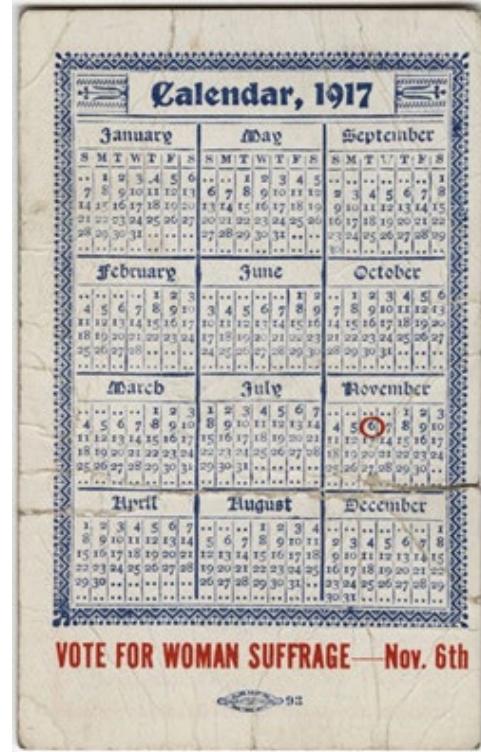
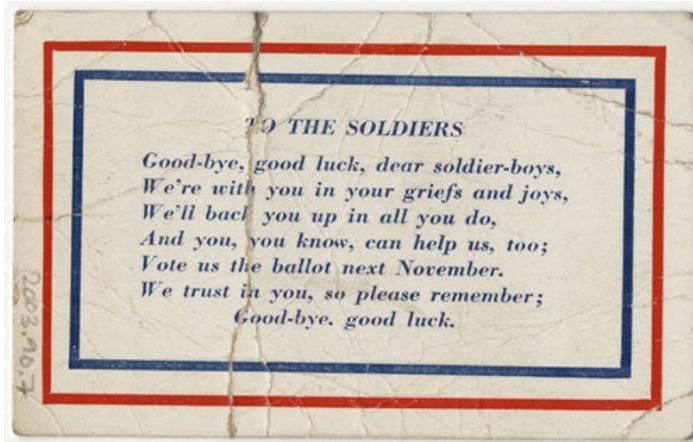




THE NATIONAL
WWI MUSEUM
AND MEMORIAL



Women's Suffrage Calendar

Online Collections Database, 2003.90.7, www.theworldwar.org/research/database. National WWI Museum and Memorial.
Online.

Voices for the Vote: The Story of Women's Suffrage

Recommended Grade Levels: 5-8

Course/Content Area(s): U.S. History

Authored by: Ruby Roberts, National WWI Museum and Memorial Teacher Fellow

LESSON OVERVIEW:	<p>In this lesson, students explore the women's suffrage movement with a focus on the events surrounding the 1913 Women's March and the eventual passage of the 19th Amendment. Using primary sources, including historical images and quotes, students explore the challenges women faced in their fight for voting rights and analyze how civic activism shaped American democracy. Through inquiry-based learning and the use of historical evidence, students build a deeper understanding of how the right to vote was won—and why the movement continued beyond 1920.</p>
OBJECTIVES:	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ● Know key figures and events in the women's suffrage movement. ● Understand the timeline from early activism to the 19th Amendment in 1920. ● Recognize that not all women gained full voting rights in 1920.
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) National Curriculum Standards:</p> <p>Dimension 1 – Developing Questions & Planning Inquiries Students analyze a compelling question—“<i>Was the vote enough to achieve equality for women?</i>”—and develop supporting questions through close examination of historical events and figures.</p> <p>Dimension 2 – Applying Disciplinary Tools & Concepts Students place key events in historical context, explore democratic principles like civic participation, and identify cause-and-effect relationships in the suffrage movement.</p> <p>Dimension 3 – Evaluating Sources & Using Evidence Students evaluate photographs, quotes, and historical accounts as sources of evidence to support claims and ideas about suffrage.</p> <p>Dimension 4 – Communicating Conclusions & Taking Informed Action Students express their understanding by creating persuasive posters and engaging in a reflection on how civic action has shaped history and remains relevant today.</p> <p>Common Core State Standards English Language Arts:</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.</p> <p>RI.5.3 Explain the relationships or interactions between individuals, events, or concepts in a historical text.</p>

	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes.</p>
TIME NEEDED:	40- 60 minutes
INTERDISCIPLINARY:	Social Studies/Language Arts
PRIOR KNOWLEDGE:	<p>Citizenship and Rights</p> <ul style="list-style-type: none"> • The concept of rights and responsibilities of citizens in a democracy • Understanding that voting is a fundamental right in a representative government <p>Historical Context of the United States</p> <ul style="list-style-type: none"> • Basic timeline of U.S. history, particularly events after the Civil War • General understanding that some groups (like African Americans and women) were historically excluded from full participation in civic life
MATERIALS NEEDED:	<ul style="list-style-type: none"> • Article excerpt: National WWI Museum and Memorial – Women's Suffrage • Printed timeline handouts • Images from 1913 suffrage march and White House protests • Activist Biographies: (Womenshistory.org) <ul style="list-style-type: none"> ○ Susan B. Anthony: https://www.womenshistory.org/education-resources/biographies/susan-b-anthony ○ Alice Paul: https://www.womenshistory.org/education-resources/biographies/alice-paul ○ Sojourner Truth: https://www.womenshistory.org/education-resources/biographies/sojourner-truth ○ Ida B. Wells: https://www.womenshistory.org/education-resources/biographies/ida-b-wells-barnett • Observe, Question, Infer Worksheet • Poster paper, markers, crayons, sticky notes • Exit tickets

LESSON

INTRODUCTION/HOOK:

Hook – 10 min

- Show the 1913 suffrage march image.
- Prompt discussion: What is happening? What might they believe would change if they could vote?

DIRECTIONS:

Direct Instruction & Timeline – 15 min

1. Read excerpts covering Seneca Falls, marches, WWI-era protests, ratification of the 19th Amendment, and ongoing challenges.
2. Build a visual class timeline.

Think-Pair-Share – 10 min

1. Lead students to discuss who was still excluded in 1920 (e.g., women of color, immigrant women).
2. Introduce compelling question: *“Was the vote enough to achieve equality for women?”*

Primary Source Stations – 15 min

1. Setup stations for students to explore.
 - Stations include protest signs, activist bios, amendment text.
 - Task students to complete the “Observe, Question, Infer” worksheet.
 - Students analyze evidence using guiding questions: *What’s happening? What does it show? Why is it important?*

Creative Extension & Informed Action – 10 min

1. Assign students with the task to design advocacy posters inspired by suffrage movement and current civic issues.
2. Discuss with students how civic engagement continues today.

Closure – 5 min

1. Reflect on whether the vote was enough—what remains to be achieved.
2. Exit ticket: Ticket could reflect “I learned..., I wonder..., I can explain...”

POST-ASSESSMENT:

Formative: Class discussions, timeline, station activity

Summative: Poster creation + exit-ticket reflection

MODIFICATIONS/ACCOMMODATIONS

Differentiation

- Provide leveled text/images only
- **ELL:** Use visuals, keyword glossaries
- **Advanced/Enrichment:** Research suffrage expansion post-1920 (Native American/Latina/Asian Pacific Islander rights)

Extension Ideas

- Write a journal entry from a suffragist's perspective.
- Compare this movement to a modern youth-led movement.
- Investigate voting rights extension to marginalized women groups.
- Pretend to be a person involved in the Women's Suffrage movement and create:
 - Speeches
 - Organize a protest
 - Write letters to political leaders

Appendix A:

A. Vocabulary List

- Suffrage
- Amendment
- Petition
- Ratify
- Protest
- Civil Rights
- Equality
- Activist
- Movement
- Disenfranchised

B. Key Figures in the Suffrage Movement

- Susan B. Anthony
- Elizabeth Cady Stanton
- Sojourner Truth
- Ida B. Wells
- Alice Paul
- Lucy Stone
- Carrie Chapman Catt

C. Timeline of Women's Suffrage in the U.S.

- 1848: Seneca Falls Convention
- 1869: Formation of National Woman Suffrage Association
- 1890: National American Woman Suffrage Association formed
- 1917: Silent Sentinels protest at the White House
- 1920: 19th Amendment ratified

D. Women's Suffrage Biographies: Women's History.org

Activist Biographies: (Womenshistory.org)

- Susan B. Anthony: <https://www.womenshistory.org/education-resources/biographies/susan-b-anthony>
- Alice Paul: <https://www.womenshistory.org/education-resources/biographies/alice-paul>
- Sojourner Truth: <https://www.womenshistory.org/education-resources/biographies/sojourner-truth>
- Ida B. Wells: <https://www.womenshistory.org/education-resources/biographies/ida-b-wells-barnett>

Further Resources:

Books for Students

- *Elizabeth Started All the Trouble* by Doreen Rappaport
- *Around America to Win the Vote* by Mara Rockliff
- *The Voice That Won the Vote: How One Woman's Words Made History* by Elisa Boxer
- *Bold & Brave: Ten Heroes Who Won Women the Right to Vote* by Kirsten Gillibrand

Videos and Documentaries

- PBS Kids: Women's Suffrage
- *The Vote* – PBS American Experience (excerpted clips available for classroom use)
- BrainPOP: Women's Suffrage

Web Resources

- Women's Suffrage Images: <https://www.theworldwar.org/learn/about-wwi/womens-suffrage>
- [Her Vote, Her Voice Digital Exhibition](#)
- [National Women's History Museum: Suffrage Resources](#)
- [Library of Congress: Women's Suffrage](#)
- [Smithsonian Learning Lab: Votes for Women](#)
- [National Archives: Teaching with Documents—Woman Suffrage and the 19th Amendment](#)

Activities and Primary Source Collections

- [Primary Source Analysis Tools – Library of Congress](#)
- Women's Suffrage Postcards and Posters – National Archives and [Smithsonian](#)
- Suffrage March Activity – Create signs, chants, and dress up for a historical reenactment

Bibliography:

Flexner, Eleanor. *Century of Struggle: The Woman's Rights Movement in the United States*. Harvard University Press, 1996.

Kraditor, Aileen S. *The Ideas of the Woman Suffrage Movement: 1890–1920*. W. W. Norton & Company, 1981.

Rappaport, Doreen. *Elizabeth Started All the Trouble*. Disney-Hyperion, 2016.

National Women's History Museum. "Women's Suffrage Movement."
<https://www.womenshistory.org>

Library of Congress. "Women of Protest: Photographs from the Records of the National Woman's Party." <https://www.loc.gov/collections/women-of-protest/>

PBS American Experience. *The Vote*.
<https://www.pbs.org/wgbh/americanexperience/films/vote/>

National Archives. "Teaching with Documents: Woman Suffrage and the 19th Amendment."
<https://www.archives.gov/education/lessons/woman-suffrage>