**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) | | | |