

Sample Pages from



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Primary Sources: United States Women's Suffrage

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (2 pages)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

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Sixty-sixth Congress of the United States of America;

— PRIMARY SOURCES —

At the First Session,
UNION OF THE STATES

Women's Suffrage

JOINT RESOLUTION

Proposed as an amendment to the Constitution extending the right of suffrage

Read by the Senate and House of Representatives of the United States of America in Congress assembled (each House concurring therein).
That the following article is proposed as an amendment to the Constitution,



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and concise, easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet both McREL content standards and the recently revised standards for the National Council for the Social Studies (NCSS 2010).

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- build literacy skills.
- strengthen critical-thinking skills.
- be prompted by visual clues.
- compare their assumptions against those of others.
- expand their appreciation for other time periods.

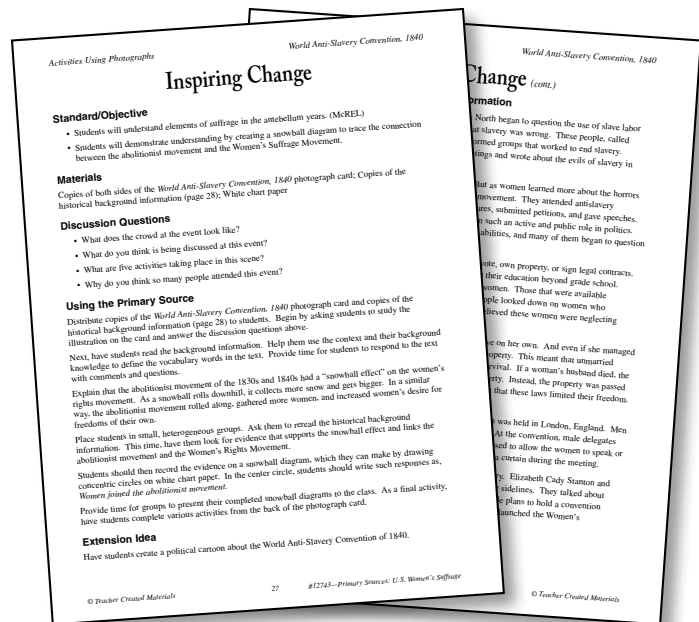
By presenting the lessons in this book, teachers will:

- improve students' test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning.
- develop critical-thinking skills in students.

Teacher's Guide

The Teacher's Guide includes the following:

- 8 photograph card lessons
- 8 primary source lessons
- standards and objectives
- materials lists
- discussion questions
- extension and challenge activities
- historical background information
- reproducible student activity sheets
- 12 document-based assessments
- document-based question task
- student glossary
- suggested literature and websites

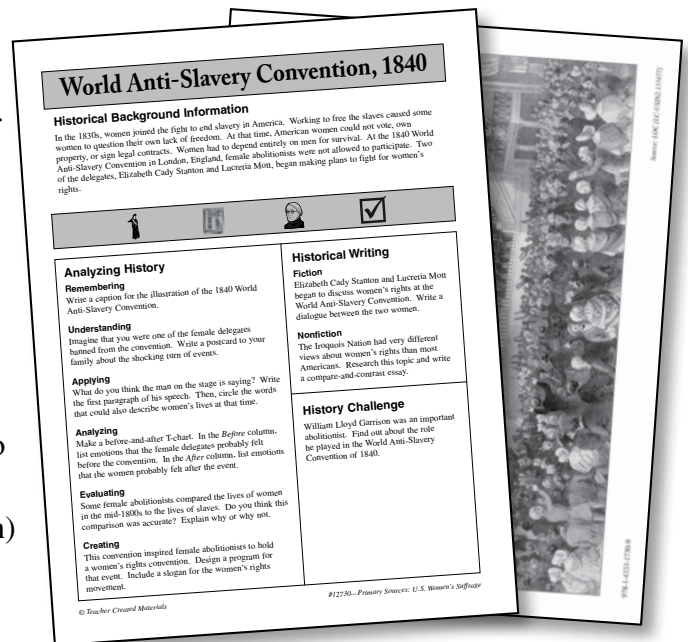


How to Use This Product *(cont.)*

Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the back of the photograph card. These activities can be used by teachers in a way that best suits the classroom needs (group work, individual work, learning center, etc.). Each photograph card includes:

- a primary source image
- historical background information
- revised Bloom’s taxonomy questions designed to help students analyze what they see and learn
- historical writing prompts (fiction and nonfiction)
- a history challenge featuring an engaging and challenging student activity



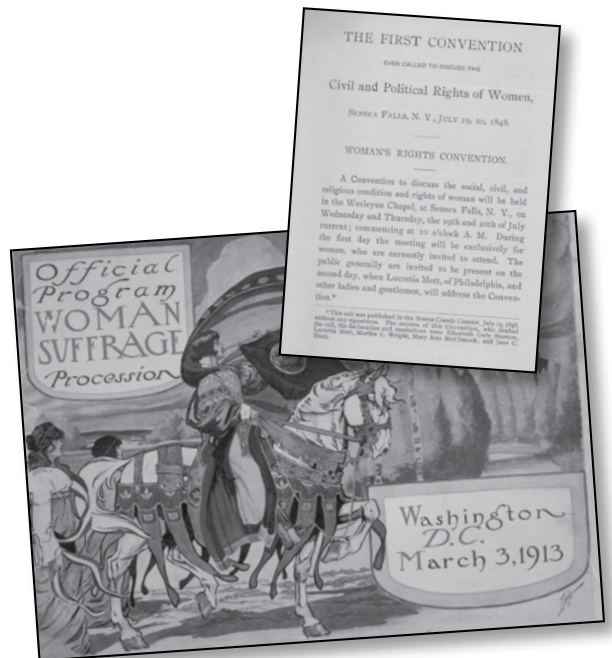
Primary Source Documents

Facsimiles of primary source documents are provided in both an authentic-looking format and in digital format on the Teacher Resource CD. The documents come in varying sizes.

Teacher Resource CD

The Teacher Resource CD contains the following:

- digital copies (both in PDF and JPEG formats) of photographs and primary sources
- additional photographs and primary sources to support and enrich the lessons
- student reproducibles
- student glossary
- detailed listing of original location of photographs and primary sources
- document-based assessment rubric example
- hyperlinks for suggested useful websites



See pages 103–104 for more detailed information about the contents of the Teacher Resource CD.

Marching for Rights

Standard/Objective

- Students will understand efforts to achieve women’s suffrage in the early twentieth century. (McREL)
- Students will evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times by creating a checklist for future women’s suffrage protests.

Materials

Copy of the facsimile *Woman Suffrage Procession Official Program*; Copies of the historical background information (page 68); Copies of the *Protest Checklist* activity sheet (page 69); Copies of *Woman Suffrage Procession Official Program* (page 70)

Discussion Questions

- What is a procession?
- Why do you think the procession was held on March 3, 1913?
- Describe the tone set by the artwork on this program. Do you think this tone accurately represented the real event?

Using the Primary Source

Display the facsimile *Woman Suffrage Procession Official Program* and distribute copies of *Woman Suffrage Procession Official Program* (page 68) to students. Ask students to examine the image. Use the discussion questions above to generate a class discussion.

Next, distribute copies of the historical background information (page 68) to students. Have students read the information with a partner. Then, make a T-chart on the board. Label one side of the chart *Pros* and one side *Cons*. Ask students to work with their partners to analyze Alice Paul’s ideas for winning women’s suffrage. Have them add pros and cons of her ideas to the class list.

Finally, distribute copies of the *Protest Checklist* activity sheet (page 69) to students. Have students work with a partner. Explain to students that they will imagine they are living in 1913 and will be designing a checklist to make sure future women’s suffrage protests contain all the elements of the successful 1913 Washington, DC, procession.

Extension Idea

Have students use the Internet and other sources to find out more details and view photos of the 1913 Woman Suffrage Procession.

Marching for Rights *(cont.)*

Historical Background Information



In 1912, the Women’s Suffrage Movement in America was struggling. Suffragists had been fighting for 64 years without a major victory. The movement needed help, and help arrived in the form of a bold and daring 28-year-old activist, Alice Paul. Paul had just returned from England, where suffragists there used extreme measures to keep their cause in the news. Paul had even served jail time for her part in the radical protests. She was determined to revive the United States Women’s Suffrage Movement with similar tactics.



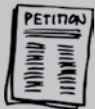
In November of 1912, Paul arrived at the National American Woman Suffrage Association convention with big ideas. She volunteered to organize a parade in Washington, DC, that would coincide with the U.S. president’s inauguration. This would help the suffragists attract more media attention. It would also move the cause in a new direction. Paul planned to hold the president directly responsible for the status of women in America. Pressure on the president, she believed, would force him to take a stand on women’s suffrage.



Paul moved to Washington, DC, to plan and raise money for the spring event. The parade would feature nine bands, four mounted brigades, and more than 20 floats. At the end of the route, women dressed as the American ideals of charity, liberty, justice, peace, and hope would put on a dramatic pageant. A 20-page program would help attendees remember the event. The cost of the event was more than \$14,000, an enormous sum that Paul had raised.



On March 3, 1913, a well-known female lawyer named Inez Milholland led the procession in flowing white robes atop a white horse. The parade marched down Pennsylvania Avenue to the U.S. Treasury Building. Bands played, banners waved, and more than 5,000 marchers followed. A few blocks into the parade route, crowds of men began to spill into the street. The parade struggled to move forward. Men began to trip, grab, and shove the marchers while shouting insults and calling names. The police watched the brutal scene without stepping in to help the women. Some witnesses even reported seeing police officers participate in the harassment.



Hundreds of marchers ended up in the hospital that day. But to Paul’s delight, the parade ended made newspaper headlines. She had succeeded in bringing women’s suffrage back into the spotlight.



Paul also attracted the attention of newly elected President Woodrow Wilson. When Wilson arrived in Washington, DC, the crowd at the train station was much smaller than expected. To his disappointment, people had chosen to attend the women’s suffrage parade rather than welcome the new president.

Name _____

Protest Checklist

Historical Background Information

In 1913, activist Alice Paul organized a huge procession to draw attention to the Women’s Suffrage Movement. Thousands of suffragists, floats, and marching bands paraded down Pennsylvania Avenue in Washington, DC. A few blocks into the parade route, crowds of men began to trip, grab, and shove the marchers while shouting insults and calling names. The police watched the brutal scene without stepping in to help the women. Hundreds of marchers ended up in the hospital. However, the parade was featured in the newspapers. Paul had succeeded in bringing women’s suffrage into the spotlight.

Activity

Directions: Imagine you are living in 1913. Create a checklist to ensure that future women’s suffrage protests contain the elements of the successful march on Washington, DC.

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Challenge

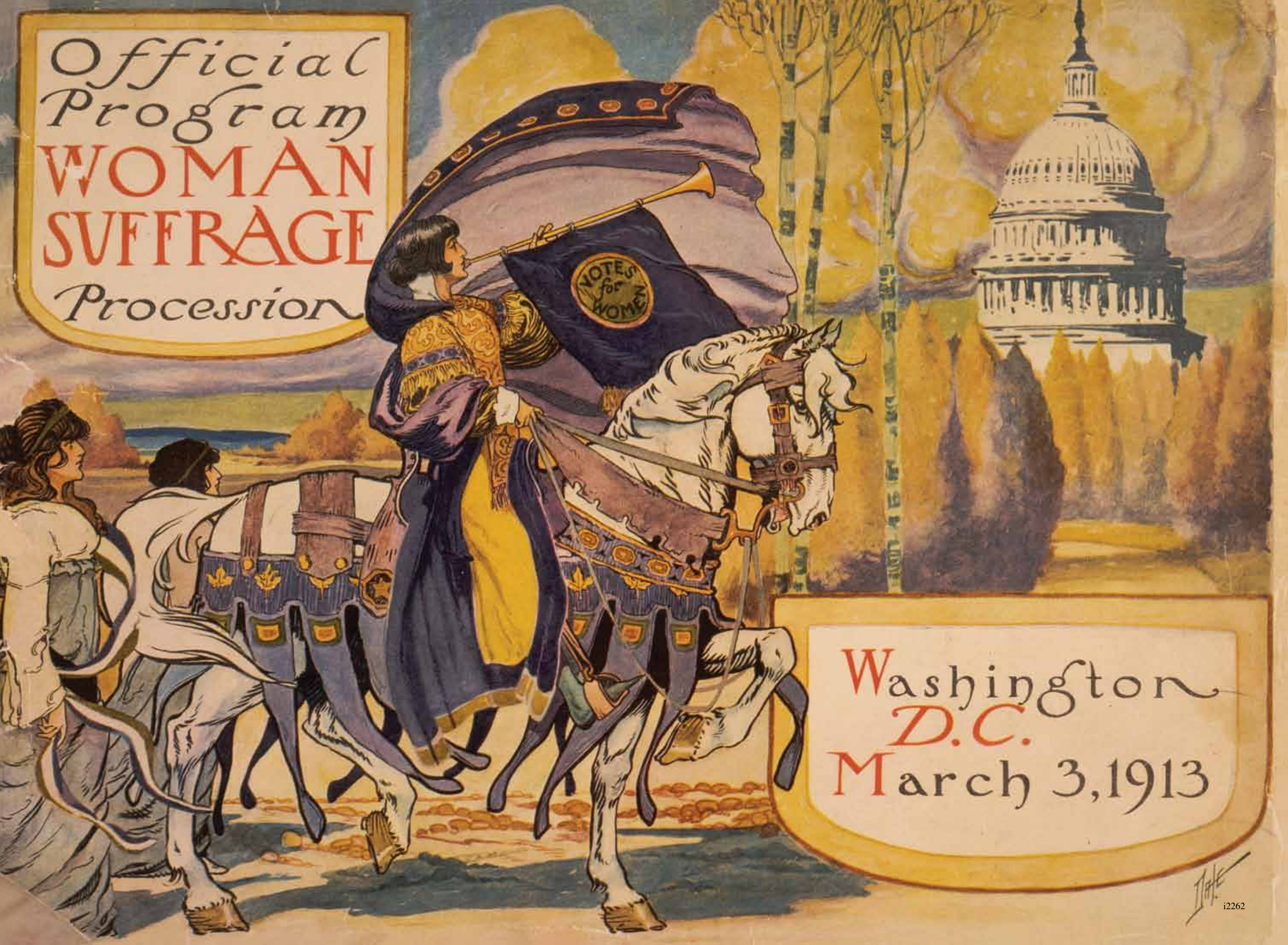
Use the checklist as a guide for planning a women’s suffrage protest to follow the march on Washington, DC.

Woman Suffrage Procession Official Program



Source: LOC ILC-USZC4-29961

*Official
Program*
**WOMAN
SUFFRAGE**
Procession



*Washington
D.C.
March 3, 1913*