



NSDAR Educational Resources Committee
“19th Amendment and the Suffrage Movement”
Lesson Plan

Contributor: Linda J. Boyd

Grade Level: High School

1. Identify the standards to be addressed:

Addresses Common Core Standards and State Standards
US 18 C, H, P, T

2. Statement of the objective and lesson outcomes:

Describe the movement to achieve suffrage for women, including the significance of leader such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of the suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the Perfect 36. Students will learn reasons for the Suffragist and Non-Suffragist way of making desires known. Students will express how they feel about the issues based upon their own beliefs.

3. Materials, resources, and technology to be used by teacher/students:

Ask students to write an essay/report depicting a key person involved in the passage of the 19th Amendment from a first-person point of view. Have each student portray his or her person in class. Optional activity- Computer, Google, research materials, printer, trifold for display, votes for women buttons to be made by students, yellow roses/pictures of yellow roses, teacup and saucer, markers, card stock paper, copy of the 19th Amendment Proclamation, pictures of Suffragist leaders.

4. Introduction of the topic:

Carrie Chapman Catt, the national leader off the Suffrage Association arrived in Nashville, Tennessee to provide additional leadership and moral support. She described work of the Suffrage in this way, “The southern summer heat was merciless, and many legislators lived in remote villages or farms, miles from any town. Yet the woman trailed these legislators by train, by motor, by wagons, and on foot, often in great discomfort. They went without meals, were drenched by unexpected rains, and met with tire troubles, yet no woman faltered. I’ve been there a month. It is hot muggy, nasty, and this last battle is desperate. Even if we win, we who have been here will never remember it with anything but a shudder.

5. Procedure for instruction:

1.) Instruct the boys only are to vote on question, “Should boys, only, be allowed to play sports in school?” 2.) Ask class, “Is it fair to only allow the boys to vote on his activity?” “Why or why not?” 3.) Define: A.) What is Suffrage? B.) What does the 19th Amendment mean for the United States of America? C.) Why is Tennessee described as the Perfect 36? 4.) Read instances of history of the Suffragists long years of battle for women’s right to vote. 5.) Ask if the Suffragists’ battle started in the year of 1920 or at an earlier time in history? 6.) Ask what part did Susan B. Anthony have in the battle?

6. Lesson closure:

Ask students, according to their own opinion, to stand on right side of teacher if they are for the Suffrage Movement. Ask students, according to their own opinion, to stand on the left side of the teacher if they are for the Non-Suffrage movement. Ask students in each group, “Why did you take your position?” Have students work

together to make a trifold display for school library about the 19th Amendment—working together for the rights of everyone in the United States of America. Ask students if they think their ancestor would have been for or against the 19th Amendment and why.