**Project** = any assignment, creation, or set of tasks that demonstrates a learner’s skill, critical thinking, and/or content knowledge

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| --- |
| **Subject** |
| **Overarching Concept** (What big idea ties these resources together?)Evolution of the Women’s Suffrage Movement | **Evidence of Learning** (What assessment or project provides evidence demonstrating that the learner has achieved mastery in these competencies?) |
| **Resource**(name & URL or Title) | **Competencies Addressed** (Area & Competency) | **Topic Addressed**by this resource in this combination | **Suggested Tasks** (Instructional & Assessment) |
| **Stanford History Education Group**[**http://sheg.stanford.edu/woman-suffrage**](http://sheg.stanford.edu/woman-suffrage) | * Civics: Rights and Responsibilities
* History: Peoples Cultures and Change Over Time
* US History
 | Women’s Suffrage - Background knowledge. |  |
| **Teaching Tolerance**[**http://www.tolerance.org/lesson/women-s-suffrage**](http://www.tolerance.org/lesson/women-s-suffrage) | * Civics: Rights and Responsibilities
* History: Peoples Cultures and Change Over Time
* US History
* Governmental Institutions and Political Processes
 | Role of state and federal government in women’s suffrage.Strategies and tactics women used to win the right to vote. |  |
| **Stanford History Education Group**[**sheg.stanford.edu/anti-suffragists**](http://sheg.stanford.edu/anti-suffragists) | * Civics: Rights and Responsibilities
* History: Peoples Cultures and Change Over Time
* US History
* Governmental Institutions and Political Processes
 | Why people, including women, opposed suffrage. |  |
| **Other Standards** (Are there any other standards that could be addressed with this set)Reading 1.7 Writing 9 S&L 1,2 Standards for Literacy in History: Social Studies, Science and Technical Subjects |
| **Lessons Learned** (tips, notes, suggestions, etc from teachers who have used this set) |