



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

Leaders ([Many listed in Appendix #1](#)) Susan B. Anthony, Henry Blackwell, Lucy Burns, Mary Ann Shadd Cary, Carrie Chapman Catt, Coralie Franklin Cook, Frances Ellen Watkins Harper, Julia Ward Howe, Lucretia Mott, Alice Paul, Sen. Aaron A. Sargent, Elizabeth Cady Stanton, Lucy Stone, Mary Church Terrell, Ida B. Wells (Wells-Barnett), President Woodrow Wilson

### 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 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

- 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=gKVqEOL8ois>

### Websites

- Susan B. Anthony House <http://susanbanthonyhouse.org/her-story/biography.php>
- Henry Brown Blackwell  
[www.wwhp.org/Resources/Biographies/henrybrownblackwell.html](http://www.wwhp.org/Resources/Biographies/henrybrownblackwell.html)
- 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>
- <https://www.loc.gov/collections/national-american-woman-suffrage-association/articles-and-essays/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>
- 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](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 <https://www.history.com/this-day-in-history/president-woodrow-wilson-speaks-in-favor-of-female-suffrage>
- President Woodrow Wilson on suffrage  
<https://www.wilsoncenter.org/article/woodrow-wilson-and-the-womens-suffrage-movement-reflection>
- 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.

Visual



Suffragist Margaret Foley distributing the Woman's Journal and Suffrage News Buck. (1913) Suffragist Margaret Foley distributing the Woman's Journal and Suffrage News. Boston Massachusetts United States, 1913. [Nov.-Dec] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/mnwp000378/>.