

CONTEXT

Overview: The early 1800s in US history was a time of turbulent debate concerning the societal, economical, political, and more, state of the nation. In order to address a want for change, individuals/groups began developing “movements” or “a series of organized activities working toward an objectives; an organized effort to promote or attain an end” (Movement, 2011). Students will learn about the concept of “a movement” through learning, comparing/contrasting, and applying the concept through Women's Rights Reform of the early nineteenth century. Students will use organizer charts and primary sources to learn specific content in **SOL Standard VUS.6e**. This lesson's main intellectual goal is to show what is “a movement”, what they all have in common, and understand movements typically cause change, for or against the movement's own cause; students should be able to apply this concept in order to understand current events and personal past/present/future experience with such organizations.

Title: *What's in a movement?*

Grade/Class: 11th Grade / United States History Class

Length: 90 minute single class period

Topic: Understanding the concept of political/societal/economical movements by studying Women's Reform Movements in the early 19th century.

Background Information: Basic understanding of early/current America, Standards 1-6d.

Rationale: Political, societal, economical, etc. movements in the United States typically bring change in policy, society, economy etc. These movements are usually very diverse and layered, however they all have one priority in common: a move towards *change*.

The concept of “a movement” is used in this lesson to help sum up a main idea at the end of a unit (**SOL VUS.6**); a unit that deals with many movements, both physical and political. By understanding the essence of the concept, students will be able to investigate, group, and understand the underpinnings, members, causes, and effects of historic or current movements.

Using the Concept Formation Curriculum will allow students to form an understanding and explore this concept, as well as cover the large amount of state required content in a reasonable amount of time.

OBJECTIVES

1. ***SOL Standard VUS.6e:***

- a. essential understandings
 - the nation struggled to resolve sectional issues, producing a series of crises and compromises.
 - b. essential questions
 - what issues divided American in the first half the nineteenth century?
 - c. essential knowledge
 - at the same time the abolitionist movement grew, another reform movement took root – the movement to give equal rights to women
 - Seneca Falls Declaration
 - Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women's suffrage movement before the Civil War and continued with the movement after the war
2. Coverage and celebration of American diversity through the the study of historic White and African American women activists.
 3. Discussion of current events to make content relevant and practical for students.
 4. Understanding the concept of “a movement”
 - a. it wants political, social, economic, etc ***change***
 - b. usually appears in large numbers in a time period of flux or debate
 - c. typically causes some sort of change, whether relative to their demands, or negatively in response to their activism.
 5. Reflection upon women's (White and African American) rights and lifestyle then (early 1800s) and now (2000's).

ASSESSMENTS

1. Class/Individuals' participation in discussion and filling out of *resource concept chart*.
2. Primary source annotation participation and accuracy (student annotates on topic and logically)
3. Content application and memory reinforcement/testing worksheet, *resource CAI*.

** needed : Have you described how you will determine to what extent students have learned what is most important for the concept formation? Are the assessments clearly linked to the objectives of your lesson? Have you described how you will students feedback on their performance in the lesson and how you will use what you have learned from the assessment?

CONTENT AND INSTRUCTIONAL STRATEGIES

I. Hook *10 minutes*

1. Display powerpoint slide with photos of the Tea Party and Occupy movement without labels.
2. Ask students if they know who the photos represent, write in labels.
3. Ask students “Overall, what do both of these groups have in common?” Get to the answer “**change**” in policy, economy, society, etc.
4. State that the two groups are also “movements”.
5. Refresh students memory of previous study of movements of this time period (abolition, Indian removal, etc). Ask “So, what exactly is a movement?”
6. Move to next slide containing movement definition.

II. The Concept Definition *0 minutes*

Movement *noun* \ 'müv-mənt\ - a series of organized activities working toward an objectives; an organized effort to promote or attain an end

III. Data-Retrieval Chart and Example Analysis *45 minutes*

1. Students will turn to note guide that was received at the beginning of the unit, and make a “LEFTY PAGE” for the definition of movement.
2. Fill in definition of movement.
3. Move to next slide, explaining that this time period was full of many different movements and we will be learning about this concept today in the context of Women's reform in the early 19th century USA.
4. Move through powerpoint presentation, allowing time for and guiding students in filling out their note guide.
5. Once powerpoint has been completed, pass out *resource concept chart*. Tell students that in order to understand this concept and the movements better, they will organize details into the *concept chart*.
6. Open Google Doc *Concept Powerpoint*. Move to first slide, that has : “ The original Abolition Movement denial of woman participation lead to the creation of woman lead abolition and other female centered movements.”. Ask students to fill in in the blank this into the top of their concept chart.
7. Move to a blank copy of *concept chart* to be filled in by teacher on smartboard.
8. As a class, use discussion and note guide to fill in Abolition Movement, Temperance Movement, and Education Movement in the *concept chart*.
9. Pause before the Suffrage Movement column and hand out 1st primary source copy to all students (*resourcePS1*); announcing that students will be reading and analyzing a primary source in order to fill out the Suffrage Column.
10. Move to next slide with the *resourcePS1* shown. Read through and annotate *resourcePS1* and fill out concept chart as a class (get students to annotate/fill in chart somewhat independently; asking guiding questions to lead them to their answers).

IV. Defining and Labeling the Concept *15 minutes*

1. Hand out *resource PS2.2*, the “Aint I a Woman?” speech.
2. Tell students that there were some people, and even groups, who's participation overlapped in the cause for two or more of the reform movements. For example: **Sojourner Truth**
3. Show *resource PS2.1*, or Sojourner Truth video.

4. After video, move to blank slide while asking students which movements they believe Sojourner Truth was a part of and why (focusing on differences and similarities of the suffrage and abolition movement [vote/slavery]).
5. Ask students that this typically applied to a lot of people, so what exactly were some similarities and differences between the movements? (**white women mostly, temperance wants to prohibit all others want to stop prohibiting, influences on today).
Brainstorm/discuss/write on board their answers/thought process.
6. Ask student to flip to the back of their *concept chart*, and encourage them to copy these board notes there.

V. Classifying

Type 2: Mixed List of Examples / Non-examples *20 minutes*

1. Hand out *resource CA* worksheet to the class.
2. Collect *resource CA* and annotated *resource PS.1* at the end of class. Note! If time does not allow, *resource CA* can be assigned for homework.

RESOURCES

Teacher materials: computer, whiteboard/smartboard, projector, whiteboard markers, student papers, teacher keys, teacher lesson plan, powerpoint, internet connection

Student materials: pen/pencil

Paperwork:

Primary Source 1 (*resourcePS1*)

The Declaration of Sentiments

Elizabeth Cady Stanton and Lucretia Mott
Seneca Falls, New York.
1848

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed.

.....

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

Stanton, C.E. & Mott, L. (1848). The Declaration of Sentiments. *Internet History Source Books*. Retrieved October 16, 2012, from <http://www.fordham.edu/halsall/mod/senecafalls.asp>

Primary Source 2 (*resourcePS2*)

<http://www.youtube.com/watch?v=XilHJc9IZvE>

Sojourner Truth (1797-1883): Ain't I A Woman?

Delivered 1851

Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Truth, S. (1851). *Ain't I a Woman?*. *Internet History Source Books*. Retrieved October 16, 2012, from <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>

Name _____

What's in a movement?

Match each movement with their best known goal for change/action

_____ Temperance Movement

_____ Suffrage Movement

_____ Abolition Movement

_____ Education Movement

A. access to equal education opportunities for women

B. lower taxes for women

C. the end of slavery

D. the building of more public parks and transportation

E. the prohibition of alcohol

F. the right to vote

1. The *Declaration of Sentiments* was influenced and based on what other document?
2. NAWSA stands for:
3. Name a leader in the Education Movement:
4. The Women's Suffrage Movement was a result of:
5. Compare and contrast women's rights in the early 1800s, and now, in 2012.

References (under construction)

movement. 2011. In *Merriam-Webster.com*.

Retrieved October 17, 2011, from <http://www.merriam-webster.com/dictionary/movement>

Stanton, C.E. & Mott, L. (1848). The Declaration of Sentiments.

Internet History Source Books. Retrieved October 16, 2012, from <http://www.fordham.edu/halsall/mod/senecafalls.asp>

Tindall, G.B., & Shi, D. E. (2007). *America: A Narrative History*. New York, NY: W.W. Norton & Company, Inc.

Truth, S. (1851). Ain't I a Woman?. *Internet History Source Books*.

Retrieved October 16, 2012, from <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>

NEEDED: class text, blair text tea party photo, occupy photo, truth video

Differentiation: Have you taken steps to differentiate within this lesson to challenge and support the learners in your class? How does this lesson represent differentiation for your overall curriculum?

Adaptations: Are the necessary accommodations and modifications incorporated into your lesson per the students in your class with IEPs, 504 plans, and other needs?

Reflection: Is it obvious that you have thought through possible issues with the implementation of the lesson prior to teaching it (e.g., management issues, prior knowledge issues, etc.)?

Name _____

Women's Rights Reform Movements in Early 1800s

* _____

	Abolition Movement	Temperance Movement	Education Movement	Suffrage Movement
Who was in this?				
When was this?				
Where was this?				
What did they want?				
Why did they want that?				
How/have they influenced today's America?				

Name _____

Women's Rights Reform Movements in Early 1800s

* The original Abolition Movement denial of woman participation lead to the creation of woman lead abolition and other female centered movements.

	Temperance Movement	Education Movement	Suffrage Movement	Abolition Movement
Who was in this?	American Temperance Society	Sarah Grimke, Emma Willard	Elizabeth Cady Stanton, Susan B. Anthony	
When was this?	1826 --- 1860s	1830s	1848 and on	1830s and on
Where was this?	countrywide	Countrywide, Oberlin College in Ohio	Countrywide; Seneca Falls Convention ____	Countrywide, mainly in the north
What did they want?	Prohibit sale, drinking of alcohol	Better education opportunities/access for women	Women's right to vote	Abolish slavery
Why did they want that?	Believed it was morally wrong; connection to poverty and woman/child abuse	Push for public edu for men at that time encourage women to push for themselves; better economic opportunity	Protest of cult of domesticity; belief in equality/ freedom from oppression	Immoral; human rights; "all men created equal"
How/have they influenced today's America?	Strict regulation of liquor in some states (for ex: VA)	Co-ed public edu, affirmative action for women in higher edu	Women can vote	Slavery abolished; constant work for equality