

# Lesson Plan Template: Hewit Summer Institute

Title: Digital Museum: Path to Suffrage

Unit duration: 6-8 class periods (depends on the depth of the digital museum)

Grade level: Secondary, can be modified to be used in Middle School or High School

## Objectives:

1. Students will be able to analyze & synthesize information from a variety of online resources.
2. Students will improve their technology skills by creating a digital museum exhibit.
3. Students will be able to show knowledge of the path to suffrage through their selection of primary sources, artifacts, photographs, and written descriptions.

## Essential Questions:

1. How can I choose materials for my museum exhibit that demonstrate that I have selected them carefully, and purposefully?
2. How can I create a digital space that demonstrates my technology skills, and have I thought carefully about how the space will be laid out?
3. Am I providing detailed enough descriptions of my museum materials so that a visitor has a complete picture of the path to suffrage?

Colorado State Standards Addressed: (can be from any social studies content area)

- High School / Secondary

## CDE History Standards:

1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.
2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.
3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.

## CDE Civics Standards:

1. Research and formulate positions on local, state, and national issues or policies to participate in a civil society.
2. Purposes, roles and limitations of the structures and functions of government.
3. Evaluate the impact of the political institutions that link the people to the government.

Lesson content and procedures:

\*This lesson can be used as an introduction to voting in America, or as a continuation of the unit\*

Day/time/duration	Title/content	Step by step instructions	Materials needed/notes
Day 1: 50 minutes	Choosing Citizen Group, Analyze project, begin research	<ol style="list-style-type: none"> <li>1. Tell students that they will be creating a digital museum space to show the path to suffrage that different groups of citizens struggled to attain.</li> <li>2. Ask students to think of who these different groups might be. Write their ideas on the board, and urge them to think deeply.</li> <li>3. Show them the chart of the different groups of citizens who weren't always allowed to vote in the U.S.</li> <li>4. Explain that they will choose one of these groups to research. (Eventually they will create their digital museum space about this group)</li> <li>5. Go over the chart with them, there are three columns that they will fill out during the course of their research.</li> <li>6. Log who is choosing which group</li> <li>7. Hand out or have them open the Digital Museum Project Guidelines.</li> <li>8. Have them summarize what they are supposed to do.</li> <li>9. Ask them what questions they have.</li> <li>10. Depending on the level of inquiry, age, and skill feel free to provide some resources to them for research, or let them research on their own. See my resource list in the materials section.</li> <li>11. Exit ticket: What are you hoping to learn about the group you chose?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for students</li> <li>2. <a href="#">Chart of Voting Rights</a></li> <li>3. <a href="#">Museum Exhibit Project Guidelines</a></li> <li>4. Optional: <a href="#">research websites</a> that you can give them to aid in their searches.</li> </ol>

Day 2: 50 minutes	Digging Deep: Continue Research	<ol style="list-style-type: none"> <li>1. As students get set up on their computers, ask them to think about how much research they can get done today. Have them set a reasonable goal. Examples: Three artifacts with descriptions written, and solidifying the date my group achieved suffrage. If you don't have them do this they can spend too long on one website / task.</li> <li>2. Have them begin researching</li> <li>3. Every 15 minutes have them check their goal, do they need help, do they need to move on?</li> <li>4. Exit ticket: What are two amazing things that I learned today?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for all students</li> <li>2. Same materials as Day 1</li> </ol>
Day 3: 50 minutes	Finish up Research (teacher can extend research days if necessary)	<ol style="list-style-type: none"> <li>1. Conduct a check-in, ask how many students are done with the chart, then ask how many are close, how many are halfway, and how many are struggling. This can help you determine if you need to add research days.</li> <li>2. Have students set a reasonable goal. Examples: Three artifacts with descriptions written, and solidifying the date my group achieved suffrage. If you don't have them do this they can spend too long on one website / task.</li> <li>3. Have them begin researching</li> <li>4. Every 15 minutes have them check their goal, do they need help, do they need to move on?</li> <li>5. Exit Ticket: What are three items that will make it into my digital museum exhibit?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for all students</li> <li>2. Same materials as Day 1</li> </ol>

Day 4: 50 minutes	Begin Museum Design	<ol style="list-style-type: none"> <li>1. Have students log into the Google Sites. Give them 10 minutes to play around on the site, and answer any questions they have.</li> <li>2. Make sure students have named their exhibit.</li> <li>3. Students will always go to Google Sites, to access their museum.</li> <li>4. Students begin designing their museum spaces</li> <li>5. Exit Ticket: How many more minutes do you need to complete your museum?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for all students</li> <li>2. Same materials as Day 1</li> </ol>
Day 5: 50 minutes	Design Museum Space	<ol style="list-style-type: none"> <li>1. Have students log into Google Sites</li> <li>2. Continue designing their exhibit.</li> <li>3. Exit Ticket: Do you need any time tomorrow to edit or continue working on your project?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for all students</li> <li>2. Same materials as Day 1</li> </ol>
Day 6: 50 minutes (Optional Day)	Gallery Walk	<ol style="list-style-type: none"> <li>1. Have students open the Voting Rights Chart again</li> <li>2. They will have information on their chosen group, but not on the others.</li> <li>3. They will spend the period gallery walking the other exhibits, and will fill out the rest of the chart. To cut down on confusion, fill in this <a href="#">Gallery Walk chart</a> to share with students so they can find their peers exhibits easily.</li> <li>4. Exit ticket: what new or surprising information did you uncover?</li> <li>5. Extension activities could include a quiz on the information, a Socratic Seminar on if Voting rights are inclusive now?</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer access for all students</li> <li>2. Same materials as Day 1</li> <li>3. <a href="#">Gallery Walk chart</a></li> </ol>

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**Before submitting please complete this self-check list**

- Lesson plan title
- Lesson plan duration
- Grade level applicable
- Learning objectives
- Essential Questions
- Colorado State Standards
- Lesson Content/ procedures
- Lesson materials (attached to lesson plan)
- Teacher name
- Teacher school
- Teacher email address

Email to [hewithhistoryinstitute@unco.edu](mailto:hewithhistoryinstitute@unco.edu) by December 5, 2020. You will receive a certificate of completion for your seat hours upon receipt.