



## Distance Learning Guide to 100 Years to the Vote

### Maine Women's Suffrage Lesson Plans

With schools closed due to COVID-19, we know Maine's educators are doing their best to move to online learning. We've created this short guide on how to adapt our lesson plans for use outside the classroom.

**How to use this guide**—we recommend you still read through the teacher guides for each lesson as though you were doing an in-class lesson, just to figure out how it works.

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*More info about some of the platforms we reference:*

- Google Classroom
  - Tutorial: <https://www.youtube.com/watch?v=pl-tBjAM9g4>
- Flip Grid:
  - What is it? <https://blogs.umass.edu/onlinetools/community-centered-tools/flipgrid/>
  - Guide: <https://drive.google.com/file/d/oBzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>
- Zoom
  - Education Guide: <https://zoom.us/docs/doc/Education%20Guide%20-%20Getting%20Started%20on%20Zoom.pdf>
- Google Hangouts
  - Guide for teachers: <https://sites.google.com/a/lsr7.net/hangoutsforteachers/getting-started>

## First Session (Same for Lessons 1, 2, and 3)

Introduction to the topic - Regardless of which lesson you use with your class (if any), this introduction will provide context about both the women's suffrage movement nationwide and the efforts here in Maine.

**Materials needed:** *Introduction to Maine Women's Suffrage* document (6-8<sup>th</sup> grade reading level)

**Younger classes**—Teachers go over the content with the full class (reading or paraphrasing the Introduction). This would probably work best over a platform with video capabilities, such as Google Hangouts, Flip Grid, or Zoom.

**Older classes**—Teachers use the introduction as a reading assignment. The file can be shared in Google Classroom, by email, or in a printed packet.

The reflection questions at the end of the document can be used as discussion topics over an online forum (such as video responses in Flip Grid, talking in Zoom, or leaving comments/answer questions in Google Classroom) or as writing prompts. Teachers may choose which questions are a good fit for their class.

### Reflection questions

- What did it mean to be a suffragist?
- Why did voting rights matter to women?
- Why were some women against women's suffrage?
- How is the women's suffrage movement connected to abolition?
- How did suffragists fight for the vote?
- Was it easy for women to gain equal suffrage? Why or why not?
- Thinking about Native American and Black women, why can't people today celebrate the 19<sup>th</sup> Amendment as an event that brought true equality to women?
- Do you think women today still need to fight for equal rights? Why or why not?

### Contemporary Voting Add-on Activity

**Low-tech/no tech option**—Students interview their family members about their experiences voting or not voting. What difficult decisions did they have to make? Were there times when they wanted to vote but couldn't?

**Online research option 1**—Have students explore a few (or all) of the voting infographics listed in the resources for these lesson plans:

<https://mainestatemuseum.org/learn/100-years-to-vote-teaching-materials/infographics-100-years-vote/>

- Does anything they learned from the infographics surprise them?
- What major changes to voting rights have happened in Maine and across the country?
- Do women today have an equal role in politics?

**Online research option 2**—How could COVID-19 effect the 2020 presidential election? Students conduct their own online research. The League of Women Voters of Maine has some resources on the topic and how voting will work in Maine.

**Online research option 3**—Students explore a voting rights issue of their choice, and present what they learned to their class or the teacher. Encourage students to explore not just historic issues but also issues debated today, for example:

- Should the voting age be lowered to 16?
- Should Election Day be a federal holiday?
- Should convicted felons have the right to vote?
- Should people be able to use their smartphones and other devices to vote online?
- Should Maine have Ranked Choice Voting in all elections?

## Lesson 1 – State By State

This lesson can work in distance learning in a few circumstances:

1. Class has access to an online meeting platform such as Zoom, so that the teacher can share and interact with students virtually.
2. The teacher can make a video recording of themselves running through the image slides so that students can watch at their own pace when they have time.

Unfortunately for its distance learning potential, this lesson relies heavily on images that back up the historical content. Without being able to use a platform like Zoom to ask students questions as they are looking at the images together, it will be difficult to practice the visual literacy skills of observation and interpretation.

The final part of the lesson, “In-Depth Map Analysis,” can be adapted for a distance setting. The file **Map Image Handout** can be shared with students (printed in packets, emailed, or posted on Google Classroom). The **Map Analysis Worksheets** can be assigned as homework or used as the basis for a class discussion.

The reflection questions at the end of the lesson can work in either a video conference discussion, as written prompts, or as questions posted to Google Classroom.

**Google Classroom additional exercise**—once you’ve gone through this lesson with students, there is great potential to reinforce the lesson with further practice!

Activity 1: Post an image of the teacher’s choice in Google Classroom and ask all students to comment with one observation and one interpretation. We recommend reminding students of the difference. Observations are strict facts (what is in the image), interpretations are reflections (what you think is going on in the image and why you think that).

Activity 2: Make this an ongoing challenge! Let a selected student each day post one image (or send the teacher an image to post to keep some more control). The rest of the class comments with one observation and one interpretation.

Activity 3: Ask students to find interesting maps to share with the teacher or post for the full class. Students should be able to articulate why they chose the map, what is unique about it, and what point it might be trying to make.

## Lesson 2 – Cartooning for a Cause

This lesson can work in distance learning in a few circumstances:

1. Class has access to an online meeting platform such as Zoom, so that the teacher can share and interact with students virtually.
2. The teacher can make a video recording of themselves running through the image slides so that students can watch at their own pace when they have time.

Unfortunately for its distance learning potential, this lesson relies heavily on images that back up the historical content. Without being able to use a platform like Zoom to ask students questions as they are looking at the images together, it will be difficult to practice the visual literacy skills of observation and interpretation.

### Section One:

Review the **Lou Rogers Handout**. **Younger classes**—Teachers go over the content with the full class (reading or paraphrasing). This would probably work best over a platform such as

**Zoom. Older classes**—Teachers use the handout as a reading assignment prior to the class day. The file can be shared in Google Classroom, by email, or in a printed packet.

Go through the slideshow of images with the class (opportunities for discussion).

**Google Classroom additional exercise**—once you’ve gone through this lesson with students, there is great potential to reinforce the lesson with further practice!

Activity 1: Post an image of the teacher’s choice in Google Classroom and ask all students to comment with one observation and one interpretation. We recommend reminding students of the difference. Observations are strict facts (what is in the image), interpretations are reflections (what you think is going on in the image and why you think that).

Activity 2: Make this an ongoing challenge! Let a selected student each day post one image (or send the teacher an image to post to keep some more control). The rest of the class comments with one observation and one interpretation.

## **Section Two:**

Go through the slideshow of images with the class (opportunities for discussion).

The final part of the lesson, “In-Depth Map Analysis,” can be adapted for a distance setting. The file **Cartoon Image Handout** can be shared with students (printed in packets, emailed, or posted on Google Classroom). The **Cartoon Analysis Worksheets** can be assigned as homework or used as the basis for a class discussion.

The reflection questions at the end of the lesson can work in either a video conference discussion, as written prompts, or as questions posted to Google Classroom.

**Google Classroom additional exercise**—once you’ve gone through this lesson with students, there is great potential to reinforce the lesson with further practice!

Activity 1: Post an image of the teacher’s choice in Google Classroom and ask all students to comment with one observation and one interpretation. We recommend reminding students of the difference. Observations are strict facts (what is in the image), interpretations are reflections (what you think is going on in the image and why you think that).

Activity 2: Make this an ongoing challenge! Let a selected student each day post one image (or send the teacher an image to post to keep some more control). The rest of the class comments with one observation and one interpretation.

## Lesson 3 – Mainers Speak Up

We don't want to be discouraging, but this one is going to be awfully difficult to do remotely. The lesson requires group work and lots of real-time support from a teacher. If your online class has the capacity for that, wonderful! If not, and you still want to cover this topic, we recommend pulling out the individual components and rearranging them.

Things you can salvage from this lesson as distance learning tools:

- Review the **Debate History Handout**. Teachers can go over the content with the class or use it as a reading assignment prior to the class day. The file can be shared in Google Classroom, by email, or in a printed packet.
- Students read the **1914 Debate Article**. This is a rich, complex primary source. Teachers may want to break it up into pieces rather than asking students to tackle the whole thing, unless they are upper-level classes.
- The **Historical Hints** document will help students interpret the article.
- The two packets: **Pro-suffrage Resource Packet** and **Anti-Suffrage Resource Packet** have further primary sources to provide context for the opinions expressed in the **1914 Debate Article**.

### Options for the lesson:

1. Allow students to still participate in a debate in some format—perhaps by writing their own script for or against women's suffrage. This could be a writing assignment. It could also be a debate staged in Google Classroom—students would post their arguments in the classroom. This would give students the option to make rebuttals and engage in a broader discussion.
2. Use the primary sources as the basis for a written assignment. The Reflection Questions at the end of the lesson plan would be useful prompts.