

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

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Teacher

Bowdish Middle School
School

Grade Level 7th Class Washington State History

Learning Objective(s):

- Understand that suffrage for women was not something everyone agreed with including women.
- Discuss the validity of the arguments put forward by each side.
- Present arguments to support arguments that were put forward.
- Cite documents that demonstrated these different points of view.

Humanities Content:

The political and social arguments will read and analyzed by the students using political cartoons, newspaper clippings, and reliable secondary sources.

Activities:

Students will be given a variety of sources, a graphic organizer and placed in small groups to review and discuss the two different points of view and their validity. As a class the groups will discuss the overall validity and evidence that supports the arguments

Student Outcomes (and how did you measure them):

In groups of 3 students will review and analyze primary sources that share arguments made for and against suffrage for women and determine if they are valid arguments based on a historical perspective.

Resources:

Digital Clippings

Political Cartoons

http://www.columbia.edu/~rr91/3567/sample_papers/sara_kean.htm

<http://digital.library.okstate.edu/encyclopedia/entries/A/AN014.html>

<http://www.history.rochester.edu/class/suffrage/Anti.html>

<http://www.history.rochester.edu/class/suffrage/Ant-oth.html>

<http://books.google.com/books?id=ONtSD8cejAEC&pg=PA256&lpg=PA256&dq=anti+suffrage+movement&source=bl&ots=sEvAa8sFWD&sig=7fd8PxSYCLCSyC46zdl3efDIqJE&hl=en>

Additional Information:

There are many digitized primary sources on the internet where you can locate political cartoons, newspaper articles, photos, and diaries they are owned by other institutions and therefore I am unable to attach the sources I will be using.

Pro vs. Anti Suffragist Political

Subject Area(s): WA State History

GLE 4.1.2

- Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present
 - Railroads, reform, immigration, and labor (1889—1930).

Explains how women gaining the right to vote in 1910 help define Washington State history from 1889 to 1930 as a period of reform.

Time Required: Two or more 45-minute classes, depending on the guidelines for research and presentation.

Skills: Note-taking, Research, Interpreting archival documents (including news articles and editorial cartoons), Collaboration, Understanding inferences, and Debating.

Guiding Question:

What were the arguments put forward for and against suffrage and were they valid?

Learning Objectives:

After completing the lessons in this unit, students will be able to:

- Understand that suffrage for women was not something everyone agreed with including women.
- Discuss the validity of the arguments put forward by each side.
- Present arguments to support arguments that were put forward.
- Cite documents that demonstrated these different points of view.

Prompt:

Review the documents provided with partners to identify the arguments being made, whether for or against women's suffrage and determine with a historical perspective their validity.

Assignment:

In groups of 3 students will review and analyze primary sources that share arguments made for and against suffrage for women and determine if they are valid arguments based on a historical perspective. Use data and facts to support the validity of the arguments.

Resources

Digital Clippings

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