

SUFFRAGE CENTENNIAL WORKSHOP CURRICULUM COVERSHEET

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Teacher

Bowdish Middle School
School

Grade Level 7th Class Washington State History

Learning Objective(s):

- List the names of women involved in the struggle for suffrage in Washington.
- Discuss the achievements of women involved in the struggle for suffrage in Washington.
- Present arguments to support their opinions about which women made particularly important contributions.
- Cite some documents important to the early history of the Women's Rights Movement.

Humanities Content:

Through reviewing both primary and secondary sources students determine the important cultural and political impact of the leading women of Washington and how those women used the clubs and temperance movement as a grassroots organization for Suffrage.

Activities:

Students will research the leading women of the Pacific Northwest and determine who they believe had the greatest impact and argue for that woman deserving a monument.

Student Outcomes (and how did you measure them):

Students will address the prompt in a presentation format that they are comfortable with. All accompanied with an oral presentation; PowerPoint, pamphlet, poster display, etc.

Resources:

http://www.autrynationalcenter.org/explore/exhibits/suffrage/suff_biographies.html

http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=7588

http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=7547

Women's Voices from the Western Frontier

More than Petticoats

Women in Pacific Northwest History

Bold Spirit

How the Vote was Won

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.

Women Leaders of the Washington Suffrage Movement Cultural

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: Five 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 sources are useful for uncovering the names of the women who contributed to the early Women's Rights Movement in Washington State? Which contributions and individuals were particularly significant?

Learning Objectives:

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

- List the names of women involved in the struggle for suffrage in Washington.
- Discuss the achievements of women involved in the struggle for suffrage in Washington.
- Present arguments to support their opinions about which women made particularly important contributions.
- Cite some documents important to the early history of the Women's Rights Movement.

Prompt:

Washington has commissioned a monument project to recognize the most influential leader of the suffrage movement. You are one of the select historians who have been asked to develop a persuasive proposal that details the reasons why your subject should be selected for the honor.

Assignment:

Students will address the prompt in a presentation format that they are comfortable with. All accompanied with an oral presentation; PowerPoint, pamphlet, poster display, etc.

Resources

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Women Leaders of the Northwest

Washington has commissioned a monument project to recognize the most influential leader of the suffrage movement. You are one of the select historians who have been asked to develop a persuasive proposal that details the reasons why your subject should be selected for the honor.

Use this worksheet to help you compile information for your project. Whatever your project, every team **MUST** include the following in the presentation:

Name of famous American: _____

Date of Birth: _____

Place of Birth: _____

Early Years: Did anything or anyone influence the way in which this person grew up? What were some of the important events that happened early in his/her life? Why were these events important? What was this person's family like?

Education: How far did this person go in school? Was he/she influenced by anything learned in school? How do you know? If he/she did not have much education, how did he/she learn about the world around them?

Marriage/Family: Did this famous American marry? Did he/she have children?

Career: What kind of work did this person do? Why did he/she go into that kind of work?

Middle Years: What happened to this person during the middle part of his/her life? Did his/her ideas change? if so, why?

Contribution(s)/Accomplishments: What do you consider to be this person's most important contribution to our country or his/her greatest accomplishment? Why do you think this is the most important?

Later Life: What happened to this person as he/she got older? Were there problems because of his/her beliefs? If so, what happened?

Date of Death (if applicable): _____

Cause of Death: _____

Place of Death: _____

REFERENCES:
