

CALIFORNIA  
LAWYERS  
ASSOCIATION

**2020**

**CENTENNIAL CELEBRATION OF THE  
19<sup>TH</sup> AMENDMENT**

**WOMEN'S RIGHT TO VOTE  
TOOLKIT**

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**Toolkit for Teachers and Lawyer Volunteers  
100<sup>th</sup> Anniversary of the 19<sup>th</sup> Amendment  
User's Guide**

The California Lawyers Association has developed a new toolkit for use in the classroom in time for Law Day/Law Week (May 2020), Constitution Day (September 2020) or to accompany any discussion around the U.S. Constitution, the right to vote generally or women's right to vote. This toolkit focuses on the 100<sup>th</sup> Anniversary of the 19<sup>th</sup> Amendment (providing women with the right to vote), is intended for the 5<sup>th</sup> Grade audience and includes:

- A PowerPoint presentation with Speakers Notes<sup>1</sup>
- Activity to accompany an Ice Breaker Exercise at Slide 5
- Additional information that addresses how the Spanish Flu of 1918 may have contributed to the passage of the 19<sup>th</sup> Amendment.

**For Teachers:**

Volunteers from the California Lawyers Association are available to provide this training in your classroom (virtually by Zoom or other online platform) through the remainder of the 2019-2020 academic year or in person for the 2020-2021 academic year, provided the State of California's Shelter in Place orders have been lifted. Volunteers are also available to consult with teachers if they have questions.

Please also note that the Speakers Notes have been developed for lawyer volunteers to deliver the presentation. They can easily be modified for teachers.

The presentation should last approximately 30 minutes and include lecture and group participation.

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<sup>1</sup> Full PowerPoint deck can be emailed upon request. Included in this toolkit is a PDF of the deck.

If you have any questions about the California Lawyers Association, our work with civics engagement and outreach or with schools, or to request the PowerPoint deck, please reach out to Ellen Miller, Associate Executive Director at [Ellen.Miller@calawyers.org](mailto:Ellen.Miller@calawyers.org) or 916-516-1703

**For Lawyer Volunteers:**

This toolkit includes everything you will need to deliver a 30 minutes presentation and facilitate group activities. Please check with the teacher and/or the school in advance to find out what, if any additional requirements, security or additional screening may be required.

If you have any questions about CLA's work with civics engagement and outreach or with schools, please reach out to Ellen Miller, Associate Executive Director at [Ellen.Miller@calawyers.org](mailto:Ellen.Miller@calawyers.org) or 916-516-1703

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**2020**

**CENTENNIAL CELEBRATION OF THE  
19<sup>TH</sup> AMENDMENT**

**WOMEN'S RIGHT TO VOTE**

# 2020 is the 100 year anniversary of the 19<sup>th</sup> Amendment giving women the right to vote



# CALIFORNIA LAWYERS ASSOCIATION

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- CLA works on various initiatives consistent with its mission of promoting excellence, diversity and inclusion in the legal profession and fairness in the administration of justice and the rule of law.
- Increasing **civic awareness, knowledge and engagement** is one of CLA's top priorities.



# 100 years ago . . .

In 1920, the 19<sup>th</sup> Amendment to the U.S. Constitution was passed, which gave women the right to vote for the very first time.



**VOTE**

**ICE BREAKER EXERCISE**



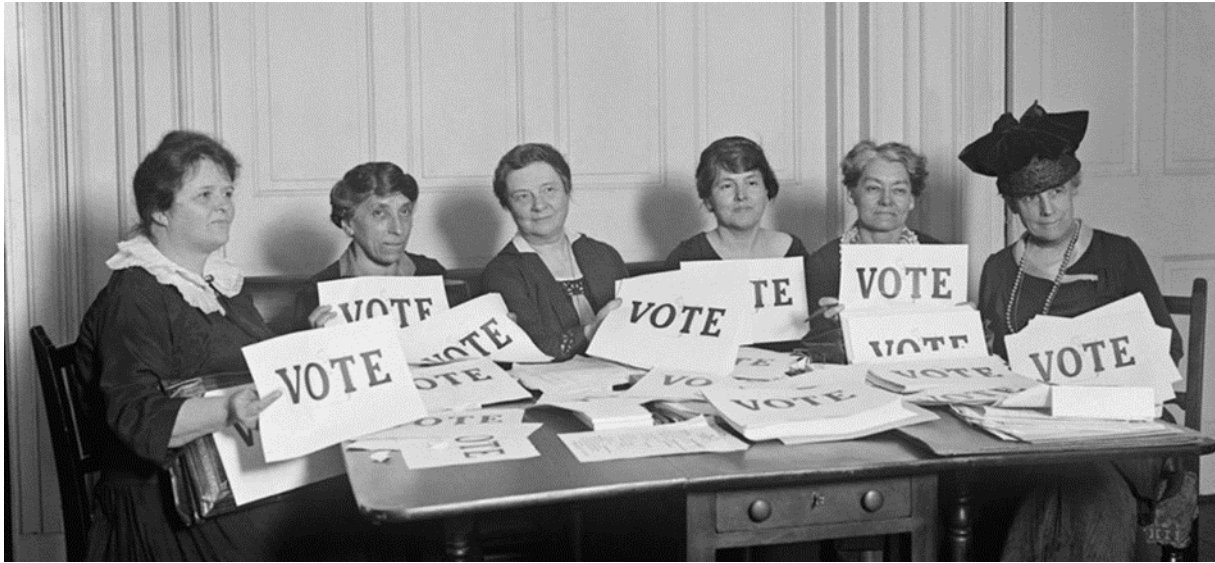
# WHY IS THE “RIGHT” TO VOTE IMPORTANT?

- Voting is critical because it allows you to exercise your right as an American citizen to let your voice be heard on issues.
- Voting helps us decide who will lead our country, state or local governments.
- Many people who have served our country have given their lives so that we have both the right and the opportunity to vote.

# WHY IS IT IMPORTANT TO CELEBRATE?

- It is important to honor and remember our history.
- The 19th Amendment guarantees American women the right to vote. Achieving this milestone required many years of struggle.
- Beginning in the mid-1800s, many people who supported a woman's right to vote marched, lobbied and engaged in civil disobedience to succeed.
- Because of their tireless and heroic efforts, women gained the right to vote.

# LET'S LEARN . . . AND CELEBRATE!



# U.S. CONSTITUTION

- Signed in September 1787
- No specific provisions on voting, so the States could decide who could vote
- Amendments were later added to expand rights



# A Day in the Life of Women in the 1800s . . .

- Expected to work at home to care for household and children; men generally did not participate greatly in child-rearing or household chores.
- Dependent on men (fathers, husbands and brothers) for financial security.
- No right to own property, maintain wages, sign a contract, or vote.
- Expected to follow and support their husbands and not to express opinions independent of, or counter to, their husband's opinions.
- Expected to marry and have children; single women were sometimes pitied.
- Socially improper for women to travel alone or to speak in public.



# SUFFRAGIST

A PERSON ADVOCATING THAT THE RIGHT TO VOTE BE EXTENDED TO MORE PEOPLE, ESPECIALLY TO WOMEN.

# SENECA FALLS CONVENTION

- In 1848, the start of the women's suffrage movement began in Seneca Falls, New York at the first Women's Rights Convention.
- The Declaration of Independence was used as a guide to draft the "Declaration of Sentiments"
  - Recommended changes for women to have "immediate admission to all the rights and privileges which belong to them as these citizens of the United States."



# ADVOCACY EFFORTS

- Advocacy for women's right to vote was aligned with the movement to abolish slavery during the Civil War.
- Activists included **Susan B. Anthony, Elizabeth Cady Stanton, Harriet Tubman,** and **Sojourner Truth.**
- Post-Civil War, the 14th & 15th Amendments were passed but the provisions did not include women:
  - 14th Amendment defined "citizenship" and "voters" as only **“male.”**
  - 15th Amendment gave rights to Black **men** but not women.



# ADVOCACY EFFORTS

## **NATIONAL WOMAN SUFFRAGE ASSOCIATION (NWSA)**

- Promoted universal suffrage and opposed the 15<sup>th</sup> Amendment.

## **AMERICAN WOMAN SUFFRAGE ASSOCIATION (AWSA)**

- Supported the 15<sup>th</sup> Amendment and had Black and white members.

**NWSA and AWSA merged in 1890 to form the National American Woman Suffrage Association**

# AMENDMENTS PERTAINING TO VOTING

- 15th Amendment (1870)
  - Race or Color
- **19th Amendment (1920)**
  - **Women**
- 24<sup>th</sup> Amendment (1964)
  - No poll tax
- 26th Amendment (1971)
  - 18 years old



# 19<sup>TH</sup> AMENDMENT

- In 1878, the Woman's Suffrage Amendment was first introduced to the U.S. Congress.
- During the U.S. involvement in World War I, the suffrage campaign was eclipsed as women pitched in for the war effort.
- In 1911, **California** granted women the right to vote (but not all other states).
- In 1919, after many years of advocacy, the 19<sup>th</sup> Amendment was finally passed by both houses of Congress and in 1920 it was ratified under U.S. President Woodrow Wilson.

**ALL WOMEN IN THE U.S.  
GUARRANTEED THE RIGHT TO  
VOTE**

**19TH AMENDMENT ENACTED INTO LAW ON  
AUGUST 26, 1920**

# “SHEROES” AND HEROES

- Many, many women suffragists including:
  - Susan B. Anthony
  - Elizabeth Cady Stanton
  - Sojourner Truth
  - Ida B. Wells
  - Alice Paul
  - The Silent Sentinels
  - And many more . . . .
- Men too!
  - Frederick Douglass
  - James Mott
  - Henry Blackwell
  - And many more . . . .



# VOTING TODAY



# VOTING TODAY

- Register to Vote
  - A United States citizen and a resident of California
  - 18 years old or older on Election Day
  - Not currently in prison or on parole for felony conviction
  - Not prohibited from voting by a court because of mental incompetency
- Pre-register to Vote
  - Be 16 or 17 years old, and
  - Meet all of the other requirements to vote
  - Automatically registered to vote on 18<sup>th</sup> birthday

[RegisterToVote.ca.gov](https://RegisterToVote.ca.gov)



# TOP 10 THINGS TO REMEMBER

1. 2020 is the 100<sup>th</sup> year anniversary of the 19<sup>th</sup> Amendment to U.S. Constitution.
2. 19<sup>th</sup> Amendment gave women the right to vote.
3. Voting allows us to exercise rights as American citizens.
4. There were many years of advocacy and struggle to obtain the right to vote for women.
5. The U.S. Constitution in 1787 was silent on voting, but various amendments were added to expand rights.
6. “Suffragists” are people advocating for the right to vote for more people.
7. The women’s suffrage movement began in 1848 in Seneca Falls, New York.
8. 15<sup>th</sup> Amendment in 1870 prohibited denying the right to vote based on "race, color, or previous condition of servitude" but this applied to men only.
9. **19th Amendment in 1920 – Women!**
10. Many (s)heroes and heroes to remember and celebrate.





# HOW CAN YOU GET INVOLVED?

LET'S DISCUSS

# QUESTIONS?





# THANK YOU!

CALIFORNIA  
LAWYERS  
ASSOCIATION

[CALAWYERS.ORG](http://CALAWYERS.ORG)



**FOR MORE INFORMATION ABOUT OUR  
CIVICS WORK, PLEASE CONTACT  
[ELLEN.MILLER@CALAWYERS.ORG](mailto:ELLEN.MILLER@CALAWYERS.ORG)  
916-516-1703**

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Introduce presenters and welcome attendees.

This program can be tailored to fit flexible timeframes. Ideal online timing is approximately 30 minutes.

# **2020 is the 100 year anniversary of the 19<sup>th</sup> Amendment giving women the right to vote**



2020 is a special year as this is the 100 year anniversary of the ratification of the 19<sup>th</sup> Amendment to the United States Constitution. The 19<sup>th</sup> Amendment granted women the right to vote.

# CALIFORNIA LAWYERS ASSOCIATION

- The California Lawyers Association (CLA) is a member-driven, mission-focused organization dedicated to the professional advancement of attorneys practicing in the state of California.
- CLA works on various initiatives consistent with its mission of promoting excellence, diversity and inclusion in the legal profession and fairness in the administration of justice and the rule of law.
- Increasing **civic awareness, knowledge and engagement** is one of CLA's top priorities.

Provide background information on California Lawyers Association.

Briefly explain the role of attorneys and the practice of law. Ask students if they know any attorneys, or have seen attorneys on TV/movies/social media. Follow up on what students share with the group. Highlight your own practice as an attorney, and explain what you do.

In addition to our individual law practices, attorneys are involved in the community as volunteers and want to “give back” to help others. Explain this is why you volunteered to give this presentation to students. You may also wish to discuss your role with California Lawyers Association.

Use this opportunity to “plant the seed” to get students to think about careers in the law.

Underscore California Lawyers Association’s commitment to civic engagement and outreach.



## 100 years ago . . .

In 1920, the 19<sup>th</sup> Amendment to the U.S. Constitution was passed, which gave women the right to vote for the very first time.

Try to help students get in the mindset for a history lesson, and help them visualize society 100 years ago.

To place things in context, you may wish to discuss other historical events or figures around the 1910 to 1920 timeframe such as:

U.S. President Woodrow Wilson (1913 to 1921)

Spanish Flu pandemic (1918)

World War I (1914 to 1918)

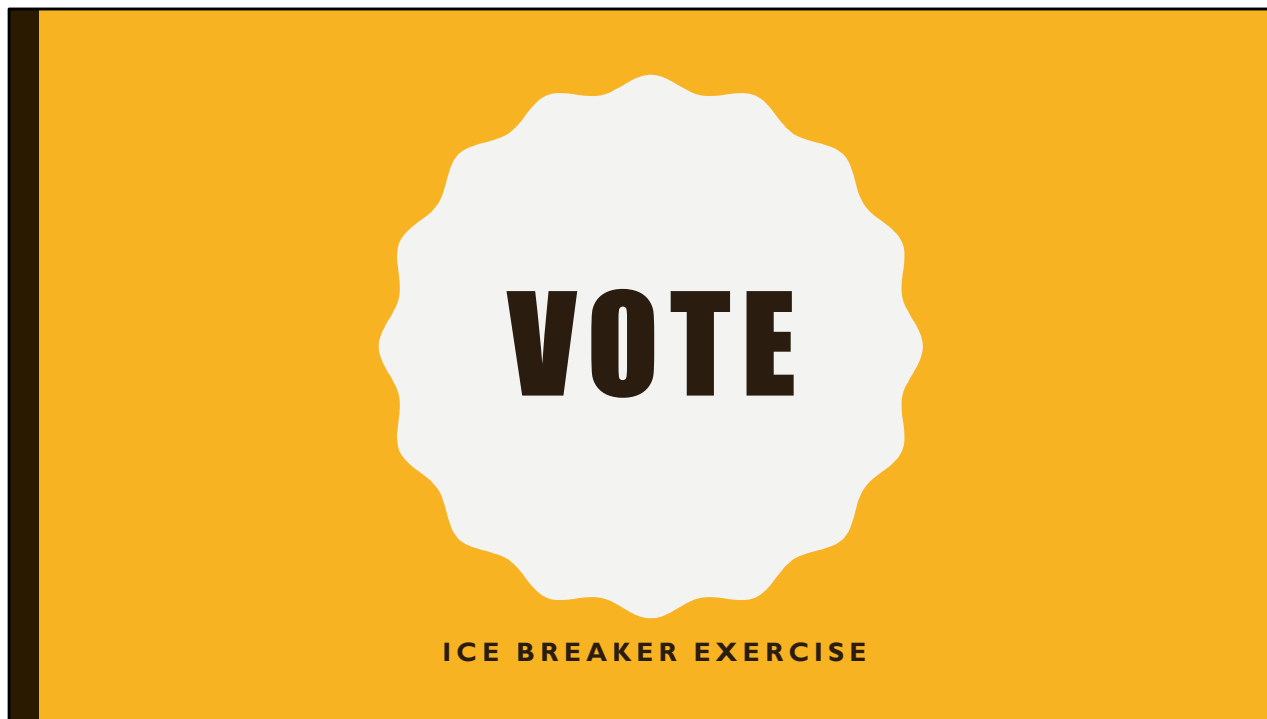
Henry Ford auto company began first production of the Model T in 1908. So cars became more accessible in the years following.

RMS Titanic sank in the North Atlantic Ocean in 1912

Nabisco made the first Oreo cookie in 1912

Look up more fun facts to help students visualize 100 years ago.





Discussion: Ask students if they know what it means to vote in city, state or national elections. They may have already voted in school in some type of election but we can reference a very basic vote (e.g., a vote as to what movie to see or where to eat). Not everyone will be happy with the vote outcome but everyone's vote is counted. And it is a method to decide something. This is democratic! When it comes to picking political leaders, you also get to vote for Mayor, Governor, or President, and even new laws, and we find out who WON. It is exciting sometimes to wait to see who won. Discuss a personal example of waiting for voting results (example: "I remember I was up all night waiting to see if Margaret Thatcher was reelected when I was 10!). Underscore that the right to vote hasn't always been available to everyone at the same time. Ask students, as of today, can you think of people who cannot vote (e.g., (non-citizens, those currently incarcerated etc.)? Let students know that today, we are going to talk about a time when women could not vote.

Exercise (Vote on eating Corn or Potatoes): Give everyone a piece of paper to vote. Give them the opportunity to vote between eating Corn or Potatoes. Let them vote. After they vote, tell them that the Corn is farmed on a farm where the workers are paid fairly and treated well; and tell them that the Potatoes are being grown on a farm where workers are not paid fairly and treated well. Ask students whether their vote would change after learning this information. Discussion can also lead to where students can look for more information before voting.

Then, go around the room and only retrieve the votes from the boys/males. Tally the votes and give the outcome as to who won: Corn or Potato. Then make the point that even though girls/women were capable and able and willing, they were not able to even able to enter the polling place or even mark a ballot. Next, collect the votes from the girls/women and count them and see how they changed the numbers and make the point that girls/women had a lot of votes and could have tipped the vote.

## WHY IS THE “RIGHT” TO VOTE IMPORTANT?

- Voting is critical because it allows you to exercise your right as an American citizen to let your voice be heard on issues.
- Voting helps us decide who will lead our country, state or local governments.
- Many people who have served our country have given their lives so that we have both the right and the opportunity to vote.

Explain why the right to vote is so important to our democracy.

Ask why is voting so important as a citizen?

Discuss what would the United States look like today if we didn't have the right to vote.  
Ask what would be different?

## WHY IS IT IMPORTANT TO CELEBRATE?

- It is important to honor and remember our history.
- The 19th Amendment guarantees American women the right to vote. Achieving this milestone required many years of struggle.
- Beginning in the mid-1800s, many people who supported a woman's right to vote marched, lobbied and engaged in civil disobedience to succeed.
- Because of their tireless and heroic efforts, women gained the right to vote.

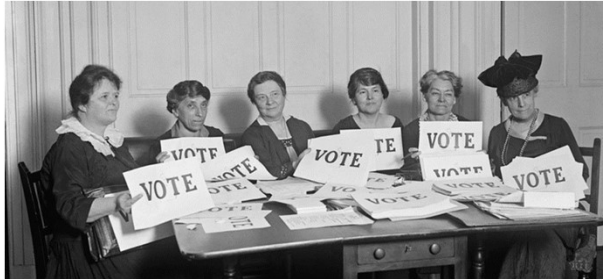
Explain “why” we are celebrating the 100<sup>th</sup> Anniversary of the 19<sup>th</sup> Amendment so students understand its significance and impact on America.

Ask why do we celebrate certain events? Use other examples of events that we celebrate to springboard the discussion on why we celebrate (Fourth of July, Cesar Chavez Day, Earth Day, etc.).

We celebrate because we want to remember and educate.

Explore with students “why” it is important to remember the milestone of the 19<sup>th</sup> Amendment.

# LET'S LEARN ... AND CELEBRATE!



This is a transition slide to build interest and excitement for the program.

To hold student interest, you may wish to incorporate a “pop quiz” and ask students to pay close attention to the information and photos you will be sharing.

Be creative with ideas!

# U.S. CONSTITUTION

- Signed in September 1787
- No specific provisions on voting, so the States could decide who could vote
- Amendments were later added to expand rights



Ask students basic questions about the U.S. Constitution, Preamble and Bill of Rights.

Explain that when the Constitution was originally signed, there were no provisions for voting, so the individual States were left to decide who could vote. However, the Constitution was later amended to expand rights – including voting rights. And, in our program today we are learning about the 19<sup>th</sup> Amendment that gave women the right to vote.

From Wikipedia: The Constitution of the United States is the supreme law of the United States of America. The Constitution, originally comprising seven articles, delineates the national frame of government. Its first three articles embody the doctrine of the separation of powers, whereby the federal government is divided into three branches: the legislative, consisting of the bicameral Congress (Article One); the executive, consisting of the president (Article Two); and the judicial, consisting of the Supreme Court and other federal courts (Article Three).

The Constitution has been amended 27 times, including one amendment that repealed a previous one, in order to meet the needs of a nation that has profoundly changed since the eighteenth century. In general, the first ten amendments, known collectively as the Bill of Rights, offer specific protections of individual liberty and justice and place restrictions on the powers of government. The majority of the seventeen later amendments expand individual civil rights protections. Others address issues related to federal authority or modify government processes and procedures.

## **A Day in the Life of Women in the 1800s . . .**

- Expected to work at home to care for household and children; men generally did not participate greatly in child-rearing or household chores.
- Dependent on men (fathers, husbands and brothers) for financial security.
- No right to own property, maintain wages, sign a contract, or vote.
- Expected to follow and support their husbands and not to express opinions independent of, or counter to, their husband's opinions.
- Expected to marry and have children; single women were sometimes pitied.
- Socially improper for women to travel alone or to speak in public.

This slide is meant to inspire discussion on the “contrast” between what life looks like today for most women vs. women in 1800s and pre-19<sup>th</sup> Amendment.

Discuss how gender roles have changed over the decades.

**SUFFRAGIST**

A PERSON ADVOCATING THAT THE RIGHT TO VOTE BE EXTENDED TO MORE PEOPLE, ESPECIALLY TO WOMEN.

For most students, this will be the first time they have heard the term “suffragist”. Spend time discussing the definition.

You may also wish to point out the white-colored clothing that many women suffragists wore in parades and public forums when advocating for the right to vote.



# SENECA FALLS CONVENTION

- In 1848, the start of the women’s suffrage movement began in Seneca Falls, New York at the first Women’s Rights Convention.
- The Declaration of Independence was used as a guide to draft the “Declaration of Sentiments”
  - Recommended changes for women to have “immediate admission to all the rights and privileges which belong to them as these citizens of the United States.”



<https://www.history.com/topics/womens-rights/seneca-falls-convention>

The Seneca Falls Convention was the first women’s rights convention in the United States. Held in July 1848 in Seneca Falls, New York, the meeting launched the women’s suffrage movement, which more than seven decades later ensured women the right to vote.

Originally known as the Woman’s Rights Convention, the Seneca Falls Convention fought for the social, civil and religious rights of women. The meeting was held from July 19 to 20, 1848 at the Wesleyan Chapel in Seneca Falls, New York.

Despite scarce publicity, 300 people—mostly area residents—showed up. On the first day, only women were allowed to attend (the second day was open to men).

Elizabeth Cady Stanton, one of the meeting’s organizers, began with a speech on the convention’s goals and purpose: *“We are assembled to protest against a form of government, existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife, to take the wages which she earns, the property which she inherits, and, in case of separation, the children of her love.”*

The convention proceeded to discuss the 11 resolutions on women’s rights. All passed unanimously except for the ninth resolution, which demanded the right to vote for women. Stanton and African American abolitionist Frederick Douglass gave impassioned speeches in its defense before it eventually (and barely) passed.



## ADVOCACY EFFORTS

- Advocacy for women's right to vote was aligned with the movement to abolish slavery during the Civil War.
- Activists included **Susan B. Anthony, Elizabeth Cady Stanton, Harriet Tubman, and Sojourner Truth.**
- Post-Civil War, the 14th & 15th Amendments were passed but the provisions did not include women:
  - 14th Amendment defined "citizenship" and "voters" as only **“male.”**
  - 15th Amendment gave rights to Black **men** but not women.

In covering the points above, it is important to underscore that during the women's suffrage movement there was a parallel movement to abolish slavery.

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- Promoted universal suffrage and opposed the 15<sup>th</sup> Amendment.

## **AMERICAN WOMAN SUFFRAGE ASSOCIATION (AWSA)**

- Supported the 15<sup>th</sup> Amendment and had Black and white members.

**NWSA and AWSA merged in 1890 to form the National American Woman Suffrage Association**

<https://www.britannica.com/topic/National-American-Woman-Suffrage-Association>

National American Woman Suffrage Association (NAWSA), American organization created in 1890 by the merger of the two major rival women's rights organizations—the National Woman Suffrage Association (NWSA) and the American Woman Suffrage Association (AWSA) —after 21 years of independent operation.

NAWSA was initially headed by past executives of the two merged groups, including Elizabeth Cady Stanton, Lucy Stone, and Susan B. Anthony.

The strategy of the newly formed organization was to push for the ratification of enough state suffrage amendments to force Congress to approve a federal amendment. Although some radical factions continued to address corollary issues, NAWSA's new approach focused the group's energies exclusively on recruiting new members and winning the vote for women.

# AMENDMENTS PERTAINING TO VOTING

- 15th Amendment (1870)
  - Race or Color
- **19th Amendment (1920)**
  - **Women**
- 24<sup>th</sup> Amendment (1964)
  - No poll tax
- 26th Amendment (1971)
  - 18 years old



There are four amendments to the U.S. Constitution pertaining to voting rights including the 19<sup>th</sup> Amendment.

# 19<sup>TH</sup> AMENDMENT

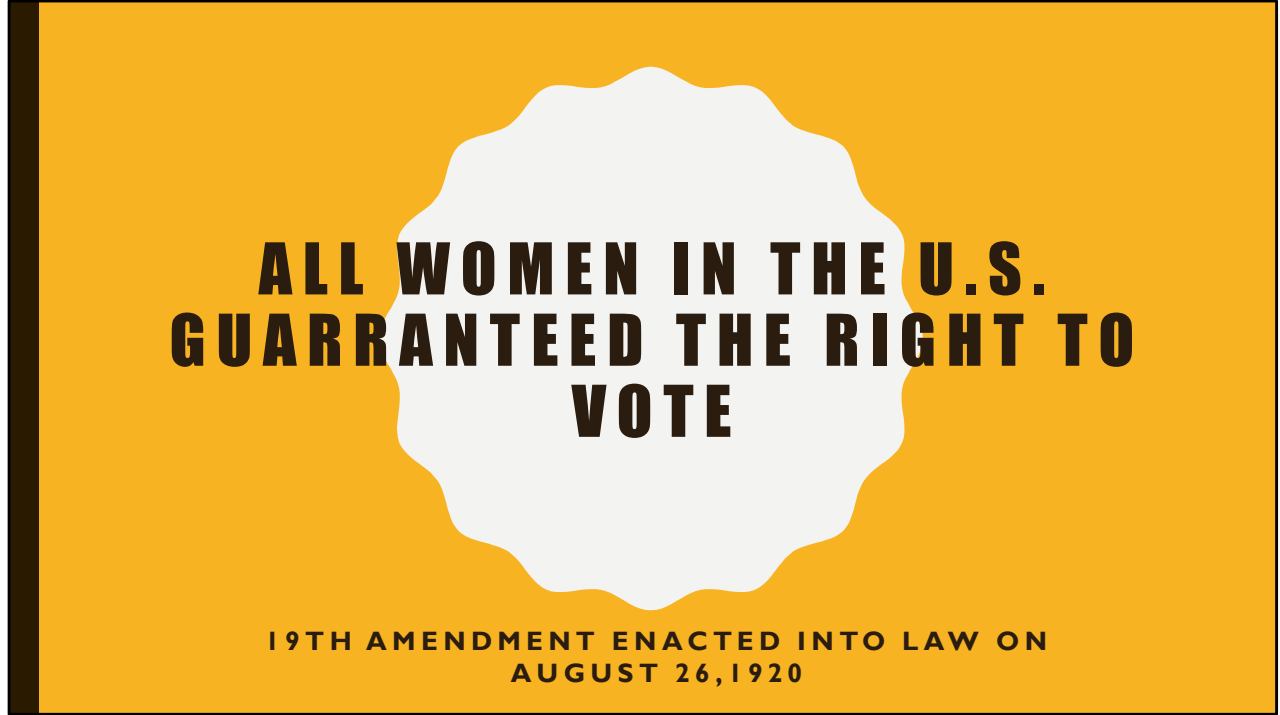
- In 1878, the Woman's Suffrage Amendment was first introduced to the U.S. Congress.
- During the U.S. involvement in World War I, the suffrage campaign was eclipsed as women pitched in for the war effort.
- In 1911, **California** granted women the right to vote (but not all other states).
- In 1919, after many years of advocacy, the 19<sup>th</sup> Amendment was finally passed by both houses of Congress and in 1920 it was ratified under U.S. President Woodrow Wilson.

The path of the 19<sup>th</sup> Amendment.

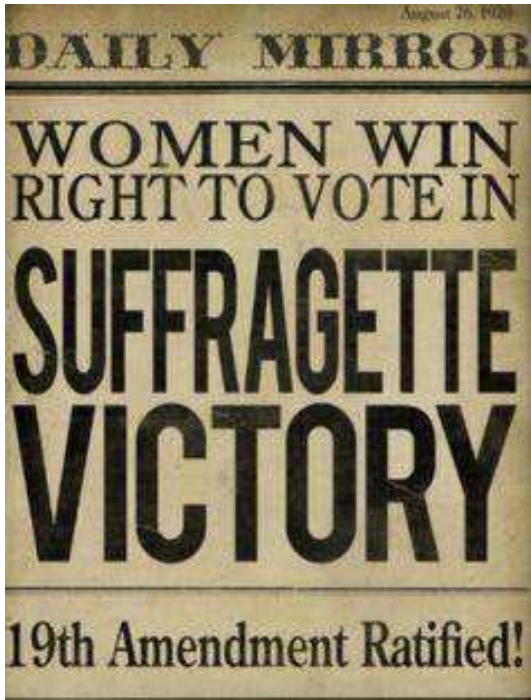
Important to note various states had granted women the right to vote before the 19<sup>th</sup> Amendment (1920).

California granted the women the right to vote in 1911. California the 6th state in the nation to give women the right to vote at the time. California's women's suffrage campaign inspired other states to join the movement. Nearly a decade after women won the right to vote in California, women were granted this right in all states at the federal level with the passage and ratification of the 19th Amendment to the US Constitution in 1920. Today, this day is known as Women's Equality Day. Suffragists Elizabeth Cady Stanton and Susan B. Anthony played pivotal roles in this movement successfully giving female voters the right to a ballot.

<https://www.sos.ca.gov/archives/women-get-right-vote/>



Shout out a cheer!



# “SHEROES” AND HEROES

- Many, many women suffragists including:
  - Susan B. Anthony
  - Elizabeth Cady Stanton
  - Sojourner Truth
  - Ida B. Wells
  - Alice Paul
  - The Silent Sentinels
  - And many more . . . .
- Men too!
  - Frederick Douglass
  - James Mott
  - Henry Blackwell
  - And many more . . . .



Important to celebrate and remember individuals who helped to shape history.

Susan B. Anthony: [https://en.wikipedia.org/wiki/Susan\\_B.\\_Anthony](https://en.wikipedia.org/wiki/Susan_B._Anthony)

Elizabeth Cady Stanton: [https://en.wikipedia.org/wiki/Elizabeth\\_Cady\\_Stanton](https://en.wikipedia.org/wiki/Elizabeth_Cady_Stanton)

Sojourner Truth: [https://en.wikipedia.org/wiki/Sojourner\\_Truth](https://en.wikipedia.org/wiki/Sojourner_Truth)

Ida B. Wells: [https://en.wikipedia.org/wiki/Ida\\_B.\\_Wells](https://en.wikipedia.org/wiki/Ida_B._Wells)

Alice Paul: [https://en.wikipedia.org/wiki/Alice\\_Paul](https://en.wikipedia.org/wiki/Alice_Paul)

The Silent Sentinels: [https://en.wikipedia.org/wiki/Silent\\_Sentinels](https://en.wikipedia.org/wiki/Silent_Sentinels)

Frederick Douglass: [https://en.wikipedia.org/wiki/Frederick\\_Douglass](https://en.wikipedia.org/wiki/Frederick_Douglass)

James Mott: <https://www.nps.gov/wori/learn/historyculture/james-mott.htm>

Henry Blackwell: [https://en.wikipedia.org/wiki/Henry\\_Browne\\_Blackwell](https://en.wikipedia.org/wiki/Henry_Browne_Blackwell)

# VOTING TODAY



Because of the courageous efforts and advocacy of so many sheroes and heroes, the 19<sup>th</sup> Amendment was passed and women can vote in the United States!

Discuss Voting in general terms:

[https://en.wikipedia.org/wiki/Elections\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Elections_in_the_United_States)

Election cycles

Federal, state and local

Voter registration

# VOTING TODAY

- Register to Vote
  - A United States citizen and a resident of California
  - 18 years old or older on Election Day
  - Not currently in prison or on parole for felony conviction
  - Not prohibited from voting by a court because of mental incompetency
- Pre-register to Vote
  - Be 16 or 17 years old, and
  - Meet all of the other requirements to vote
  - Automatically registered to vote on 18<sup>th</sup> birthday



[RegisterToVote.ca.gov](http://RegisterToVote.ca.gov)

Discuss briefly how to register to vote in the U.S.



## TOP 10 THINGS TO REMEMBER

1. 2020 is the 100<sup>th</sup> year anniversary of the 19<sup>th</sup> Amendment to U.S. Constitution.
2. 19<sup>th</sup> Amendment gave women the right to vote.
3. Voting allows us to exercise rights as American citizens.
4. There were many years of advocacy and struggle to obtain the right to vote for women.
5. The U.S. Constitution in 1787 was silent on voting, but various amendments were added to expand rights.
6. “Suffragists” are people advocating for the right to vote for more people.
7. The women’s suffrage movement began in 1848 in Seneca Falls, New York.
8. 15<sup>th</sup> Amendment in 1870 prohibited denying the right to vote based on “race, color, or previous condition of servitude” but this applied to men only.
9. **19<sup>th</sup> Amendment in 1920 – Women!**
10. Many (s)heroes and heroes to remember and celebrate.

Review the 10 ten items above as “take-aways” from today’s lesson.

Challenge students to share these 10 things with someone else this week (another student, friend, mentor, family member, etc.)

Ask for creative ideas on how students can bring up the subject of the 19<sup>th</sup> Amendment to share the 10 take-aways.



The students can decide what issues are important to them such as: homelessness, civil rights, global warming, animal rights, gun rights, crime/justice, etc.

Involvement can look like: start their own fundraisers, clubs at school, education videos on social media for other students, encouraging other family, relatives, and friends to vote, and art, essays, poems as political speech. Think of all the things we did as kids!

Encourage a lively discussion on civic engagement.

# QUESTIONS?





**THANK YOU!**

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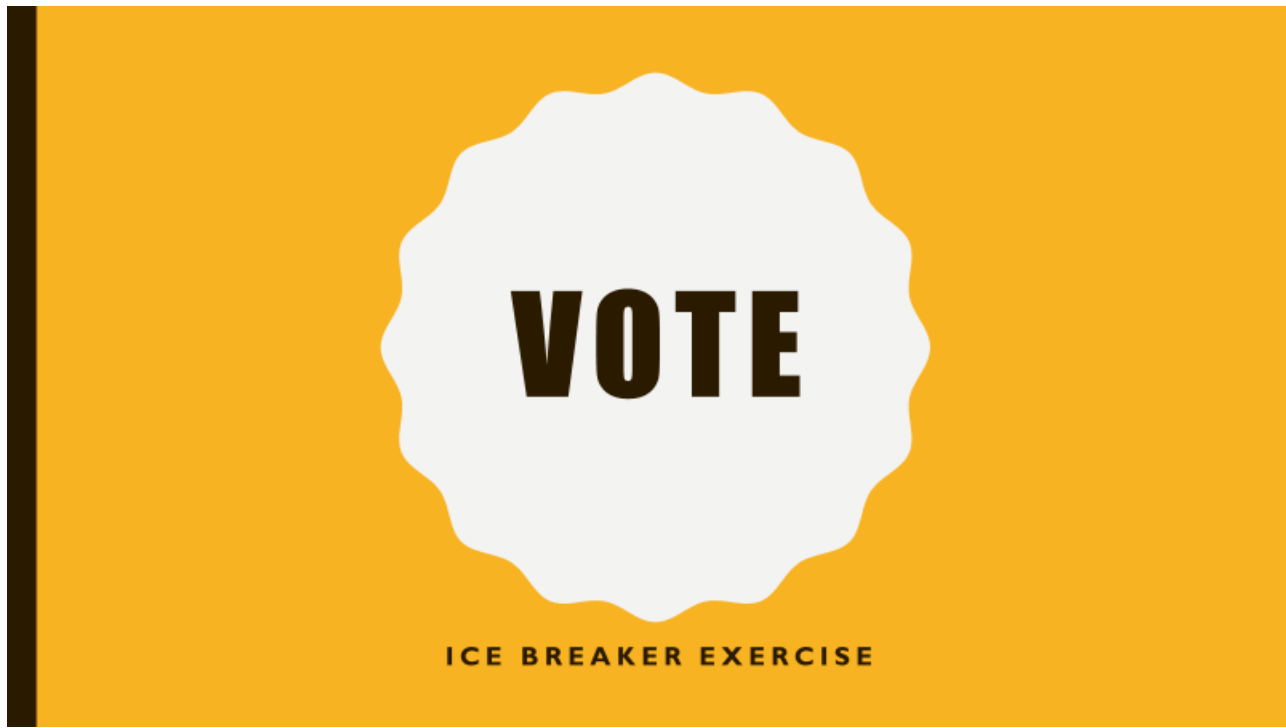
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LAWYERS  
ASSOCIATION

**CALAWYERS.ORG**



### Corn or Potatoes

Give everyone a piece of paper to vote. Give them the opportunity to vote between eating Corn or Potatoes. Let them vote.

After they vote, tell them that the Corn is farmed on a farm where the workers are paid fairly and treated well; and tell them that the Potatoes are being grown on a farm where workers are not paid fairly and treated well.

Ask students whether their vote would change after learning this information. Discussion can also lead to where students can look for more information before voting.

Then, go around the room and only retrieve the votes from the boys/males. Tally the votes and give the outcome as to who won: Corn or Potato. Then make the point that even though girls/women were capable and able and willing, they were not able to even enter the polling place or even mark a ballot. Next, collect the votes from the girls/women and count them and see how they changed the numbers and make the point that girls/women had a lot of votes and could have tipped the vote.

# **VOTE FOR**

**CORN**

**POTATOES**

# 19<sup>TH</sup> AMENDMENT

- In 1878, the Woman's Suffrage Amendment was first introduced to the U.S. Congress.
- In 1911, **California** granted women the right to vote (but not all other states).
- During the U.S. involvement in World War I, the suffrage campaign was temporarily eclipsed as women pitched in for the war effort, but the combination of men fighting in the war and the Spanish Flu pandemic of 1918 caused women to enter the workforce in large numbers and spurred societal change
- In 1919, after many years of advocacy, the 19<sup>th</sup> Amendment was finally passed by both houses of Congress and in 1920 it was ratified under U.S. President Woodrow Wilson.