

WASHINGTON TO WILSON: TAKING A STANCE ON SUFFRAGE

LEVEL:

High School

TIMEFRAME:

Approximately two class sessions

OBJECTIVES:

Students will understand the arguments for and against suffrage.

Students will use technology to conduct independent research and find primary sources.

STANDARDS:

- Developing research skills
 - Integrate evidence from multiple sources into a reasoned argument from the past
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PROCEDURE: Day 1

1. Begin by showing your class the images below. Both use George Washington, but they each show a different side of the suffrage argument. Explain that the suffrage movement was very complex, and not all Americans—including women—supported it.
 - a. “Did I Save my Country for This!” postcard, circa 1915, Library of Congress
 - b. Suffragists at July 4, 1900 parade; George Washington leads the float, Lake County Museum
2. Split the class into two groups: Pro-suffrage and Anti-suffrage. Distribute the Helpful Links handout. Their task is to convince President Woodrow Wilson to support their cause.
3. Distribute the worksheet to each student based upon their stance. Students will need personal devices to conduct the research necessary for this assignment.

PROCEDURE: Day 2

1. After allowing the students to research and complete their worksheets, come back to a full-class debate-style discussion. Using historical evidence, the two groups must advocate for their opinion and present their arguments in front of the class.
2. Following this discussion, explain the passage of the 19th amendment to the class.