

Focus Question

Why were women not allowed to vote before 1920?

Essential Question

What brought about women's suffrage in the United States?

Background Knowledge

Review of constitutional rights and the voting process, vocabulary instruction, and reading an excerpt from the constitution of the Colorado Woman's Suffrage Association

Sources 1-12

- 3 excerpts from the Woman's Suffrage Association
- 2 excerpts from Denver Newspaper
- Photos of Colorado Suffragists
- Illustrated Suffrage political advertisement
- Photos after Colorado women win the right to vote

Strategy Instructions:

- Discussion
- Close Read
- Group Analysis
- Photo Analysis
- Seek, Find, Discuss
- Act It Out
- Activating Our Now

Sources 13-20

- Photos from the national women's suffrage movement
- Map of women's voting rights as of 1914
- Election Day cartoon from after women won the vote
- Centennial of Women's Suffrage in CO poster

Students will answer focus question and essential question in a wrap-up discussion in groups of two or three.

Assessment:

Students will follow RAFT protocol to write letters in the perspective of a women's suffrage supporter.

Elementary Classroom Primary Source Set
Women's Suffrage
5th Grade Teacher Guide

Grade Level:
5th

Essential Question: What brought about women's suffrage in the United States?

Supporting Questions:

1. Why were women allowed to vote in some states (like CO) and not others?
2. What role did the federal government play? What role did state governments play?
3. Through what process did women have to go in order to legally gain the right to vote?
4. Why did women have to petition for suffrage in so many different ways?
5. What attitudes did people have toward women's suffrage?
6. Why do we study this history? Why is it important today?

Source 1: Record Book/Ledger

[Excerpt from The Constitution of the Colorado Woman Suffrage Association](#)

The Constitution of the Colorado Woman Suffrage Association

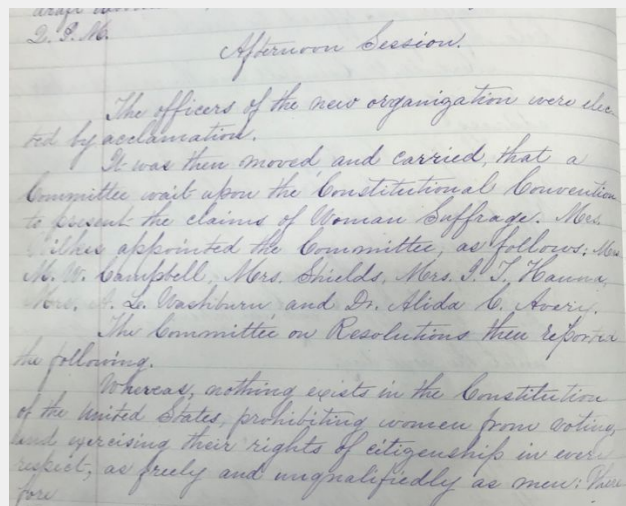
Article 1. Believing that women might enjoy the same legal rights and privileges as men: That so long as women are denied the elective franchise, they suffer a great wrong, and society a deep and incalculable injury, the undersigned agree to unite in an association to be called - the Colorado Woman Suffrage Association.

Article 2. The object of this association shall be to procure the right of suffrage for women and the effect such changes in the law as shall place women, in all respects, in an equal legal setting with men...

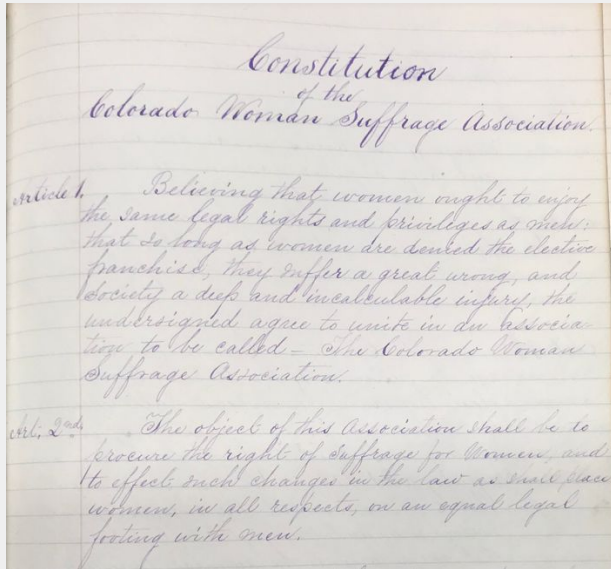
Source 2: Record Book/Ledger

[Excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado](#)

"...Whereas nothing exists in the Constitution of the United States prohibiting women from voting and exercising their rights of citizenship in every respect, as freely and unqualifiedly as men..."



The image shows a page of handwritten minutes from a meeting. The text is written in cursive and matches the typed transcription provided in the adjacent block. The heading reads "Afternoon Session." and the text describes the election of officers and the appointment of a committee to present the claims of woman suffrage to the Constitutional Convention.



Courtesy of History Colorado

Courtesy of History Colorado

Source 3: Newspaper Article

Excerpt from Denver newspaper - February 3, 1876

Memorial to the Constitutional Convention. The following memorial was read by Judge Bromwell in the Convention, February 8.

Gentlemen:

In behalf of the Colorado Woman Suffrage Association, your memorialists desire to make the following inquiries:

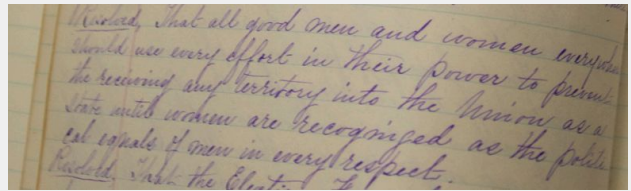
Are women included in "the people" mentioned in the Bill of Rights?

Section 1 says that all government is "instituted solely for the good of *the whole*." Is women recognized as forming any part of that "whole?"

Source 4: Record Book/Ledger

Excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado

"Resolved, That all good men and women everywhere should use every effort in their power to prevent the receiving any territory into the union as a state until women are recognized as the political equals of men in every respect."



Courtesy of History Colorado

Memorial to the Constitutional Convention.

The following memorial was read by Judge Bromwell in the Convention, February 8.

Gentlemen:

In behalf of the Colorado Woman Suffrage Association, your memorialists desire to make the following inquiries:

Are women included in "the people" mentioned in the Bill of Rights?

Section 1, says that all government is "instituted solely for the good of the whole." Is women recognized as forming any part of that "whole?"

In the first three sections, and also in sections 5 and 21, the implied powers of "the people," the inherent rights of the "whole," and the high privileges of "all persons" are so described as to make it difficult for women to see any reference to them in these general and generous provisions, based upon certain natural and inalienable rights, and especially is this difficulty increased when we find, in the various sections which make more definite description of rights and individuals, that in *twenty-one instances* words designating the *male sex* are used, and in *not a single case* does any word designate the female sex; hence we most respectfully ask for a definition of woman's place—if she has one—in the Bill of Rights.

In the census returns, in the criminal records, in the pauper rolls, on the tax lists, woman is counted. She is governed, but has no voice in the government; she is taxed but has no representation; has she any rights recognizable in the authoritative statements of the Constitution of a State whose birthday will be upon the one hundredth anniversary of American independence?

ALIDA C. AVERY,
M. E. HALE,
M. W. CAMPBELL,
Committee.

DENVER, Feb. 3, 1876.

Courtesy of History Colorado

Source 5: Photograph

Men and women for the cause!

Image of women and men gathered in front of a tent with American flags and a suffrage sign



Courtesy of History Colorado

Source 6: Newspaper Article

Excerpt from the Denver Daily Times - January 29, 1877

WOMAN SUFFRAGE

Address of the Rev. Dr. B. F. Crary, at the Suffrage Convention.

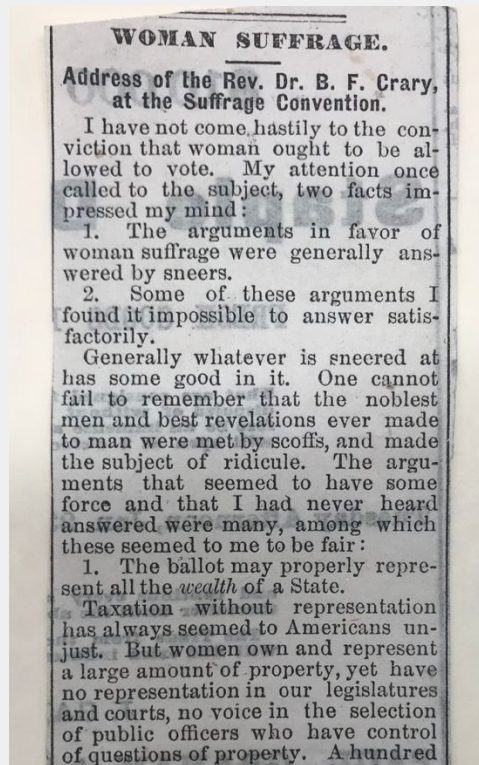
I have not come hastily to the conviction that woman ought to be allowed to vote. My attention once called to the subject, two facts impressed my mind:

1. The arguments in favor of woman suffrage were generally answered by sneers.
2. Some of these arguments I found it impossible to answer satisfactorily.

Generally, whatever is sneered at has some good in it. One cannot fail to remember that the noblest men and best revelations ever made to man were met by scoffs, and made the subject of ridicule. The arguments seemed to have some force and that I never heard answered were many among which seemed to be me to be fair:

1. The ballot may properly represent all the *wealth* of a state.

Taxation without representation has always seemed to Americans unjust. But women own and represent a large amount of property, yet have no representation in our legislatures and courts, no voice in the selection of public officers who have control of questions of property.



Courtesy of Colorado Historic Newspapers Collection and History Colorado

Source 7: Newspaper Article

[Excerpt from Daily Tribune - February 7, 1877](#)

---The female disturbance commences under the auspices of the "Woman's Suffrage Ass'n" at the M. E. church. The men catch it right and left from those talented scolds, Miss Alida

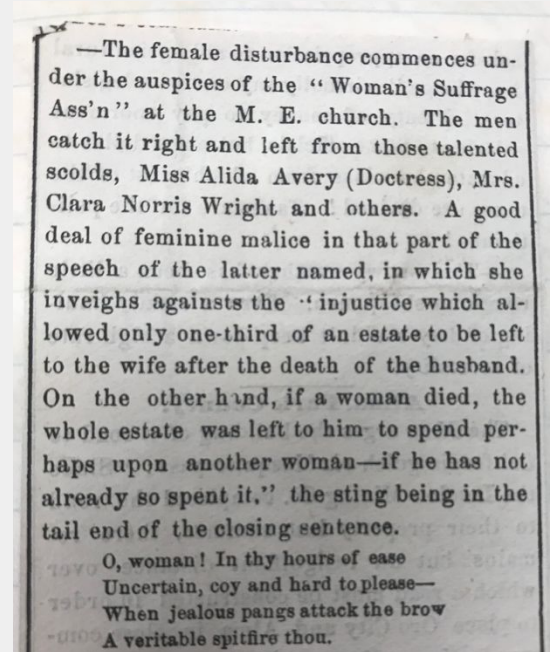
Source 8: Photograph

[Political advertisements on Champa Street in Downtown Denver during the National Women's Suffrage Movement](#)

Image of horses, one pulls a wagon, with banners that read: "Democrat" and White

Avery (Doctress), Mrs. Clara Norris Wright and others. A good deal of feminine malice in that part of the speech of the latter named, in which she inveighs against the "injustice which allowed only one-third of an estate to be left to the wife after the death of her husband. On the other hand, if a woman died, the whole estate was left to him to spend perhaps upon another woman---if he has not already so spent it." the sting being in the tail tail end of the closing sentence.

Oh woman! in thy hours of ease
 Uncertain, coy and hard to please---
 When jealous pangs attack the brow
 A veritable spitfire thou.



Courtesy of History Colorado

Republican on Ballot" on the 1700 block of Champa Street in Denver, Colorado. Signs on the nearby buildings read: "Plumbing," "Enterprise Hand Laundry," "Aurum Assay Office," and "Undertaking."



Courtesy of History Colorado

Source 9: Photograph

[Colorado woman picketing in 1890](#)

Image of a woman with a sign reading, "COLORADO WOMEN ARE CITIZENS"

Source 10: Illustrated Political Ad

[Women's Suffrage political advertisement in Colorado during the election of 1893](#)

Image of a woman representing the state of Colorado speaking to the voting men, with women behind her. Includes the words, "DON'T FORGET THE WOMEN WHEN YOU VOTE ON TUESDAY." "EQUAL RIGHTS! EQUAL RESPONSIBILITIES! EQUAL SUFFRAGE!"



Courtesy of the Denver Public Library



Courtesy of the Library of Congress

Source 11: Photograph

[Colorado women voting/standing outside the polling place in 1893](#)

Image of well-dressed men and women sit and stand on the porch of a building with signs that reads: "Polling Place, Ward and District 9, Precinct 1" and "Election Notice." The women wear long dresses and hats. The men wear suits and hats.



Source 12: Artifact

[Ballot Box from 1903](#)

National Ballot Box; 1903 General Election Ballot Box

Wooden box with glass cylinder inset supported by four wood supports. Has a slot in the hinged lid.



Courtesy of History Colorado

Courtesy of the Denver Public Library

Source 13: Photograph

Suffragettes in 1910 driving a car with a "Votes for Women" sign attached to the back

Image of women in an automobile with flags and a sign that reads "VOTES FOR WOMEN"



Courtesy of History Colorado

Source 14: Photograph

"Penn[sylvania] on the Picket Line," 1917

Image of fourteen suffragists in overcoats on picket line, holding suffrage banners in front of the White House. One banner reads: "Mr. President How Long Must Women Wait For Liberty". White House visible in background.



Courtesy of Library of Congress

Source 15: Photograph

Woman picketing for the cause, 1910s:
Mary Windsor Penn, 1917

Image of Mary Winsor, standing outside, holding a banner that reads: "To Ask Freedom for Women is Not a Crime. Suffrage Prisoners Should Not be Treated as Criminals."



Courtesy of the Library of Congress

Source 16: Photograph

Women march in Suffrage Parade in New York on May 4, 1912

Image of women and a baby marching down a street dressed in white with flags, flowers, and pennants that say "VOTES FOR WOMEN"



Courtesy of the Library of Congress

Source 17: Photograph

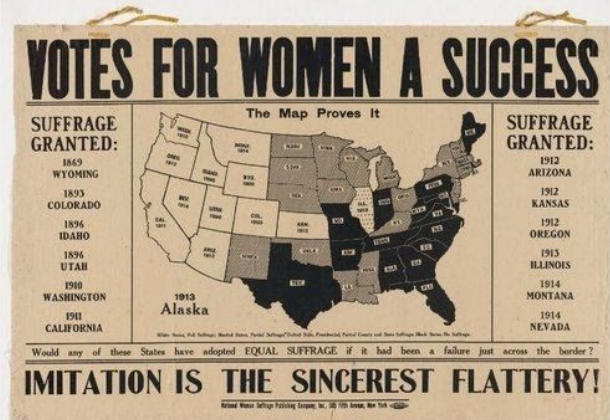
Colorado women campaigning for national women's suffrage in the early 1900s

Image of women standing in front of a billboard that reads,

"WOMEN OF COLORADO
YOU HAVE THE VOTE
GET IT FOR WOMEN OF THE NATION
BY VOTING AGAINST WOODROW WILSON [...]
THEIR PARTY OPPOSES NATIONAL [WOMEN'S]
SUFFRAGE"

Source 18: Map

Map showing U.S. states and territories where women can and cannot vote as the National Women's Suffrage Movement gains momentum, 1914.



Harvard University, Schlesinger Library on the History of Women in America, W602335_1

Courtesy of Harvard University



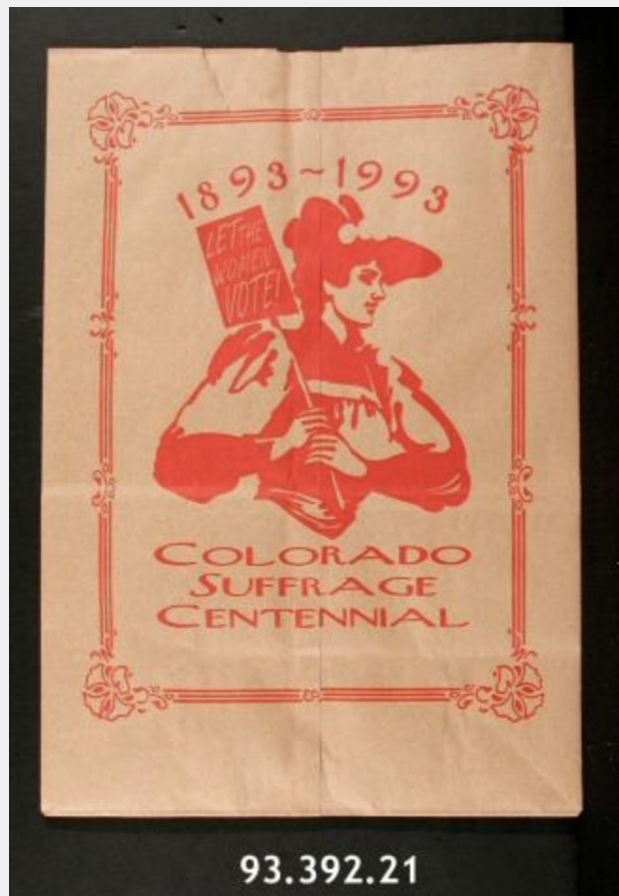
Courtesy of the Denver Public Library

Source 19: Cartoon - Ink-print of an engraving of a photograph
"Election Day!", 1909

Image showing a woman leaving the house to vote on election day while her distraught husband is left behind to tend to the children and house by himself. A plate has been broken, both children are crying and even the cat is in a panic. Hanging in a frame on the wall in the background: Votes for Women and written on a ballot in the bottom right hand corner: Hen Party: "For President -- Mrs. Henry Peck -- Vice President -- Mrs. Wm. Nagg -- For Governor -- Mrs. Thos Katt."

Source 20: Paper Bag with Illustration
Colorado Suffrage Centennial 1893-1993

Image of a woman holding a sign reading "LET THE WOMEN VOTE" accompanied by the dates "1893-1993" and words "COLORADO SUFFRAGE CENTENNIAL"



93.392.21

Courtesy of History Colorado



Courtesy of the Library of Congress

Source 21: United States Founding Document
[The Declaration of Independence, July 4, 1776](#)

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has

been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right

do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Georgia

Button Gwinnett
Lyman Hall
George Walton

North Carolina

William Hooper
Joseph Hewes
John Penn

South Carolina

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Massachusetts

John Hancock
Maryland
Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross
Delaware
Caesar Rodney
George Read

Thomas McKean

New York

William Floyd

Philip Livingston

Francis Lewis

Lewis Morris

New Jersey

Richard Stockton

John Witherspoon

Francis Hopkinson

John Hart

Abraham Clark

New Hampshire

Josiah Bartlett

William Whipple

Massachusetts

Samuel Adams

John Adams

Robert Treat Paine

Elbridge Gerry

Rhode Island

Stephen Hopkins

William Ellery

Connecticut

Roger Sherman

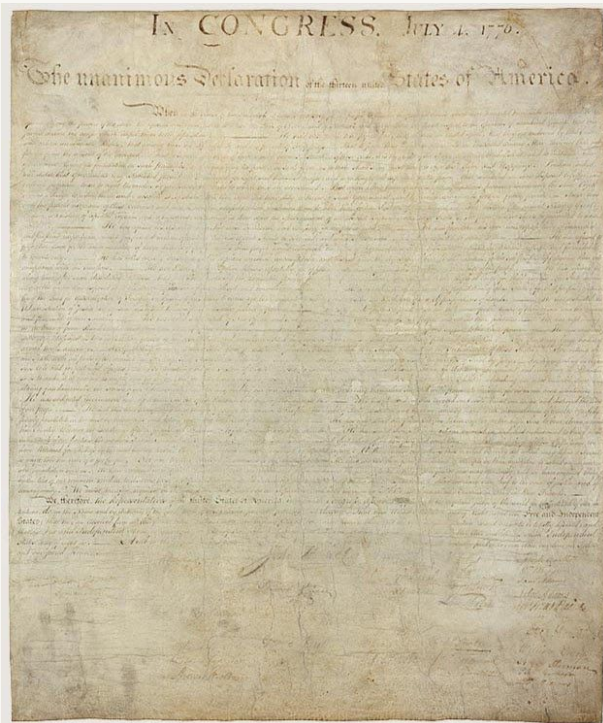
Samuel Huntington

William Williams

Oliver Wolcott

New Hampshire

Matthew Thornton



Courtesy of the National Archives

Background Knowledge/Contextual Paragraph for Teachers

As students study American History, they learn that people have been discriminated against (and continue to be). In the case of women’s suffrage, women were not allowed to vote (nationally) before 1920 because of institutionalized gender discrimination. This discrimination was rooted in the United States Constitution, which declared that white men were the only eligible voters. Over 140 years later, (white) American women gained national, equal suffrage rights with men through the passage of the Nineteenth Amendment. The Nineteenth Amendment specifies that women have an equal right to vote; however, that right was kept from African American Women and Native American Women until later. (Women in Colorado fought for and won the right to vote in 1893 - but it also only applied to white women.) The Nineteenth Amendment, passed in 1920, increased women’s civic-engagement opportunities and sparked further changes in women’s equality.

NOTE: The following strategies and activities are included for 5th Grade; however, all sources in the Set are included for your use for differentiation and/or extension. See also the 3rd and 4th Grade Teacher Guides for ideas to differentiate or extend your lessons.

Building Background Knowledge for the Students

SOURCES 1-2

1. To bring up and build upon students' background knowledge of voting rights lead a classroom discussion with these or similar questions:
 - a. What do you know about the voting process?
 - b. Where does it take place?
 - c. Who has the right to vote in the United States? Who doesn't?
 - d. Have those groups of people always had the right to vote?
2. Following the class discussion, ask them who or what decides who has the right to vote. Explain that you have an excerpt to read from the Colorado Woman's Suffrage Association that was written when Colorado women were fighting for the right to vote in the 1890s.
3. Read the **excerpt of The Constitution of the Colorado Woman Suffrage Association (Source 1)** and the **excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado (Source 2)** scaffolding as needed.
4. Determine how you will instruct vocabulary. It can either be front-loaded before reading the excerpt or instructed after the reading depending on your own vocabulary culture (e.g, a literacy activity to level the language; underline/highlight words they don't understand.).
5. Relate the concept of voting to their own community or family. Have students vote in class to understand the process. Ask how decisions are made in their own families or friend groups.
6. Divide the students into groups. Tell them that each group needs to come up with hypotheses about how they think women might go about achieving the object of their suffrage association. Give them five minutes for brainstorming and have each group choose a writer to record their ideas.
7. Then, have the groups report their ideas to the class.

STRATEGY INSTRUCTION:

SOURCES 1-2 (See above in Building Background Knowledge for the Student)

- **Discussion: Excerpts from the Constitution of the Woman Suffrage Association**
 - Source 1: Record Book/Ledger - Excerpt from The Constitution of the Colorado Woman Suffrage Association**
 - Source 2: Record Book/Ledger - Excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado**
- As in Building Background Knowledge for the student. Lead a discussion followed by group activity about women's suffrage as above. Read the excerpts from the Constitution of the Woman Suffrage Association (Sources 1 and 2) to the students. Explain that the constitution excerpts express the motivations for women to gain the right to vote. Then lead into the lesson by briefly explaining the context behind the women's suffrage movement, in Colorado and nationally.

SOURCES 3-4

- **Close Reading**
 - Source 3: Excerpt from Denver Newspaper - February 3, 1876**
 - Source 4: Excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado**
- Provide each of the sources (Sources 3-4) in a Google Classroom folder or in a document. The students will use Close Read Protocol (Material 2) individually to aid their investigation of the article. Questions to guide their close read will be as follows: Who is in Source 3 and what are they doing? What questions are the suffragists asking the judges in Source 3? Why do these questions matter for their right to vote? According to Source 4, what do the suffragists want men and women to do?

SOURCES 5-7:

- **Group Analysis**
 - Source 5: Photograph - Men and women for the cause!**
 - Source 6: Newspaper Article - Excerpt from the Denver Daily Times - January 29, 1877**
 - Source 7: Newspaper Article - Excerpt from Daily Tribune - February 7, 1877**
- Provide each of the sources (Sources 5-7) in a Google Classroom folder or document. Group students in heterogeneous pairs--intended to provide necessary supports for each other--and share the Group Comparison Worksheet (Material 3) with each student. Each pair will go through each of the three sources and use this document to record their thinking, creating and revising hypotheses about historical accounts as they make their way through the materials.

SOURCES 13-16:

- **Photo Analysis**

Source 13: Photograph - Suffragettes in 1910 driving a car with a “Votes for Women” sign

attached to the back

Source 14: Photograph - "Penn[sylvania] on the Picket Line," 1917

Source 15: Photograph - Woman picketing for the cause, 1910s: Mary Windsor Penn, 1917

Source 16: Photograph - Women march in Suffrage Parade in New York on May 4, 1912

- A power-point presentation with the primary source pictures (Sources 13-16 of the national female suffrage movement) can be created and used in this next section of the lesson. Students will be asked to take a minute to look at each picture and take quick notes about what they notice. Using the Photo Analysis Sheet (Material 5) have students analyze each photo.

SOURCES 17-18:

- **Seek, Find, Discuss**

Source 17: Photograph - Colorado women campaigning for national women’s suffrage in

the early 1900s

Source 18: Map - Map showing U.S. states and territories where women can and cannot vote as the National Women’s Suffrage Movement gains momentum, 1914.

- Assign each student a state of the United States (if need be, some students can be given two states to look for). Put Source 18 up on a projection or pass around printouts. Give students three or so minutes to absorb the map and locate their state(s). Help the students understand that the map shows which states have and have not approved women’s suffrage. Show them Source 17 before or after and explain that women in states that already approved women’s suffrage were petitioning and campaigning for their fellow females in other states. Students must get into groups of 5 and using Source 18 talk with their group about why their state has or has not yet approved women’s suffrage. Ask students to pay close attention to the words on the map. Let the groups talk for about two minutes and then rotate one or two more times (mixing up the groups). At the end of the rotations, ask your students why states were more likely to approve women’s suffrage if their neighboring state already approved it?

SOURCE 20:

- **Activating Our Now**

Source 20: Paper Bag with Illustration - Colorado Suffrage Centennial 1893-1993

- Evaluate the poster on the bag from the Women’s Suffrage Centennial in Colorado (Source 20). Allow students to each have a copy, either in a google folder or a printed copy. Ask “What is the purpose of a poster?” Ask students to think about why the designer/creator of this poster chose: the specific design, the color used,

and the symbol of the women's petition (the picket sign). Tell students that they will now be the creators of their own *national* women's suffrage centennial poster. They will be creating one, similar to Source 20, to commemorate the centennial of national women's suffrage. Give each student a few pieces of paper and spread colored pencils on the tables/desks. Give students 5 minutes to brainstorm their idea and then 10 minutes to complete their designs. Students must include one of the following: a symbol of the suffragette's petitions (i.e. picket signs, constitutional amendments, etc.), a feature of the future of women's rights, or a feature of women's rights in the past (or the lack thereof). This could be counted as a summative assessment. It could also be completed for a homework assignment.

SOURCES 6 & 21

- **Close Reading**

Source 6: Newspaper Article - Excerpt from the Denver Daily Times - January 29, 1877

Source 21: United States Founding Document - The Declaration of Independence, July 4, 1776 - Excerpt: List of complaints against the King

- Provide each of the sources (Sources 6 and 21) in a Google folder or in a document. The students will use Close Read Protocol (Material 6) individually to aid their investigation of the documents. Questions to guide their close read will be as follows: 1. In Source 6, what argument is being made about wealth and taxation? What year is this argument being made? 2. In Source 21, read through the list of complaints against the King that were made decades earlier when the American colonists were fighting for independence from Britain. Are there any common threads here and in Source 6? 3. Identify and explain. What does commonality tell you about the strength of the argument? 4. Does the Declaration of Independence contain any other connections to other things you've learned in your study of women's suffrage?

Strategy Instruction Differentiation:

The texts can be further modified for students who need more literacy support; vocabulary should be instructed based on your student's needs.

RAFT Writing:

- Students will complete a final writing project using the RAFT (Role, Audience, Format, & Topic) structure. Students will write a letter from the perspective of a Coloradan who supports the National Women's Suffrage Movement. Before the students begin their writing piece, prime their thinking with a short activity (e.g, Turn and Talk; Think, Write, Pair, Share) allowing them to make connections to something that is meaningful to them

today. (e.g., the student wants to have a say in what they eat for dinner; what time they go to bed; what activities they want to do but can't; or that they want a pet?) Students have a choice to write a letter to a family member or friend in a state where women were not allowed to vote, to a newspaper explaining why they support the women's suffrage movement, or to a politician who is against the women's suffrage movement.

- Using RAFT protocol, students plan, draft, revise, edit, publish,

Assessment:

Answer Inquiry Question & RAFT Writing (see above)

- Have students write a letter from the perspective of a Coloradan who supports the National Women's Suffrage Movement. Students have a choice to write a letter to a family member in a state where women cannot yet vote, to a newspaper explaining why they support the women's suffrage movement, or to a politician who is against the women's suffrage movement. Students must include why they think women's suffrage is important or how they think it will positively affect the future.

Colorado Academic Social Studies Standards:

- SS.5.1.1 Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
- SS.5.1.1 Recognize how historical context can affect the perspective of historical sources.
- SS.5.1.1 Examine significant historical documents. For example: the Stamp Act, the Declaration of Independence, and the Constitution.
- SS.5.1.1 Interpret timelines of eras and themes in North America from European colonization through the establishment of the United States Government.
- SS.5.1.1 Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from European colonization through the establishment of the United States Government.

Colorado Reading & Writing Standards:

RWC10-GR.6-S.2-GLE.2-EO.c.ii: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)

RWC10-GR.6-S.1-GLE.1-EO.d: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)

RWC10-GR.6-S.4-GLE.2-EO.a: Accurately identify own assumptions, as well as those of others

RWC10-GR.6-S.4-GLE.3-EO.b: Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)

Close Reading of Sources 3 and 4

Source 3

Excerpt from Denver newspaper - February 3, 1876

Memorial to the Constitutional Convention.
The following memorial was read by Judge Bromwell in the Convention, February 8.

Gentlemen:

In behalf of the Colorado Woman Suffrage Association, your memorialists desire to make the following inquiries:

Are women included in “the people” mentioned in the Bill of Rights?

Section 1 says that all government is “instituted solely for the good of *the whole*.” Is women recognized as forming any part of that “whole?”

Source 4

Excerpt from the Afternoon Session Minutes from the Annual Meeting of the Colorado Woman Suffrage Association - January 10, 1876 in Denver, Colorado

“Resolved, That all good men and women everywhere should use every effort in their power to prevent the receiving any territory into the union as a state until women are recognized as the political equals of men in every respect.”

Who is in Source 3, and what are they doing?

What questions are the suffragists asking the judges in Source 3?

Why do these questions matter for their right to vote?

According to Source 4, what do the suffragists want men and women to do?

Group Comparison Worksheet

Why did women petition for their right to vote?

Read and look at the primary sources with your group to investigate why women in Colorado and the United States as a whole petitioned for their right to vote. Use the tables to take notes about the information you learn from each source.

Source 5	Actions taken to win the right to vote for women in this source:	Evidence from this source to support these findings:

What else do you want to know?

Discuss the information you found with your group. Form a hypothesis for the inquiry question before you move on to the next source.

Inquiry Question: Why did women petition for their right to vote?

Hypothesis A:



Source 6	Reasons why women petitioned for the right to vote as given by this source:	Evidence from this source to support these findings:

What evidence supports what Source 5 shows?	What evidence refutes what Source 5 shows?

Create another hypothesis or revise your first hypothesis using the information you gathered from this source.

Inquiry Question: Why did women petition for their right to vote in so many different ways?

Hypothesis B:



Source 7	Reasons why women petitioned for the right to vote as given by this source:	Evidence from this source to support these findings:

What evidence from Source 7 supports what the other sources claimed:	What evidence from Source 7 refutes what the other sources claimed:

Create another hypothesis or revise your hypothesis using the information you gathered from this source.

<p>Inquiry Question: Why did women petition for their right to vote in so many different ways?</p>
<p>Hypothesis C:</p>



<p>Did your hypotheses change, and why?</p> <p>What would it be now:</p> <p>Why did women have to petition for the right to vote in so many ways?</p>

Photo Analysis: Sources 13-16

In the box next to each photo, take notes on what you notice.

Source 13



Source 14



Source 15



Source 16



Why did women have to petition for the right to vote in so many ways?

How are these women's petitions similar to or different from the women's petitions in Colorado?

Close Reading of Sources 3 and 21

Source 6: Newspaper Article
Excerpt from the Denver Daily Times -
January 29, 1877

WOMAN SUFFRAGE

Address of the Rev. Dr. B. F. Crary, at the
 Suffrage Convention.

I have not come hastily to the conviction that woman ought to be allowed to vote. My attention once called to the subject, two facts impressed my mind:

1. The arguments in favor of woman suffrage were generally answered by sneers.
2. Some of these arguments I found it impossible to answer satisfactorily.

Generally, whatever is sneered at has some good in it. One cannot fail to remember that the noblest men and best revelations ever made to man were met by scoffs, and made the subject of ridicule. The arguments seemed to have some force and that I never heard answered were many among which seemed to be me to be fair:

1. The ballot may properly represent all the *wealth* of a state.

Taxation without representation has always seemed to Americans unjust. But women own and represent a large amount of property, yet have no representation in our legislatures and courts, no voice in the selection of public officers who have control of questions of property.

Source 21: United States Founding Document
The Declaration of Independence, July 4, 1776

Excerpt: List of complaints against the King

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

WOMAN SUFFRAGE.

Address of the Rev. Dr. B. F. Crary,
at the Suffrage Convention.

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1. The ballot may properly represent all the *wealth* of a State.

Taxation without representation has always seemed to Americans unjust. But women own and represent a large amount of property, yet have no representation in our legislatures and courts, no voice in the selection of public officers who have control of questions of property. A hundred

Courtesy of Colorado Historic Newspapers
Collection and History Colorado

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

	<p>He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.</p> <p>He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.</p> <p>He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.</p> <p>He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.</p> <p>Courtesy of the National Archives</p>
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In Source 6, what argument is being made about wealth and taxation? What year is this argument being made?

In Source 21, read through the list of complaints against the King that were made decades earlier when the American colonists were fighting for independence from Britain. Are there any common threads here and in Source 6? Identify and explain.

What does commonality tell you about the strength of the argument?

Does the Declaration of Independence contain any other connections to other things you've learned in your study of women's suffrage?