

Teaching With Primary Sources Lesson Plan

Title: Woman's Suffrage: Yea or Nay
Grade Level: Fifth grade
Time Frame: Seven days of 45 minute class time
Subject: Language Arts
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School District: Central Christian Academy

Pennsylvania Academic Standards

Reading, Writing, Speaking and Listening Standards:

1.4. Types of Writing

Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

Write with a sharp, distinct focus identifying topic, task and audience.

Write using well-developed content appropriate for the topic.

Write with an understanding of the stylistic aspects of composition.

Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.

Edit writing using the conventions of language.

3.7. Technological Devices

Explain basic computer communications system.

Objectives

Students will look at a picture and analyze what they see.

Students will read two articles, gather, organize and select information to use in writing a persuasive paper.

Students will create an advertisement, newspaper article, jingle, or cartoon to support their opinion.

Learning Activities

Focus Activity: (one day) Divide class into groups with the size depending on the class and teacher preferences. Each group will look at the same cartoon on Woman's Suffrage and complete a photo analysis. After completing their analysis, the groups will compare and support their answers.

Click on the following links:

[Election Day!](#)

[Analysis Tools for Students](#)

Inquiry Activity: Divide the class into three groups. Each group will read and discuss the following two articles:

[Why women should vote / By Alice Stone Blackwell](#)
[Some reasons why we oppose votes for women](#)





Each group will assess the articles and decide if women should have been given the right to vote based on their readings. They will complete a prewriting method such as [Four Square](#) with their findings. Students will then individually write a persuasive essay using the position “yea” or “nay” that they have chosen on Woman’s suffrage.

Application Activity: Students will create an advertisement, newspaper article, jingle, or cartoon to support their position on woman’s suffrage. Use the following link to find more information on woman’s suffrage. [Miller NAWSA Suffrage Scrapbooks.](#)

Assessment:

Focus activity:	Turn in completed photo analysis guide.
Inquiry activity:	Grade <i>Four Square</i> writing method form
Application activity:	Turn in advertisement, newspaper article, jingle, or cartoon. Does it grab the viewer or reader’s attention? Is the position taken clearly stated?

Image Table

Thumbnail Image	Title	Library of Congress URL
 <p data-bbox="315 512 420 533">Election Day!</p>	<p data-bbox="574 279 854 365">Title: Election Day! Date Created/Published: c1909.</p>	<p data-bbox="880 306 1248 369">http://www.loc.gov/pictures/item/97500226/</p>
	<p data-bbox="574 579 854 665">Why women should vote / By Alice Stone Blackwell.</p>	<p data-bbox="880 569 1321 590">http://hdl.loc.gov/loc.rbc/rbnawsa.n835l</p>
	<p data-bbox="574 875 854 1058">Some reasons why we oppose votes for women ... National association opposed to woman suffrage. New York City [1894].</p>	<p data-bbox="880 869 1321 890">http://hdl.loc.gov/loc.rbc/rbpe.1300130c</p>
	<p data-bbox="574 1148 834 1211">Miller NAWSA Suffrage Scrapbooks, 1897-1911</p>	<p data-bbox="880 1148 1333 1232">http://www.loc.gov/teachers/classroommaterials/connections/suffrage-scrapbooks/</p>