
Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage

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This multi-day lesson involves grade 2-grade 4 students in exploring the life and achievements of Susan B. Anthony. It provides opportunities for students to investigate events associated with the Women's Rights Movement as well as issues related to women's right to vote, work, and to receive an education. This three-day learning cycle lesson will provide students with a better understanding of women's suffrage as well as the time period and contributions of women leaders. Day 1 begins with a simulation of gender bias and follows with a Quickwrite and read aloud. On the second day, students will participate in station activities. On the third day, students will use a Bio Cube to describe the activities of a current woman reformer and how those acts have impacted U.S. history.

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| Title of NCSS Notable Trade Book: | <i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage</i> (2011) by Claire Rudolf Murphy, (Notable, 2012). Atlanta, GA: Peachtree Publishers ISBN No. -10: 1561455938 Recommended Age Group: Ages 6-10 Lesson Duration: 3 Days |
| Book Summary: | Based on primary source documents of Bessie Keith Pond, a ten-year-old girl who lived in California during the suffrage campaign, this story presents the struggles encountered by a young girl not allowed to have the same opportunities as her father and brothers due to gender discrimination. At a young age, Bessie is encouraged to take an active role in her beliefs about what girls should be allowed to do. After attending a suffrage rally led by Susan B. Anthony (Aunt Susan), Bessie learns about women's rights and becomes involved in the movement. While taking an active role with the movement, Bessie learns the importance of having a voice and letting it be heard. The illustrations depict the heroic acts of a strong woman leader in American history. |
| NCSS Standards: | <ul style="list-style-type: none">• I. Culture• II. Time, Continuity, and Change• III. People, Places, and Environment• IV. Individual Development and Identity• V. Individuals, Groups, and Institutions |
| Materials: | <ul style="list-style-type: none">• <i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage</i> (2011) by Claire Rudolf Murphy |

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| | <ul style="list-style-type: none"> • <i>Susan B. Anthony: Fighter for Women’s Rights</i> • Voting Ballots • Notebook Paper • Timeline cards (see appendix) • Chart Paper • Markers • iPad • BrainPOP account • Station Recording Sheet (see appendix) |
| Objectives: | <p>The students will describe Susan B. Anthony and her role in the fight for women’s suffrage.</p> <p>The students will identify obstacles Susan B. Anthony overcame in order to achieve her goal.</p> <p>The students will describe the purpose of the Nineteenth Amendment.</p> <p>The students will summarize events leading to the arrest of Susan B. Anthony in 1872.</p> <p>The students will use a timeline to identify the sequence of historical events during the Women’s Rights Movement.</p> <p>The students will describe the activities of a two or three women reformers and how those acts have impacted U.S. history.</p> |
| Procedures: <i>Exploration/ Introduction: Day 1</i> | <ol style="list-style-type: none"> 1. Have the students participate in a simulation activity. Tell students it is time to select a location for recess today. Present students with two options and briefly describe each option. Explain to students that they will use ballots to vote for the location of recess. Show the ballots to the students and explain that they will vote for one of the two locations listed on the ballot. Pass out the ballots only to the boys and explain that girls will not be allowed to vote in this election. After the boys have voted, collect and tally the votes. Explain to students what a simulation activity is. 2. Have the students use the Quickwrite strategy to respond to the following questions. A Quickwrite is an impromptu writing used to access prior knowledge. <ul style="list-style-type: none"> • How did the girls feel about not voting? • Should the girls be included in the vote? • What if the boys had not been allowed to vote? • Why do you think it is important to include both the girls and the boys in the vote? 3. Show the class the book <i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage</i>. |
| <i>Development:</i> | <ol style="list-style-type: none"> 1. Ask the following questions and have the students write their response. |

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| <p><i>Day 2</i></p> | <ul style="list-style-type: none"> • Who is Susan B. Anthony? • What was the Women’s Rights Movement? <ol style="list-style-type: none"> 2. After students have been given 5 to 10 minutes to respond, have them meet in small groups to read their quickwrites. Students will add any missing words or unfinished thoughts based on the responses of the group. 3. Gather the class to the rug for an interactive read-aloud of the book <i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage</i>. 4. Set a purpose for reading. “Today, we are going to read a book and learn about a woman named Susan B. Anthony who led the fight for women’s suffrage.” Explain what the women’s rights movement was and introduce the following vocabulary words: suffrage, abolitionist, rally, and reform. 5. Read the book aloud, modeling fluent and expressive reading. The following are listed as sample questions: Page 2- How did Bessie feel when her Papa and brothers left for the hike without her? Why? Page 3- Who is Susan B. Anthony? Page 7- What did Susan B. Anthony discuss at the rally in San Francisco? Page 9- Why did Bessie want to help out at suffrage headquarters? Page 10- What action did Bessie and Rita take that summer to help? Page 13- Why did the girls work in factories instead of going to school? Page 16- How do you think Bessie felt at the march? Page 24- How did the story end? What will Bessie do in the future? 6. Have the students rotate to four stations to investigate Susan B. Anthony and the Women’s Rights Movement. Students will use the recording sheet provided (Appendix A) as they move to each station. <ol style="list-style-type: none"> a. Station 1: Have the students watch BrainPOP video clips: Susan B. Anthony and Women’s Suffrage. After watching the video clips, the students will describe the purpose of the nineteenth amendment and identify the date it was signed into law by the Secretary of State Bainbridge Colby. b. Station 2: Have the students read the following biography with a peer: <i>Susan B. Anthony: Fighter for Women’s Rights</i>. After reading the biography, the student will respond to the following questions: How did Susan B. Anthony reform America? Identify three obstacles that she faced while fighting for women’s rights. c. Station 3: Have the students read notecards (See Appendix B) containing key events of the Women’s Rights Movement in the United States. Have the students create a timeline by attaching the notecards to butcher paper on a blank wall in the classroom. |
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| <p>Expansion: Day 3</p> | <p>d. Station 4: Have the students view a petition written by Susan B. Anthony after her arrest in 1872. Have the students explain in writing why Susan B. Anthony was arrested and state the purpose of her writing the petition.</p> <p>7. Closure: Quickwrite Strategy: Ask students to write a second time with the following prompt. How did the ideas and activities of Susan B. Anthony reform America? Why was her role significant in U.S. history?</p> <p>Quickwrite Rubric: The students thoroughly described the ideas and activities (4-5 examples are listed) of Susan B. Anthony as well as her role in U.S. history. (10 points) The students described the ideas and activities (3-4 examples are listed) of Susan B. Anthony as well as her role in U.S. history. (7 points) The students vaguely described the ideas and activities (2-3 examples are listed) of Susan B. Anthony as well as her role in U.S. history. (4 points)</p> <p>8. Bio Cube Presentation: Divide the class into four to six small groups (2 or 3 per group). Each group will create a Bio Cube describing the acts and contributions of a current woman reformer or activist of their choice. Instructions for a Bio Cube can be found at Read, Write, and Think.org. The Bio Cube should include the reformer’s significance, background, and personality. Have the groups present their Bio Cube to the class and then display it in a center.</p> <p>Bio Cube Presentation Rubric: The students thoroughly described the woman reformer’s significance, background, and personality. The students presented the Bio Cube without using notes. (10 points) The students described the woman reformer’s significance, background, and personality. The students presented the Bio Cube without using notes. (7 points) The students vaguely described the woman reformer’s significance, background, and personality. The students presented the Bio Cube using notes. (4 points)</p> |
| <p>Assessment:</p> | <p>Exploration: (Quickwrite) Development: (Station Recording Sheets and Quickwrite) Expansion: (Bio Cube-see rubric)</p> |
| <p>Suggested Extension Activities:</p> | <p>Role Play- The students will work in small groups to stage a play. Students will be assigned roles such a Susan B. Anthony and other important women leaders during the Women’s Rights Movement whose contributions were significant during this time. Slogans- The students will work in pairs to develop a slogan that promotes</p> |

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