

TITLE: Women's Suffrage	AUTHOR: David Driver, Charlottesville City Schools
SUBJECT & GRADE LEVEL Civics – 8th Grade	TIME ALOTTED: 35-40 minutes
Overview/Rationale: Students will get an overview of women's suffrage through instruction and note taking. Students will work in small groups to identify and learn from primary sources by taking a stance on the controversial issue through the eyes of somebody living in the early 20th century.	

Guiding Question(s):

1. What were the reasons for women's suffrage?
2. What were the reasons against women's suffrage?
3. How did gender, race, and social class influence a person's stance on the issue?
4. In what ways would your views of a women's right to vote be different if you grew up in the early 1900's?

Learning Objectives (SWBAT – Students Will Be Able to)

- SWBAT list 2 reasons why people supported women's suffrage and 2 reasons people stood against woman's suffrage.
- SWBAT write a letter from somebody in the early 1900's arguing for or against woman's suffrage after analyzing primary source documents on women's suffrage.

Relevance:

OAH Historical Skills Taught:

- Using primary sources to investigate historical events and people.
- Comparing and contrasting different views of a historical issue.

Virginia SOL

(I did not have the SOL for this but would tie this into my amendment process in Civics)

Assessment Tool(s) – After analyzing primary source documents on women’s suffrage, students will write a letter to Congress using examples from primary sources to persuade Congress to ratify or not ratify the 19th amendment.

Materials/Resources (question frame, primary source(s), answer key, exit slip, etc)

- Woman’s Suffrage Power Point
- Woman’s Suffrage Structured Academic Controversy Packet
- Woman’s Suffrage Primary Sources Packet A-H
- Truth, S. (1851). Ain’t I A Woman? Women’s Convention. Speech presented at Akron, OH.
- Twain, Mark. Letter. Missouri Democrat. March 1867. Print.
- Henretta. America’s History. Map of Woman Suffrage, 1890-1919. Map. (p. 582) The Progressive Era. From Library of Congress, Map Collections.
[http://worth.runtime.com/browse/Music?object=item\[book.item_detail\]&content_id=13832](http://worth.runtime.com/browse/Music?object=item[book.item_detail]&content_id=13832)
- Coe, Dora Oliphant. Letter. Los Angeles Times. September 5, 1911. Print.
- Election Day. Illustration. Gustin, E. W. Election Day! Political cartoon. c1909. From the Library of Congress, By Popular Demand: “Votes for Women” Suffrage Pictures, 1850-1920.
- Harris and Ewing, photographer. “[Women of Protest: Photographs from the Records of the National Woman's Party Oct.-Nov. 1917.]” Photograph. Manuscript Division, Library of Congress, Washington, D.C. <http://hdl.loc.gov/loc.mss/mnwp.160035>
- “Anti-Woman Suffrage: Don’t Fail to Read This,” Leaflet, 1893 (Women. Suffrage. Newspaper clippings), Western History Collection, The Denver Public Library, Denver, Colorado.
- WOMAN SUFFRAGE by [Harris & Ewing](#), photographer (1918) Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

Modifications

Guided notes, separate packets with highlighted words, and modified sources.

Instructional Procedures/Process

1. Teacher will begin class with Do Now or questions about an issue affecting students. Should students be allowed to sit where they want during school lunch?
2. Teacher will then ask if girls should be allowed to sit where they want, but boys can not. Teacher will take a vote on it, but not allow boys to vote.
3. Teacher will ask girls how that made them feel, and then ask the boys.
4. Teacher will begin Power Point instruction on Woman’s Suffrage while students take cornell notes.

5. After instruction is finished, teacher will divide students into groups of 2-3 and pass out Structured Academic Controversy packets.
6. Teacher will go over procedures and expectations before assigning positions and group pairings to each group.
7. Teacher will then allow students 10-12 minutes to research and record information from SAC packets onto student handout note section.
8. Teacher will model how students are to interact and share before having them do so. Students will then change positions on the topic and repeat the previous steps.
9. Students will work with same small group but switch pairings when investigating opposite position. Teacher will walk around room and answer any questions, keep students on task, and provide extra assistance to students with accommodations.

Closure Teacher will have each student reflect and write a letter to Congress from the perspective of a person living in the early 1900's. Teacher may assign roles to students that they must write from. Ex: wealthy man, poor man, immigrant, African-American man or woman, etc. Students will pair up and share their letters to one another. Teacher will allow for 2-3 students to read letters aloud in class.