

Share

Ask each group to share their poster with the class. During this time, students should **not** simply read their poster aloud. Try asking, **“What is your favorite part of the poster?”** or **“What was the most difficult thing about designing your poster?”**

Answers will vary.

This portion of the lesson should take approximately 12 minutes.

Process

Ask students, **“What are two things you learned about women’s roles during your time period?”**

Answers will vary, but could include, “Women were expected to be quiet and submissive homemakers. They were supposed to be mothers and wives above everything else.”

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Generalize

Ask students, **“How would it feel to be a woman during that time period?”** *Answers will vary, but could include, “Difficult. Suppressive. Empowering.”*

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Apply

Ask students, **“How can you apply what you learned about the women’s suffrage movement and use it with respect to issues facing people today?”** *Answers will vary, but could include, “I will work as a team with like-minded people to achieve a common goal. I will stand up for the rights of minority groups. I will question societal norms.”*

Take responses from a few students as time allows. This portion of the lesson should take approximately 1 minute.

Life Skill(s)

9th Grade

Demonstrate the ability to learn, reason, think creatively, make decisions and problem solve. (Hands Working)

Acquire, communicate, organize, use and evaluate information. (Hands Working)

10th Grade

Demonstrate the ability to learn, reason, think creatively, make decisions and problem solve. (Hands Working)

Acquire, communicate, organize, use and evaluate information. (Hands Working)

11th Grade

Demonstrate the ability to learn, reason, think creatively, make decisions and problem solve. (Hands Working)

Acquire, communicate, organize, use and evaluate information. (Hands Working)

12th Grade

Demonstrate the ability to learn, reason, think creatively, make decisions and problem solve. (Hands Working)

Acquire, communicate, organize, use and evaluate information. (Hands Working)

Reference: loc.gov/teachers/classroommaterials/lessons/women-rights/index.html

Supplemental Information

Educational Standard(s) Supported

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, “Perfect 36”). (C, H, P, TN)

GC.47 Describe the women’s rights movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.48 Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v. Carolene Products, Adarand Constructors v. Pena). (C, H, P)

Women's Suffrage Movement

Time Period (Circle One): 1840-1869 1870-1899 1900-1920

Arguments

What arguments and strategies did women use when fighting for suffrage?

Barriers

What events or social barriers in the time period slowed down the suffrage movement?

Chances

What jobs and opportunities were available to women during this time period?

Demands

What reforms did women want?