



Contributor: Donna England **Grade Level:** 4-8

1. **Identify the standards to be addressed:**

English, literacy, and historical data

2. **Statement of the objective and lesson outcomes:**

To inform students of the events and direction of the Woman’s Suffrage Movement. Definitions, biographical data, main characters, timeline, direction and outcomes are taught with opportunities to further explore and research the process.

3. **Materials, resources, and technology to be used by teacher/students:**

Pictures, posters, handouts and Goggle sources are employed as the teacher speaks the information with relatable examples along the way.

4. **Introduction of the topic:**

Definition of “Suffragium”. Latin word meaning right or privilege to vote. “Where there is a will there is a way.” Definition of “will.” = Deliberate control over thought and action. “Freedom isn’t free.” Definition of “free.” = Able to do, act, or think as one pleases.

5. **Procedure for instruction:**

Lecture on historical timeline. Introduction of people and places important to development of the timeline with resources and anecdotal descriptions added for flavor.

6. **Lesson closure:**

Includes the significance of the vote in the Tennessee legislature on August 18, 1920, by Harry Burn and why he changed his vote to break the tie!

7. **Assessment of student understanding:**

Review of information with student participation to ensure they have the concept of Woman’s Suffrage. Suffrage