

7th Grade Women's Rights Inquiry

What Does It Mean to Be Equal?

Staging the Question: Examine the extent to which women are involved in governmental leadership today.

Social Studies Practices

🔗 **Gathering, Using, and Interpreting Evidence**
🔗 **Geographic Reasoning**
🔗 **Economics and Economic Systems**
🔗 **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3
What legal limitations did women face in the 19th century and what gender-inequality issues do women face today?	What rights did women seek in the 19th century and what gender-equality issues are women fighting for today?	What actions did women take to obtain rights at the Seneca Falls Convention and how might we address gender equality today?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Part 1: List some legal limitations that women faced in the 19th century that were not faced by men at the same time. Part 2: Select a topic related to present-day gender equality and conduct initial research on that topic with teacher support.	Part 1: Write a paragraph representing the views of a woman in the 1830s on civil and social rights. Part 2: Research gender-equality issues and seek additional information from community leaders about their efforts to address the rights of women.	Part 1: Make a claim supported by evidence from the Declaration of Sentiments for how the Seneca Falls Convention raised consciousness about the needs of women in the 1840s. Part 2: Conduct a forum inside or outside of school addressing gender equality in society today.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Finds areas of passion or interest within topics of study by exploring contemporary involvement by women in United States government.	Connect: Uses multiple sources to acquire background information and brainstorm ideas for further inquiry about what rights women sought in the 19th century and what gender equality issues women are fighting for today.	Connect: States and verifies what is known and makes connections to prior knowledge about what actions women took to obtain rights at the Seneca Falls Convention and how we might address gender equality today. Graphic Organizer: Connect#14
Wonder: Recognizes characteristics of good questions about the legal limitations women faced in the 19th century and what gender-inequality issues women face today.	Wonder: Determines what information is needed to support the investigation and answer the questions about what rights women sought in the 19th century and what gender equality issues women are fighting for today.	Wonder: Analyzes and evaluates what is known, observed or experienced to form a tentative thesis or hypothesis about what actions women took to obtain rights at the Seneca Falls Convention and how we might address gender equality today. Graphic Organizer: Wonder#12
Investigate: Summarizes information that answers research questions about the legal limitations women faced in the 19th century while reading excerpts from de Tocqueville's Democracy in America and Blackstone's Law.	Investigate: Relates new information to prior knowledge while reading personal reflections from Sarah M. Grimké and Harriet Hanson Robinson.	Investigate: Uses both facts and opinions responsibly by identifying and verifying them while reading an announcement of the 1848 Seneca Falls Convention, an excerpt from an address by Elizabeth Cady Stanton on women's rights, and the full text of the Declaration of Sentiments. Graphic Organizer: Investigate#71 C3 Resources
Construct: Part 1: Lists some legal limitations that women faced in the 19th century that were not faced by men at the same time. Part 2: Selects a topic related to present-day gender equality and conducts initial research on that topic with teacher support.	Construct: Forms opinion and uses evidence from text to back it up. Graphic Organizer: Construct#16	Construct: Interprets information and ideas by defining, classifying, and inferring. Graphic Organizer: Construct#29
Express:	Express: Part 1: Writes a paragraph representing the views of a woman in the 1830s on civil and social rights. Part 2: Researches gender-equality issues and seeks additional information from community leaders about their efforts to address the rights of women.	Express: Part 1: Makes a claim supported by evidence from the Declaration of Sentiments for how the Seneca Falls Convention raised consciousness about the needs of women in the 1840s. Part 2: Conducts a forum inside or outside of school addressing gender equality in society today.
Reflect:	Reflect:	Reflect: Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment. Graphic Organizer: Reflect#18
Summative Performance Task: Argument: What does it mean to be equal? Construct an argument (e.g., detailed outline, poster, essay) that discusses the issues women faced in the 19th century and those they continue to face today using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Rewrite the lyrics to a popular present-day song from the perspective of a 19th-century women's rights activist.		