Goals:
1. Students will know about voting rights.
2. Students will understand the significant work people did to allow all people the right to vote.
3. Students will know important dates and definitions about the history of voting.
4. Students will understand what it was like to live in a time when voting was not the right of everyone.

Standards:
#3A. Use correct grammar, spelling, punctuation, capitalization and structure.
#3C. Communicate ideas in writing to accomplish a variety of purposes.
#4A. Listen effectively in formal and informal situations.
#5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
#10A. Organize, describe and make predictions from existing data.
#14A. Understand and explain basic principles of the United States government.
#14C. Understand election processes and responsibilities of citizens.
#14F. Understand the development of United States political ideas and traditions.
#16A. Apply the skills of historical analysis and interpretation.
#16B. Understand the development of significant political events.

Benchmarks:
#3A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
#3C.1a. Write for a variety of purposes including description, information, explanation, persuasion and narration.
#4A.1a. Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
#5C.1a. Write letters, reports and stories based on acquired information.
#5C.1b. Use print, nonprint, human and technological resources to acquire and use information.
#10A.1a. Organize and display data using pictures, tallies, tables, charts or bar graphs.
#14A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.
#14C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.
#14F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.
#16A.1a. Explain the difference between past, present and future time; place themselves in time.
#16B.1(w) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

Materials:
1. Interview sheet.
2. Pictures of activists.
3. Paper
4. Pencil
6. “Hail to the Chief! Presidential Cyberhunt”, worksheet
7. Unit Folder
9. white board and marker

Technology:
1. Computer’s with internet for teacher and each student.
2. Power Point with vocabulary words.

Objectives:
1. Students will be able to discuss their feelings about women’s voting rights in a small group and as a class.
2. Students will be able to compose an essay using information facts, dates, and vocabulary words they have learned in the lesson.

Set:

Prior to the lesson, the teacher has asked students to conduct an interview with an adult who lived during the time of woman’s suffrage. The questionnaire was provided to each student. They were instructed to contact an adult who met the criteria and ask them the questions provided. The students were told to have the interview ready for the beginning of class today. The teacher has also put up photographs and posters around the room of women’s rights activists, civil rights activists, and other propaganda from these time periods.

Teacher opens the lesson with the “United States Presidents” song that the students have been working on everyday throughout this unit. After the song, the teacher says, “We have now learned quite a bit about the election process and voting. Today we are going to take a step back in history and take a look at voting in the past.”

Procedures:

1. “We have been learning many new things about our country’s government and how it all works. Today we are going to continue this learning by talking about the voting process. I know that in yesterday’s lesson you learned about laws and how they are made. Many laws have to be voted on by the people of this country before they can become laws. Right now we are going to pretend that we are
going to vote on a law. The law would make Friday part of the weekend. This means that if the law gets enough votes, then we will no longer have school on Fridays. For the voting process, I am going to read the law and say pro. If you think this law is a good idea, you will need to raise your hand so I can put tally marks on the board for the pro side. I will then say con. If you do not think this law is a good idea, you will need to raise your hand at this time. Okay, pro’s raise your hands. (Teacher tallies votes, but only counts the boys who have raised their hands.) Now con’s, raise your hands. (Teacher again only counts the boys’ hands.) So, we have 5 pros and 6 cons. The con’s win and the law is not put into place.” (Students begin to notice that the numbers do not equal all of the students in the class. They start to make comments about what might have happened.)

2. (Student says, “Mrs. Negrete, I think you counted wrong. There are 22 students in the class, and that is only 11 votes.”)
3. “Yes, you are right. Does anyone notice who I might have missed?” (Students notice that the girl’s votes were not counted.)
4. “Yes, I did not count the votes of the girls. Why do you think that I did this?” (Students generate different ideas as to why the girl’s votes were not counted.)
5. “Let’s talk about this. Girls, how does it make you feel that your votes were not counted?” (Students discuss their feelings about begin unfair and feeling left out.)
6. “Boys, do you think it is fair that the girl’s votes did not count?” (Boys discuss their feelings about the vote not including the girl’s votes.)

7. “Well, this is an example of how things used to be in this country. Until 89 years ago, women were not allowed to vote. This means that when a president was being elected, or the mayor of a city was up for election, women had no say in who would get the job. Does anyone have any feelings about this?” (Allow students to discuss their thoughts about this. The idea is probably very difficult for them to understand since they have been so far removed from such a way of life. Teacher will guide discussion and use probing questions to assure it stays on the topic of voting.)

8. “I know this seems very strange to you, but it really wasn’t all that long ago that women had to fight very hard for the right to vote. Think back to last election when President Obama was elected. Many of you said that you went with your parents to the voting place. Well, I wouldn’t be surprised if many of your great-grandmothers were never allowed to vote.”

9. “In our vote, when the boys were the only votes that counted, the law did not get passed. Let’s look at the law again, and count the girl’s votes. Now the total is 12 pros, and 10 cons. So, with the girl’s voting, the law gets passed. This shows you how very important it was to include to votes of all people.”

10. “Many of the words that you have learned in your last couple of lessons will be words we will use in this lesson. In a few minutes we are going to read a fun book called, You Wouldn’t Want to be a Suffragist!, but before we do, we must learn a few more words and definitions. (Teacher has created a power point presentation with vocabulary words, their definitions, and a picture the object or idea.)
11. “The first word we need to know about is “suffrage”. Suffrage is the right or privilege of voting. As many of you know from going with your parents, this is a picture of a polling place. A place where people go to cast their vote.”

12. “The second word we need to know about is “suffragist”. Now that we know what suffrage is, can anyone guess what suffragist might mean?” (Student says, “Someone who votes?”)

13. “That is a very good guess, and you are on the right track, but a suffragist is someone who believes in the rights of voting and fights for that right. At this time in our history, whose rights do you think the suffragists were fighting for?” (Student answers, “Women.”)

14. “Yes, at this time in our history when we refer to a suffragist, we are talking about someone who was fighting for the right of women to vote. So as you can see by the picture these are some of the people who were fighting for the rights of women to vote. There were a few women who would be considered “The” suffragists. Their names are Susan B. Anthony and Elizabeth Cady Stanton. Here are pictures of them.” (Teacher points out the two women on the posters that had been previously displayed.)

15. “These women were also referred to as advocates. This is another of our vocabulary words. Can anyone use what we know so far and figure out what advocate means?” (A person who speaks or rights in defense of something.) “These women were advocates for women’s voting rights because they wrote articles and gave speech that talked about how important it was for women to be allowed to vote.”

16. “Okay, so when we say that these women “fought” for the right to vote, what do you think is meant by that?” (Students discuss what they think fighting for a right means. Some say like going to war, others imagine verbal fights.) “Well, there was some violence during this period, but one of the biggest ways these women would “fight” was traveling around giving speeches and demonstrations. What do you think a demonstration is?” (Student answers, “Like a parade?”)

17. “That is actually a very good example. These women would often hold rallies that would kind of look like parades. They would usually have posters that described what they believed in. They would also have women give speeches. There were men who also believed in women being allowed to vote. Another of our vocabulary words is “picket”. To picket means; a person or people standing outside of a building to protest. Does anyone have a parent who has had to picket at work?” (If none of the students have a story, the teacher tells the story about her father picketing for work when she was a child.)

18. “Another vocabulary word is “petition”. A petition is; a written document formally requesting a right or benefit from authority or government. So it is a letter written to the government requesting that a law be changed or made.”

19. “Can anyone think of another time in our history when demonstrations were a big deal?” (Students mention Martin Luther King Jr.)

20. “Yes, we learned about many demonstrations during our civil rights unit. And back before MLK, African American’s also had to fight for their right to vote. Does anyone remember what amendment, or law, allowed African American men the right to vote?” (15th Amendment)
21. “Yes, now can anyone guess what finally happened to allow women the right to vote?” (The 19th amendment allowed women the right to vote.)

22. “Another of our vocabulary words is “amendment”. Hopefully you remember from our past units that an amendment means; a legal change or addition to a law or body of laws.”

23. “I think we are ready to read our book now. The book is called; You Wouldn’t Want to Be a Suffragist!” (Teacher reads the book to the students.)

24. “What do you think? Would anyone want to have lived back then?” (Teacher leads a discussion with students about why they would or would not have wanted to live during this time period.)

25. “As you can tell from the book, Susan B. Anthony and Elizabeth Cady Stanton were important advocates for women’s voting rights. Let’s have a discussion about how it was to live in these times. The time frame we are thinking about was from about 1880-1920. Who can tell me what it was like for women back then? Did many women have jobs?” (Teacher and students have a discussion about the rights that women had. The discussion will involve women mostly staying at home to take care of the family, rarely working outside of the home. The discussion will lead to women being expected to dress like “women” by not wearing pants, and keeping their hair long, but always kept up. The teacher will ask the students if they have ever seen the original “Little House on the Prairie” movies, and relate the dress and living situations to the movies.)

26. “Now that you have an idea of what it was like to live in this time period, let’s learn a little about Susan B. Anthony and her friend Elizabeth Cady Stanton. Susan B. Anthony was considered an unusual woman for this time period. Unusual meaning that she was not like most of the women at this time. Susan was very honest about how she felt about things, when most women did not talk about their ideas. Susan was a teacher, which was one of the jobs that women were allowed to have at this time, but she never got married, and that was unusual. Because Susan was a teacher, she was used to speaking in front of people. This came in handy when she went around giving speeches to large groups of people at the conventions we were talking about earlier. Can you think of any women that we could compare Susan to?” (If students do not think of anyone, the teacher will discuss Hilary Clinton or Oprah. The discussion will compare the women by their speaking abilities and their huge influence on people.)

27. “While Susan was teaching she really began to get upset with how girls were treated. At this time girls were not given the same chances to go to school as boys were. This made Susan upset and she began to speak about women’s rights. Eventually, Susan met another woman named Elizabeth Cady Stanton. Elizabeth was also upset about how girls and women were treated. These two women decided that the only way to make things equal between men and women would be to make sure that women were allowed to vote. This is when the women became suffragists. And we know from our vocabulary words what this means.” (Students tell the meaning as someone who believes in the right to vote and fights for the right.)

28. “These two women went all over the country giving speeches and holding rallies about women’s voting rights. During this time, Susan decided that she thought it
was also unfair that women were supposed to dress in skirts and have long hair, so she cut off her hair and wore bloomers, which are like pants. Susan continued to fight for the right to vote until she died in 1906. Unfortunately she was never able to vote because the 19th Amendment was not passed until 14 years later, in 1920.”

29. “Now that we have got some background information about the suffragists, I want to talk about the interviews you each did. The assignment was to find someone who was old enough to remember this time. And if you could not find any one from that time, you were supposed to find an adult that would tell you about their beliefs about voting and their experiences with it. We are going to get into groups of three, and I want each person to tell the other group members about their interview. Tell them who the person you interviewed was, and how they felt about women’s voting rights.” (Give students at least 20 minutes to do this activity.)

30. “Now that everyone is done talking about their interview, we are going to start a writing assignment. This assignment is going to go into our portfolios at the end of the unit, for your parents to view at our inauguration day party. With that in mind, the essay you are going to write is going to take place during the time of the women’s suffrage movement. A movement is a time period of great change. This is considered a movement because great change did eventually come for women. I want each of you to pretend that you were alive during this time. Write about what it might have been like. You can be an adult or a child, you can be male or female, you decide. You can 1) write a story about witnessing a suffrage convention, 2) write a petition to the government telling why you think women should or should not be able to vote, or 3) write an article that might have appeared in a newspaper at this time about the women’s suffrage movement. You must include at least one important date and one fact from this time period. If you need any help finding details or information, you can use any of the encyclopedias in the classroom, you can use your social studies book, you can use the book that we read earlier, or you can ask me for help. Please do your best work so we can put them in your portfolios.”

Closing:

When students are done with their writing assignments have them proofread each others work and make any corrections they might need. “Now that we are done with this lesson, can anyone tell me if they would want to be a suffragist?” (Students answer yes or no) “And why would you not want to be a suffragist?” (Teacher uses student’s answers to guide them through a review of the lesson including the vocabulary words and a short description of Susan B. Anthony and Elizabeth Cady Stanton.) “You did a great job with your stories, you may now put them in your folders, and the first person in each row may collect the folders and return them to their bin. Tomorrow we will be learning more about voting, and getting ready for our Inauguration Day Party!”
Adaptations: Student with ADHD will sit near the front of the classroom where the activities are located. The teacher will guide the student through the essay writing procedure if needed.

Formative Assessment: Student’s will write an essay at the conclusion of the lesson that will require knowledge of vocabulary words and the period of time discussed in the lesson.

Summative Assessment: Portfolio at the end of the unit that will be graded by the teachers and viewed by parents.

Teacher Reflection: Did I use appropriate language for 3rd graders? Is there a more exciting way that the information could have been delivered? Did the lesson take too much time?

Emergency Activity: Hail to the Chief! Presidential Cyberhunt