

- 1) ***Women in Government***
- 2) Essential Question: Why has there never been a female president of the United States?
- 3) Learning Objectives and Assessments:
 - a. Students will be able to...

Learning Objectives	Assessments
<i>Identify</i> the obstacles women have faced historically to participate in politics.	Graphic Organizer Closing Activity
<i>Analyze</i> the ways in which these obstacles could hinder women's ability to be elected.	Graphic Organizer Closing Activity
<i>Empathize</i> with the discrimination experienced by women socially, economically, and politically.	Facilitation of Discussion Graphic Organizer Closing Activity
<i>Create</i> a visual representation of the benefits and drawbacks women can experience in the election process.	Opening Activity Closing Activity

- 4) Materials:
 - a. Station Binders
 - i. Materials: Information Pages; Images; Data; Newspaper Articles
 - b. Graphic Organizers
 - c. Google Document & Google Classroom
- 5) Pre-lesson assignments and/or prior knowledge:
 - a. Students will have some preexisting knowledge about civil liberties and civil rights as well as women's rights amendments, key legislation, and key Supreme Court cases. They will understand the process for being elected, the role that media and public perception plays in this dynamic, as well as the impact political participation has on election outcomes. For homework, students will have watched the Crash Course video on YouTube titled: ["Women in the 19th Century: Crash Course US History #16"](#)
- 6) Do Now/Motivation (0:00-0:07):
 - a. Teacher will pose a question to the students for a large group discussion:
 - i. What makes a person a strong presidential candidate?
 - b. Teacher will record their responses on the left-hand portion of the scale Google Document. Once finished, the teacher will share the Google Document on the students' Google Classroom page using the "Make a Copy for Each Student" function.
 - i. Teacher should use discretion in selecting which responses to record, compiling responses of a similar nature in one box rather than separate boxes.

- ii. *This document can also be printed and handed out in worksheet form should teacher remove the “insert text here” annotations.*

7) Instructional Plan (0:07-00:42):

- a. Students will be instructed to use their internet connected devices to log into their Google Classroom and open the “Weighing Possibilities” Google Document that the teacher has shared with them.
- b. Students will then be divided into four groups and their desks will then be moved into four different clusters. On each set of desks will be placed a binder containing information. These binders will contain various images, newspaper articles, advertisements, and journal article excerpts for students to reference. Students will be required to fill out the section of the graphic organizer dedicated to the station title that is depicted in their designated binder.
- c. Teacher will instruct students to complete the right-hand side of the “Weighing Possibilities Scale” using the observations recorded in the stations. They should place each historical obstacle to election for women they have deduced in the boxes present. Not each box must be used.
 - i. Students will share one worksheet from each group with their teachers’ e-mail to be projected for the class.

Transition:

8) Closure (00:42-00:46)

- a. Teacher will ask the students to reflect upon the differences between each side of the scale.