

2020
Standards Alignment
For the *Portraits of Courage: The Story of Women's Suffrage in Arkansas*
Educator Guide
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For online access to the professional development course and its accompanying educator guide and other resources, please visit ArkansasIDEAS.org.

**Alignment with College, Career & Civic Life
C3 Framework for Social Studies State Standards**

| STANDARD/COMPONENT | LOCATION IN GUIDE |
|---|----------------------|
| DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS | |
| Individual C3 Framework standards for civics and history are referenced throughout this document and are aligned with Arkansas standards. Related compelling questions through the lenses of civics and history are included in the educator guide. | |
| D2.Civ.2.6-8 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). | Pg. 4 & 6 |
| D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. | |
| D2.Civ.5.6-8 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. | |
| D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. | |
| D2.Civ.6.6-8 Describe the roles of political, civil, and economic organizations in shaping people's lives. | |
| D2.Civ.10.6-8 Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. | |
| D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. | |
| D2.Civ.14.6-8 Compare historical and contemporary means of changing societies, and promoting the common good. | |
| D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. | Pg. 4 & 6 |
| D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. | |
| D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. | |
| D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. | |
| D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past. | |
| D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past. | |
| D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument. | |
| D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past. | |
| D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past | |

**Alignment with African American History Grades 9-12
Social Studies Curriculum Framework (2014)**

| CONTENT STANDARD | QUESTION/TASK FROM THE EDUCATOR GUIDE | LOCATION IN GUIDE | LITERACY ALIGNMENT FOR THE STANDARD | C3 ALIGNMENT FOR THE STANDARD |
|---|---|-------------------|---|---|
| Strand: African American History Standards: 1. Students will analyze the African American experience in the post-Reconstruction era. | | | | |
| HJC.4.AAH.1 Research divergent paths and challenges faced by African American men and women from post-Reconstruction to the early 20th century | In what ways were African American citizens prevented from exercising their right to vote? | Pg. 6 | CCRA.R.1, 3 CCRA.W.4, 8 CCRA.SL.3 | D1.4.9-12 D2.His.2, 3, 4.0-12 |
| HJC.4.AAH.2 Analyze various experiences of African American men and women during the Jim Crow time period from a variety of perspectives using primary and secondary sources (e.g., education, religion, art, entertainment, social institutions, political organizations, segregation) | | | CCRA.R.1, 3, 6 CCRA.W.3, 9 CCRA.SL.3 | D2.His.2, 3, 4.9-12 D3.1.9-12 D4.1.9-12 |
| HJC.4.AAH.3 Analyze the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 | List the 13 th , 14 th , and 15 th Amendments to the U.S. Constitution, respectively. Explain the meaning of each, specifying who each one affected and how. | Pg. 4 | CCRA.R.4, 6 CCRA.W.1 CCRA.SL.1 | D2.Civ.2, 4, 10.9-12 D2.His.1, 2.9-12 |

**Alignment with Arkansas History Grades 7-12
Social Studies Curriculum Framework (2014)**

| CONTENT STANDARD | QUESTION/TASK FROM THE EDUCATOR GUIDE | LOCATION IN GUIDE | LITERACY ALIGNMENT FOR THE STANDARD | C3 ALIGNMENT FOR THE STANDARD |
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| Strand: Arkansas History (Grades 7-8) Standards: 2. Students will analyze government and politics in Arkansas. 3. Students will analyze the influence of government and politics on social issues. | | | | |
| CG.5.AH.7-8.4 Examine rights and responsibilities of citizenship in Arkansas | One of the arguments against women’s suffrage is that “most” women did not want to vote. What messages did women receive from others that would have dissuaded them from wanting the right to vote? Who might have felt threatened by women obtaining the vote? Discuss why. | Pg. 4 | CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4 | D2.Civ.1, 2, 10, 12.6-8 |
| Strand: Arkansas History (Grades 9-12) Standard: 4. Students will analyze factors that influenced the perspectives of Arkansans in the early 20 th century. | | | | |
| Era4.4.AH.9-12.1 Investigate social, economic, and political reforms of the Progressive Era in Arkansas from multiple perspectives using a variety of <i>primary</i> and <i>secondary sources</i> | How did World War I impact the women’s suffrage argument? In your answer discuss: a. Women’s roles and involvement in WWI (and how women’s war roles had changed since the Civil War) b. How public opinion had been swayed by women’s WWI efforts c. President Wilson’s comments towards suffrage during the war | Pg. 6 | CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 2, 3, 4 | D2.Civ.10, 11, 12, 13, 14.9-12 D2.Eco.1, 8, 13.9-12 D2.Geo.8.9-12 D2.His.2, 3, 7, 10.9-12 |
| Era4.4.AH.9-12.3 Evaluate effects of World War I on Arkansans using a variety of <i>primary</i> and <i>secondary sources</i> | | | CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 3, 4 | D2.Civ.14.9-12 D2.Geo.4.9-12 D2.His.1, 14.9-12 |

**Alignment with U.S. History Since 1890 Grades 9-12
Social Studies Curriculum Framework (2014)**

| CONTENT STANDARD | QUESTION/TASK FROM THE EDUCATOR GUIDE | LOCATION IN GUIDE | LITERACY ALIGNMENT FOR THE STANDARD | C3 ALIGNMENT FOR THE STANDARD | |
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| <p>Strand: U.S. History Since 1890 Standards: 5. Students will evaluate the territorial expansion and foreign policy of the United States between 1890 and 1930. 6. Students will evaluate social, economic, and political changes in the United States between 1890 and 1930.</p> | | | | | |
| <p>Era7.1.US.H.4 Investigate social, economic, and technological effects of World War I on American society (e.g., women’s right to vote, new weapons, isolationism, nativism, Dawe’s Plan, buying on credit)</p> | <p>How did World War I impact the women’s suffrage argument? In your answer discuss a. Women’s roles and involvement in WWI (and how women’s war roles had changed since the Civil War) b. How public opinion had been swayed by women’s WWI efforts c. President Wilson’s comments towards suffrage during the war</p> | <p>Pg. 6</p> | <p>CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3</p> | <p>D2.Civ.13,14.9-12 D2.Geo.2.9-12 D2.His.2, 3, 6, 7.9-12</p> | |
| <p>Era7.2.US.H.2 Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives</p> | | | | <p>CCRA.R.1, 4, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 3</p> | <p>D2.Civ.5.9-12 D2.His.3, 4, 5.9-12 D4.3.9-12</p> |
| <p>Era7.2.US.H.3 Analyze short- and long-term social, economic, political, educational, and environmental effects of progressivism at the local, state, and national levels</p> | <p>Create a timeline from the start of the Civil War to present day. Conduct research to include legislative changes, social reform, and historical movements. Identify the women’s suffrage movement and highlight factors that affected the outcome as well as how women’s suffrage preceded other societal changes.</p> | <p>Pg. 7, C</p> | <p>CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3</p> | <p>D2.Civ.5, 12, 13, 14.9-12 D2.Eco.6-9.9-12 D2.His.1, 2, 7, 14.9-12</p> | |
| <p>Era7.2.US.H.4 Evaluate the effects of the political issues of the 1920s (e.g., xenophobia, nativism, racism, communism, Open Door Policy, labor movements, equality)</p> | | | | <p>CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3</p> | <p>D2.Civ.10.9-12 D2.His.1, 2, 3, 14, 15.9-12</p> |
| <p>Era7.2.US.H.5 Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s (e.g., Harlem Renaissance, Lost Generation, prohibition, Stock Market, medical)</p> | | | | <p>CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3</p> | <p>D2.His.1, 2, 3, 14, 15.9-12</p> |

**Alignment with Civics Grades 9-12
Social Studies Curriculum Framework (2014)**

| CONTENT STANDARD | QUESTION/TASK FROM THE EDUCATOR GUIDE | LOCATION IN GUIDE | LITERACY ALIGNMENT FOR THE STANDARD | C3 ALIGNMENT FOR THE STANDARD |
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| Strand: Civics Standards: 7. Students will analyze ways that government protects the rights of citizens. | | | | |
| PD.4.C.3 Examine the amendments to the U.S. Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time (e.g., Bill of Rights, incorporation of states' rights into government, interpretation, due process, voting rights) | List the 13th, 14th, and 15th Amendments to the U.S. Constitution, respectively. Explain the meaning of each, specifying who each one affected and how. | Pg. 4 | CCRA.R.1, 2, 3, 6, 7, 8, 9, 10 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 4 | D2.Civ.12.9-12 |
| PD.4.C.5 Assess the effects of civil rights legislation on society in the United States (e.g., affirmative action, American Disabilities Act, Civil Rights Act 1964, Voting Rights Act 1965, modern civil rights movements) | Conduct research to determine how the ratification of the 19th Amendment affected voter turnout. Create a line graph showing how voter turnout has changed from the late 1880's to now. Consider race, gender, and socioeconomic status. | Pg. 7, B | CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 3, 4 | D2.Civ.14.9-12 D2.Geo.4.9-12 D2.His.1, 14.9-12 |