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| **Elections 101: Women’s Right to Vote** |
| **Option A: Length of class – 90 minutes** |
| **Objectives:** Students will develop an understanding of the 72-year history of the women’s suffrage movement in the United States, which resulted in the ratification of the 19th Amendment to the U.S. Constitution in 1920.  **Additional objectives:**  Students will:   * Learn about the contributions of leading suffragists, including those with Iowa ties. * Research and analyze the goals and strategies of suffrage organizations in winning women the right to vote.   **Standards:**  Iowa Core: SS-GOV.9-12.14. Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time, and changes in participation over time. (21st century skills)  Iowa Core: SS-GOV.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)  Iowa Core: SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)  Iowa Core: RH. 9-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **Assessment:** Working in small groups, students will research an assigned suffrage organization, answer questions on a worksheet, and participate in a class discussion. |
| **Materials Needed:** \*Indicates material is found in the Women’s Right to Vote folder.  **Introduction: Brief Overview of the 72-Year Women’s Suffrage Movement**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 2-4) 2. Computer/tablet/phone with internet access   **Direct Instruction: The Beginnings of the Women’s Suffrage Movement (1848-1868) in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 5-7) 2. Declaration of Sentiments: <https://www.womenshistory.org/resources/primary-source/declaration-sentiments-and-resolution> 3. Women’s Suffrage Movement Interactive Notes.docx\* 4. Computer/tablet/phone with internet access   **Direct Instruction: The Middle Years (1869-1889) of the Women’s Suffrage Movement in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 8-10) 2. Women’s Suffrage Movement Interactive Notes.docx\* 3. 14h Amendment to U.S. Constitution (read Sections 1 and 2): <https://www.law.cornell.edu/constitution/amendmentxiv> 4. 15th Amendment to U.S. Constitution: <https://www.law.cornell.edu/constitution/amendmentxv> 5. Proposed Woman Suffrage Amendment: Slide 9 6. Computer/tablet/phone with internet access   **Direct Instruction: The Final Years (1890-1920) of the Women’s Suffrage Movement in the U.S. and Iowa**   1. PPT: Day 11 – Winning the Vote.pptx\* (slides 11-20) 2. Women’s Suffrage Movement Interactive Notes.docx\* 3. Computer/tablet/phone with internet access |
| **LEARNING PLAN:**  **Introduction: (10 minutes)**   1. Start by opening the PPT titled “Winning the Vote.pptx” found in the Day 11 folder. Start with introduction that more women than men have voted in elections for more than 50 years. Ask students for their answers to this question: When did women in the United States gain the right to vote by federal constitutional amendment? (Slide 2) Play Sound Smart video (Slide 3). Review information on Slide 4.   **Direct Instruction**: **The Beginnings of the Women’s Suffrage Movement in the U.S. and Iowa (15 minutes)**   1. Lecture: Slides 5-7 of Winning the Vote .pptx\*. Distribute handout on Declaration of Sentiments with Slide 5 and provide 8 minutes for students to read and answer questions on interactive notes. Students should complete the interactive notes as the teacher guides them through the PPT.   **Direct Instruction: The Middle Years (1869-1889) of the Women’s Suffrage Movement in the U.S. and Iowa (15 minutes)**   1. Lecture: Slides 8-10 of Winning the Vote .pptx\*. Distribute handouts on the 14th and 15th Amendments with Slide 8 and provide 8 minutes for students to read and answer questions on interactive notes. Students should complete the interactive notes as the teacher guides them through the PPT.   **Direct Instruction: The Final Years (1890-1920) of the Women’s Suffrage Movement in the U.S. and Iowa (20-25 minutes)**   1. Lecture: Slides 11-20 of Winning the Vote .pptx\*. Students should complete the interactive notes as the teacher guides them through the PPT.   **Group research and report: (25-30 minutes – 15 minutes of group work; 10-15 minutes of class discussion)**   1. Divide class into small groups and assign them to read about one of the following suffrage organizations: 2. American Woman Suffrage Association   <http://www.crusadeforthevote.org/awsa-organize>  <https://www.thoughtco.com/american-woman-suffrage-association-3530477>   1. National Woman Suffrage Association   <http://www.crusadeforthevote.org/nwsa-organize>  <https://www.thoughtco.com/national-woman-suffrage-association-3530492>   1. National American Woman Suffrage Association   <http://www.crusadeforthevote.org/nawsa-united>  <https://www.thoughtco.com/national-american-woman-suffrage-association-3530491>   1. National Woman’s Party   <http://www.crusadeforthevote.org/nwp-militant>  https://www.alicepaul.org/nwp/   1. Working in their small groups, students should complete the interactive notes for this assignment to contribute to the class discussion. |