Overview

In the “‘Yes We Can!’ The Road to Women’s Liberation” unit, students will explore the women’s civil rights movement through primary source analysis, open discussion and journal entries. Students will study the history of the 19th Amendment and the Equal Rights Amendment. As a final assessment piece, students will respond to a reflective writing prompt to demonstrate an understanding of the women’s suffrage movement.

Concepts & Key Terms
- Equality
- Suffrage
- Social Movements
- 19th Amendment
- The ERA
Rationale
Women have been speaking out and arguing for suffrage as early as the 1840s. Over the period of 75 years, women have used nonviolent tactics at the state and federal level to demand equal voting rights. Until 1920, most states limited the right to vote to men. The persistence of the women’s rights movements eventually led to the creation of the 19th Amendment.

While women have made great strides in their pursuit to equality, gender inequality still exist on a national and global level. Through the “‘Yes We Can!’ The Road to Women’s Liberation” unit, students will study the history of the women’s rights movements in order to make connections to current events and issues.

Student Objectives
- Students will be able to formulate examples of equality and inequality in the United States
- Students will use primary sources to understand women’s suffrage and equality
- Students will be able to identify change and continuity in the context of the women’s liberation movements

Assessments
Students will be assessed on their written responses to primary sources, class participation, and class presentations.

As a final product, students will create a written analysis to demonstrate their comprehension of the women’s rights struggle throughout history. The written analysis will be based off the following questions:

1. Why did women feel the need for another movement?
2. What didn’t they gain in the first movement?
3. Was the second movement successful?
4. Are women equal today?
Day 1: What is Equality

I. Free Write - What is Equality?
Have students begin class with a free write on their definition of equality. Discuss the students’ responses and the dictionary definition of equality. As a class, create a definition of equality and write it on the board.

II. Equality Throughout History
In small groups or pairs, have students come up with examples of equality or inequality in the United States – today or throughout history. Discuss the responses as a class while highlighting instances of women’s equality or inequality.

III. The 19th Amendment
Ask students whether gaining the right to vote provided women with equality in the United States. As a class, review the text of the 19th Amendment and discuss what equalities it does or does not address.

IV. Photograph Analysis
As a class, use “Elections Day!” to model appropriate engagement with the images using the Library of Congress Primary Source Analysis Tool. Separate the class into four groups to investigate an image using the analysis tool making sure to note observations, questions, and how the image relates to women’s equality.

V. Conclusion
Have groups present their findings to the class. Discuss the ways in which the 19th amendment provided equality to women.

Big Ideas
- Describe the Progressive movement and its impact on political, economic and social reform
- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine the central ideas or information of a primary or secondary source

Materials
- 19th Amendment http://tinyurl.com/TPSWRR1 Included pg. 10
- Election Day! http://tinyurl.com/TPSWRR2 Included pg. 13
- Pennsylvania on the Picket Line-- 1917 http://tinyurl.com/TPSWRR3 Included pg. 14
- Youngest Parader in New York City suffragist parade http://tinyurl.com/TPSWRR4 Included pg. 15
- Suffrage Envoys from San Francisco http://tinyurl.com/TPSWRR5 Included pg. 16
- Mary Winsor http://tinyurl.com/TPSWRR6 Included pg. 17
Day 2: Exploring the Equal Rights Amendment

I. Review
Begin class with a recap of the discussion from the previous day, include the text from the 19th Amendment, the class definition of equality, and conclusions students drew from the image analysis.

II. The Equal Rights Amendment
Introduce students to the Equal Rights Amendment (ERA). The amendment was originally written in 1923 and proposed in Congress over a period of years until it finally passed in 1972 and was sent to the states for ratification.

Discussion Topics:
- Timespan
- Rights of women and equal rights
- What was lacking in the 19th Amendment?

III. Photograph Analysis
Separate students into six groups, analyze one of the images below using the Library of Congress Student Analysis Tool.

Photographs:
- Women’s Liberation March
- Women Who Make America
- Women’s Equality Day
- The ERA Rides Again
- First Lady Betty Ford
- Feminism’s Amazing Achievement

IV. Conclusion
Have students share their analysis. Finally, show “Demonstrators Opposed” image of anti-ERA protests and discuss why not everyone, and especially why some women, did not support the ERA.

Writing Prompt
Using the photographs, discussion notes, and analysis tools from the previous days, have students respond to the following questions:

1. Why did women feel the need for another movement?
2. What didn’t they gain in the first movement?
3. Was the second movement successful?
4. Are women equal today?
The Library of Congress

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Standards

Day 1: What is Equality

Indiana Standards
SS.USH.3.8 2007
SS.USH.9.2 2007
EL.9.2.3 2006
EL.10.2.2 2006
EL.11.2.2 2006

Common Core
WHST.11-12.10
RH.9-10.1
RH.9-10.2
RH.11-12.1
RH.11-12.2
RH.11-12.3

C3 Framework:
D1.1.9-12
D1.5.9-12

Day 2: Exploring the Equal Rights Amendment

Indiana Standards
SS.USH.7.1 2007
SS.USH.9.2 2007
EL.9.2.3 2006
EL.10.2.2 2006
EL.11.2.2 2006

Common Core
WHST.11-12.10
RH.9-10.1
RH.9-10.2
RH.11-12.1
RH.11-12.2
RH.11-12.3

C3 Framework:
D1.4.9-12
D1.5.9-12
D2.Civ.1.9-12

Writing Prompt

Indiana Standards
SS.USH.7.4 2007
SS.USH.9.4 2007
EL.9.5.3 2006
EL.10.5.3 2006
EL.11.5.4 2006

Common Core
WHST.11-12.10
WHST.11-12.4
RH.9-10.2

C3 Framework:
D2.Civ.5.9-12
D2.Civ.12.9-12
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Bibliography


“Suffrage parade, New York City, May 6, 1912” Photograph. New York City. May 6, 1912. From the Library of Congress American Memory: By Popular Demand: Votes for Women'Suffrage Pictures, 1850-1920 http://lcweb2.loc.gov/cgi-bin/query/r?ammem/suffrg:@field (NUMBER+@band (cph+3g05585)):displayType=1:m856sd=cph:m856sf=3g05585 (accessed September 26, 2013)
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Sixty-sixth Congress of the United States of America;

At the First Session,

Begun and held at the City of Washington on Monday, the nineteenth day of May, one thousand nine hundred and nineteen.

JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of suffrage to women.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is proposed as an amendment to the Constitution, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several States.

"ARTICLE ——

"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."

[Signatures]

Speaker of the House of Representatives.

Vice President of the United States and President of the Senate.
TEACHER'S GUIDE
ANALYZING PHOTOGRAPHS & PRINTS

OBSERVE
Have students identify and note details.
Sample Questions:
- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

REFLECT
Encourage students to generate and test hypotheses about the image.
Why do you think this image was made?
- What is happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- What’s missing from this image?
- If someone made this today, what would be different?
- What would be the same?

QUESTION
Have students ask questions to lead to more observations and reflections.
What do you wonder about...
- who?
- what?
- when?
- where?
- why?
- how?

FURTHER INVESTIGATION
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.
Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:
Beginning
- Write a caption for the image.
Intermediate
- Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.
Advanced
- Have students expand on a text book or other printed explanations of history based on images they study.

For more tips on using primary sources, go to http://www.loc.gov/teachers
**Primary Source Analysis Tool**

Use this tool to record your responses to a primary source. If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

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<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
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**Further Investigation**

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Mary Winsor

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