



VALIANT WOMEN OF THE VOTE



2020



NATIONAL WOMEN'S HISTORY MONTH

P.O. Box 469, Santa Rosa, CA 95402
nwaha1980.org



*National Women's
History Alliance*

2020

Valiant Women of the Vote

Education Connection



Lesson Plans

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Printable Handouts

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This Educator's Kit is intended to be used in conjunction with the National Women's History Alliance 2020 Honoree Gazette. There is no charge to use the kit so long as the use is for educational purposes.

For additional information about Women's History Month and the National Women's History Alliance visit our website at www.nwha1980.org



*National Women's
History Alliance*
www.nwhp.org

Materials in this kit were created by Leasa Graves for the National Women's History Alliance

"Writing Women Back into History for 40 Years"
www.nwha1980.org

Women's History Education Connection 2020 Honorees Lesson Plans

Overview

- A six part lesson plan connected to the 2020 Women's History Gazette. The gazette can be purchased at nwha1980.org or downloaded for free at <https://nationalwomenshistoryalliance.org/wp-content/uploads/gazette2020.pdf>
- Each student should have access to their own gazette when possible. This will allow students to annotate their copy.
- Ideal for grades 3rd-8th but activities can be modified to accommodate

Part 1: Anticipate and Preview

Objectives: 1) Gain insight into your student(s)' prior knowledge on voting
2) Provide opportunity for students to preview and predict

Mind Map: Voting

Give students a blank piece of paper and have them write the word "voting" in the middle of the paper and put a circle or box around the word. Then ask them the question, "What is voting mean to you?". Give students 1 minute to write down every word or idea that comes to mind when they hear or see the word "voting".

Direct students: to look at their list and share their list with someone (classroom partner, friend, parent). If you have access to the internet, you could extend this section to 5 - 10 minutes and allow students to "Google" the word voting and discover additional ideas or information that can be included on their brainstorm. If they discover or remember more words when they are sharing their map they can add those additional words.

Direct students: to look at all the words their mind map and identify words or phrases that have connections or similarities. For example, the word "polling place" and "ballot" have a connect. The student would draw a line connecting the two words.

When a connection is made, students need to label the connection. For example, the connection between "polling place" and "ballot" could be "where we vote". Students should continue making connections for 5-10 minutes. The connections can be limitless so encourage students to be creative and thoughtful when making connections.

Teacher Note: This is a good time to make sure that your class understands some keywords: ballot, election, voter, amendment, citizen. You can have the students look up the words to put in their personal glossary or you can create a classroom glossary that the students can reference throughout the six lessons.

Introduce Theme

Tell students: *The 2020 Women’s History Theme is **Valiant Women of the Vote**. This theme celebrates women who worked to ensure that citizens in the United States can vote in elections. When the United States Constitution was written, the document limited the right to vote to males who owned property and so that meant many people who lived in the United States were not allowed to vote. It would take many generations and thousands of people to make sure that voting rights of all citizens were protected by the law. This fight still continues to this day.*

Preview

Hand out the 2020 Gazettes or tell students how to access the gazette online.

Tell students: *Now that you have a copy of the gazette, you will spend a few minutes skimming for information. This means you will read headlines, subtitles and quickly look over sections. Choose three words, phrases or titles that stand out to you. Write them on the back of your mind map.”*

Underline any words you don’t recognize and also write the words on the back of your mind map.

Share Out

Ask students: *Was there anything you noticed in the gazette that connected to your mind map? Have students share their responses.*

Ask students: *What questions do you hope will be answered when we read the gazette? Have students share their responses.*

Teacher Note: At this point you can conclude for the day by or move onto Part 2.

Part Two: Read for Understanding (pages 6-7), Living Honorees

- Objectives: 1) Students comprehend the information they read about the history of voting and the 2020 Honorees.
2) Students practice note taking strategies.

Introduce the Activity

Tell Students: *Today, we will begin reading the 2020 Women’s History Gazette, Valiant Women of the Vote. This gazette highlights women who have dedicated their lives to making sure that people in the United States can have the freedom to vote in elections. Some of these honorees fought for this right a long time ago and today we will read about these courageous women.*

Tell Students: *You will read pages 6-7. As you read, identify important details about each honoree. Underline the action or actions they took to fight for voting rights. Put a star next to the people the honoree believed should be able to vote.*

Allow students time to read and annotate their pages (10-15 minutes).

Tell Students: *After you read the biographies on pages 6 and 7, reread the biographies and take notes for each honoree on the “2020 Honoree Notes”. Include the honoree’s name and three important details about each woman. Don’t forget to include the actions each woman took to work for a person’s right to vote.*

Teacher Note: Remind students to only complete their chart for the honorees they locate and learn about on pages 6 and 7.

Make Connections

Tell Students: *Now that you have read and have become familiar with the honorees, go back and choose two honorees. Reread their biographies and identify a word or phrase that you either do not know and need to look up OR a word or phrase you think you know and would like to understand better so that you can use this word or phrase in your writing and speaking.*

Direct Students: *Use the Venn-Diagram worksheet to note the similarities and differences between the two 2020 Honorees you chose highlight.*

Direct Students: *Write a paragraph that summaries the similarities and differences between the two honorees your selected.*

Part Three: Read for Understanding (pages 8-10)

- Objectives: 1) Students comprehend the information they read about the history of voting and the 2020 Honorees.
2) Students practice note taking strategies.

Tell Students: *Today, we will continue to read the “2020 Women’s History Gazette”. Remember this gazette highlights women who have dedicated their lives to making sure that people in the United States have the freedom to vote in elections. Some of these honorees are currently advocating for voting rights and voter education.*

Direct Students: *You will read pages 8-10. As you read, identify important details about each honoree. Underline the action or actions they took to fight for voting rights. Put a star next to the people the honoree believed should be able to vote.*

Allow students time to read and annotate their pages (10-15 minutes).

Direct Students: *After you read the biographies on pages 8-10, reread the biographies and take notes for each honoree on the “2020 Honoree Notes”. Include the honoree’s name and three important details about each woman. Don’t forget to include the actions each woman took to work for a person’s right to vote.*

Part Four: Read for Understanding (Sidebars found on pages 5 – 9)

- Objectives: 1) Students comprehend the information they read about the history of voting.
- 2) Students identify the ways that people continue to advocate for equal rights.
- 3) Students practice note taking strategies.

Tell Students: *This year is the 100th Anniversary of the 19th amendment, the legal change to the United States Constitution that says,*

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex”.

Many people believed that this change to the constitution would be the best step to ensure that all men and women, who were citizens of the United States could vote. However, that was not the case. After the 19th amendment was passed in 1920, the struggle for voting rights continued to plague America.

As you read the gazette today, you will be learning a little history about voting rights in America, as well as some organizations that are dedicated to protecting people’s voting rights.

Direct Students: *You will read the sidebars on pages 5-9. As you read, identify important details about each honoree. Underline the action or actions they took to fight for voting rights. Put a star next to the people the honoree believed should be able to vote.*

Allow students time to read and annotate their pages (10-15 minutes).

Direct Students: *After you read the sidebars on pages 8-10, reread the biographies and take notes for each sidebar. Record the details that will help you summarize each voting issue or organization on the “2020 Sidebars Chart”.*

Show What You Know

Now that students had a chance to learn about various voting rights issues and organizations have them show their knowledge by creating a comic strip that shows the work of the one of the voting rights organizations.

Tell students: *Choose one of the organizations you learned about from reading the sidebars in the gazette. Your job is to become an “expert” on this organization. Once you have done a little research on the organization you will use the information you collected to create a comic strip that shows the actions the organization takes to help protect voting rights or promote voter education in the United States.*

Teacher Notes: **You will want to make the directions available to students so that they can refer back to the directions as they work through the steps.**

“Writing Women Back into History for 40 Years”

www.nwha1980.org

Steps for Comic Strip

- 1) Use the backside of the “2020 Sidebars Chart” to take notes.
- 2) Visit the organization’s website and record the mission, goals, reason for being founded, and any other details you think will help you understand the way the organization helps voters.
- 3) Decide who your characters will be in the comic. If the organization is connected to a 2020 Honoree, make sure to include that honoree in your comic strip.
- 4) In your notes, make sure you include words or phrases connected with the organization. Put a box around these words or phrases so you will remember to use them in your comic strip.
- 5) In your notes, make sure to write down where this organization helps voters and how the organization communicates their message to the voters in different communities. This will help you pick a setting for your comic strip.
- 6) In your notes, identify the problem that the organization is trying to solve. This will become your conflict in your comic strip. Put a star next to the problem so you can remember to include it in the storyline.
- 7) In your notes, write down the actions the organizations takes to help voters. Circle these because one or more of these actions will be included in the resolution of your story.
- 8) Now that you have identified the key elements of the organization for your story, create an outline that puts your story onto the comic strip template. Use pencil to create your comic strip.
- 9) Make edits and correction before finalizing your comic.
- 10) To complete the final comic strip by coloring illustrations and tracing over the dialogue in black pen or fine tip marker.

Teacher’s note: If you want to add choice, or have students who are concerned about their drawing abilities, offer the option of writing a song, or skit about the organization. Just be sure that the students write down the lyrics using stanzas and chorus and that the skit is written in basic script format.

Part Five: Illustrated Timeline

Objectives: To understand the fight for voting rights took time and a coordinated campaign.

Introduction: Women's Suffrage Movement

Tell students: *During the writing of the constitution some people believed that certain women should be able to vote, however the constitution limited voting rights to males who owned property.*

Tell students: *After the constitution became federal law, there were women who still believed they had the right to vote. In 1848, the first women's right convention was held and the issue of women's voting rights was raised. Some historians consider this moment in history as the beginning of the Women's Suffrage Movement, a campaign to fight for a woman's right to vote. It would take 72 years before the 19th amendment was ratified and said,*

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex”.

Tell students: *The 19th amendment wasn't enough to make sure that all women could vote and it would not be until 1965 before the Voting Right Act was passed to protect voters from discriminatory laws that denied voters their right to the ballot. Since 1965, voting activists continue to fight against barriers that are created to keep people from voting.*

Tell Students: *Understanding the events that took place during the women's suffrage movement shows us the different ways that people joined together to fight against laws that made it legal to deny women their right to vote. Many of the strategies used during the women's suffrage movement are still used today to protest abuses of our civil rights.*

Direct students:

- Study the 19th Amendment Timeline on pages 10-11.
- identify the top 20 events you believe are the most important events of the entire timeline. The events you chose must demonstrate an action that impacted or changed the movement.
- Create an illustrated timeline that highlights the 20 key events you selected. The timeline can be created either on paper, with a Powerpoint presentation or any other relevant format.
- Once your timelines is completed, share your timeline with at least three other people (parents, siblings, friends, etc.)







Part Six: Continued Discovery

On page 4, select a “Past Women’s History Honoree” that you would like to get to know. Once you have selected the honoree, you will complete a small research project. You will use books and internet sources to learn about this honoree. When your research is complete you will create a project that celebrates the honoree you chose.

Select from the list of projects:

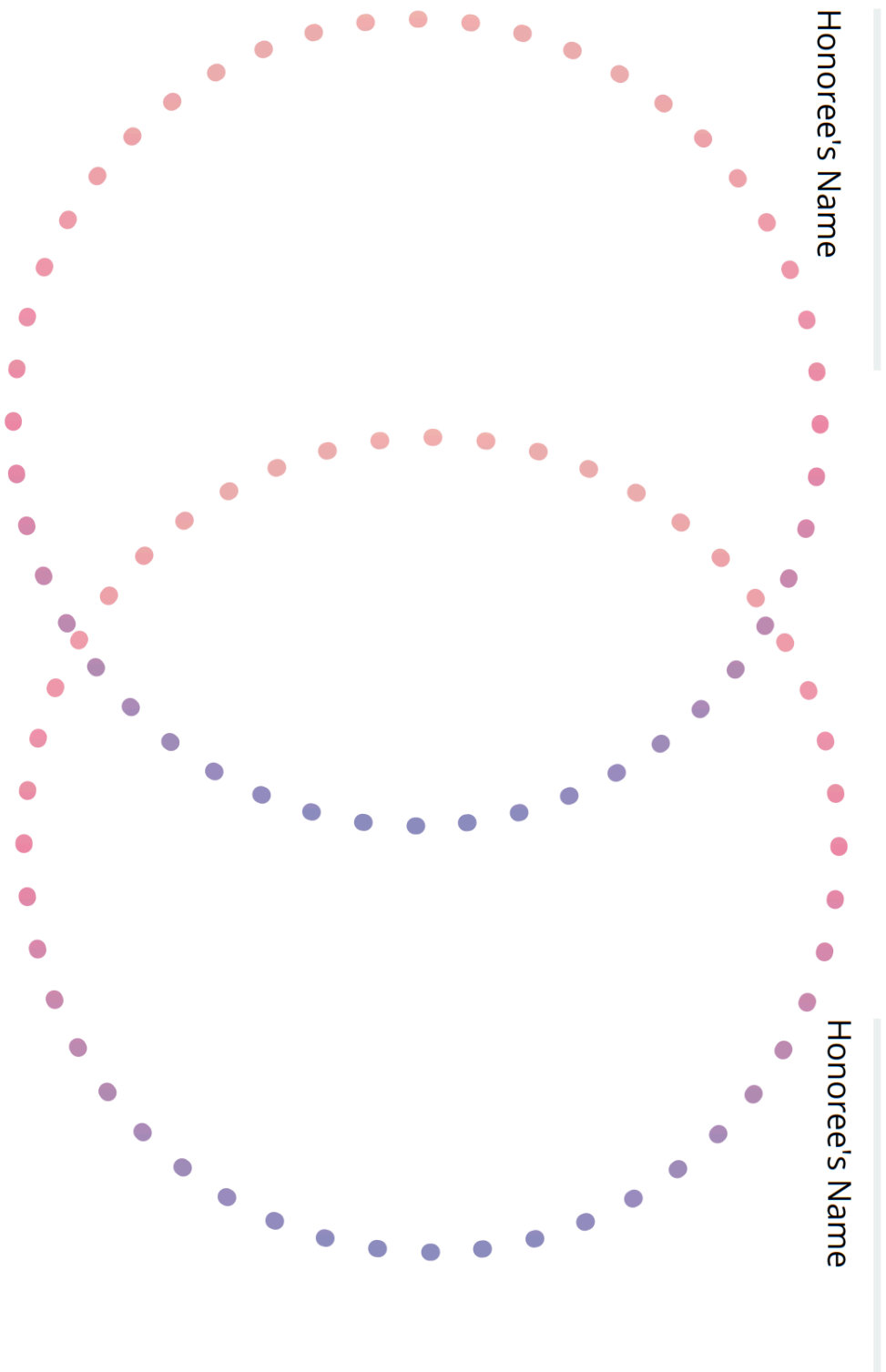
- A) Create an illustrated children’s books about the Honoree. The book must be 10-15 pages, with color illustrations and at least 2,000 words.
- B) Create a video or Powerpoint presentation with 10-15 slides and color images related to the honoree. Write a speech about your honoree.. Put the parts of your speech for each slide in in the “speaker notes section of the slides.
- C) Write an essay where you argue that your honoree must be remembered and celebrated. Include evidence from your research that supports your claim.
- D) Write a play about your Honoree’s life. The script for your play should be 10-15 pages and formatted with setting, characters and dialogue.

2020 Honoree Notes

							
							
							
							
							
							
							
							
							
							
							
							
							
							
Who is the							

"Writing Women Back into History since 1980"
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Venn Diagram



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NWHHA 2020 Sidebar Notes

After you read the sidebars on pages 8-10, reread the biographies and take notes for each sidebar. Record the details that will help you summarize each voting issue or organization on the "2020 Sidebars Chart".

Voting Rights Act	Voto Latino	Census: Make It Count	Puerto Rico Voting Rights
National Association of Colored Women (NACW)	Asian Americans Advancing Justice	Chinese Exclusion Act	League of Women Voters

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