

Teaching *The Hudson River Valley Review*

Woman Suffrage

Grade level: 6

Rationale:

Boice's article is a very good example of the role that people here in the Hudson River Valley (in this case Laura Johnson Wylie) has on the efforts to achieve civil rights. The Risk article focuses on the Newburgh women's convention. Special emphasis is placed on the tension between the old guard (Stanton and Anthony) and the new guard over the means to pursue the goal of women's rights.

Objectives:

Students will be able to:

- Complete notes that: list the rights that denied women in the 19th century and the reasons why the vote is very important.
- Create a t-shirt illustrating support for the cause of woman suffrage.
- Write a newspaper article about an interview with one of the suffragist leaders.

New York State Social Studies Standards:

Standard 1: History of the United States and New York

Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- **Key Idea 1:** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
- **Key Idea 2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
- **Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which includes learning about the important roles and contributions of key groups.

New York State Content Understandings:

Purposes of government

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

Local and State governments

Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Citizens can participate in political decision making and problem solving at the local, state, and national levels.

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Teacher Resources:

Articles from *The Hudson River Valley Review*:

Boice, Eva. "Woman Suffrage, Vassar College, and Laura Johnson Wylie." *The Hudson River Valley Review* 20.2 (2004): 37-50. Print.

Risk, Shannon. "The Republic May Wear a Crown of True Greatness; The 1895 New York State Woman Suffrage Association Convention." *The Hudson River Valley Review* 23.2 (n.d.): 17-32. Print.

Website, article by Jane Sheehan on Troy:

(http://www.hudsonrivervalley.org/library/pdfs/articles_books_essays/troytextiles.pdf)

Article by Vielkind

(<http://www.hudsonrivervalley.org/library/pdfs/womensrightsincollarcitylizvielkind.pdf>)

Materials:

- Handout with the outlines of a t-shirt. (*This is included at the end of the lesson plan*)
- Colored pencils/crayons/markers
- Images of the suffragettes (Either on the interactive white board, overhead, posters, or handouts. The article includes many good images.)

Procedures:

1. The teacher will discuss the rights that most women did not have until the late 19th century: the ballot, certain forms of employment (lawyer, doctor, college professor), acquire an advanced education, inherit property, have the right to raise her children, serve on juries, not treated like a child by husbands, fathers, brothers, or male guardians.
2. Next, s/he will ask the students to brainstorm about the importance of having the right to vote. Good reasons include: voice your opinions, help shape government policies, choose your representatives, and select people who not only supports your views but will bring them into the office to ensure that your views are carried on. Students will take notes on these reasons.
3. The teacher will then discuss the various suffrage leaders who were active in the Hudson River Valley. Specific examples are: Anna Howard Shaw, Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, and Lucy Stone. Teachers may wish to focus on the tension between the older leaders (the Seneca Falls folks) and the newer leaders, as featured on pages 18-22.
4. Create a slogan that will inspire others to support a woman's right to vote, or to pass laws supporting women's rights.
5. Students will design a t-shirt with a drawing of the suffrage leader on the front, and a compelling slogan on the back.

Assessment/Homework:

1. Students will imagine they are a newspaper reporter and interview one of the suffrage leaders mentioned in the reading. They are to write a column and explain how in the interview, the leader will explain her reasons for women to have the vote.

Enrichment:

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- Students might conduct more research into the lives of the women's rights activists in the Hudson River Valley.

T-Shirt Pattern

