

Activity Title *	Women's Suffrage
Author *	Tamara Hathcock
School *	Erwin Intermediate
School System *	Jefferson County
Online Resource Title *	Flier from the Alabama Equal Suffrage Association, pointing out that Alabama is one of only 17 states where women cannot vote.
Online Resource URL *	http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/8048
Online Resource Description *	The flier also argues out that this lack of rights puts women in a lesser class in society: "Who Can't Vote! Children, Insane, Idiots, Aliens, Criminals and Women. Will our boasted Southern chivalry still class the women of Alabama with these?" The back lists quotes from prominent individuals supporting woman suffrage, including Abraham Lincoln and Jane Addams.

Content Standard *	Grade 4: Standard(s) 10
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Description *

Analyze social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama.

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• Examples:

- social—implementation of the Plessey versus Ferguson “separate but not equal” court decision, birth of the National Association for the Advancement of Colored People (NAACP)
- educational—establishment of normal schools and land-grant colleges such as Alabama Agricultural and Mechanical (A&M)UNIVERSITY , Auburn University, Tuskegee University, Alabama State University
- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism
- Explaining Jim Crow laws
- Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries

Content Standard

Description

Content Standard

Description

Phase *	Opening
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Activity Description *

- 1. The teacher will pose this question to the students: How would you feel if you were told you could not vote because of your religion?
- 2. The teacher will give about 5 minutes for the students to discuss their answers within their groups.

- 3. The teacher will bring the groups back together and have one person (the spokesperson of the group) to stand and talk about what their group discussed.
- 4. Then the teacher will show the picture of the Flier from the Alabama Equal Suffrage Association. The teacher will have the students look at the picture and give them about 3–5 minutes to come up with as many questions as they can about the picture and write them down on a piece of anchor chart paper.
- 5. When time is up, the teacher will have each group look at their questions and put a star by the top 2 questions they feel are important.
- 6. After a couple of minutes, each group will inform the teacher of each of their questions and the teacher will write down on a larger piece of chart paper each groups top 2 questions.
- 7. During the discussions of women’s suffrage, the teacher will keep the questions hung in the room to make sure that their questions are answered.

Bloom's Taxonomy *

- Analyzing

Assessment Strategies *

Formative Assessment: the questions the students come up with for the flier.

Advanced Preparation *

Copies of the Flier from the Alabama Equal Suffrage Association (1 per group)
Anchor Chart Paper
Markers

Variation Tips (Optional)

Notes/Recommendations (Optional)

Attach a File

Attach a File

Attach a File

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