

Teaching American History Grant: Learning Experience 2007-2008
Alexandra MacKinnon – New Paltz High School

Topic Title: Women’s Vote in England and America

Grade Level: 11, 12

Overview of Learning Experience:

- New York Learning Standard 1 - History of the United States and New York (analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans) (compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law) (understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom)).

- New York Learning Standard Standard 5 - Civics, Citizenship, and Government (explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens) (understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices) (value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality) (understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities) (discuss the role of an informed citizen in today’s changing world) (consider the nature and evolution of constitutional democracies throughout the world) (compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture)

- Students will interpret primary and secondary sources to explain historical events and issues.
- Students will compare and contrast similar political movements in two democracies during the early Twentieth century.
- Students will examine the impact of each of the movements had upon one another.
- Students determine the significance of the women’s vote on emerging democracies today.

Essential Questions:

- How can the suffragist movement be viewed as a radical demand in industrialized/progressive democracies?
- Elizabeth Cady Stanton said the women’s movement was the “greatest rebellion the world has ever seen”. With this in mind, can equality be legislated?
- How have women’s social and political positions changed in America and Britain over the past century?

Time Allotment: Two 82 minute block periods

Vocabulary: Suffragists, suffragettes, enfranchisement, Nineteenth Amendment, Women's Enfranchisement Bill, House of Lords, House of Commons, Parliament, civil disobedience, democrats, republicans, WPSU, NWSA, Liberal, Conservative, Labor.

Student Materials/Resources:

1. American Cartoon, Nell Brinkley, *The Three Graces* (1916)
2. British Cartoon, *After a Hard Day's Work!* (circa 1900) artist unknown
3. American timeline 1900-1920
4. British timeline 1900-1918
5. Image at NY suffragist headquarters
6. Image of British Suffragist with police
7. Image of British and American suffragists communicating in Washington D.C.
8. Image of modern women voting in Bahrain
9. "Sisters of Suffrage: British and American Women Fight for the Vote", by Barbara Winslow.
10. Group Presentation Rubric.

Teacher Materials/Resources:

- DVD player, and video *One Woman, One Vote* PBS Home Video sections:
- LCD player to view images of American and British cartoons
- Additional Computer in classroom (or you may use photocopies of images)
- Closing Discussion Questions:
 1. Where is Bahrain? Afghanistan?
 2. Why do you suppose women were getting the right to vote as late as 2003?
 3. Are there any other countries where women have recently been allowed to vote?
 4. What does this kind of equality mean to the country that passed the law?
 5. What does this equality mean to the rest of the world?
 6. Once women had the right to vote, was that enough?
 7. Are there any countries, which do not allow women to vote? (Saudi Arabia)

Procedure:

Day One -

- 11th grade US History Students view sections 2,3,4,11,17 of PBS video, *One Woman, One Vote*. (20 min)
- or-
- 12th grade AP Students read and highlight Winslow article. (15 min)
[suitable for AP US Government and AP Comparative Government.]
- Students view the British and American cartoons and take notes. (5 min)
- Divide students into two equal groups, American suffragist historians and British suffragist historians.
- Each group is given the British or American suffragist timelines handouts to read, highlight, and discuss. (15 min)
- Distribute the group presentation rubric. (2 min)

- Student's work collaboratively to write a group summary of the suffragist movement in America or Britain that includes events from the film or reading, their timeline, the cartoons, and photographs. *(25 min)*
- Each group also views the images of opposition and resistance that correspond with their British or American suffragists; these can be shown on separate computers within the classroom or photocopied as handouts. *(10 min)*
- Lastly, the image of British and American suffragists in D.C. ought to be projected on the LCD. Explain to students they may have to complete the work as homework and should exchange contact information. *(10 min)*

Day Two -

- Groups finalize their presentations to class, and then present their suffragist movement to the class, while the remaining group takes notes. *(15 min per group)*
- Each student is asked to write a one-page response paper to one or more of the essential questions of the lesson plan. *(30 min)*
- To conclude the lesson, students are shown the images of contemporary suffrage movements in Bahrain and Afghanistan. A discussion follows based on the closing discussion questions. *(20 min)*

Assessment: There are multiple assessments available; 1) student group presentations based on the rubric, 2) student's one page response paper based on the essential questions, and 3) individual participation in discussion of contemporary suffrage movements.