

### **1. The Problem.**

The majority of eligible voters do not vote. Even though their ancestor and in some cases their grandparent fought very hard to gain the vote. When our nation was founded only a small portion of the population could vote. As the years past more and more people fought for the right to vote. Property requirement were dropped. Later, the constitution included all races, but it was one hundred years before the federal government enforced that change. In the mean time women were given the right to vote. Finally, the age requirement was dropped to eighteen. So many people toiled for the right to vote yet too many choose not to exercise their right to vote. The problem is that more awareness of the history to the right to vote needs to be taught.

### **2. The Need.**

Statistics show the more education a person has a person has the more likely they will participate in the election process. It is important to provide civic education for our adolescences before the graduate from high school, including the history of suffrage, how to vote, how to contact their local state and federal representatives and how to follow and research currant issues. Understanding how many people fought to get the vote sacrificing the lives and their fortunes puts the importance of this right into perspective for our students. By giving each student a solid civic education they are more likely to participate when they understand how the system works and how their involvement as a citizen benefits their own live as well as the lives of others.

### **3. The Audience.**

This program will be designed for students in the grades 9-12 although it would also be appropriate for adults seeking a GED or adult high school diploma. This program will be leveled for an average reader but will contain enhancement and remediation as needed.

### **4. Objectives/Assessment.**

Analyze the evolution of citizens' rights (e.g. women's rights movements).

Compare and contrast various American Beliefs, values and political ideologies (e.g. who should have the right to vote).

Assess the significance of the evolving heterogeneity of American society (e.g. contributions of minority groups)

Evaluate the role and impact that significant individuals have had on historical events (e.g. Susan B. Anthony)

Describe how major events in U.S. history affected Connecticut citizens (e.g. Civil Rights).

Analyze laws that have been modified to meet society's changing values and needs (e.g. civil rights laws).

Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States (e.g. Civil rights groups, Alice Paul).

Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.

Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

These objectives will be assessed by quizzes, writing assignments, and electronic presentations

## **5. Content.**

The students will investigate the history of the women's right movement begin with the rights women did not have such as being unable to hold a job without the permission of their husband or father, no property rights, no right to divorce, no custody of her children and no right to vote. They also had little access to education.

The students will also learn how men and women banded together to fight for these rights. They held conventions and formed political and social associations to begin to fight for more rights for women.

They will look at the expansion of education with more educational opportunities.

They will learn how after 50 years plus, women gained the right to vote by public demonstration, media appeal and lobbying congress.

Finally they will understand that gaining the right to vote was one more step towards more rights for women that would be gained later in the 1960's 70's and 80's through the political process and women as a voting block.

## **6. Instructional Strategies.**

Animation, games, reading, DBQ's dialogues, essays, oral presentations

## **7. Additional Materials.**

Computer, SMART board, historical documents (journals news clippings and movie clips)

## **8. Program Use.**

It will be used relatively early in the unit.

## **9. Summative Evaluation.**

From the essays and the presentations I will be able to evaluate the depth of the understanding of the students and analyze whether the methods were successful.

10. Appendix-

