Title: “Mr. President, how long must women wait for liberty?” Using Primary Sources to Rediscover the Women’s Suffrage Movement

Theme: Reform

Historical Period: The Progressive Era to New Era, 1900-1929
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/

Lesson Module Overview: Students will actively learn about the Women’s Suffrage Movement through exploring and analyzing primary resources from the Library of Congress such as images, documents, political cartoons, and posters. Through participating in inquiry-based learning, role play, reader’s theater and service-learning, students will have an opportunity to investigate and critique our nation’s past, while also working as the active citizens in the Women’s Suffrage Movement did to affect change in their own communities.

Grade Range: Intermediate/Middle Level (3rd-6th)

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LESSON MODULE

DAY 1

Title: What was the Women’s Suffrage Movement?: An Introduction

Learning Goals:

Knowledge
- Students will understand the term “suffrage” and begin exploring resources about Women’s Suffrage movement.
- Students will develop an understanding of what it is like for some individuals to be denied a right to vote through a class simulation.
- Students will begin to understand the key people and events related to the women’s suffrage movement.

Skills
- Students will participate in a role-play activity centered on the women’s suffrage movement.
- Students will begin exploring various types of primary sources such as images, documents, political cartoons, and posters.

Dispositions
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed:
Chart Paper
Markers
Dictionary/Online Dictionary with Interactive White Board
Copy of If You Lived When Women Won Their Rights by Anne Kamma
Primary Resources for “History Mystery” space in classroom (see Appendix I)
Lesson Procedures:

Introduction

1. Hook the students’ interest by leading a short simulation related to women’s suffrage. Come up with a fictitious topic that is of class interest (e.g., amount of homework, recess, lunch, learning opportunity). Develop and propose a question related to this topic, such as “Who would like to come in early from recess today in order to work on an assignment?”

2. Tell the class that you are going to take a vote. Have students quietly raise their hands based on their chosen answer to the question. Begin to tally the votes on the board.

3. Abruptly stop yourself and say, “Oh, I forgot to tell you. We are pretending that it is 1917 and in 1917 in the United States women did not have the right to vote, so girls none of you can vote and your votes do not count.”

4. As the sighs and groans subside, continue to tally the votes and present the results. Lead a brief class discussion based on the following question topics and other topics that arise.
   - Did the votes represent the voices and ideas of our class as a whole? Was that fair? Why or why not?
   - Did the results of the tallied male votes represent what the girls in our class wanted? (Regardless of whether or not this happened, talk about it.)
   - Ask the girls: What did it feel like when I did not count your vote?
   - Ask the boys: What did it feel like when I did not count the girls’ votes?

5. Aim to lead a critical discussion about how this was not fair. If some students, especially male students, like that the girls were not able to have their vote counted, then prompt a discussion about issues of power and how some males (not all) did not want women to have the right to vote because they did not want to lose their power.

Development

1. Write the following historical inquiry questions on the board: “What was the women’s suffrage movement? Who were some key people and events in the women’s suffrage movement?”

2. Go over the vocabulary word “suffrage” first. Ask students, “What does the word suffrage mean?”

3. Support students developing an understanding of the term, perhaps using a dictionary or online dictionary source on the interactive whiteboard. Make sure to post the definition of the term on the board. (“The right of voting.”- Merriam Webster online dictionary - http://www.merriam-webster.com/dictionary/suffrage)

4. Solicit students’ background knowledge about the questions posted. Write their ideas on chart paper so that you can refer back to them.

5. Ask students what questions they have about the topic. Write these down as well so you can refer back to them.
6. Inform the students that over the next week that you will be learning more about these topics beginning with reading aloud the following book that provides an overview of the Women’s Suffrage Movement titled, *If You Lived When Women Won Their Rights* by Anne Kamma.

7. Stop throughout the read aloud to check student comprehension and upon finishing the book ask students, “What should we add to the chart paper about our developing understanding of the Women’s Suffrage Movement?”

**Culmination**

1. Create a space in the classroom with the primary sources in this lesson plan (and other primary sources). Have these posted on a bulletin board, poster, or table space. Do not label them.

2. Unveil this “History Mystery” space in the classroom. Encourage students to look at these primary sources during appropriate times of the day and to make predictions about the sources, considering “Who or what is this?”

3. Perhaps create a place next to these primary resources for students to write their predictions about these primary sources. Encourage them to visit this space and make predictions over the next couple of days.

**Assessment**

1. Ask students to complete a “Check Out Slip” where they write two new things that they learned during today’s lesson and one question about the topic. Use these to influence your planning for future lessons.
LESSON MODULE

DAY 2

Title: The Beginnings of the Ballot Box Battle

Learning Goals:

Knowledge
-Students will understand the key people and events related to the women’s suffrage movement.
-Students will understand the ways in which diverse people in the United States fought for women’s suffrage.
-Students will learn about people who worked as active citizens for change.

Skills
-Students will participate in a Reader’s Theater centered on the Seneca Falls Convention.
-Students will begin exploring various types of primary sources such as images, and documents.

Dispositions
-Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.
-Students will engage in active citizenship through a Reader’s Theater activity about the Seneca Falls Convention.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

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Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed
A copy of “Ballot Box Battle” by Emily McCully
Chart Paper
Paper
Writing Utensils
Markers
“The First Convention” Primary Source Document (#12 – Appendix I)
Image of Frederick Douglass (#11 – Appendix I)
Image of Elizabeth Cady Stanton (#14- Appendix I)
Image of Lucretia Mott (# 15 – Appendix I)
A copy of the Reader’s Theater (Appendix III)
Popsicle Sticks (Optional)

**Lesson Procedures:**

**Introduction:**

1. Begin today’s lesson by reading the book, *The Ballot Box Battle* by Emily McCully aloud to the class. (The book is about Elizabeth Cady Stanton and her attempts to vote, which inspire a young girl who lives in her city.)
2. Stop at key points in the text to model a “think aloud,” to ask a question, or to point out an important event.
3. Follow up the book with a brief discussion of the issues of gender presented in the book. Ask questions like:
   - “How did it make you feel when the father always said, “I wish you were a boy?”
   - “What were the various reactions of people at the polling place?”
   - “Did everyone treat Elizabeth disrespectfully?”
   - “What would it feel like to be treated like that?”
4. Based on ideas raised in the book and/or additional knowledge students might have learned at home since the previous lesson ask students, “What would you like to add to the ideas we generated yesterday about our two historical inquiry questions?” Add to the chart paper or modify their original responses.

**Development:**

1. Share the primary source document entitled, “The First Convention” (#12-Appendix) with students. Make sure to read the footnote at the bottom of the page.
2. Ask students, “What is this document?” “What is it about?” “Where and when did this event take place?” “Are there any names in the document that we recognize?” “Have you heard of this event?” (Make sure to write some of the key elements of the document on the board, specifically the date, location, and topic of the conference.)
3. Point out the name Elizabeth Cady Stanton and make the connection to the “Ballot Box Battle” book you just read (if students do not make this connection).
4. Point out the name Lucretia Mott, noting how she was another prominent figure at this event. Additionally, note that ladies and gentleman spoke at the event, which shows that some men supported women’s rights.
5. Show them the primary source image of Frederick Douglass. Explain that Frederick Douglass was a former slave who became free. He was a national leader and fought against slavery and for the rights of African-Americans. He also attended the Seneca Falls Convention and spoke for the rights of women.
and especially for women having the right to vote. He worked with and became friends with President Abraham Lincoln.

6. Point out that Susan B. Anthony (Appendix #14), a name that some may recognize when it comes to the Women’s Suffrage Movement never attended the Seneca Falls Convention. She did not yet know Elizabeth Cady Stanton.

7. Ask for student volunteers to participate in the Reader’s Theater about the Seneca Falls Convention (Appendix). Give student volunteers copies of the Reader’s Theater and primary source images of their historical figure. Perhaps glue or staple these images to popsicle sticks so students can hold them up like masks while performing.

Culmination:

1. Revisit the students’ original ideas and hypotheses from the first lesson on chart paper. Ask them to share ideas that they would like to add to this from what they learned during today’s lesson.

2. Begin creating a class timeline of key events that took place during the Women’s Suffrage Movement beginning with the Seneca Falls Convention. Use chart paper, the board, a bulletin board, or sheets of paper with dates, images, names, etc. representing specific events. Make sure that the timeline is visible and can be easily added to throughout the lesson module (especially using sources analyzed in Lesson 3).

Assessment:

1. As a closing assessment to the lesson, ask students to either spend some time sketching or writing freely about the book The Ballot Box Battle or the Seneca Falls Convention. Encourage them to show two things that they learned today in their work.
LESSON MODULE

DAY 3

Title: Using Primary Sources to Explore the Past: Women’s Suffrage

Learning Goals:

Knowledge:
-Students will understand key people and events related to the women’s suffrage movement.
-Students will learn about people who worked as active citizens for change.
-Students will develop a working chronology of key events from the Women’s Suffrage Movement.

Skills:
-Students will begin exploring various types of primary sources such as images, documents, political cartoons, and posters.
-Students will create a human timeline using primary sources such as images, documents, political cartoons, and posters.

Dispositions:
-Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.
-Students will develop an empathetic awareness of the ways in which some people viewed and treated women who fought for women’s suffrage.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials:
Chart Paper
Markers
Copies of Primary Sources from Lesson Module (Appendix I) with information about the source copied on the back of the document
Guiding Document with Questions
Additional Resources about the Women’s Suffrage Movement (books, articles, websites—See Appendix II)

Lesson Procedure:

Introduction:
1. Ask students to share some of the observations and predictions they made about the primary sources on women’s suffrage that have been on display in the classroom.
2. After students have had a chance to share their ideas and questions regarding these primary sources, revisit the historical inquiry question for the lesson module, “What was the women’s suffrage movement? Who were some key people and events in the women’s suffrage movement?”
3. Inform students that today they will find out more “clues” about these sources and creating a human timeline using these documents.

Development:
1. Prepare the primary resources in the Appendix in this lesson module. Search for additional information about some of the primary resources. (Make sure to glue the “clues” to the primary source on back of the source.)
2. Organize students into partners or small groups. Give each partnership or small group 1-3 primary sources. Tell them to not turn the source over until they have completed the next part of the lesson.
3. Provide students with the following guiding questions for analyzing primary sources. Inform them that they will be working as history detectives to try to unlock this “History Mystery.” Have them write down their answers to the following questions on a piece of paper or document that you have created.

Guiding Questions for Analyzing Primary Resource
What is this resource?
What type of a resource is it?
Who helped create this or is involved in this resource?
When was this resource created?
What is happening in this resource? What we can learn from this resource?
What can we teach others about this primary resource? What story does it tell?

4. Give students time to critically analyze these primary sources. Encourage them to use additional resources (books, websites, articles) that you provide to research more information about the resource they have been given.
5. Give students time to finalize their research and prepare a brief presentation of their primary sources and the stories behind these resources.

Culmination:
1. Have students come up in partnerships or small groups to present their primary resources to the class. Ask them to make sure to share the date of the source, type
of source, key people/event involved in the source, and their perspective on why this source is important.

2. As each partnership or small group presents have a student or two stay in front of the class and begin to organize themselves according to the date of their primary source(s). Create a human timeline of these events and important people.

3. Once all students have finished presenting their primary sources, review the chronology and main events/sources of the human timeline. Help students begin to see connections across time and to find common themes such as women getting arrested, citizens working together, etc. Perhaps provide additional information about topics such as the hunger strikes that arrested women did in order to raise awareness for their cause.

4. Collect the primary sources in order and post them in the room with your beginning timeline in order so that students can refer to them throughout the rest of the lesson module.

**Assessment:**

1. Revisit the chart paper you have been using throughout the lessons to reflect on and add to the students’ learning.

2. Collect students’ responses to the guiding questions they answered about their primary sources. Evaluate these both formally and informally to check for student understanding.
LESSON MODULE

DAY 4

Title: Voices of the Women’s Suffrage Movement Convene

Learning Goals:

Knowledge:
- Students will understand the ways in which diverse people in the United States fought for women’s suffrage.
- Students will understand key people and events related to the women’s suffrage movement.
- Students will learn about people who worked as active citizens for change.

Skills:
- Students will read, write, and participate in a role-play activity centered on the women’s suffrage movement.
- Students will have an opportunity to raise awareness of the key people and events of the women’s suffrage movement in their classroom and beyond.

Dispositions:
- Students will develop an empathetic awareness of the ways in which some people viewed and treated women who fought for women’s suffrage.
- Students will develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.
- Students will engage in active citizenship through a role-play activity and advocacy regarding women’s suffrage.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

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Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials:
Chart Paper
Markers
Copies of Venn Diagrams or other graphic organizer
Copies of Primary Sources (Appendix I and other resources)
Additional resources for student research (websites, books, articles—see Appendix II)
Art supplies for students to make artifacts connected to their historical figure
Snacks/Drinks

**Lesson Procedure:** (This lesson could span across a few days.)

**Introduction:**
1. Tell students that they have been invited to a party! Let them know that they are going to be researching a person who was involved in the Women’s Suffrage Movement and then pretending to be that person at the party! They will have a chance to meet one another and learn more about the diverse people who were involved in the women’s suffrage movement.

2. Support students choosing the person that they would like to learn more about. Provide them with a list of names and some primary resources from the Library of Congress related to their historical figure. You can begin by using the people/primary resources provided in the Appendix of this lesson module (e.g., Jeanette Rankin, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Vida Milholland, Alice Paul, Frederick Douglass).

3. Encourage students to research diverse persons and voices in the women’s suffrage movement including men, minorities, and people who were both for and against the women’s suffrage movement. Some ideas include:
   - Ida B. Wells (African American activist/reporter from Chicago)
   - Helen Keller (Injured at the March 3, 1913 Women’s Suffrage Parade in Washington, D.C.)
   - President Woodrow Wilson

**Development:**
1. Support students preparing the following prior to the party:
   - Have students come up with a quick script or notes of what they plan to say about their person when they come to the party.
   - Consider having students prepare all or some of the following:
     - A primary resource from the Library of Congress related to their person
     - An artifact (item that looks old) related to their person
     - A costume element such as a hat, scarf, poster, etc.
     - A quote from their historical figure

2. Organize the party! Have some snacks and drinks. Make it a fun event where students have the opportunity to participate in an interactive role play!

3. During the party set some guidelines, such as:
   - Make sure to meet and interact with at least five other “historical figures”
   - Stay on task and play the role of your historical figure
- Take notes on the people that you meet. Make sure to write down their names, why they are important, and some other important facts about their role in the Women’s Suffrage Movement.

**Culmination:**
1. Collect student’s documentation of who they interacted with during the party. Use this as a formal or informal assessment piece.
2. Lead a whole group or small group reflection about the party. Ask questions such as:
   - What did you learn from this experience?
   - Who are some new people that you met that you did not know about before?
   - What went well at our party? What could have gone better?
3. Revisit the historical inquiry questions for the lesson module - “What was the women’s suffrage movement? Who were some key people and events in the women’s suffrage movement?” Add to the student’s ideas and new understandings regarding these questions.

**Assessment:**

Some ideas for additional assessment for this lesson include:
1. Formally assessing the student’s performances while in the role of their historical figure during the lesson.
2. Have students use a Venn Diagram or other graphic organizer of your choice and to compare and contrast either two different historical figures they met today; or to compare and contrast their historical figure with another historical figure they met.
3. Write a RAFT (Role, Audience, Format, Topic) piece as a formal assessment piece. For example, students can write a letter, news report, song, or poem from the perspective of their historical figure about their figure’s involvement in the Women’s Suffrage Movement.
Lesson Module

DAY 5

Title: Inspired by the Women’s Suffrage Movement: Citizenship in Action

Learning Goals:

Knowledge:
- Students will understand the various ways in which they too can work for change as active citizens.
- Students will learn ways to share their new found knowledge about the women’s suffrage movement and active citizenship in general with others through service learning and/or advocacy on a topic of their choice.

Skills:
- Students will have an opportunity to raise awareness of the key people and events of the women’s suffrage movement or another topic of their choosing in their classroom and beyond.
- Students will learn how to collaborate as active citizens for change.
- Students will learn how to make decisions and communicate with one another regarding their efforts as active citizens.

Dispositions:
- Students will engage in active citizenship through service-learning and/or advocacy regarding women’s suffrage or another topic of their choosing.
- Students will develop a deeper understanding and empathetic awareness of the difficulties and opportunities inherent in being active citizens.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

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Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials:
Paper
Writing Utensils
Other needed documents to support the planning process
Lesson Procedure:

**Introduction:**
1. Using the chart paper where you have document student learning related to the historical inquiry questions you have been working with as a class, quickly review some of the major topics, people, and events that students have learned throughout the last few lessons of this module.
2. Ask students, “What are the many ways in which people involved in the Women’s Suffrage Movement worked as active citizens?” Write student generated ideas on the board.
3. Tell students that today they are going to have the opportunity to decide and begin planning a project in which they will work together as active citizens for change!

**Development:**
1. Inspired by the efforts of numerous, diverse individuals involved in the Women’s Suffrage Movement, work with students to generate a list of ideas of ways that they can take action in their own school or local community. Some ideas may include:
   - Raising awareness about the Women’s Suffrage Movement & sharing what they have learned as a class through giving presentations to other classes, creating digital media such as a podcast, video, wiki, or blog about what they have learned, and/or presenting a role play/simulation about key events of the women’s suffrage movement (e.g., Reenacting the March 3, 1913 Parade in Washington, D.C.)
   - Doing service-learning on a topic of interest or importance to their classroom or school community. Perhaps students want to raise questions about a new school policy, advocate for healthier school lunches, or clean up/improve their school grounds or playground?
   - Doing service-learning on a larger theme related to their local or even global community. Perhaps students want to address or raise awareness about poverty, environmental stewardship, animal welfare, healthy habits, or even cyberbullying?
   - Create digital media such as a podcast, video, blog, or wiki to reach a potentially global audience about your topic of choice. Use technology to become digital citizens working for change!
2. Support students in making decisions about their action project.
3. Facilitate the planning process for the project.
4. Document the steps of the students being active citizens working for change through taking photographs or video footage of their civic engagement.
**Culmination:**

1. Support students making their service-learning/action project a reality.
2. Document the event or series of events. Invite families, other classes, and/or community members to support your work.
3. Take time to reflect upon your work as active citizens and to celebrate your efforts! Make sure to share your images or video of the overall process during this celebration. Encourage students to recognize the many ways in which they too, like those involved in the Women’s Suffrage Movement, worked together as active citizens for change.

**Assessment:**

1. Formally assess students work throughout the service-learning/action project. Develop a rubric that allows you to evaluate their participation, leadership, communication, and/or decision-making efforts. OR
2. Ask students to develop a piece of writing that addresses some of the following questions based on their learning throughout this lesson module and/or during their service-learning/action project.
   - What does it mean to be an active citizen?
   - What are some of the challenges of being an active citizen?
   - What are some of the rewards of being an active citizen?
   - How did your learning throughout the past few week(s) impact you as a leader and leader?
1. Image
Miss Jeannette Rankin, of Montana, speaking from the balcony of the National American Woman Suffrage Association, Monday, April 2, 1917.
2. Image
The first picket line in front of the White House - College day in the picket line (February 1917).
3. Image
Police arresting party picketers outside White House (August 1918).
4. Image
Vida Milholland of New York City, sister of Inez Milholland Boissevain, was arrested picketing for suffrage at the White House in Washington, D.C., July 4, 1917, and served three days in District Jail. In 1919 she traveled as part of the NWP "Prison Special" speaking tour, singing at each meeting the speakers held in cities across the country.

5. Image
Miss Alice Paul, New Jersey, National Chairman, Congressional Union for Woman Suffrage; Member, Ex-Officio, National Executive Committee, Woman's Party (1915).
6. Image

[Mrs.] Lawrence Lewis [Dora Lewis] of Philadelphia on release from jail after five [d]ays of hunger striking. (August 1918)
7. Political Cartoon
National American Woman Suffrage Association Collection (1848-1921) – Cartoon

Woman Devotes Her Time to Gossip and Clothes Because She Has Nothing Else to Talk About. Give Her Broader Interests and She Will Cease to Be Vain and Frivolous.
8. Poster
9. Image
Women’s Suffrage Parade on March 3, 1913
Crowds at 15th & Penna. Ave. before the Suffragette Parade, March 3, 1913
10. Image
Diagram of Women’s Suffrage Parade on March 3, 1919
Suffrage March Line--How thousands of women parade today at Capitol (March 3, 1919)
11. Image
Frederick Douglass
12. Document (Flyer)
The first convention ever called to discuss the civil and political rights of women, Seneca Falls, N.Y., July 19, 20, 1848. Woman's rights convention.

THE FIRST CONVENTION
EVER CALLED TO DISCUSS THE

Civil and Political Rights of Women,

SENECA FALLS, N. Y., JULY 19, 20, 1848.

WOMAN'S RIGHTS CONVENTION.

A Convention to discuss the social, civil, and religious condition and rights of woman will be held in the Wesleyan Chapel, at Seneca Falls, N. Y., on Wednesday and Thursday, the 19th and 20th of July current; commencing at 10 o'clock A. M. During the first day the meeting will be exclusively for women, who are earnestly invited to attend. The public generally are invited to be present on the second day, when Lucretia Mott, of Philadelphia, and other ladies and gentlemen, will address the Convention.9

9 This call was published in the Seneca County Courier, July 14, 1848, without any signatures. The movers of this Convention, who drafted the call, the declaration and resolutions were Elizabeth Cady Stanton, Lucretia Mott, Martha C. Wright, Mary Ann McClenock, and Jane C. Hunt.
13. Image
Susan B. Anthony, head and shoulders portrait, facing left
14. Image
Elizabeth Cady Stanton and her daughter, Harriot--from a daguerreotype 1856
15. Image
Lucretia Mott, 1870
16. Image
Colorado's ratification of suffrage amendment, Dec. 12, 1919.
(Photograph of crowd of people standing around desk as ratification document is signed.)
APPENDIX II:
BIBLIOGRAPHY AND WEBLIGRAPHY
OF RESOURCES FOR STUDENTS AND TEACHERS

Bibliography of Children’s Literature


Webliography of Supporting Online Resources for Students

**Congress for Kids: Women – The Right to Vote**
A colorful website with interactive quizzes about the branches and processes of the United States federal government in connection with women’s suffrage.
[http://www.congressforkids.net/Constitution_righttovote.htm](http://www.congressforkids.net/Constitution_righttovote.htm)

**PBS Kids: Women and the Vote - Alice Paul**
A student friendly website that profiles the work of Alice Paul, women’s suffrage activist who went to prison fighting for women’s right to vote.
[http://pbskids.org/wayback/civilrights/features_suffrage.html](http://pbskids.org/wayback/civilrights/features_suffrage.html)

**Scholastic: Women’s Suffrage**
Links to resources that are student friendly addressing topics such as the History of Women’s Suffrage, Women’s Right to Vote around the world including an interactive map, and the story of Effie Hobby (a centenarian who remembers what it was like to vote for the first time).
Webliography of Supporting Online Resources for Teachers

Library of Congress: Timeline of Women’s Suffrage
A timeline of the key events related to women’s rights leading up to the women’s suffrage movement. Events posted range from 1776 to
http://memory.loc.gov/ammem/naw/nawstime.html

Library of Congress: Women’s History Month
A plethora of teaching resources and background information on Women’s History Month including links to images, audio, video, and webpages for teachers.
http://womenshistorymonth.gov/

PBS Teachers: Thematic Teaching – Women’s Rights
Integrated lessons and activities related to women’s rights and women’s suffrage. Includes links to online sources and print sources.
http://www.pbs.org/teachers/thismonth/women/index1.html

Scholastic: Ida B. Wells – Civil Rights Activist
This short article describes Ida B. Well’s activism in the Women’s Suffrage Movement, highlighting how she was not allowed to march on March 3, 1913 with the National American Woman Suffrage Association (NAWSA) because she was African American.
http://www2.scholastic.com/browse/article.jsp?id=4945

Teacher Vision: Women’s Rights, Suffrage, & Equality
Several lesson plans and teaching ideas related to Women’s Rights and Suffrage with links to information about topics such as the 19th Amendment, a timeline of women’s rights, and leaders of the women’s suffrage movement.
http://www.teachervision.fen.com/gender-studies/suffrage/6717.html
APPENDIX III:
READER’S THEATER (LESSON 2)

Cast of Characters:
Narrator 1
Narrator 2
Narrator 3
Lucretia Mott
Elizabeth Cady Stanton
Frederick Douglass

Narrator 1: We’re reporting live today from a very important event here in the city of Seneca Falls, New York. There are actually about three hundred people gathered for a Women’s Rights Convention. I don’t think that anyone expected this big of a turnout for this event.

Narrator 2: I agree. It’s been a hot summer and these next two days – July 19th and July 20th, 1848 are bound to heat up even more here at the Wesleyan Methodist Church where some very important people have gathered to "to discuss the social, civil, and religious condition and rights of woman."

Narrator 1: You know though, there aren’t just women here. There are actually about 40 men here as well supporting this controversial cause. One of them is the well-known Frederick Douglass, a former slave and now editor of the “North Star” newspaper of Rochester, New York. It’s an abolitionist newspaper, meaning it is working to end slavery.

Narrator 2: There are some other important people here as well such Susan B. Anthony, Lucretia Mott, and even Elizabeth Cady Stanton. Let’s talk to Lucretia Mott and Elizabeth Cady Stanton who are standing here now. Elizabeth & Lucretia, how did this event come together?

Elizabeth Cady Stanton: Well, I actually met Lucretia at a World Anti-Slavery convention in London, England back in 1840. We quickly began friends because we had a lot in common. We were both pretty mad that…

Lucretia Mott: They wouldn’t let us actually attend that conference! Yeah, they said they wouldn’t seat us because we were women. At that point Elizabeth and I realized we needed to take action. We needed to do something about women’s rights.

Elizabeth Cady Stanton: It wasn’t until eight years later that we actually starting planning this. It really came together pretty quick. I was recently visiting my sister in Waterloo, New York and Lucretia lived in nearby Seneca Falls, New York. We were able to get together and while we were visiting we decided that the time had come, we need to create a convention on women’s rights. We started planning this just a few weeks ago!
Lucretia Mott: We were both pretty fired up to have this convention because just last April (1848) New York passed the “Married Women’s Property Rights Act.” It was very controversial and involved a lot of debate. It gave women increased rights to property. Before this legislation, women couldn’t really own property - it all belonged to their husband.

Elizabeth Cady Stanton: Yeah, we felt like it was the right time to act. To prepare for this convention I wrote up eleven resolutions or big ideas about women’s rights and how men and women were created equal. In the ninth resolution, I stated that women should have the right to vote.

Lucretia Mott: I don’t know if I agree with her. When she first told me that she thought women should have the right to vote I said, “Why Lizzie, thee will make us ricidulous!”

Elizabeth Cady Stanton: I’m taking a stand on this. We must secure the right to vote if we are going to make changes. Excuse though, we’ve got to go now to get ready for the event! Let’s go Lucretia.

Narrator 1: Thanks ladies. We’ll check in with the conference later in the day. (Pause)

Narrator 2: We’re back, reporting from the Seneca Falls Convention here in Seneca Falls, New York. The convention has really heated up over Elizabeth Cady Stanton’s ninth resolution about how women should have the right to vote. It sounds like a lot of the people here at the convention aren’t sure how they feel about this. Hold on, Frederick Douglass is getting ready to speak about this…

Frederick Douglass: Women should have the right to vote. It is not fair to deny them this right. Think about it, how can women gain more rights and yet still not have the right to vote. Are they not citizens of the United States?

Narrator 1: While this resolution didn’t pass unanimously and continued to be quite controversial, Frederick Douglass seems to have had a powerful impact.

Narrator 3: In fact, Frederick Douglass did have an impact. The Seneca Falls Convention and in especially the ninth resolution Elizabeth Cady Stanton wrote about women’s right to vote slowly caused a big stir across the nation. In fact the declaration she wrote with all of the eleven resolutions was printed in the New York Herald Newspaper. She was quoted as saying, “Just what I wanted…it will start women thinking, and men too; and when men and women think about a new question, the first step in progress is taken.”

The End

Resource: Smithsonian Institute - [http://www.npg.si.edu/col/seneca/senfalls1.htm](http://www.npg.si.edu/col/seneca/senfalls1.htm)