

COURSE TITLE: Middletown Women

GRADE LEVEL: Forth Grade

UNIT: Lives of Women in Indiana (1880's-1930's)

Abstract

In this 5-day unit, student will discover what women's lives were like in Middletown, Indiana between the 1880's and 1930's. They will learn about the rights of women and women's suffrage. Students will explore how life has changed for women in the past compared to women today.

Focus Questions

1. What are some ways that life for women in the past are different from women today?
2. What is suffrage?
3. How did women's rights differ in the past compared to their rights today?

Instructional Resources

Ball State University Digital Archives Collection

<http://libx.bsu.edu/u?/MidWmnHis,4819> (suffrage creed)

<http://libx.bsu.edu/u?/MidWmnHis,4811> (newspaper article on suffrage)

<http://libx.bsu.edu/u?/MidWmnHis,4811> (suffrage)

<http://www.infoplease.com/timelines/voting.html> (timeline)

<http://libx.bsu.edu/u?/cofcol,76>

<http://libx.bsu.edu/cdm4/document.php?CISOROOT=/MidWmnHis&CISOPTR=6596&REC=4>

<http://libx.bsu.edu/cdm4/document.php?CISOROOT=/MidWmnHis&CISOPTR=86&REC=16>

Benchmarks	Assessment Task	Key Concepts
<p><i>Students will:</i></p> <ul style="list-style-type: none">• 4.2.2 Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).• 4.2.5 Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.• 4.2.7 Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.	<p><i>Students will:</i></p> <p>1. Participate in a mock vote that will illustrate the true meaning of suffrage and exercising the right to vote.</p>	<ul style="list-style-type: none">• Women's Rights• Suffrage• Women's Roles

Catalog of Lessons

Lesson Day 1: Life of Women

For this lesson the teacher should pick ten to fifteen pictures from the Middletown Women's Photo gallery. Then ask the students to bring in one to two pictures of females in their family. Post all of the pictures on the front board or on poster board and discuss similarities and differences between the two time periods. Make a Venn diagram with key words describing each.

Lesson Day 2: Womens' Clubs in Middletown

Students will examine the various organizations that women in Middletown, Indiana were a part of. Students will examine why women joined organizations by examining primary sources from the Middletown Women's Digital Archive Collection. Students will create an informational brochure that highlights three groups and/or organizations that were prevalent in Middletown, Indiana. They will explain what the groups' purposes were and what issues they focused on. They should also include key individuals who influenced the groups. The students will share their brochures with their classmates and discuss the purpose and importance of the groups. I will make copies of the brochures to display them outside of the classroom on the wall. If possible, it would be beneficial if we could invite a former member of some of the groups to come to our classroom and be a guest speaker.

Lesson Day 3: Suffrage

The teacher will provide the articles provided in the instructional resources for the students on a table in the classroom. At the beginning of the lesson, the teacher will (using the timeline provided) explain to the students that up until 1920, women did not have the right to vote. The teacher will then explain to the students that women all around the country began to fight for their right to vote in what is called the Women's Suffrage Movement. Next, the teacher will define suffrage and introduce the primary documents provided. The teacher will explain that the documents are newspapers and writings from women of Middletown during the Women's Suffrage movement. The students can split into groups and choose one of the documents to read and discuss amongst each other and then with the class after each group has completed their discussion. The students and the teacher should all discuss what was read and how they think the women during that time felt about their role in society and about voting. After the discussion, students will write a poem, draw a picture, write a journal entry, letter, or use any other form of reflection to describe how they would feel if they were a woman during the Women's Suffrage Movement. Students should discuss their reflections with the class.

Lesson Day 4: Women's Rights

Students will study photos of working women obtained from the digital archives. One is of a class of nursing students and the other is of telephone operators. Next, students will work in groups and read from the Muncie Business and Professional Women's Club scrapbook. The teacher will instruct students to locate examples of jobs women held during the time period, jobs women wanted to hold, and obstacles that women faced in the professional world. Then, students will share their findings with the rest of the class. After that, the teacher will instruct students to interview women they know (mothers, grandmothers, aunts, etc..) about their experiences in the working world and record their findings in a journal. Then, each student will receive a "job" card and a "candidate" card. The "job" card includes a job description, as well as the education and skills required to do the job. The "candidate" card includes information about the person applying for the job. Their assignment is to write an essay that makes a case for why their candidate should or should not be hired for the job. They also need to include their thoughts on whether women of the 1930's would have been hired for the job, and their reasoning for that decision. Finally, the teacher will briefly discuss with students provisions of the Civil Rights Act and Equal Pay Act, which prohibits job discrimination and pay discrimination based on gender.

Lesson Day 5: Every Vote Counts

Today students will learn the importance of exercising their right to vote. I will tell the class that today we will be voting on an important classroom issue. I will remind students that before the 19th amendment, women did not have the right to vote in the United State. I will distribute a copy of the voting timeline of the United States. I will tell the students that we are going to pretend that it is 1840. Each student will get an index card that will have a gender, race, and property ownership status on it. Students will be told that we will be voting on an issue today. The issue is who should get extra recess today, the boys or the girls. The group with the most votes will win. I will distribute the index cards. Students will refer to the timeline to see if they would be qualified to vote. Those who are eligible to vote will go into the booth and cast their votes. After the students vote, I will tally up the results. I will have the students write a discussion paper describing how it might have felt to not have the right to vote, and how important it is to exercise your vote today. We will get into a circle and share our thoughts as a class. Students will take their papers home and interview their family members about how they feel about voting. The students will share the activity they did in class with their parents

MORNING				BENCHMARK
1	2	3	4	5
<p>Students will be able to identify the 19th Amendment and explain its significance.</p>	<p>Students will be able to identify the 19th Amendment and explain its significance.</p>	<p>Students will be able to identify the 19th Amendment and explain its significance.</p>	<p>Students will be able to identify the 19th Amendment and explain its significance.</p>	<p>Students will be able to identify the 19th Amendment and explain its significance.</p>