

THEIR RIGHTS AND NOTHING LESS

An Introduction to Women's Suffrage

Alexis Hall, Student Assistant, Tennessee 4-H Youth Development
Jennifer Richards, Assistant Professor, 4-H Youth Development



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Tennessee's Innovative Programming Priorities



Their Rights and Nothing Less

An Introduction to Women's Suffrage

Skill Level

Advanced

Learner Outcomes

The learner will be able to:

- Read and interpret primary source documents.
- Create a poster advertising a meeting of a women's suffrage group.
- Understand the societal role of women from 1840 to 1920 and reforms women wanted.

Educational Standard(s) Supported

US. 18

GC. 26, 27

Success Indicator

Learners will be successful if they:

- Gather relevant information after reading primary source documents.
- Discuss women's roles and the reforms they wanted from 1840-1920.
- Create a poster advertising a meeting of a women's suffrage group that highlights specific aspects of a given time period.

Time Needed

45 Minutes

Materials List

- Primary Source Documents Packets
- Women's Suffrage Movement Chart
- Flip Chart Paper and Markers

Introduction to Content

This lesson provides primary source documents surrounding the modern women's suffrage movement that will allow students to understand the events that led to women obtaining the right to vote nationwide in 1920.

Introduction to Methodology

This lesson begins with students working as a group to analyze primary source documents and sharing their findings with the class to create an overview of the women's suffrage movement. Then, students will create a chart to analyze the reforms demanded, the arguments and strategies used, the societal diversions, and the increased opportunities for women. Finally, each group will work together to construct a poster that includes information on the women's suffrage movement during a specific time period.

Author

Hall, Alexis N. Student Assistant,
Tennessee 4-H Youth Development.



Setting the Stage and Opening Questions

Begin by saying, **“For American citizens, voting is an important right. Voting allows us to choose the people who lead our country, and it is a key part of making sure that our voices are heard within our government. Less than one hundred years ago, women did not have this right.”** Then, share the “Bad Romance (‘Til We Have Suffrage)” video included in the PowerPoint.

Ask students, **“Which amendment gave women the right to vote in 1920?”**
The 19th amendment

“Which event began the modern women’s suffrage movement in 1840?”
The Seneca Falls Convention

“You can see that it took 80 years after this beginning event for women to gain the right to vote. Many things happened during this time. Today, we are going to look at primary source documents to learn what it was like in the beginning, middle and end of the women’s suffrage movement. What is a primary source document?”

An original document created by someone with firsthand experience.

“Primary source documents require us to carefully think about the intended meaning of letters, photos and articles rather than someone else telling us what happened. You may find some things that surprise you!”

Share the following questions for students to ask when reading primary source documents:

- Who created this primary source?
- When was it created?
- What powerful words and ideas are expressed?
- What did you see that you didn’t expect?
- What was the creator’s purpose in making this primary source?
- What does the creator do to get his or her point across?

This portion of the lesson should take approximately 7 minutes.

Experience

Begin by dividing students into six groups. Each group will be assigned one of these three time periods: 1840-1869, 1870-1899 and 1900-1920. Pass out the packet that corresponds with the group’s time period. Give students 7 minutes to review their individual primary document, and then instruct students to use the next 7 minutes to fill out the Women’s Suffrage Movement Chart with their group.

Then, ask each group to briefly share with the class what they learned from their primary source documents. You can prompt students by saying, **“Tell the class one sentence about each area on the chart: arguments, barriers, chances and demands.”** This portion of the lesson should take approximately 7 minutes, allowing each group about 1 minute to share.

Say, **“We saw that the women’s suffrage movement required a great deal of teamwork. Let’s think about what a women’s suffrage meeting would have looked like during each time period. What were their concerns? What would they talk about? Who would attend the meeting? Your group will create a poster for a women’s suffrage group meeting that could have taken place during your time period. Each poster can include speakers, entertainment, topics of discussion, refreshments, time, date and location. Be persuasive, creative and informative! You will have 7 minutes to complete your poster.”**

Tips for Engagement

When students share with the class what they discovered, it may be helpful for the instructor to write key phrases or ideas on flip chart to reinforce important events.

Instead of encouraging one person to be the group’s “spokesperson,” try having each group member share about a different focus area.

Share

Ask each group to share their poster with the class. During this time, students should **not** simply read their poster aloud. Try asking, **“What is your favorite part of the poster?”** or **“What was the most difficult thing about designing your poster?”**

Answers will vary.

This portion of the lesson should take approximately 12 minutes.

Process

Ask students, **“What are two things you learned about women’s roles during your time period?”**

Answers will vary, but could include, “Women were expected to be quiet and submissive homemakers. They were supposed to be mothers and wives above everything else.”

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Generalize

Ask students, **“How would it feel to be a woman during that time period?”** *Answers will vary, but could include, “Difficult. Suppressive. Empowering.”*

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Apply

Ask students, **“How can you apply what you learned about the women’s suffrage movement and use it with respect to issues facing people today?”** *Answers will vary, but could include, “I will work as a team with like-minded people to achieve a common goal. I will stand up for the rights of minority groups. I will question societal norms.”*

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Reference: loc.gov/teachers/classroommaterials/lessons/women-rights/index.html

Life Skill(s)

9th Grade

Be able to break down information about a given problem into parts. (Head thinking)

Apply information to problem solving and to helping others. (Head thinking)

Contribute to the well-being of others. (Heart caring)

Demonstrate respect in response to duties, rights, and privileges as a member of a community or country. (Hands giving)

Help group set and achieve goals. (Hands giving)

Share responsibility for accomplishing the goal. (Hands giving)

Acquire, communicate, organize, use and evaluate information. (Hands working)

Adhere to a code of values or ethical principles. (Health being)

10th Grade

Consider risks and appraise alternatives to a given problem. (Head thinking)

Examine your reaction--how do I really feel about what is being said or done? (Head thinking)

Use information to make a determination, decision, or judgment. (Head managing)

Engage in meaningful conversation with others. (Heart relating)

Acquire, communicate, organize, use, and evaluate information. (Hands working)

11th Grade

Consider alternative responses and opposing viewpoints: based on what I know, is the statement true? (Head thinking)

Use information to make a determination, decision, or judgment. (Head managing)

Be sensitive to thoughts and feelings of others. (Heart relating)

Engage in discussion and controversy that produces results. (Heart relating)

Work well with people and groups; understand group processes/functioning. (Hands giving)

Acquire, communicate, organize, use, and evaluate information. (Hands working)

Acquire, communicate, organize, use, and evaluate. (Hands working)

12th Grade

Integrate parts of information from different sources to form a whole. (Head thinking)

Decide among alternatives--what implications does this decision have for me and my future? Am I willing to use this information in making decisions? (Head thinking)

Use information to make a determination, decision, or judgment. (Head managing)

Welcome and participate in the opportunities that diversity offers. (Heart relating)

Respect the rights of others. (Heart relating)

Create a caring environment. (Hands giving)

Supplemental Information

Educational Standard(s) Supported

US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”.

GC.26 GC. 26 Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:

- Plessy v. Ferguson
- Gitlow v. New York
- Brown v. Board of Education
- Roe v. Wade
- Obergefell v. Hodges

GC.27 Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act.

Women's Suffrage Movement

Time Period (Circle One): 1840-1869 1870-1899 1900-1920

Arguments

What arguments and strategies did women use when fighting for suffrage?

Barriers

What events or social barriers in the time period slowed down the suffrage movement?

Chances

What jobs and opportunities were available to women during this time period?

Demands

What reforms did women want?