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Lesson Plans

Teaching with Primary Sources Program

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The Opportunity Cost of Suffrage

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Title The “Opportunity Cost” of Suffrage

Overview

Students will examine primary source related to the suffrage movement to identify facts, inferences and generalizations related to the “costs” the suffragettes paid. Students will then communicate the “cost” of voting to the community in a “Get out the Vote campaign” for the upcoming elections.

Goal

Students will analyze the strategies employed by the suffragettes and their opponents to make generalizations about the sacrifices many made to gain the franchise. The students will synthesize the information and apply it to their own campaigns to encourage the community to vote in the upcoming November elections.

Objectives

- Students will understand the difference between facts, inferences and generalizations.
- Students will infer the difference between primary and secondary sources.
- Students will discern the pros and cons of working with primary and secondary sources.
- Students will analyze primary sources related to the suffragette movement to:

- o identify facts.

- o make inferences about the “opportunity costs” related to the suffrage movements.

- o make generalizations about the “costs” paid by others to gain the vote.

- o evaluate the strategies used by the suffragettes and their opposition.

- o apply their knowledge to create their own “Get out the Vote” campaign.

Investigative Question – On the completion of the lesson students will be able to answer this question:

What were the opportunity costs suffragettes paid to gain the right to vote?

Time Required

Five class periods of 50 minutes each are suggested for this lesson

- First Class Period: used to teach the difference between primary and secondary sources.
- Second Class Period: used to teach the difference between facts, inferences and generalizations. Identify the pros and cons of using primary sources in studying history.
- Third Class Period: used for Primary Source Lab in which students examine primary sources related to the suffragette movement.
- Fourth and Fifth Class Periods: Students create a “Get out the Vote Campaign” for the community.

Recommended Grade Range: (8 - 12)

Subject / Sub-Subject

This lesson can be used in Civics, United States History, Media Studies, or Service-Learning curriculums

Standards

IL Learning Standards Social Studies

14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).

14.F.4b Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).

IL Learning Standards Social Emotional Learning

3A.5a Apply ethical reasoning to evaluate societal practices

3A.5B Examine how the norms of different societies and cultures influence their members decisions.

3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

10. Credits

Mary Ellen Daneels: Humanities Department at Community High School in West Chicago, IL

PREPARATION

Materials Used

Analysis tools, handouts, rubrics, PowerPoint slides, etc. needed to conduct the lesson

- Primary and Secondary Source Two-Box Induction Activity
- Fact/Inference/Generalization Power point
- Opportunity Cost Primary Source Analysis Sheet and Rubric
- Get out the Vote Assignment
- Get out the Vote Assignment Rubric

Resources Used

"Alice Paul Describes Force Feedings" London, England. Dec. 1909. Miller NAWSA Suffrage Scrapbooks, 1897-1911; Scrapbook 8; page 134 . Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540 Web 30 Sept 2010

De Vore Johnson, Merle. "Woman's Sphere: Suffrage cartoons." 1909? Miller NAWSA Suffrage Scrapbooks, 1897-1911; Scrapbook 7; page 140 Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540. Web 1 Oct 2010

"Do want the vote? ... Issued by the National state association opposed to woman suffrage, 29 West 39th Street, New York [1894]." New York, 1894. Broadsides, leaflets, and pamphlets from America and Europe. Library of Congress, Printed Ephemera Collection, Washington, D.C. 20540 Web 30 Sept 2010. Web 1 Oct 2010

"The First Picket Line -college day in the picket line." 1917 Feb. National Woman's Party Collection Library of Congress, Manuscript Division, Washington, D.C. 20540 Web 30 Sept 2010

Gustin, G.W. Election Day! 1909. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. Web 30 Sept 2010

Harris and Ewing Lucy Branham 1917 Oct.-Nov. Records of the National Woman's Party
Library of Congress, Manuscript Division, Washington, D.C. 20540 USA Web 30 Sept 2010

"I Wonder if it's Really Becoming" suffragette cartoon. New York City, New York: New York Press, n. d. Miller NAWSA Suffrage Scrapbooks, 1897-1911; Scrapbook 6; page 39. Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540. Web 1 Oct 2010

"Some Reasons why we Oppose Votes for Women..." New York , 1894. Library of Congress, Broadsides, leaflets, and pamphlets from America and Europe, Washington D.C. 20540 Web 1 Oct, 2010

"Votes for Women Broadside. Women's Political Union" New York City, New York: January 28, 1911 Miller NAWSA Suffrage Scrapbooks, 1897-1911; Scrapbook 9; page 33. Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540. Web 1 Oct 2010.

PROCEDURE

Day One

1. Place students in small groups of 4 students.
2. Draw a T chart on the board and label one column "A" and the other "B".
3. Instruct students that you are going to place a number of items on the board as being in column A or column B. Instruct students that it is their job in their group to observe

the items and guess what the pattern is: “Why are certain items in column A and others in column B?”

Column A	Column B
Ruins of an old building	An Encyclopedia
An old coin	The Movie “Grease”
Your Grandma	A history book
A photograph	Gossip
A fossil	That 70’s Show
News footage	A movie review
An interview with a veteran	Cliff or Sparks Notes
President Obama’s inauguration speech	An editorial criticizing President Obama’s inauguration speech
A piece of art from the French Revolution	A new book about the French Revolution
Autobiography	Biography

4. Place the first five items on the t-chart (2 from one column, 3 from the other column). Have the students discuss in their small groups why the items are grouped as they are. Have one person from each group stand and give their hypothesis. Write ideas on board on the sides of the t-chart.

5. Place the next five items on the t-chart (3 from one column, 2 from the other). Have the students discuss in their small group what they think the pattern is. What concepts, ideas, terms should be added and taken away from their previous hypotheses? Have the groups share their answers.

6. Now, have the students speak out as you introduce 5 more items (2 from one column, 3 from the other). Then place the items in the correct column. Now have the students re-group and in this round, have them come up with a title for each column. Have students share their “titles”.

7. Erase “Column A” and replace with the “Primary Sources” and replace “Column B” with “Secondary Sources”. Explain that primary sources are first hand accounts of history and secondary sources are second hand accounts of history. Weave in as many of the students hypotheses as possible in comparing and contrasting the two vocabulary terms.

8. Now, have the students speak out using the new terms of primary and secondary sources as you share the last five items.

9. Finally, have each group come up with one more example of each type of source and add to the chart.
10. Have the students read a section out of a textbook introducing the suffragette movement. The selection does not need to be long.
11. Next, show students the cartoon titled "Election Day!" by E. W. Gustin found in the Library of Congress' Votes for Women Suffrage Pictures collection.
12. Ask the students which item is a primary source and which is a secondary source. Next, have the students brainstorm in the groups the strengths of each type of source on the suffrage movement. Have one student in each group stand and share their responses.
13. Next, have the small groups brainstorm the challenges of each type of source on the suffrage movement. Have one student from each group stand and share their answers.
14. For homework, have the students write a paragraph explaining why you taught the lesson you did today.

Day Two

1. Have the students share their responses to the homework question. List answers on the board.
2. Ask the students how their responses would have been different if you had asked, "What did the teacher do in the lesson?" Have the students share their responses.
3. Instruct the students the difference between facts, inferences and generalizations with the sample Power point.
4. Have the students reconvene in their groups.
5. Pass out the Primary Source Analysis worksheet to each student. Have the groups re-examine the cartoon titled "Election Day!" by E. W. Gustin found in the Library of Congress' Votes for Women Suffrage Pictures collection. Ask the students to complete the first part of the "Opportunity Cost of the Suffrage Movement" worksheet, listing the facts they can glean from the cartoon.
6. Have one student from each group stand and share their answers.
7. Next, have the students infer what they can learn about the suffrage movement from the cartoon. What is the message? What does it tell us about the suffrage movement?
8. Have one student from each group stand and share their answer.

9. Explain to the students the definition of an opportunity cost. Have the students make a generalization about the “opportunity cost” some have paid for suffrage rights.

10. Have each group have a student write their generalization on the board and discuss the responses.

Day Three

1. Have students reconvene in their small groups. Instruct students that they are going to follow the same process used yesterday to analyze the cartoon to investigate other primary sources about the suffrage movement.

2. Have the students use the “Opportunity Cost of Suffrage” worksheet to analyze the following items from the Library of Congress Women’s History: Woman Suffrage Collection.

Day Four and Five

1. Reconvene small groups. Have each group send a representative to the board to write down the generalizations they made about the opportunity cost of voting.

2. Share current statistics about voter turnout in your community. Data can be obtained from your local board of elections or election commission.

3. “The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference, and undernourishment”. ~Robert M. Hutchins, Great Books, 1954

Ask the students if they think this quote is true.

4. Pass out the “Get out the Vote” assignment and rubric. Go over the requirements for the assignment. Give students the next two class periods to complete the assignment.

Primary Source Lab

The Opportunity Cost of Voting Name:

Item Name	Facts: what do you know is true?	Inferences about message, audience, time period, purpose, place	Generalization about “Opportunity Cost of Voting”
Sample “Election Day” cartoon			
“Alice Paul Speaks” article			

“We Demand Alice...” photograph			
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Primary Source Lab
The Opportunity Cost of Voting Name:

Item Name	Facts: what do you know is true?	Inferences about message, audience, time period, purpose, place	Generalization about “Opportunity Cost of Voting”
“Do women want the vote?” flyer			
“Woman’s Sphere” cartoon			
“I wonder if it’s really becoming?” cartoon			

Primary Source Lab
The Opportunity Cost of Voting Name:

Item Name	Facts: what do you know is true?	Inferences about message, audience, time period, purpose, place	Generalization about “Opportunity Cost of Voting”
“Some reasons why we oppose..” flyer			
“Votes for Women” broadside			
“Mr. President” photograph			

Primary Source Lab Rubric

Name:

The following rubric will be used to grade your individual “Opportunity Cost of Voting” Charts.

CATEGORY	4	3	2	1
Facts	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Inferences	Makes several complete and detailed inferences of the subject matter and/or elements seen in a work.	Makes a few detailed inferences of the subject matter and/or elements seen in a work.	Makes a detailed inferences of the subject matter and/or elements seen in a work.	Inferences are not detailed or complete.
Generalizations	Accurately describes several "opportunity costs" conveyed by the artist/author and makes accurate generalizations.	Accurately describes a couple of "opportunity costs" conveyed by the artist/author and makes accurate generalizations.	Describes some dominant "opportunity costs" portrayed by the artist/author, but has difficulty making a generalization.	Has trouble picking out any generalizations

Get Out the Vote Assignment

“The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference, and undernourishment”. ~Robert M. Hutchins, Great Books, 1954

Your task is to design a poster to encourage the people to vote. Many do not understand the “cost” many people paid to gain the right to vote. Your task is to remind them of the “price” many paid to earn the right to vote.

You are also to remind people why people were willing to sacrifice so much to vote. Why is it so important to vote?

You will be graded with the following rubric

CATEGORY	4	3	2	1
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as	All required elements are included on the poster.	All but 1 of the required elements are included on	Several required elements were

	well as additional information.		the poster.	missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

[Fact, Inference and Generalization PPT](#)

[Videotape of Lesson Plan Implementation](#)

To view the student work in more detail click on the link below.

<http://daneels.edu.glogster.com/glogs-of-friends/?rss>

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