

Suffrage

Designed by: Emily Green

Content Area: U.S. History

Grade Level Options: 11

Summary of Lesson

Students will begin the lesson by analyzing a cartoon from 1920 showing a father overwhelmed by the responsibility of caring for the children while their mother leaves to vote in order to gain context for reasons why some were opposed the women's suffrage. After setting that context, students will learn about the ratification debate in Delaware for the 19th amendment to understand the way that women's changing status at the turn of the 20th century illustrated an example of both the dynamic nature of the Constitution and the balance of power in place to preserve traditions.

Estimated Time to Complete: One 50 Minute Period

Resources Needed:

- [Resource 1: William Jennings Bryan letter to Governor Townsend, March 1920.](#)
- [Resource 2: Delaware Association Opposed to Woman Suffrage letter to Governor Townsend, January 1920.](#)
- [Resource 3: Senate Resolution, Senate Journal 1920](#)

Desired Results

What students will know, do, and understand

Delaware Content Standards:

- **Civics 2a 9-12:** Students will understand that the functioning of the American government is a dynamic process which combines, the formal balances of power incorporated into the constitution with traditions, precedents, and interpretations which have evolved over time.
- **Civics 3a 9-12:** Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues at the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Lesson Essential Question:

- How did changing the changing status of women illustrate the importance of the dynamic nature of the Constitutional Amendment process?

Knowledge and Skills:

Students will be able to...

- Develop the skills of gathering, examining, analyzing, and interpreting data.
- Understand the principles and ideals underlying American democracy that are designed to promote the freedom of the American people.

Learning Plan

Warm Up:

- Have students work in pairs to analyze the political cartoon, "Election Day" by E.W. Guston from 1909 available on Library of Congress website <https://www.loc.gov/pictures/item/97500226/>
- Encourage the students to divide the cartoon in quarters. First have them analyze each quadrant individually, then compare the halves, and finally the image as a whole.
- Have them annotate the cartoon to identify different parts of the image. Then have them look at the parts they labeled to identify symbolism or other deeper meanings.
- Using the cartoon as evidence, have the students individually answer the question "How does the political cartoon show opposition to women's suffrage?"
 - Have the students pair share their answers then go over as a whole group.

Procedure:

- Have students read the letters from [William Jennings Bryan](#) and the [Delaware Association Opposed to Woman Suffrage](#) and answer the questions below.
 - What does William Jennings Bryan want to happen in regards to the 19th Amendment?
 - What does the Delaware Association Opposed to Woman Suffrage want to happen in regards to the 19th Amendment?
 - How does the letter from the Delaware Association Opposed to Woman Suffrage demonstrate an individual's responsibility to keep informed of public policy?
- Have students read [Senate Resolution](#), [Senate Journal 1920](#) and answer the questions below.
 - In what ways was this resolution a response to the two previous documents?
 - How does it illustrate the balance of power incorporated within the Constitution?

Assessment Evidence

Evidence that will be collected to determine whether or not the desired results are achieved

Closure/Exit Ticket:

- Using evidence from all of the documents in the lesson, have students respond to the following question.
 - How did the changing status of women illustrate the importance of the dynamic nature of the Constitutional Amendment process?