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Suffrage or No Suffrage

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Title: Suffrage or No Suffrage?

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Grade Levels: 9-12 (variable depending on school)

Time:

- One 50-minute day for the lesson

Focus Statement:

- This lesson focuses on the Women's suffrage movement, which was started during the Gilded Age (1865-1900). By studying and learning about this movement, students will begin to grasp how much was changed during and by the women who continually fought for equality and rights. In this lesson, students will learn the thoughts and thinking of the time period by analyzing primary documents from the era. By studying this information, students will, hopefully, start to really understand and realize how different our world today would have been different if these women never stood up and fought for their rights.
- The History Habit of Mind that will be focused on in this lesson is: Perceive past events and issues as they were experienced by people of the time, to develop historical empathy as opposed to present-mindedness. Students will be analyzing how the women of the time period fought for their rights and what they were fighting against, as that is sometimes forgotten about when teaching about the Women's Suffrage movement. Students will gain an enhanced understanding and knowledge of the time period and will be able to put themselves into the time period.

MN Standard:

- Minnesota Standard 9.4.4.20. During the time period known as the Gilded Age, the United States was shifting from its rural roots and transforming into an industrial and global power. Other players of the time were the rise of big business, urbanization, and immigration. These factors led to institutionalized racism, conflicts between ethnic groups and the different classes, and efforts of reform. (Development of an Industrial United States 1870-1920).
- Minnesota Benchmark 9.4.4.20.6. This benchmark focuses on how the major political and social reform movements of the time shaped and led to changes in the country, which included a more modern society. These reform movements for political and social change and the fight for equal rights are what started the lead-in to what we know of as the United States today.

Learning Objectives:

- Students will analyze primary documents from the era and explain their findings to the class and how the document connects to the bigger picture.
- Students will explain why the Gilded Age was an important time period in the reference of the start of the Women's Suffrage Movement.

- Students will work with a partner and will use each other as resources.

Resources:

- A partner

Methods/Procedures:

Beginning (5-10 minutes):

- Introduce Women's Suffrage movement briefly

Middle: Instructional Strategies / Learning Activities (30 minutes):

- Students will do a Primary Source analysis of sources from the Women's suffrage movement.
- Students will also answer these questions about each source they analyze:
 - What type of document is it? (political cartoon, song lyrics, petition, etc.)
 - Is it a pro or anti suffragist document? How do you know?
 - What do you think the document trying to say?

End / Summary (10-15 minutes):

- Deliberate Discussion on the Primary Source activity
 - What document struck you most?
 - What did each student think each source meant?
 - Did anything surprise you?

Assignment:

- None

Afterwards:

Provisions for Individual Differences

- Give assignment earlier in advance who need the extra time
- Give extra instructions for students who need more assistance
- Have more flexible expectations, depending on the capabilities of the student.
- Allow changes as necessary, depending on the students in the class.