

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=Gvu3kracs8ec> 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?
<https://www.nytimes.com/2018/05/31/us/equal-rights-amendment-illinois.html>
- 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
<http://www.latimes.com/opinion/op-ed/la-oe-cobbs-wilson-womens-march-20170118-story.html>

MeToo

- #MeToo: A Timeline of Events
<http://www.chicagotribune.com/lifestyles/ct-me-too-timeline-20171208.htmlstory.html>

1965 Voting Rights Act

- Why Women Couldn’t Vote
[https://www.tolerance.org/sites/default/files/general/women_couldnt_vote\[1\].pdf](https://www.tolerance.org/sites/default/files/general/women_couldnt_vote[1].pdf)
- Supreme Court Invalidates Key Part of Voting Rights Act
<https://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html>

- 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.

Visual



The March on Washington for Jobs and Freedom, August 28, 1963.

<https://www.womenshistory.org/resources/general/march-washington-jobs-and-freedom>

Summative Graphic Organizer

Name: _____

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

<p><u>Women's Rights and Me Too Movements</u></p>	<p><u>Voting Rights Act (VRA)</u></p>
<p><u>Civil Right Movement</u></p>	<p><u>Equal Rights Amendment (ERA)</u></p>

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 _____.

<p>Who were the change agents of the time period?</p>	
<p>What did they stand for and hope to accomplish?</p>	
<p>When and where did events occur?</p>	
<p>Is this important in today's society? Why or why not. Explain your reasons.</p>	