

Votes for Women

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2007-2008 School Year

Utilizing 2006 Arkansas Social Studies Frameworks
Plus Other Curriculum Frameworks Including 2007 School Library Media Frameworks

The November Section from 2008 *Encyclopedia of Arkansas History & Culture Calendar* features a photograph of "[Kennedy Girls](#)" from the 1960 presidential campaign donated by Betty Sorensen Adams. Calendars can be ordered annually by emailing info@encyclopeidaofarkansas.net

Students will analyze primary and secondary source information to learn about the struggles of women during the Women's Suffrage Movement. Students will take this information and hold a rally to express their informed opinion on the subject. Students will place information within a graphic organizer/timeline to fully understand the steps towards accomplishing the 19th amendment. Students will use information for a predetermined task.

Grades: 9th -12th

Objectives:

1. Students will be able to research various sources to understand the importance of the Women's Suffrage Movement.
2. Students will be able to gather information from primary sources to form and express an opinion.
3. Students will be able to analyze information to place within a timeline and discuss the change of events over time.

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

SR.5.AH.9-12.5 – Analyze the contributions of noteworthy Arkansans during the Civil War Period

RP.6.AH.9-12.6 – Examine the contributions of political leaders in Arkansas during the *Progressive Era*

Social Studies Student Learning Expectations:

American History

PR.14.AH.4 - Research the women's rights struggle from the 1840's through the Progressive Era (e.g., Seneca Falls Convention, National American Women Suffrage Association, National Association of Colored Women, 19th Amendment)

Civics

C.1.C.5 - Explain and apply citizenship concepts to everyday life

USC.6.C.5 - Analyze the consequences of constitutional amendments on citizenship

English Language Arts Student Learning Expectations:

OV.1.10.2 - Prepare and participate in informal discussions and activities, such as presentations, group discussions/work teams, and debates...

OV.3.9.2 - Articulate personal response to such media as editorials, news stories and

advertisements

W.4.9.1 - Generate, gather and organize ideas for writing

School Library Media Student Learning Expectations:

I.1.9.9, I.1.10.9, I.1.11.10, I.1.12.10 – Distinguish between *primary* and *secondary sources*

I.2.9.2, I.2.10.2, I.2.11.2, I.2.12.2 – Evaluate *primary* and *secondary sources*

A.4.9.1, A.4.10.1, A.4.11.1, A.4.12.1 – Use resources and/or technology tools for a predetermined task

Related Encyclopedia of Arkansas Entries:

[Women](#); [Women's Suffrage Movement](#)

Introduction:

The teacher will select the appropriate student learning expectations for his or her class, review key terms, and make copies of selected worksheets provided with lesson.

Collaboration with the school library media specialist for assistance in utilization of this technology source tool for Arkansas History is suggested. See above links or visit <http://www.encyclopediaofarkansas.net>.

Key Terms:

Women's Suffrage Movement	19th Amendment
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Key Terms Defined:

Women's Suffrage Movement-A movement is support of women's rights to vote.

19th Amendment-Ratified in 1920 and modeled after the fifteenth amendment, allowed for equal voting rights regardless of sex.

Materials Needed:

Notebook, Writing Utensils, Internet Access

Songs about Suffrage Handout (included), *After 68 Years of Struggle* Handout (included)

Suggested Timeline:

One or two fifty minute class period(s)

Background:

The Women's Suffrage Movement, occurring in the later 19th and early 20th centuries, was a part of a larger campaign advocating women's rights beyond their own "sphere." Women hoped to take control over their own life, especially in connection to politics where the greatest changes could be made. Subsequently, organizations began to form and grow as women lobbied the government for action. On August 26, 1920 the nineteenth amendment became law giving Arkansas women the right to vote.

Procedure:

* All discussion questions may be placed in a notebook as a journal entry, if desired.

Copy the text article, [Women's Suffrage Movement](#), from the *Encyclopedia of Arkansas History and Culture*. Give students the information to read, asking them to list and define the importance of five individuals, five organizations and three publications mentioned within the text.

Discussion Questions:

- *What were the goals of the Women's Suffrage Movement?*
- *How did individuals make contributions to the suffrage movement?*

- *How were these individuals more powerful when they came together to form organizations?*
- *What role did the media play in the Women's Suffrage Movement?*

Activity #1

Have students read the *Songs about Suffrage* handout. As students read, they should answer the questions found within the text. When finished, have students create their own song, slogan or poster to support the Votes for Women cause, all work should include reasons for their point of view. The teacher may prefer to assign this as a group project.

Activity #2

Gather students to form a rally in support of women's suffrage. Students should appoint individuals to lead the debate. These students may want to take on the identities of the people they found in the encyclopedia entry. All students should be given a chance to show their work from Activity #1. This activity could be extended to have students research the internet to find primary source pictures of women's suffrage rallies.

Activity #3

Distribute a copy of *After 68 Years of Struggle* and as students read the selection, ask them to fill out the accompanying graphic organizer.

Discussion Questions:

- *What were the major steps in achieving women's suffrage?*
- *How did women show their interest in the political sphere?*
- *How did the amendment finally pass?*

Closing

Individually, have each student choose a prominent female figure in Arkansas history (post-suffrage movement) to answer the following question:

- *How has this individual's life been affected by the struggles and achievement of women during the Women's Suffrage Movement?*

For Further Reading: See Chapter 5, "The Coming of Jim Crow" in *Race Relations in the Natural State*, adopted by the ADE as social studies textbook. Order information is available at <http://www.butlercenter.org/publication/books.html>

The Taylor Foundation (Little Rock, Arkansas) makes Butler Center lesson plans possible. Contact the Butler Center for Arkansas Studies, Central Arkansas Library System, 100 Rock St., Little Rock, AR, 72201. 501-918-3056 www.butlercenter.org and www.cals.lib.ar.us



Songs about Suffrage

Directions: Read the following songs written about women's suffrage during the women's movement. As you read, answer the questions included with the text.

Oh Dear, What Can the Matter Be?

By L. May Wheeler

<http://creativefolk.com/suffrage.html>

Chorus:

Oh Dear, what can the matter be
Dear dear what can the matter be
Oh dear, what can the matter be
Women are wanting to vote

Verses:

Women have husbands, they are protected
Women have sons by whom they're directed
Women have fathers, they're not neglected
Why are they wanting to vote?

Women have homes, there they should labor
Women have children whom they should favor
Women have time to learn of each neighbor
Why are they wanting to vote?

Women can dress, they love society
Women have cash with all its variety
Women can pray with sweetest piety
Why are they wanting to vote?

Women have reared all the sons of the brave
Women have shared in the burdens they gave
Women have labored this country to save
And that's why we're going to vote

QUESTIONS:

- 1. According to the chorus what problem is the song addressing?**
- 2. Describe the role men play in women's lives.**
- 3. List the activities that are supposed to fill women's lives.**
- 4. What reasons do women give for wanting the vote?**

Keep Woman in Her Sphere (Auld Lang Syne)

By D. Estabrook

<http://creativefolk.com/suffrage.html>

I have a neighbor, one of those
Not very hard to find
Who know it all without debate
And never change their mind

I asked him "What of woman's rights?"
He said in tones severe--
"My mind on that is all made up,
Keep woman in her sphere."

5. What does it mean to "keep women in her sphere"?

I saw a man in tattered garb
Forth from the grog-shop come
He squandered all his cash for drink
and starved his wife at home

I asked him "Should not woman vote"
He answered with a sneer--
"I've taught my wife to know her place,
Keep woman in her sphere."

6. Why would a man such as this, want to "keep women in her sphere"?

7. How might his life change if women were given the vote?

I met an earnest, thoughtful man
Not many days ago
Who pondered deep all human law
The honest truth to know

I asked him "What of woman's cause?"
The answer came sincere --
"Her rights are just the same as mine,
Let woman choose her sphere."

8. How is this man different from the one mentioned above?

9. Why should women be able to choose their own spheres?

10. In your own words, restate the argument against women's suffrage.

11. In you own words, restate the argument for women's suffrage.

After 68 Years of Struggle *

It's Official Now: Women Can Vote in All National and Local Elections

LITTLE ROCK – The state's attorney general has recently written the final chapter in the long struggle for women's suffrage in Arkansas. The first call for votes for women came from Miles Ledford Langley, delegate to the state constitutional convention in 1868. Now, in 1926, 68 years later, full suffrage has been won.

In spite of Langley's early support, pro-suffrage interests in the state failed to achieve a single concrete victory until 1917. In that year, the legislature granted women the right to vote in primary elections. Supporters hailed this act as a milestone. Passage of this measure was followed by a parade of "gaily decorated automobiles filled with elated suffrage workers" and a mass meeting at which Governor Charles H. Brough declared that it was "a great honor to sign this measure." The *Arkansas Democrat* proclaimed that "the way was opened for complete enfranchisement" of women.

Indeed, women did show interest in political participation after the act passed. When their first opportunity to vote in a primary election came in May of 1918, over 40,000 women went to the polls. Further, the Democratic party included women both on county committees and as delegates to the state convention, and by 1923, the first women had been elected to the state legislature.

After the 1917 victory, the second important suffrage triumph occurred during the years 1919 and 1920. The issue was the proposed 19th Amendment to the United States Constitution. This amendment would give women the right to vote in federal elections. When, on July 28, 1919, the Arkansas legislature debated ratification of this amendment, suffragists turned out in force. They had distributed leaflets urging attendance at the hearing and filled the state house galleries throughout the day. Governor Brough lent his support by urging ratification.

While some opposition did emerge, both the Senate and the House overwhelmingly approved the proposed amendment. This made Arkansas the twelfth state in the union and the second southern state to approve the women's suffrage amendment. When the ratification process reached a successful conclusion in 1920, the amendment was added to the United States Constitution.

After these gains, Arkansas women faced one last barrier to full enfranchisement. They could not yet vote in state general elections. This required an amendment to the state constitution. In the November 1920 general election, such an amendment for equal suffrage was submitted to the state's voters. The proposal was supported by Democratic and Republican leaders as well as by the state's largest newspapers, The *Arkansas Democrat* and the *Arkansas Gazette*. In order to pass, however, the state law required that amendments had to receive a majority of all the votes cast in the election, not just a majority of those cast on an amendment itself. In the election, the equal suffrage amendment received 87,237 favorable votes and 49,751 negative votes. Yet because it did not receive the crucial majority of all votes cast in the election, the amendment failed to pass. Apparently, many voters had simply failed to vote on the amendment at all.

Now, in 1926, the long march to full enfranchisement is over. In a recent court test, the Arkansas Supreme Court ruled that a majority of votes cast on the actual amendment is all that is necessary for passage. Because of this decision and the 1920 vote on the suffrage amendment, the attorney general has declared the equal suffrage amendment to be in force in the state. Arkansas women have finally achieved full voting rights.

*Old State House

http://www.oldstatehouse.com/educational_programs/classroom/arkansas_news/detail.asp?id=765&issue_id=37&page=2

Women's Suffrage Movement

After 68 Years of Struggle

Directions: As you read the accompanying text, fill in the information for each date given.

