

Women's Right to Vote

NCSS Thematic Strand: Time, Continuity, and Change; Power, Authority, and Governance

Grade Level: 7-12

Class Period(s) Required: 1-50 min class period

Purpose, Background, Context:

The 19th amendment is too often taught as a boring, simple thing of the past. This lesson attempts to make students more aware of the complexities surrounding the movement for and against women's suffrage. The purpose of this lesson is for students to know that women got the right to vote not because time passed and allowed for it, but because groups and individuals were purposeful in their fight for more equal rights between women and men.

Women's rights were denied at the outset of our nation's founding through the system of coverture, which meant that married women had no civic identity, but were rather "covered" by their husbands. Women continued to try to chip away at the inequality through court cases, public demonstrations, writings, speeches, and continued persistence. The birth of the women's rights movement was at Seneca Falls in 1848, and it would take 72 years for women to get the right to vote.

While there was a clear women's suffrage movement, there was also an anti-suffrage movement. Men and women alike did not want women to have the vote. It would threaten men's public control, as well as their more personal control of their wives and daughters. Two major movements took different routes in demanding the vote. National American Woman Suffrage Association took a state by state approach, whereas, the National Woman's Party took a national approach which they copied from Great Britain. Multiple times it seemed as if the 19th or Susan B. Anthony amendment would be tabled, but finally it was signed and ratified August 1920.

Objectives & Student Outcomes:

Student will:

- ❖ Interpret and evaluate primary source documents.

- ❖ Participate in a simulation that will subtly put them in a world in which only men are allowed to vote.
- ❖ Understand concepts such as chronology, causality, conflict, and multiple perspectives.
- ❖ Learn that fundamental values of constitutional democracy (justice, equality, and individual dignity) are not simply given, but more often demanded.

Materials:

Computer w/ Internet access and display capabilities

8 1/2x11 (minimum) photos of anti-suffrage persuasion to display on room wall

PowerPoint slideshow with pro-suffrage photos to which you'll supplement content knowledge

Procedures:

Procedure 1

Show visual instructions, as well as tell students that they have 6 minutes to circulate around the room to view and interpret primary documents (eight photos listed with citation under "anti-suffrage walk through" in reference section). Make it clear that there is no particular order to viewing the photos, but that they should be sure to view all eight, and be able to share what they viewed. Let them know they are to return to their seats when finished, and then let them know when they have just one minute left.

Procedure 2

Ask students what they viewed. Ask them to think critically as to what the reasoning was for those opposed to women's suffrage.

Procedure 3

Tell students you have two short videos on the topic, and they will have the choice of selecting "Hillary Clinton" or "mystery video." *(keep it a secret that you know that each is actually the same video. Make it seem as if you will ask everyone, but randomly ask just the males in the room what their choice is. Play the video (Hillary Clinton Speeches Video (from beginning until 2:03)

<http://www.youtube.com/watch?v=9lvKOfim32U>

Procedure 4

Debrief with students what the voting process was like for them. Then inform students to take out their notebooks, as the following slideshow presentation will be testable material.

Procedure 5

Show PowerPoint presentation (photos in the order in which they're listed in the reference section under the header "pro suffrage PowerPoint"). Add commentary/information to give a chronological narration that culminates in the passage of the 19th amendment. Ask for any questions, and let them know that the following day you will recap key terms and people, and that they'll see some of these items on their test review sheet.

Procedure 6

Tell students (and show on slide) that they have a journal writing assignment for the following day (they will have the first 5 minutes of class tomorrow to finish up if need be). They will write on, what it was like to either have a vote or not in class that day. What, if any, inequalities still exist between women and men, and any solutions they have to fix those inequalities.

Assessment of Outcomes:

Students will journal about their experience in class.

Students will be assessed on key terms and people that will appear on their unit test.

Extensions and Adaptations:

Have students create their own picket sign.

Show the film, "One Woman, One Vote" from PBS films

Have students write a letter with a choice of the following scenarios: wife to husband in favor of the amendment, man to another man against women's suffrage, daughter to father in favor of suffrage, Alice Paul to Susan B. Anthony. *(or any variety of your creation)

Assign the entire Declaration of Sentiments for students to read, and then think critically and write on if Stanton and Mott would be satisfied that their demands have been met today.

Resources:

Hillary Clinton Speeches Video (from beginning until 2:03)

<http://www.youtube.com/watch?v=9lvKOfim32U>

Anti Suffrage Walk Through

Which Do You Prefer?

<http://publishing.cdlib.org/ucpressebooks/view?docId=ft9k4009m7&chunk.id=d0e240&to.c.id=&brand=eschol>

Suffragettes Who Have Never Been Kissed

<http://www.quora.com/Politics/What-are-the-most-offensive-political-propaganda-campaign-materials>

Home Loving-Vote No

<http://www.superstock.com/stock-photos-images/4048-6489>

Headquarters in Opposition to Woman's Suffrage

<http://www.loc.gov/pictures/resource/cph.3a26270/>

Women Too Sentimental for Jury Duty

<http://www.loc.gov/pictures/resource/cph.3b49101/>

An Anti-Suffrage View Point

<http://www.loc.gov/pictures/resource/cph.3b49102/>

I Did Not Raise My Girl...

<http://www.loc.gov/pictures/resource/cph.3b49096/>

Joan Of Arc

<http://www.loc.gov/pictures/resource/cph.3b49097/>

Power Point-Pro Suffrage

Declaration of Independence

<http://www.archives.gov/exhibits/charters/declaration.html>

Declaration of Sentiments

<http://biblioblogaroni.wordpress.com/2007/07/14/seneca-falls/>

NAWSA officers

<http://www.brynmawr.edu/library/exhibits/suffrage/nawsa.html>

Votes in West, Why Not in East

<http://jewishcurrents.org/august-26-womens-equality-day-2572>

First Suffragette Parade

<http://www.brynmawr.edu/library/exhibits/suffrage/nawsa.html>

First Picket Line

<http://www.loc.gov/pictures/resource/cph.3a32338/>

Kaiser Wilson

http://www.archives.gov/exhibits/featured_documents/amendment_19/

Torturing Women

<http://www.loc.gov/exhibits/british/brit-4.html>

Joint Resolution

http://www.archives.gov/exhibits/featured_documents/amendment_19/

Sewing Stars

<http://www.loc.gov/pictures/resource/npsc.01204/>