

**Title:** The Role of the Media in Women’s Suffrage Movements

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**Key Words:** suffrage, 19<sup>th</sup> Amendment, primary source, political cartoon

**Grade Level:** 7<sup>th</sup> grade

**Time Allotted:** 90 minutes

**Rationale/ Purpose (so what?)**

Nature and scope of topic. Why is this significant to the mission of educating future citizens?

The topic is how the media affected women’s suffrage movements. It is important for student to understand how women gained the right to vote and what tactics they used to help them achieve their goal. Students must understand the impact that the media can have on society and the impact that individuals and groups can have on changing society. It is important that students see how the role of women changed throughout history and how their personal identity formed; the 19<sup>th</sup> Amendment is a major part of women created their individual identities.

**Background/Context:** How does this lesson fit into a unit of study? Looking backwards, looking forwards

This lesson would take place after a lesson on how life was different for Americans after the Civil War. The lesson before this would discuss new inventions, big business and the growth of industry. This lesson would fall during a unit on the impact of the Progressive movement on the United States, in particular, workplace reforms, women’s suffrage, organized labor and the negative impacts of industrialization. Following this lesson students would study the Spanish American War.

**Key Concept(s)** include definition:

Suffrage: The right to vote.

19<sup>th</sup> Amendment: The amendment to the United State’s Constitution that gave women the right to vote. Ratified in 1920.

Primary source: Original, first hand accounts from an event or time period.

Political cartoon: A cartoon with comments that relates to current events.

**NCSS Standard(s)  
SOL Information**

\*As written in the Virginia SOL "Curriculum Framework" for the grade level

**NCSS Theme (s) with indicators:** Theme IV: Individual Development and Identity

Indicators:

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

**SOL\*** : Standard USII.4e: The student will demonstrate knowledge of how life changed after the Civil War by:

e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

Standard GOVT.6f: The student will demonstrate knowledge of local, state, and national elections by:

f) identifying how amendments extend the right to vote.

<p><b>Essential Knowledge</b></p>	<p><b>Essential Skills</b></p>
<p>(minimum for SOL Resource Guide)</p> <p>Women’s Suffrage</p> <ul style="list-style-type: none"> <li>• Increased educational opportunities</li> <li>• Attained voting rights                             <ul style="list-style-type: none"> <li>-Women gained the right to vote with the passage of the 19<sup>th</sup> Amendment to the Constitution of the United States of America</li> <li>-Susan B. Anthony and Elizabeth Cady Stanton worked for women’s suffrage</li> </ul> </li> </ul> <p>Amendments to the Constitution of the United States that extended suffrage</p> <ul style="list-style-type: none"> <li>• The 19<sup>th</sup> Amendment grants women the right to vote.</li> </ul>	<p>(minimum for SOL Resource Guide)</p> <ul style="list-style-type: none"> <li>• Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</li> <li>• Make connections between the past and the present.</li> <li>• Sequence events in the United States history.</li> <li>• Interpret ideas and events from different historical perspectives.</li> <li>• Analyze political cartoons, political advertisements, pictures, and other graphic media.</li> </ul>

**Guiding Question(s):** MUST BE SHARED WITH STUDENTS AT BEGINNING OF EACH LESSON- Visible in lesson procedure and materials.

- What impact did the reforms of the Progressive Movement have on the United States?
- How have Constitutional amendments changed voting in America?
- How did women organize and what strategies did they use to help them gain the right to vote?

**The day’s big question:**

How did the media affect women gaining the right to vote?

**Lesson Objective(s):** clearly emerges from big question and rationale and standards and will align with your assessment in Procedure and Process

**Obj. <sup>1</sup>** Students will be able to analyze primary sources, in particular political cartoons and posters.

**Obj.** <sup>2</sup> Students will be able to explain how media impacts society, in particular, how media impacted women's suffrage.

**Obj.** <sup>3</sup> Students will be able to explain how groups can implement change and help form individual or group identities.

**Assessment Tool(s) to be used-** Everything above- goes to what you want them to know/understand do- So what assessments are you going to use to help you manage and monitor that they have got it-informal and formal—make one over-riding assessment connect to your closure.

**Assessment 1.** SCIM-C for each primary source document.

**Assessment 2.** Students will turn in their "That's a Wrap" written assignment for the teacher to review.

**Materials: Historical**

**Source(s):** List here and include copies in materials section below

Photos (Material A)

**Additional**

**Materials/Resources:** List here and include copies in materials section- textbooks etc page numbers, websites etc

Powerpoint (Material B)

SCIM-C (Material C)

Questions (Material D)

Role of Media Chart (Material E)

Rubric (Material F)

**Procedure/Process:**

**1) JUST DO IT! The “Hook”:** A high-interest activity that introduces new content with connections to students’ prior knowledge. Between 1-5 minutes. You could also introduce the days guiding question- could help with assessment of student needs

The Hook:

- 1) Begin the class by explaining that students will be voting for which color they like better, yellow or green. However, explain that only the boys can vote.
- 2) Have students write down their responses on slips of paper.
- 3) Then conduct a vote allowing the girls’ to vote.
- 4) Add the girl votes and the boy’s votes. Reveal the results of just the boys voting and the results of the combination of boys and girls voting and write them on the board.
- 5) Ask students if they think that the vote changed by having the girls vote.

After this quick activity have students get in small groups to discuss the following questions:

- 1) If you were running for a political office, what would you do to try and convince people to vote for you?
- 2) As an individual or as a part of a group how can you effect a change that you want to happen?
- 3) Have students in their groups write down a list of media approaches that they have seen used or think would be good in helping sway a person’s opinion.
- 4) Call on a few students to give a couple of specific strategies. Instruct students to hold on to the list because they will need it at the end of class.

**2) Instructional sequence:**

<p><b>Obj #</b> See above.</p>	<p><b>Processing Activity and Procedure –</b> include directions, question frames, assignment details, to be given to students (these should all be made into explicit materials (e.g. see material A) Do you have opportunities for direct/guided instruction and independent practice/engagement when appropriate and time estimates</p>	<p><b>Check for Evidence of Understanding</b> -Either Formal or Informal e.g. assessments- question frames, quiz, choice activities, discussion with frame and your THAT’s A WRAP. (Checks Essential Knowledge and Skills should be in line with assessment tools above)</p>
<p>Just do it. (15 min)</p>	<p>(see details above)</p>	<p>Informal: a list and class discussion</p>
<p>Transition:</p>	<p>Keep your list of strategies because we will use it at the end of class. Now we are going to look at some of the strategies that women and men used to help women gain the right to vote during the women’s suffrage movement.</p>	

<p>Objective # 1-3 (60 min)</p>	<ol style="list-style-type: none"> <li>1) Instruct students to stay in their small groups.</li> <li>2) Distribute 2-3 primary source documents to each group.</li> <li>3) Hand out the SCIM-C's for students to complete for each document. (Students will be familiar with the SCIM-Cs from previous classes)</li> <li>4) Through a powerpoint, display questions that students should keep in mind while analyzing the documents. (see powerpoint)</li> <li>5) Have each group choose someone to record on the SCIM-C and someone to present the source.</li> <li>6) Have students individually fill out the handout of questions.</li> <li>7) Bring the class together and ask each reporter from each group to briefly describe their image. Have the other students fill out a chart of each of the images. As the images are being described put the image on the board. If time is limited, give the students an already filled out chart.</li> </ol>	
<p>Transition:</p>	<p>Now that we have an idea of the influence of media in helping women gain the right to vote let's go back to the first list of strategies your group created.</p>	

**3) Closure (15 min)-** THAT'S A WRAP that goes to opening question- and also in part to assessment tools –at least one key assessment tool. (Do you need a rubric)

- 1) Instruct the students to look back at the list that they made at the beginning of class and the first question on their handout.
- 2) Have students select one strategy that they wrote down for the list at the beginning of class and one strategy from the women's suffrage movement. It can be the same strategy.
- 3) Have students write one paragraph to two paragraphs describing the strategies that they chose and how individuals and groups can use those strategies to promote change in a society.
- 4) Students will complete the assignment for homework and turn it in to the teacher.

**Modifications/Accommodations for Diverse Learners:**

Include reference and acknowledgement of IEP plans for specific students- that is easy. Additionally, highlight how you have designed materials/sequences that pay attention to pre-assessment evidence to address readiness, interest, and learning preference needs, including attention to student groupings, use of time and materials, variance in whole class and small group instruction, varied task complexity. Can you delineate key instructional strategies and scaffolds that are effective for responding to student needs? Do you provide rubrics to explain what good work looks like? Do you provide room for direct instruction/guided instruction (including read alouds and think alouds), independent practice. (Use Cruz and Thornton, and Tomlinson and McTighe).

- The lesson allows for students to work in groups while analyzing primary sources. The teacher can pre-arrange groups for the class if needed.
- According to IEP plans, allow students to either work with an aide , if available, or work in pairs or small groups.



**Materials** (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation. Include photocopies if need be. Can you provide elements of choices in materials or enrichment or support/anchor materials for different students?.

“Revised”



<http://www.loc.gov/pictures/resource/cph.3b49099/>

“Women’s Sphere”



[http://memory.loc.gov/cgi-bin/ampage?collId=rbcml&fileName=scrp5015401/rbcmilscrp5015401.db&recNum=0&itemLink=h?ammem/rbcmillerbib:@field\(DOCID+@lit\(rbcmiller002064\)\)](http://memory.loc.gov/cgi-bin/ampage?collId=rbcml&fileName=scrp5015401/rbcmilscrp5015401.db&recNum=0&itemLink=h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller002064)))

“The American Suffragettes”



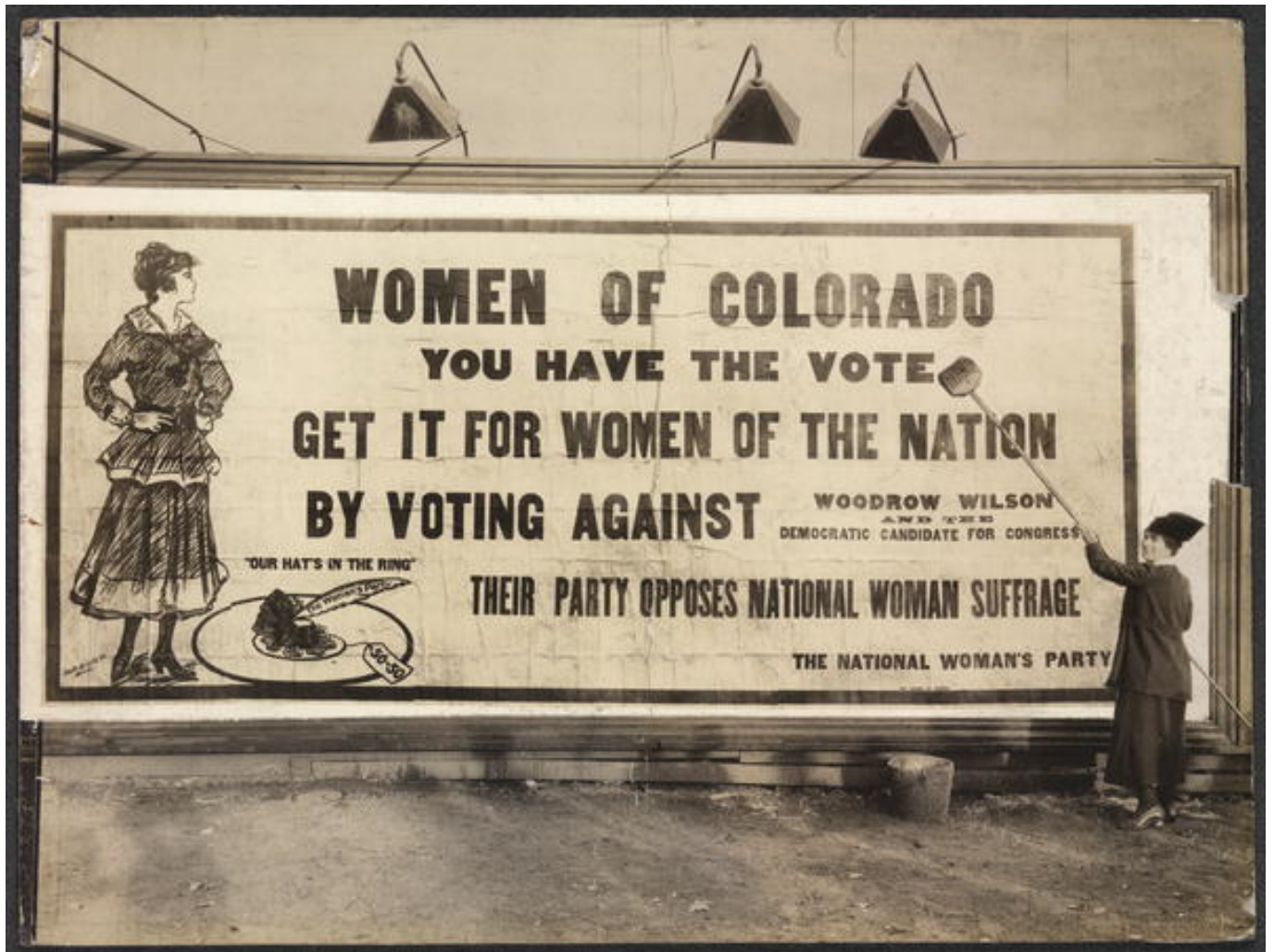
[http://www.encyclopediavirginia.org/media\\_player?mets\\_filename=evm00000551mets.xml](http://www.encyclopediavirginia.org/media_player?mets_filename=evm00000551mets.xml)

“The home or street corner for woman? Vote no on woman suffrage.”



[http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=1920362&imageID=psnypl\\_art\\_182&total=1&num=0&parent\\_id=1920353&word=&s=&notword=&d=&c=&f=&k=0&sScope=&sLevel=&sLabel=&lword=&lfield=&imgs=20&pos=1&snum=&e=r](http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=1920362&imageID=psnypl_art_182&total=1&num=0&parent_id=1920353&word=&s=&notword=&d=&c=&f=&k=0&sScope=&sLevel=&sLabel=&lword=&lfield=&imgs=20&pos=1&snum=&e=r)

Billboard display—Part of the Billboard Campaign of the Woman's Party



[http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/159/159016r.jpg&topLinks=/service/mss/mnwp/159/159016v.jpg,/master/mss/mnwp/159/159016u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field\(NUMBER+@band\(mnwp+159016\)\)](http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/159/159016r.jpg&topLinks=/service/mss/mnwp/159/159016v.jpg,/master/mss/mnwp/159/159016u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(NUMBER+@band(mnwp+159016)))

“The Awakening”



<http://www.loc.gov/pictures/resource/cph.3b49106/>

Official Program: Women's Suffrage Procession-Washington, DC March 3, 1913



<http://www.loc.gov/pictures/resource/ppmsca.12512/>

“The Home Loving Women Do Not Want the Ballot”



[http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/159/159004r.jpg&topLinks=/service/mss/mnwp/159/159004v.jpg,/master/mss/mnwp/159/159004u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field\(NUMBER+@band\(mnwp+159004\)\)](http://memory.loc.gov/cgi-bin/displayPhoto.pl?topImages=/service/mss/mnwp/159/159004r.jpg&topLinks=/service/mss/mnwp/159/159004v.jpg,/master/mss/mnwp/159/159004u.tif&displayProfile=1&type=xml&dir=ammem&itemLink=h?ammem/mnwp:@field(NUMBER+@band(mnwp+159004)))



“The Sky is Now Her Limit”



<http://www.loc.gov/pictures/resource/ppmsca.02919/>

“Election Day!”

<http://www.loc.gov/pictures/resource/cph.3a51845/>



## **Material F—Rubric for Wrap It Up**

### **Includes at least 1 strategy and a description**

**5** Includes one strategy or two.

**0** Does not list a strategy.

### **Includes how individuals and groups can use that strategy to promote societal change.**

**5** Includes the use of strategies.

**0** Does not include how the strategy can promote change.

### **The assignment is one to two paragraphs (paragraph is 5 sentences).**

**2** The student wrote at least one paragraph.

**0** The student only wrote part of a paragraph (under 5 sentences)