

4th Grade [Call for Change Inquiry](#)

What Did it Take for Women to Be Considered “Equal” to Men in New York?		
Staging the Question: Participate in a discussion about what it means to be equal.		
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Chronological Reasoning and Causation ● Comparison and Contextualization	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who had voting rights in New York State when the United States was founded?	What were the social roles of women in New York before the 20th century?	How did women move from the home to the political stage in New York?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the requirements for voting in New York State.	Write a paragraph describing women’s roles in society before the 20th century.	Make a claim about how women gained the right to vote in New York.
Integration of Inquiry Process and Skills		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: States what is known about what it means to be equal and makes connections to prior knowledge.	Connect: Recognizes that questions can be answered by finding information about what the social roles of women were in New York before the 20 th century. Graphic Organizer: Connect#6	Connect: Generates a list of key words with guidance for a research-based project about how women moved from home to the political stage in New York. Graphic Organizer: Connect#10
Wonder: Asks questions to clarify topics or details about the historical requirements for voting rights in New York State in the 18 th and 19 th century. Graphic Organizer: Wonder#6	Wonder: Predicts answers to inquiry question about what the social roles of women were in New York before the 20 th century based on background knowledge and beginning observation. Graphic Organizer: Wonder#7	Wonder: Predicts answers to inquiry question about how women moved from home to the political stage in New York based on background knowledge and beginning observation. Graphic Organizer: Wonder#7
Investigate: Uses pre-selected primary sources to gather information about the historical requirements for voting rights in New York State in the 18th and 19th century by examining excerpts from the Declaration of Independence, 1776, and the New York State Constitution, 1777.	Investigate: Uses various notetaking strategies to find appropriate information about what the social roles of women were in New York before the 20 th century while examining an image bank of social roles of women during the era and while reading the 14 th and 15 th Amendments to the Constitution.	Investigate: Uses selected search engines to find appropriate information how women moved from home to the political stage in New York. Graphic Organizer: Investigate#36 C3 Resources
Construct: Lists the requirements for voting in New York State.	Construct: Identifies facts and details that support the main idea of what the social roles of women were in New York before the 20 th century. Graphic Organizer: Construct#11	Construct: Uses common organizational patterns (chronological order, main idea with supporting details) to organize information. Graphic Organizer: Construct#12
	Express: Writes a paragraph describing women’s roles in society before the 20th century.	Express: Makes a claim about how women gained the right to vote in New York.
		Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#7
Summative Performance Task: Argument: What did it take for women to be considered “equal” to men in New York? Construct an argument that addresses the compelling question using specific claims and evidence. Extension: Write a letter to Susan B. Anthony or Elizabeth Cady Stanton that describes how women’s rights have progressed since the early 1900s.		