



Photo courtesy of Library of Congress

WOMEN'S SUFFRAGE DISTANCE LEARNING ACTIVITY

A free [Distance Learning](#) activity aligned with
Common Core & State Content standards for 6th-12th grades

OVERVIEW:

Explore the story of women's suffrage in California through the [Fight For the Right Online](#) exhibit.

APPROPRIATE FOR:

6th-12th grades

OBJECTIVES:

In this activity, learners will:

- Examine primary documents
- Respond to questions about women's suffrage in California
- Reflect on how history plays a role in the present.

DIRECTIONS:

Explore the [Fight For the Right Online](#) exhibit and respond to the questions provided.

TIME:

1 hour

MATERIALS:

- [Fight For the Right Online](#) virtual exhibit.

STANDARDS:**Common Core***Reading - Key Ideas and Details*

6-8 Cite specific textual evidence to support analysis of primary documents

Reading - Integration of Knowledge and Ideas

6-12 Integrate and evaluate multiple sources of information presented in diverse formats, both primary and secondary.

History-Social Science California State Content Standards*Chronological and Historical thinking*

6-8 Students explain how major events are related to one another in time.

9-12 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

9-12 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Interpretation

6-8 Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

9-12 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Grade Level Content Area Connections

- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Thank you for downloading this Distance Learning resource! We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit the [Distance Learning](#) page on our website. For help or questions, contact the education department at reservations@californiamuseum.org.

4. Go to **page 8** and look at the picture of a bicycle. How is this bike similar to the ones used today? How is it different? How do you think transportation paves the way for activism?

5. Go to **page 16** and read about Maria de Lopez. Why is it important to have information available in many languages? What happens if people who speak languages other than English are left out of important political conversations in our country?

6. Go to **page 17** and read about Senator Bell's belief that giving women the right to vote would "uplift the state." What do you think that means? Do you think that was a good argument for women having the right to vote? Why or why not?

7. Go to **page 27** to read about Ida B. Wells's experience during the 1913 suffrage march. During the march for women's suffrage, Black women were told to march in the back. Does it surprise you that the white women organizing the march treated Black women differently? How do you think that impacted their fight for equality? What advice would you give them today?

8. Go to **page 30** with the flyers for “Suffrage Schools.” Why do you think education was an important part of organizing? If you were to organize a school for an issue you care about, what would you want to tell people?

9. Go to **page 37**, showing the images from the 1918 pandemic. In 1918, the Spanish Flu impacted the movement for women’s suffrage. How do you see the COVID-19 pandemic influencing social movements today?

10. Go to **page 42**, showing protests today. How do you see these same issues playing out today? Who is still fighting for the right to vote? What barriers are in their way? What would make our current election system more just?