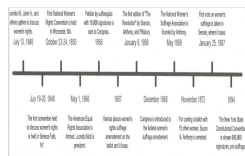


Assessing with Modern Sources

Grade Level: 6-8

Standard(s) or Objectives: CCSS.ELA-Literacy.RH.6-8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.RH.6-8.3 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Resources Used:



Women's rights. A timeline with some dates.

<http://womensrightshistorydayproject.weebly.com/timeline.html>

Topic Background:

Women obtained the right to vote nationwide in 1920. Before 1920, only criminals, the insane, Native Americans, and women were denied the vote. The modern woman's suffrage movement began in the 1840s with the Seneca Falls Convention. How did it happen and why?

Excerpted from:

<http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/index.html>

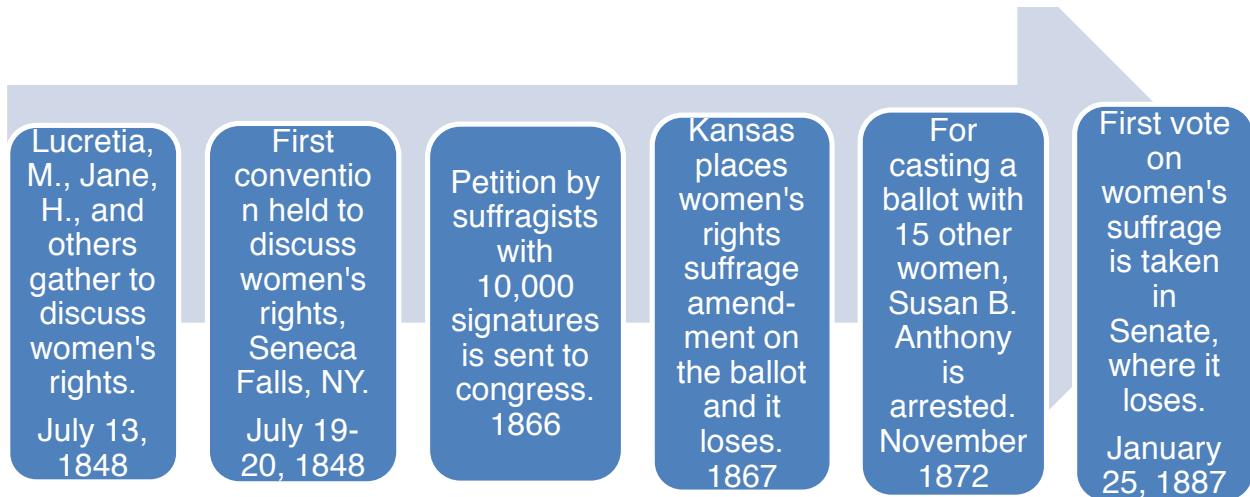
Source(s) Used:

The source depicts women's struggle for the right to vote.

Answer Key:

While the student can choose any three (3) dates, the following seem to be the most significant: July 13, 1848 (the beginning); 1866; and January 25, 1887.

Directions: Answer the question below about the following image of a timeline showing how women in the U.S. gained the right to vote.



Adapted from the timeline at the following website:
<http://womensrightshistorydayproject.weebly.com/timeline.html>

What three (3) dates from this timeline could you argue best represent significant moments in the fight for women’s rights to vote? Explain why. (CCSS.ELA-Literacy.RH.6-8.3)
