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, Eliziabeth 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 Appendix #3 - 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
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
- Mary Ann Shadd Cary
- Carrie Chapman Catt
- Coralie Franklin Cook
- Coralie Franklin Cook
- Frances Ellen Watkins Harper
- 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
- 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=gKVqEOL8ois

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
- 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
● Women Voting 19th Amendment and White Supremacy
  https://www.nytimes.com/2019/02/02/opinion/sunday/women-voting-19th-amendment-white-supremacy.html

  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/idab-wells-barnett


● 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

- Leaders *(Appendix #1)*
- Suffragist Quotes *(Appendix #2)*
- Timelines *(Appendix #3)*
**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 Appendix #2 – 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.