Subject: Social Studies
Grades: 4th-6th

*Modified from a lesson written by Emilie Poplarchik

Importance of the lesson: The students will have a better understanding of the importance of rights for women and the struggles to obtain these rights. Students will view a photograph and read newspaper articles depicting the women’s viewpoints.

Objectives:
1) The students will be able to write about the women’s suffrage movement after viewing a photo and articles depicting the women from the 1850’s to 1920’s.

2) The students will be able to list the reasons why women wanted a change in the voting process after reading a report by the Committee of Woman Suffrage.

3) The students will be able to compare and contrast the dress of the women in the photos to the dress of women today.

Pennsylvania Academic Standards:
1.2.5.A. Read and understand essential content of informational texts and documents in all academic areas.

1.4.5.A Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).

1.6.5.E. Participate in small and large group discussions and presentations.

8.1.6.B. Explain and analyze historical sources.

8.4.6.A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.

Primary Sources:

Lesson Procedure:
1) The lesson will begin as a discussion of the basic rights we all have in the United States. Then, ask students to think about how these rights were obtained and whether they think all men and women easily obtained the same rights. Tell students that before the 1920’s, women did not have the right to vote. In the years between 1850 and 1920, women struggled to receive the right to vote.

2) In groups of four or five, have students discuss the ways they think women would have used to gain the right to vote. After a few minutes of discussion, give each group a copy of the photo showing women on the picket line. Have the groups write a short paragraph about what the photo depicts and their thoughts of it. Also, the students will write about why the women wanted change.

   Questions to answer during photo analysis:
   ~What can you infer from this photograph?
   ~What questions does this photograph raise in your mind?

3) Have each group share what they wrote and discuss the photo as a class. Briefly explain the women’s suffrage movement and the goals of the women.

4) Next, give each group a copy of the newspaper article about Mrs. Mackay, a leader in the suffragist movement. Have the students discuss the photo of Mrs. Mackay and have them compare her style of dress to the women of today. Then, each group will read the article and discuss what Mrs. Mackay’s goals are in the suffragist movement. Based on the article, groups will list ways they think Mrs. Mackay can aid the suffragist movement.

5) The last primary source the groups will view is a report submitted by Mr. Blair, from the Committee on Woman Suffrage. Each group will read the report and discuss it. Each group will be assigned one page of the report to summarize and present to the rest of the class.

   Questions to answer during both document analyses:
   ~List things the author said that you think are important.
   ~Why do you think this document was written?
   ~List two things the document tells you about life in the United States at the time it was written.

6) End the class by discussing how our lives would be different today if women did not have the right to vote. Have the students share their thoughts and viewpoints of the women’s suffrage movement.