



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)
- National Woman’s Party (1916)
- Amendment Ratification Process (Covered in Lesson 1)
- Legislative Timeline for the 19th Amendment

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-rights-videos>
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>

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

<https://www.britannica.com/topic/National-woman-Suffrage-Association>

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

<https://www.britannica.com/topic/National-American-Woman-Suffrage-Association>

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

<https://www.wilsoncenter.org/article/woodrow-wilson-and-the-womens-suffrage-movement-reflection>

PBS American Experience

<https://www.pbs.org/wgbh/americanexperience/features/wilson-womens-suffrage/>

National Geographic

<https://www.nationalgeographic.org/thisday/mar3/thousands-march-woman-suffrage>

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 the short timeline ([Appendix #3](#)) of the legislative progress of the 19th Amendment, noting the span of years between early introduction, various periodic votes and 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

<https://www.tolerance.org/classroom-resources/tolerance-lessons/expanding-voting-rights-videos>

- Decades TV <https://www.decades.com/videos/standalones/women-s-right-to-vote>

Selected Readings

- Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*. Washington, DC: National Geographic Society, 2004.
- "Women's Suffrage and the Question of Color" Neale McGoldrick
<http://www.socialstudies.org/sites/default/files/publications/se/5905/590503.html>
- 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
<https://www.britannica.com/topic/National-American-Woman-Suffrage-Association>
- 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
<https://www.wilsoncenter.org/article/woodrow-wilson-and-the-womens-suffrage-movement-reflection>
- PBS American Experience

<https://www.pbs.org/wgbh/americanexperience/features/wilson-womens-suffrage/>

- National Geographic

<https://www.nationalgeographic.org/thisday/mar3/thousands-march-woman-suffrage>

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



Harris & Ewing, photographer. (1918) WOMAN SUFFRAGE. BONFIRE ON SIDEWALK BEFORE WHITE HOUSE. District of Columbia United States Washington D.C. Washington D.C, 1918. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2016869613/>.

SUGGESTIONS FOR FURTHER READING OPTIONAL LESSON FOR GROUPS 5 & 6

“How to Celebrate a Complicated Win for Women” Ann D. Gordon The New York Times August 27, 2018 <https://www.nytimes.com/2018/08/27/opinion/how-to-celebrate-a-complicated-win-for-women.html>

“How the Suffrage Movement Betrayed Black Women” Brent Staples The New York Times July 28, 2018

<https://www.nytimes.com/2018/07/28/opinion/sunday/suffrage-movement-racism-black-women.html>

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.crusadeforthetvote.org/naows-opposition>

“Why Women Led Anti-Suffrage Campaigns Against Themselves”
<https://www.atlasobscura.com/articles/why-women-led-antisuffrage-campaigns-against-themselves>

