



# Unit Plan

## Learning Goals

**Cultural Literacy:** Susan B. Anthony, Elizabeth Cady Stanton, Women's Suffrage Movement, demonstrations, marches, leadership in a movement, giving speeches, voting, President Wilson, 19th Amendment

**Geography:** New York, Washington D.C.

**Vocabulary:** battle, general, separate, abolitionist

## Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
<b>Word Scramble</b>	Vote p. 1	Women p. 1	March p. 6				
<b>Summary</b>	Stanton and Anthony p. 3	Women's Suffrage p. 7	19 <sup>th</sup> Amendments p. 9				
<b>Custom</b>	Picket signs p. 4	Calendar p. 9					
<b>Map Activity</b>	New York and D.C p. 4						
<b>Coloring Page</b>	Elizabeth Cady Stanton p. 2	Susan B. Anthony p. 3	March p. 6				
<b>Presentation</b>							



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	<b>Words and page</b>
<b>Reading Match</b>	White House, vote, Susan B. Anthony, Elizabeth Cady Stanton
<b>Vocabulary</b>	Leader, march, vote, suffrage p. 6

			<b>Concept and Page</b>
<b>Sorting</b>	Susan B. Anthony	<b>Wh Questions</b>	Who - End of book
<b>Classification</b>		<b>Book Exam</b>	End of book
<b>Pattern</b>	Stanton and Anthony p. 3	<b>Sentence Scramble</b>	End of book
<b>EZ Summary</b>	p. 3	<b>Question and Answer</b>	End of book
<b>Short Answer</b>		<b>Fill in the Blank</b>	End of book
<b>Capitalization</b>	Names p. 8	<b>Reading Assessment</b>	End of book
<b>Grammar</b>	Wanted p. 8	<b>Vocabulary Assessment</b>	End of book



# Unit Plan

## How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

**Special education setting:** The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

**Inclusion setting:** Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



# Unit Plan

## Page Four:

**Talking Points:** The women had demonstrations. A demonstration is when a group of people stand in front of a government building. They hold signs. The signs say why they are mad. (Show PowerPoint of demonstrations). Look at the picture in the book. The women are standing in front of the White House. They are holding signs saying that women want to vote. They are having the demonstrations outside of the White House because President Wilson lives there. They want President Wilson to see them. They want President to make a law that would allow women to vote. The law would be called the 19<sup>th</sup> Amendment.

**Pointing Questions:** White House, women, signs

**Short Answer:** What did the women have at the White House? Why did the women have demonstrations? What did the women hold during the demonstration? What did the signs say? What did they want President Wilson to pass? What would the women be able to do if the 19<sup>th</sup> Amendment passed?

**Yes/No:** Did the women have a demonstration? Did the women hold signs?

**Sharing opinion/experiences:** How do you think the women felt at the demonstration? Have you ever seen people holding signs?

**Peer to Peer Interaction:** After you read Page 4, ask the students, “What did women have at the White House?” The answer is the main idea card “demonstrations.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Picket Signs, Map Activity



# Unit Plan

## Page Five

**Talking Points:** The women organized parades in Washington D.C. They wanted to get everyone's attention. They wanted everyone to help women get the right to vote. (Show YouTube video or Google Images of parades)

**Pointing Questions:** women, hats, flags

**Short Answer:** What did the women organize in Washington D.C.? Where did the women have the parades?

**Yes/No:** Did the women organize parades? Were the parades in Washington D.C.?

**Sharing opinion/experiences:** Have you ever been to a parade? Do you like parades?

**Peer to Peer Interaction:** After you read Page 5, "What did the women organize in Washington D.C.?" The answer is the main idea card "parades." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Reading Match (L)



# Unit Plan

## **Page Six:**

**Talking Points:** Many women marched into Washington D.C. Marched means “walked together.”

**Pointing Questions:** women holding US flag, road, people marching

**Short Answer:** What does “marched” mean? Where did the women march to? What did the women say?

**Yes/No:** Does “marched” mean “walked together?” Did the women march into Arizona? Did the women march into Washington D.C.?

**Sharing opinion/experiences:** Have you ever marched?

**Peer to Peer Interaction:** After you read Page 6, ask the students, “What did the women do?” The answer is the main idea card “marched.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of questions above.

**Activity:** Play a Simon-Says type game. Have students march. Have students walk. Then explain that even though the people are not marching, sometimes people walking together with signs is called a march.

**Assignment Options:** Coloring Page March, Word Scramble March (L), Vocabulary



# Unit Plan

## **Page Seven:**

**Talking Points:** Women got together and had meetings. They talked about getting the law changed so that they could vote. They talked about how they would get the law changed. They made plans for marches.

**Pointing Questions:** signs (read the signs), building (This is where women had meetings about changing the law), women

**Short Answer:** What did the women have? Why did the women have meetings? What did the women talk about?

**Yes/No:** Did the women talk about movies? Did the women talk about wanting to be able to vote?

**Sharing opinion/experiences:** People talk at meetings. Have you ever been to a meeting?

**Peer to Peer Interaction:** After you read Page 7, ask the students, "What did the women have?" The answer is the main idea card "meetings." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Summary Women's Suffrage Movement



# Unit Plan

**Page Eight:**

**Talking Points:** The president was President Wilson. The ladies wanted the president to know they needed a new amendment. They wanted him to help women get the right to vote.

**Pointing Questions:** President Wilson, tie, jacket, eyes, nose, etc.

**Short Answer:** Who was the president at that time? What did the ladies want?

**Yes/No:** Is Wilson the president? Is he president now?

**Sharing opinion/experiences:** Who is the president now? What do you know about the president?

**Peer to Peer Interaction:** After you read Page 8, ask students, “Who was the president?” The answer is the main idea card “President Wilson.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Capitalization, Grammar





# Unit Plan

## **Page Nine:**

**Talking Points:** The 19<sup>th</sup> Amendment passed on August 26, 1920. That is almost 100 years ago. The 19<sup>th</sup> Amendment gave women the right to vote. (Have students write 19<sup>th</sup> Amendment passed on their calendars)

**Pointing Questions:** women, dresses (What color dresses were the women wearing)

**Short Answer:** What happened on August 26, 1920? What amendment gave women the right to vote? When was the 19<sup>th</sup> Amendment passed?

**Yes/No:** Did the 19<sup>th</sup> Amendment give women the right to vote?

**Sharing opinion/experiences:** How do you think the women felt when the 19<sup>th</sup> Amendment passed?

**Peer to Peer Interaction:** After you read Page 9, ask the students, “What amendment gave the women the right to vote?” The answer is the main idea card “19<sup>th</sup> Amendment.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Presentation:** Review of Suffrage Movement Concepts

**Assignment Options:** Summary 19<sup>th</sup> Amendment, Calendar