

## Inquiry Design Model (IDM) Blueprint™

Compelling Question	<p>How can ideas spread and lead to change?</p> <p>How did suffragists in Washington spread their ideas? And how did ideas move from the state level to the national suffrage movement?</p>
Standards and Practices	<p>H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present: Railroads, reform, immigration, and labor (1889-1930)</p> <p>H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.</p> <p>H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.</p> <p>SSS2.6-8.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p> <p>SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p>
Staging the Question	<p>Ask students to make buttons or stickers to support a cause that they care about. (These could be made from stick-on name badges.) Ask them to wear these for a few days, then write a reflection about the experience.<sup>1</sup></p> <p>OR</p> <p>Ask students to analyze an object through which they express causes they believe in. This might be a water bottle or binder with stickers, etc. You might use the WSHS Source Analysis worksheet used in Formative Performance Task 3 to support this type of thinking, especially if your students are already familiar with source analysis.<sup>2</sup></p> <p>OR</p> <p>Ask students to brainstorm, as a class or in small groups: What other social movements have we already studied? How have people made change in their communities? What strategies have they used? Did they make change at a local, state, or national level?</p> <p>Introduce the unit's topic: The women's suffrage movement in Washington state and nationally.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
When did women get the right to vote in Washington state, and how does that compare to women nationwide?	Why did women in the West, including Washington, get the right to vote sooner than women in the rest of the country?	How did Western women getting the right to vote influence the national movement?	How did Washington State suffragists spread their ideas?

<sup>1</sup> Activity suggested by members of Washington State Council for Social Studies.

<sup>2</sup> Activity suggested by members of Washington State Council for Social Studies.

Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Ask half the class to read “What Happened in Washington” (Source: WSHS) and the other half to read “Women’s Suffrage” (Source: History.com). Pair students up, with one having read the national story of the fight for suffrage and the other having read the state-level story. Together, ask the students to create a timeline together, with Washington state events in one color and national events in another.</p> <p>Using the timeline template, have students work in pairs to note when changes happened for women’s suffrage, with national changes in one color and state-level changes in another.</p>	<p>As an entire class, read and discuss “Why Washington?” (Source: WSHS).</p> <p>As a class, discuss: What do students think about these reasons why Washington and other Western states gave women the right to vote early?</p>	<p>In pairs, students analyze the image “The Awakening” with the support of the WSHS Source Analysis Worksheet, Activity 3.</p> <p>Come together as a class to discuss students’ responses and what this image says about the geographic spread of the idea of women’s suffrage.</p> <p>Lead students in a guided reading of the essay “Woman Suffrage in the West.” How did western states giving women the right to vote influence the national movement? What evidence from the reading makes students say that?</p>	<p>Group students into small groups of 3-4. Give each group one of the primary sources from Washington state’s suffrage movement, listed below. Give each student the WSHS Source Analysis Worksheet, Activity 4, to support their analysis.</p> <p>Come together to share out and discuss what students learned about how suffragists spread the word, at both the state and national levels. Some groups will have the same image, so they should present at the same time. Students can use the graphic organizer in WSHS Source Analysis Worksheet, Activity 4 to organize their ideas around suffragists’ methods.</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>7<sup>th</sup>-grade-level version of:</p> <ul style="list-style-type: none"> <li>• “What Happened in Washington” (Source: WSHS)</li> <li>• “Women’s Suffrage” (Source: <a href="http://History.com">History.com</a>)</li> <li>• “Timeline, How Change Happened” (Source: WSHS)</li> </ul>	<p>7<sup>th</sup>-grade-level version of:</p> <ul style="list-style-type: none"> <li>• “Why Washington?” (Source: WSHS)</li> </ul>	<p>7<sup>th</sup>-grade-level version of:</p> <ul style="list-style-type: none"> <li>• “WSHS Source Analysis Worksheet, Activity 3” (Source: WSHS)</li> <li>• “The Awakening,” <a href="https://www.loc.gov/pictures/item/98502844/">https://www.loc.gov/pictures/item/98502844/</a> (Source: Library of Congress)</li> <li>• Woman Suffrage in the West (Source: National Women’s History Museum)</li> </ul>	<p>7<sup>th</sup>-grade-level version of:</p> <ul style="list-style-type: none"> <li>• “WSHS Source Analysis Worksheet, Activity 4” (Source: WSHS)</li> </ul> <p><b>Primary Sources from the Washington State Historical Society</b></p> <p>Handbill: The women of Washington want the ballot--why? Catalog Id: 2002.42.1.1</p> <p>Political Cartoon: "And the Eyes of the Blind Shall be Opened," Catalog ID Number: 2001.104.38.2.1</p> <p>Photo: Three women suffragists in Seattle, WA, Catalog ID Number: 1943.42.19943</p>

			<p>"Votes for Women" commemorative green ribbon. Catalog ID Number: C2008.0.141</p> <p>Sash. Catalog ID Number: 1991.46.2</p> <p><b>Primary Sources from the National Women's History Museum</b>  <a href="http://www.crusadeforthevote.org/imagery-and-propaganda">[http://www.crusadeforthevote.org/imagery-and-propaganda]</a></p> <p>Woman Suffrage Banner, 1914-1917</p> <p>[Hedwig Reicher as Columbia] in Suffrage Parade</p> <p>Jailed for Freedom Pin</p> <p>Women's Suffrage Button</p> <p>"Insulting the President?" by Nina Allender, June 2, 1917</p>
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Summative Performance Task	Argument	<p>What does the women's suffrage movement in Washington teach us about how ideas can spread? Construct an argument using evidence from historical essays and/or primary sources. Project can be in the form of a poster exhibit, documentary, board game, performance, etc. Be sure to cite your sources.</p> <p>OR</p> <p>Construct an argument that addresses the relationship between women's suffrage in Washington state and at the national level, using specific claims and relevant evidence from historical sources while acknowledging competing views. Project can be in the form of a poster exhibit, documentary, board game, performance, etc.</p> <p>OR</p> <p>Consider using our lesson plan "Contributing to a Collaborative Timeline of Washington State Women's History" to support students as they conduct local research on women and history in your area.</p>
	Extension	<p>Consider other movements you have learned about, either at home or in this class. Did any of them have similar strategies compared to the state or national women's suffrage movements? Create a large-scale t-chart to explore the comparison between tactics in these movements and which were more or less successful using citations.</p>
Taking Informed Action	<p>Do you believe the tactics used by the women's suffrage movement in Washington would work today to support other causes? Use a tactic you learned about from studying the women's suffrage movement and apply it to a cause you care about.</p>	