# Iowa 19th Amendment Centennial Commemoration Committee

## LEARNING RESOURCES
### Curriculum & Background

**Designed for Grades 9-12** Based on Iowa Social Studies Standards

<table>
<thead>
<tr>
<th>Contents</th>
<th>Appendices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Appendix # 1 Leaders</td>
</tr>
<tr>
<td>Lesson # 1 Voting Amendments</td>
<td>Appendix # 2 Quotations</td>
</tr>
<tr>
<td>Lesson # 2 Suffrage Movement</td>
<td>Appendix # 3 Timelines</td>
</tr>
<tr>
<td>Lesson # 3 Suffrage Leaders</td>
<td>Appendix # 4 Resources</td>
</tr>
<tr>
<td>Lesson # 4 Organizations &amp; Activism</td>
<td>Appendix # 5 Acknowledgments</td>
</tr>
<tr>
<td>Lesson # 5 Iowa’s Role</td>
<td></td>
</tr>
<tr>
<td>Lesson # 6 Ongoing Movements</td>
<td></td>
</tr>
</tbody>
</table>

[https://19th-amendment-centennial.org](https://19th-amendment-centennial.org)
The year 2020 will mark the centennial of the 19th Amendment, granting women in the United States the right to vote. This will be a significant milestone in our current history and an opportunity to reflect on the impressive work undertaken by women and men to bring the passage of the amendment to fulfillment. Recent events in our country have heightened awareness of the importance of enfranchisement for all citizens. Voter registration drives are being held throughout the country, and citizens across the map are monitoring the status of voter rights. This curriculum has been developed by the Iowa 19th Amendment Centennial Commemoration Committee to share background information and offer suggestions for study of the 19th Amendment and the United States’ Women’s Suffrage Movement.

There undoubtedly will be many publications, films, and online sites appearing soon and focusing on the amendment’s centennial and aspects of this era in our history. The purpose of this curriculum is to encourage teachers to include study of the Suffrage Movement in their classrooms, offering options to fit a variety of classes.

THE 19th AMENDMENT

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

Passed by Congress on June 4, 1919 - Ratified on August 18, 1920
This curriculum was developed by the Iowa 19th Amendment Centennial Commemoration Committee. The curriculum includes teacher directed lesson plans along with supplemental materials. Lessons have been aligned with Iowa’s Social Studies Standards. Much of the material could also easily be presented in English or TAG classes. One lesson, in particular, highlights Iowa’s role in the Suffrage Movement.

These lessons were designed to allow for flexibility with consideration for a diversity of classes. Selections of primary and secondary sources related to the 19th Amendment accompany each lesson; Teachers should choose those that best fit their educational needs. Lessons can be presented individually or as part of an ongoing unit.

A wealth of exceptional coverage of the Suffrage Movement and the 19th Amendment is currently available in print, film, and online formats. The goal of this curriculum is to promote informational student lessons while commemorating the amendment’s one hundred year history.

As of July 2019 - all online links listed are live.

The curriculum was compiled by members of the League of Women Voters of Iowa who are part of the 19th Amendment Centennial Commemoration Committee. The League of Women Voters U.S. will also be celebrating its centennial year in 2020.
Lesson #1
Commemorating the Centennial
Of the 19th Amendment

Designed for Grades 9-12
6 Lesson Unit/Each Lesson 2 Days
Based on Iowa Social Studies Standards

VOTING AMENDMENTS

Unit Question: *What is the 19th Amendment, and how has it influenced the United States?*
Supporting Question 1: *What are the Constitutional Amendments related to voting?*
Supporting Question 2: *How did the 19th Amendment originate?*

Lesson Overview
The lesson will review the process used by the government to submit and adopt amendments, in general. It will briefly review most of the six voting related amendments (15, 17, 19, 23, 24, 26). The major focus will be on the decades-long suffrage movement resulting in adoption of the 19th Amendment.

From the birth of our nation, social movements for women’s suffrage and the abolition of slavery were active and growing. By the Civil War, organized groups spoke out for suffrage. The 13th, 14th, and 15th Amendments, known collectively as the Civil War Amendments, were designed to ensure equality for recently emancipated slaves. The 13th Amendment (1865) abolished slavery and all involuntary servitude except in the case of punishment for a crime. The 14th Amendment (1868) granted citizenship to all persons born or naturalized in the United States -- including former slaves -- and guaranteed citizens “equal protection of the laws.” For the first time, this amendment added the word “male” into the U.S. Constitution in section 2, which dealt explicitly with determining how to apportion members of the U.S. House of Representatives. The 15th Amendment (1870) granted African-American men the right to vote by declaring that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of color or previous condition of servitude.” You can find the full text of these Amendments at [https://www.archives.gov/founding-docs/amendments-11-27](https://www.archives.gov/founding-docs/amendments-11-27).

The consensus of the time was that the 15th Amendment would apply only to African American men. Many women who had supported the abolitionist movement felt betrayed by the passage of the 14th and 15th Amendments, since these amendments did not include women’s suffrage. This split the
suffrage movement. Like-minded people across the United States focused their activities to lobby for women’s rights, especially voting rights for women.

**Lesson Objectives and Targets**

Students will...

1. analyze the process used to add amendments to the U.S. Constitution.
2. read the six voting related amendments in the U.S. Constitution.
3. examine the goals and activities of the leaders in the Suffrage Movement which resulted in the passage of the 19th Amendment.
4. relate the desire for enfranchisement and other civil rights felt by women, especially after the Civil Rights Amendments were passed.
5. examine primary source samples related to the Suffrage Movement and its beginnings.
6. become familiar with how the U.S. Constitution has expanded voting rights over time.

**Useful Terms and Background**

Basic legislative timeline reflecting stages of progress leading to the final passage of the 19th Amendment. (This and other timelines appear in the appendix.)

**Key Terms:** Enfranchisement, Suffrage, Suffragist, Anti-suffragist, Abolition, Abolitionist, Ratify

**Lesson Procedures**

**Day 1**

1. Begin class with the [survey](#) to assess students’ knowledge about voting factors covered in the Constitution.
2. Discuss survey answers briefly.
3. Introduce the entire unit, explaining the ultimate focus is the 19th Amendment because of its centennial status. To begin, the process of amendment adoption will be reviewed along with the amendments pertaining specifically to voting.
4. View the video “Sound Smart-Women’s Suffrage” on History Channel with Yohuru Williams. The video challenges viewers to imagine women’s lives in the early-mid 1800s and stresses the connection with abolition and other progressive movements. The 14th and 15th Amendments are explained.
6. With partners, read Quizlet on amendments for related vocabulary and explanation of the process.
7. Read the handout provided at the end of the lesson for summaries of the amendments.
Exit Ticket Day 1: On an index card each student should write one new learning about any amendment related to voting.

Day 2

1. View video “Sound Smart - 19th Amendment” with Matthew Pinsker. This explains that the Suffrage Movement developed partly from disappointment with the exclusion of women in the 14th and 15th Amendments.
2. Read “There are Four Ways to Change the Constitution” found at the end of the lesson.
3. Read all six voting rights amendments and look carefully at their ratification dates. How did each one expand voting rights in the United States? When did using the Constitutional Amendment process to expand voting rights become more commonplace?
4. Divide the class into groups to examine sample materials from the State Historical Society of Iowa’s “Right to Vote” Site of Primary Sources. Read the introductory paragraphs on African-American Suffrage, Women’s Suffrage, and American Indian Suffrage. Suggested selections:

   **African-American Suffrage**
   - First Vote, *Harper’s Weekly*
   - Alexander Clark’s Speech at the “Colored Convention” in Des Moines, 1868

   **Women’s Suffrage**
   - Anti-suffrage ad from *The Iowa Homestead*
   - Letter from President Woodrow Wilson to Carrie Chapman Catt, June 7, 1918
   - Copy of 19th Amendment

   **American Indian Suffrage**
   - Move On Political Cartoon 1871
   - Citizenship Act, June 2, 1924

Exit Ticket Day 2: On an index card, write two or three sentences about documents or images examined today that left an impression on you.

Resources Needed
If available, current American History/Government texts to review amendment process and precise wording.

Videos

Readings
- State Historical Society of Iowa, “Right to Vote”
  https://iowaculture.gov/history/education/educator-resources/primary-source-sets/right-to-vote-suffrage-women-african
● State Historical Society of Iowa, “Women’s Suffrage”
  https://iowaculture.gov/history/education/educator-resources/primary-source-sets/womens-suffrage
● “There are Four Ways to Change the Constitution” found at the end of this lesson.

Activity
● Quizlet on Amending the Constitution,
  https://quizlet.com/30873513/amending-the-constitution-flash-cards/

Assessments
● Formative
  Think-pair-share about women’s suffrage, the status of women in the U.S. then and/or now, or a key character read about in the State Historical Society primary sources site. Use examples from the sources to support your comments.

● Summative
  Write several paragraphs using sources from the lesson to analyze how the people working to gain suffrage used formal and informal methods and procedures to advance their causes. Which strategies were more effective in your opinion?

● Extension Option
  Create a Wordle design using vocabulary, people, impressions, ideas, and values covered in lesson one. http://www.wordle.net/create

● Extension Option
  Write a persuasive piece of prose or poetry on the topic of the importance of enfranchisement to people with or without voting rights.
Iowa Core in Social Studies Standards

SS-Gov. 9-12.20 Explain the significance of civic values to a well-functioning democracy including concepts such as conviction vs. compromise, majority rule vs. minority rights, state interests vs. individual interests, rights vs. responsibilities, and other related topics.

SS-Gov. 9-12.24 Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.

SS-Gov. 9-12.25 Evaluate the intended and unintended consequences of the implementation of public policy, specifically looking at the bureaucracy, citizen feedback, public opinion polls, interest groups, media coverage, and other related topics.

SS. 9-12.5 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

SS. 9-12.3 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SS. 9-12.11 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Visual for Lesson #1: 19th Amendment Original follows
AMENDMENT TO THE CONSTITUTION, 1920.

BAINBRIDGE COLBY,

SECRETARY OF STATE OF THE UNITED STATES OF AMERICA.

TO ALL TO WHOM THESE PRESENTS SHALL COME,
GREETING:

KNOW YE, That the Congress of the United States at the first
session, sixty-sixth Congress begun at Washington on the nineteenth
day of May in the year one thousand nine hundred and nineteen,
passed a Resolution as follows: to wit—

JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of
suffrage to women.

Resolved by the Senate and House of Representatives of the United
States of America in Congress assembled (two-thirds of each House
concurring therein), That the following article is proposed as an
amendment to the Constitution, which shall be valid to all intents and
purposes as part of the Constitution when ratified by the legislatures of
three-fourths of the several States.

"**Article** —

"The right of citizens of the United States to vote shall not be
denied or abridged by the United States or by any State on account
of sex.

"Congress shall have power to enforce this article by appropriate
legislation."

And, further, that it appears from official documents on file in the
Department of State that the Amendment to the Constitution of the
United States proposed as aforesaid has been ratified by the Legislatures
of the States of Arizona, Arkansas, California, Colorado, Idaho,
Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts,
Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New
Hampshire, New Jersey, New Mexico, North Dakota, New York,
Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota,
Tennessee, Texas, Utah, Washington, West Virginia, Wisconsin,
and Wyoming.

And, further, that the States whose Legislatures have so ratified
the said proposed Amendment, constitute three-fourths of the whole
number of States in the United States.

NOW, therefore, be it known that I, Bainbridge Colby, Secretary
of State of the United States, by virtue and in pursuance of Section
205 of the Revised Statutes of the United States, do hereby certify
that the Amendment aforesaid has become valid to all intents and
purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and
caused the seal of the Department of State to be affixed.

Done at the City of Washington, this 26th day of August, in the
year of our Lord one thousand nine hundred and

[seal] twenty.

BAINBRIDGE COLBY.

1823
AMENDMENT TO THE CONSTITUTION, 1920.

BAINBRIDGE COLBY,
SECRETARY OF STATE OF THE UNITED STATES OF AMERICA.

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING:

KNOW YE, That the Congress of the United States at the first session sixty-sixth Congress begun at Washington on the nineteenth day of May in the year one thousand nine hundred and nineteen, passed a Resolution as follows: to wit—

JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of suffrage to women.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is proposed as an amendment to the Constitution, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several States.

"ARTICLE—.

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.”

And, further, that it appears from official documents on file in the posed Amendment. Department of State that the Amendment to the Constitution of the United States proposed as aforesaid has been ratified by the Legislatures of the States of Arizona, Arkansas, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Washington, West Virginia, Wisconsin, and Wyoming.

And, further, that the States whose Legislatures have so ratified the said proposed Amendment, constitute three-fourths of the whole number of States in the United States.

NOW, therefore, be it known that I, Bainbridge Colby, Secretary of State of the United States, by virtue and in pursuance of Section 205 of the Revised Statutes of the United States, do hereby certify that the Amendment aforesaid has become valid to all intents and purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the Department of State to be affixed.

Done at the City of Washington, this 26th day of August, in the year of our Lord one thousand nine hundred and twenty.

BAINBRIDGE COLBY.

1923

August 26, 1920.

Nineteenth Amendment to the Constitution, Preamble.

Amendment proposed to the States Ante, p. 362.

Right of citizens to vote not to be abridged on account of sex.

Enforcement.

States ratifying proposed Amendment.

Declaration

Certificate of adoption as part of the Constitution R. 8., sec. 205, p. 33.
Opening Survey

After reading each statement, do you think Yes or No?

1. There is only one amendment in our Constitution related to voting rights.
2. Freed African American men were given the right to vote before women of any race.
3. Women working to gain enfranchisement were called suffragists.
4. The 19th Amendment gave women the right to vote several years before WWI.
5. Public reaction to the unfairness of young men drafted to serve in the Vietnam War led to a voting related amendment.
There are Four Ways to Change the Constitution

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<td>1</td>
<td>Both houses propose an amendment with a two-thirds vote, and three-fourths of the state legislatures approve. Twenty-six of the twenty-seven amendments were approved in this manner.</td>
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<tr>
<td>2</td>
<td>Both houses propose an amendment with a two-thirds vote, and three-fourths of the states approve the amendment via ratifying conventions. Only the 21st Amendment, which repealed Prohibition, was passed in this manner.</td>
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<tr>
<td>3</td>
<td>Two-thirds of the state legislatures call on Congress to hold a constitutional convention, and three-fourths of the state legislatures approve the amendment. (never used)</td>
</tr>
<tr>
<td>4</td>
<td>Two-thirds of the state legislatures call on Congress to hold a constitutional convention, and three-fourths of the states approve the amendment via ratifying conventions. (never used)</td>
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</table>
Six Amendments to the US Constitution about Voting Rights

★ **15th Amendment** The 15th Amendment was designed to protect the right to vote based on race, color, or slave status. The 15th Amendment was passed after the Civil War and essentially gave black men the right to vote. Read the amendment here: https://constitution.findlaw.com/amendment15.html

★ **17th Amendment** The 17th Amendment changed the way Senators are elected. Before the 17th Amendment, Senators were elected by the legislature in each state. After the 17th Amendment was ratified, the people of each state elected their Senators by popular vote. Read the amendment here: https://constitution.findlaw.com/amendment17.html

★ **19th Amendment** The 19th Amendment gave women the right to vote. Before the 19th Amendment, women could not vote in federal elections. Read the amendment here: https://constitution.findlaw.com/amendment19.html

★ **23rd Amendment** The 23rd Amendment gives residents of Washington, D.C., the right to vote for president and vice president by electing representatives to the Electoral College. Its electoral votes are equal to the number of the least populated state (in effect, three). Read the amendment here: https://constitution.findlaw.com/amendment23.html

★ **24th Amendment** The 24th Amendment abolished the poll tax. Before the 24th Amendment, blacks and people in poverty were excluded from voting because they could not pay the poll tax. After the 24th Amendment, poll taxes ended. Read the amendment here: https://constitution.findlaw.com/amendment24.html

★ **26th Amendment** The 26th Amendment lowered the voting age from 21 to 18. During the Vietnam War, the young men who were drafted at 18 had no voice or vote for the elected officials who were sending them to war. Read the amendment here: https://constitution.findlaw.com/amendment26.html

For more information: https://constitution.findlaw.com/amendments.html
Early Days of the Suffrage Movement

Unit Question: What is the 19th Amendment, and how has it influenced the United States?
Supporting Question: What happened in society over time that produced the 19th Amendment?

Lesson Overview
The lesson will cover the early history of the Suffrage Movement, including conditions, concerns and goals of women in the several decades leading up to the Civil War. Early leaders, allied groups, and organized events will be included.

Lesson Objectives and Targets
Students will...
1. read background material and view videos about early suffrage leaders focusing on their organizations and activities.
2. examine primary source sample documents and articles.
3. consider the motivations and goals of early suffrage leaders and organizers.

Useful Terms and Background
Key terms: Suffrage, Enfranchisement
Organizations active this era: Quaker church, Abolition, Temperance & Suffrage groups
Conditions for American women in the early 1800s
Early leaders: Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Julia Ward Howe, Frederick Douglass, Frances Willard, leaders list (in appendix).
Lesson Procedures

Day 1
1. View the video “What Happened at the Seneca Falls Convention?”
   https://www.youtube.com/watch?v=TcYhUGy3bc
2. Discuss the status of women in the early 1800s (social, civil & religious conditions).
3. Consider the influence of contemporary organizations, such as abolition and temperance
   groups, on the development of the early women’s rights movement.
   https://www.history.com/topics/womens-history/womans-christian-temperance-union
   Watch and/or read “Roots of Prohibition.”
   https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/
4. Discuss the details of the Seneca Falls Convention’s organization and leaders along with the
   participants’ motivation for holding such a unique gathering.
   https://www.100signersproject.com/
5. Discuss the importance of the “Declaration of Sentiments,” noting what document it was based
   on and topics it covered.
6. Read the HistoryNet article, “What Happened at the Seneca Falls Convention?”
7. Comment on the significance of this and other early conventions and meetings, pointing out
   how the early leaders set the stage for the Suffrage Movement and established a legacy.
8. Discuss the significance of the decisive, pivotal role played by Elizabeth Cady Stanton and
   Frederick Douglass at the Seneca Falls Convention, considering alliances between abolitionists
   and women activists.

Exit Ticket Day 1
Tell one or two other students why you think holding such a convention was a big deal in American life
and history. Explain how people attending were motivated to begin what became the Suffrage
Movement.

Day 2
2. Read the introductory material in “Crusade for the Vote” in the National Women’s History
   Museum site.
3. Examine the “Declaration of Sentiments.”
4. Read the travel article about the Women’s National Historic Park in Seneca Falls, NY,
   https://www.atlasobscura.com/places/when-anthony-met-stanton

Exit Ticket Day 2
Give your impressions of the statue on display in the park in Seneca Falls. How does knowing the story
about how Anthony and Stanton met put a more personal light on these suffrage leaders and their
grassroots style of organizing?
Resources Needed

Videos

- “What Happened at the Seneca Falls Convention?” History Channel
  https://www.youtube.com/watch?v=TcYhuG1y3bc
- “The Seneca Falls Convention Explained: US History Review” YouTube
  https://www.youtube.com/watch?v=s9k5dKzdJlY
  https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/

Readings

- “Crusade for the Vote” - National Women’s History Museum
  http://www.crusadeforthevote.org/seneca-falls-meeting
- “Seneca Falls Convention” HistoryNet
  http://www.historynet.com/seneca-falls-convention
- “When Anthony Met Stanton”
  https://www.atlasobscura.com/places/when-anthony-met-stanton
  https://www.pbs.org/kenburns/prohibition/roots-of-prohibition/
- The Lives Behind the Signatures: Identifying the 100 Seneca Falls Signers.
  Retrieved from https://www.100signersproject.com/
- Why Women Couldn’t Vote
  https://www.tolerance.org/sites/default/files/general/women_couldnt_vote1.pdf

Primary Sources

- “Declaration of Sentiments”
  www.womensrightsfriends.org/pdfs/1848_declaration_of_sentiments.pdf

Iowa Core in Social Studies Standards

SS-US.9-12.14 Evaluate the impact of gender roles on economic, political, and social life in the U.S.
SS-US.9-12.15 Assess the impact of individuals and reform movements on changes to civil rights and liberties.
SS-Gov.9-12.19 Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.
SS-Gov.9-12.24 Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.
Assessments

Formative
Complete this graphic organizer about the Seneca Falls Convention at the end of day 1. Answers can be based on both the video and the day’s reading. Conclude with a comment on how this event is evidence of the emerging impact of women in U.S. political and social life.

<table>
<thead>
<tr>
<th>SENECA FALLS CONVENTION</th>
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<tr>
<td>Date _______________________</td>
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<tr>
<td>What did attendees want?</td>
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<tr>
<td>Comment on: How this event marked an emerging impact by women on U.S. political and social life.</td>
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Summative
Write a short analysis where you compare and contrast the early conventions held in the 1700s leading to the Declaration of Independence, later the writing of the Constitution, and to the early women’s conventions held in the 1800s. Consider the circumstances leading to the meetings, strengths and weaknesses of key leaders, documents produced, and the lasting effects of the meetings and the documents.

Extension Option
Assume the role of one of the major leaders who attended the Seneca Falls Convention and write a diary entry or two, sharing your private feelings about the event. Include personal feelings of fear, nervousness, doubt, excitement or inspiration. Mention other leaders who you admire. Include judgments on some actions, predicting if actions and goals will meet with success or perhaps failure. Make sure you identify who you are portraying. See the appendix lists of leaders and quotes for possible material to include.

Extension Options
1. Brainstorm about other ways that women could have expressed their dissatisfaction with current lifestyle conditions for women in the first half of the century. They couldn't easily strike or sue in court, so what could they do?
2. Some women today express their dissatisfaction about their freedoms, wages, and treatment. The Women's Marches in 2017, 2018 and 2019 are an outgrowth of this dissatisfaction. What changes in society do you see that are a result of the Women’s Marches?

Possibly combine comments over parts 1 & 2 in your answer.

**Extension Option**
Design your own monument, street sign, or mural commemorating early suffrage activists or events.

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**Visual**

Seneca Falls street sign found at
Lesson Plan #3
Commemorating the
Centennial
Of the 19th Amendment

Designed for Grades 9-12
6 Lesson Unit/Each Lesson 2 Days
Based on Iowa Social Studies Standards

Suffrage Leaders

Unit Question: What is the 19th Amendment, and how has it influenced the United States?
Supporting Question: Who were the important leaders in the movement for the 19th Amendment, and what major actions did they take?

Lesson Overview
The lesson will focus on suffrage leaders and their organized activism, including holding conferences, giving speeches, publishing articles, and participating in marches, protests, and parades.

Lesson Objectives and Targets
Students will ...
1. read background information on the suffragists who were leaders in the movement.
2. read commentary on key suffrage events held over several decades.
3. examine primary source samples of speeches and articles.
4. create a class social media-style profile for one of the leaders.
5. assess the significance and effectiveness of selected suffragists.

Useful Terms and Background

Leaders
Organizations

**American Equal Rights Association (1866)**
Elizabeth Cady Stanton, Susan B. Anthony and Sojourner Truth

**NWSA National Woman Suffrage Association (1869)**
Susan B. Anthony, Elizabeth Cady Stanton

**AWSA American Woman Suffrage Association (1869)**
Lucy Stone, Julia Ward Howe

**NAWSA National American Woman Suffrage Association (1890)**
merger of the previous two - Susan B. Anthony, Elizabeth Cady Stanton, Carrie Chapman Catt, Anna Howard Shaw

**NACW National Association of Colored Women (1896)**
Mary Church Terrell

**Alpha Suffrage Club (1913)**
Ida B. Wells-Barnett

**Women’s Political Union (1908)**
Harriet Stanton Blatch

**National Association Opposed to Woman Suffrage (1911)**
Josephine Dodge

**National Women’s Party (1916)**
Alice Paul, Lucy Burns

Events

**Timeline** (More listed in the appendix - 100 Year Struggle Timeline)

1840 - World Anti-Slavery Convention - London
1848 - Seneca Falls Convention - Seneca Falls, NY
1848 - Women’s Rights Convention - Rochester, NY
1869 - Stanton & Anthony organize NWSA - focus national amendment
1869 - Stone & Howe organize AWSA - focus state campaigns
1872 - Anthony & others try to vote in Rochester - arrest and trial
1878 - Senator Aaron A. Sargent introduces woman suffrage amendment
1890 - NAWSA formed as a merger of NWSA & AWSA
1890 - Wyoming admitted as state and grants women full voting rights
1896 - African American women form NACW
1908 - Women’s Political Union - promotes active tactics from England
1913 - Parade & rally in DC before Wilson inauguration - crowd violence
1915 - Suffrage parades in NYC
1916 - Alice Paul & Lucy Burns found National Woman’s Party - goal amendment
1916 - Carrie Chapman Catt unveils her “Winning Plan”
1916 - Jeannette Rankin of Montana elected to U.S. House of Representatives
1917 - Silent Sentinels - ongoing protests at White House - arrests & hunger strikes
1914-1918 - NAWSA supports World War I effort
1919 - Ongoing votes on amendment / House & Senate - passed
1920 - Amendment ratified by 36 states
Lesson Procedures

Day 1
1. View video “Suffragists Song”
2. With a partner or in a small group, research one of the listed suffrage leaders and create a social media account for that person. (You might use Facebook Generator as a model.) Include the following in the entry:
   a. a profile picture, the person’s goals, a quote,
   b. two other leaders whose pages they might “like” and posts about the person’s activism.

- Susan B Anthony
- Henry Brown Blackwell
- Lucy Burns
- Mary Ann Shadd Cary two articles provided
- Mary Ann Shadd Cary
- Carrie Chapman Catt
- Coralie Franklin Cook two articles provided
- Coralie Franklin Cook
- Frances Ellen Watkins Harper two articles provided
- Frances Ellen Watkins Harper
- Julia Ward Howe
- Lucretia Mott
- Alice Paul
- Sen. Aaron August Sargent
- Elizabeth Cady Stanton
- Lucy Stone
- Mary Church Terrell
- Ida B. Wells-Barnett
- President Woodrow Wilson two articles provided
- President Wilson on suffrage

Exit Ticket Day 1
On a note card, name the leader being researched by your group or partner and describe how he/she influenced the Suffrage Movement.
Day 2
1. With your partner or group from yesterday, discuss the following questions about your women’s suffrage leader:
   a. What methods did your leader use to create political change?
   b. Was your leader successful in igniting change? Why or why not?
   c. What was your leader’s role in changing the perception of a woman as an American citizen?
2. Take a gallery walk around the classroom to view the social media-style profiles.

Exit Ticket Day 2
On a note card, list 4 suffrage leaders you might “like” on social media and say why.

Resources Needed

Video
  ● “Suffragists Song” https://www.youtube.com/watch?v=gKVqE0L8ois

Websites
  ● Lucy Burns https://www.britannica.com/biography/Lucy-Burns
  ● Mary Ann Shadd Cary https://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement
  ● https://www.nytimes.com/2019/02/02/opinion/sunday/women-voting-19th-amendment-white-supremacy.html
  ● Carrie Chapman Catt https://www.history.com/topics/womens-history/carrie-chapman-catt
  ● Coralie Franklin Cook https://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement
● Frances Ellen Watkins Harper
  https://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement
  https://www.nytimes.com/2019/02/02/opinion/sunday/women-voting-19th-amendment-white-supremacy.html
● Julia Ward Howe
  https://womenshistory.org/education-resources/biographies/julia-ward-howe
● Lucretia Mott
  https://www.womenshistory.org/education-resources/biographies/lucretia-mott
● Alice Paul  http://www.alicepaul.org/who-was-alice-paul/
● Senator Aaron August Sargent
  https://www.senate.gov/artandhistory/history/common/generic/Featured_Bio_Sargent.htm
● Elizabeth Cady Stanton
  https://www.womenshistory.org/education-resources/biographies/elizabeth-cady-stanton
● Lucy Stone  https://www.nps.gov/wori/learn/historyculture/lucy-stone.htm
● Mary Church Terrell
  https://www.womenshistory.org/education-resources/biographies/mary-church-terrell
● Ida B. Wells Barnett
  https://www.womenshistory.org/education-resources/biographies/ida-b-wells-barnett
● President Woodrow Wilson
● President Woodrow Wilson on suffrage
● African American Women Leaders in the Suffrage Movement
  https://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement/

Documents in Appendixes
● Suffragist Quotes
  https://docs.google.com/document/d/1tmA8U_Xt72wvoRqD7bvOX7wbiqwJue6Cge3ysWU19E/edit
Iowa Core in Social Studies Standards

**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.

**SS-Gov.9-12.19** Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.

Assessments

**Formative**
Write a nomination for two of the leaders to be considered for a class Hall of Fame for Suffragists. Include important reasons which would merit such an honor. Base selections on their effectiveness in influencing government and alternative methods of participation. Tally the nominations and list/post the class-decided Hall of Fame.

**Summative**
Write a list of personal qualities needed and found in leaders of the Suffrage Movement, and compare those qualities with those needed in today’s leaders in such areas as the military, social causes, and government.

**Extension Option**
Prepare and present a monologue as one of the suffrage leaders addressing the class as an audience. See Quotations.

**Extension Option**
Design a poster or brochure which could have been used at one of the conventions or marches. Identify who would have created it and the event considered.
Suffragist Margaret Foley distributing the Woman's Journal and Suffrage News

Lesson Plan #4
Commemorating the Centennial
Of the 19th Amendment

Designed for Grades 9-12
6 Lesson Unit/Each Lesson 2 Days
Based on Iowa Social Studies Standards

Suffrage Organizations - Activism

Unit Question: What is the 19th Amendment, and how has it influenced the United States?
Supporting Question: What happened to finally get the 19th Amendment passed and ratified?

Lesson Overview
The lesson will focus on the people, organizations, and events instrumental in the years leading to the amendment’s passage and ratification. The emphasis will be on strategies and plans, protests and parades, and President Wilson and final legislation.

Lesson Objectives and Targets
Students will …
1. examine primary and secondary sources related to women advocating for the right to vote.
2. consider the dynamics and goals of several organized groups active during the Suffrage Movement.
3. evaluate the influence of the collective women’s protests on the stance of President Wilson.
4. follow the legislative stages that led to passage and ratification of the final amendment.

Useful Terms and Background
- American Woman Suffrage Association - AWSA (1869)
- National Woman Suffrage Association - NWSA (1869)
- Women’s Christian Temperance Union - WCTU (1874)
- National American Woman Suffrage Association - NAWSA (1890)
- National Association of Colored Women - NACW (1896)
- National Association Opposed to Woman Suffrage - NAOWS (1911)
- Alpha Suffrage Club (1913)
Lesson Procedure

Day 1

1. Teachers should explain that the suffrage organizations were not political parties but organizations concerned with women’s enfranchisement. Strategies varied over the years. Strong differences regarding the 15th Amendment caused a major split between early suffrage leaders and weakened earlier abolitionist-feminist alliances. Support from other organizations, especially those promoting temperance and working women helped further advance the suffrage cause. Separate groups concerned with suffrage rights for African American women were organized over several decades. At the same time, people opposed to women’s suffrage formed local, state and national organizations.

2. Class research will focus on six key organizations listed in the directions below.

3. View the two videos from the Teaching Tolerance site: “Suffragists Change Tactics in Fight for Equal Suffrage” and “Sandra Day O’Connor on Alice Paul” (#6 & 7) https://tolerance.org/classroom-resources/tolerance-lessons/expanding-voting-rightideos

4. Divide class into 6 groups to read provided introductory material and then research suggested sites and/or related topics.

5. Create a class drawn chart or display and have groups briefly report the findings of their research, especially names of organizations and leaders, goals and strategies, and activities.

Activity Directions

1. Divide class into six groups:
   - Group 1 - State-by-State Focus - Early: American Woman Suffrage Association
   - Group 2 - Amendment Focus - Early: National Woman Suffrage Association
   - Group 3 - Dual Amendment and State Focus - Final: National American Woman Suffrage Association
   - Group 4 - Amendment Focus - Final: The National Woman’s Party
   - Group 5 - African American Women Suffrage Organizations: National Association of Colored Women and Alpha Suffrage Club
   - Group 6 - Opposition Organization: National Association Opposed to Woman Suffrage

2. Each group should read the provided introduction and research the group’s focus organization guided by listed sites and topics.
Take note of the details including the group's name, time period, leaders, activities, goals and strategies.
3. Share your group’s information in class and add key details to a class chart-display.

**Activity Suggested Readings and Research**

**Group 1 State-by-State Early Years, 1869-1890**
Together with your group, read this introduction and suggested online site/s.

*Many women wanted to secure women’s right to vote one state at a time. They believed that would be the most successful strategy to get votes for women. These women achieved some success. Fifteen states and the territory of Alaska had full voting rights for women by the time the 19th Amendment was ratified in 1920. At the state-by-state level, women used a variety of arguments to make their case.* *(Teaching Tolerance)*

**Group 1 Research sites and topics**

“American Woman Suffrage Association”  AWSA
[http://www.crusadeforthevote.org/awsa-organize](http://www.crusadeforthevote.org/awsa-organize)

Further Optional Research Topics: Julia Ward Howe, Lucy Stone, Southern States Woman Suffrage, Western States Woman Suffrage, 15th Amendment Women’s Suffrage Supporters

**Group 2 Federal Amendment - Early Years - 1869-1890**
Together with your group, read this introduction and suggested online sites.

*Many women wanted women to have the right to vote because they believed that women were men’s equals. At the Seneca Falls Convention in 1848, these women wrote a Declaration of Sentiments that said that “all men and women are created equal.” ... These suffragists believed that the federal government had to grant women the right to vote, the same way it granted freed black men the right to vote after the Civil War.* *(Teaching Tolerance)*

**Group 2 Research sites and topics**

“National Woman Suffrage Association”  NWSA

Further Optional Research Topics: Susan B. Anthony, Elizabeth Cady Stanton, Susan B. Anthony arrest and trial (1872), 15th Amendment Opposition
Group 3 Dual Federal Amendment and State Focus - Later and Final Years - NAWSA - 1890-1920
Together with your group, read this introduction and suggested online site/s.

NAWSA combined the strategies of the NWSA and AWSA by working toward passage of a federal constitutional amendment through a series of well-orchestrated state campaigns, with the final push (1916-1920) under the dynamic direction of Carrie Chapman Catt and her “Winning Plan”. (Library of Congress)

Group 3 Research sites and topics
“National American Woman Suffrage Association”  NAWSA

Further Optional Research Topics: Carrie Chapman Catt & Winning Plan, 1913
Washington DC Suffrage Parade, NYC Suffrage Parades, Inez Millholland, Harriot Stanton Blatch, Maud Wood Park, Anna Howard Shaw

Group 4 Federal Amendment - Final Years - National Woman’s Party - 1916-1920
Together with your group, read this introduction and suggested online site/s.

These women needed courage when they set forth armed only with cloth banners. While parading, they were often overwhelmed by hostile onlookers who transformed into ugly mobs…. They were arrested and thrown in jail … (With Courage and Cloth - Bausum)

Group 4 Research sites and topics
“National Woman’s Party” (1916-1920)
https://www.britannica.com/topic/National-Womans-Party

Further Optional Research Topics: Alice Paul, Lucy Burns, Silent Sentinels, Hunger Strikes, Occoquan Workhouse.

ALTERNATE CHOICE - Classes may want to research and report on groups 1-4 on one day and reserve an additional day to research and report on groups 5 & 6. These last two groups will consider opposition to the Suffrage Movement and/or friction between African-American women and some members of national suffrage organizations. See SUGGESTIONS FOR FURTHER READING at the end of this lesson for such a separate lesson.
Group 5 African-American Woman Suffrage Organizations - National Association of Colored Women (NACW - 1896) and Alpha Suffrage Club (1913)
Together with your group, read this introduction and suggested online site/s.

While women and African Americans have often had common political interests, the alliance of their movements has not always been easy. The prioritizing of competing goals, racism within the women’s movement, and the pressures exerted by southern white women to block African-American women’s participation all produced many moments of friction and estrangement from 1848 to 1920.
(“Women’s Suffrage and the Question of Color” - Neale McGoldrick)

Group 5 Research sites and topics
“Women’s Suffrage and the Question of Color,” by Neale McGoldrick
http://www.socialstudies.org/sites/default/files/publications/se/5905/590503.html

National Park Service “African American Women and the Nineteenth Amendment”
https://www.nps.gov/articles/african-american-women-and-the-nineteenth-amendment.htm

Further Optional Research Topics
National Association of Colored Women, Alpha Suffrage Club, Mary Church Terrell, Ida B. Wells (also listed as Wells-Barnett)

Group 6 Opposition Group (National Association Opposed to Woman Suffrage)
Together with your group, read this introduction and suggested online site/s.

Women advocating for suffrage fought against increasingly well-organized opponents. By 1915 Antis had organized a National Association Opposed to Woman Suffrage with 200,000 members, and chapters in more than half the states. Unsympathetic governors routinely refused to place referenda on statewide ballots. Many referenda were defeated by suspicious actions at polling places.
(With Courage and Cloth - Bausum)

Group 6 Research sites and topics
“National Association Opposed to Woman Suffrage”
https://www.britannica.com/topic/National-Association-Opposed-to-Woman-Suffrage
“National Association Opposed to Woman Suffrage,” National Women’s History Museum
https://www.crusadeforthevote.org/naows-opposition

Further Optional Research Topics: Josephine Dodge, Anti-Suffragists

Activity Class Research Sharing and Chart
Each group should share highlights of their research by contributing key details to a class-drawn chart or display.

Include name of organization, leaders, strategies & goals, unique activities.

Group 1 - State-By-State Focus - 1869-1890  AWSA
Group 2 - Amendment Focus - Early - 1869-1890  NWSA
Group 3 - Dual Amendment & State Focus - Final - 1890-1920  NAWSA
Group 4 - Amendment Focus - Final - 1916-20  National Women’s Party
Group 5 - African-American Women’s Suffrage Organization - 1896-1920 & 1913-1920
Group 6 - Opposition Organizations - 1911-1920

Exit Ticket Day 1  Discuss in class how the women’s organizations competed in similar ways to today’s political parties, even though often working for common goals.

Day 2
The teacher should announce the day’s focus, the final years of the suffrage movement.
1. View video by Decades TV over later suffrage years, Wilson & ratification
   https://www.decades.com/videos/standalones/women-s-right-to-vote
2. Read 3 articles on President Wilson. In groups or all class.
   Wilson Center
   PBS American Experience
   https://www.pbs.org/wgbh/americanexperience/features/wilson-womens-suffrage/
   National Geographic
3. Discuss how the power of women’s actions and words eventually persuaded President Wilson to support the cause of suffrage and the proposed amendment. Explain to the class that at first, Wilson was against the amendment and treated
suffragists with condescension. Influenced by the various organizations' support for the war effort during WWI and their continued visibility and activism, Wilson did eventually commit to supporting the amendment.

4. Compare the protests in D.C. during the Wilson years with modern protests.

5. Read this short timeline of the legislative progress of the 19th Amendment, noting the span of years between early introduction, various periodic votes & final passage. Discuss why it took so long for the amendment to reach ratification.

**Legislative Timeline 19th Amendment**

1787  Constitution - States determine who is eligible to vote in elections
1867  14th Amendment - Grants citizenship for freed slaves ... equal protection of the law
1869  15th Amendment - Grants African-American men the right to vote
1878  Woman’s Suffrage Amendment first presented to U.S. Senate
1887  Senate defeats Woman’s Suffrage Amendment
1918  Wilson announces support for Amendment the evening before House vote
1918  House passes - Senate rejects
1919  House passes - Senate passes
1920  Tennessee 36th state to ratify - Amendment ratified
1920  Amendment certified

**Exit Ticket Day 2**
Copy one of the sayings from the pickets or parades in front of the Wilson White House and draw a split-page design showing an old picket sign with a representative of one possibly used in protest marches today on a variety of issues.

**Resources Needed**

**Videos**

Expanding Voting Rights videos in Teaching Tolerance site:
- “Suffragists Change Tactics in Fight for Equal Suffrage”
- “Sandra Day O’Connor views Alice Paul” Video 6 & 7 in this collection
- Decades TV  [https://www.decades.com/videos/standalones/women-s-right-to-vote](https://www.decades.com/videos/standalones/women-s-right-to-vote)

**Selected Readings**

- Women's Suffrage and the Question of Color” Neale McGoldrick
- Teaching Tolerance site - Strategy Activity & Readings
  https://www.tolerance.org/sites/default/files/general/strategy_cards_0.pdf
- American Woman Suffrage Association - AWSA - Activity Group 1 - State by State
  http://www.crusadeforthevote.org/awsa-organize
- National Woman Suffrage Association - NWSA - Activity Group 2 - Fed Amendment Early
  https://www.britannica.com/topic/National-Woman-Suffrage-Association
- National American Woman Suffrage Association - NAWSA - Activity Group 3 - Fed Amend Later
- National Women’s Party - Activity Group 4 - Federal Amendment - Final
  https://www.britannica.com/topic/National-Womans-Party
- African American Suffrage Organizations - Group 5
  ‘Women’s Suffrage and the Question of Color” Neale McGoldrick
  http://www.socialstudies.org/sites/default/files/publications/se/5905/590503.html
- National Park Service “African-American Women’s Suffrage Movement”
  https://www.nps.gov/articles/african-american-women-and-the-nineteenth-amendment.htm
- “National Association Opposed to Woman Suffrage”
  https://www.britannica.com/topic/National-Association-Opposed-to-Woman-Suffrage
- “National Association Opposed to Woman Suffrage” National Women’s History Museum
  https://www.crusadeforthevote.org/naows-opposition

Woodrow Wilson Readings
- Wilson Center
- PBS American Experience
  https://www.pbs.org/wgbh/americanexperience/features/wilson-womens-suffrage/
- National Geographic
Iowa Core in Social Studies Standards

**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.

**SS-US.9-12.14** Evaluate the impact of gender roles on economic, political, and social life in the U.S.

**SS-US.9-12.15** Assess the impact of individuals and reform movements on changes to civil rights and liberties.

**SS-US.9-12.25** Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.

Assessments

**Formative**
Using the class-drawn chart as a reference, write a commentary on the two points of view concerning the State-by-State approach and the Federal Amendment approach. State which approach seemed the best to you and say why.

**Summative**
Write a commentary on the type of protest methods used by suffragists, observing which methods seemed most successful. Note things done to educate the public, arouse anger, inspire change, and appeal to a sense of justice. Suggest what type of mass media ads and campaigns could be used by suffragists in our times.

**Extension Option**
Research some of the more militant tactics used by “Suffragettes” in England during this same time period. Note the British spelling of their activists. Consider the influence of the extreme British tactics on the later American suffragists. An interesting point is on colors and symbols adopted by some of the organizations. These might be used in writing or displays: Anti-suffragists used red roses while suffragists used yellow roses along with gold coloring. The British and later the National Woman’s Party used a tricolor of green, white and purple.

**Extension Option**
Research the Women’s Christian Temperance Union and its relationship with the Suffrage Movement.

**Extension Option**
Research how Alice Paul introduced the Equal Rights Amendment within three years of the passage of the 19th Amendment and how Carrie Chapman Catt
proposed to change the name and mission of NAWSA to the League of Women Voters. What does that show about the awareness and initiative of both leaders?

Visual


SUGGESTIONS FOR FURTHER READING

OPTIONAL LESSON FOR GROUPS 5 & 6


“How the Suffrage Movement Betrayed Black Women” Brent Staples The New York Times July 28, 2018
National Association Opposed to Woman Suffrage, Encyclopedia Britannica
https://www.britannica.com/topic/National-Association-Opposed-to-Woman-Suffrage

“National Association Opposed to Woman Suffrage” National Women’s History Museum
https://www.crusadeforthevote.org/naows-opposition

“Why Women Led Anti-Suffrage Campaigns Against Themselves”
https://www.atlasobscura.com/articles/why-women-led-antisuffrage-campaigns-against-themselves
Lesson #5
Commemorating the Centennial
Of the 19th Amendment

Designed for Grades 9-12
6 Lesson Unit/Each Lesson 2 Days
Based on Iowa Social Studies Standards

Iowa’s Role in the Suffrage Movement

Unit Question: What is the 19th Amendment, and how has it influenced the United States?
Supporting Question: How was Iowa involved in the promotion of and passage of the 19th Amendment?

Lesson Overview The lesson will highlight suffrage leaders with Iowa ties and events in the state leading up to the passage of the 19th Amendment.

Lesson Objectives and Targets
Students will...
1. take note of key events in Iowa’s path to achieve women’s enfranchisement.
2. read provided biographical entries on selected Iowa suffrage leaders.
3. read and review the University of Iowa Library Archives selections on suffrage, selections from the Carrie Chapman Catt Center for Women and Politics website, and the Iowa Women’s Hall of Fame coverage about Iowa suffragists and contemporary Iowa women leaders..

Useful Terms and Background
- Iowa Organizations - Iowa Woman Suffrage Association (IWSA), Iowa Equal Suffrage Association (IESA) along with several local and state clubs of support
- National suffrage leaders with Iowa roots - Amelia Jenks Bloomer & Carrie Chapman Catt
- Noted Iowa suffragists included in the Iowa Women’s Hall of Fame
- Suffrage activities throughout the state
- Early state attempts for amendments along with Iowa ratification of the 19th Amendment
Lesson Procedure
Day 1
Teacher Notes for Day 1

1. Point out that lesson materials have been selected from three unique Iowa sources: the University of Iowa Library Archives and the websites for Iowa State University’s Carrie Chapman Catt Center for Women and Politics and the Iowa Women’s Hall of Fame.
2. Select reading material for students to fit class needs, from the provided brief summaries and sites.

Student Activities - Day 1

1. Read selected material on Iowa suffrage leaders and organizations.
2. Extend study of Carrie Chapman Catt and the establishment of the Catt Center at Iowa State University.
3. Follow early attempts to pass enfranchisement amendments at the state level and then the eventual state ratification of the 19th amendment.

TWO NATIONAL SUFFRAGE LEADERS WITH IOWA TIES

**Amelia Jenks Bloomer** (1818-1894) ended up living in Council Bluffs and is buried there. A Council Bluffs elementary school is named after her. She was one of the earliest speakers promoting women’s suffrage, traveling around Iowa and the country, starting even before the Civil War. Bloomer also published a newspaper for women suffragists, *The Lily*. Probably the first thing most people associate with Bloomer is her promotion of comfortable pantaloon-like trousers worn under a tunic-style dress which were considered practical in travel and less restrictive than typical long dresses of the era. Even though she didn’t design them, these trousers eventually were nicknamed bloomers after her. She was a serious promoter of women’s rights and the suffrage cause, and she eventually discontinued wearing the comfortable and practical clothing style because they attracted too much negative attention. Bloomer participated in rallies, conventions, and marches like many present-day socially conscious activists. (Dodson, A. P. (2019). *Remember the ladies: Celebrating those who fought for freedom at the ballot box*. New York: Center Street.)

Read more about Bloomer In:
“Amelia Bloomer Didn’t Mean to Start a Fashion Revolution, But Her Name Became Synonymous with Trousers”
https://www.smithsonianmag.com/history/amelia-bloomer-didn-t-mean-start-fashion-revolution-on-her-name-became-synonymous-trousers
Carrie Chapman Catt (1859-1947) is probably the best known Iowa suffragist along with one of the best known national leaders. Her Iowa roots started in Charles City. Carrie Lane (her maiden name) attended Iowa Agricultural College, now Iowa State University. She was the only woman in her graduating class of 1880. She was a law clerk, teacher, principal, school superintendent, freelance writer, and professional lecturer before becoming involved in the women's suffrage movement. Her first husband, Leo Chapman, died in 1886 in San Francisco, shortly before Catt arrived to join him. Catt returned to Charles City in 1887. She later married George Catt, also an Iowa State alumnus, in 1890, and they eventually settled in New York. While in Iowa, she was part of Iowa suffrage groups and eventually became a national leader in the National American Woman Suffrage Association, serving two terms (1900-04 and 1915-20) as president. She was famous for her speaking and organizational skills, and her eventual “Winning Plan,” which divided up states into categories needing different strategies to promote voting for enfranchisement with an overall focus on a federal constitutional suffrage amendment. She was influential in gaining eventual support from President Woodrow Wilson and was president of NAWSA when the 19th Amendment passed in both houses of Congress in 1919 and ratified by the states in 1920. Catt proposed the formation of the League of Women Voters to carry on the work begun by NAWSA. In her ongoing activism, Catt supported the proposed establishment of a League of Nations after WWI and the formation of the United Nations after WWII. For a full biography of Catt, go to the website https://cattcenter.iastate.edu.

To honor Catt and her legacy, Iowa State University established the Carrie Chapman Catt Center for Women and Politics in 1992. The Center’s primary mission is to educate voters and involve citizens - particularly women - in the political process. The Catt Center’s website https://cattcenter.iastate.edu includes an extensive biographical article and timeline about Catt as well as the Center’s mission statement, civic engagement programs, research on Iowa women in politics, and an Archives of Women’s Political Communication, including speeches and other publications by Catt.

IOWA SUFFRAGE LEADERS

In 1975 the Iowa Commission on the Status of Women established an Iowa Women’s Hall of Fame. Iowa women from all walks of life have been inducted into this honorary group, including contemporary leaders in business, education, science, the arts, civil rights, and volunteerism, along with early leaders in the Suffrage Movement.

Some of the recent inductees include:

- Governor Kim Reynolds
- U.S. Senator Joni Ernst
Astronaut Peggy Whitson
Former Iowa First Lady Christie Vilsack
Des Moines City Councilwoman Christine Hensley
Dr. Deborah Ann Turner, gynecological oncologist

Iowa Suffrage Leaders who are named in the Hall of Fame include:
- Mary Jane Coggeshall - nicknamed “The Mother of Woman’s Suffrage in Iowa” by Carrie Chapman Catt, editor of the journal, *The Woman’s Standard*, and president of the Iowa Equal Suffrage Association
- Anna B. Lawther - an advocate for voting rights and women’s education
- Mary Newbury Adams - founder of the Northern Iowa Suffrage Association and Iowa Federation of Women’s Clubs
- Arabella Mansfield - first female lawyer in the United States and active suffragist
- Amelia Jenks Bloomer and Carrie Chapman Catt are also honored in the Iowa Women’s Hall of Fame

A full list of honorees can be found at the Iowa Department of Human Rights website [https://humanrights.iowa.gov/iowa-womens-hall-fame-inductees-year](https://humanrights.iowa.gov/iowa-womens-hall-fame-inductees-year)

In 2013 a pedestrian bridge in Des Moines was designated the “Iowa Women of Achievement Bridge.” This structure links the east side and west side of Des Moines as part of the Principal Riverwalk. At this time, seven names of honored women appear on the bridge, including pioneer women of achievement, civil rights proponents, and current leaders in the state.

Iowa Women of Achievement Bridge.
- Carrie Chapman Catt
- Louise Noun
- Sister Bernadine Pieper
- Gertrude Durden Rush
- Theresa “Billie” Davis
- Willie Stevenson Glanton
- Ola Babcock Miller

Many local memorials can be found throughout the state, displayed to honor outstanding Iowa women.

**LOCAL AND STATE SUFFRAGE ORGANIZATIONS IN IOWA**
The University of Iowa Library Archives states that Iowa citizens became active in many organizations in the 1800s, including those promoting women’s enfranchisement.
“Progressive social movements including child welfare, abolition, black suffrage, and temperance were sweeping the nation in the mid-to-late nineteenth century and Iowa women were becoming actively involved.” Many local organizations called themselves “Political Equality Clubs;” they could be found all across the state.

Some of Iowa’s key suffrage organizations included:
- Iowa Woman Suffrage Association / name later changed to Iowa Equal Suffrage Association
- The Iowa Association of Colored Women’s Clubs, the Des Moines Suffrage Club, and the Mary Church Terrell Club.
- Des Moines’ Men’s League for Woman Suffrage.

**EARLY ATTEMPTS TO PASS STATE SUFFRAGE AMENDMENTS**

Iowa attempted to pass its own state-wide legislation to allow for women’s enfranchisement even before the 19th Amendment was approved by both houses of the U.S. Congress in 1919. In the late 1870s, Iowa suffrage groups began sending petitions to the Iowa General Assembly promoting an enfranchisement amendment. Iowa required the approval of two assemblies in a row to carry this out; an early vote in 1898 was defeated. In both 1913 and again in 1915 the Iowa legislature passed a measure calling to strike the word “male” from Article II. Section 1 of Iowa’s constitution. A special election bill was held on June 5, 1916. Suffrage groups covered the state giving lectures, holding rallies, and handing out brochures. Unfortunately, the election did not pass even with the backing of Carrie Chapman Catt and leaders she sent into the state. (A picture of a billboard promoting this 1916 vote appears at the end of this lesson.)

Iowa eventually voted to ratify the national 19th Amendment on July 2, 1919. Iowa was the 10th state to do so.

**Exit Ticket Day 1**

On a note card, write down one event done specifically by Iowans to promote the Suffrage cause.

**Day 2**

**Examination of two University of Iowa Library Archives sites**

1. With a partner read through “Women’s Suffrage in Iowa” (the more recent Suffrage site in the archives.) OR This could be projected for the entire class to view together.

   [http://sdrc.lib.uiowa.edu/exhibits/suffrage/IAWomenSuffrage.pdf](http://sdrc.lib.uiowa.edu/exhibits/suffrage/IAWomenSuffrage.pdf)
A. Note details recognized from the readings on Day 1.

B. Find related sections to answer the following questions:
- What was Mary Jane Whiteley Coggeshall’s nickname?
- What is “modern” about the flyer titled “On the Road”?
- Who was Dorothy Mills and how did she take part in the Suffrage Movement?
- What were some of the possible reasons given for the failure to pass the state referendum vote on June 5, 1916?

2. Individually or with a partner look at the second University of Iowa Library Archives site, "Women's Suffrage in Iowa, an online exhibit." This is designed as a scrapbook. 
http://sdrc.lib.uiowa.edu/exhibits/suffrage/

A. Explore several tabs looking for unique activities or items, especially:
- Home tab       “Why Women Should Vote” flyer & suffrage pin
- 1854-1869 tab   Timeline for Amelia Jenks Bloomer
- 1870-1890 tab   Scandal about Victoria Woodhull
- 1890-1915 tab   Automobile Tours & Boone Suffrage Parade
- 1916-1919 tab   Suffrage Songbook & Supporters during WWI

B. With your partner or in class, discuss how some of these activities would have been persuasive in promoting suffrage issues.

Exit Ticket - Day 2
On a note card, describe another unique activity or item which caught your eye as you looked through the “scrapbook”.

Resources Needed
Selected Readings
Two University of Iowa Library Archives Sites
- “Women’s Suffrage in Iowa”
  http://sdrc.lib.uiowa.edu/exhibits/suffrage/IAwomenSuffrage.pdf

- “Women’s Suffrage in Iowa - An Online Exhibit” (Earlier site - Scrapbook format)
  http://sdrc.lib.uiowa.edu/exhibits/suffrage/

- Article on Iowan Amelia Jenks Bloomer and the Bloomer Fashion Trend
  “Amelia Bloomer Didn’t Mean to Start a Fashion Revolution …”
https://www.smithsonianmag.com/history/amelia-bloomer-didnt-mean-start-fashion-revolution-her-name-became-synonymous-trousers

- Biography and Related Material in the Carrie Chapman Catt Center Website
  https://cattcenter.iastate.edu

- Resources on Iowa Women's Hall of Fame
  https://humanrights.iowa.gov/cas/icsw/events-recognition/iowa-womens-hall-fame

**Iowa Core in Social Studies Standards**

**SS.9-12.7** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**SS-Gov.9-12.19** Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods to participation.

**SS-Gov.9-12.22** Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles.

**SS-US.9-12.27** Evaluate Iowans or groups of Iowans who have influenced U.S. History.

**SS-Gov.9-12.28** Identify local and state issues in Iowa and evaluate formal or informal courses of action used to affect policy.

**Assessments**

**Formative**
Read the mission statement and timeline in the Carrie Chapman Catt Center's website https://cattcenter.iastate.edu. Write your observations on how Iowa benefitted from Catt's activism in her era and continues to do so today.

**Summative**
Compare the style and activism of the suffragists with the political activism found in Iowa leading up to the recent presidential caucuses held every four years. What methods are still being used and what have been discarded for being out of date? What gimmicks or strategies, old and new, tend to work to gain attention and encourage ongoing support? Think about the use of buttons, bumper stickers, photo opportunities at state fairs, and many more innovations.
Extension Option
Stage a discussion held between Amelia Jenks Bloomer and Carrie Chapman Catt about their involvement in the Suffrage Movement. Choose a time that they both would have been active in the movement, maybe in the late 1880s. Have both women comment on their shared Iowa backgrounds. Include cultural references along with social topics. Do you think they would be wearing bloomers?

Extension Option
Make a list of contemporary women leaders from the state of Iowa, both in government and other walks of life. Comment on how these women are continuing in their leadership roles similar to those studied in this lesson. See how many women you can come up with on your own, then maybe compare names with those in the Iowa Women’s Hall of Fame or on the Iowa Women of Achievement Bridge mentioned earlier in the lesson.

Visual
Billboard Urging Iowans to Vote "Yes" for Women's Suffrage, 1916

Lesson #6
Commemorating the Centennial
Of the 19th Amendment

Designed for Grades 9-12
6 Lesson Unit/Each Lesson 2 Days
Based on Iowa Social Studies Standards

The Relevance of the 19th Amendment Today

Unit Question: What is the 19th Amendment and how has it influenced the United States?
Supporting Question: How has the 19th Amendment influenced the role of women in our changing society?

Lesson Overview The movements of Me Too, Women’s Rights, Voting Rights, Civil Rights, and the Equal Rights Amendment will be researched. The role of these movements will be examined for their influence on society.

Lesson Objectives and Targets
Students will...
1. explore the Women’s Rights Movement and Me Too, Voting Rights Act, Civil Rights Movement, and the Equal Rights Amendment to determine the changing role of women after the passage of the 19th Amendment
2. focus on the impetus of the 1960s movements of civil rights and feminism on the changing role of women.
3. examine primary source samples of speeches and articles.

Useful Terms and Background
- Civil Rights Movement 1964
- Voting Rights Act (VRA) 1965
- Second Wave of the Feminist Movement and the Equal Rights Amendment debate, 1960-70s
- Contemporary movements: #MeToo Movement and Black Mothers of the Movement
Lesson Procedures

Day 1

1. Show video, *Bad Romance - Women’s Suffrage* (inspired by Alice Paul)
   https://www.youtube.com/watch?v=Gvu3krcs8ec  Guiding Question: What interpretation of women’s suffrage does the video give?

2. Split students into 4 groups to research these topics:
   a. Women’s Rights Movement and Me Too
   b. Voting Rights Act (VRA)
   c. Civil Rights Movement
   d. Equal Rights Amendment (ERA)

Each group will research and create a 5-10 minute presentation on its topic. Find additional resources in the following section called Resources Needed. The format can be of student choice: PowerPoint, poster presentation, Kahoot, etc. Presentations should attempt to answer the following questions:

1. Who were the notable people involved?
2. What changes occurred in our country because of this movement or legislative change?
3. When did events occur?
4. Where did the events take place?
5. Why is it relevant in 2019-2020?

Exit Ticket Day 1

Write the two most important things about your topic that you have learned so far.

Day 2

1. Start class with a video clip from the movie *Selma* (1 min 2 sec). This segment illustrates literacy testing that prevented African Americans from voting in the 1960s South and the need for the Voting Rights Act.
   https://constitutioncenter.org/interactive-constitution/amendments/amendment-xxiv

2. Provide work time to finish presentations from Day 1.

3. Each group presents up to 5 minutes of information on their topic.

4. Students record key ideas from each movement on a graphic organizer as they listen to the presentation. (Organizer is located at the end of the lesson.)

5. Discuss the similarities and differences of each different movement.

Exit Ticket - Day 2  Working with a shoulder partner, students will write a comparison or create a graphic, like a Venn Diagram, to compare and contrast the suffrage movement to the civil rights movement, the effort to ratify the ERA or the MeToo movement.
Resources Needed

Graphic Organizer found at the end of this lesson.

Videos

- “Bad Romance - Women’s Suffrage” inspired by Alice Paul with Lady Gaga
  https://www.youtube.com/watch?v=Gvu3krcs8ec
- Expanding Voting Rights Videos
  https://www.tolerance.org/classroom-resources/tolerance-lessons/expanding-voting-rights-videos
- 1960s Women’s Liberation Movement, PBS Documentary Trailer
  https://www.youtube.com/watch?v=VnJ9GHZ1di0
- Selma, Voting Rights https://www.youtube.com/watch?v=fG_2ZwFhnys

Selected Readings

Equal Rights Amendment (ERA)

- Equal Rights Amendment https://www.equalrightsamendment.org/
- New Path to Ratify the ERA: Three-State Strategy Bill Introduced
  https://now.org/resource/new-path-to-ratify-the-era-three-state-strategy-bill-introduced/
- Equal Rights Amendment Was Just Ratified in Illinois, What Does That Mean?
- One More to Go: Illinois Ratifies Equal Rights Amendment
  https://www.npr.org/sections/thetwo-way/2018/05/31/615832255/one-more-to-go-illinois-ratifies-equal-rights-amendment
- Equal Rights Amendment: State Provisions
  https://digital.library.unt.edu/ark:/67531/metacrs7397/m1/1/high_res_d/RS20217_2004Aug23.pdf
- Woodrow Wilson’s Woman Problem, A Case for the Trump Era

MeToo

- #MeToo: A Timeline of Events

1965 Voting Rights Act

- Why Women Couldn’t Vote
- Supreme Court Invalidates Key Part of Voting Rights Act
- FairVote, the first paragraph
  https://www.fairvote.org/voting_rights#voting_rights_act

Women’s Rights Movement
- Gloria Steinem
  https://www.history.com/topics/womens-history/gloria-steinem
- Women’s Liberation Movement, A Profile of Feminism in the 1960s and 1970s
  https://www.thoughtco.com/womens-liberation-movement-3528926

Iowa Core Standards
SS-US.9-12.25 Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.
SS-US.9-12.15 Assess the impact of individuals and reform movements on changes to civil rights and liberties.
SS.9-12.3 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SS.9-12.11 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Assessments
- Formative
  Write a brief prediction about what you think the future holds for women in our society based on what you heard from the groups today and your knowledge of the 19th Amendment.
- Summative
  Write at least one paragraph analyzing the influence of the 19th Amendment after viewing the presentations and taking notes on the reform movements. (See graphic organizer at the end of this lesson.)
- Extension Option
  Create a button or logo for a new movement that advances voting or human rights.
- Extension Option
  Write a letter to a person (past or present) involved in the voting rights or gender equity movements. In the letter, express your feelings, hopes, and fears for the future of our society.

https://www.womenshistory.org/resources/general/march-washington-jobs-and-freedom
Summative Graphic Organizer

Directions: As you listen to each presentation, write key ideas about each movement in the box. Be sure to look for similarities between the four movements.

<table>
<thead>
<tr>
<th>Women’s Rights and Me Too Movements</th>
<th>Voting Rights Act (VRA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civil Right Movement</th>
<th>Equal Rights Amendment (ERA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on what you heard from the groups today, and your knowledge of the 19th Amendment, what connections do you see between the importance of voting and the role of women in a changing society?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Name ____________________________
My research notes about ________________________________________________.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who were the change agents of the time period?</td>
<td></td>
</tr>
<tr>
<td>What did they stand for and hope to accomplish?</td>
<td></td>
</tr>
<tr>
<td>When and where did events occur?</td>
<td></td>
</tr>
<tr>
<td>Is this important in today’s society? Why or why not. Explain your reasons.</td>
<td></td>
</tr>
</tbody>
</table>
SUFFRAGE LEADERS

Women Who Worked for Woman Suffrage and Equal Rights

- **Susan Brownell Anthony** (1820-1906): Quaker, teacher, temperance and abolition organizer, noted women’s rights leader; took suffrage petitions door-to-door; published *The Revolution*; lectured and was active in state campaigns, speaking cross-country for 30 years; became internationally respected symbol of woman’s movement.
- **Alva Erskine Smith Vanderbilt Belmont** (1853-1933): Multimillionaire, philanthropist, socially prominent New York suffrage speaker and organizer.
- **Alice Stone Blackwell** (1857-1950): Daughter of Lucy Stone and Henry Blackwell; suffrage writer and journalist; helped merge the two suffrage groups.
- **Harriot Stanton Blatch** (1856-1940): Daughter of Elizabeth Cady Stanton; militant leader, fiery speaker, and lobbyist; recruited working women to suffrage; organized first large suffrage parades.
- **Amelia Bloomer** (1818-1894): Edited a woman’s rights paper; dress reform pioneer lecturer who wore a mode of dress designed with a shorter skirt and a pair of loose Turkish trousers gathered around the ankle; She also advertised this outfit, which became known as the Bloomer Costume, in her magazine, *The Lily*.
- **Carrie Lane Chapman Catt** (1859-1947): Field organizer with Susan B. Anthony; reorganized NAWSA to be more political; fundraiser and administrator who opposed militants; founded League of Women Voters.
- **Anna Elizabeth Dickinson** (1842-1932): Quaker and lecturer who championed Black rights and emancipation of women.
- **Abigail Scott Duniway** (1834-1915): Published a weekly newspaper dedicated to the cause of woman's rights; Oregon's first woman voter.
- **Angelina Emily Grimke** (1805-1879): Woman’s rights pioneer; joined Quakers; led anti-slavery meetings.
- **Sarah Moore Grimke** (1792-1873): Lecturer, writer, and outspoken advocate of abolition; early champion of woman’s rights; defender of women’s right to speak when it was challenged.
- **Julia Ward Howe** (1819-1910): Author of *The Battle Hymn of the Republic*; founder and leader of AWSA; editor of *The Woman’s Journal*; lecturer.
- **Esther Morris** (1814-1902): Moved to Wyoming and encouraged new territory’s leaders to pass woman suffrage and property rights legislation; elected first female Justice of the Peace.
- **Lucretia Coffin Mott** (1793-1880): Quaker minister and leading women’s rights pioneer; called first woman’s rights convention in Seneca Falls, NY in 1848; president of American Equal Rights Association, 1866.
- **Maud Wood Park** (1871-1955): Organizer, civic leader, speaker and lobbyist for the 19th Amendment.
- **Alice Stokes Paul** (1885-1977): Quaker; chief strategist for the militant suffrage wing; founder of the Congressional Union for Woman's Suffrage and the National Woman's Party; author of the Equal Rights Amendment; international organizer.
- **Anna Howard Shaw** (1847-1919): Came from England to America in 1851; first ordained Methodist woman minister, 1880; Boston University medical school, 1886; outstanding suffrage orator for 30 years; a close associate of Susan B. Anthony; NAWSA president, 1904-1915.
- **Elizabeth Cady Stanton** (1815-1902): Brilliant woman’s rights leader and abolitionist; issued call to first women’s rights convention; wrote the *Declaration of Sentiments*, declaring that “men and women are created equal;” proposed that women should vote; political partner for 50 years with Susan B. Anthony; popular speaker and forceful writer who drafted resolutions and wrote speeches; ran for Congress, 1866; edited *The Revolution*; president of NAWSA for 21 years; agitated for constitutional amendment from 1878 onward.
- **Lucy Stone** (1818-1893): Spoke for abolition and women’s rights; organized own lectures; married Henry Blackwell and became known for keeping own name to protest restrictive marriage laws; converted Susan B. Anthony and Julia Ward Howe to suffrage; refused to pay taxes to protest lack of representation; pressed for both black and woman suffrage; edited *The Woman’s Journal* with husband; dying words to daughter were “Make the world better.”
- **Sojourner Truth** (1797-1883): Born a slave; preached against prostitution, 1830; encouraged brotherly love; spoke at women’s rights meetings in the 1850’s and 1860s.
• **Frances Willard** (1838-1898): National president of the Woman’s Christian Temperance Union in 1879; woman’s suffragist; leader of the national Prohibition Party.

• **Victoria Claflin Woodhull** (1838-1927): Declared herself a candidate for President of the United States, 1870; first woman to address Congressional committee urging woman suffrage, 1871; petitioned the judiciary committee of the U.S. House of Representatives, claiming that the amendments to secure the African-American vote had also confirmed the women’s vote.

### The Men Behind the Women

• **Henry Blackwell**: Constant agitator for women’s rights; helped publish *The Woman’s Journal* with his wife Lucy Stone and daughter Alice Stone Blackwell.

• **George Catt**: An engineer whose support and understanding of the goals of his wife, Carrie Chapman Catt, freed her to devote her time to leading the national suffrage drive.

• **John Dewey**: Educator.

• **Max Eastman**: Editor.

• **David Starr Jordan**: Stanford University president.

• **James Mott**: Quaker businessman; accompanied his wife Lucretia Mott to the Seneca Falls Convention; chaired the first woman’s rights meeting.

• **Parker Pillsbury**: Anti-slavery editor who worked on *The Revolution* with Susan B. Anthony and Elizabeth Cady Stanton.

• **Stephen Foster, William Lloyd Garrison, Wendell Phillips**: Abolitionists who were early supporters of woman’s rights.

• **Robert Purvis and Frederick Douglass**: Prominent black anti-slavery leaders who were lifelong suffrage allies.

*Taken with permission from the League of Women Voters of the Greater Dayton Area, 75th Anniversary [http://www.lwvdayton.org/documents/suffragecurric.pdf]*
Suffragist Quotes

“We hold these truths to be self-evident; that all men and women are created equal.”
Declaration of Sentiments

“I do not believe that women are better than men. We have not wrecked, nor corrupted legislature, nor done many unholy things that men have done; but then we must remember that we have not had the chance.” Jane Addams

“It is we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union.” Susan B. Anthony

“There never will be complete equality until women themselves help to make laws and elect lawmakers.” Susan B. Anthony

“The vote is the emblem of your equality, women of America, the guarantee of your freedom.” Carrie Chapman Catt

“The best protection any woman can have ... is courage.” Elizabeth Cady Stanton

“We want rights. The flour merchant, the house-builder, and the postman charge us no less on account of our sex; but when we endeavor to earn money to pay all these, then, indeed, we find the interest.” Lucy Stone

“We ask only for justice and equal rights - the right to vote, the right to our own earnings, equality before the law.” Lucy Stone

“I am glad to see that men are getting their rights, but I want women to get theirs, and while the water is stirring I will step into the pool.” Sojourner Truth

“The way to right wrongs is to turn the light of truth upon them.” Ida B. Wells

National Women’s History Museum - Curriculum Standards - History of U.S. Woman’s Suffrage (Educator Resources - Lesson Plans)
http://www.crusadeforthevote.org/educational-resources/
More Suffragist-Related Quotes

“We’ve got to bring to the President, individually, day by day, week in and week out, the idea that great numbers of women want to be free, will be free, and want to know what he is going to do about it.” Harriot Stanton Blatch

“It is unthinkable that a national government which represents women, and which appeals periodically for the suffrages of women, should ignore the issue of the right of all women to political freedom.” Lucy Burns

“Roll up your sleeves, set your mind to making history and wage such a fight for liberty that the whole world will respect our sex.” Carrie Chapman Catt

“Together we shall stand shoulder to shoulder for the greatest principle the world has ever known, the right of self-government.” Inez Milholland

“It is better, as far as getting the vote is concerned, I believe, to have a small, united group than an immense debating society.” Alice Paul

“As suffragists we have but one belief ... and that is the right of a human being to have a voice in the government under which he or she lives.” Anna Howard Shaw

“Woman herself must do this work - for woman alone can understand the height, and the depth, the length and the breadth of her own degradation and woe.” Elizabeth Cady Stanton

“If the law can meddle with the woman, why should not the woman meddle with the law?” Lucy Stone

“If Eve, the first woman God ever made, was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right side again. And now [that] they are asking to do it, the men better let them!” Sojourner Truth

LEGISLATIVE TIMELINE 19TH AMENDMENT - Short Version

1787  Constitution - States determine who is eligible to vote in elections
1867  14th Amendment - Grants citizenship for freed slaves...equal protection of the law
1869  15th Amendment - Grants African-American men the right to vote
1878  Women’s Suffrage Amendment presented to U.S. Senate
1887  Senate defeats Amendment
1918  Wilson announces support for Amendment the evening before House vote
1918  House passes - Senate rejects
1919  House passes - Senate passes
1920  Tennessee 36th State to ratify - Amendment ratified
1920  Amendment certified

LEGISLATIVE TIMELINE 19TH AMENDMENT - Long Version

1787  US Constitutional Convention leaves voting qualifications up to the states.
1867  The 14th Amendment passed in Congress - citizenship for slaves, the 1st use of “male” in the U.S. Constitution.
1868  Senator Pomeroy (KS) introduces the 1st federal woman suffrage amendment in Congress.
1869  The 15th Amendment passed in Congress, reinforcing the voting rights of black men.
1874  The Supreme Court rules in Minor v. Happersett -
(The 14th Amendment did not grant women the right to vote).
1878  Senator Sargent (CA) introduces the Susan B. Anthony Amendment.
(The wording remains unchanged until it is finally passed by Congress in 1919.)
1884  The House debates woman suffrage.
1887  The U.S. Senate defeats the suffrage amendment by two to one.
1918  President Wilson declares support for suffrage and addresses the Senate in support of it.
1918  The amendment passed the House with a 2/3 vote but loses by 2 votes in the Senate.
1919  The House passes the woman suffrage amendment over the required 2/3 majority.
1919  The Senate passes the 19th Amendment with 2 votes to spare.
(It goes to the states for ratification. At least 36 states are needed.)
1920  Tennessee becomes the 36th state to ratify the amendment.
1920  Secretary of State Bainbridge Colby certifies the 19th Amendment.

Remember the Ladies; Celebrating Those Who fought for Freedom at the Ballot Box,
Angela P. Dodson, Center Street / Hatchett Book Group, 2017
TIMELINE - A 100-YEAR STRUGGLE
Suffrage Movement Key Events

1840 Lucretia Mott and Elizabeth Cady Stanton are barred from attending the World Anti-Slavery Convention in London. This prompts them to hold a Women’s Rights Convention in the U.S.

1848 Seneca Falls, New York, is the location for the first Women’s Rights Convention. Elizabeth Cady Stanton writes “The Declaration of Sentiments” creating the agenda of Women’s activism for decades to come. . .

1850 Worcester, Massachusetts, hosts the first National Women’s Rights Convention. At a women’s rights convention in Akron, Ohio, Sojourner Truth, a former slave, delivers her now memorable speech, “Ain't I a Woman?”

1853 Women delegates, Antoinette Brown and Susan B. Anthony, are not allowed to speak at The World’s Temperance Convention held in New York City.

1861-1865 During the Civil War, efforts for the suffrage movement come to a halt. Women put their energies toward the war effort.

1866 Elizabeth Cady Stanton and Susan B. Anthony form the American Equal Rights Association, an organization dedicated to the goal of suffrage for all regardless of gender or race.

1868 Elizabeth Cady Stanton, Susan B. Anthony, and Parker Pillsbury publish the first Edition of The Revolution. This publication carries the motto “Men, their rights and nothing more; women, their rights and nothing less!” In Vineland, New Jersey, 172 women cast ballots in a separate box during the presidential election. Senator S.C. Pomeroy of Kansas introduces the federal woman’s suffrage amendment in Congress. The 14th Amendment is ratified, “citizens” and “voters” are defined as exclusively male.

1869 The American Equal Rights Association is wrecked by disagreements over the 14th Amendment and the question of whether to support the proposed 15th Amendment which would enfranchise African-American males while avoiding the question of women’s suffrage entirely. Elizabeth Cady Stanton and Susan B. Anthony found the National Woman Suffrage
Association (NWSA), a more radical institution, to achieve the vote through a Constitutional amendment as well as push for other woman’s rights issues. NWSA was based in New York.

Lucy Stone, Henry Blackwell, Julia Ward Howe and other more conservative activists form the American Woman Suffrage Association (AWSA) to work for woman suffrage through amending individual state constitutions. AWSA was based in Boston.

1870 The 15th Amendment gave black men the right to vote. NWSA refused to work for its ratification and instead the members advocate for a 16th Amendment that would dictate universal suffrage. Frederick Douglass broke with Stanton and Anthony over the position of NWSA.

The Woman’s Journal is founded and edited by Mary Livermore, Lucy Stone, and Henry Blackwell.

1871 Victoria Woodhull addresses the U.S. House Judiciary Committee, arguing woman’s right to vote under the 14th Amendment.

The Anti-Suffrage Party is founded.

1872 Susan B. Anthony casts her ballot for Ulysses S. Grant in the presidential election and is arrested and brought to trial in Rochester, New York. Fifteen other women are arrested for illegally voting. Sojourner Truth appears at a polling booth in Battle Creek, Michigan, demanding to vote; she is turned away.

1874 The Woman’s Christian Temperance Union (WCTU) is founded by Annie Wittenmyer. With Frances Willard at its head (1876), the WCTU became an important proponent in the fight for woman suffrage. As a result, one of the strongest opponents to women’s enfranchisement was the liquor lobby, which feared women might use their vote to prohibit the sale of liquor.

1876 Susan B. Anthony and Matilda Joslyn Gage disrupt the official Centennial program at Independence Hall in Philadelphia, presenting a “Declaration of Rights for Women” to the Vice President.

1878 A Woman’s Suffrage Amendment is proposed by the U.S. Congress. When the 19th Amendment passed 41 years later, it is worded exactly the same as when the amendment was first introduced in 1878.

1887 The first vote on woman suffrage is taken in the Senate and is defeated.

1890 NWSA and AWSA merge and the National American Woman Suffrage Association is formed. The movement focuses on securing suffrage at the state level.

Wyoming is admitted to the Union with a state constitution granting women’s suffrage. The American Federation of Labor declares support for woman’s suffrage.


1903 The Women’s Trade Union League of New York, an organization of middle- and working-class women is formed dedicated to unionization for working women and to woman’s suffrage.

1910 The Women’s Political Union organizes the first suffrage parade in New York City.

1911 The National Association Opposed to Woman suffrage (NAOWS) is organized. Led by Mrs. Arthur Dodge, its members included wealthy, influential women, some Catholic clergymen, distillers and brewers, urban political machines, Southern congressmen, and corporate capitalists.
1912  Woman’s Suffrage is supported for the first time at the national level by a major political party, Theodore Roosevelt’s Bull Moose Party. Twenty thousand suffrage supporters join a New York City suffrage parade.

1913  In 1913, suffragists organized a parade down Pennsylvania Avenue in Washington, D.C. The parade was the first major suffrage spectacle organized by the National American Woman Suffrage Association. (NAWSA). Alice Paul and Lucy Burns formed the Congressional Union, later known as the National Women’s Party (1916). They borrowed strategies from the radical Women’s Social and Political Union (WSPU) in England.

1915  Forty thousand march in a NYC suffrage parade. Many women are dressed in white and carry placards with the names of the states they represent.

1916  Jeannette Rankin of Montana is the first woman elected to the U.S. House of Representatives. Woodrow Wilson states that the Democratic Party platform will support suffrage.

1917  National Woman’s Party picketers appear in front of the White House holding two banners, “Mr. President, What Will You Do For Woman Suffrage?” and “How Long Must Women Wait For Liberty?” Alice Paul, leader of the National Woman’s Party, was put in solitary confinement in the mental ward of the prison as a way to “break” her will and to undermine her credibility with the public. In June, arrests of the National Woman’s Party picketers begin on charges of obstructing sidewalk traffic. Subsequent picketers are sentenced to up to six months in jail. In November, the government unconditionally releases the picketers in response to public outcry and an inability to stop the National Woman’s Party pickets’ hunger strike.

1918  Representative Rankin opens debate on a suffrage amendment in the House. The amendment passes. The amendment fails to win the required two thirds majority in the Senate. President Woodrow Wilson states his support for a federal woman suffrage amendment. President Wilson addresses the Senate about adopting woman suffrage at the end of World War I.

1919  The Senate finally passes the 19th Amendment and the ratification process begins. August 18, 1920  Tennessee becomes the 36th required state to ratify the 19th Amendment. August 26, 1920  The 19th Amendment is signed into law by the U.S. Secretary of State.

Selections from the National Women’s History Museum, “Crusade for the Vote” Site
The full timeline can be found at http://www.crusadeforthevote.org/woman-suffrage-timeline-18401920
References

Sources Reflected in Lessons and Appendices

Lesson 1

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   Courtesy of Library of Congress

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   https://constitution.findlaw.com/amendment15.html

   https://constitution.findlaw.com/amendment17.html

   https://constitution.findlaw.com/amendment19.html
Lesson 2


Lesson 3


Lesson 3


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Lesson 4


Lesson 5


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Mastalio, C. Women’s Suffrage in Iowa: A Sneak Peek of a New Digital Collection [PowerPoint slides]. Retrieved from Iowa Women’s Archive Website: http://sdrc.lib.uiowa.edu/exhibits/suffrage/IAWomenSuffrage.pdf


Lesson 6


**Timelines**


**Suffrage Leaders**


**Suffrage Quotations**


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Jennifer Cooley, Education and Outreach Manager, State Historical Museum IA
Kristen Corey, Office of the Status of Women, Iowa Dept of Human Resources
Stefanie Rosenberg Wager, Social Studies Consultant, Iowa Dept of Education

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Dewayne Purdy, Electronic Communication Manager
Sanjin Rosic, Web Developer
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