

Guided Reading Level: R**Genre:** Informational**Text Features:** table of contents, photographs, captions, short features, illustrations, timeline, glossary, index**Lesson Objective: Social Studies**

Students will understand the struggle for equal voting rights and be able to identify the key events that surrounded the passing of the Nineteenth Amendment, which granted all U.S. women the right to vote.

Essential Question

Why did it take so long for women to gain the right to vote?

Lesson Objective: ELA

Students will use synonyms to expand their oral and written vocabularies.

Background Knowledge

Briefly discuss the topic of the women's suffrage movement—the long effort to get women the right to vote in the United States. Tier Two and Three vocabulary from the book is listed below. Consider previewing selected vocabulary based upon the needs of your students before they read the text.

Vocabulary

abolitionist (p. 8)	endured (p. 4)
approved (p. 22)	nominated (p. 28)
criticism (p. 14)	proposed (p. 20)
declared (p. 24)	ratified (p. 18)
dedicated (p. 16)	reject (p. 7)



Women's Suffrage Movement

by: Jill Keppeler

Why This Text?

This text explains the long struggle of women to gain the right to vote in the United States. Learn how women were excluded from voting after the Revolutionary War brought freedom to the new nation; how the drive of women to end slavery propelled them to struggle for their own rights; how the Civil War gave voting rights to freed male slaves but failed to provide that same right to women; how women continued to fight for another 50 years until the Nineteenth Amendment finally gave them the right to vote; and how women's rights have advanced slowly but surely during the past century.

Preparing to Read

Point out that this book is nonfiction, based on facts, real events, and real people. Ask a volunteer to read the book's title, *Women's Suffrage Movement*. Point out that *suffrage* refers to the right to vote and *movement* to the hard work and results from people striving toward a common goal. Encourage students to share what they know about the women's suffrage movement, without confirming or contradicting their responses. Then have them turn to Contents on page 3. Remind them that a table of contents gives the general topic and subject matter of each chapter and provides clues about the organization of the book. Ask students for their input about the book's organization based on the table of contents. (The table of contents reflects the chronological organization of the book.)

Reading Informational Text

Ask students to read the book independently. After students finish, draw their attention to the extensive coverage of Susan B. Anthony, a towering figure in the suffrage movement, on pages 14–15. Discuss her contribution to the movement. Invite students to speculate about the sacrifices and hardship that women of that era faced, while trying to win the right to vote. Then have them turn to the timeline of the women's suffrage movement on page 30. Make sure they understand that it should be read from left to right. Ask, *How long did it take from the time of the Seneca Falls Convention until the Nineteenth Amendment gave women the right to vote?* (72 years) *How long did it take from the passage of the Fifteenth Amendment in 1870, granting the right to vote to African American men, until the Nineteenth Amendment gave women the right to vote?* (50 years)

Connect and Respond

1. *What issue split the women's suffrage movement shortly after the Civil War?* (The issue was whether to support giving African American men the vote without granting this right to women.)
2. *How did more militant tactics help women to secure the right to vote?* (These moves brought the issue to the public eye and changed opinions more quickly.)

3. *What did a few women do when Ulysses S. Grant was running for reelection against Horace Greeley? Find textual evidence to support your answer.* (p. 20; "...Susan B. Anthony and fifteen other women voted in the U.S. election...")

Synonyms

Call students' attention to the words *independence* and *freedom*, on page 4, paragraph 2, and ask what these words have in common. (They are synonyms, with approximately the same meaning.) Then ask them to find a synonym for the word *fight* in the first sentence on page 6. (*Struggle* is a synonym of *fight*.) Point out that paying attention to context can help readers find words that are synonyms or near-synonyms; this connection can sometimes help with figuring out the meaning of difficult words. Knowing synonyms is also a skill students can use to keep writing interesting and lively, by using a variety of words. Invite volunteers to find a word that means about the same as *reform* and two words that together mean about the same as *respected* (in a caption), both on page 7 (*reform* and *change*; *respected* and *taken seriously*); and a word that means about the same as *protested* on page 25 (*picket*). Then challenge small groups to work together and come up with synonyms or near-synonyms for the following verbs: *train*, *reject*, *want*, *criticize*, *produce*, *plan*, and *divide*. Write these words and their synonyms in a place where everyone can see.

Language Arts Activity

Remind students that nonfiction texts include facts, details, events, and information about real people. Point out that a statement of fact can be proven to be true or false. By contrast, a statement of opinion is a person's belief, idea, or judgment. It cannot be proven true or false, though it may be based on fact. Good writers use facts to support their opinions. Ask, *How can you prove whether a fact is true or false?* (Possible answer: Check an encyclopedia, book, reliable website, or other reliable text.) Have students turn to the second paragraph on page 14. Ask, *Which three sentences are statements of fact?* (The second, third, and last sentences are statements of fact.) *Which two sentences are statements of opinion?* (The first and fourth sentences are statements of opinion.) Discuss these answers. Then ask students to find an opinion statement on page 28. (The last sentence is an opinion statement.) Point out that paying attention to facts and opinions can help them become better critical readers and writers. If time permits, have partners write three opinion statements about the suffrage movement and then find three fact statements from the text that support each opinion.

Primary Source Activity

Remind students that primary sources include objects, such as photographs, created at the time being studied. Survey with students the photographs in *Women's Suffrage Movement*. Ask students whether the photographs helped them to better understand the suffrage movement and its leaders. Ask which photographs they found most helpful, interesting, or surprising.

- Pass out to students the drawing (see Primary Source), "The woman-suffrage movement in New York City; society leaders securing signatures to petitions to be presented to the constitutional convention," by the artist B. West Clinedinst (1860–1931). Explain that the drawing appeared in *Frank Leslie's Illustrated Weekly* newspaper in 1894.

Support English Learning

Have students copy onto index cards a word on the front of each card and its synonym(s) on the back. Encourage them to use the cards for drills.

Have students read aloud with a partner and discuss the ideas on each page before moving on to the next page.

When discussing fact and opinion, help students find clue words, such as *should*, *believe*, and *think*, and value words, such as *good* and *best*, to identify opinions.

- Call on a volunteer to reread “Small Steps” on page 20. Discuss where Clinedinst’s drawing fits into the time frame described in “Small Steps.”
- Encourage students to discuss noteworthy details in the photograph, such as women’s hair styles, long dresses, and elaborate hats; the interior design; the posters; and the piles of signature pages. *Which details date the photo? Which details would you likely find in a photograph of a political meeting today?*

Social Studies

Activity 1

Display the Nineteenth Amendment:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

[Passed by Congress June 4, 1919; ratified August 18, 1920]

Invite students to copy these words onto art paper, colored paper, cardboard, etc. Then have them decorate the page and/or create a frame to celebrate this amendment.

Social Studies

Activity 2

Many states, like Wyoming (admitted to the Union in 1890), had already given women the right to vote by the time of the Nineteenth Amendment. Ask individuals or partners to create an enlarged timeline based on the book’s timeline (on page 30), that includes additional information, such as dates when states granted women suffrage. It might also include more dates from the book or other sources. Encourage students to create a rough draft of their timeline before producing a final draft with an interesting design.

Materials/Resources Needed

paper
colored paper
colored cardboard
pencils
crayons
watercolors
index cards