

Lesson Plan: North Dakota Votes for Women Campaign

Overview of Lesson: The lesson is in three parts. Once the students have learned some of the words associated with the historical campaign for woman suffrage, the teacher may choose to do Lessons 2 or 3. Background on the history of North Dakota Woman Suffrage is on ndstudies.gov.

Grade level: Grade 4 - 5.

Objectives: Students will learn words associated with the Votes for Women movement of the 19th and early 20th centuries. They will learn how to evaluate the passage of time through women's experience. They will prepare posters for a suffrage parade.

Materials needed: Vocabulary handouts (download and print from website)

Posterboard
Markers
Construction Paper
Glue

Activity 1. Learning the Language of the Women's Suffrage Movement. Children (and many adults) will not be familiar with the language of voting. Offer simple definitions and ask students to use some of these terms in their discussion of the history of Women's Suffrage. Use the vocabulary sheet handouts to help students grasp the meaning of these words.

Voting or Vote. A personal expression of a choice, often used in making political decisions. For example: "I vote yes when the teacher asks if we want an extra recess period today."

Suffrage. A word referring to the right to vote in elections as a citizen. Women asked for suffrage or the right to vote.

Suffragist: A woman or a man who supported voting rights for women. Suffragette is another word used in England for women who campaigned for the right to vote.

Campaign: The actions of people who want to gain public support to accomplish a goal.

Constitution: A set or rules or laws that define how government should work.

Amendment: A document that corrects or changes the Constitution of the United States or a state constitution.

Taxes: The portion of income that people must pay to support the costs of government.



Activity 2. Understanding the time period. The campaign for woman suffrage ended 100 years ago (1920) after an effort that began in 1848. These exercises might help children understand how life in the United States has changed between 1848 and 1920, and between 1920 and today. Print out photographs 1 and 2, pictures of women in 1850 and 1920 or present them on your classroom screen.

- a. When women first asked for the right to vote in 1848, people traveled by horse or horse-drawn wagons; there were no telephones, television, computers, or radios. Women were not allowed to attend college or be a doctor. Women wore dresses that reached the ground; Look at Image 1., a picture of women's clothing in 1850. What would it be like to wear that sort of dress?
- b. When women gained the right to vote all over the United States (1920), women wore dresses that covered their knees. They could drive a car (Image 3.) and go to college. They could work as a nurse, doctor, teacher, or scientist. Look at Image 2, a picture of women in 1920. How has their appearance changed since 1848? How are their clothes different from what women wear today?
- c. If a woman was born in 1848, how old would she be in 1920, when she was finally allowed to vote. (Hint: $1920 - 1848 = ?$) Was she young, middle-aged, or old?

Activity 3. Understanding the politics of the suffrage campaign. Many of the cartoons and political handouts were very simply phrased. Students can work with these documents to understand some of the political issues of woman suffrage.

- a. Give students a copy of Cartoons 1 & 2. The students may want to color the pictures. Read the captions one line at a time. Ask students to explain in their own words what these lines mean.
- b. Show cartoon #3. Some people did not believe that women should vote. Ask students to think about why some people did not believe that women should vote? Was this fair? Was it good for our country to limit votes to men only?
- c. Documents 1, 2, and 3 are suffrage campaign materials that were handed out in North Dakota in 1914–1920. Print copies of these materials for students to handout during their parade. What did suffragists ask people to do?
- d. Show Image 4, suffrage parades. Hold a suffrage campaign parade. Students can make posters or signs to carry. Some may be pro-suffrage, some may be anti-suffrage (you may have two parades). Students should be able to explain why they chose the words to put on the suffrage poster. Have the students carry their posters in a parade around the classroom or in the hallway.



Evaluating Outcomes:

1. Students should understand the meaning of the word **VOTE** and know that there are other words with the same meaning.
2. Students should understand that **SUFFRAGISTS** (or women) **CAMPAIGNED** to change the **CONSTITUTION** to allow women to **VOTE**.
3. Students should have FUN making **POSTERS** and marching in a parade.



Suffrage Campaign Vocabulary Worksheet

Vote or Voting: A choice, sometimes a political decision.

Example: I vote yes for extra recess today.

Example: I vote to (circle one) GO NOT GO to the park on Saturday.

Write a sentence using the word vote: _____

Suffrage: The right to vote.

Suffrage means the same as _____.

Campaign: Actions taken to achieve a goal or to support a cause.

Example: Women campaigned for the right to vote.

Write a sentence using the word campaign: _____

Suffragist: A man or woman who worked to give women the right to vote.

Example: Elizabeth Anderson campaigned for the right to vote.

Elizabeth Anderson was a _____.

Constitution: Rules or laws for organizing a government.

Example: The U.S. Constitution did not allow women to vote until 1920.

North Dakota's _____ is the law for our state government.

Amendment: A change or correction to a constitution.

Example: Suffragists asked for an amendment to allow women to vote.

Amendment means: _____





Image 1 . Typical Dress, 1850. Metropolitan Museum of Art.



Image 2



Image 3- Esther Nichol, age 12, often drove her father's Frykman automobile. In this photo she sits at the wheel with Richard Froelich (small child) and William Nichol. SHSND 0176-164.



Image 4

VOTES FOR WOMEN,



For the work of a day,
For the taxes we pay,
For the Laws we obey,
We want something to say.

6542

Cartoon 1



Our food, our health, our home, our schools,
our play are all regulated by men's votes—

Isn't it a funny thing
When father cannot see
Why mother ought to have a vote
On how these things should be?



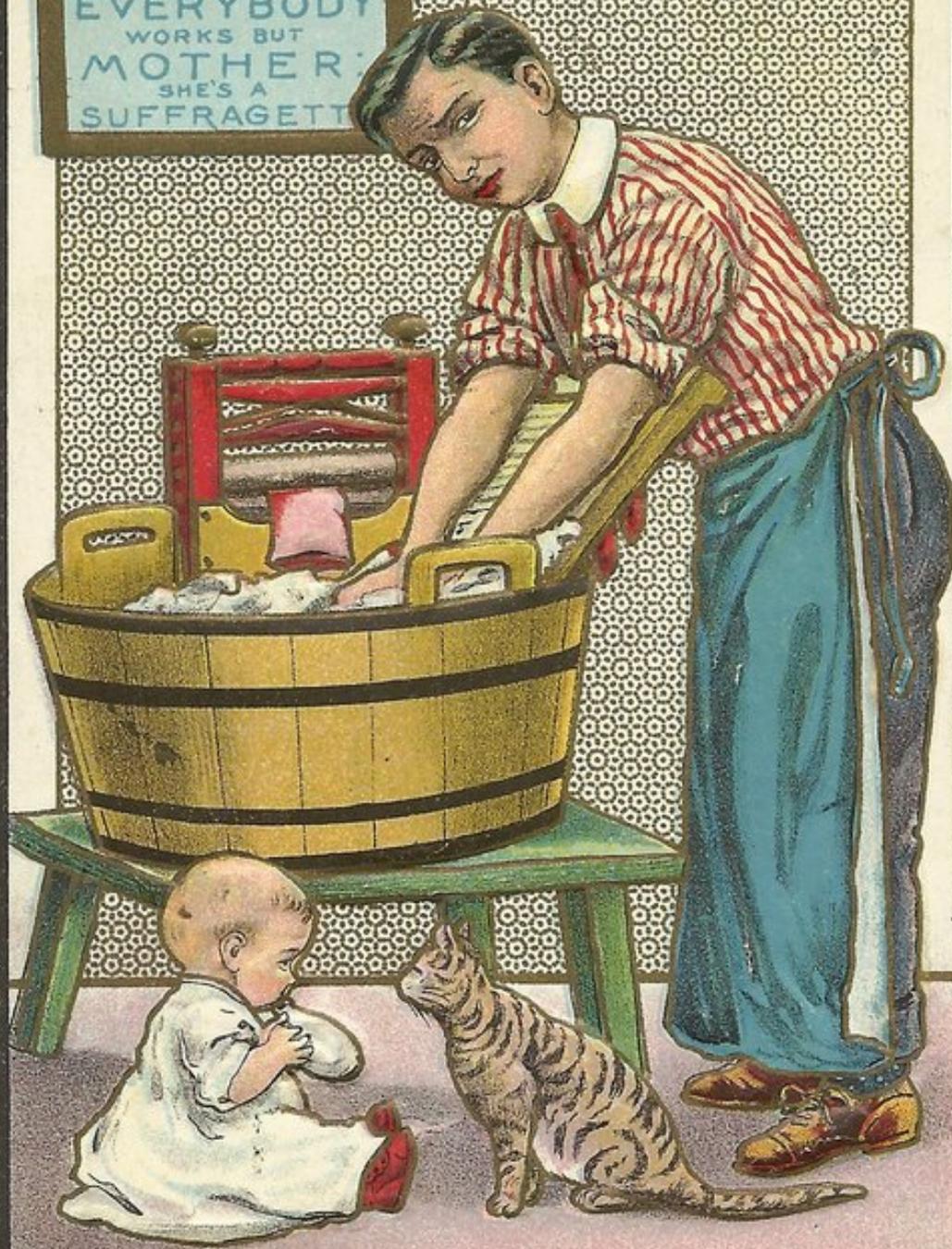
"I'm a girl baby and I'm going to
be taxed without representation."

To be obtained as post cards from the
National Woman Suffrage Association,
Inc., 605 Fifth Ave., New York City.

Cartoon 2

SUFFRAGETTE SERIES N^o II.

EVERYBODY
WORKS BUT
MOTHER:
SHE'S A
SUFFRAGETTE



I WANT TO VOTE, BUT
MY·WIFE·WONT·LET·ME

COPYRIGHTED. 1909 BY DUNSTON-WEILER LITHOGRAPH CO.

Cartoon 3

VOTE ON THE
Woman Suffrage Ballot
FIRST
AND BE SURE YOU VOTE
YES

YES	X
NO	

N. D. VOTES FOR
WOMEN LEAGUE

I believe in Woman Suffrage

Name _____

Street _____

Post Office _____

County _____



