



CONVERSATION KIT

NATIONAL YOUTH SUMMIT

WOMAN SUFFRAGE THE **BALLOT** AND **BEYOND**

TUESDAY, MAY 21, 2019 1:00-2:00 P.M. EDT

REGISTER HERE: AMERICANHISTORY.SI.EDU/NYS



Smithsonian

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ON THE COVER

The First Picket Line – College Day in the Picket Line

Courtesy of Library of Congress, National Woman’s Party Records, Manuscript Division

SECTION I:

INTRODUCTION TO THE NATIONAL YOUTH SUMMIT

Thank you for participating in the Smithsonian's National Youth Summit on Woman Suffrage: The Ballot and Beyond. This Conversation Kit is designed to provide you with two case studies for leading group discussions on the guiding question:

Are the tactics used by suffragists to fight for political power still

effective? This kit also provides details

on ways to participate in the Summit. The National Youth Summit is a program developed by the National Museum of American History in collaboration with Smithsonian Affiliations and the Hirshhorn Museum and Sculpture Garden's ARTLAB+. The National Youth Summit is made possible by a generous grant from The Coca-Cola Foundation. This project also received support from the Smithsonian American Women's History Initiative.



Above: Tradition says that early suffragists used this [delivery wagon](#) at speaking engagements and to distribute the suffrage magazine *Woman's Journal*. Later suffragists painted the wagon with slogans and continued to use it for rallies and publicity, as well as magazine sales. | National Museum of American History, Smithsonian Institution

PROGRAM DETAILS

NATIONAL YOUTH SUMMIT ON WOMAN SUFFRAGE: THE BALLOT AND BEYOND

DATE: Tuesday, May 21, 2019

LOCATION: National Museum of American History

TIME: 1:00-2:00 p.m. EDT

LINK TO THE WEBCAST: americanhistory.si.edu/nys-live

REGIONAL YOUTH SUMMIT LOCATIONS

DEARBORN, MICHIGAN

Arab American National Museum

CERRITOS, CALIFORNIA

Cerritos Library

FISHERS, INDIANA

Conner Prairie

OMAHA, NEBRASKA

The Durham Museum

HUNTINGTON, WEST VIRGINIA

Heritage Farm Museum and Village

DENVER, COLORADO

History Colorado

JONESBOROUGH, TENNESSEE

International Storytelling Center

COLUMBUS, OHIO

Ohio History Connection

GREENVILLE, SOUTH CAROLINA

Upcountry History Museum

SAN ANTONIO, TEXAS

UTSA Institute of Texan Cultures

SAN ANTONIO, TEXAS

The Witte Museum

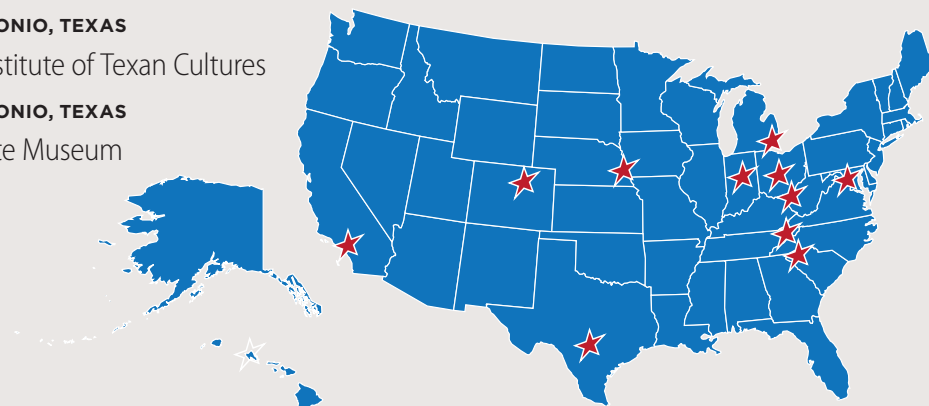
WHEN, WHERE AND HOW TO PARTICIPATE

To register for the event, visit
s.si.edu/nys-register

VIEWING THE PROGRAM

The program will be webcast live from 1:00 to 2:00 p.m. Eastern Daylight Time on Tuesday, May 21, 2019. To view the program, visit americanhistory.si.edu/nys-live. Prior to the program, ensure that Ustream is not blocked in your school or district. You can test this by going to ustream.tv or by contacting your school's technology coordinator. Please also update all browsers and plug-ins for the device you plan to use to stream the webcast.

If you miss the live event, you can access the archived version at americanhistory.si.edu/nys after the live stream ends.





Woman suffrage banner,
1914-1917 | Gift of Martin
Louthan, National Museum of
American History,
Smithsonian Institution

JOIN THE CONVERSATION

WE WILL HOST A LIVE WEB CHAT IN WHICH STUDENTS CAN POSE QUESTIONS TO THE PANELISTS, ENGAGE WITH FELLOW STUDENTS AND RESPOND TO THE LIVE DISCUSSION. A curator from the National Museum of American History will also participate in the chat to talk directly with students. If possible, have students view the program individually or in small groups at computers so that they can join the online conversation. If you are watching together as a class, ensure that you have speakers sufficiently loud enough for all students to hear the webcast, use a strong internet connection, and confirm that there is someone—either you or a student—on the chat to communicate between the class and the rest of the web audience. A transcript of the chat will be posted on the website after the event.

IF THE STUDENTS ARE UNABLE TO JOIN THE CHAT DURING THE WEBCAST, give them a goal as they watch. If you are watching the recorded webcast, you can set up your own classroom chat using a platform like [GoSoapBox](#) or [Backchannel Chat](#).

STUDENTS CAN ALSO SHARE QUESTIONS AND DISCUSS THE PROGRAM ON TWITTER USING THE HASHTAG #YOUTHSUMMIT.

SECTION II:

OVERVIEW AND GUIDING QUESTIONS

Woman suffrage marked an important moment in the progression of women's participation in our democracy and civic life. Yet it was an imperfect victory, and one that stands neither as a beginning nor an end, but as an important milestone in the fight for equality, justice, and representation. The 2019 National Youth Summit will look at woman suffrage as an example of how groups with limited political power have shaped and continue to shape our democracy using strategies and tools, like the vote and public protest, to give voice to issues and galvanize fellow Americans into communal movements for change. In this webcast, we will examine the legacy of the woman suffrage movement and explore the guiding question: **Are the tactics used by suffragists to fight for political power still effective?**

SUPPORTING QUESTIONS

- What tactics did American suffragists employ? Why might these have been chosen?
- What did suffrage mean for American women? Was it more than getting the vote?
- How does expanding who holds power in a democracy shift its priorities?
- What can young people, and other groups with limited political power, learn from the actions of suffragists?
- What actions will you take to share your voice and shape the future?

EXAMPLES OF WOMEN-LED MOVEMENTS, THEN AND NOW



Woman suffrage postcard, 1913 | Gift of Edna L. Stantial, National Museum of American History, Smithsonian Institution



Women's March in Washington, D.C., January 21, 2017 | Jaclyn Nash, National Museum of American History, Smithsonian Institution

PANELISTS AND MODERATOR



CATY BORUM CHATTOO, MODERATOR
**Director, Center for Media
& Social Impact**
**Assistant Professor, American University
School of Communication**

Caty Borum Chattoo is Director of the Center for Media & Social Impact (CMSI), an innovation lab and research center at American University that creates, showcases and studies media designed for social change; and Assistant Professor at the American University School of Communication in Washington, D.C. She is an award-winning documentary producer, scholar, professor and strategist working at the intersection of social change communication, documentary and entertainment storytelling. Her book about the role of mediated comedy in social change, *A Comedian and An Activist Walk Into a Bar: The [Serious] Role of Comedy in Social Justice*, with co-author Lauren Feldman, is forthcoming from University of California Press. Her documentary book, *The Blackfish Effect & Other Stories: Documentaries & Social Change in the Information Age*, is forthcoming from Oxford University Press. In 2017, she launched The Laughter Effect, a research and creative initiative that examines the role of comedy in social change. Her social-justice documentaries have aired internationally and nationally.



DOLORES HUERTA
Founder & President
Dolores Huerta Foundation

Dolores Huerta is a civil rights activist and community organizer. She has worked for labor rights and social justice for over 50 years. In 1962, she and Cesar Chavez founded the United Farm Workers union. She served as Vice President and played a critical role in many of the union's accomplishments for four decades. In 2002, she received the Puffin/Nation \$100,000 prize for Creative Citizenship which she used to establish the Dolores Huerta Foundation (DHF). DHF is connecting groundbreaking community-based organizing to state and national movements to register and educate voters; advocate for education reform; bring about infrastructure improvements in low-income communities; advocate for greater equality for the LGBT community; and create strong leadership development. She has received numerous awards: among them The Eleanor Roosevelt Human Rights Award from President Clinton in 1998. In 2012 President Obama bestowed Dolores with The Presidential Medal of Freedom, the highest civilian honor.

PANELISTS AND MODERATOR



PAGE HARRINGTON
Public Historian

Page Harrington is a consulting public historian specializing in early 20th Century women's history. As President of Page Harrington & Company, LLC she advises museums on creative and practical strategies to integrate women's history into existing museum interpretation, exhibits, and programs. Harrington's book *Interpreting the Legacy of Suffrage at Museums and Historic Sites* (Rowman & Littlefield) will be released in fall of 2019.

Harrington is the former Executive Director of the National Woman's Party at the Belmont-Paul Women's Equality National Monument, the founding Co-Chair of the Women's History Affinity Group for AASLH, and Co-founder of the Women's Vote Centennial Initiative. She also advised the U.S. Congressional Commission on their exploratory study for an American Museum of Women's History as part of their Scholar Committee. Harrington holds two Master's degrees from the University of San Diego — one in Public History & Historic Preservation and the second in Non-Profit Management & Leadership.



NAOMI WADLER
Social Justice Activist

Naomi Wadler is a 12 year old social justice activist, motivational speaker and budding reporter, who gained national attention for her speech at the March for Our Lives rally in Washington, DC on March 24, 2018 in support of stronger gun violence prevention measures.

Prior to MFOL, Naomi led a student walk out at her elementary school in Alexandria, Virginia on the one month anniversary of the senseless shooting at Marjory Stoneman Douglas High School in Parkland, Florida. Her school walk out was 18 minutes long, 17 minutes for each student and teacher who lost their lives in Parkland, and one additional minute for Courtlin Arrington.

As a result of these experiences, Naomi has made it her mission to change the narrative around girls, particularly black girls, and to acknowledge and represent the African American girls whose stories don't make the front page of every national newspaper or the evening news. Naomi believes every person is valuable. She hopes more people will join her effort to uplift and highlight the voices of black girls on issues such as education, health, economic justice and violence.

ALIGNED STANDARDS

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS: NATIONAL STANDARDS FOR HISTORY

UNITED STATES HISTORY CONTENT STANDARDS FOR GRADES 5-12

Era 7: The Emergence of Modern America (1890-1930)

Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society.

Era 9: Postwar United States (1945 to early 1970s)

Standard 4: The struggle for racial and gender equality and the extension of civil liberties

Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered.

THINKING STANDARDS

Standard 2: Historical Comprehension

- Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

Standard 3: Historical Analysis and Interpretation

- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

Standard 5: Historical Issues-Analysis and Decision-Making

- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

ALIGNED STANDARDS

COMMON CORE STANDARDS

ENGLISH LANGUAGE ARTS: SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration, Grades 9-12

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

ENGLISH LANGUAGE ARTS: HISTORY/SOCIAL STUDIES

Key Ideas and Details, Grades 9-12

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Integration of Knowledge and Ideas, Grades 9-12

- Compare and contrast treatments of the same topic in several primary and secondary sources.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES' COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

D2.Civ.14.6-8

- Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Civ.14.9-12

- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.15.6-8

- Evaluate the relative influence of various causes of events and developments in the past.

D2.His.15.9-12

- Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.6-8

- Organize applicable evidence into a coherent argument about the past.

D2.His.9-12

- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

SECTION III:
CASE STUDIES AND
LESSON IDEAS



CASE STUDY #1:

PRE-SUFFRAGE TACTICS

INTRODUCTION

Three generations of women fought to overcome objections and convince the male voters who would decide the issue that women had the right to vote. This case study asks students to analyze some of the tactics American suffragists employed and consider why these approaches may have been utilized.

→ EXAMINE AND DISCUSS

- In your own words, describe the action represented by each artifact or primary resource. How might each tactic have supported or undermined the goals of woman suffrage?
- What was the target audience of each? Why would suffragists have wanted to focus on that audience?
- What patriotic symbols and language did suffragists employ? What feelings do these allusions evoke? What else was happening at the time and why might those events be important to understanding the tactics used by suffragists?
- What can young people, and other groups with limited political power, learn from the actions of suffragists?

→ DIFFERENTIATE AND EXTEND

- Model with a Think Aloud: Project one of the sections or images on the board. Demonstrate the thinking process aloud so students can see and hear the cognitive work that goes into analyzing a source.
- Jigsaw Activity: Place students in small, heterogeneous groups to focus on analyzing one section or image, before regrouping to share what they learned with others. Finish with a short quiz to check for understanding.
- Online Research: Have students identify a modern example of a person or group using the same tactics as suffragists and present their findings to the class. Ask them to consider how effective they find the tactic to be in this example.

CASE STUDY #1: PRE-SUFFRAGE TACTICS

→ ASSESS

Provide students with an image of an [additional object](#) from the National Museum of American history. Ask students to identify the tactic that it represents and explain why it was employed by suffragists using evidence to support their response.

→ ADDITIONAL RESOURCES

- Get ideas about [Teaching with Primary Sources](#).
- Introduce students to Rebecca, a historical character from Takoma Park, Maryland, who is grappling with the decision to join the suffrage, movement in the NMAH lessons and video resource [The Suffragist](#).
- Help students to question if access to voting was enough to guarantee equal rights with the C3 Teachers Lesson Plan: [Women’s Suffrage](#).
- Review documents related to woman suffrage and the 19th Amendment at the [National Archives](#).
- Register for a free account with [Stanford History Education Group](#) and gain access to lessons on women’s activism in U.S. history.
- Over one hundred years before the Women’s March of January 2017, suffragists flooded Washington, D.C., to participate in a parade that demanded the right to vote. See pictures of this historic event and learn more at the [Library of Congress](#).
- This [Smithsonian Magazine interview with curator Kate C. Lemay](#) highlights the bold women of color who built the suffrage movement as part of the exhibition “*Votes for Women: a Portrait of Persistence*”.

CASE STUDY #1: PRE-SUFFRAGE TACTICS

➔ PRESSURE ON ELECTED OFFICIALS

Susan B. Anthony wore this red shawl when advocating for woman's rights at suffrage conventions, speaking engagements, or congressional sessions. Red shawls became one of her trademarks and a way to make her instantly recognizable to reporters and the public. It was said in Washington that there were two signs of spring: the return of Congress to the nation's capital and the sight of Anthony's red shawl as she also returned to lobby congressmen.



Susan B. Anthony's shawl | Gift of National American Woman Suffrage Association, National Museum of American History, Smithsonian Institution

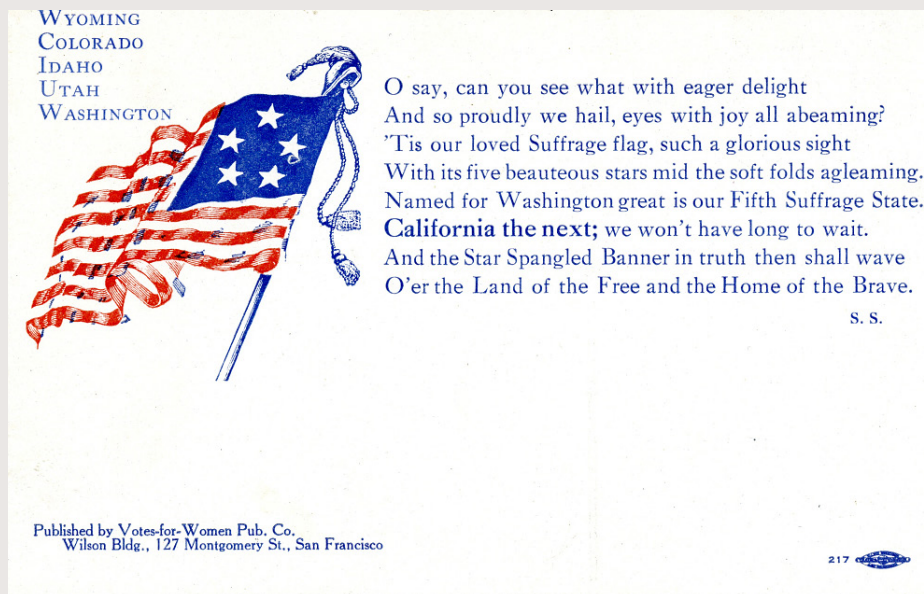
“ It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot. ”

Susan B. Anthony, *Women's Right to Vote*, 1873

CASE STUDY #1: PRE-SUFFRAGE TACTICS

→ SUFFRAGE, STATE BY STATE

To the tune of “The Star Spangled Banner,” this postcard celebrates the first five states to grant full suffrage: Wyoming (1890), Colorado (1893), Utah (1896), Idaho (1896), and Washington (1910). California granted woman suffrage in 1911. The National American Woman Suffrage Association began a postcard campaign in 1910, partly to raise awareness of the cause and partly as a fundraiser. The cards could be funny, serious, or sentimental. Some employed powerful patriotic symbols and logical arguments to make their case for woman’s right to vote.



O say, can you see what with eager delight
And so proudly we hail, eyes with joy all abeam?
'Tis our loved Suffrage flag, such a glorious sight
With its five beauteous stars mid the soft folds a gleaming.
Named for Washington great is our Fifth Suffrage State.
California the next; we won't have long to wait.
And the Star Spangled Banner in truth then shall wave
O'er the Land of the Free and the Home of the Brave.
S. S.

Woman suffrage
postcard | National
Museum of American
History, Smithsonian
Institution

But, let me implore you, sister women, not to imagine a Federal Amendment an easy process of enfranchisement. There is no quick, short cut to our liberty. The Federal Amendment means a simultaneous campaign in 48 States. It demands organization in every precinct; activity, agitation, education in every corner ... Nothing less than this nation-wide, vigilant, unceasing campaign will win the ratification.

**Carrie Chapman Catt, from “The Crisis” speech
to the National American Woman Suffrage Association, 1916**

CASE STUDY #1: PRE-SUFFRAGE TACTICS

FOCUSED ON A FEDERAL AMENDMENT

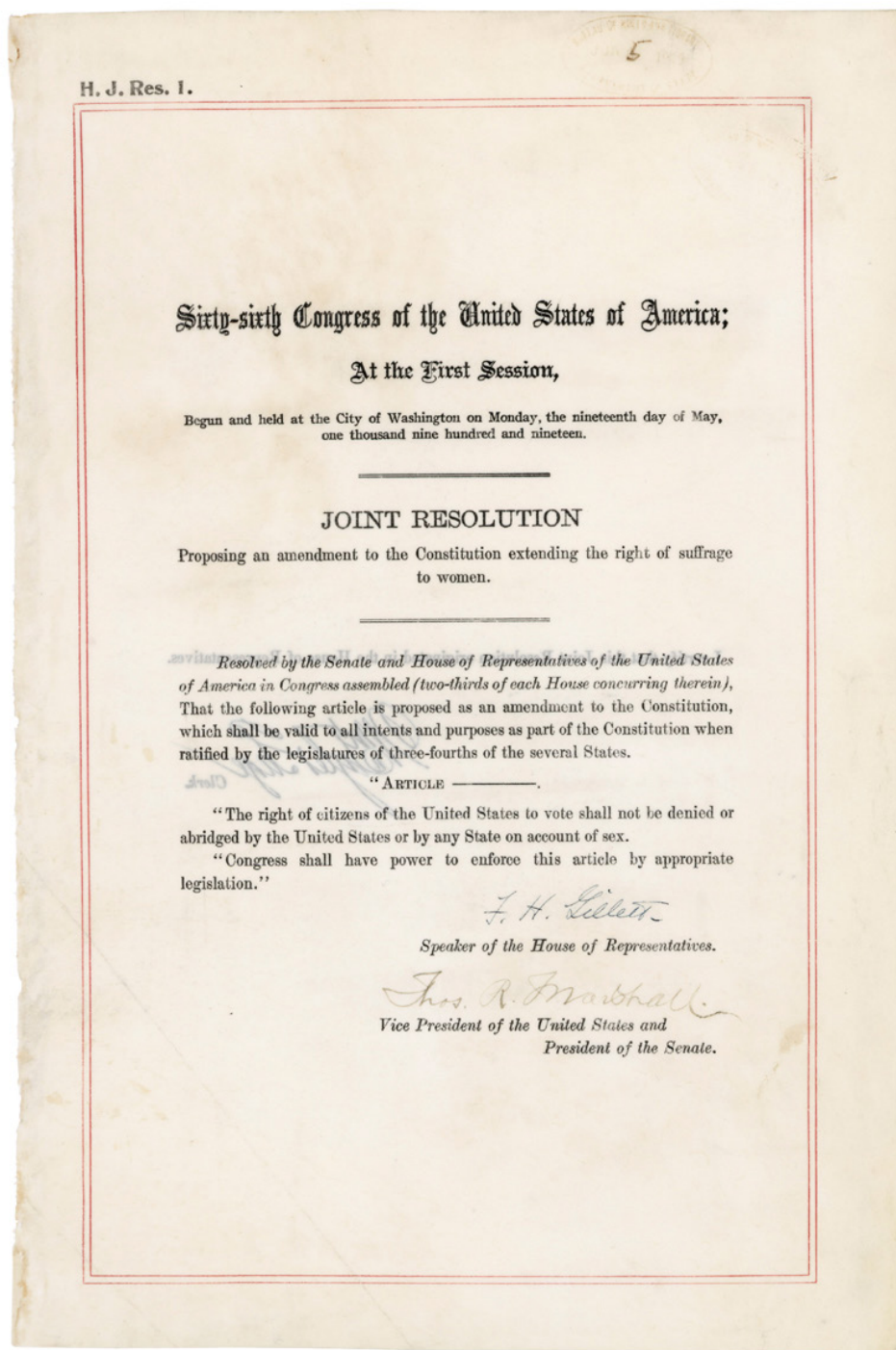
In January 1917, members of the National Woman's Party (NWP) became the first people to picket the White House. Protesting the government's failure to pass a constitutional amendment enfranchising women, NWP members, led by Alice Paul, began picketing the White House. In June 1917, D.C. police began arresting picketers for obstructing sidewalk traffic. At least 90 women were sentenced to terms that eventually ranged from 60 days to six months in the Occoquan Workhouse. When their demands to be treated as political prisoners were ignored, they went on hunger strikes and were forcibly fed. The publicity surrounding their ordeal generated public sympathy for suffragists and their cause.



From left: Pennsylvania on the Picket Line. Washington D.C., 1917 | Courtesy of Library of Congress; Alice Paul's "Jailed for Freedom" pin, 1917 | Gift of Alice Paul Centennial Foundation, Inc., National Museum of American History, Smithsonian Institution; photograph of suffragist with banner | Gift of Alice Paul Centennial Foundation, Inc., National Museum of American History, Smithsonian Institution



JOINT RESOLUTION PROPOSING AN AMENDMENT TO THE CONSTITUTION, 1919



From left: Joint Resolution of Congress proposing a constitutional amendment extending the right of suffrage to women, approved June 4, 1919 | Courtesy of National Archives; pen use to sign the Woman Suffrage Joint Resolution, 1919 | Gift of National American Woman Suffrage Association, National Museum of American History, Smithsonian Institution

CASE STUDY #2:

POST-SUFFRAGE SHIFTS

INTRODUCTION

The passage of a law or the ratification of a constitutional amendment did not guarantee voting rights (or ballots) to all Americans. Americans have found that persistence and a determined blend of activism and legislation are needed to get and keep the vote. This case study asks students to examine some of the tactics women's groups used to engage in political life after the ratification of the 19th Amendment.

→ EXAMINE AND DISCUSS

- In your own words, describe several tactics employed by women to maintain and increase their political power after the passage of the 19th Amendment. Why would they have chosen these?
- How did expanding the electorate to include women shift the issues on the public agenda?
- Why might the passage of the 19th Amendment be considered an incomplete victory? Formulate your argument by analyzing each artifact and primary resource below.

→ DIFFERENTIATE AND EXTEND

- Gallery Walk: Print the following images and post them on chart paper around the room. Have students closely examine each image and note their observations and questions on the chart paper. Use those ideas to spark discussion about the different tactics represented.
- Student Choice: Let students choose one of the tactics to focus on and provide time for them to research one of the women or organizations mentioned. Students can present what they learned with a poster or create a digital storyboard using Padlet.
- Research: Give students time to review data on women's political participation from [The Center for American Women and Politics at Rutgers University](#). Ask students to reflect on the data: What is surprising about this information? What factors might encourage or discourage women from running for political office?

CASE STUDY #2: POST-SUFFRAGE SHIFTS

→ ASSESS

After students have examined several tactics women used to secure the right to vote and claim political power, ask them to identify one example of this approach being used in current events. Then challenge students to hypothesize about the future of activism. What do they think people will do to fight for equality, justice, and representation in the future?

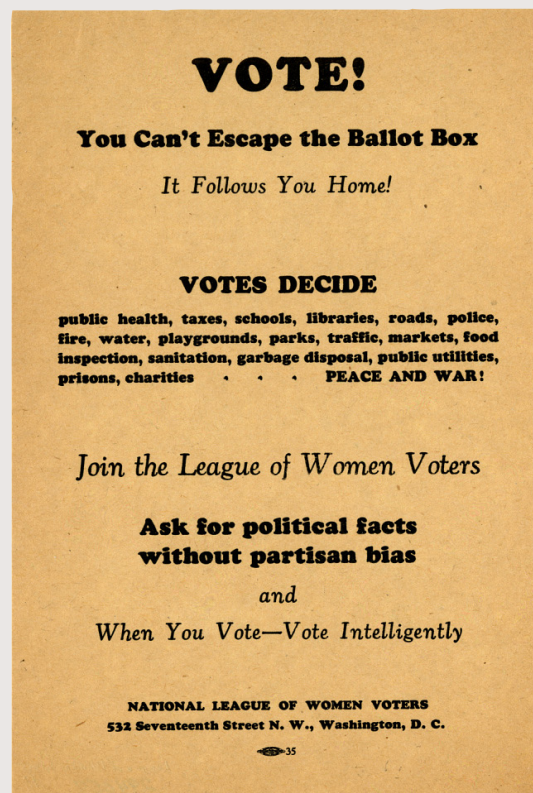
→ ADDITIONAL RESOURCES

- Learn more about the women's movements of the 20th century with lesson plans and resources from [PBS Learning Media](#).
- [The United States House of Representatives](#) has a series of lesson plans on women who have served in Congress. [PBS Learning Media](#) also has media resources on Shirley Chisholm, the first black woman to run for president.
- Find information on the reintroduction of the Equal Rights Amendment and related documents at the [National Archives](#).

CASE STUDY #2: POST-SUFFRAGE SHIFTS

NEW ERA, NEW PRIORITIES

Woman suffrage groups reorganized after the ratification of the 19th Amendment. The League of Women Voters, founded in 1920, pushed women to be active, educated participants in democratic society. Though itself a nonpartisan organization, the League of Women Voters encouraged its members to research issues and lobby for social and government reform. Founded in 1896, the National Association of Colored Women's Clubs (NACWC) also evolved in the 1920s. Well aware that the amendment did little to challenge state laws that created racial barriers to voting, the NACWC advocated for further legislation that would guarantee and protect African Americans' civil and voting rights.

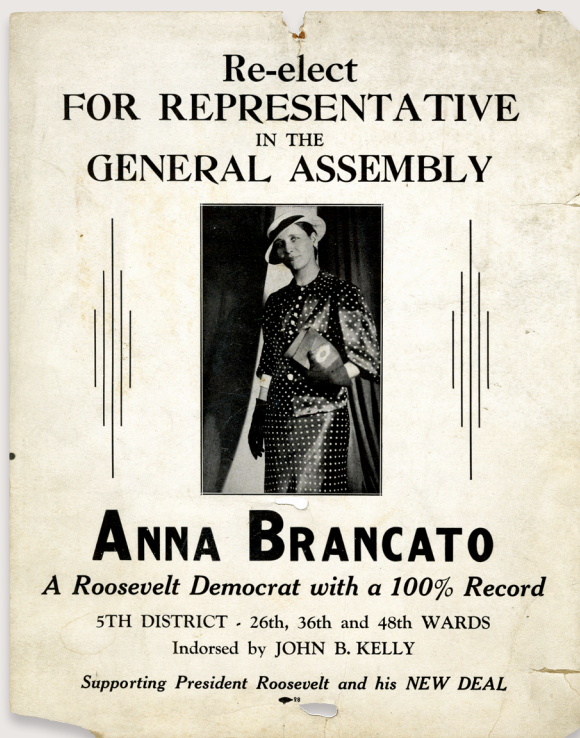


From left: Banner with motto of the National Association of Colored Women's Clubs, ca. 1924 | Collection of the Smithsonian National Museum of African American History and Culture; vote handbill, 1920s | Gift of League of Women Voters of the United States, National Museum of American History, Smithsonian Institution

CASE STUDY #2: POST-SUFFRAGE SHIFTS

➔ RUNNING FOR PUBLIC OFFICE

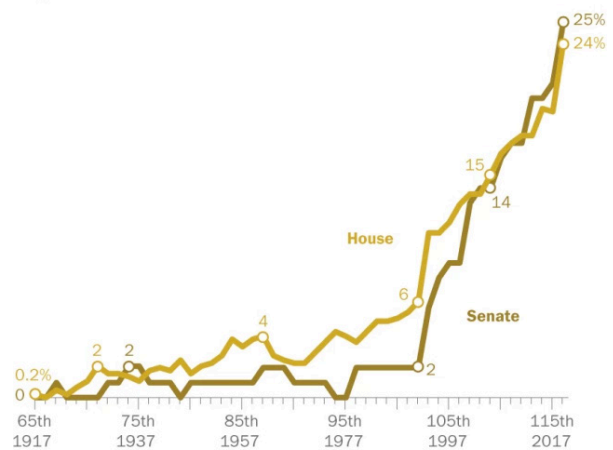
Jeannette Rankin (R-MT) was the first woman elected to Congress in 1916. However, gaining the right to vote did not automatically translate to a large increase in women winning public office at the national level. In 1927 five women were serving in the House of Representatives and zero in the Senate, but many women were successful in being elected to power in state and local government.



Anna Brancato handbill | Gift of Matilda Brancato Faulkner, National Museum of American History, Smithsonian Institution

More women in Congress since the 1990s

% of members who are women



Note: Data do not include nonvoting delegates or commissioners. Figures represent the makeup of the Congress on the first day of the session, except for the 116th, which is tallied as of Feb. 15, 2019. Data include only those who were sworn in as members and served more than one day.

Source: Pew Research Center analysis of data from the Biographical Directory of the U.S. Congress, the Office of the Historian of the U.S. House of Representatives, Congressional Research Service, Brookings Institution and CQ Roll Call.

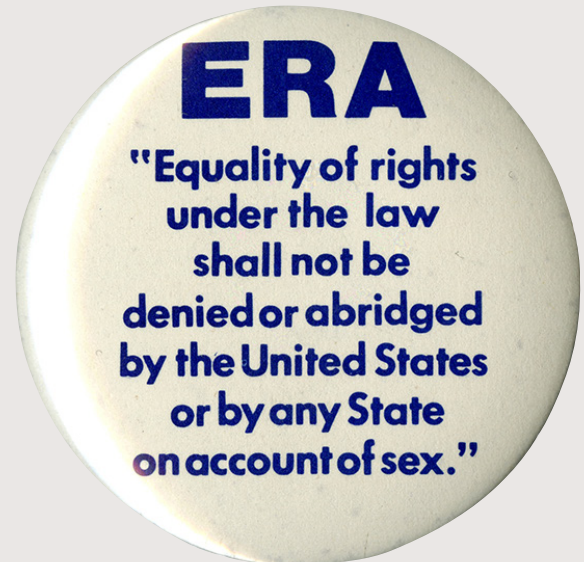
PEW RESEARCH CENTER

Courtesy Pew Research Center, "The changing face of Congress in 6 charts." Pew Research Center, Washington, D.C. (February 15, 2019) <http://www.pewresearch.org/fact-tank/2019/02/15/the-changing-face-of-congress/>.

CASE STUDY #2: POST-SUFFRAGE SHIFTS

LEGISLATION

The 19th Amendment was an important but incomplete milestone for Alice Paul and the National Woman's Party (NWP). Paul and the NWP quickly transitioned to drafting and lobbying for an Equal Rights Amendment (ERA) that would guarantee equal rights for all Americans, regardless of sex. This proposed amendment did not receive support from other women's organizations, which worried that such an amendment would mean the loss of protective labor laws and other benefits. Reintroduced in 1971, the ERA passed both houses of Congress and was sent to the states for ratification. Once again, women were split on the amendment and groups on both sides of the issue lobbied the states for and against passage. The ERA did not meet the required number of state ratifications (38) by the deadline and was not adopted as a Constitutional amendment.



Top: Pro-ERA button, 1972-1982 | National Museum of American History, Smithsonian Institution

Bottom: Anti-ERA button, 1972-1982 | Gift of Joyce E. Hamula, National Museum of American History, Smithsonian Institution

SECTION IV:

YOUTH LEADERSHIP AND TAKING ACTION

DISCUSS

- Use the National Museum of American History’s [American Experiments](#) lesson plans to help students reflect on their own views and listen to other opinions on voting and protest.
- Watch this [video](#) from the National Museum of American History on how young people have shaped public opinion and outcomes in American history. Challenge your students to examine through dialogue their response to the question: What will you stand for?
- Encourage your students to educate each other about the issues and solutions important to them by modeling and practicing unbiased conversations and respectful listening. Check out videos on the [Teaching Channel](#) to see how other teachers are building trust and engaging students in productive discussion.

TAKE ACTION

- This long-term project from [Teaching Tolerance](#) asks students to identify and investigate a community problem they care about and propose a solution.
- Help your students become invested in the democratic process by creating a [voting guide resource](#). Students will then be able to advocate for civic participation in their schools and communities. Read this story from [KQED](#) for an example of students using Google Slides to inform and engage their peers on voting.
- The [League of Women Voters](#) provides voting and election resources. Use their online resources to register to vote and research important voting information, and to monitor local, state, and federal elections.



From left: Collection of the Smithsonian National Museum of African American History and Culture, Frances Albrier Collection; Collection of the Smithsonian National Museum of African American History and Culture, Frances Albrier Collection, ©Cox Studio

SECTION V:

ADDITIONAL RESOURCES

SMITHSONIAN RESOURCES

[National Museum of American History – Woman Suffrage Collection](#)

[The American Women’s History Initiative](#)

[National Portrait Gallery - *Votes for Women* Exhibition](#)

[Smithsonian’s History Explorer](#)

VIDEO

[Not For Ourselves Alone](#), a film by Ken Burns and Paul Barnes

The KQED video series *Above the Noise* helps teens investigate issues that matter to them

Watch this TED ED video as an introduction to the historic women’s suffrage march on Washington (1913).

WEBSITES

[Belmont-Paul Women’s Equality National Monument](#)

[National Woman’s Party](#)

[Iowa State University – Archives of Women’s Political Communication](#)

[Harvard University – Schlesinger Library, Alice Paul Digital Collection](#)

[National Women’s History Museum](#)

[Library of Congress – National American Woman Suffrage Association Collection](#)

[Library of Congress – Woman Suffrage Yearbook, 1917](#)

[Newseum – Woman Suffrage materials](#) (register for free account)

[The National Archives – Women’s Place in America: Congress and Woman Suffrage](#)

[Rutgers University – Center for American Women and Politics](#)

[The Women in Public Service Project](#)

[22x20 Youth Civic Engagement Campaign](#)

ADDITIONAL RESOURCES

SECONDARY SOURCE READINGS

READINGS FOR TEACHERS

Baker, Jean H. *Votes for Women: The Struggle for Suffrage Revisited*. New York: Oxford University Press, 2002.

DuBois, Ellen Carol. *Elizabeth Cady Stanton/Susan B. Anthony: Correspondence, Writings, Speeches*. Boston: Northeastern University Press, 1992.

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NATIONAL YOUTH SUMMIT: CLOSE LISTENING ACTIVITY

Name: _____ Date: _____

During the webcast, select one speaker to follow closely and record their arguments and supporting evidence below. Pay close attention to point of view and persuasive techniques.

BEFORE THE SUMMIT

Name of speaker: _____

Speaker's background or connection to the topic:

WHILE LISTENING

As you listen to the speaker, note their arguments and supporting evidence in the bulleted list below:

- _____
- _____
- _____

Make note of one memorable quote:

AFTER THE EVENT

How did the speaker add to your understanding of or provide a new perspective on this topic?

What question would you like to ask the speaker?
