Remember the Ladies: How Suffragists Changed Voting Requirements in the Early 1900"s



Vanessa Holland Grogan Elementary School

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By analyzing primary source materials and photographs, students will learn the importance of the right to vote and the how women in the early 1900's worked for that right. Students will work in small groups to think of a school policy they would like to see changed and discuss how to go about it. They will create materials to persuade others.

Overview	
Objectives	 Students will: Students will be introduced to materials showing ways that women changed the voting requirements in the early 1900's. Students will discuss the meaning of suffrage Students will discuss suffragists and the tactics they used to change the way we vote Examine and discuss those tactics Create materials and tactics of their own to make positive change in their school environment
Recommended time frame	Two 55 minute class periods
Grade level	3 rd 5 th . Grade
Curriculum fit	Women's History
Materials	Pencils Paper Construction paper

	Markers
	Crayons
	Scissors
	Glue
	White board/black board
	Dry erase markers/chalk
	Photo analysis sheet found on primary resource page at
	the end of this lesson
Vocabulary Words:	Suffrage
J	Suffragist
	Change
	Vote
	Issues
	Picketline
	Billboard
	Banner
	Danner

Michigan State Learning Standards: Social Studies:

M1.H-History

- H3- History of Michigan (through statehood): use historical thinking to understand the past
- 3-H3.0.2- Explain how historians use primary and secondary sources to answer questions about the past.
- 3.H3.03- Describe the causal relationships between three events in Michigan's past.
- 3.H3.08- Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

M1.C- Civics and government

Procedures

DAY ONE:

Write the definitions of suffrage and suffragist on board. Ask students if they agree or disagree with women being able to vote.

- Discuss the meaning of Suffrage and suffragist
- How would you go about getting someone to vote for change?
- Discuss the things that women were not able to do in the 1900's that they are able to do today.
- Discuss the importance of having the right to vote for something that you believe
- Examine photos of women using tactics to

	persuade others to reform voting. (found on
	photo analysis page)
	Introduce vocabulary words
	DAY TWO:
	 Review vocabulary words and photos
	• Discuss whether these strategies and tactics would have persuaded you to support suffrage in the 1900's. Why or why not?
	• Break into small groups and have students choose a policy to try to change.
	 Discuss the policies and why the students would
	like to see them changed
	• Give students materials needed to create posters,
	banners, poems, songs etc.
	• Students will share their group strategies and materials with the rest of the class
	Have a mock election to vote on each groups Policy change
	Policy change
Evaluation	
	Students will make and be graded on a presentation
	made to their classmates showing that they understand
	the concepts and vocabulary that were analyzed and
	discussed in class.
	Grading Rubric attached below
Extension	
	Select one of the group ideas to use as an ongoing
	classroom activity. Students will use tactics and
	strategies learned to make changes to an existing policy.

Primary Resources from the Library of Congress

Vote for women poster suffrage poem 'Let Her Come'

photo of men against women voting

The Sky Is No Her Limit (cartoon)

billboard map of where women vote

sheet music for freedom song women protesting

lyrics for freedom song

Helen Hill Tweed in prison for protesting

map of surrage states

Daughters of Freedom (song)

suffragists picketing photo

Women's Suffrage Rubric

(Visual assessment - possible 10 points)

Understood Concept(5 pts.)	
Cooperative Learning – Worked as a team	(3 pts.)
Uses Vocabulary Words in Presentation	(1 pts.)
Neatness and Clarity of Work	