

Woman's Suffrage

Unit

Created by

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Woman's Suffrage

Subjects: History, Government, Economics, Geography

Grade Level/Range: 9-12

Overarching Goal or Concept for the Learning Unit:

Understand the process women went through when fighting for the right to vote during the early twentieth century through photos, videos, movie clips, and presentations.

Overview:

In 1920, women were granted the right to vote after the passing of the nineteenth amendment, but this did not happen without a fight. Years of protests and acts of civil disobedience were held in hopes to rid the inferior perception that was attached to women. Students will follow along with different lectures and activities to reach an understanding of the ongoing struggle through the nineteenth and twentieth century.

Written By: Maranda Valentino

Date: April 18, 2016

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Pre-instructional Assessment/Introduction:

Students will work in groups to brainstorm and fill in a KWL chart. Under the K, students should have 3-5 entries for what they know and 5-7 for what they want to know. The charts will be filled out as the bell ringer for the day and should take 10-15 minutes. They will be collected for the teacher to look over and they will be passed out at the end of the unit in order for students to fill in the Learn section. This will help with planning the lessons around what the students know and what they want to know. The rest of the class will be an introduction and examining a timeline with key events as students take notes on the events:

- 1807: State assembly limiting suffrage to white males
- 1848: Seneca Falls Convention
- 1872: Susan B Anthony arrested and fined for voting
- 1913: Formation of Congressional Union
- 1916: National Women's Party
- 1917: US entered WWI
- 1920: Passing of the 19th Amendment

The prezi:<https://prezi.com/hq-grpytumak/womens-suffrage-timeline/> can be used as a guideline as the Prezi, but have students take notes on the seven events listed above. Describe the primary source photos that are listed through the PowerPoint. As an exit slip, have students define what a primary source is.



Lesson/Activity #1

Introduction to Women's Suffrage/Looking at Declaration of the Rights of Women

Overview of Lesson:

During the Seneca Falls Convention of 1848, women came together to declare their rights. Using the "Declaration of Independence" as a guide, a group of women (including Susan B. Anthony and Elizabeth Cady Stanton) worked to declare what civil, social, political, and religious rights that women should be granted. By comparing and contrasting sources, students will have a better idea of how the women went about creating the document.

PA Standards:

8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationship

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Investigative Question for this activity:

What were the similarities and differences within the Declaration of the Rights of Women?

Objectives:

1. Students will work in groups to read the Declaration of the Rights of Women. (DROW)
2. Students will work in groups to read select sections from Declaration of Independence. (DOI)
3. Students will fill out a worksheet on DROW and DOI.

Materials:

Daughters of Freedom the Ballot May be Yours,
<https://www.loc.gov/item/sm1871.7102334>

Student Journal

Pen or Pencil

Print Sources:

1. Declaration of the Rights of Women
<http://legacy.fordham.edu/halsall/mod/senecafalls.asp>



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2. Declaration of Independence
http://www.archives.gov/exhibits/charters/declaration_transcript.html
3. Comparison Worksheet
http://new.gilderlehrman.org/sites/default/files/inline-pdfs/Comparison%20Worksheet_New.pdf
4. Lyrics to “Daughters of Freedom the Ballot May be Yours”
<https://www.loc.gov/resource/sm1871.02334.0/?sp=2>

Online Collections/Exhibits/Websites:

Schoolhouse Rock: Women’s Suffrage Movement Clip

<https://www.youtube.com/watch?v=pFOieRHRzh8>

Student Learning Process:

- Students will walk into the classroom as “Daughters of Freedom the Ballot May be Yours” is playing on a loop.
 - Bell Ringer: Students will pick up the lyrics sheet and read it over as the lyrics are playing. Have them write in their journal a reflection to where and when this might be played.
1. After a few minutes, ask for three volunteers to share their ideas on the song
 2. Explain that today they will be looking at a documents that women used to support their movement
 3. Give background lesson on the Seneca Falls Convention of 1848 and important members to the convention
 4. Have students get into groups of four
 5. Pass out DROW and DOI. Have students read the selected section from both. Pass out comparison worksheet and have students fill in while they are working in their groups
 6. After about twenty-five minutes, have students go back to their assigned seats
 7. Bring up a copy of their comparison worksheet on the promethean board and have one member from each group write a similarity or difference
 - If one side has more than the other, ask for volunteers to make the chart even



Closure:

- Explain to students that the song for freedom and the document for freedom are related
- Ask for questions
- Show the Women's Rights Schoolhouse Rock clip
- Exit slip: have students write down one comparison they saw between what they learned today and within the movie clip

Modifications/Accommodation Techniques for Students with Special Needs:

Key terms can be defined in DROW and DOI

Sections for comparison will be highlighted

Informal Assessment:

Journal entry for "Daughters of Freedom the Ballot May be Yours"

Comparison worksheet

Participation in the class discussion of the comparison

Exit slip comparing the clip to what was learned in class for the day



Lesson/Activity #2

The Suffragist Alice Paul/ Iron Jawed Angels movie clip and document analysis

Overview of Lesson:

Students will learn the background of Alice Paul, a suffragist who fought for equal rights for women. As a leading member of the Women's Rights movement, Alice went through different hardships including being arrested and force fed once in jail. A newspaper article "Alice Paul Describes Force Feeding" and a YouTube clip from "Iron Jawed Angels" both describe what she went through, and students will reach a more rounded understanding of her character. In groups, students will compare and contrast differences they observed within the movie and within the newspaper article.

PA Standards:

CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Investigative Question for this activity:

What caused Alice Paul to go through with multiple hunger strikes?

Objective(s):

1. Students will learn about the background of Alice Paul and her importance to Women's Rights.
2. Students will read a newspaper article describing the hunger strikes during the early 1900s.
3. Students will relate the information from the primary document to the movie clip from "Iron Jawed Angels".

Materials:

1. "Alice Paul Describes Force Feeding"
<https://www.loc.gov/resource/rbcmil.scrp6014301/>
2. "Woman Suffrage Jail Cell" <http://www.loc.gov/pictures/resource/hec.09980/>
3. Student Journal
4. Document Analysis Worksheet
5. Pencil or pen
6. KWL Chart



Online Collections/Exhibits/Websites

“Iron Jaw Angels Forced Feeding”

<https://www.youtube.com/watch?v=pO70ZjZ0wrw>

Student Learning Process:

- Bell Ringer: Students will observe the photo on the smartboard (“Woman Suffrage Jail Cell”). Inside their student journals, students will make a guess as to why this woman is in jail and describe five different characteristics seen in the photo.
- Once the bell rings, allow students a few more minutes to complete what they are writing.

- Ask for three volunteers to share their guess why this woman is in jail.
- Call on five students to describe characteristics of the photo.
- Pull up the bibliography information on the photo and go through the different important facts (year, place, description) that help explain the importance of the photo and how not all the information is available to the text.
- Explain that today students will be reading and viewing clips on a suffragist named Alice Paul and how she contributed to the Woman’s Rights Movement
 - Show an introduction to Alice Paul and have students take notes on key information: <https://prezi.com/jaa9xet4i9kv/the-life-of-alice-paul/>
- Talk about protests and strikes and why people decided to go on them and what the point of them could be
 - Teacher strikes
 - Protests in DC
 - Picketing Events
- Pass out the primary source “Alice Paul Describes Force Feeding” and tell the students that they are going to be reading about a hunger strike that Alice Paul went on inside a jail after being arrested for picketing the White House
- Think Pair Share: Have students read through the description given in the newspaper article. After all students are done reading the text, bring their attention to the front of the room. Show a clip from “Iron Jawed Angels” with the forced feeding. Have students break into designated pairs and have students talk about the article and the movie clip that they saw. Have one group member write down five key facts that they noticed from the news article and the movie clip. Come together as a class and take volunteers to read important key facts that they picked up from both sources. Ask them more in depth questions as to why they thought it was important and how it relates to woman’s rights.



Closure

- Recap the information on Alice Paul, Hunger Strikes, and “Iron Jawed Angels”
- Revert information back to the bell ringer photo.
- Exit slip: Have students reevaluate their guesses on why the woman is in jail; if they are satisfied with their answer allow them to turn it in.

Modifications/Accommodation Techniques for Students with Special Needs:

- Provide students with key terms that would help with the “Alice Paul Describes Hunger Strikes” article
- When showing the “Iron Jawed Angels” video, put the subtitle on so students can follow the video better
- Have groups assigned so that students are working together and proctor the activity. Provide scaffolding to allow all students to contribute to the group

Informal Assessment:

Journal entry/exit slip- describing the suffragist in jail
Five key facts from newspaper and Iron Jawed Angels

Formal Assessment:

Students will be handed back their KWL charts and fill out the learning column



Lesson/Activity #3

The Cure for Dreaming

Overview of Lesson:

Over the span of three weeks, students will read the book “A Cure for Dreaming” by Cat Winters. After completion of the book, students will work through a series of four primary sources to complete the questions relating to four selected primary sources that relate to the book.

PA Standards:

CC.8.5: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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Investigative Question for this activity:

Why were women trying to get the right to vote?

Why did some people disagree on women having rights?

Objectives:

1. Students will complete the book backdrop activity
2. Students will create or perform skills dedicated to each of the four primary sources

Materials:

1. Four primary sources
2. Station packet
3. Pencil/Pen
4. Student Journal
5. Post it/Exit slip
6. Laptop/tablet/Cell phone

Print Sources

- Title: Women suffrage parade, Washington D.C.
Creator(s): Harris and Ewig (photographer)
Date Created/Published: 1917



- Title: "Votes for Women" Ribbon
Creator(s): Miller NASAW Suffrage Scrapbook
Date Created/published: May 6, 1911
- Title: Thurston and the Great Macician
Creator(s): Stobridge & Litho Co.
Date Created/Published: 1910
- Title: national Anti-Suffrage association
Creator: Harris and Ewig
Date create/Published: 1911

Online Collections/Exhibits/Websites:

<http://www.loc.gov>

Student Learning Process:

- Bell ringer: Have students write down (in their journals) their own terms for the following terms that were discussed in the previous two lessons:
 - Declaration of the Rights of Women
 - Suffragists
 - Alice Paul
 - Hunger strike
- Review the terms as a class, then have students pass journals and collect them
- Tell students that today, they will be working on a book backdrop for "The Cure for Dreaming" and they will be rotating around the room working on different activities for each source.
- Have students count off by 4s and place each of the groups in different areas of the classroom
- Pass out one of the primary sources to each of the following groups along with a packet for each designated station.
 - Station 1 Directions
 - Primary source: "women suffrage parade, Washington, D.C.
 - Students will select a parade they are familiar with and compare it to the one shown in the photo. In a Venn Diagram, have students write the similarities and differences between both parades.
 - Below the diagram, have students write a few sentences describing what is beneficial about a protest inside a parade
 - Station 2 Directions
 - Primary source: "Votes for Women"



- On a document analysis worksheet, have students use descriptive terms to describe the ribbon that is shown in the photo. Under the description, they can draw a picture of the ribbon. Then, they will discuss and write down the importance of displaying support in public.
- Station 3 Directions
 - Primary Source: “Thurston the great magician”
 - Students will list the different magic acts that were performed by Henri Reverie inside the book (levitation, hypnosis). Students can then research (with a laptop or on their phones) other forms of magic were popular in the 1920s and then compare it with the types of magic acts that are popular today. (Students can look up popular magic acts today on their laptops/phones.) Descriptions should be listed under each time period on the worksheet.
- Station 4 Directions
 - Primary Source: National Anti-Suffrage Association
 - Students will analyze the photo and give a description of who/what/when/where/why along with anything else they find interesting in the photo. Then, students will write down three reasons why people would support the anti-suffragist association.

Closure:

- Students will return to their seats and gather all their materials from their final station.
- The teacher will pass out a post it for students to write an exit slip with one important fact they learned for the day
- When the bell rings, have students turn in their sheets in the designated period tray in the back of the classroom.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students will be provided with a term sheet for unfamiliar terms
- Students will be working in groups, so the student will have others to rely on when they get confused with information
- Students can bullet point information in packet

Formal Assessment:

Students will complete the stations packet to the best of their ability (completion, spelling, grammar)



Informal Assessment:

Student journals (collected and with two entries by the end of the unit)
Exit slip/Post it note

Post-instruction Assessment:

Students will individually write a five paragraph essay to express their opinion on whether they believe women have reached equality today. The students will draw information from the past unit and focus on the events that were talked about in class using their journal entries, class notes, and other activity worksheets.

Students will be required to create a title page for their essay. This can be made on the computer or drawn by hand, whichever is preferred. The title page needs to include the following information:

- Title
- Name
- Date
- Class Period

Recommended paragraph themes:

Paragraph I: Provide background information from the unit and three most effective events that took place that influenced women obtaining the right to vote. Explain why each event is important.

Paragraph II: Students will state their opinion on whether women have or have not achieved equality since the passing of the nineteenth amendment.

Paragraph III: Rebuttal- The student will view their argument from the opposite position they selected, but then re-explain why their side is right and the other is wrong.

Students will cite the information that they are retrieving from other sources by the title of the worksheet or notes.

Two class periods will be given to complete this assignment. Students can work on the essay outside of class if needed extra time. They can ask questions and the teacher will provide the help during classes.

The essay should be submitted through email and a hard copy should be given in class on the day that it is due.



Final Assessment Rubric

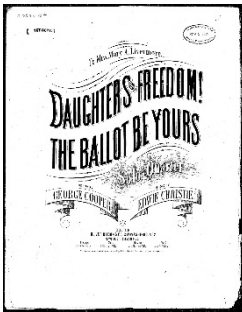



Category	5	4	3	2	1	0
Title Page information (Name, Date, Period, Pictures- Drawn or computer picture)	Name, Date, Period, and pictures are provided	Most information is provided, missing one of the five items	Standard amount of information is provided, missing two of the five items	Provides only two of the required items	Only provides one of the required items	No title, name, date, period, or pictures
Paragraph I Info: Three events and description as to why the event is important	Lists three events and full description to why the events are important	Missing one of the events and the description is not full.	Missing two of the events, and vague description of the events	Missing multiple events and descriptions, but provides some information	Missing multiple events and provides minimum information	No information on events and no description to them
Paragraph II Info: Stated position on equality with description to support the opinion	Position of equality is stated and description is full and relates to the opinion	Position of equality is taken but description could use more detail and support for opinion	A position is barely taken, but provides some detail to support opinion	Position is vague and detail to opinion is vague	Position is unclear and description is vague	No position taken and no description given to opinion
Paragraph III Info: Rebuttal Explaining the opposite side and transitioning back to main argument	Student explains the opposite side and provides a clear transition back to the main argument	Student explains the opposite side but transition needs to be more clear back to the main argument	Student provides a standard rebuttal and standard transition back to the main argument	Rebuttal needs more explaining of the opposite side and the transition is vague	Rebuttal provides minimum explaining and unclear transition back to argument	No description of opposite side and no transition back to main argument

Comments:


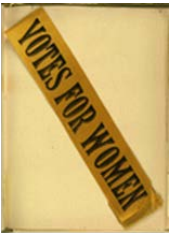


Score:



Bibliographic Organizer of Library of Congress Sources

Title of Learning Unit: Women's Suffrage		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Introduction to Women's Suffrage		
	<p>Daughters of Freedom the Ballot May be Yours (music lyrics)</p> <p>From: Music Copyright Deposits Words by George Cooper. Created/Published c1871</p>	https://www.loc.gov/item/sm1871.02334/
	<p>Daughters of Freedom the Ballot May be Yours</p> <p>Christie, Edwin (composer) Saladini, Robert (conductor) DeSellem, Phillip (pianist) Created/Published: c.1998</p>	https://www.loc.gov/item/sm1871.7102334
Lesson #2: (Title of lesson)		
	<p>Alice Paul Describes Force Feeding</p> <p>Place of publication: London, England Created/Published: December 1909</p>	https://www.loc.gov/resource/rbcm.il.scrp6014301/
	<p>Woman Suffrage Jail Cell</p> <p>Creator: Harris & Ewing, photographer</p> <p>Created/Published: 1916-1918</p>	http://www.loc.gov/pictures/item/hc2008006996/



Lesson #3: (Title of lesson)		
	<p>Woman's Suffrage Parade Wash., D.C.</p> <p>Creator: Harris & Ewig</p> <p>Created/Published: 1917</p>	<p>https://www.loc.gov/item/2013648106/</p>
	<p>Votes for Women</p> <p>Creator(s): Miller NASAW Suffrage Scrapbook</p> <p>Created/Published: May 6, 1911</p>	<p>http://memory.loc.gov/cgi-bin/query/h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller004024))</p>
	<p>Title: Thurston the great magician</p> <p>Creators: Stobridge & Litho Co.</p> <p>Date Created/Published: 1910</p>	<p>https://www.loc.gov/item/2014636950/</p>
	<p>Title: National Anti-Suffrage Association</p> <p>Creator: Harris and Ewing</p> <p>Date Created/Published: 1911</p>	<p>https://www.loc.gov/item/97500067/</p>

