

# *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.