Unit: 1920s
Lesson Title: The 19th Amendment and The American Way
Lesson Focus: Looking at the democratic process, national identity, and the Nineteenth Amendment
Grade Level/Course: 11th Grade/US History
Time allotment: One 45-minute class period
Author: Tina Melcher – tina.melcher@esc13.txed.net

Lesson Summary: Students will identify different methods used within the democratic process by the suffrage movement to expand the political rights of women and pass the Nineteenth Amendment.

Materials Needed:
- Folders
- The Democratic Process Evaluation Form
- Copies of Documents
- The Newspaper Editorial Graphic

Documents Used
The written information and visuals on the HRC 1920s Website (Big Debates: Rise of Women/Women Unite)
- Reading from Big Debates: Women on the Rise: Women Unite
- Photo: Women Campaigning - Eugene O. Goldbeck
- Photos (5): Jailed For Freedom
- Cartoon: Every Good Suffragette

Strategies Used
- T-Chart
- Small Student Grouping
- Information Gathering Matrix
- RAFT - Editorial
Objective: The student will identify, analyze, and evaluate the different methods used to pass the Nineteenth Amendment and then explain how the 19th Amendment reflects the U.S. national identity.

Enduring Understandings:
- The democratic process expands the political rights of citizens.
- The democratic process allows change to occur.

Essential Questions:
Who are we as a people and how does it reflect our national identity?
How can people act within the democratic process to effect change?
How do different groups of people achieve their goals through the democratic process?

Concepts: Democracy, Change

Academic Language
Suffrage
Picketing
Amendment
Lobbying (campaigning)
Protesting (picketing)

TEKS/SEs (Texas Essential Knowledge and Skills/Student Expectations)

US (18) CITIZENSHIP. The student understands efforts to expand the democratic process. The student is expected to:
(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution.
(B) evaluate various means of achieving equality of political rights, including the 19th amendment
(C) explain how participation in the democratic process reflects our national identity.

US (24) Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
(G) support a point of view on a social studies issue or event

Procedure

A. Anticipatory Set (Hook)
Have students create a T-Chart and use the photo called Jailed For Freedom/Women Picketing (Big Debates: Rise of Women/Women Unite) to discuss whether picketing is a good way to get positive results in the democratic process. Have students list at least three positive and three negative reasons to use “picketing” to create change in a democratic system. Then have students list at least three other ways citizens can create change in a democratic system. (Chart attached, or have students draw their own.)
Picketing - Protesting

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Ways to create change in a democratic system.
1.
2.
3.

B. Information gathering (Line)

1. Organize students into groups of two or three.

2. Students will work together in small groups to examine the documents and gather information and complete the Information Gathering Matrix using the HRC website Teaching the American Twenties: Big Debates/Rise of Women/Women Unite. The information can either be organized into a folder for each group or students can research the information directly from the website.

3. Material used from the website should include:
   - Reading: Women Unite
   - Photo: Women Campaigning - Eugene O. Goldbeck
   - (5) Photos: Jailed For Freedom
   - Cartoon: Every Good Suffragette

4. Students use the information they gather to identify and evaluate three methods used to achieve the equality of women’s political rights. They will identify the method, describe it, evaluate how effective this method was, and draw an example of the method. The information gathered will be documented on a matrix like the one below (Democratic Process Evaluation Form. Answer key and blank form attached.).

| DEMOCRATIC PROCESS – EVALUATION FORM  
Nineteenth Amendment  
Evaluate three methods used to achieved equality of women’s political rights |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods Used</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
C. Processing Activity (Sinker)

1. Using the information gathered on the Democratic Process Evaluation Form, students will write an editorial using one of the RAFT requirements below. They may either choose to write an editorial based on the point of view of a person who supports or does not support the passing of the Nineteenth Amendment.

You may want to share with the students the editorial section of your local newspaper so they are familiar with the style used when writing an editorial and how long an editorial usually is.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Woman Involved in the Suffrage Movement in the 1920s who supports Nineteenth Amendment</td>
<td>Readers of the local newspaper</td>
<td>Editorial</td>
<td>How does the passing of the Nineteenth Amendment reflect the national identity of the United States?</td>
</tr>
<tr>
<td>A Husband and Father in the 1920s who does not support Nineteenth Amendment</td>
<td>Readers of the local newspaper</td>
<td>Editorial</td>
<td>How will the passing of the Nineteenth Amendment affect the national identity of the United States?</td>
</tr>
</tbody>
</table>

2. Have students use the graphic below to write their editorial. Then post student work on the wall. (See Attached Graphic)

3. By way of an open forum, have students share their opinions on this subject based on the editorial they wrote.

Differentiation and Accommodations

**Gifted/Talented Learners:** Have students research the progress of women’s political rights in the United States since the passing of the Nineteenth Amendment as well as the progress of women’s political rights in another modern industrial country. Then have them complete a Venn Diagram comparing the two countries.

**English Language Learners:** Have students draw a visual form of their point of view including a caption written in English to describe their point of view.

**Special Needs Students:** Instead of an editorial, students will write a letter to the editor using the same requirements as the editorial. Their letter should reflect one of the required point of views.
### Anticipatory Set Handout – T-Chart

#### Picketing - Protesting

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Ways to create change in a democratic system.**

1. 
2. 
3. 

### DEMOCRATIC PROCESS – EVALUATION FORM

**Nineteenth Amendment**

Evaluate three methods used to achieved equality of women’s political rights

<table>
<thead>
<tr>
<th>Methods Used</th>
<th>Describe Method</th>
<th>Evaluate Method Based On How It Reflects the National Identity</th>
<th>Sketch Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEWSPAPER EDITORIAL

TITLE

Photo from the Website that explains editor’s point of view
### DEMOCRATIC PROCESS – EVALUATION FORM

**Nineteenth Amendment**

Evaluate three methods used to achieved equality of women’s political rights

<table>
<thead>
<tr>
<th>Methods Used (*from TEKS 18A; others possible)</th>
<th>Describe Method</th>
<th>Evaluate Method Based On How It Reflects the National Identity</th>
<th>Sketch Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>1. Lobbying (Campaigning)</em></td>
<td>Drove in cars across the nation to ask citizens to support the Nineteenth Amendment</td>
<td>It is a way of supporting politically different points of view.</td>
<td></td>
</tr>
<tr>
<td><em>2. Protesting (Picketing)</em></td>
<td>Stood on the street carrying signs demanding the vote</td>
<td>It is a way to voice one’s opinion. Freedom of speech is an individual right listed in the U.S. Constitution.</td>
<td></td>
</tr>
<tr>
<td>*3. Amendment</td>
<td>Since 1848 the suffrage movement worked at getting the amendment passed</td>
<td>The amendment process is laid out in the U.S. Constitution which is the core of our political beliefs</td>
<td></td>
</tr>
<tr>
<td><em>4. Court Decisions (no examples in this lesson’s images)</em></td>
<td>File a lawsuit to bring the actions into the process of judicial review</td>
<td>We are a society that respects the rule of law. Bringing suit calls into play the 5th Amendment and 14th Amendment guaranteeing due process.</td>
<td></td>
</tr>
<tr>
<td>5. Join with other similar causes</td>
<td>Join with Temperance Movement, which had similar support base</td>
<td>Americans believed themselves to be a country guided by high moral standards. Both movements wished to be perceived that way.</td>
<td></td>
</tr>
</tbody>
</table>
Great Debates: Women on the Rise

Women Unite

The suffrage work that had formally begun in 1848 at the Seneca Falls Convention culminated in August 1920 with the ratification of the Nineteenth Amendment to the Constitution, securing the vote for women nationwide. The presidential election of November 1920 became the first occasion on which American women were allowed to exercise their right to vote.

The right to vote, however, did not equate to having "full citizenship" with equal rights for women. The desire for full citizenship guided longtime suffragist leader Alice Paul to create the Equal Rights Amendment (ERA) to end legalized discrimination against women. The National Woman's Party, an organization that had been influential in the passage of the Nineteenth Amendment, took the ERA to Congress in 1923. The ERA did not make it onto the floor of the House or Senate for a vote until the 1970s. Even today, in 2006, the bill remains a few states short of ratification.

In 1920, the same year women won the vote, Prohibition criminalized the production, transport, and sale of alcoholic beverages in America. The campaign for women's voting rights was closely tied to Prohibition. Because women did not enjoy equal rights, some suffered abuse and economic hardship as a direct result of their husbands' habitual and socially acceptable alcohol consumption. Many of the women who organized and leveraged their position as a moral force in American society to fight the ills of alcohol also campaigned for voting rights. Groups such as the Women's Christian Temperance Union (WCTU) had supported the "dry" cause and women's right to vote since the 1870s.

The powerful liquor, wine, and beer industries did not support women's suffrage, believing that all women would vote for Prohibition. Ironically, both conservatives, who believed in the rights of states and private industry, together with liberals, for whom other problems facing women and workers took precedence, opposed suffrage and Prohibition.

Nevertheless, the numbers of both dry and suffrage states rapidly increased, culminating in the ratification of the Eighteenth and Nineteenth amendments in 1920.

From the HRC website:
http://dev.hrc.utexas.edu/exhibitions/online/teachingthetwenties/theme_viewer.php?theme=big&section=women&subsect=2
This cartoon, featured in multiple publications about women's fight for the vote, shows an exhausted suffragette the morning after the ratification of the 19th Amendment.