

FLCHE-TPS Second Grade

Remember the Ladies

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<p>Enduring Understandings: Women made contributions in history. Women's suffrage means women's right to vote. Sequential order is time order.</p>	
<p>Essential Questions: What does women's suffrage mean? What did suffragists do to advocate for women's suffrage?</p>	
<p>Vocabulary/Targeted Skills: Suffrage, sequential order, summary, contributions, categorize, petition</p>	
<p>Unit Assessment/Culminating Unit Activity: Prompt: Write a summary which includes evidence from all four primary sources in sequential order.</p>	
Lesson title: Remember the Ladies	Time: 60 minutes
<p>Standard(s):</p> <p><u>Florida Social Studies Standards</u> SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community. SS.2.A.3.1 Identify terms and designations of time sequence.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic. LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
<p>Content Purpose: (I will) Use primary sources (so I can) to determine some of the activities women did to advocate for women's suffrage.</p>	

Assessment/Evaluation:

Give each pair or team a set of the photographs with captions (attached.) Have them line the photos up in sequential order. Then have the students write a summary which includes all four sources in sequential order.

Reading Materials/Primary Source links:

- *Suffragettes - Mrs. Alice Burke and Nell Richardson in the suffrage automobile "Golden Flyer" in which they will drive from New York to San Francisco. April 7, 1916*
<https://www.loc.gov/item/2001704319/?loclr=blogtea>
- *Crop It tools* https://www.teachinghistory.org/sites/default/files/2018-08/crop_it_tools.pdf
- *Arrival Envoys from San F[rancisco]. Parade arriving at Capitol*
<https://www.loc.gov/item/mnwp000426/>
- *Suffrage parade, Wash. D.C.* <https://www.loc.gov/item/2001704188/>
- *Crowd to hear Suffragettes, Oct. 28, 1908* <https://www.loc.gov/item/2001704189/>

Suggested Procedures:

1. Using word/phrase cards (attached), give a set per student pair or per student team to categorize. Don't give the students any further directions. Allow them to come up with the different categories. Have the students leave those cards organized while the lesson continues. A possible answer is provided, but there could be many answers, as long as the students can support their answer with why the categorized it the way they did.
2. Use *Suffragettes - Mrs. Alice Burke and Nell Richardson in the suffrage automobile "Golden Flyer" in which they will drive from New York to San Francisco. April 7, 1916* (<https://www.loc.gov/item/2001704319/?loclr=blogtea>) primary source and https://www.teachinghistory.org/sites/default/files/2018-08/crop_it_tools.pdf (*Crop It tools*) to guide students through analyzing this photograph. Pass out a set of two *Crop It tools* to each student. Model how to use the *Crop It tools* to focus on a specific part of a source, very similar to when people electronically crop photos. Students can make a variety of sizes of triangles and rectangles to "crop" or focus on an important part of the source. Invite students to thoroughly examine their image by using the tools. Pose one question at a time and ask students to look carefully and "crop" their answer. For example, ask students to: *Crop to show what first caught your eye. Think: Why did you notice this part? Crop to a clue that you have a question about. Think: What is your question? Crop to a clue that tells when this is happening? Think: What helps us recognize specific times?* Invite students to *revise their answer by choosing another crop that could answer the same question.* Encourage students to consider: *if they could only have one answer, then which crop would be best? Why?* Allow students to look at the crops of other students. Students can explain their crop to a partner. Or ask students to place their source and crop on their desk; and invite students to silently walk around and notice the different types of evidence that students used to answer the same question. **Don't share the title of the photo or any information.** Let the students know you will return to the photo later.

3. Read *Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles*, by Mara Rockliff, guiding their comprehension as the book is read.
4. Have a class discussion on *how the book compares to the photo from step 2*. Share the caption for the photo: *Suffragettes - Mrs. Alice Burke and Nell Richardson in the suffrage automobile "Golden Flyer" in which they will drive from New York to San Francisco. April 7, 1916.*
5. Have the students analyze *Arrival Envoys from San Francisco Parade arriving at Capitol* (<https://www.loc.gov/item/mnwp000426/>) using the 10/10/10 method (list 10 things you see/notice; list 10 more; list 10 more). Based on their lists, have students make a prediction of what the photo is displaying. After sharing some predictions, let the students know the caption: *Photograph of large crowd of suffragists on Capitol steps, some with banners, one with American flag, some in academic gowns, overseen by two uniformed policemen. They are unfurling the 100 ft long petition with the collected 10,000 signatures. (December 6, 1915)* Share with the students what the word suffrage means: *right to vote. These women on the Capitol steps were known as suffragists, and they were fighting in a peaceful way for women's right to vote. They did this through speeches, trips around the country, parades, writing articles, among many other ways.* (It is assumed students know what voting is, but that definition may need to be shared as well.)
6. Share the Suffrage parade, Wash. D.C. primary source (<https://www.loc.gov/item/2001704188/>) and do a quick whole group analysis. Share the title.
7. Repeat the same with Crowd to hear Suffragettes, Oct. 28, 1908 primary source (<https://www.loc.gov/item/2001704189/>.)
8. Have the students revisit their words sorted into categories. Have them make any changes based on the lesson. Then share a possible sort with them (attached) and remind them there could many ways to sort the words.
9. Give each pair or team a set of the 4 photographs with captions (attached.) Have them line the photos up in sequential order. Then have the students write a summary which includes all four sources in sequential order.

Extensions:

<https://americanhistory.si.edu/blog/2014/03/traveling-for-suffrage-part-1-two-women-a-cat-a-car-and-a-mission.html> Use this page for additional sequencing activity using the primary source photos.

Read *Marching with Aunt Susan*, by Claire Rudolf Murphy. Have students write 5 different events from the book, in sequential order.

<https://www.loc.gov/item/rbcmiller002709> Using this document, have the students determine what the words mean.

10,000 signatures	Suffrage
Two women	A cat
Parade	Washington, D.C.
Golden Flyer	Alice Burke
Nell Richardson	100 feet long petition
Capitol steps	Saxon
Cross country	Road trip

Possible answers for word sort. There are other possible answers. Please accept various answers, as long as the student is able to support their answer.

Possible answer #1

Category 1: 2 Ladies and a Cat Trip

- A cat
- Two women
- Golden Flyer
- Alice Burke
- Nell Richardson
- Saxon
- Cross Country
- Road trip

Category 2: Capitol Steps

- 10,000 signatures
- Suffrage
- Parade
- Washington, D.C.
- 100 feet long petition
- Capitol steps

Possible answer #2

Category 1: living things

- Two women
- A cat
- Alice Burke
- Nell Richardson

Non-living things

- 10,000 signatures
- Suffrage
- Parade
- Washington, D.C.
- Golden Flyer
- 100 feet long petition
- Capitol steps
- Saxon
- Cross country
- Road trip



<https://www.loc.gov/item/2001704319/?loclr=blogtea>

Suffragettes - Mrs. Alice Burke and Nell Richardson in the suffrage automobile "Golden Flyer" in which they will drive from New York to San Francisco. April 7, 1916.



<https://www.loc.gov/item/2001704188/>

Suffrage parade, Wash. D.C. March 1913



<https://www.loc.gov/item/2001704189/>

Crowd to hear Suffragettes, Oct. 28, 1908



<https://www.loc.gov/item/mnwp000426/>

Arrival Envoys from San F[rancisco]. Parade arriving at Capitol, December 6, 1915