



## 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>.

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.
5. Read the article, “Women’s Rights and the Fourteenth Amendment.”  
<https://www.thoughtco.com/womens-rights-and-the-fourteenth-amendment-3529473>

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

- HISTORY. “Sound Smart: Women's Suffrage | History.” YouTube, YouTube, 4 Mar. 2017, [www.youtube.com/watch?v=WQLbisRfs20](http://www.youtube.com/watch?v=WQLbisRfs20)
- HISTORY. “Sound Smart: The 19th Amendment | History.” YouTube, YouTube, 13 Mar. 2017, [https://www.youtube.com/watch?time\\_continue=11&v=04KR8cPI5XI](https://www.youtube.com/watch?time_continue=11&v=04KR8cPI5XI)

## 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.
- Lewis, J. J. (2018, June 04). Women's Rights and the Fourteenth Amendment. Retrieved from  
<https://www.thoughtco.com/womens-rights-and-the-fourteenth-amendment-3529473>

## 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,

August 26, 1920.

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—

Nineteenth Amendment to the Constitution.  
Preamble.

## 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.*

Amendment proposed to the States.  
Art. p. 362.

### “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.

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

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

Enforcement.

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.

States ratifying proposed Amendment.

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.

Declaration.

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.

Certificate of adoption as part of the Constitution.  
R. S., sec. 205, p. 33.

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

# 19th Amendment Transcript

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Declaration

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.

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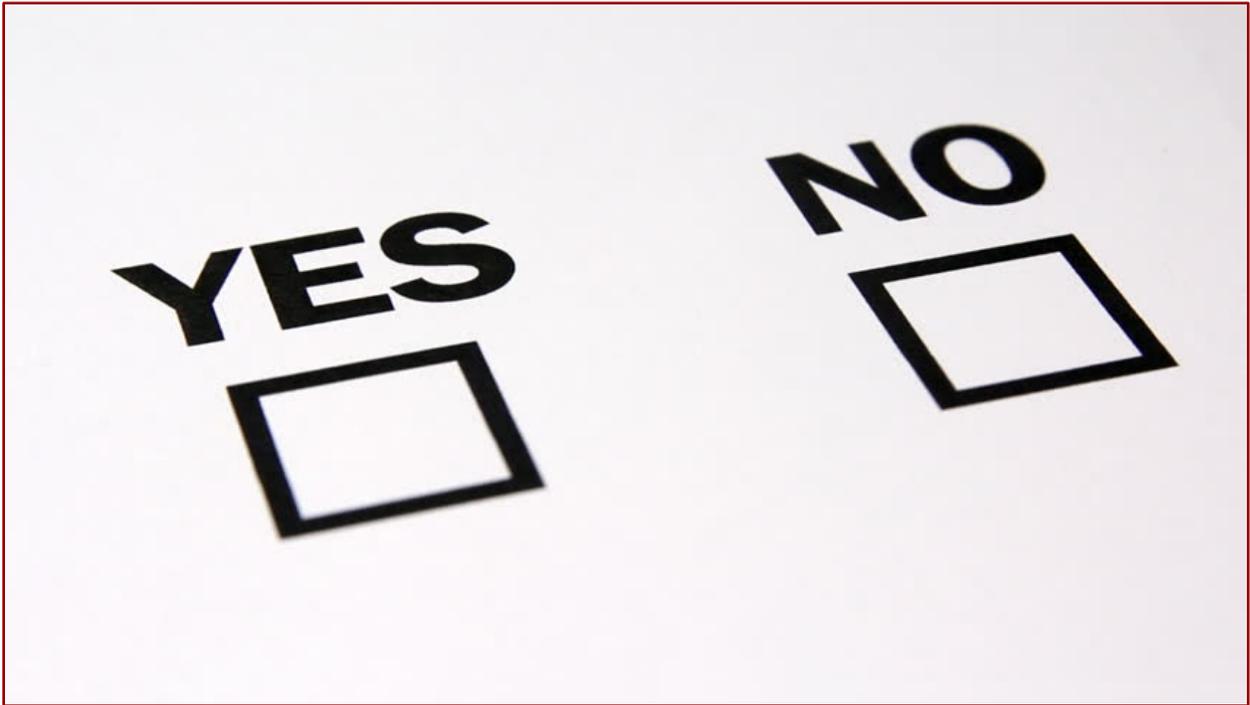
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1823

## 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.

**Answer Key to Survey**  
No, there are six: 15th, 17th, 19th, 23rd, 24th, 26th  
Yes  
Yes  
No, WW I began in 1914 and ended in 1918.  
Yes

## There are Four Ways to Change the Constitution

1	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.
2	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.
3	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)
4	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)

## 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.htm>
- ★ **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>