

# THE AMERICAN REVOLUTION AND SUFFRAGE

---

**LEVEL:**

High School

**TIMEFRAME:**

Approximately one class session

**OBJECTIVES:**

Students will examine suffrage-era primary sources to understand the legacy of the American Revolution in the thoughts, actions, and goals of the women's movement.

**STANDARDS:**

- Role of Government
  - Using multiple historical sources to identify further areas of inquiry
  - Explain how interpretations of historical events change over time
  - American Revolution
- 

**PROCEDURE:**

1. Distribute the primary source set for students to read.
    - a. Excerpt: The Declaration of Sentiments, July 1848
    - b. "Suffragists Off for Farms in Garb of '76," The Sun, July 2, 1913
    - c. "Retouching an Old Masterpiece," Paul Stahr, Life Magazine, 1915
    - d. "Votes for Women," National Museum of American History, 1915
    - e. Excerpts: "The History of Woman's Suffrage," 1848-1861
    - f. Excerpt: Elizabeth Cady Stanton to Mary Morris Hamilton, 1858
  2. Ask students to evaluate the following statement using the primary sources: **Analyze the impact and legacy of the American Revolution on the ideals, goals, and actions of the women's suffrage movement.**
- 

**OPTIONAL EXTENSION ACTIVITIES:**

1. Read Frederick Douglass's "What to the Slave is the 4<sup>th</sup> of July?" Discuss the use of the American Revolution in the abolition movement and how this rhetoric is similar/different to the suffrage movement.