

Rethinking Suffrage 2020

LESSON PLAN: Women's Suffrage, Fashion and Political Identity, 1848-present

ESSENTIAL QUESTIONS:

- How does what you wear signal your political beliefs and allow you to construct a public identity?
- How have women used fashion to engage in social protest?

BACKGROUND READING FOR STUDENTS AND EDUCATORS

1. Reforming Fashion, 1850-1914
2. How White Became the Color of Suffrage

PRIMARY SOURCES

1. Elizabeth Cady Stanton Reminisces about the failure of dress reform (1852)
2. WCTU Home Protection Ballot (1879)
3. Jane Addams, "Why Women Should Vote" (1910)

TEACHING STRATEGIES FOR TIMELINE STORY

I. Warm-up (whole class)

- A. Introduce the essential questions, then have students take the quiz.
- B. Expand the images of Congressional representatives in white and actresses in black. Ask students to record what they **see**, what they **think** and **wonder** about the images, using this [worksheet](#).
- C. Record answers to the **Forum question** on the Sutori story timeline.

NOTE: Student should work through part II/III of the timeline in groups or pairs.

II. Dress Reform --Image Analysis and DBQ (pair or group work)

- A. Image analysis: Compare the 19th century women's fashions to the Bloomer costume. Discuss and ask students to record their answers on this [worksheet](#).
- B. DBQ--Why did Gleason favor dress reform? Why did Stanton and the suffragists abandon it? Add answers to the worksheet.

III. Linking Motherhood and the Home with Female Suffrage--Image Analysis and DBQ

- A. Making connections: How does the 1879 WCTU suffrage flyer connect to the WCTU's white ribbon pin? How is political activism framed and what issues are deemed appropriate for women? Record answers [here](#).
- B. Image analysis: After studying the photo of the 1892 WCTU members, have students take the **quiz**.
- C. DBQ Pair/Share/Connect--Break students into pairs or groups and have them analyze key quotes from the WCTU's *Home Protection Ballot* and Addams' *Why Women Should Vote* using this [worksheet](#).
- D. Image/video analysis: Watch the video of the 1913 suffrage parade and study the photos of the 1912 and 1913 suffragist marchers. Record answer to the **Forum question** on the Sutori timeline.

IV. Wrap-up Discussion/ Project (whole class)

- A. Introduce flappers, "Rosie the Riveter" and "pantsuit nation" (show the video)
- B. **Forum** discussion--Is the nation ready for a pantsuit president? Post responses.
- C. Play the Kuastav Dey 's TED Talk and discuss how fashion expresses identity today.
- D. Explain the class project requirements--assign as homework--and create class gallery.