

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

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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)