

TAH Lesson Plan
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Title:

Modified Document-Based Question

Possible Subject Area(s); United States History, World History, Government, and Language Arts.

Overview

Students will analyze the woman's suffrage movement.

Essential Understanding:

The rights of "life, liberty, and the pursuit of happiness" have been denied to women in American History.

Essential Questions:

*What were the goals of the woman's suffrage movement of the 1800s and early 1900s?
What methods were used to achieve those goals?"*

CT Standards:

Content Standard 1: Historical Thinking

- Formulate historical questions based on *primary and secondary sources*, including *documents, eyewitness accounts, letters* and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts
- Gather information from *multiple sources*, including archives or electronic databases, to have experience with historical sources and to appreciate the need for *multiple perspectives*

Content Standard 2: Local, United States and World History

- Demonstrate an in-depth understanding of *major events and trends* of United States history

Content Standard 3: Historical Themes

- Explain reasons for *conflict* and ways *conflicts have been resolved*
- Identify and analyze the *various causes and effects* of *movements* of groups of people

Content Standard 4: Applying History

- Display *empathy* for people who have lived in the past

Objectives:

- The student will explore the different ways women tried to gain equal rights
- The student will analyze the methods used to gain equal rights for women
- The student will design a poster using primary sources

Materials Needed:

See attached word document: *Modified Document-Based Questions Instructions Teacher*

Suggested Activities/Procedures:**Day 1:**

- Explain the assignment and show an example on the board
- Pass out student instructions
- Have students choose partners
- Have students read the questions and brainstorm what they already know about the topic
- Pass out the materials and begin working

Day 2: Continue working on posters

Day 3: Finish posters and discuss thesis statements

Suggested Assessment/Evaluation

See attached word documents: *DBQ Poster Evaluation Rubric and DBQ Poster Grading Rubric*

Possible Extensions/Resources

Essays

Letters

Modified Document-Based Questions Instructions

Collaborative Group Instructions (2 to 3 Students)

1. Gather the materials needed for the activity
 - Primary and Secondary sources (5-9)
 - Poster Paper
 - Scissors
 - Highlighters
 - Markers
 - Tape
2. Select a group leader
3. Read the question and discuss key words to determine what is being asked.
4. Create a chart to sort information about the topic that group members already know
5. Read the first document together, highlighting any information that may provide evidence to support an answer to the question
6. Write a summary statement about the first source and an analysis of the document that explains how they source helps to answer the question. Describe and cite source.

This analysis should include:
 - Evaluating the reliability, validity, and accuracy of the source
 - Identifying the point of view of the source, as well as bias
 - Comparing and contrasting different interpretations of key events
 - Constructing support for a position by choosing accurate evidence
 - Creating inferences about sources
7. Repeat steps 5 and 6 for each document
8. Cut out each source and attach it to the poster paper. Write your summary statement and analysis under each document
9. Based on the evidence, write your group's thesis statement to answer the question

In United States history, the rights of “life, liberty, and the pursuit of happiness,” as stated in the Declaration of Independence, have often been denied to certain groups of Americans.

Assignment: Using information from the documents and your knowledge of United States history, write a thesis statement that answers the following questions, “*What were the goals of the woman’s suffrage movement of the 1800s and early 1900s? What methods were used to achieve those goals?*”

Document 1

On November 5, 1872, Susan B. Anthony, along with sixteen other women, went to the local polling booth in Rochester to vote in the general election. She was arrested and made this statement during her trial. In the trial, she was convicted and fined.

Miss Anthony.[speaking] — May it please your honor, I will never pay a dollar of your unjust penalty. All the stock in trade I possess is a debt of \$10,000, incurred by publishing my paper—The Revolution—the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, which tax, fine, imprison and hang women, while denying them the right of representation in the government; and I will work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old Revolutionary maxim, “Resistance to tyranny is obedience to God.” . . .

Source: Ida Husted Harper, *The Life and Work of Susan B. Anthony*, Vol. I, The Hollenbeck Press, 1898

Document 2

Suffragists’ Machine
Perfected in All States
Under Mrs. Catt’s Rule
Votes for Women Campaign Is
Now Run with All the Method
of Experienced Men Politicians

. . . A suffrage publishing company, whose first President was Mrs. Cyrus W. Field, and whose present President is Miss Esther Ogden, is one of the important auxiliaries of the National American Suffrage Association’s work. It has proved so successful as a business proposition that in January of this year, after two years of work, it declared a dividend of 3 percent. This publishing company issues fliers, leaflets, books, posters, and suffrage maps. Incidentally, it produces, as an adjunct of the propaganda work, playing cards, stationery with “Votes for Women” printed on it, calendars, dinner cards, and postcards; also parasols, &c. [etc.], for use in parades. Last year this company issued 5,000,000 fliers. . . .

Source: New York Times, April 29, 1917

Document 3

Suffragists’ Parade, c. 1913

Twelve Reasons Why Women Should Vote

1. BECAUSE those who obey the laws should help to choose those who make the laws.
2. BECAUSE laws affect women as much as men.
3. BECAUSE laws which affect WOMEN are now passed without consulting them.
4. BECAUSE laws affecting CHILDREN should include the woman's point of view as well as the man's.
5. BECAUSE laws affecting the HOME are voted on in every session of the Legislature.
6. BECAUSE women have experience which would be helpful to legislation.
7. BECAUSE to deprive women of the vote is to lower their position in common estimation.
8. BECAUSE having the vote would increase the sense of responsibility among women toward questions of public importance.
10. BECAUSE hundreds of thousands of intelligent, thoughtful, hard-working women want the vote.
11. BECAUSE the objections against their having the vote are based on prejudice, not on reason.
12. BECAUSE to sum up all reasons in one—IT IS FOR THE COMMON GOOD OF ALL.

VOTE FOR WOMAN SUFFRAGE

GIVE THIS TO A FRIEND AND ASK HIM TO VOTE FOR IT

MASSACHUSETTS WOMAN SUFFRAGE ASSOCIATION

Headquarters: 585 Boylston St., Boston

N. W. S. Publishing Co., Inc.

(Note: The original version of this flier
Did not include a Reason 9.)

Source: Massachusetts Woman Suffrage Association

Analyzing Documents

When analyzing documents, you should keep the following questions in mind.

1. Write a one sentence summary... what is the document?
2. Analyze the document using some of the following questions to guide you:
 - Why does the document exist?
 - Why is this document significant?
 - What might be the result of the action taken in the document?
 - Think about both sides of the issue!!!
 - What events may have led up to the document?
 - What might have been happening in America at the time?
 - Are there any significant details in the document?
 - Are there any unique or unusual qualities in the document or the source?
 - Any interesting quotations or sentences?
 - What impact might this document have had at the time it was published?
 - If you were alive at the time of the document how might it have affected your life?
 - What can be learned from the document?
 - What is your reaction to the document?

Example

QUESTION: <i>What were the goals of the woman's suffrage movement of the 1800s and early 1900s? What methods were used to achieve those goals?</i>		
What do we know?	Doc. 1	Doc. 2
<i>Put anything you know about the topic here!</i>	Summary:	Summary:
	Analysis:	Analysis:

Doc. 3	Doc. 4	Doc. 5
Summary:	Summary:	Summary:
Analysis:	Analysis:	Analysis:
THESIS STATEMENT:		

Use a large poster board to complete your modified document-based question poster.

1. Write the question(s) at the top first.
2. Write the word Thesis Statement at the bottom. Make sure to leave room to answer your thesis statement.
3. Brainstorm and write anything you already know about the topic.
4. You should layout your documents similar to the example. Do not glue anything on until you lay your documents out. Remember that you have to write a summary and an analysis.

DBQ Poster Grading Rubric

Names: _____

To get full credit for your documents you must thoroughly analyze each document using the document analysis questions. Things to keep in mind include; significance, predictions, possible outcomes, reason events happened, etc.

_____ What do we know chart: (10 points)

_____ Document 1 (16 points) Eight points for the summary and Eight points for the analysis

_____ Document 2 (16 points) Eight points for the summary and Eight points for the analysis

_____ Document 3 (16 points) Eight points for the summary and Eight points for the analysis

_____ Document 4 (16 points) Eight points for the summary and Eight points for the analysis

_____ Document 5 (16 points) Eight points for the summary and Eight points for the analysis

_____ Thesis Statement (10 points)

_____ Layout / Artwork (10 points)

_____ DBQ Poster Evaluation (40 points)

_____ **Total Score** = _____ %
(150)

Name: _____

Date: _____

Class: _____

DBQ Poster Self-Evaluation
40 Possible Points

What role did you play in your group?

How would you rate your contribution to the group? (1-5) _____

- **1 (2 points)** - I let the other members of my group do most of the work
- **2 (4 points)** - I primarily did the busy work; i.e. cutting and pasting, etc.
- **3 (6 points)** - I read and/or highlighted the documents but didn't offer much analysis of them
- **4 (8 points)** - I did most of the work myself
- **5 (10 points)** - I read the documents and discussed my findings with the group and we came up with an analysis together

What could you have done better? Explain in complete sentences. **(10 points)**

What did you find interesting about the woman's suffrage movement? **(10 points)**

Would you have been an active participant in the woman's suffrage movement? Why or why not?
(10 points)
