

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>It is Our Right - Don't Waste It!</i>	Correlation to Framework 02.01, 02.06, 02.11	Lesson Number 45
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Apply knowledge of historical documents to reading and writing • Discover historical events that occurred as part of the struggle for women's rights • Construct a timeline 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Handout – <i>Is it a Crime for a Citizen of the United States to Vote? by Susan B. Anthony</i> • Current newspaper and/or magazines articles • Handout – Outline Map of the United States (printable pdf format) from the National Atlas of the United States, December 8, 2000, http://nationalatlas.gov • Internet Resources <ul style="list-style-type: none"> ○ Voting Rights in America (Women of the West Museum) http://www.museumoftheamericanwest.org ○ One Hundred Years toward Suffrage http://memory.loc.gov/ammem/vfwhtml/vfwtl.html ○ History of Woman Suffrage in the United States http://dpsinfo.com/women/history/timeline.html ○ Winning the Vote Timeline http://womenshistory.about.com/library/weekly/aa031600a.htm 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Understand basic rights granted by the U.S. Constitution • Have some general knowledge about voting rights in this country • Express their own opinions about current issues that women face today • Use the Internet to access information related to the topic 		Key Words <ul style="list-style-type: none"> • Indictment • Unalienable Rights • Ballot • Disenfranchisement • Aristocracy (government by a small privileged class) • Oligarchy (rule by the few) • Suffrage • Suffragette • Voting Rights • Constitutional Grounds 	

Anticipatory Set/Introduction

Say: In 1961, Alan Shepard was the first American to fly in space. In 1962, John Glenn became the first man to orbit the earth. Throughout the 1960s and 1970s, American men would continue to explore space, even making several trips to explore the surface of the moon. In 1983, Dr. Sally Ride climbed aboard the Space Shuttle Challenger and became the first American woman in space. It took more than 20 years for NASA to allow women to become astronauts and have the same opportunities as men. Dr. Ride opened the door for women to become space explorers. Dr. Sally Ride was a pioneer, but she was not the first pioneer for women's rights in this country. It took more than 150 years for women in the United States to gain the right to vote. Many women and men worked long and hard to make voting rights a reality.

Preview Questions for Lesson

1. Do you vote?
2. Why is it important that everyone vote?
3. What do you know about Susan B. Anthony?
4. What do you know about how voting rights have changed in this country over the past 200 years?
5. Do women have an impact on elections in this country?

Instructional Outline

Say: Today, women in the United States have rights and opportunities that are the result of those women who came before them and opened doors. One very important right is the right to vote. Gaining this right played a pivotal role in changing the way women were viewed in American society. It has led to changes in what women can and can't do in their communities, homes, and the workplace. Today, we are going to take a trip back in history to see the road that women have traveled over the past 200 years so that women of today have the rights that enable them to dream big and achieve dreams. Provide students with a copy of the Handout – ***Is It a Crime for a Citizen of the United States to Vote? by Susan B. Anthony.*** Preview the text with students by asking them to identify key words and individuals included in the text.

Say: Read the title of the speech. **Ask:** What do you think the speech is about? Skim the text. Can you identify key words and the names of individuals included in the text? Have students read the text and list five points within the text they believe to be the most important. Have students share their lists with the class. Make a master list on the board for all students to see. Note: Students should identify at least a few of the following as important points:

- The Constitution guarantees a set of unalienable rights and defines those who are not eligible to vote.
- States do not have the right to prevent individuals from exercising their constitutional rights.
- Women are persons. Persons who are citizens of the United States have the right to vote, thus women have the right to vote.
- Not having the right to vote places women in a position of servitude (being under the power of those who do vote).

Discuss with students how different states had allowed women to vote in state elections and hold elected office, but women were still prevented from voting in national elections until passage of the 19th Amendment in 1920.

Have students work in teams of 3-4. Provide each team with a copy of the Handout – ***Outline Map of the United States*** and the list of Internet resources. Using information on the Internet, have the teams fill in on the map the name of the state and when women were granted the right to vote in that state. When students have completed their maps, have them develop a timeline that includes ten events they believe were most significant in the struggle for women to gain the right to vote. Have students share their timelines with the class. As a follow-up, have students research the impact women have on elections in this country today and then discuss the results of their research.

Process/Activities

If you are unfamiliar with the events and people associated with the women’s suffrage movement in the United States, you may wish to review the information provided through the Internet resources prior to conducting this lesson. The Internet resources will provide you with a basic overview of the suffrage movement, roles of individuals such as Susan B. Anthony, states’ positions on voting rights, and a timeline of events. Prior to conducting the lesson, take a few minutes to read through the entire lesson plan including all handouts and supplemental materials.

- Prior to reading Susan B. Anthony’s speech, preview text with students. Point out the importance of locating key words before reading (text in bold, underlined, and italicized).
- Review key points that students identify from the speech and add any of the key points listed in the instructional outline that students may not have included.
- Make sure students are familiar with the Internet and how to type in the URL or address for each resource site.
- Assist teams in filling in the outline map of the United States. Discuss with students patterns that emerged related to when states granted voting rights to women.
- Discuss with students why timelines are used and how they provide a graphic display of information that can be very useful to them. Explain that timelines are included on the GED Social Studies Test and that they will need to know how to interpret timeline information.
- Have students conduct some basic searches on the Internet regarding how women have voted in the last three presidential elections and what percentage of voters were women. Have students construct graphs to display the information.

Product/Evaluation/Summary

When students have completed this lesson, they will provide the teacher with:

- Their initial list of significant points from Susan B. Anthony’s speech
- A copy of their team’s map and timeline

As a final evaluation, have students write a paragraph or essay using the following topic:

If Susan B. Anthony were alive today, would she be an advocate for equal pay for equal work? State your opinion and provide at least three reasons for that opinion based on what you have learned about Susan B. Anthony and her role in securing voting rights for women.

Teaching to Different Types of Learners

	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Write the instructions for the activities on the board or as a handout for students. Make a list on the board of the	Review the instructions orally with students so that they can both see and hear all directions. Read Susan B. Anthony’s speech	Have students work in teams to develop their maps. Provide the teams with strips of paper on which they can write the

	<p>students' significant points from the initial activity.</p> <p>Use transparencies for the maps and timelines so students can follow directions for the activities.</p>	<p>to the students first before they read it themselves.</p>	<p>events for their timelines and then paste them on poster board to provide a more kinesthetic activity.</p>
Special Differentiation Strategies	<p>Use transparencies or a whiteboard to write directions and make lists of students' input from their review of the speech.</p>	<p>Provide the speech on audio-tape so that students can review the speech as needed.</p> <p>Provide students with a list of questions to answer as they listen to the tape.</p>	<p>Have students draw their timelines on the board or use large pieces of poster board.</p> <p>Encourage students to use their own creativity in designing the timelines.</p>
Evaluation	<p>Have students make visual overheads of their own maps and timelines and share with the class.</p>	<p>Have students read their essays or paragraphs to the class.</p>	<p>Allow students to use the computer to design their own maps and timelines and include icons or symbols that reflect their own creativity.</p>
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
<p>Voting rights have been expanded over the years. Have students and their children interview an older family member, such as a grandparent, and ask how voting has changed in his/her lifetime. Many African-Americans, especially those living in the South during the mid-1900s, were denied the right to vote because of "Jim Crow" laws that were passed. They can share their experiences leading up to the passage of the Civil Rights Act of 1964. Have your students share the story of the women's suffrage movement with their children. Then have the parent help his/her child draw a picture that represents how they would feel if they could not vote and then how they would feel being able to vote for their favorite candidate.</p>		<p>Students with disabilities may benefit from the use of colored overlays (transparencies) that they can use while reading the text of the speech. Provide highlighters so students can highlight key points in the speech and vocabulary words. Have students create their own personal dictionary of key terms and include the definition in their own words. If the text is too long, break it down into smaller components for the students. If a map of the entire continental United States is too overwhelming, break the map into geographic areas, such as the South, Midwest, Northeast, etc.</p>	

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Excerpts from an ADDRESS OF SUSAN B. ANTHONY

The Constitutional Argument for Women's Rights (1873) Is it a Crime for a Citizen of the United States to Vote?

Friends and Fellow-citizens: I stand before you to-night, under **indictment** for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply **exercised** my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their **unalienable rights**. We throw to the winds the old **dogma** that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

"All men are created equal, and endowed by their Creator with certain **unalienable rights**. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed."

The preamble of the federal constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America."

It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings or liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the **ballot**.

Charles Sumner, in his brave protests against the fourteenth and fifteenth amendments, insisted that, so soon as by the thirteenth amendment the slaves became free men, the original powers of the United States Constitution guaranteed to them equal rights—the right to vote and to be voted for. In closing one of his great speeches he said;

"I do not hesitate to say that when the slaves of our country became citizens they took their place in the body politic as a component part of the people, entitled to equal rights, and under the protection of these two guardian principles: First—That all just government stand on the consent of the governed; and second,

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04/27/04

that taxation without representation is tyranny; and these rights it is the duty of Congress to guarantee as essential to the ideal of a Republic."

And so carefully guarded is the citizen's right to vote, that the Constitution makes special mention of all who may be excluded. It says:

"Laws may be passed excluding from the right of suffrage all persons who have been or may be convicted of bribery, larceny or any infamous crime."

Clearly, then, there is no **constitutional ground** for the exclusion of women from the ballot-box in the State of New York, No barriers whatever stand to-day between women and the exercise of their right to vote save those of precedent and prejudice.

For any State to make sex a qualification that must ever result in the **disfranchisement** of one entire half of the people, is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land. By it, the blessings of liberty are forever withheld from women and their female posterity. To them, this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious **aristocracy**; a hateful **oligarchy** of sex. The most hateful aristocracy ever established on the face of the globe. An oligarchy of wealth, where the rich govern the poor; an oligarchy of learning, where the educated govern the ignorant; or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters of every household; which ordains all men sovereigns, all women subjects, carries dissension, discord and rebellion into every home of the nation. And this most odious aristocracy exists, too, in the face of Section 4, of Article 4, which says: "The United States shall guarantee to every State in the Union a republican form of government."

Miss Sarah E. Wall, of Worcester, Mass., twenty years ago, took this position. For several years, the officers of the law distrained her property, and sold it to meet the necessary amount; still she persisted, and would not yield an iota, though every foot of her lands should be struck off under the hammer. And now, for several years, the assessor has left her name off the tax list, and the collector passed her by without a call.

Mrs. J. S. Weeden, of Viroqua, Wis., for the past six years, has refused to pay her taxes, though the annual assessment is \$75.

Mrs. Ellen Van Valkenburg, of Santa Cruz, Cal., who sued the County Clerk for refusing to register her name, declares she will never pay another dollar of tax until allowed to vote; and all over the country, women property holders are waking up to the injustice of taxation without representation, and ere long will refuse, en masse, to submit to the imposition.

There is no she, or her, or hers, in the tax laws.

The statute of New York reads:

"Every person shall be assessed in the town or ward where he resides when the assessment is made, or the lands owned by him." "Every collector shall call at least once on the person taxed, or at his usual place of residence, and shall demand payment of the taxes charged on him. If any one shall refuse to pay the tax imposed on him, the collector shall levy the same by distress and sale of his property"

"No states shall make or enforce any law which shall abridge the privileges or immunities of citizens; nor shall any state deprive any person of life, liberty or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

The only question left to be settled, now, is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no state has a right to make any new law, or to enforce any old law, that shall abridge their privileges or

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04/27/04

immunities. Hence, every discrimination against women in the constitutions and laws of the several states is to-day null and void, precisely as is every one against negroes.

Webster, Worcester and Bouvier all define citizen to be a person, in the United States, entitled to vote and hold office.

Prior to the adoption of the thirteenth amendment, by which slavery was forever abolished, and black men transformed from property to persons, the judicial opinions of the country had always been in harmony with these definitions. To be a person was to be a citizen, and to be a citizen was to be a voter.

And yet one more authority; that of Thomas Paine, than whom not one of the Revolutionary patriots more ably vindicated the principles upon which our government is founded:

"The right of voting for representatives is the primary right by which other rights are protected. To take away this right is to reduce man to a state of slavery; for slavery consists in being subject to the will of another; and he that has not a vote in the election of representatives is in this case. The proposal, therefore, to disfranchise any class of men is as criminal as the proposal to take away property."

Is anything further needed to prove woman's condition of servitude sufficiently orthodox to entitle her to the guaranties of the fifteenth amendment?

Excerpts taken from *Is It a Crime for a Citizen of the United States to Vote?* (1873). Retrieved from the World Wide Web on 04/27/04 at: http://www.civnet.org/search_frameset.htm.

