

STAMP CERTIFICATION

I completed this passport on _____ date _____.

My Junior Leader, _____ name _____

of _____ Junior Grange # _____

(or, if a 1+ Junior member, my mentor is a member of

_____ Grange # _____)

approved my stamp on _____ date _____.

Junior Leader Signature _____

NOTES ON STEPS/STAMP WORK



Women's Suffrage & the 19th Amendment

American History #19

DIFFICULTY LEVEL ★ ★ ★ ★ ★

AUDIENCE

Designed to be completed sequentially as Juniors grow, with culmination after Junior member has achieved at least a fifth-grade reading level and understands internet research. *To earn the stamp, all steps must be completed but need not be done in order.*

NECESSARY RESOURCES

Internet access, poster board, markers, crayons or printer/paper, paper

LEARNING OBJECTIVES

The purpose of this passport is to educate Junior Grangers about the women's suffrage movement in the U.S. and the ratification of the 19th Amendment.

LEARNING OUTCOMES

- Upon completion, Junior Grangers will be able to
- define the term "suffrage" and articulate how an Amendment is made to the U.S. Constitution
 - identify a few major figures in the U.S. women's suffrage movement and show comprehension of the movement's history, as well as arguments for and against women's suffrage
 - show critical thinking and basic math skills
 - conduct basic interviews, and take notes or use recordings to analyze information gathered through interviews

Step 1. Learn how an Amendment to the Constitution is made and share your findings with your Junior Grange adviser.

Date Completed: _____

Step 2. Complete the associated Workseet.

Date Completed: _____

Step 3. If your Grange was chartered before 1921, read at least a year's worth of minutes from 1900-1920 to see if your Grange held any discussions about women's suffrage. Report back to your Grange/Junior Grange.

Date Completed: _____

If not applicable, complete either 3b or 3c (based on what has not been done by a Junior of your Grange recently)

Step 3b. Many states allowed women to vote in local, state or federal elections before the 19th Amendment enfranchised most American women. Research the history of women's suffrage in your state and put together a timeline on the events that led up to women being able to vote in your state.

Date Completed: _____

OR

Step 3c. Many women around the world today still do not have the right to vote. Research and find out where women still do not have the right to vote and present your findings with at least one visual aid to your Junior Grange, Subordinate Grange or to another public group or class.

Date Completed: _____

Step 5. Listen to Susan B. Anthony's speeches on YouTube or read them in a book. Discuss with your Junior Grange or leader what you think are the most powerful statements she makes on granting women the right to vote.

(Speeches can be found at: <https://bit.ly/sba-s1> and <https://bit.ly/sba-s2>)

Date Completed: _____

Step 6. Read a nonfiction book about suffrage and complete an age-appropriate book report.

Date Completed: _____

Step 7. Research a suffragette and provide a visual display to hang at your Grange about him or her or to add to a binder to be included with your Grange's material. Make sure you choose someone who has not been researched before. Include a photo if possible, a basic biography, notes about what they did for the movement and any other relevant information.

Date Completed: _____

Step 8. Identify a present issue that interests you and create a campaign that supports the issue. Campaign materials could include placards for a peaceful march, advertisements for magazines or video commercials. Write a short essay on what you learned about the issue and about the campaign.

Date Completed: _____

Step 9. Interview at least one male and one female from each of the following five age groups (under 18; 18 to 35; 36 to 55; 56 to 80; 81 and older) and ask why they believe voting is important AND if they think it is important that women have the right to vote AND how policies may change based on the equal right to vote. Write down their answers (or record). Talk to your Junior Grange or Subordinate Grange about what you learned and the most interesting part of the interview. (Each Junior completing this passport should interview different people for this project)

Interview subject(s): _____

Date Completed: _____

Step 10. Complete as a group or individually the voting exercise that goes along with this passport. Hold a discussion about your findings.

Date Completed: _____

Junior Grange Passport Worksheet

American History: Women's Suffrage & the 19th Amendment



Associated with American History Passport #19

Define suffrage: _____

Political franchise and suffrage are synonyms. True or False? _____

In July 1848, the first women's rights convention was held in a New York town. What was this known as? _____

Two other movements were intertwined with the women's suffrage movement – the abolitionist movement, which advocated for _____, and the temperance movement, which advocated for _____.

At this event, Elizabeth Cady Stanton wrote “_____,” a document that helped to set the agenda for the women's movement for decades.

What state, while it was still a territory, is considered the first to extend equal suffrage to women in 1869? _____

In 1869, two different national organizations were founded tackling the issue of women's suffrage. They were _____, led by Lucy Stone and _____ led by Susan B. Anthony and Elizabeth Cady Stanton.

In 1890, these two organizations merged to become _____ and was later led by another major figure in the suffrage movement, Carrie Chapman Catt, starting in 1900.

Susan B. Anthony succeeded in voting in the _____ presidential election, but was arrested for doing so, tried and convicted in a very public trial.

A more militant group formed by Alice Paul in 1916, called _____, held large demonstrations and many members, known as the Silent Sentinels, were arrested for picketing the White House in 1917.

True or False: Several women arrested for picketing went on hunger strike and were force fed, a move that in part helped change the then-sitting U.S. President's mind about the issue of suffrage. _____

The U.S. House of Representatives passed the 19th Amendment on _____ and shortly thereafter, on _____, it was passed by the Senate.

On what date did women across the United States get the right to vote thanks to the official adoption of the 19th Amendment? _____

How many states were required to ratify the amendment? _____

What was the “determining state” – the last one needed to ratify the Amendment. _____

What date did your state ratify the 19th Amendment? _____

Who was the president of the United States when the 19th Amendment passed? _____

Junior Grange Passport Activity Sheet

American History #19: Women's Suffrage & the 19th Amendment Activity



Step 1. Junior Grange members will individually or as a group choose a topic (you may use a suggested topic – see options below - or come up with your own that you believe men and women may answer differently). They will then choose a group - preferably a Subordinate Grange - with whom they will hold an election/referendum on their chosen topic. The group should have about equal amounts of men and women and a minimum of 10 people (5 men and 5 women). More is encouraged.

- **Option 1.** Cast your vote for President: G.I. Joe or Barbie.
- **Option 2.** Cast your vote for the color to paint the outside of your Grange Hall: Blue or Gray.
- **Option 3.** Cast your vote for the community service project you'd like to do as a group: Collect baby supplies for low-income families or collect food for the food bank.
- **Option 4.** Cast your vote for where to send your group's \$1,000 donation: Sponsor a student to attend a leadership workshop or sponsor a student group holding hunters' safety classes.
- **Option 5.** Cast your vote for or against establishing a federal holiday to honor Eleanor Roosevelt.
- **Option 6.** Cast your vote for a national flower: Roses or Sunflowers.
- **Option 7.** Cast your vote for the next Junior Grange activity: S'mores making or cupcake baking.
- **Option 8.** Cast your vote for a national dog breed: Golden Retrievers or Corgis.

Step 2. Create ballots with your question and options. Give male members of your Grange, class or other group blue paper ballots or papers with a blue mark. Give female members of your Grange, class or other group pink paper ballots or papers with a pink mark on them. OR provide two different ballot boxes - one for men's ballots and one for women's.

Step 3. Conduct the election and gather ballots, ensuring you separate them by gender of respondent.

Step 4. Count only the ballots of the men and write the information below. Then count the ballots of both genders (all ballots), write the results below.

How many men cast a ballot? _____
How many women cast a ballot? _____
How many total ballots were cast? _____

How many men voted for Choice A? _____ % (only men's ballots)
How many men voted for Choice B? _____ % (only men's ballots)
(To get the percent, divide the number of ballots cast by men for an option by the number of total ballots cast by men)

What is the result when only the men's ballots are counted? Winner was Choice _____

How many women voted for Choice A? _____
How many women voted for Choice B? _____

What is the result of the vote when both genders' ballots are counted? Winner was Choice _____

When you counted all ballots, how many votes were cast for Choice A? _____ % (all ballots)
When you counted all ballots, how many votes were cast for Choice B? _____ % (all ballots)
(To get the percent, divide the number of ballots cast for an option by the number of total ballots cast by both genders)

What was the difference in the result? Choice A _____ % change Choice B _____ % change

Step 5. Do the math. Even if the overall result did not change, did the percentage in favor of each choice change when you counted all ballots instead of just the men's ballots?

Step 6. Announce the results and hold a discussion about how the exclusion or inclusion of a specific group of people – in this case, women – can change the outcome of elections. Ask your group about their feelings if only the men's ballots would have counted. Would they have believed the results reflected the views of all members/people in the group? Would those who were not given the right to vote or whose votes were not counted feel like they were less a part of the group?