

Pages from the Past → “Passage of 19th Amendment Marked End of Long Suffrage Struggle”

Materials

- Article “Passage of 19th Amendment Marked End of Long Suffrage Struggle”
- Handout: Vocabulary Web`
- Primary Documents
 - *Daily Leader* February 14, 1872
 - *The Pantagraph* “Second Day’s Proceedings of the State Association” February 15, 1872
 - “The Negative Side” *Pantagraph*, April 19, 1897
 - “Schroder on Husbanding the Woman Suffrage Movement” *Pantagraph* February 15, 1872
 - “The Issue and Views by a Practical Farmer’s Wife” *Pantagraph* June 4, 1897
 - “Condemns Them All” *Pantagraph* March 13, 1897
 - “A Woman Defends the Movement for Equal Rights Before the Law” *Pantagraph*, March 9, 1897
 - “Another Woman’s View of Suffrage” *Pantagraph* March 9, 1897

Standards:

- Common Core:
 - RST. 4-Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics
 - RH.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - RH.9- Compare and contrast treatments of the same topic in several primary and secondary sources.
 - WHIST. 2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - W. 1-Write arguments to support claims with clear reasons and relevant evidence.
- NCHE Vital Themes & Narratives:
 - Patterns of social and political interaction
 - Values, beliefs, political idea and institutions

Lesson:

- Introduce key terms:
 - Students will discuss how they have heard the word suffrage used and what they think the word means. The teacher will provide students with the appropriate definition for the word.

- Teacher can have students use Vocabulary Web to organize definitions and examples.
- Read The Declaration of Sentiments
 - Students will read over the declaration and underline important parts or parts that confused them.
 - Students should be able to answer the following questions:
 - What is the purpose of this document?
 - Why do you think it is connected to the Declaration of Independence?
 - What are some of the objections that women list?
- Looking at Suffrage in McLean County:
 - Students will be given the Bill Kemp article or the article from *The Daily Leader* about the convention in Bloomington in 1872.
 - (The article from the convention would be given to higher-level readers.)
 - As students look over article they would be asked to underline important events mentioned in the article.
 - Students should know what people in McLean County were doing to advocate for suffrage.
- Watch a clip from *Iron Jawed Angels*. (Clip is 10 minutes long).
 - Ask students to write down on a sheet of paper and to answer the following questions:
 - How are the suffragists spreading their message?
 - What are some objects that people have to women voting?
 - How did the women campaigning for suffrage want people to see them (as suffragists)?
 - What types of women were campaigning for the right to vote?
 - After the video clip is finished have some students share their responses and discuss their observations of women's suffrage.
- Looking at primary sources about suffrage.
 - Students will break up into groups to look at primary resources about the fight for and against women's suffrage.
 - For each resource students will be asked to answer the following questions:
 - Does this work to support or attack women's suffrage?
 - Why does this work say women's suffrage is good or bad?
 - How does the author/artist try to influence a person's opinion? (facts, getting sympathy)
 - Which item would influence your opinion more?
- Identifying tools of persuasion:

- Students will look at the resources again. This time instead of just focusing on the historical information students will look for ethos, pathos and logos.
- Students will underline document or the materials to note examples of ethos, pathos and logos.
- Writing a letter:
 - The students in the class will use their information from the suffrage movement and persuasive tools to write a letter to President Woodrow Wilson about women's suffrage.
 - Half of the class will write a letter trying to persuade President Wilson to allow women to vote. The other half of the class will write letters trying to persuade President Wilson to not let women vote.
 - Letter should include the following:
 - Three reason to support argument.
 - One example of each ethos, pathos and logos.
 - Appropriate transitions and grammar.
- Women Arrested during fight for suffrage:
 - Read an excerpt from *The Suffragist* about the women getting arrested.
 - Discuss Lucy Ewing's arrest.
 - Watch a clip from *Iron Jawed Angels* depicting the same event.
 - As a class discuss how this hearing about this would influence their opinions of the vote.
- Play the end of *Iron Jawed Angels* for students. After students see the Passage of the 19th Amendment.