

Women's Suffrage Lesson Plan: Hewit Summer Institute

Title: Women's Suffrage

Duration: One 75 minute class period

Grade level: 8th Grade United States History: Beginnings through Reconstruction

Objectives:

- Students will be able to analyze primary and secondary sources to identify and describe what led to the women's suffrage movement and impact of the women's suffrage movement on the United States and American society.
- Students will be able to answer the essential questions through the "sticky note" activity after the analysis of multiple primary and secondary sources.
- Students will be able to discuss the impact of the women's suffrage movement with their peers.

Essential Questions:

- What were the motives of the women's suffrage movement? What was the impact?
- What strategies did women use to win their right to vote?
- Why did so many states deny women the right to vote and why was women's suffrage legal in some states?

8th Grade Colorado State Standards Addressed:

History

1. a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.
b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.
2. d. Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period

Geography

1. a. Interpret maps and other geographic tools as a primary source to analyze a historic issue

Civics

1. b. Analyze the changing definition of citizenship and give examples of the expansion of rights.
c. Describe examples of citizens and groups who have influenced change in United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.
f. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.

Lesson content and procedures:

Day/time/duration	Title/content	Step by step instructions	Materials needed/notes
5 minutes	Warm Up/Bell Ringer	On the board (either written or on a slide), write the following: <i>Throughout history, there have many instances where certain groups of people have not had the right to vote. Do you think this is fair since the Declaration of Independence</i>	Students need paper to write their answers on.

		<i>states that “all men are created equal”?</i>	
7 minutes	Hook: Cast Your Ballot! Voting Simulation	<p><i>It’s time to vote! Please choose one from each of the following to mark on your ballot.</i></p> <p>Hand out Classroom Ballot to each student. When they are done, have the boys turn their ballot into one box, and the girls into another. Only tally up the boys votes. Announce the winners (be sure to act excited when you do so).</p> <p>The girls will most likely want to know why their votes did not get tallied. Explain that women didn’t have the right to vote for a long time. Tally up the numbers of all the votes now to show how the votes may change.</p>	Classroom Ballot - page 6 (enough for each student)
10 minutes	Reading: Why Women Couldn’t Vote	<p><i>Today, we are specifically going to look at women’s suffrage. We are going to read this short article first, and move on to a source analysis.</i></p> <p>Hand out “Why Women Couldn’t Vote” reading from Teaching Tolerance.</p> <p>Read it together as a class. Have a short discussion over the reading.</p> <p>Ask the following questions: <i>Why couldn’t women vote? Who actually could vote in the United States?</i></p>	<p>“Why Women Couldn’t Vote” from https://www.tolerance.org/sites/default/files/gene ral/women_couldnt_vote[1].pdf - page 7 (have a class set - You could also project the reading onto the board.)</p>
33 minutes	Stations Activity: Analyzing Primary Sources on Women’s Suffrage	<p>Prep: I made 3-4 copies of each document (depending on how many students I have and how many are in each group) and put them in a manila folder. For this activity, students could either move to each station, or</p>	<p>Stations on Women’s Suffrage - page 8-9 (enough for each student)</p> <p>Manila Folders for each station (these hold copies of each primary source)</p> <p>3-4 copies of each primary source - pages 10-16</p>

		<p>they can pass the folders around the room.</p> <p>Hand out Analyzing Women's Suffrage questions. Put manila folders with sources at each station.</p> <p><i>Today, we are going to look at primary and secondary sources about women's suffrage to figure out the motives and impact of the movement. You will be working in small groups, and you will be moving from station to station. You will have 5 minutes at each station, and there are 6 stations. During that time, you need to read and/or look over the document and answer the questions that go along with that document. Work together with your group to do this activity! Are there any questions?</i></p> <p>Put students into groups of 3-4. Assign each group to a station so they can get started.</p>	<p>Sources 1 & 2 are at one station.</p> <p>Sources 4 & 5 are also at one station.</p> <p>Sources 3-5, 8 from https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/DBQ%20Abolitionist%20Labor%20and%20Suffrage%20Movement.pdf</p>
15 minutes	Sticky Notes & Discussion	<p>When students are working on their stations activity, write the following questions on the board (you could also do this on butcher paper, etc.):</p> <p><i>(1) What were the motives of the women's suffrage movement? What was the impact?</i></p> <p><i>(2) What strategies did women use to win their right to vote?</i></p> <p><i>(3) Why did so many states deny women the right to vote and why do you think women's suffrage was legal in some states?</i></p>	3 Sticky Notes for each student

		<p>Put 3 sticky notes on each student's desk while they are working as well.</p> <p>After the stations' activity is complete, have students get back in their seats. Explain the following activity.</p> <p><i>There are three questions on the board and three sticky notes on your desk. You are going to use the sticky notes to write down your answers to the questions. Answer one question on one sticky note, and another answer on the second sticky note. When you are done answering the questions, you are going to come up and put the sticky notes on the board around the question that it answers. Make sure your name is somewhere on the sticky note as well! Does this make sense? Are there any questions?</i></p> <p>Give students time to answer the questions and put their sticky notes on the board.</p> <p>When everyone has put their sticky notes on the board, have students read through their peers answers. (I have multiple boards on different walls in my room, so I write a question on each board).</p> <p>Discuss the questions and answers.</p>	
5 minutes	Closure: Was this Fair?	Wrap up the discussion by circling back to the Warm Up/Bell Ringer question.	When discussing student answers: Students may bring up their background knowledge, like the Civil War (North v. South & their differing opinions) as an answer to number 3, specifics from the sources, etc.

Ask students the following questions:

Was the fight for women's suffrage fair to women? Do you think all groups of people should have already had the right to vote since the Declaration of Independence states that "all men are created equal"? Has your opinion changed throughout class today?

Classroom Ballot

Directions: Please choose one for each question.

Who is your favorite president?

- ☐ Abraham Lincoln
- ☐ George Washington

What is your favorite color?

- ☐ Red
- ☐ Blue
- ☐ Pink
- ☐ Yellow

What is your favorite subject?

- ☐ Social Studies
- ☐ Science
- ☐ Math
- ☐ Literature/Writing

What is your favorite soda?

- ☐ Coke
- ☐ Mountain Dew
- ☐ Root Beer
- ☐ Orange Fanta

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EXPANDING VOTING RIGHTS

Why Women Couldn't Vote

Originally the U.S. Constitution didn't say much about who had the right to vote. The country's framers left it up to the states to decide. Most states initially limited voting rights to white male property owners. Over time they extended voting rights to nearly all white men. After the Civil War, three amendments were added to the Constitution. These additions at the federal level freed the slaves, made them citizens and granted them voting rights. The 14th Amendment, ratified in 1868, specifically identified "voters" as male. It was the first time a federal document had done so.

Why were women excluded, both from many individual states' laws and from the 14th Amendment? The framers of the Constitution—and many who followed them for more than the next 100 years—believed that women were childlike and incapable of independent thought. They believed that women could not be counted on to vote responsibly, so they left women out of states' voting laws and the Constitutional amendments that granted voting rights to African American men.

As early as the 1840s, some women began speaking out, arguing that women should have the right to vote. It took until 1920 for that right to be added to the United States Constitution.

From [https://www.tolerance.org/sites/default/files/general/women_couldnt_vote\[1\].pdf](https://www.tolerance.org/sites/default/files/general/women_couldnt_vote[1].pdf)

Name _____

Class Period _____

Date _____

Analyzing Women's Suffrage

Source #1 & #2

1. Where are the majority of the states that granted women full suffrage? What about no suffrage at all?
2. Why do you think there is a trend of full suffrage in the west/midwest, partial suffrage in the middle of the country, and no suffrage in the south?
3. What do you think Source #2 is trying to portray? (Take notice of the woman in yellow, the black and white states, etc.)

Source #3

4. Who is the author of this source and when was it published?
5. What was the Seneca Falls Convention?
6. According to the author, what did women experience that contributed to the push for equality?

Source #4 & #5

7. How did women's rights groups try to influence American's opinions? Please list multiple ways based on the documents.
8. What were some of the consequences of fighting for women's suffrage?

Source #6

9. What are some of the reasons given as to why women should vote? Please list 2-3.

10. Do you think these reasons give justification as to why women should vote? Discuss this with your group and please explain your answer below.

Source #7

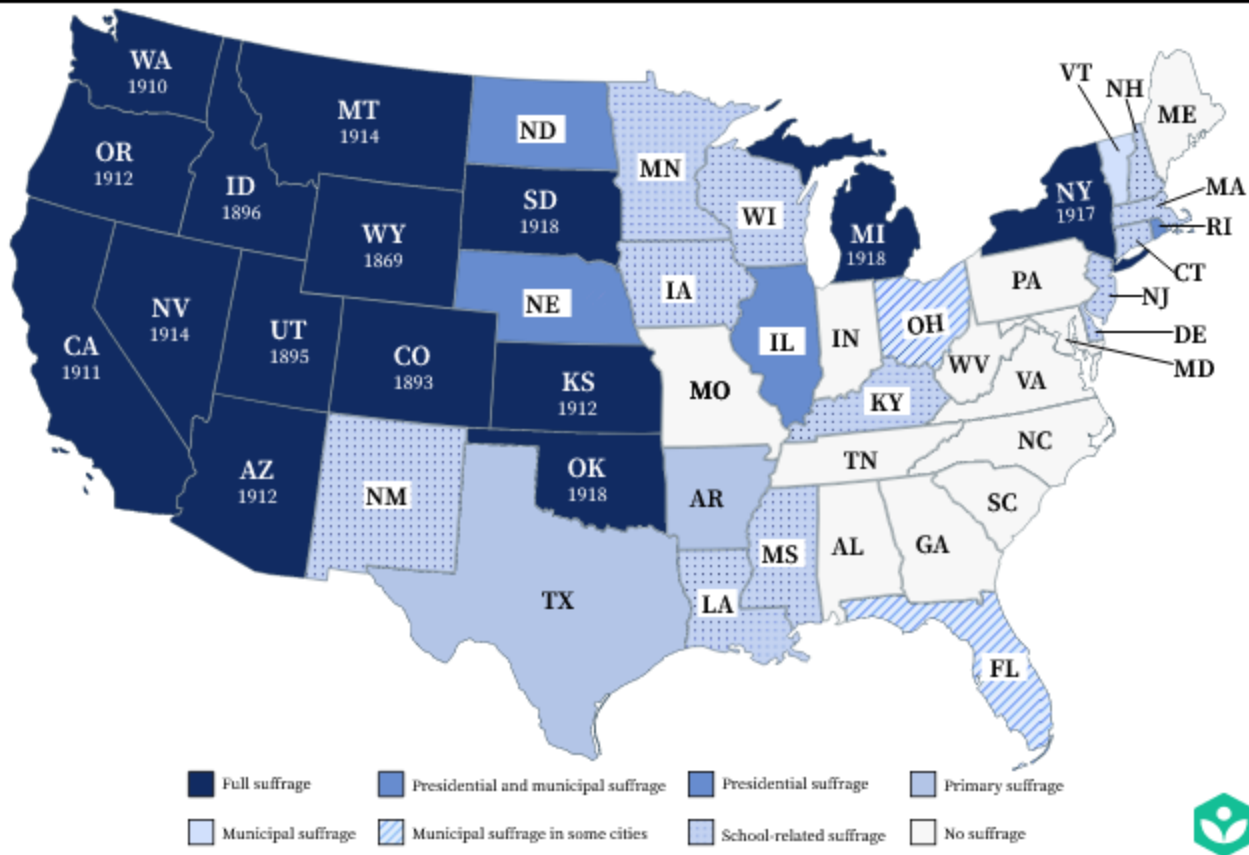
11. What is the meaning of the 14th Amendment?
12. What is the meaning of the 19th Amendment?
13. Do you think the 14th Amendment should have been interpreted as granting women the right to vote? Why or why not?

Source #8

14. Who is the author of this source and when was it written?
15. According to the author, what were some of the effects of women's suffrage on American society? Please list at least 3.

Source #1

Women's Suffrage before the 19th Amendment



Source: <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/1920s-america/a/the-nineteenth-amendment>

Source #2



The humor magazine Puck—a pre-TV version of “The Daily Show”—published this illustration in 1915, five years before the ratification of the 19th Amendment. (Courtesy Cornell University - The PJ Mode Collections of Persuasive Cartography)

From <https://www.smithsonianmag.com/smithsonian-institution/long-battle-womens-suffrage-180971637/>

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

Source #4



Source: Library of Congress, 1917 (adapted)

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

Source #5

... As [Elizabeth Cady] Stanton predicted, women's professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of "having voted without the lawful right to vote." At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, "No Rights But Human Rights: The Emancipation of American Women," *Constitution*, Spring-Summer, 1990

VOTES FOR WOMEN!
THE WOMAN'S REASON.
BECAUSE

- BECAUSE** women must obey the laws just as men do,
They should vote equally with men.
- BECAUSE** women pay taxes just as men do, thus supporting the government,
They should vote equally with men.
- BECAUSE** women suffer from bad government just as men do,
They should vote equally with men.
- BECAUSE** mothers want to make their children's surroundings better,
They should vote equally with men.
- BECAUSE** over 5,000,000 women in the United States are wage workers and their health and that of our future citizens are often endangered by evil working conditions that can only be remedied by legislation,
They should vote equally with men.
- BECAUSE** women of leisure who attempt to serve the public welfare should be able to support their advice by their votes,
They should vote equally with men.
- BECAUSE** busy housemothers and professional women cannot give such public service, and can only serve the state by the same means used by the busy man—namely, by casting a ballot,
They should vote equally with men.
- BECAUSE** women need to be trained to a higher sense of social and civic responsibility, and such sense develops by use,
They should vote equally with men.
- BECAUSE** women are consumers, and consumers need fuller representation in politics,
They should vote equally with men.
- BECAUSE** women are citizens of a government of the people, by the people and for the people, and women are people.
They should vote equally with men.

EQUAL SUFFRAGE FOR MEN AND WOMEN.

WOMEN Need It.
MEN Need It.
The STATE Needs It.

WHY?

BECAUSE

Women Ought To GIVE Their Help.
Men Ought To HAVE Their Help.
The State Ought To USE Their Help.

National American Woman Suffrage Association

Headquarters: 505 FIFTH AVENUE, NEW YORK



Source #7

Amendment XIV (1789):

All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Amendment XIX (1920):

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

From https://www.constituteproject.org/constitution/United_States_of_America_1992

Source #8

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914-32*, University of Chicago Press, 1958