

# 4<sup>th</sup> Grade Nevada History Discussion Lesson Template

**Topic:** Women's Suffrage

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**Related Essential Questions:** Why did it take longer for women in Nevada to gain the right to vote compared to surrounding western states?

**Related Nevada History Chapters:** Ch. 7 and 8

**NV Social Studies Standards (Geography, Economics, Civics, History):** H1.4.5, H3.4.3, C13.4.2

**Literacy Standards:** RI.4.1, RI.4.3, RI.4.4, RI.4.5, R.I.4.7, RI.4.9, W.4.2, W.4.8, SL.4.1, SL.4.4, L.4.6

**Brief Overview of Lesson & Guiding Discussion Question:** This is a lesson that allows students to gain a deeper understanding of the difficulties women faced as they fought for the right to vote and increased equality with men Nevada. The students will be reading and analyzing four complex texts and analyzing a Zoom-in to better understand women's difficulties. The lesson culminates in a Fishbowl Discussion where students will deliberate on the struggle for women's suffrage in Nevada.

**Brief Historical Background:** Throughout United States History, groups of women advocated for their right to vote. Beginning in Western States and around the turn of the 20<sup>th</sup> Century, women were slowly granted suffrage rights one state at a time. In 1914, Nevada was the western state to grant voting right to women. Momentum from western states moved eastward culminating in the passage and ratification of the 19<sup>th</sup> Amendment in 1918 and 1920 respectively.

## Included Materials:

- Women's Suffrage Zoom-In PowerPoint
- Document 1: History of Woman Suffrage in Nevada
- Document 2: Nevada Women Make It Happen in 1914!
- Document 3: Women's Suffrage in Nevada
- Document 4: Rights for Women: The Suffrage Movement and It's Leaders
- See, Think, Know Graphic Organizer

## Lesson Sequence:

Approximate Time Frame	What is the teacher doing?	What are students doing?	Notes (additional scaffolds, logistical considerations, room arrangements, grouping, etc.)
120 minutes Day 1 and 2	Monitoring, asking questions, facilitating, keeping students on task by asking for evidence from the text	<b>Document 1: <i>History of Woman Suffrage in Nevada</i></b> Students read alone and annotate the document. Students then partner read and continue their annotations. Teacher then reads the document and uses guided questions to discuss the document.	Individual reading, read aloud by teacher, and whole class discussion

30 minutes Day 3	Facilitating Zoom in discussion	<b>Women's Suffrage Zoom-In</b>	Optional: See, Think, Know Graphic Organizer
30 minutes Day 4	Monitoring groups, check for understanding	<b>Document 2: Nevada Women Make It Happen in 1914!</b> Students will use the questions to support their understanding of woman suffrage. Students will annotate text on own.	Individual reading; Pair, share
30 minutes Day 5	Monitoring groups, check for understanding	<b>Document 3: Women's Suffrage in Nevada</b> Students will use the questions to support their understanding of woman suffrage. Students will annotate text on own.	Individual reading; Pair, share
30 minutes Day 6	Monitoring groups, check for understanding	<b>Document 4: Rights for Women: The Suffrage Movement and Its Leaders</b> Students will use the questions to support their understanding of woman suffrage. Students will annotate text on own.	Individual reading; Pair, share
Day 6 or 7	Pose guiding question. Monitor and ask questions to facilitate the discussion.	<b>Fishbowl</b> discussion	Please see "Guiding Discussion Questions" and directions for the Modified Fishbowl Strategy at the end of this document.
Day 7 or 8	Debrief the discussion	<b>Culminating Task:</b> Guiding Question: Why did it take longer for the women in Nevada to gain the right to vote compared to surrounding western states? Write a multi-paragraph essay summarizing the guiding question supported by 3-5 pieces of evidence from at least two sources.	

# 1 **History of Woman Suffrage in Nevada**

2 **Downloaded from The Women's Institute of Nevada ([www.wrinunlv.org](http://www.wrinunlv.org))**

3  
4 When the US became a nation, adult women did not possess individual political  
5 rights. Nearly seventy years passed before women sought an independent political  
6 voice at the first women's rights conventions in Seneca Falls, New York.  
7 Afterward, rights conventions were held across the United States. The western  
8 states were the first to grant women the right to vote.

9 The Nevada constitution, accepted in 1864, gave the right to vote only to white  
10 men. Curtis J. Hillyer, a representative from Storey County, introduced a bill in  
11 1869 to allow women the vote. He argued that women possessed at least as much  
12 intelligence as men, they followed the same laws, paid the same taxes, and most  
13 importantly would introduce a new standard of public morality to the political  
14 process. Both houses of the Nevada legislature passed the amendment that year,  
15 but it failed to pass two years later during the constitutionally mandated second  
16 vote. Forty years passed before suffrage became an issue again in the state.

17 Several women played instrumental roles in winning the vote for Nevada  
18 women. Nevada native Anne Martin played a decisive role in Nevada's second  
19 suffrage campaign. A veteran of the fight for suffrage in Britain, she returned to  
20 Reno in 1911 and led the Nevada Equal Franchise Society to a winning, county-  
21 by-county strategy to gain the vote. Bird Wilson, a lawyer practicing in Goldfield,  
22 oversaw the suffrage campaign in southern Nevada. She wrote, "Women Under  
23 Nevada Law," a pamphlet that was sent around the state as suffrage material. No  
24 suffrage organization existed in Las Vegas until Delphine Squires, active in  
25 women's social organizations and co-publisher of the *Las Vegas Age*, agreed to  
26 serve as the local contact to coordinate suffrage speakers. While Squires agreed  
27 that women should vote, she felt it should be achieved diplomatically and not in  
28 the more radical ways of Martin and Wilson. Despite her discomfort she played an  
29 integral part in bring woman suffrage to Nevada.

30 On November 3, 1914, the general vote was taken to decide whether Nevada  
31 women would be allowed the vote. It took several days for the results to be tallied,  
32 but the amendment passed with the margin of victory coming from rural regions of  
33 the state. Women in Nevada voted for the first time in 1915 in local races and in  
34 statewide races in 1916.

35 Women gained the right to vote nationally with the 19th Amendment to the  
36 constitution ratified in 1920.

## Guiding Questions for Document 1: *History of Woman Suffrage in Nevada*

1. Based on lines 3-7, what do you think suffrage means? Underline the phrases that helped you come up with your definition.
2. Why does Nevada representative Curtis J. Hillyer believe women should be allowed to vote?
3. According to paragraph three, which women were instrumental in winning the right to vote in Nevada? How did these women get people to support their cause?
4. In what year did white men gain the right to vote? In what year did women gain the right to vote? How much time passed between these two events?

# 1 **Nevada Women Make It Happen in 1914!**

2 Downloaded from Nevada Suffrage Centennial (<http://suffrage100nv.org/about/>)

3 *By Kathleen Noneman*

4  
5 Nevada women have been campaigning for the right to vote since shortly  
6 after Nevada became a state in 1864. Therefore it is fitting that we celebrate our  
7 two important birthdays in the same year. In 2014 Nevadans celebrate the 150th  
8 anniversary of statehood and the 100th anniversary of women's suffrage.

9 Just as it is this year, the election of 1914 was an "off year election" so there  
10 was no contest for President to draw out a heavy turnout of voters. The Nevada  
11 Equal Franchise Society and other campaigners for suffrage had to not only  
12 convince the voters, all men, to support their cause but also persuade them to come  
13 out and vote. These women had set themselves a herculean task. As Miss Anne  
14 Martin, President of the Nevada Equal Franchise Society described it in her  
15 Suffragist magazine article, November 7, 1914, "The Winning of Nevada":

16 "Twenty thousand voters, scattered over an area of 110,000 square miles, gave an  
17 average of one voter to every five square miles to be sought out and educated."  
18 She further writes that ... "the most important educative factor in our campaign  
19 was personal contact with the voter".

20 The Nevada Equal Franchise Society created local branches throughout the  
21 state. These suffrage campaigners had to visit and personally speak to miners,  
22 farmers, shepherders, cattle raisers, shop and tavern owners and townspeople  
23 everywhere. Traveling by train, automobile, stage, and even on horseback, they  
24 had to go everywhere and do whatever it took to personally speak to every man to  
25 convince him to vote for women's suffrage. These workers flooded their local  
26 newspapers with suffrage progress bulletins and posted printed material wherever  
27 it might be read.

28 Their hard work paid off with a glorious victory: a majority of 3,000 votes  
29 statewide: 10,936 men voted for and 7,258 voted against the measure. After the  
30 election of 1914 women had the right to vote in all Western states. Our pioneer  
31 spirit had prevailed!

**Guiding Questions for Document 2: *Nevada Women Make It Happen in 1914!***

1. What obstacles did the campaigners for suffrage have in getting men voters to come out and vote to support their cause?
2. In lines 30-31, what do you think the author means by “Our pioneer spirit had prevailed?” Underline words or phrases in the text that help you define the phrase.
3. Hercules was a divine Greek hero. In line 13, what is meant by the term Herculean Task? What is the Herculean task in this case?

# 1 **Women's Suffrage in Nevada**

2 Downloaded from KNPR Nevada Yesterdays (<http://knpr.org/knpr/2014-11/womens-suffrage-nevada>)

3

4 A century ago, Nevada struck a blow for democracy ... but not easily. It  
5 became one of the last states to ratify the nineteenth amendment, granting women  
6 the right to vote.

7 Back in 1869, Nevada had discussed women's suffrage. Assemblyman Curtis  
8 Hillyer of Storey County introduced legislation to amend the constitution. He  
9 argued that politics was corrupt, and women historically had been a civilizing,  
10 moralizing influence. Hillyer's bill passed, but it had to be approved by two  
11 sessions. But the 1871 session rejected votes for women, due to controversy over  
12 the issue and a large turnover from the previous session.

13 ...

14 First, the legislature had to pass the amendment twice. It did, in 1911 and 1913.  
15 The support was widespread and included Democratic U.S. Senator Francis  
16 Newlands and Republican Governor Tasker Oddie, working mainly behind the  
17 scenes. But opponents also formed an anti-suffrage group that included the wives  
18 of several leading Nevadans, including two former first ladies of the state and the  
19 wife of leading Reno businessman Robert Fulton. They enjoyed financial support  
20 from George Wingfield, the most powerful mining, banking, and political boss in  
21 the state. He even announced that if Nevadans approved women's suffrage, he  
22 would shut down his enterprises and leave the state. The Manhattan Post,  
23 published in a Nye County mining camp, printed a poem called "Where You Goin'  
24 George?"

25 The Equal Franchise Society and its allies inside and outside of Nevada went to  
26 work. Anna Howard Shaw, the president of the National American Woman  
27 Suffrage Association, made a statewide speaking tour. Jane Addams and other  
28 national figures also spoke. Martin, Wilson and their allies organized in each  
29 county. They realized that in the larger cities, operators of casinos and saloons  
30 could be expected to vote no, based on the belief that women were expected to be  
31 moral arbiters of society; they might use their votes against these vices. So the  
32 Equal Franchise Society focused on rural, small-town voters.

33 Martin and her allies proved wise. In the 1914 election, the suffrage  
34 amendment passed, 10,936 to 7,258, or by more than three thousand votes. The  
35 question went down to defeat in Carson City and Virginia City, and in every ward  
36 in Reno. In Clark County, Las Vegans voted 296 to 153, but in outlying towns the  
37 vote was 359 to 56. Women had won the vote in Nevada.

### Guiding Questions for Document 3: *Women's Suffrage in Nevada*

1. Based on evidence from the text, why some women and some men would be against women being allowed to vote or anti-suffrage?

Women:

Men:

2. What did Curtis Hillyer mean in lines 9-10 when he said “that politics was corrupt, and women historically had been a civilizing, moralizing influence?”

3. What was the reason the equal franchise society focused on rural, small town, voters to help them with the right for women to vote?

# 1 **Rights for Women: The Suffrage Movement and Its Leaders**

2 Downloaded from National Women's History Museum ([www.nwhm.org/online-](http://www.nwhm.org/online-exhibits/rightsforwomen/introduction.html)  
3 [exhibits/rightsforwomen/introduction.html](http://www.nwhm.org/online-exhibits/rightsforwomen/introduction.html))

4

5 In the early 1800s, women were second-class citizens. Women were expected to  
6 restrict their sphere of interest to the home and the family. Women were not  
7 encouraged to obtain a real education or pursue a professional career. After  
8 marriage, women did not have the right to own their own property, keep their own  
9 wages, or sign a contract. In addition, all women were denied the right to vote.

10 Only after decades of intense political activity did women eventually win the right  
11 to vote.....

## **Guiding Questions for Document 4: *Rights for Women: The Suffrage Movement and Its Leaders***

1. Why were women considered second class citizens?
2. In lines 6-7 it says women had to keep their sphere of interest to the home and the family. What would woman possibly have done if they didn't keep their interests to these spheres?
3. Why did it take decades for women to win the right to vote?

## **Guiding Discussion Questions:**

The overarching discussion question you want for students to come to a deeper understanding of is:

### **Why did it take longer for women in Nevada to gain the right to vote compared to surrounding western states?**

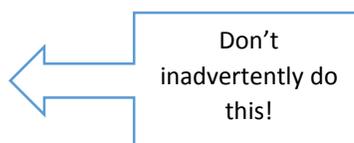
In order to accomplish this goal, use these questions to move the discussion forward in the direction it needs to go. If students are struggling to make new claims, find new evidence or explain themselves, the teacher should select questions that address different qualities of the different documents and help students consider the documents and their own analysis of them in a new light. If students are stuck, move the discussion forward but don't give them the answers! Help them think.

1. Using evidence from your documents, describe how women were treated/regarded in the 1800s.
2. What different kinds of obstacles did the Women's Suffrage Campaign face in reaching male voters in Nevada?
3. How did beliefs about the Women's Suffrage Campaign differ between men in large cities and men in rural, small- town areas?
4. What were the contributing factors to finally winning the for suffrage in Nevada?

# Modified Fishbowl Strategy



1. Provide a common reading and background on an unresolved or controversial issue to the class. Utilize a reading strategy to help students to access the text and force them to choose quotes or facts from the text pertaining to the issue. Have students write down their interesting facts and quotes on post-it notes or small pieces of paper.
2. Make two to three circles in your classroom with +/- 5 chairs in each. The chairs will face inwards. Outside of each circle, make another circle of chairs.
  - a. The inner circle of chairs is the fishbowl and students in these chairs are very talkative, intelligent and scholarly fish.
  - b. Provide them “fish food for thought.”
  - c. The teacher will choose one person from the outside circle to be the “fish trainer.” This person interjects only if the conversation gets off track. This person will rephrase the question and ask the fish to go back to their discussion.
3. RULE: Only students in the fishbowl (inner circle) are allowed to speak during this activity.
  - a. Students in the fishbowl engage in deliberation of an issue presented, as an open-ended question, by the teacher.
  - b. All participants must abide by the rules of civic discussion and common courtesy.
4. The outside circle has a responsibility of providing “food for thought” (strip of paper/post-it) with relevant information that can be used by the fish. For this reason, it can be very positive to pair students on the inside/outside of the circle so that someone with great confidence is on the outside helping the less confident “fish” on the inside.
5. Once a student in the circle has spoken twice, a student from outside the circle may tap that student on the shoulder and switch places with the student. The student on the outside MUST TAP IN after their inside partner has spoken four times. The student in the circle will exit to the outside observation seats. This process can continue throughout the discussion.
6. The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.



7. It is highly effective to have two separate (but related) discussion questions. After you have completed a fishbowl on one question, you can begin the next question by reversing the original groups. Fish become fish feeders and feeders become fish.
8. Including a written reflection piece is a great way to assess student learning.
9. Allowing small groups to bring all of their post-its to a table and co-write a piece demonstrating their understanding is also a great assessment and instructional tool.

Name \_\_\_\_\_

## Women's Suffrage Zoom-In

**What I See**

**What I Think**

**What I Know**

