

cobblestone®

WOMEN GET THE VOTE

In this issue, students explore the struggles women faced during the 19th century to gain equal rights under US law.

CONVERSATION QUESTION

How did the women's rights movement gain broad support in the United States and England?

TEACHING OBJECTIVES

- Students will learn about civil rights.
- Students will explain likely causes and effects of events and developments.
- Students will evaluate the relative influence of various causes of events.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will conduct research.
- Students will create a timeline.
- Students will use details from a text to write historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

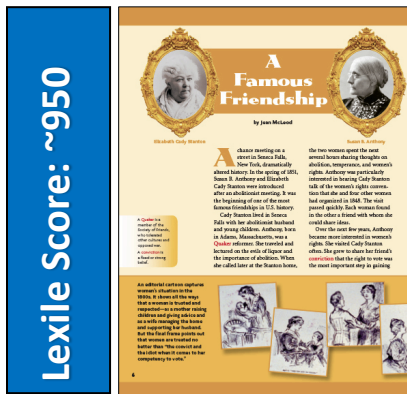
- **A Famous Friendship**
Expository Nonfiction, ~950L
- **A Successful Experiment**
Expository Nonfiction, ~950L
- **Finding Inspiration**
Expository Nonfiction, ~1050L

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A Famous Friendship

pp. 6–9, Expository Nonfiction

Explore how two of the most influential women in American history changed the fate of a nation.



RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about civil rights.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- **abolitionist** (p. 6) a person who favors the end of a practice, especially slavery
- **suffrage** (p. 7) the right to vote in a political election
- **amendment** (p. 8) an article added to the US Constitution that typically defines people's rights and liberties

ENGAGE

Conversation Question: How did the women's rights movement gain broad support in the United States and England?

Ask students if they've ever been denied an opportunity to have a say in how something was decided that impacted them. If necessary, give them some examples like school schedules and what's on the menu in the cafeteria. Ask them how they might seek to change things so that they had a say. What would they do? How would they do it?

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. Women's rights advocates realized it was important to join with the _____ cause to gain support.
2. Without _____, women found themselves living in a society they had little power to change.
3. Some people wanted to pursue an _____ to the Constitution, but others felt that achieving _____ for women would be easiest by changing state laws.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why was *The Revolution* published? What were its goals?
2. Why did the NWSA not initially receive broad support?
3. What led to the creation of the AWSA?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships. Inform students that they will need to reread the article with a partner to find these cause-effect relationships.

ASSESS: Distribute the *Cause-Effect Relationships* organizer to students. Have students use it to record details about causes and effects of the events/developments noted in the organizer. When students have finished their work, have them share with the class to ensure proper understanding of these specific cause-effect relationships.

EXTEND

English Language Arts Have students use print and digital sources to research life for women in the United States in the late 19th century. Instruct them to identify at least three aspects of life that were different for women because of their gender. Then ask students to share with the class in a group discussion.

Name _____

Cause-Effect Relationships

Events and developments throughout history often have multiple causes and effects. Reread the article and fill in the likely causes and effects for each development identified in the chart below.

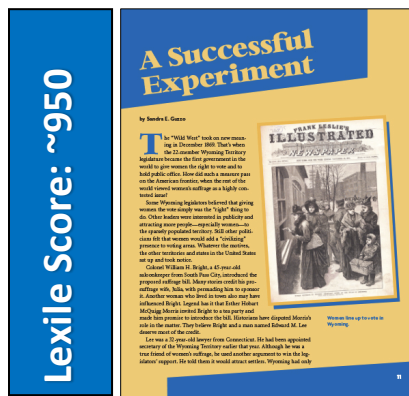
Likely Causes	Event / Development	Likely Effects
	Elizabeth Cady Stanton and Susan B. Anthony meet for the first time in 1851.	
	Cady Stanton and Anthony publish <i>The Revolution</i> and co-edit <i>A History of Woman Suffrage</i> .	
	Cady Stanton and Anthony form the National Woman Suffrage Association (NWSA) in 1869.	
	The American Woman Suffrage Association (AWSA) is formed later in 1869.	

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A Successful Experiment

pp. 11–13, Expository Nonfiction

Discover why women's suffrage started in the "Wild West" and expanded to other parts of the country.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about civil rights.
- Students will evaluate the relative influence of various causes of events.
- Students will create a timeline.

KEY VOCABULARY

- **American frontier (p. 11)** the limit of settled land in the American West beyond which lay wilderness
- **legislature (p. 11)** the institution in a political area that makes laws for people living in that area
- **state constitution (p. 12)** a document that describes a state's government structure, political processes, and limitations to its power

ENGAGE

Conversation Question: How did the women's rights movement gain broad support in the United States and England?

Tell students that there are two basic ways to change laws in the United States. One is to have Congress pass a new constitutional amendment, but this requires congresspersons from many states to support the new law. The other way is to have each state's legislature pass a new law. Ask students how this information helps to explain that women gained the right to vote in individual states long before Congress passed a new amendment guaranteeing them the right to vote.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did people in the Wyoming Territory support giving women the right to vote?
2. Why was it easier to pass a law in a territory versus a state?
3. Why were western states more likely to give women the right to vote than eastern states?

CONCEPT/SKILL FOCUS: Evaluate Influence

INSTRUCT: Explain that events and developments in history rarely have a single cause and instead tend to have multiple causes. Further explain that not all causes have the same influence on an event.

ASSESS: Have students work in pairs to reread the article and note examples of social and political factors that affected Wyoming's decision to support women's suffrage. Then hold a class discussion in which students weigh the relative impact of these factors on Wyoming's and other western states' support of women's suffrage.

EXTEND

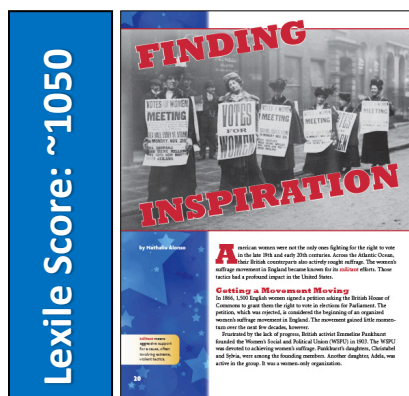
Social Studies Remind students that the article discusses key events that led to widespread support for women's suffrage at the state level. Have students identify at least seven major events affecting this development and create an annotated timeline (i.e., timeline where dates have labeled events and short descriptions).

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Finding Inspiration

pp. 20–23, Expository Nonfiction

Find out how both American and English women fighting for the right to vote inspired each other in their struggles.



RESOURCES

- Classify Events

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about civil rights.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- petition* (p. 20)** a formal written request, typically signed by many people, appealing to an authority to support a particular cause
- tactics* (p. 20)** actions or strategies used to achieve a goal
- civil disobedience* (p. 21)** the refusal to cooperate with certain laws, as a peaceful form of political protest

ENGAGE

Conversation Question: How did the women's rights movement gain broad support in the United States and England?

Ask students to think about an event that happened in another school, town, city, state, or country that had an impact on their lives. What happened and why did it impact them? Then, tell them they're going to learn about how events surrounding the women's rights movement in the United States affected people living in England, and vice versa.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What tactics did non-WSPU supporters of women's suffrage use to promote their agenda?
- How did the treatment of WSPU protestors help generate support for women's suffrage in England?
- How did American supporters of women's suffrage influence English supporters of women's suffrage, and vice versa?

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that certain events happen in history that can be considered important, but don't represent a change in how things have been done or thought about in the past. These are known as *historical continuities*. Alternatively, some events do represent a change in how things have been done or thought about in the past. These are known as *historical changes*.

ASSESS: Distribute the *Classify Events* organizer. Have students work in pairs to find details in the text that are examples of historical continuities or historical changes. Instruct them to record their findings on the *Classify Events* organizer.

EXTEND

Social Studies Remind students that the article provides details about issues in the United States and England that influenced support for women's suffrage. Have students write a short story centered on a conversation between two or more of the female leaders of the suffrage movement mentioned in the article. Invite students to share their short stories with the class.

Name _____

Classify Events

Historical events may be examples of *historical change* or *historical continuity*. Reread the article and find examples of both historical continuities and historical changes. Then use details from the article to support your classifications.

Identify an event from the article.	Is this event an example of <u>historical change</u> or <u>historical continuity</u> ?	Which details in the article support your classification?