

Primary Source Lesson Plan with Reflection

Candidate Name: Alison K. Annis	Host Teacher Name: Kelsey Gerke	
School: Gruening Middle School	Grade Level: 8	# of Students: 24
Date & Time of Lesson: March 31, 2015 @ 9:05 a.m. and April 1, 2015, @ 9:05 a.m.	Length of Lesson: two 45 min. class periods	
Topic of Lesson: 19th Amendment/Suffrage	Content Area: Social Studies	
Materials: Include all materials including technology: Images of anti-suffrage cartoons, images of pro-suffrage cartoons, transcripts of pro and anti suffrage pamphlets, transcription of the Declaration of Women's Independence drafted at the Seneca Falls Convention (1848), video clip from suffrage documentary, bios of Sojourner Truth, Alice Paul, Elizabeth Cady Stanton, and Susan B. Anthony, timelines of the Suffrage Movement, handout with sections to be taped into social studies notebook, social studies notebook, pencil, DVD player, computer hooked up to projector screen for YouTube viewing.		

Alaska Standard: Government and Citizenship A) A student should know and understand how societies define authority, rights, and responsibilities through a governmental process. A student who meets the content standard should:

- 1) understand the necessity and purpose of government;**
- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;**
- 3) understand how nations organize their governments; and**
- 4) compare and contrast how different societies have governed themselves over time and in different places.**

Government and Citizenship B) A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

A student who meets the content standard should:

- 1) understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;**
- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;**

3) understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;

4) know how power is shared in the United States' constitutional government at the federal, state, and local levels;

5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;

STAGE ONE

STAGE TWO:

Objective(s):

1. I can summarize the United States Constitution including minority rights.
2. I can explain the importance of groups in forming and carrying out public policy

Student Assessment:

1. I can summarize the 19th amendment and describe it's purpose in writing.
2. I can explain the importance of the suffragette movement in changing public policy, through discussion and journal entries.

STAGE THREE: Opportunities to Learn

Introduction/Hook

How long do you think it has been legal in this country for women to vote?

How hard/easy do you think it was for women's suffrage to be made legal?

Processes and products

Differentiation/Accommodations/
Modifications (optional)

The 19th Amendment states:

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.” (ratified August 18, 1920)

Explain that we will be looking at “Primary Sources” to get an idea of what the debate was about and what happened to get the 19th Amendment to The Constitution.

Ask what they think a “primary source” is and briefly clarify the definition.
Prepare six stations of primary sources.

Small groups of students go to each station for 15 minutes (three on the first day and three on the second day). They answer the questions in the section about the primary source at that station. All six stations will be available to all students each day.

For propaganda cartoons:

- How would you describe the images in this cartoon?
- Do you think this cartoon is for or against women’s suffrage? Why?
- If the fight for women’s suffrage was happening now (if women did not yet have the right to vote) and you saw this cartoon, how would you feel or what would you think about it?

For propaganda pamphlets:

- Do you think this pamphlet is arguing for or against women’s suffrage?
- What do you think about the arguments being made in this pamphlet?
- Do you agree or disagree with the arguments?

Once they’ve visited each station and filled out each corresponding section on the worksheet, they cut out the sections and tape them in their notebook.

This lesson accommodates visual and auditory learners in its use of visual and audio information.

This lesson helps students of varying academic levels by grouping students and having them examining and discussing materials together. Students have an opportunity to learn from their peers.

Students may decide which stations they want to examine each day which allows for flexibility and self-managing.

Closure:

Name one piece of information that was new to you from this lesson.

How is this lesson sensitive to cultural and language issues?

This lesson is sensitive to cultural and language issues because it allows for peer support in groups. This allows for students with English as a second language to get clarification from their English speaking peers. There are audio and visual components to this lesson which accommodates visual and auditory learners.

Reflection:

This lesson was very enlightening and it was a lot of fun to teach with these eight graders. We set up the classroom with six stations. My host teacher had the YouTube video (One Woman One Vote) queued up and ready to play on the big screen. I brought my portable DVD player for the Susan B. Anthony/Elizabeth Cady Stanton documentary segment and set it up at a set of desks using an extension cord (my host teacher had one, thank goodness). I put the other materials to be explored at four separate desk clusters. I had all the copies of original pamphlets, cartoons, articles, and timelines printed on quality paper and mounted on colorful card stock to make them reusable (I gave them to my host teacher and she's going to laminate them for future lessons).

Students were allowed to partner up in groups of four and would be staying in these groups for both days of exploration.

Before I set them loose to look at the materials and videos, I gave them a frame of reference by mentioning that the Suffrage Movement started in 1848 and I asked if we had slavery at that time. Crickets. I mentioned the dates of the Civil War and they figured out that when the Suffrage Movement started, slavery was not yet abolished. It was important for them to understand the relationship between the Suffrage and Abolition movements as they played out together and affected each other. I also mentioned that they needed to keep in mind (before looking at all the materials) that men of the time thought the idea of women voting was ridiculous, outrageous, and it was the equivalent of asking for voting rights for your family dog or toddlers (in the minds of the men).

The groups rotated through the stations with a little less than 15 minutes at each station. I sort of lost track of time on the first rotation but my host teacher reminded me. I was engaging with the students at the stations, answering questions, and helping them interpret the cartoons. It wasn't as easy for them to tell the difference between the 'for' and 'against' suffrage cartoons as I thought it would be.

On day two, I gave them another "frame of reference" about what it was like for the women. The day before, I told them about what the men thought of women's voting rights. This day, I mentioned how Mrs. Gerke's meme of sarcastic Willy Wonka had everything to do with the Suffrage Movement.



I asked who knew what the connection was and I was delighted to see Colton raise his hand! He said, "Because women weren't allowed to vote, their futures were decided by everybody else...everybody else being men." I felt redeemed! I was worried he would think my connection was "ridiculous" again. I asked the class about how, "If you are a lawmaker or politician back then, who do you need to appeal to to get elected and reelected?" They recognized right away that it was "men" so then I mentioned how the laws back then were biased against

women, in that they had no property rights, no rights to divorce, no custody rights to their children should they be married to an abusive husband and need to leave. I told them how women were only legally allowed to leave with the dress on their backs but with none of their belongings or children. I mentioned that the Suffrage Movement wasn't about how it wasn't fair that women didn't get to vote. The laws, as they were, negatively affected women on a daily basis and the only hope they had of changing the laws was through voting rights.

I mentioned the basis of the temperance movement stemming from women and their lack of rights or legal recourse. I reviewed with them the amendments that started and ended prohibition and discussed how the men were willing to prohibit alcohol before they were willing to give women the right to vote.

We tweaked the second day a little bit (my host teacher figured out through doing the lesson with two of her other class periods that it was better to have everyone watch the YouTube video all together and rotate through the other stations separately). We only had one group who had seen the video on day one so while the rest of the class watched the video (in the last 15 minutes) that group looked through the cartoons. It worked more smoothly because it tended to be a small distraction otherwise.

Another thing my host teacher figured out was that it was better for the students to analyze the cartoons by sorting them into 'for' and 'against' piles. Once they were finished sorting I reviewed their choices with them. It was better for them to have that guideline/structure than to just go through them on their own.

When the video clip from "One Woman One Vote" was finished the class period was just about over. The video clip was about the imprisonment of the picketing suffragettes and their hunger strikes. It was a nice dramatic conclusion to the lesson and I mentioned a movie based on the efforts of Alice Paul called, "Iron Jawed Angels." The students actually sounded interested in finding the movie because after I told them it wasn't available from streaming Netflix but it was available through the Netflix mail, one student asked me to repeat the name of the movie. Several students wrote it down.

As they went through the stations the students were diligently finding the answers to the questions and writing them down. They cut out and pasted the question forms into their Social Studies notebooks on the first day so they weren't designed to be turned in.

If I could do this lesson again I would wear a suffragette costume to class on the second day! I would wear the hat, the sash, the "Votes for Women" button, everything! It would be so cool and the kids would laugh but they would always remember it too!

Attachment: The questions for their Social Studies notebooks

Station 1 ~ Suffrage Cartoons:

What is the difference in the way women are portrayed in these cartoons?

If you saw these today, what would you think and why?

Station 2 ~ Alice Paul:

What did Miss Paul do to get thrown in jail in England?

What was her protest tactic while in jail?

What did she want to accomplish with her protest?

Station 3 ~ Suffrage Timeline and Activist's Bios:

How long did it take, from the beginning of the suffrage movement, until the 19th Amendment was ratified?

When and where did the movement begin and who began it?

Why did the suffrage movement start?

Station 4 ~ Suffrage Pamphlets:

What is one argument that was made against women's suffrage? What do you think about the arguments that were made against women's suffrage?

What is one argument for women's suffrage? What do you think about the arguments that were made for women's suffrage?

Station 5 ~ Not for Ourselves Alone - Part I, The Nero's Hour (Ch. 12):

- What word was to be added to The Constitution for the first time?
- How did the suffragists want change the 14th and 15th Amendments?

Why did Fredrick Douglas pull his support for the suffragists?

What did Stanton and Anthony do as a result of the men NOT supporting their efforts with the 14th and 15th Amendments?

Station 6 ~ One Woman One Vote - YouTube Video, <https://youtu.be/pwEWTsJcJgQ>

(1:16:19 to 1:30:19)

What are some of the tactics employed by Alice Paul and her group?

How did their tactics work?