces of evidence
- Three resources

Note: Some students may need additional time to obtain support and directive.

Closure: Students can listen to: <https://www.youtube.com/watch?v=CevxZvSjLk8>. Students will discuss (in small groups) how women play a major role in politics, business, and religion.

Potential Assessment Task

Day 1: *Timeline* (8-5.8, W.8.4 and W8.8)

Day 2: *Persuasive essay* (8-5.8, W.8.4, W.8.5 and W8.8)

Resources

19th Amendment to the U.S. Constitution: Women's Right to Vote (1920). (n.d.). Retrieved December 31, 2017, from <https://www.ourdocuments.gov/doc.php?flash=false&doc=63>

Dorn, W.J.B., “You just did not have 1946 any black people participating in the primary”, (1981), William Jennings Bryan Dorn Papers, 1912-1987, Audio Visual Series. <http://digital.tcl.sc.edu/cdm/singleitem/collection/dorn3/id/165/rec/7>

Lesson Plan: 19th Amendment - nwhm.org. (n.d.). Retrieved December 31, 2017, from https://www.bing.com/cr?IG=0296A42F9A2A4DB492130E48069C3D2E&CID=122806E11015629A150E0D8811BA630E&rd=1&h=XxuL3Y5ydJPh895IvCE98IvIzRLGuXJ8XV_83HDj35w&v=1&r=https%3a%2f%2fwww.nwhm.org%2fsites%2fdefault%2ffiles%2fdocument%2f2017-06%2fLessonPlan19thAmendment.pdf&p=DevEx,5064.1

K. (2013, September 05). Katy Perry - Roar (Official). Retrieved December 31, 2017, from

<https://www.youtube.com/watch?v=CevxZvSJK8>

(n.d.). Retrieved December 31, 2017, from

<http://study.com/academy/lesson/womens-suffrage-early-feminism-movement-19th-amendment-leaders.html>

S. (2013, July 15). "Angel in Twilight" Maude Callen -- Nurse-Midwife. Retrieved December 31, 2017, from

<https://www.youtube.com/watch?v=jZnveOj57F0>

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from

<http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Timeline « Women Suffrage and Beyond. (n.d.). Retrieved December 31, 2017, from http://womensuffrage.org/?page_id=69