

## **Women's Suffrage Movement Grassroots Meeting Lesson Narrative**

Task- Students will be able to justify which strategy—media, community organizing, civil disobedience, militant strategies, the Southern approach, or anti-suffragists—was the most effective in securing suffrage for women.

Lesson Overview: In this lesson, students will investigate the strategies employed by women in the struggle for [women's suffrage](#). Students will be placed in home groups where they will become experts on one strategy. After becoming experts on their strategies, the students will share their strategy with students who have been assigned another strategy. The goal of student sharing is to become aware and have an idea about all of the strategies that were used in the fight for women's suffrage. After learning about all the strategies, the students will reassemble in their original groups and create a campaign based upon their strategy that will be presented at the grassroots meeting. After the grassroots meeting, students will be required to write a letter to a friend that describes the meeting and justifies their position regarding what they believe is the best strategy to secure women's suffrage.

**Persistent Issue - When are citizens justified in resisting governmental authority?**

**Central Question - What is the best strategy that women suffrage activists should use to secure voting rights?**

### **LESSON PURPOSES:**

- 1) Describe the various strategies women used to secure voting rights and the passage of the 19th Amendment.
- 2) Explain the various strategies women used to secure voting rights and the passage of the 19th Amendment.
- 3) Defend which strategy was the best to secure voting rights and the passage of the 19th Amendment.
- 4) Justify which strategy was the best to secure voting rights and the passage of the 19th Amendment.

### **LESSON MATERIALS:**

- Computer Access
- Scaffolds
- Pencils/Pens
- Poster Paper
- Crayons
- Markers
- Colored Pencils

### **ACTIVITY PROCEDURE:**

## Day 1:

**\*Scaffold 1 consists of links and references to resources. Teachers or students should check these links to ensure they are accessible through the school's web interphase/filter.**

### Action 1: Independent research-home groups

The teacher should assign a group of students to research a particular strategy. This strategy will become the student's home group. The teacher should organize 4-5 students in a group and assign them one of the following strategies:

1. Usage of media
2. Community (small and large scale) organizing
3. Civil disobedience
4. Militant strategies
5. Southern approach
6. Anti-suffragist(s)- (if needed due to class size)

Although students can conduct their own research, the students can use the resource guide ([Scaffold 1](#)). In their expert groups, students should also complete the top portion of ([Scaffold 2](#)) while they are researching sources. If needed, the teacher could assign a more scaffolded ([Scaffold 2](#)) version of the sourcing document. The teacher should give students at least 20 minutes to complete this step. More time can be allotted if students are conducting their own research.

**\*Some students/classes might need an additional day devoted to research. Allocating an additional day to research will be up to the teacher's discretion/professional judgement.**

### Action 2: Group sharing and ranking of sources

At this point in the lesson, the teacher should deploy the students to expert groups where one student from each home group is represented in the expert group. In the expert group, the students should share the sources they research and source with the other experts. While the students are sharing the sources they researched in their home groups, the students should be completing the bottom portion of ([Scaffold 2/ Scaffold 2](#)). The discussion in the expert groups should take about 15 minutes. After students finish sharing in their expert groups, they will return to their home groups, where they will share what they learned about the other sources. Time should also be allotted for students to continue researching other sources, if needed. Also, students should rank their top three choices as an exit ticket or formative assessment.

## Day 2:

### Action 3: Strategy Presentation Preparation

During this portion of the lesson, the students should be in their home groups. In their home groups, they will create a campaign that they will present to the class on their assigned strategy. The students will be required to assume roles that will be needed for the presentation of their

assigned strategy. The teacher can assign students the following roles or students can select the roles themselves:

1. **Speaker (Scaffold 3):** The speaker serves as the group's main spokesperson. This person will introduce your group to other suffragists attending the grassroots meeting. They will explain your strategy to the other suffragists, offer historical examples of its application, and explain its potential to achieve the objectives of women's suffrage.
2. **Graphic artist (2x) (Scaffold 4):** The graphic artist is the group's official designer. This person is responsible for designing and creating a propaganda poster for their group so that the other suffragists have a visual understanding of your assigned strategy. You should carefully design this poster, as your group will distribute it during its presentation.
3. **Digital reporter (Scaffold 5):** The digital reporter is responsible for leading the group through the most important details to best communicate the group's strategy through a digital platform. However, everyone should assist and agree with the digital presentation. This could take the form of a slide, a one-pager, or any other medium. Your digital report must also include a slogan that is decided upon by the group. The purpose of this report is to give the other suffragists a general idea of strategy to make the best decision at the grassroots meeting.
4. **Cross Examiner (Scaffold 6):** The cross examiner is responsible for developing questions that will be asked to the leader of the other groups during the grassroots meeting. The cross examiner might also be responsible for responding to questions from the other groups. Therefore, the cross examiner will assist the speaker during their group's presentation.

The remainder of the class period should be devoted to completing the preparation for the grassroots meeting, which should occur on day 3.

### Day 3 and Day 4:

#### Action 4: Group Presentation

After all groups have completed their research and prepared for the grassroots meeting, the students will be required to deliver a presentation to the other women suffragists. During the presentation, the non-presenting women suffragists must **take notes (Scaffold 7)** to familiarize themselves with the other strategies presented at the grassroots meeting. The flow of the presentation should follow this or a very similar format:

1. The digital reporter should upload or distribute a concise overview of the group's strategy.
2. The speaker should provide the opening statements for the group and review the digital report.
3. The speaker should explain the group's propaganda poster.
4. The advocate will be asked questions by the grassroots meeting leader.

At the end of the meeting, the teacher should take a hand vote to decide which strategy we will use to secure the right to vote. The teacher should ask a couple of students to explain their voting

decisions. At this point in the lesson, the students are free to vote on other strategies than the ones they presented upon at the grassroots meeting.

#### **Action 5: Individual Reflection**

After the vote, the teacher should encourage the students to reflect on and document the experience with the grassroots meeting. Therefore, the teacher should encourage each student to document this experience by drafting a **letter to a friend** [\(Scaffold 8\)](#) who was not present at the meeting to describe what happened.