

MODULE 2: SUFFRAGE

Lesson 1: What is Democracy? The Push to Expand Suffrage

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

Lesson Type: Independent reading and class discussion

Rationale: Students will be provided the necessary context for understanding the women's suffrage movement in Massachusetts. Students will also have a chance to practice their discussion skills by participating in the Take a Stand activity.

Instructional Objectives:

- 1) Students will be able to identify key moments in the women's suffrage movement by completing the reading.
- 2) Students will be able to identify parts of the arguments for and against women's suffrage by participating in the Take a Stand activity.

MA Curriculum Framework:

- USI.23: Analyze the rising levels of political participation and the expansion of suffrage in antebellum America (C, H).
- USI.33: Analyze the goals and effect of the antebellum women's suffrage movement. (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.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:

- 4.1.III.A: Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- 4.1.III.C: A woman's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Materials: Handout 2A, whiteboard or projector

Procedure:

Initiation (5-7 minutes): Post a Do Now question on the board: What was the “common man” aka the average American like in the 1820s and 1830s? Give students 3-4 minutes to respond. Then, select students randomly to respond and create a list on the board of their responses, prompting for further questioning as necessary.

Development (30 minutes): Distribute handout on the growing role of women in politics and a brief overview of the suffrage movement (please note that part of this handout is also used in Module 1). Refer back to the list the class just created as appropriate while completing the reading to affirm student responses. Then, complete Take a Stand activity. Post the following statements on the board (powerpoint may be easiest, if possible) and have students silently read the statements to themselves. Then, designate different areas of the room as a spectrum. One side of the room should be strongly agree, another spot in the room should be agree, another should be neutral, another should be disagree, and the opposite end of the room should be strongly disagree. Once students have read the statement, they should go stand in the area of the room that corresponds with how they feel about the statement. It helps if there are signs to label these areas of the room that are posted beforehand. Remind students that they should only speak one at a time and that they will be called on randomly to defend their position. Once students have moved, begin to select students randomly to explain why they moved to their area of the room. It is suggested that the teacher permits students to change their position as students argue in support of their point of view, but these students should be asked why they move, as it results in some interesting discussion points.

Post the following statements for the Take a Stand:

- 1) America did not need to allow more people to vote during the 1820s and 1830s.
- 2) The more people who vote, the harder it is to have a functioning government.
- 3) In the 1820s and 1830s, women were too uneducated to vote.
- 4) In the 1820s and 1830s, America had greater concerns than extending suffrage to women.

Allow 3-5 minutes of discussion per statement.

Closing (7-10 minutes): When all statements have been discussed, have students return to their seats. Have students write a 1-2 paragraph response on the following question: “Based on today’s discussions, what factors contributed to the

rise of the women’s suffrage movement during the mid-nineteenth century?”
Teachers should collect these responses to grade upon completion.

Extension Activity: Have students create their own Take a Stand question related to women’s suffrage. Have each student submit his/her question, then select one question randomly.

Assessment Measures: The teacher will be able to assess student learning and understanding through the oral discussion of the Take a Stand Activity and through the written responses obtained during the closing part of the lesson.

Lesson 2: Expanding Democracy Part I: The Pro-Suffrage Movement in Antebellum Massachusetts

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

Lesson Type: Reading comprehension and analysis of primary sources

Rationale: The readings provided in this lesson are vital to understanding the impact Massachusetts women had on the national women’s suffrage movement of the 1840s and 1850s. Massachusetts women who were key figures in both the state-wide and national movement are quoted in the readings.

Instructional Objectives:

- 1) Students will be able to identify the key figures of the women’s suffrage movement by completing the reading.
- 2) Students will be able to provide examples of the arguments supporting women’s suffrage by discussing the reading as a class.

MA Curriculum Framework:

- USI.23: Analyze the rising levels of political participation and the expansion of suffrage in antebellum America (C, H).
- USI.33: Analyze the goals and effect of the antebellum women’s suffrage movement. (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.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:

- 4.1.III.A: Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- 4.1.III.C: A woman's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Materials: Handouts 2B & 2C

Procedure:

Initiation (5-7 minutes): Have students answer the following Do Now question when class begins; What rights and privileges might women want in the mid-nineteenth century? Why? Allow 3-5 minutes for students to respond, then create a list of responses on the board.

Development (30 minutes): Ask students to recall the Seneca Falls Convention of 1848. Using that as an example, commence a verbal discussion of the following questions:

- 1) Define a convention.
- 2) Generally speaking, what are the goals of a convention?
- 3) What is needed to hold a convention? How should a convention be organized?
- 4) Who should attend a given convention?

When the discussion is complete, distribute excerpts from the 1850 Worcester Convention Proceedings on Handout 2B. Tell students that this convention was the first *national* convention of its kind, and it was held right in Worcester. Have students independently read the excerpts and answer the questions. Review the questions as a class, then, distribute excerpts from the 1851 national convention on Handout 2C, also held in Worcester. Students should read the handout and answer the questions.

Closing (5-7 minutes): Review the questions from Handout 2C.

Extension Activity: Distribute Handout 2D (can be used as an extension activity for other lessons, too). Answer to question – this was Lucy Stone’s address at the 1851 National Women’s Rights Convention.

Assessment Measures: Teachers can assess student learning through collecting the questions and/or class discussion of the questions.

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 14th and 15th 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.

Lesson 4: Women Against Women? The Anti-Suffrage Movement in Massachusetts during the Progressive Era

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

Lesson Type: Primary source analysis and class discussion.

Rationale: Most primary source analysis centers on longer, written pieces. The materials contained in these sources seek to convey a controversial message in very simple ways: short slogans and eye-catching visuals that could access its intended audience almost unexpectedly through everyday activities in which that audience may participate.

Instructional Objectives:

- 1) Students will be able to identify different modes of conveying a political message by analyzing the sources individually and discussing them as a class.
- 2) Students will be able to contrast the arguments of the anti-suffragists with those of the suffragists by making connections with the previous class's material through class discussion.

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:

- 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 2F

Procedure:

Initiation (5-7 minutes): Students should respond to the following Do Now question in their notebooks: Why would men be opposed to women's suffrage? Why would women be opposed to women's suffrage?

Development (25 minutes): Desks should be placed in a circle or U-shape (or some configuration that allows students to see each other better). Distribute Handout 2F. Go through each source and ask students to spend a moment reviewing the source. As they do so, they should try to determine the creator of the source and the audience of it. They should also make note of any details they find particularly interesting or questionable. After a minute or two for each source, facilitate a discussion of that source. Call on students randomly or ask for volunteers.

Closing (10-15 minutes): Explain to students that the efforts of the anti-suffragists succeeded when the referendum measure failed in 1915. Women in Massachusetts could not vote in elections until 1920, when the Nineteenth Amendment was ratified. Have students write a reflection on the following question: What arguments against women's suffrage existed in early 1900s? Do these arguments have any merit? Why or why not? Are you surprised that the anti-women's suffrage movement was so strong in the state? Why or why not?

Extension Activity: Ask students to design some kind of visual item that responds to one of the arguments presented in one of the sources that they saw today.

Assessment Measures: Collect written responses from closing.