

Title of Lesson: *Voting Rights for Alabama Women*

(Suggested grade level: 11)

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Background Information:

Background information for teacher:

- The teacher should read articles about the Alabama women's suffrage movement found at the [Encyclopedia of Alabama](#) Web site.
- Make copies of the following primary source documents:
 - [Letter from H. H. Snell, president of the Men's League for Woman's Suffrage](#)
 - [Letter from Charles P. Carpenter in Florala, Alabama, to Governor Thomas Kilby in Montgomery, Alabama](#)
 - [Letter from Woman's Anti-Ratification Executive Committee to the Gentlemen of the Legislature of Alabama](#)
 - [Letter from Carrie Chapman Catt to Joel D. Murphree](#)

Overview of lesson: Students will examine documents that illustrate the intense nature of the struggle surrounding the debate over female suffrage in Alabama. They will examine the history of voting rights in the United States and create two fliers representing differing viewpoints on women's suffrage.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)
Eleventh Grade: Standard 2, (p.75)

[Social Studies Item Specifications for the Alabama High School Graduation Exam](#)
(Bulletin 2000, No. 49)

Standard V-2: Evaluate the concepts, developments, and consequences of industrialization and urbanization.

Identify, explain, and relate the accomplishments and limitations of the Progressive Movement.

National Standards for History, 1996

Standards in History for Grades 5-12 (p. 41)

Era 7, Standard 1 – How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

1C – The student understands the limitations of Progressivism and the alternatives offered by various groups.

National Council for the Social Studies, (Bulletin 89, 1994)

Standard V – Individuals, Groups, and Institutions, High School

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

b. analyze group and institutional influences on peoples, events, and elements of culture in both historical and contemporary settings.

Primary Learning Objective(s):

- The student will investigate the differing attitudes towards women’s suffrage in Alabama.
- The student will synthesize the arguments for and against the passage of the 19th Amendment by creating fliers.

Time allotted: 90 minutes

Materials and Equipment:

- Copy paper and markers for student-created fliers
- Copies of Group Discussion Guide
- Copies of:
 - [Letter from H. H. Snell, president of the Men's League for Woman's Suffrage](#)
 - [Letter from Charles P. Carpenter in Florala, Alabama, to Governor Thomas Kilby in Montgomery, Alabama.](#)
 - [Letter from the Woman’s Anti-Ratification Executive Committee to Alabama Legislature](#)
- *PowerPoint*: [“Voting Rights Timeline”](#)

Technological Resources:

- Computer with internet access
- LCD projector and screen

Background/Preparation:

- The students should have an understanding of the 14th and 15th Amendments to the United States Constitution.
- The students should have an understanding of the national women’s suffrage movement.

Procedures/Activities:

Engagement/Motivation Activity:

The teacher will ask, “Why is having the right to vote important in a democracy?” The teacher will allow students to respond.

Step 1	Show PowerPoint slides 1-15 and discuss. Remind the students that the proposed amendment goes to the states for ratification and that a two-thirds majority of the states must ratify the proposed amendment for it to become part of the Constitution. The teacher will ask, “Now, let’s find out how Alabama’s Legislature and citizens responded to the proposed amendment.”
Step2	Lead a brief whole-class discussion about the controversial nature of the 19 th Amendment.
Step 3	Divide students into groups of four or five. Give each group one set of the primary documents (linked above). Give each student a copy of the Group Discussion Guide (attached). Instruct the students to use the Group Discussion Guide to direct the group discussion.

Step 4	Show these fliers from the Alabama Department of Archives and History and discuss the viewpoints presented by each: “Will the Suffrage Amendment be Ratified?” flier “Votes for Women!” flier “Opposing Women’s Suffrage” flier
Step 5	Instruct the students to design and create a flier supporting the ratification of the 19 th Amendment and a flier opposing the ratification of the 19 th Amendment. These fliers may be drawn on copy paper or created using a computer program (rubric attached).
Step 6	Show slides 16 and 17 on the PowerPoint . The teacher will lead a discussion examining the reasons why Alabama failed to ratify the 19 th Amendment. Note – Tennessee’s ratification was by one vote, and many other southern states failed to ratify the amendment until later.
Step 7	Show slide 18 on PowerPoint . Allow students to comment on the slide.
Step 8	Have the students read the 19 th Amendment to the United States Constitution. Review the content of the 15 th Amendment to the Constitution. Then ask students to identify groups of people in the United States to whom the right to vote has not been given or to whom the right to vote has been denied. Have students justify the inclusion or exclusion of these groups.

Assessment Strategies:

- Suggested essay questions for unit test:
 - What were the justifications given by opponents of the 19th Amendment for denying women the right to vote?
 - Why is having the right to vote important in a democracy?

Extension:

- Have students write a letter in response to the Woman’s Anti-Ratification Executive Committee.
- Have students research the ways that African Americans were denied the right to vote even with the passage of the 15th and 19th Amendments.

Remediation:

- Allow students to take copies of readings home for additional study.

Accommodation:

- Give extended time on assignments and tests.
- Allow additional time for skill mastery.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Group Discussion Guide

Points for Discussion	Letter from H. H. Snell	Letter from Charles Carpenter	Letter from Woman's Anti-Ratification Executive Committee
Purpose for Writing			
Main Idea of Letter (thesis)			
Supporting Argument 1			
Supporting Argument 2			
Supporting Argument 3			
Supporting Argument 4			

Women's Suffrage Fliers

Directions: Design the following:

- A flier **supporting** the ratification of the 19th Amendment.
- A flier **opposing** the ratification of the 19th Amendment.

You will be evaluated on each of the fliers according to the rubric below.

Student Name: _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Attractiveness & Organization	The fliers have exceptionally attractive formatting and well-organized information.	The fliers have attractive formatting and well-organized information.	The fliers have well-organized information.	The fliers' formatting and organization of material are confusing to the reader.	
Content - Accuracy	All facts on the fliers are accurate.	89-80% of the facts on the fliers are accurate.	79-70% of the facts on the fliers are accurate.	Fewer than 70% of the facts on the fliers are accurate.	
Writing - Grammar	There are no grammatical mistakes on the fliers.	There are 1-2 grammatical mistakes on the fliers.	There are 3-4 grammatical mistakes on the fliers.	There are several grammatical mistakes on the fliers.	
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are many that distract from the text.	Graphics go well with the text, but there are too few and the fliers seem "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.	
Message/Point of View	The message to the viewers is clear and strong. It is easy for the viewer to understand the message.	The message to the viewer is clear. It is easy for the viewer to understand the message.	The message to the viewer is clear. It is not a strong message.	The message is unclear or weak. It is difficult for the viewer to understand the point.	

Total _____