

# Suffragists

by Ashleigh Addicks, Stefanie Newmark and Jaime Rotella

## Standards

### Standards

- IL.16 GOAL: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- IL.29.D.2 > Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).
- IRA.1.2 ...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process
- IRA.11 Communicating Information about Reading

## Resources

### Books

McCully, Emily Arnold. *The Ballot Box Battle*. New York: Knopf, 1996

Sullivan, George. *The Day the Women Got the Vote: A Photo History of the Women's Rights Movement*. New York: Scholastic, 1994.

### Internet Website

Western New York Suffragists: Winning the Vote  
<http://memory.loc.gov/ammem/naw/nawshome.html>

## Lesson Plan

### Overview and Rationale

Students examine a variety of primary source documents related to the women's suffrage movement. They identify different methods people used to influence and change attitudes and beliefs about suffrage for women. This is important for students to learn about because they need to learn about

voting practices in history in order to make informed decisions later on in life when they are able to vote.

## **Objectives**

Students will examine a variety of primary source documents to learn about the history of suffrage for women, learn that there are many ways to influence and effect change, understand that it took the efforts of many people over time for women to gain the right to vote, and identify reasons for the women's suffrage movement.

## **Materials**

pencil, paper, graph paper, colored pencils

## **Procedure**

1. Teacher will conduct a class vote for a current political candidate with only boys voting.
2. Tally votes, but do not reveal results.
3. Conduct a girls' vote.
4. Reveal the winner, based on the boys' vote.
5. Add the girls' vote to the boys' vote.
6. Discuss results. Did the vote change by adding the female vote?
7. Have students graph the results of the ballot.

Students with special needs can use manipulatives to show the results of the graph i.e. use colored blocks to represent the tallies instead of colored pencils.

## **Assessment**

Students will turn in their graph and write a paragraph on the back explaining the results of the 'class vote' and how they differed from the results of the 'boys only vote.' They will be given a rubric explaining all the elements that are to be included in their paragraph. The students must explain the importance of the women's suffrage movement and how it is related to the vote that was taken by the class earlier in the lesson.