Lesson Plan: Women’s Rights
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Lesson Plan Summary:

Students will read about the Women’s Rights Movement in Ch 13 Section 5. They will use their Call to Freedom textbooks and read from pgs. 413-417. As they read they will take notes on the influential leaders of this time period using a handout. This handout is used to show the main ideas of what each leader did that were vital to the women’s movement. Then students will choose one of the influential leaders they have taken notes on and create a pamphlet depicting that individual’s position on the Women’s Rights movement.

Objectives:

1. Explain the effect that the abolitionist movement had on the women’s rights movement.
2. Identify some of the goals of the women’s rights movement.
3. Analyze the purpose and significance of the Seneca Falls Convention.

Sunshine State Standards: The student:

SS.A.1.3.3- Knows how to impose temporal structure.
SS.A.4.3.3- Understands the impact of significant people and ideas.
SS.B.1.3.3- Knows the social, political, and economic divisions on Earth’s surface.
LA.B.2.3.1- Writes text that demonstrates comprehension of content.

U.S. History Event/ Time Period:

The Women’s Rights Movement

Grade level: 8th grade

Materials Needed:

1. Call to Freedom Textbook
2. Women’s Rights Notes (handout)
3. Paper/ Poster Board
4. Markers, Colored Pencils, Crayons

Lesson Time:

3 (50 minute periods):

1 (50 minute period) to read and take notes on the handout
1 (50 minute period) to create the pamphlet/ poster
1 (50 minute period) to examine the sources on the document based questions and write an essay
Lesson Procedures:

1. The students will read each short section and take notes on the handout. The sections they will read are pgs. 413-414: The Influence of Abolition, pgs. 414-415: Women’s Rights, pgs. 415-416: The Seneca Falls Convention and pg. 417: The Continuing Struggle.

2. After the students have read the section and taken notes, they will create a pamphlet or a poster from the viewpoint of one of the main leaders of the women’s rights movement. The pamphlet or poster should include the following: who (is the leader chosen), what (is the main focus and purpose of the pamphlet/poster), why (did this leader feel strongly about women’s rights), etc. The pamphlet/poster should also have a good slogan for the movement. Students should be creative with their pamphlet/poster.

Assessment of Topic:

To assess comprehension of the topic students will complete the document based question “The Struggle for Women’s Suffrage” on the website www.polk-fl.net/tah and compose a well written, well-developed essay answering the question there.

Resources:


4. Picture of Elizabeth Cady Stanton: http://www.spartacus.schoolnet.co.uk/USAWstanton.htm

Directions: As you read the section take notes on each of these influential leaders in the Women’s Rights Movement. You should have at least 3 facts for each person.