

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

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Teacher

Grade Level 5

Betz Elementary

School

Learning Objective(s):

Required GLE:

- 4.2.1 Understands and analyzes how individuals caused change in U.S. history.
- 5.1.1 Understands the purpose of documents and the concepts used in them.
- 5.2.1 Understands how essential questions define the significance of researching an issue or event.

Essential Questions:

- What is women's suffrage? What are rights? Are they given or required? Why or why not?
- What is reform? Why is Reform necessary?
- Does reform happen quickly or slowly? Why?

Objectives:

- Students will recognize the importance of women's suffrage.
- Students will demonstrate knowledge of significant historical events.
- Students will identify the Fifteenth and Nineteenth Amendments.
- Students will acknowledge the important works of various suffragists.

Student Outcomes: As a result of this unit the student will be able to:

- Identify the main ideas of the suffrage movements
- Describe the impact of the Progressive Movement on women's suffrage
- Analyze the cultural, economic, and political issues surrounding the women's suffrage movement
- Combine their knowledge of women's suffrage into a greater understanding of the Progressive Movement
- Identify how the 19th Amendment extends the right to vote

Humanities Content: Women's Suffrage Movement

1. Cultural Context
2. Political Factors
3. Economic History
4. Women's Clubs and Temperance Movement

Women's Suffrage Unit Lessons

Lesson 1

1. Introduction to Women's Suffrage: Simulation Activity Introduce students to unit on women's suffrage through the following simulation. (Simulation adapted from: Hauser, M., Hauser, J. (1994, September/October). Women and Empowerment. Social Studies and the Young Learner, 1-3).

Begin by telling the students that it is time to select a new book for the class story time. Hold up two options that the students may choose from and briefly describe each book. Explain to the class that today you are going to use ballots to vote on which book to read. Ballots are what we use to vote in elections. Show the ballots to the students. The names of the books are printed on the ballots. When students are ready to begin, pass out the ballots **only to the boys**. Explain to the class that girls are not allowed to vote in this "election". After the boys have voted, collect and tally the ballots.

Debrief students on simulation. Discuss as a class, how the girls felt about not voting. Should the girls have to agree with the boys' vote? Is this discrimination? What if only the girls could vote? Encourage students to share their thoughts and ideas. Make sure that all students understand the importance of letting both girls and boys vote. Introduce the concept of women's suffrage.

2. Brainstorm. Draw a KWL diagram on the board. Use the KWL diagram to brainstorm as a class. List what the students "know", what they "want" to know, and what they want to "learn" about women's suffrage.

3. Debrief Simulation Activity: Have students discuss the following essential questions:

- What are rights? Are they given or acquired? Why or why not?
- What is reform? Why is reform necessary?
- Does reform happen quickly or slowly? Why?

Lesson 2:

1. Review simulation activity questions and ideas.
2. Review the meaning of women's suffrage.
3. Introduce and Teach Vocabulary: **In pairs students research a word (1 word on a notecard). They write the definition, draw a picture to go with the word, and use the word correctly in a sentence. Put all information on a large piece of construction**

paper and post around the classroom during the unit. Each group presents their word to the class.

Vocabulary: *address, association, banner, broadside, convention, declaration, delegate, editorial, endorse, ephemera, issues, pageant, pamphlet, persuade, petition, picket line, platform, political party, proclamation, resolution, strategy, suffrage*

Lesson 3:

Who are the Women's Suffragists (Women's Clubs/Temperance)

Introduce Devoe and Hutton and give them background information about their lives. Students will compare and contrast the two suffragists using a Venn Diagram How were they similar and how were they different?

Research Project-Find 10 important facts about Devoe, Hutton and other suffragists. Got to Library of Congress website to do research.

www.memory.loc.gov

Students will work in pairs in the computer lab to complete the assignment. Students will gain an understanding that the suffrage movement is still active in certain countries. Have students think, pair, and share with a different partner in the classroom and participate in a general discussion.

Create Timelines: Students will research important dates in the suffrage movement and create a timeline with ten dates they consider the most important or interesting.

Lesson 4 : Women's Suffrage Strategies (Devoe vs. Hutton)

TSWBAT choose a topic choose strategies and take action to persuade an audience to elect someone or change something in the school/community.

1. Discuss these questions with students.

- Have students recall school elections for ASB and the process. Have students who have participated in the process share their experiences.
- If you wanted to run for office or a representative position, how would you persuade someone to vote for you?
- If you wanted to change something in the school, at home or in the community, what strategies could you use? (Example:

recycling, bus behavior, new swimming pool in the community)

2. Brainstorm and compile a list of strategies that people use to influence others' opinions and, thus, effect change.

Examples: parades, political cartoons, banners, speeches, propaganda, buttons, pageant, post cards, signs.

3. Slogans- Divide the class into small groups. Have the students create a slogan for women's rights or the importance of both girls and boys voting. Write the slogans up in a poster format and hang them in the classroom.

Lesson 5 (Political)

TSWBAT analyze a primary source and complete the “Analysis Guide”.

TSWBAT orally present their primary source (photograph) using vocabulary from the unit and their analysis information.

1. Review Vocabulary.
2. Teach students how to analyze photographs, documents and ephemera by modeling the thinking and recording process on the overhead using the “Photograph Analysis Guide” (Whole group)
3. Review and Give each pair of students a copy of a photograph.
4. Students work in pairs to analyze the photograph using the “Photograph Analysis Guide”
5. Students present their findings.

Lesson 6 (Political): Using Primary Sources

1. Before beginning, refer students to the vocabulary posted and review as needed. Some students might need individual copies of the list.
2. Divide students into small groups.
3. Distribute several primary source documents to each group.
4. Instruct students to examine the documents and to identify strategies that were used by suffragists to influence and change attitudes about suffrage for women.
5. Have each group generate a list of these suffrage strategies.
6. Have a reporter from each group share identified strategies.
7. Compile a class list.

Lesson 7 Student Individual Activity/Project/Product

Each student will:

1. Identify a voter related issue which causes people at the local, state or national level to voice their opinion (examples: political candidates, environment, education)
2. Decide which candidate or election issue to support.
3. Select a suffrage/campaign/election strategy from the class generated list which would be effective in influencing people's opinions about a current candidate or election issue.
4. Explain why this strategy was selected and why it would be effective.
5. Design a document or ephemera to influence public opinion. (Examples: button, poster, speech) Each student can write an article about why he or she thinks (there should be more recycling) and why it is important. Include slogan or motto in the newspaper. Share copies of the newspaper with other classes in the school.
6. Present project to the class.
7. Review with the students by asking them what they have learned about women's suffrage and the consequences of the movement on our history. Students should also be able to identify Fifteenth and Nineteenth Amendments and their importance. Allow students to openly respond in discussion.

Student Outcomes (and how did you measure them):

Projects and assignments from each lesson will be assessed

Slogan poster will be assessed.

Timelines will be assessed. (Suffrage Movement)

"Tribute to Our Foremothers" will be assessed

Resources

America Will Be (District Curriculum)

www.teacher.scholastic.com

www.woodrowwilson.org

Children's Literature List: www.amazon.com

www.EDSITEment.com

www.teacherlink.ed.usu.edu

www.nwhm.org

www.archives.gov

www.memory.loc.gov

Primary Source: Text Analysis Guide

Primary Source Title/Topic _____

Observation	Knowledge	Interpretation
<ul style="list-style-type: none">• What is the setting and season?• Is it posed or candid?• What powerful words and ideas are expressed?	What do you know about this time period or event?	What can you conclude from what you have read?

Research Questions

- What questions has the primary source raised?
- What is missing from the primary source?
- What would you hear or smell?
- What other sources could you use?

Photograph Analysis Guide

Photograph Title/Topic _____

Observation	Knowledge	Interpretation
<p>Describe exactly what you <i>see</i> in the photograph?</p> <ul style="list-style-type: none">• What people & objects do you see?• What is the setting and season?• Is it posed or candid?	<p>What do you know about this time period or event?</p>	<p>What can you conclude from what you see?</p>

Research Questions

- What questions has the photograph raised?
- What is missing from the photograph?
- What would you hear or smell?
- What other sources could you use?

Use the following questions to stimulate group analysis and evaluation of primary sources:

- Why are there no black women in the photographs? Why are there no men?
- Why is President Wilson being compared to Kaiser Wilhelm? Does this create an effective message? Why or why not?
- Why would Wilson be viewed by some as an impediment to the passage of the 19th amendment, while others viewed him as a facilitator? What created this difference of opinion?
- Which documents demonstrate support of the Suffrage Movement? Which documents demonstrate a lack of support?
- Based upon these documents, what were the situations and events that contributed to the passing of the 19th amendment?
- Why was the war movement used as support to the passage of the amendment?