

20/20 Vision: Suffrage Additional Education Resources

Dive Deeper with these virtual exhibits and web content:

- [Women 100 Seat at the Table](#), Kimmel Center
- [Votes for Women: A Portrait of Persistence](#), National Portrait Gallery
- [Multiple Virtual Exhibits](#), Women's History Museum
- [The Women's Suffrage Movement](#), National Geographic Kids
- [Women's Suffrage Movement](#), Schoolhouse Rock

Lesson Plans and Educator Resources:

- [Women's Suffrage for Grades 3-5](#), Scholastic
- [Women's History: The Struggle for Equality](#), Junior Scholastic Teaching Kits
- [Kids' Corner](#), Women's Vote Centennial
- [Women's Suffrage Lessons Grades 6-12](#), Teaching Tolerance
- [Women's History: Activity Pack](#), PBS
- [Women's History: For Kids!](#), National Park Service
- [19th Amendment](#), National Education Association
- [Woman Suffrage and the 19th Amendment](#), National Archives

Michigan Curriculum Connections:

The following content expectations are introduced in the *20/20 Vision: Suffrage* virtual exhibit.

3-C5.0.1 Identify and explain rights and responsibilities of citizenship.

4-C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

4-C5.0.1 Explain the responsibilities of members of American society.

4-C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4-C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

4-P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

8-U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.

HS-USHG 6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

HS-USHG 6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

HS-USHG 6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

HS-USHG 6.3.4 Women's Suffrage- Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

HS-C-4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

HS-C-4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

HS-C-6.3.2 Explain how informed members of society influence civic life.

HS-C-6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.