**Collaboration Lesson Plan**

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| School: | Manning Oaks |
| TAG Teacher: | Shelly Neal |
| Reg.Ed. Teacher(s) | Joshua Scott |
| Date: | 11/28/2016 |

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| Subject: | Social Studies |
| Standards: | SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.  a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments. |
| Essential Question: | What was the cultural impact of Susan B. Anthony in U.S. history?  How did her individual contributions shape the U.S. today? |

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| **Procedures:**  Woman’s Suffrage & Susan B. Anthony – using the attached SCAMPER template from Carolyn Coil’s book, Creativity x 4  SCAMPER Planning Form  **Background Activity**  Read and take notes using a variety of informational texts about Susan B. Anthony, the Woman’s Suffrage movement in the United States, and the 19th Amendment. Informational texts will vary and students may use library books. Read at least three different informational texts. Discuss the information you have found.  **Directions for the SCAMPER Activity or Activities**  Work in groups using your knowledge of Susan B. Anthony and the Woman’s Suffrage movement plus your creative imaginations to answer the SCAMPER questions. Each group will write answers to share with others in the class when the activity is over. Unless indicated otherwise, answers, answers to each of the SCAMPER questions should be written in paragraph form.  **Materials**  Pencil and paper plus the two articles and the cartoon used during the Background Activity  **Substitute**  What might have happened if Susan B. Anthony had been a man who was campaigning for the rights of women?  **Combine**  What might have happened if Susan B. Anthony and Eleanor Roosevelt both lived during the same time period in history? Draw an editorial cartoon showing what might have happened.  **Adapt**  How might history have been different if the Suffragettes had been too scared to make public speeches?  **Modify**  How might Susan B. Anthony’s life have been different if she had gotten married and had a family? Write a diary entry reflecting her feelings under these circumstances.  **Put to other use**  What is Susan B. Anthony had not been a suffragist but was instead against women being able to vote? Write a speech she might have given against giving women the right to vote.  **Eliminate**  How might history been different if the U.S. Constitution had no procedure for adding amendments? By what other method could change have come about?  **Rearrange/Reverse**  What would the United States look like today if women had not ever gained full citizenship and the right to vote? Look up data on the number of women and the number of men who voted in the most recent election and the effect each had on the results. Cite this data when you answer this question.  **Concluding Activity**  Split the class into groups. Each group takes on the roles of abolitionist, educational reformer, labor activist, temperance worker, suffragist, or women’s rights campaigner. Each group gives a short presentation of Susan B. Anthony’s experiences in each role.  **Assessment Mini-Rubric for SCAMPER**  • Uses imagination and creativity in answering the questions  • Uses logical and analytical thinking in answering the questions  • Uses data and information from informational texts when answering the questions  • Answers to each SCAMPER question are written clearly and coherently    **Assessment Mini-Rubric for the Concluding Activity**  • Follows Oral Presentation criteria card  • All group members participate in presentation  • Point of view is clear  • Information accurate for role assigned |

**Standards**

**SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.**

**a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.**

**Background Activity**

**Read and take notes using a variety of informational texts about Susan B. Anthony, the Woman’s Suffrage movement in the United States, and the 19th Amendment. Informational texts will vary and students may use library books. Read at least three different informational texts. Discuss the information you have found.**

**Directions for the SCAMPER Activity or Activities**

**Work in groups using your knowledge of Susan B. Anthony and the Woman’s Suffrage movement plus your creative imaginations to answer the SCAMPER questions. Each group will write answers to share with others in the class when the activity is over. Unless indicated otherwise, answers, answers to each of the SCAMPER questions should be written in paragraph form.**

**Materials**

**Pencil and paper plus the two articles and the cartoon used during the Background Activity**

**Substitute**

**What might have happened if Susan B. Anthony had been a man who was campaigning for the rights of women?**

**Combine**

**What might have happened if Susan B. Anthony and Eleanor Roosevelt both lived during the same time period in history? Draw an editorial cartoon showing what might have happened.**

**Adapt**

**How might history have been different if the Suffragettes had been too scared to make public speeches?**

**Modify**

**How might Susan B. Anthony’s life have been different if she had gotten married and had a family? Write a diary entry reflecting her feelings under these circumstances.**

**Put to other use**

**What is Susan B. Anthony had not been a suffragist but was instead against women being able to vote? Write a speech she might have given against giving women the right to vote.**

**Eliminate**

**How might history been different if the U.S. Constitution had no procedure for adding amendments? By what other method could change have come about?**

**Rearrange/Reverse**

**What would the United States look like today if women had not ever gained full citizenship and the right to vote? Look up data on the number of women and the number of men who voted in the most recent election and the effect each had on the results. Cite this data when you answer this question.**

**Concluding Activity**

**Split the class into groups. Each group takes on the roles of abolitionist, educational reformer, labor activist, temperance worker, suffragist, or women’s rights campaigner. Each group gives a short presentation of Susan B. Anthony’s experiences in each role.**

**Assessment Mini-Rubric for SCAMPER**

* Uses imagination and creativity in answering the questions
* Uses logical and analytical thinking in answering the questions
* Uses data and information from informational texts when answering the questions
* Answers to each SCAMPER question are written clearly and coherently

**Assessment Mini-Rubric for the Concluding Activity**

* Follows Oral Presentation criteria card
* All group members participate in presentation
* Point of view is clear
* Information accurate for role assigned