

Commemorating Women’s Suffrage and the 19th Amendment Instructional Resources

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Center for Civic Education

www.civiced.org

The Center for Civic Education is a nonprofit, nonpartisan organization based in California. The Center’s programs are implemented with the assistance of a network of public- and private-sector organizations and educational leaders in every state and congressional district in the country and in more than eighty other countries, many of which are emerging and advanced democracies. The Center is dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

Women’s History Month Resources

<http://www.civiced.org/resources/curriculum/womens-history-month>

During Women's History Month, the School Violence Prevention Demonstration Program challenges your students to think critically about the subject matter and sources that underpin the study of women's history. Throughout our nation’s past, women have dared to question, to evaluate, and to ask, “Why not do better?” These lessons and activities invite your students to do the same.

Women in Constitutional History

<http://www.civiced.org/wtp-the-program/professional-development/advanced-content-seminars/women-in-constitutional-history>

The Elizabeth Cady Stanton House, M’Clintock House, and Wesleyan Chapel at the Women’s Rights National Historical Park and the Women’s Hall of Fame serve as backdrops for discussions about the first women’s rights convention, Woodrow Wilson and women’s suffrage, and the passage of the Nineteenth Amendment. There are also discussions about gender in civic education and assessing the progress of women in America and abroad.



Constitutional Rights Foundation

<https://www.crf-usa.org>

Constitutional Rights Foundation (CRF) seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights and to educate young people to become active and responsible participants in our society. CRF is dedicated to assuring our country's future by investing in our youth today.

CRF is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society. Under the guidance of a [Board of Directors](#) chosen from the worlds of law, business, government, education, the media, and the community, CRF develops, produces, and distributes programs and materials to teachers, students, and public-minded citizens all across the nation.

The Beginning of the Women's Rights Movement

<https://www.crf-usa.org/project-history-links/women-s-rights.html>

Have Women Achieved Equality?

<https://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-b-have-women-achieved-equality>

In 1920 American women won the right to vote, but they did not attain legal equality with men in other areas. Since 1920, women have won many other rights, but some people argue today that women have not yet achieved equality.

How Women Won the Right to Vote

<https://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-a-how-women-won-the-right-to-vote>

In 1848, a small group of visionaries started a movement to secure equal rights for women in the United States. But it took more than 70 years just to win the right for women to vote.

Women's History Month

<https://www.crf-usa.org/women-s-history-month/women-s-history-month>

Lessons and resources on key individual women's contributions to U.S. and world history, as well as movements that have aimed at equality for women.

Different Voice: Women in the Congress

<https://www.crf-usa.org/bill-of-rights-in-action/bria-9-3-and-4-c-a-different-voice-women-in-the-congress>



Facing History and Ourselves

<https://www.facinghistory.org>

Facing History and Ourselves is a nonprofit international educational and professional development organization. Their mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.

The Audacity of a Vote: Susan B. Anthony's Arrest

<https://www.facinghistory.org/resource-library/audacity-vote-susan-b-anthony-s-arrest>

In this lesson, students analyze a daring challenge to the legal and social order of the time: Susan B. Anthony's casting of an illegal ballot in the 1872 presidential election. Anthony was

ultimately put on trial, convicted, and fined \$100 for her “crime.” In this lesson, students close read an excerpt from Anthony’s speech [Is It a Crime for Women to Vote?](#) in which Anthony defended her actions. The speech, written prior to Anthony’s trial in 1873, contains many themes that resonate with contemporary debates about membership in American society. At a time when voter suppression, gerrymandering, and election interference dominate the headlines, this lesson prompts students to draw connections between the past and present, especially around acts of civil disobedience, the role of voting in a democracy, and the meaning of equality.



Federal Judicial Center

U.S. v. Susan B. Anthony: The Fight for Women's Suffrage

When the leading advocate of woman suffrage votes in a federal election, a federal court must decide what political rights are protected by the Constitution.

The Trial of Susan B. Anthony

by Ann D. Gordon, Editor, Papers of Elizabeth Cady Stanton and Susan B. Anthony, Rutgers University

<https://www.fjc.gov/history/famous-federal-trials/us-v-susan-b-anthony-fight-womens-suffrage>

Teaching Resources

<https://www.fjc.gov/history/famous-federal-trials/us-v-susan-b-anthony-fight-womens-suffrage>



Library of Congress

Students Investigate the 19th Amendment’s Influence on the 1920 Election

<https://blogs.loc.gov/teachers/category/womens-history/>

The 19th Amendment granting women the right to vote was ratified on Aug. 18, 1920. The next morning, *New York Tribune* ran a front page story entitled “Woman Vote Expected to Aid Harding.” The article contains a series of predictions for the November 1920 Presidential and Congressional elections based on predictions from “political Washington” about these new voters.

Nineteenth Century Women: Struggle and Triumph

<http://www.loc.gov/teachers/classroommaterials/lessons/triumph/>

Ever wonder what women were doing during the 1800s or what is known as the antebellum period of United States history? Men are well represented in history books as they were the powerful, educated leaders of the country. Women, on the other hand, rarely had opportunities to tell their stories. Powerful stories of brave women who helped shape the history of the United States are revealed to students through journals, letters, narratives and other primary sources. Synthesizing information from the various sources, students

write their impressions of women in the Northeast, Southeast, or the West during the nineteenth century.



National Archives

Beginning in the mid-19th century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many Americans considered a radical change in the Constitution – guaranteeing women the right to vote. Some suffragists used more confrontational tactics such as picketing, silent vigils, and hunger strikes.

19th Amendment to the U.S. Constitution: Women's Right to Vote (1920)

<https://www.ourdocuments.gov/doc.php?flash=false&doc=63>

Woman Suffrage and the 19th Amendment

<https://www.archives.gov/education/lessons/woman-suffrage>

Resources include primary source documents, teaching activities, and document analysis worksheets.



National History Education Clearinghouse

<https://teachinghistory.org/>

Women's Suffrage: Jane Addams's Article

<https://teachinghistory.org/best-practices/examples-of-historical-thinking/25637>

What arguments did women in the suffrage movement make to anti-suffrage women? TJ Boisseau suggests analyzing reformer Jane Addams's short essay "Why Women Should Vote," published in 1910. What nuances does Addams put in her arguments? How does what she says differ from other contemporary arguments for suffrage, and how is it the same? Are echoes of anything she writes about still debated today? What complications make the suffrage movement, as represented by this essay, less clear-cut than textbooks may paint it as?

Woman Suffrage and the 19th Amendment

<https://teachinghistory.org/teaching-materials/lesson-plan-reviews/23943>

Access primary sources and activities for a unit on the suffrage movement, from the Seneca Falls Convention to the passage of the 19th Amendment.

This [lesson](#) is anchored by nine primary source documents related to the women's suffrage movement, from 1868 to 1920. Students and teachers alike will appreciate that the site includes images of the original documents—not simply transcriptions.

It also has six [teaching activities](#) that range from document analysis, to role-play, to student research. Activity three, which asks students to use textbooks, library resources, and documents to make a timeline, can be an effective way of helping younger students understand historical chronology. For older students, activity six, which asks students to

write and stage a one-act play, presents an opportunity to interpret and synthesize primary sources. The script for a one-act play commissioned by the National Archives, "[Failure Is Impossible](#)," is available as a model. This lesson also includes links to [related websites](#), including those from the Library of Congress, the National Park Service, the National Register of Historic Places, and the National Women's History Project.



National Portrait Gallery Exhibition

Votes for Women: A Portrait of Persistence

<https://npg.si.edu/exhibition/votes-for-women>

March 29, 2019 - January 5, 2020

"Votes for Women: A Portrait of Persistence" will outline the more than 80-year movement for women to obtain the right to vote as part of the larger struggle for equality that continued through the 1965 Civil Rights Act and arguably lingers today. The presentation is divided chronologically and thematically to address "Radical Women: 1832–1869," "Women Activists: 1870–1892," "The New Woman: 1893–1912," "Compelling Tactics: 1913–1916," "Militancy in the American Suffragist Movement: 1917–1919" and "The Nineteenth Amendment and Its Legacy." These thematic explorations are complemented by a chronological narrative of visual biographies of some of the movement's most influential leaders.



National Women's History Museum

Western Campaign for Suffrage

<https://static1.squarespace.com/static/5602e55fe4b053956b5cbfb1/t/591ef23ecd0f68922ed63226/1495200319634/Lesson+Plan+-+Western+Campaign.pdf>

Description/Purpose: The student will examine why western states granted women's voting rights long before a national amendment was passed. Students will use document analysis to answer a fundamental question: Why did Western states grant women voting rights before the rest of the nation?



Stanford History Education Group

<https://sheg.stanford.edu>

The Stanford History Education Group is an award-winning research and development group that comprises Stanford faculty, staff, graduate students, post-docs, and visiting scholars. SHEG seeks to improve education by conducting research, working with school districts, and reaching directly into classrooms with free materials for teachers and students. SHEG's Reading Like a Historian curriculum and Beyond the Bubble assessments have been downloaded more than 5 million times. SHEG's current work focuses on how young people evaluate online content.

Background on Woman Suffrage

<https://sheg.stanford.edu/history-lessons/background-woman-suffrage>

When the 19th Amendment was passed in 1920, the fight for women's suffrage had already gone on for decades. Many women had hoped that women would win suffrage at the same time as African Americans. However, the Fifteenth Amendment only extended suffrage to African-American men. In this lesson, students explore the broad context of the women's suffrage movement through reading selections from Frederick Douglass, Sojourner Truth and Elizabeth Cady Stanton.

Anti-Suffragists

<https://sheg.stanford.edu/history-lessons/anti-suffragists>

The 19th Amendment was passed seventy-two years after the Seneca Falls Convention. This fact demonstrates the strong opposition that women's suffrage faced. In this lesson, students study a speech and anti-suffrage literature to explore the reasons why so many Americans, including many women, opposed women's suffrage.

Women's Rights

<https://sheg.stanford.edu/history-assessments/womens-rights>

Like *Civil Rights Movement in Context*, this assessment gauges students' ability to contextualize two historical documents and place them in the correct chronological order. Document A is excerpted from Betty Friedan's *The Feminine Mystique*, published in 1963. Document B is from the trial of Susan B. Anthony, who voted illegally in the election of 1872. This assessment draws on students' knowledge about changes in women's rights over time but in a way that goes beyond just the simple recall of facts and dates. Students must show that they have a broad understanding of how women's rights changed over time and demonstrate the ability to use knowledge about the past to place the two documents in context.



United States House of Representatives History, Art & Archives

<https://history.house.gov/>

Discover the rich heritage of "the People's House" and its central role in U.S. history since 1789. Explore its unique story and the men and women who have shaped it. Browse its collections. Access historical data and other research resources.

A Century of Women in Congress

<https://history.house.gov/Oral-History/Century-of-Women/>

On November 7, 1916, [Jeannette Rankin](#) of Montana became the first woman elected to the United States Congress. To commemorate the centennial of her November 1916 election and April 1917 swearing-in as a U.S. Representative, the Office of the House Historian conducted oral histories with former women Members, staff, and family. Drawn from decades of congressional experience, the interviews in this ongoing project convey a larger narrative about the transformative role of women in American politics and their contributions to Congress during the past century.