

Rethinking Suffrage 2020

LESSON PLAN--OVERLOOKED: RACE AND THE ROAD TO UNIVERSAL SUFFRAGE, 1848-1965

ESSENTIAL QUESTIONS:

- Why didn't the ratification of the 19th amendment result in universal suffrage?
- What were the contributions of African American women to the suffrage movement?
- How did the reform agenda of African American suffragists differ from that of white suffragists?

Background Reading

1. Sharon Harley, "[African American Women and the Nineteenth Amendment](#)"
2. Amah Ansah, "[Votes for Women Means Votes for Black Women](#)"

Student Reading

1. Brent Staples, [How the Suffrage Movement Betrayed Black Women](#)
2. Edith Mayo, editor, "[African American Women in the Suffrage Movement](#)"
3. Ida B. Wells [obituary](#)

Lesson Materials

1. Warm-up "see-think-wonder" cartoon analysis [worksheet](#)
2. 3-2-1 analysis [worksheet](#)
3. Archival missions [research worksheet](#)
4. Timeline [template](#)

Teaching Strategies

I. Warm-up (whole class)

- A. Introduce the topic and essential questions.
- B. Activate discussion by asking students if they have ever felt overlooked or invisible.
- C. Expand images of suffrage cartoons and have students analyze them using the worksheet.

II. Read and Reflect (Whole class)

- A. Ask students to read the Brent Staples opinion piece and complete the 3-2-1 worksheet
- B. Discuss this article as a class, then have students revisit their initial reaction to the suffrage cartoons.
If their thinking changed after reading the Staples article, have them record that shift.

III. Suffrage Timeline (Group work/project)

- A. Divide students into teams or groups to complete the archival research missions. Have them fill out the [research worksheet](#) collectively to move through this activity efficiently.
- B. Create a black suffrage timeline--either by using the [online timeline tool](#), the timeline template or by revising an existing timeline they have already explored.

IV. Research and Write an Obituary (Individual Project)

- A. Introduce the NYTimes [Overlooked](#) obituary series by showing the [this video](#).
- B. Explain the project requirements, using the [Ida B. Wells obituary](#) as a model.
- C. Assign obituary as homework or in-class summative assessment.

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