

Examining Women's Suffrage: Why Does It Matter?

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Facts about the Women's Suffrage Movement

1. The Seneca Falls Convention in 1848 had Fredrick Douglass attend urging women to fight for their voting rights in America.
2. Susan B. Anthony petitioned the United States Congress on January 12, 1874 for women to vote.
3. Wyoming was the 1st state to grant women the right to vote in 1890.
4. Clara Elizabeth Chan Lee was the first Chinese-American to vote in California on November 8, 1911.
5. The 19th Amendment was put into law on August 24, 1920 giving women the right to vote.

Objectives

1. Students will analyze women such as Susan B. Anthony and Elizabeth Cady Stanton to understand their impact on the women's suffrage movement.
2. Students will recognize key dates and major events in women's suffrage to demonstrate their understanding of the movement.

Introduction

The students will be asked to define and discuss suffrage. After this takes place, I will have the male student and myself make all the decisions for the female students because they will not have rights. This will proceed for a few minutes or until the female students becomes visibly frustrated. I will bring the group back together to discuss what happened and how it felt. This will transition into the beginnings of talking about women's suffrage.

Resources/Materials

<http://www.archives.gov/education/lessons/woman-suffrage/anthony-petition.html> (Susan B. Anthony Petition)

<http://www.archives.gov/education/lessons/woman-suffrage/douglass-petition.html> (Seneca Falls Convention Petition signed by Fredrick Douglass)

<http://www.archives.gov/education/lessons/woman-suffrage/ratification-tn.html> (Tennessee ratification of the 19th Amendment for women's voting rights)

<http://tinyurl.com/4o63zn6> (Act to grant women's voting rights in Wyoming)

Rossi, A. (2005). *Creating equal: Women campaigning for the right to vote 1840 1920*. Washington, D.C.: National Geographic.

Large pieces of construction paper

Markers

A bag of M & M's

Poster board

Scotch tape

Rulers/yard sticks

Procedure

1. "Now I have a thought, what does suffrage mean?"
2. The students will raise their hands and answer the question.

3. I will write down the students' responses.
4. "This has been a great discussion. Now, all the males in the group are going to make all the decisions from now on."
5. "So snack time is just for the guys then... sounds good right?"
6. More questions like that will be posed to the females until I deem it should stop.
7. "Let's come back together as a small group and talk about what just happened."
8. I will ask the females how they felt and what they would do to change the situation.
9. Then I will turn it around on the male and ask how he felt along with the fairness of it.
10. "So why would I bring this up? The reason I brought it up is because women dealt with this for 140 years."
11. The bag of M & M's will come out on the table and I will say, "Let's say only the green M & M's have the right to vote. Does that seem fair?"
12. The students will respond while I listen.
13. We will look at Creating Equal to get a visual picture about what women's suffrage looked like along with discussing the importance of it.
14. "Now there are plenty of events that led to what we have just seen."
15. First we will examine the Seneca Falls Convention Petition signed by Fredrick Douglass
16. "Why would Fredrick Douglass sign this petition?"
17. Then, we will look at the petition of Susan B. Anthony and discuss her importance in women's suffrage.
18. After that, the state of Wyoming will be examined and the act from 1890.
19. "Does this surprise you that Wyoming was the first state to grant women the right to vote?"
20. The vote of Clara Elizabeth Lee Chan will be examined and why this was of importance.
21. We will then examine the Tennessee ratification of the 19th Amendment.
22. "Why is this last event so important for women?"
23. The students will discuss the implications of this and I will listen.
24. They will then create signs to show their voice in the moment and the feelings towards women's suffrage.
25. We will share our signs and discuss why they made their specific sign.

Integrated Component

This integrates social studies and literacy because students will read primary sources dealing with the movement of women's suffrage and get an eyewitness account from figures like Susan B. Anthony or Lucy Stone. The students will also start to make meaning and recognize the context from the women's suffrage movement taking place in 1840 to 1920.

Closure:

The students will make picket signs to show their feelings about the movement of women's suffrage or a saying to make their voice heard. When finished, the students will each share what their sign conveys and why their voice should be heard. This is about getting the students active for the movement of women's suffrage and to evaluate their understanding of the movement.