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Lesson Plans

Teaching with Primary Sources Program

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Summer 2016

## What Does A Suffragist Look Like?

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## What Does a Suffragist Look Like?

Overview: Students will look at several photographs to determine what a suffragists looks like. Many students believe that all women, and only women, wanted women to have the right to vote.

Goal: Students will determine that both males and females could be suffragists.

Objectives: I can make inferences about suffragists using primary sources.

Investigative Question: What does a suffragist look like? Who is a suffragist?

Time Required: This lesson could be done in one 60 minute class

Recommended Grade Range: 3-5

Subject/Sub-Subject: This is part of a Language Arts Unit on Women's Suffrage. It can also be used cross curriculum in Social Science.

### Standards:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

Credits: Maribel Delgadillo

Materials Used: I Notice/I Wonder/I Know Graphic Organizer, photographs of protesters, marchers in favor of women's rights, overhead projector

### Resources Used:

Suffrage envoys from San Francisco greeted in New Jersey on their way to Washington to present a petition to Congress Suffrage envoys from San Francisco greeted containing more than 500,000 signatures. <https://www.loc.gov/resource/mnwp.159032/>

National Woman's Party activists watch Alice Paul sew a star onto the NWP Ratification Flag, representing another state's ratification of the 19th Amendment  
<https://www.loc.gov/item/mnwp000263>

Woman suffrage headquarters in Upper Euclid Avenue, Cleveland--A. (at extreme right) is Miss Belle Sherwin, President, National League of Women Voters; B. is Judge Florence E. Allen (holding the flag); C. is Mrs. Malcolm McBride <https://www.loc.gov/pictures/item/97500065/>

Suffragists demonstrating against Woodrow Wilson in Chicago, 1916

<https://www.loc.gov/resource/mnwp.276016/>

Suffragette meeting, NYC[?], ca. 1912 <https://www.loc.gov/pictures/item/2001704311/>

Breaking in suffrage speakers - Mrs. E.R. Smith <https://www.loc.gov/pictures/item/97510684/>

Some of the anti-suffrage leaders who took 1200 people up the Hudson for their Decoration Day picnic: L to R: Mrs. George Phillips, Mrs. K. B. Lapham, Miss Burnham, Mrs. Everett P.

Wheeler, Mrs. John A. Church. <https://www.loc.gov/pictures/item/2012646086/>

Description of Procedure:

1. Students will be asked to analyze a photograph from the Library of Congress of women suffragists. Students will record what they see in the I Notice section of the graphic organizer. Students should not be making inferences at this point.
2. Students will be asked to write down any questions they might have about what is happening in the photograph. Students will record their inquiries in the I Wonder section of the graphic organizer.
3. Repeat steps one and two for each photograph that will be presented.
4. Students can discuss their findings with their partners/groups. Students will share out loud some of the things they noticed and wondered about the pictures. Teacher will create a class chart with students' answers.
5. Students will use their prior knowledge about Women's Suffrage and class discussion to try and answer any questions they wrote down in the I Know section of the graphic organizer.
6. Using their graphic organizer, prior knowledge, and new information from photographs students will write a paragraph to answer the question: Who is a suffragist? Students will use at least two details from the photographs to support their answer.

Extensions: As part of this unit we are reading the novel The Hope Chest by Karen Schwabach

Evaluation: Students will be asked to write a paragraph to answer the question: Who is a suffragist? Students will use evidence from the photographs they analyzed to support their answer.