

## FLCHE-TPS Lesson 6 Grade 5

### The History of Suffrage in America

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

<u>Enduring Understandings:</u> Some citizens of the United States had to fight for the suffrage. After protest, minorities such as African Americans and women were given the right to vote by the passage of Amendments 15, 19, and 21.	
<u>Essential Questions:</u> What did citizens do to expand suffrage rights in America?	
<u>Vocabulary/Targeted Skills:</u> suffrage, minority	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will produce a timeline with images showing the struggle for suffrage in the United States.	
<u>Lesson title:</u> The History of Suffrage in America	<u>Time:</u> 1-2 days (30-40 min each)
<u>Standard(s):</u> <u>Florida Social Studies Standards</u> SS.5.A.1.1 Use primary and secondary sources to understand history. SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods. SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today. SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.  <u>Language Arts Florida Standards</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
<u>Content Purpose:</u> Students will use primary sources to identify the history of suffrage in America.	
<u>Assessment/Evaluation (for this lesson):</u> Students will create a pictured timeline the answer to the essential question: <i>What did citizens do to expand suffrage rights in America?</i>	
<u>Reading Materials/Primary Source links:</u> <ul style="list-style-type: none"><li>• Source A- National American Woman Suffrage Association Collection copy <a href="https://www.loc.gov/resource/rbnawsa.n2152/?sp=2">https://www.loc.gov/resource/rbnawsa.n2152/?sp=2</a></li><li>• Source B- Youngest parader in New York City suffragist parade <a href="https://www.loc.gov/pictures/item/97500068/">https://www.loc.gov/pictures/item/97500068/</a></li><li>• Source C- Boiling over / Mabel Lucie Attwell <a href="https://www.loc.gov/resource/cph.3b49090/">https://www.loc.gov/resource/cph.3b49090/</a></li><li>• Source D- At the ballot box, everybody is equal, register and vote Join the NAACP <a href="https://www.loc.gov/resource/ppmsca.19870/">https://www.loc.gov/resource/ppmsca.19870/</a></li></ul>	

- Source E- Voter registration canvassing by Dick Landerm  
[https://digitalcollections.usm.edu/uncategorized/digitalFile\\_5da1a1ff-ad2b-4c54-8b29-3cb0a3383384/](https://digitalcollections.usm.edu/uncategorized/digitalFile_5da1a1ff-ad2b-4c54-8b29-3cb0a3383384/)
- LOC Analysis Tools <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Suggested Procedures:

1. Start the lesson by writing the word “vote” on the board. Ask students what they know about voting in America, listing their answers on the board.
2. Now write the word “suffrage” on the board. Ask students if they know what the word means (students should say “voting rights”).
3. Have students watch the video *The fight for the right to vote in the United States - Nicki Beaman Griffin* <https://youtu.be/P9VdyPbbzII>
4. Put students into groups giving them the *Voting Primary Source Set* (Sources A-E) asking them if they can figure out what they all have in common. Have students examine the sources with each other.
5. Have each student in the group choose one source to examine further. Students should study the source finding clues to help answer questions on the *Analyzing Photographs & Prints Worksheet*. Teacher should walk around to check for understanding, using information from sources weblinks.
6. Have students share their worksheet answers/source with their group. Using the new knowledge each gained about their source, have the group put them in timeline order.
7. Finally, have the group come up with a title for their timeline and add a date and caption to each source.

Extensions:

-Should we have a “Right to Vote” Amendment? This website provides, background, videos etc. regarding the push for a “Right to Vote” amendment. This is a blanket amendment would ensure “...explicit right to vote in the Constitution would guarantee the voting rights of every citizen of voting age, ensure that every vote is counted correctly, and defend against attempts to effectively disenfranchise eligible voters. It would empower Congress to enact minimum electoral standards to guarantee a higher degree of legitimacy, inclusivity, and consistency across the nation, and give our courts the authority to keep politicians in check when they try to game the vote for partisan reasons.” Would be a great discussion piece after lesson. [https://www.fairvote.org/right\\_to\\_vote\\_amendment](https://www.fairvote.org/right_to_vote_amendment)

# ANALYZING PHOTOGRAPHS & PRINTS

**Directions:**

*Answer the following question at it relates to the primary source. Students are encouraged to go back and forth between the columns; there is no correct order.*

<b>observe</b>
Describe what you see.
What did you notice first?
What people and objects are shown?
How are they arranged?
What is the physical setting?
What, if any, words do you see?
What other details can you see?

<b>reflect</b>
Why do you think this image was made?
What's happening in the image?
When do you think it was made?
Who do you think was the audience for this image?
What tools were used to create this?
What can you learn from examining this image?
If someone made this today, what would be different?
What would be the same?

<b>question</b>
What do you wonder about...? (who? • what? • when? • where? • why? • how?)

ON THE

SOURCE A.

TRIAL OF  
SUSAN B. ANTHONY,

ON THE

Charge of Illegal Voting,

AT THE

PRESIDENTIAL ELECTION IN NOV., 1872.

AND ON THE

TRIAL OF  
BEVERLY W. JONES, EDWIN T. MARSH  
AND WILLIAM B. HALL,

THE INSPECTORS OF ELECTION BY WHOM HER VOTE WAS RECEIVED.



ROCHESTER, N. Y. :

DAILY DEMOCRAT AND CHRONICLE BOOK PRINT, 3 WEST MAIN ST.

WOMEN'S POLITICS AND SUFFRAGE--1912



LC-USZ62-10845  
LC-USZ64-5585

65F

SOURCE B

*SOURCE C*



**AT  
THE  
BALLOT  
BOX  
EVERYBODY  
IS  
EQUAL**  
REGISTER AND VOTE



**JOIN THE NAACP**



**SOURCE E**