

TITLE: Trans-Atlantic Women's Suffrage Movement	
SUBJECT & GRADE LEVEL AP European History (10th), World History II (10th), US History (11th)	TIME ALOTTED: One 85 minute blocked class.
Overview/Rationale: Students will use primary and secondary source documents to make connections between the women's suffrage movement in the United States and Great Britain. They will be introduced to the Albemarle County native Nancy Astor who becomes the first female member of the British Parliament to hook them into the fact that the American Women's Progressive Movement paralleled with the British movement. Women in both countries had 18th century role models, similar arguments (i.e. paying taxes) to support suffrage laws, advocated for pacifism during the World Wars, and faced opposition towards their efforts. Students will analyze various primary source documents by completing a timeline summary graphic organizer, work in groups to summarize the main ideas of the movement, and then assess their knowledge with a think-pair-share and RAFT writing assignment connected to the lesson objectives.	

Guiding Question(s):

To what extent was the women's suffrage movement in the US and Great Britain similar?
In what ways can the two movements be compared?

Learning Objectives (SWBAT – Students Will Be Able to):

Students will understand

- That women in both Great Britain and the United States advocated for social reforms focusing on gaining women the right to vote
- That female writers, activists, and politicians were involved in the Progressive suffrage movement
- That the philosophical foundations/goals, actions, reactions, and results of the suffrage movement were similar between Great Britain and the United States

Students will know

- That women paying taxes was used in both the US and Britain as support for women's suffrage
- That many progressive women were activists for pacifism
- That women faced anti-suffrage movements in both countries
- That important legislation in Great Britain to legalize women's suffrage was passed just prior to the 19th Amendment of the US Constitution
- That women achieved seats in their respective representative houses prior to women receiving the right to vote in national elections in both the US and Great Britain

Students will be able to

- analyze primary and secondary source documents including legislation, cartoons, postcards, letters, and newspapers to compare the suffrage movements in the US and Britain

- describe ways in which women worked to achieve suffrage such as hunger strikes, protest marches, illegal voting, and trespassing.
- identify similar goals and actions of suffragists, negative reactions, and ultimate success in both the US and Britain to support and work against the suffrage movement
- Summarize evidence from documents through a variety of visuals
- sequence events of the suffrage movement on a common timeline for the US and Britain
- work in a group to create summary visuals that represent the ideas of the women's suffrage movement
- Create a RAFT writing assignment where they take on the role of an American or British citizen during the era of the Women's Progressive Movement

Relevance:

OAH Historical Skills Taught:

- Chronological Thinking – Students will be able to put specific events and figures on a timeline to better understand the historical narrative of the suffrage movement in both the US and Great Britain. Events will be sequenced from foundations/goals, to actions, negative reactions, and the ultimate results of earning the right to vote and earning seats in the representative houses for women.
- Historical Analysis and Interpretation – Students will be able to compare the suffrage movement in the US and Great Britain through a variety of diverse resources including multiple perspectives. They will discuss the importance of particular individuals and ideas to the suffrage movement
- Historical Issues-Analysis and Decision-Making – Students will be able to identify the suffrage movement as a movement in history to address the issue of half of the populations in the US and Britain not having a political voice. Students will analyze the various perspectives of those involved in the suffrage movement and the courses of action taken to achieve success.

Virginia SOL

- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- c) describing the evolution of the nature of work and the labor force, including its effects on families, the **status of women** and children, the slave trade, and the labor union movement;
- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the **women's suffrage movement**.

Assessment Tool(s):

- The completed comparison timeline with point of view descriptions will show that students understood the content of the documents at each station.
- The summary posters are meant to assess student understanding of the main characteristics of the suffrage movement (i.e. foundations/goals, actions, reactions, results)
- Students will complete a RAFT (Role, Audience, Format, Topic) writing assignment to show their understanding of the goals of suffragettes and how the goals, methods, and results were similar in both the United States and Great Britain. The RAFT rubric for grading is included at the end of this activity plan.

Materials/Resources:

- PowerPoint displaying suffrage movement photos, Mirador & Lady Astor, and directions
- Items for the station poster creation: Colored Pencils/Markers, Magazines to cut up, Poster Paper or poster board, Scissors, Glue Stick
- A file folder for each station with corresponding directions, documents, and visual example
- Timeline/Comparison Handout
- RAFT Assignment Handout and rubric with blank RAFT pdf on the back
- SWBS Assignment Handout (optional or as an alternative) and example
- List of document groups, documents in chronological order with descriptions/point of view

Modifications (to meet needs of diverse learners)

- An events list and descriptions/point of view list can be given so that students just have to match the description/point of view to the event and label it on the timeline after referencing the documents. (chronological events list with descriptions is included)
- Instead of the RAFT a SWBST (Somebody Wanted But So Then) can be completed to assess student understanding. Give students the *somebody*, which would be American and British participants in the suffrage movement, and have the complete the *wanted but so then* to summarize the movement. This could be done as an exit pass or a do-now/starter at the beginning of the next class for review. (an example of the SWBST is included)
- As an extension students can write a DBQ (document based question) essay answering the guiding question. The documents from each station would be the evidence used in the essay.

Instructional Procedures/Process:

1. As students enter the class they will draw a topic pertaining to the suffrage movement. This will tell them which group to sit with. The groups will be labeled with the following topics: revolutionary foundations/goals, actions, negative reactions, results.
2. As class begins two photos will be displayed for the entire class to analyze. Both photos are of a small group of women holding signs, but one is in England and one is in the United States. Students will be asked who, what, when, where, why about the photos to assess prior knowledge. The class will make sure to define suffrage. (5 min)
3. Students will then be shown a photo of Mirador, which is located in Albemarle County, VA. They will then be introduced to native Virginian Nancy Langhorne Astor who became the first female Member of Parliament (MP). Students will then be told that today they will analyze to what extent the suffrage movements of the United States and Britain were similar. (5 min)
4. The teacher will then visually on the powerpoint and verbally give station directions (2 min)
 - a. Each Station will last 11 min. plus 1 min of travel time. The folders and supplies should stay at each group and the students move. (48 min total)
 - b. At each station students will have two tasks. The first task is to read and analyze the documents provided. They will then use the documents to add events to their timeline. US events/people should be in blue and British events/people should be written in red. The document descriptions include dates that correspond to those given on the timeline. For each date they need to give the POV (point of view) of the document in ten words or less.
 - c. The second task is for the group to follow the directions and example at each specific station to visually summarize the main ideas of the documents on one group poster. Each group should divide their poster into four sections of their own design.
 - i. Foundations – Word Collage – the group will design a shape the represents the ideas of the documents and then fill the shape with corresponding words

- ii. Actions – CD Cover – Students will create a CD cover following the example with an album title and at least three song titles with one graphic/visual.
 - iii. Negative Reactions – Students will write one Cinquain poem with a corresponding visual that follows the template given.
 - iv. Results – Students will design a bumper sticker for one of the legislative actions (19th Amendment or Franchise Act) or one of the first female members of government (Astor or Rankin). The poster should include at least one visual and a catchy slogan that depicts a political position, goal, or belief.
5. Think-Pair-Share (10 min) - Students will then be instructed to analyze their completed timeline by using it to answer the following question:

Was the suffrage movement in the US or in Great Britain more successful?

Students will then complete a *think-pair-share*. First students will formulate an answer silently to themselves, then they will share their response with their neighbor, and then they will be asked to share with the entire group. This is an opinion question and there should be some disagreement between students. The majority of students should focus on the fact that the movements were going on simultaneously building on similar foundations, working towards the same goals, taking the same types of actions, encountering negative responses, and achieving similar success. The objective is for students to answer the guiding question by saying the movements were similar to a great extent.
6. Finally students will complete the RAFT writing assignment to demonstrate their understanding of the participants and issues that defined the Trans-Atlantic Women’s Progressive Movement. Students will choose a role, audience, format, and topic from the given choices. The choices will be displayed on the powerpoint. They should write their choices at the top of the RAFT handout and then complete the assignment. (15 min)

Closure:

The Think-Pair-Share will be used to connect the entire group back to the guiding question then individual objective attainment will be assessed through the RAFT writing assignment.

Sources Cited:

Document Sources (specific links and dates accessed on each document)

- *The National Archives* (<http://docsteach.org/>)
- *American Memory – Library of Congress* (<http://memory.loc.gov/ammem/index.html>)
- *Parliamentary Archives* (<http://www.parliament.uk/archives>)
- *Spartacus Educational, John Simkin* (<http://www.spartacus.schoolnet.co.uk/Wanti.htm>)
- *Women and Social Movements, Alexander Street Press*
(<http://womhist.alexanderstreet.com/awrm/doc1.htm>)

Learning Strategies/Graphic Organizers

- *Reading Quest, Raymond Jones* (<http://readingquest.org/>), Accessed: Oct. 28, 2011
 - o Think-Pair-Share Format
 - o RAFT Paper Organizer
- “Strategy: Somebody Wanted But So.” - MacOn, Bewell, & Vogt (1991)
 - o <http://www.learningpt.org/literacy/adolescent/strategies/butso.php>
 - o Accessed: Oct. 28, 2011
- International Reading Association (readwritethink.org)
 - o Cinquain Graphic Organizer
(http://www.readwritethink.org/files/resources/lesson_images/lesson43/RWT016-2.PDF0)
 - o Accessed: Oct. 31, 2011