

# Women Win the Vote

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A discovery of the people and events on  
the road to women's suffrage



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## ★ Welcome to *Women Win the Vote!* ★

Your students are about to journey back into an important time period in American history. As they explore the story of the passage of the Nineteenth Amendment through cooperative learning, role-playing, and independent experiences, students will walk in the footsteps of the suffragists and learn how these determined activists achieved victory in their long battle for women's voting rights.

After selecting an activist to research, students will share their knowledge in a class Sharing Session, then develop the Milestones in Women's History time line that highlights important events on the road to women's suffrage. Students will then perform original skits in Winning the Vote Theater, or take part in other optional cooperative group activities. The unit concludes with the Women's Suffrage Convention, where students will distribute information at the Voter's Information Booth and deliver prepared speeches for or against women's suffrage. The audience will then vote on the passage of the Nineteenth Amendment.

Women Win the Vote is designed for use in grades 4–8 and can be completed in eight class periods. A condensed five-day lesson plan is also included. The unit is easily integrated into any existing curriculum, and it offers many activities that are differentiated and cross-curricular. By participating in this interactive unit, your students will develop a better awareness of women's struggle for equality and justice and learn the value of the right to vote.



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## Purpose and Overview

### What is *Women Win the Vote*?

*Women Win the Vote* is a simulation for fourth- to eighth-grade students that immerses them in the study of the struggle for women's suffrage in the United States. In teams, students research a suffrage activist, exploring the activist's background, challenges, and triumphs in the quest for women's suffrage. Teams use Research Logs to aid their investigations, then share their findings in a class Sharing Session. In this way, all students learn about the many significant people involved in the struggle for women's suffrage.

Students then create a class time line depicting significant events leading to women winning the vote. This time line will show the progression of the struggle, beginning with the Seneca Falls Convention and ending with the ratification of the Nineteenth Amendment to the Constitution. A political cartoon analysis activity then gives students a better sense of the viewpoints expressed during this time period.

Students then perform skits depicting important events in the struggle for women's suffrage in *Winning the Vote Theater*. Or, you may choose to have students take part in the *Women's Suffrage Wax Museum* activity or the *International Women's Suffrage Panels*. Each activity provides students with a more in-depth look at the women's suffrage movement.

After learning about suffrage activists and the background of the suffragist movement, students participate in the culminating activity—the *Women's Suffrage Convention*. For this event, students write a persuasive speech, either in favor of or against women's suffrage, and deliver it for classmates and invited guests. At the convention, selected students also read the Nineteenth Amendment, and students attending the convention use ballots to vote on women's suffrage. The convention concludes with a discussion on the importance of voting and the changes in women's roles due to the Nineteenth Amendment.

A condensed lesson plan, designed to be completed in five days, is included in addition to the full eight-day lesson plan.

*Suffrage activists parade for the right to vote in 1917. Courtesy of the Library of Congress.*



### **What do students learn?**

The activities within this unit are correlated to national and state education standards. To obtain specific standards information for this title, go to [www.teachinteract.com](http://www.teachinteract.com) or contact us at 1-800-359-0961.

In this unit, students will gain and experience the following:

#### ***Knowledge***

- Become familiar with the history of the women's suffrage movement
- Build a vocabulary associated with the women's suffrage movement
- Understand how the Nineteenth Amendment changed women's roles in America
- Learn about the lives and contributions of activists in the women's suffrage movement

#### ***Skills***

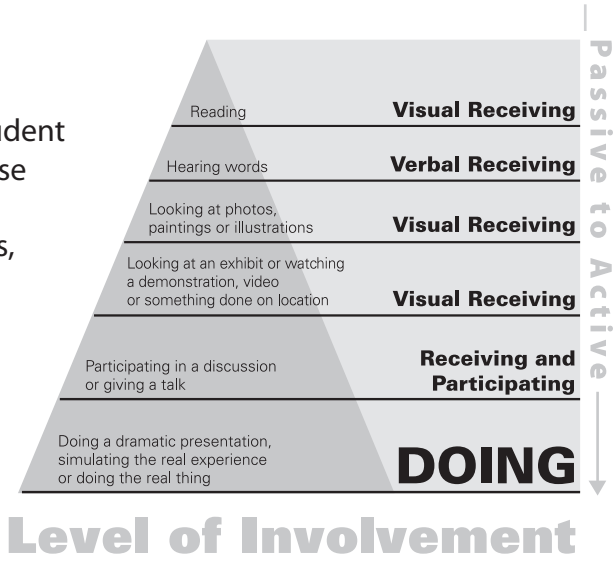
- Write and deliver persuasive speeches
- Organize information to use in research projects
- Understand chronological relationships of historical events
- Analyze political cartoons
- Develop cooperative group skills
- Use various research tools

#### ***Attitudes***

- Develop positive feelings toward the study of history
- Build confidence in speaking and performing in front of an audience
- Recognize the contributions of figures from history
- Appreciate the benefits of working cooperatively and learning how to use discussion skills

**Experiential Learning**

Students learn best through experience. Research shows that student retention and understanding increase as students become more involved and engaged in the learning process, regardless of whether they are high achievers, reluctant learners, or second language learners. They will complete some tasks alone and they will need to work cooperatively to complete others. They will control their learning and will sometimes teach others.



Adapted from Edgar Dale's "Cone of Experience"

**How are students organized?**

Students work in pairs or small groups for some activities and complete other activities individually. According to your class size and schedule, you can determine when to have students work individually or in groups on some activities.

**How much time is required?**

*Women Win the Vote* is designed to last eight class periods. A condensed five-day lesson plan is also included. Both schedules can be adjusted as needed.

**How is learning assessed?**

*Women Win the Vote* provides a balanced and comprehensive approach to assessment. Discussion and debriefing questions can be assessed according to traditional evaluation, while rubrics are provided for cooperative group work, persuasive writing, and presentations.

The rubrics are provided for students to use when preparing their work and for your use in scoring the work. The rubrics focus on "student work," which includes, in addition to written work, demonstrated skills, oral exchanges, individual and cooperative group behavior, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.



### ***What do Rubric Scores Mean?***

- 4 Exceeds Expectations**—This rating describes work that exceeds the standard. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the unit activities. Their performance and/or product are significantly better than what was required or expected.
- 3 Meets Expectations**—This rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his or her understanding in an application setting.
- 2 Nearly There**—This rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his or her work in order to meet the standard described.
- 1 Incomplete**—This rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

### ***Why use *Women Win the Vote*?***

*Women Win the Vote* offers teachers and students a motivating setting for the study of women’s suffrage in the United States.

#### ***Differentiation***

This unit, like all Interact simulations, offers a variety of opportunities for differentiated instruction through a broad range of activities and assessment options. Students learn and experience knowledge, skills, and positive attitudes through all domains of language (reading, writing, speaking, and listening).

## Unit Time Chart

The daily schedule is based on 50-minute class periods.

LESSON PLAN

**Day 1**

- Introductory activity and discussion
- Read **The Struggle for Suffrage** essay
- Pair students and begin activist research

**Day 2**

- Finish activist research
- Begin time line
- Send convention invitations

**Day 3**

- Sharing Session
- Assemble time line
- Assign speech outline

**Day 4**

- Write speeches
- Cartoon Analysis activity

**Day 5**

- Work on Winning the Vote Theater
- Send invitations

**Day 6**

- Rehearse Winning the Vote Theater
- Create convention buttons and materials

**Day 7**

- Winning the Vote Theater
- Finish convention materials

**Final Day**

- Women's Suffrage Convention
  - Speeches
  - Conduct vote
  - Class discussion

CONDENSED LESSON PLAN

**Day 1**

- Introductory activity and discussion
- Read **The Struggle for Suffrage** essay
- Pair students and begin activist research

**Day 2**

- Finish activist research
- Begin time line
- Send convention invitations

**Day 3**

- Sharing Session
- Assemble time line
- Assign speech outline

**Day 4**

- Write speeches
- Create convention buttons and materials

**Final Day**

- Women's Suffrage Convention
  - Speeches
  - Conduct vote
  - Class discussion

## Day 1

**MATERIALS**

- **The Struggle for Suffrage** essay
- **Women's Suffrage Activists** list
- **Research Log**
- **Primary Sources**
- **Rubrics**
- Resource books or computers with Internet access

**Directions:**

1. Before students enter the classroom, put a small, blank Post-It note on several students' desks. These students will be the "voters."
2. When class begins, say to students:

*"I have decided I would like to excuse all of the boys in class from math homework for a week. I think this is fair, but I will conduct a vote to determine the final decision. However, you may only vote if you have a Post-It note on your desk. If you do not have a Post-It note, you are not allowed to vote."*

Conduct the voting and discuss the results of the vote. Ask students how the number of boys compared to girls voting affected the outcome. Then lead a discussion of how the students feel about the way the vote was conducted. Ask those who were not allowed to vote: "How did it feel to be left out of the voting? Why?" Then explain to the class that this was just an exercise to illustrate what life was like when decisions were made in which women had no voice. (5–10 minutes)

3. Give the students an overview of the simulation:

*"At one time women in the United States did not have many rights, including the right to vote. Women did not receive this right until 1920. In the next few days you will learn more about the struggle for women's suffrage, which is women's right to vote. We will investigate how women*



Read or say



Read or say

*gained this right. You will learn about the individuals and events of this struggle by researching a specific suffragist, constructing a class time line, and writing a persuasive speech, which you will give at our Women's Suffrage Convention at the end of the unit."*

You may also explain to students any additional activities you will be including, such as Winning the Vote Theater. Hand out copies of **Rubrics** for student reference.

4. Distribute the reading selection, "**The Struggle for Suffrage**," and give students time to read. When students have finished reading, lead a class discussion based on the essay. Begin the discussion by asking students to name one fact they learned that they did not know before about women's suffrage. Encourage the students to share their opinions and add any information that they might know about the subject. You may add to the discussion by sharing with the class that by the time the Nineteenth Amendment was passed, 16 other countries had already allowed women to vote. New Zealand was the first in 1893. (Allow approximately 15 minutes for reading and discussion.)
5. Distribute the **Women's Suffrage Activists** list. Move students into pairs and explain that each pair will choose one person to learn about for the next few days. Explain to students that they will be participating in a class Sharing Session in a couple of days, in which each pair will share three important facts about the life of their chosen activist.

To have students choose activists, cut the names on the list into strips and place them into a container from which the students will draw names. Use the names written in italics first, to ensure that these key individuals are chosen. The names with asterisks indicate international suffragists.

6. Distribute copies of the **Research Log** to each student and discuss each of the questions.
7. Direct the students to begin their research by using the Internet, collected resource materials, and **Primary Sources**.

### Teaching tip

Record choices for reference.



## Extension Activity

Challenge students to find additional primary source documents. Have them make a copy of each source they find to share with the class during the Sharing Session. Explain to students that the following are examples of primary sources:

- Newspaper articles from the 1800s and early 1900s dealing with women's suffrage
- Letters written by men and women in the years before the Nineteenth Amendment was ratified that are pro and con women's suffrage
- Photographs showing people and events relating to women's suffrage

**Give students the following Web sites to get started:**

The Library of Congress ([www.loc.gov](http://www.loc.gov))

The National Women's History Project ([www.nwhp.org](http://www.nwhp.org))



**Teaching tip**

Advise students to refer to the glossary for help with unfamiliar terms and vocabulary.