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Lesson Plan 3
Teaching American History Program
Women's History
Submitted to: Dr. Susan Williams

Class: American History

Unit: Women: Shakers and Movers

Grade Level: 8th

Standards:

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Margaret Fuller
- D. Lucretia Mott
- E. Elizabeth Cady Stanton

Topic: Interpreting the Thoughts of a Great Woman

Statement of Purpose: The purpose is to give the students a better understanding of who Elizabeth Cady Stanton was and her impact on people in the United States past and present. The lesson asks students to interpret some of Stanton's writings so that they may better comprehend her importance in the history of the United States.

Learning objectives:

- The students use primary sources of Elizabeth Cady Stanton to draw conclusions about what she stood for.
- The students piece together the various class findings to draw conclusions about the importance of Stanton and her role in American history.

Schedule:

Materials:

Sources from The Solitude of Self, Vivian Gornick, 2005

http://en.wikipedia.org/wiki/Elizabeth_Cady_Stanton, a brief biography of Elizabeth Cady Stanton

Time

Class One and Two

The students are asked what they know about Elizabeth Cady Stanton. The findings are documented on the board. The class then creates a list of ten questions that we all have about the life of Elizabeth Cady Stanton. The class then searches the internet to answer the questions that have been developed. The class is then presented with some essential questions that they will be required to answer.

1. Why should Americans know who Elizabeth Cady Stanton was?
2. What contributions did Elizabeth Cady Stanton make to the United States?
3. Is Elizabeth Cady Stanton an American Hero? Why? Why not?

The students are divided into groups of two and must answer the questions based on the information that the class has researched and based on a wide variety of excerpts from The Solitude of Self. The class meets to discuss their findings.

Class Three

Every student is required to write a letter to Elizabeth Cady Stanton. In the letter the students must answer the essential questions and reference their research findings. The students have the option of sharing their letter with the class. The students are provided with reflection journaling time and are required to share their reflections with the class.

- This class may be interdisciplinary with Language Arts with a focus on letter writing skills.

Assessment: The students reflect on their findings and a rubric is used to assess the content and focus of the individual letters.

References:

Reference: The Solitude of Self, Gornick Vivian, 2005

I have included some page selections which may be used for student research.

Page 8, 26, 30, 39, 41, 43, 48, 52, 55, 60, 61, 63, 68, 72, 73, 75, 77, 79, 82, 85, 93-96, and page 113.

Materials: Access to a computer lab, essential question sheet, reflection log, letter samples, primary sources, and rubrics.

Essential Question Reference Sheet

Why should Americans know who Elizabeth Cady Stanton was?

What contributions did Elizabeth Cady Stanton make to the United States?

Is Elizabeth Cady Stanton an American Hero? Why? Why not?

Reflection Log Questions

What did you discover about Elizabeth Cady Stanton?

What questions would you have for Elizabeth Cady Stanton if you had the opportunity to interview her? Why?

Sample Letter Rubric

Score	1	2	3	4
Layout/ Design	Letter is unattractive or inappropriate. Text is difficult to read. It does not have proper grammar or punctuation for a friendly letter.	Letter appears busy or boring. Text may be difficult to read. May have some grammar and or punctuation that indicates it is a friendly letter.	The letter is eye-catching and attractive. Text is easy to read. Grammar, style, and punctuation are indicative of a friendly letter.	The letter is creatively designed with easily read text. Grammar, style, and purpose all excellent for a friendly letter.
Information, style, audience, tone	Information is poorly written, inaccurate, or incomplete.	Some information is provided, but is limited or inaccurate.	Information is well written and interesting to read.	Information is accurate and complete, is creatively written, and is cleverly presented.
Grammar, Punctuation, and choice of words for the friendly letter	Grammar, punctuation, and choice of words poor for a friendly letter.	Information mislabeled or missing. Inaccurate punctuation or grammar.	Style, purpose, audience, grammar, and punctuation all fair and indicative of a friendly letter.	Excellent job on presentation, style, grammar, and punctuation.

Rubric Source: volweb.utk.edu/Schools/bedford/harrisms/letterrubric.htm

