

## Lesson 3: Expanding Democracy Part II: The Pro-Suffrage Movement in Massachusetts during the Progressive Era

Discipline: U.S. History I (grades 9-12)

Lesson Type: Primary source analysis and synthesis

Rationale: By reading these excerpts, students will be able to identify key arguments for women's suffrage. They will also be able to trace the progression of the suffrage movement from the 1840s through the passage of the Nineteenth Amendment.

Instructional Objectives:

- 1) Students will practice analysis of primary sources by completing the readings and identifying the main argument of each.
- 2) Students will be able to compare and contrast the campaign for women's suffrage during the Progressive Era with that of the era of the common man by reading the primary sources and recalling prior knowledge.

MA Curriculum Framework:

- USII.8: Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E) – Policies → H. the ratification of the Nineteenth Amendment in 1920
- USII.9: Analyze the post-Civil War struggles of African-Americans and women to gain basic civil rights. (H)

C3 Framework:

- D2.His.2.9-12: Analyze change and continuity in historical eras.
- D2.Civ.2.9-12: Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

APUSH Curriculum Standards:

- 5.3.II.B: The women's rights movement was both emboldened and divided over the 14<sup>th</sup> and 15<sup>th</sup> amendments to the Constitution.
- 6.3.II.B: Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and like Jane

Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.

- 7.1.II.B: On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

Materials: Handout 2E

Procedure:

*Initiation (5-7 minutes):* Post the following Do Now question on the board: Recall the arguments for women's suffrage during the 1840s and 1850s. When they are done writing, review answers together as a class.

*Development (30 minutes):* Break students into groups of 3-4. Distribute handouts. Students can work together to identify the key arguments contained in the documents.

*Closing (5-7 minutes):* Ask students to take 3 minutes in their groups to discuss in if there are any arguments for women's suffrage that they feel are missing from the sources they analyzed today.

**Extension Activity:** Pose the following question to the class: should the suffragists have focused on more than just the right to vote, or were there other rights they could have incorporated to their causes. Facilitate a class discussion of this question once students have been given some time to consider the question independently.

**Assessment Measures:** The teacher can collect the questions to check students' annotations of the sources.