### Inquiry Design Model (IDM) Blueprint™

**Compelling Question**

How can ideas spread and lead to change?  
How did suffragists in Washington spread their ideas? And how did ideas move from the state level to the national suffrage movement?

**Standards and Practices**

- **C4.4.2** Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.
- **H2.4.1** Analyze and explain how individuals have caused change in Washington state history.
- **H2.4.3** Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.
- **H4.4.1** Recognize and explain significant historical events in Washington state that have implications for current decisions.

**Staging the Question**

- Ask students to make buttons or stickers to support a cause that they care about. (These could be made from stick-on name badges.) Ask them to wear these for a few days, then write a reflection about the experience.¹
  
  **OR**
  
  Ask students to analyze an object through which they express causes they believe in. This might be a water bottle or binder with stickers, etc. You might use the WSHS Source Analysis worksheet used in Formative Performance Task 3 to support this type of thinking, especially if your students are already familiar with source analysis.²
  
  **OR**
  
  Ask students to brainstorm, as a class or in small groups: What other social movements have we already studied? How have people made change in their communities? What strategies have they used? Did they make change at a local, state, or national level?

  Introduce the unit’s topic: The women’s suffrage movement in Washington state and nationally.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
<th>Supporting Question 4</th>
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</thead>
<tbody>
<tr>
<td>When did women get the right to vote in Washington state, and how does that compare to women nationwide?</td>
<td>Why did women in the West, including Washington, get the right to vote sooner than women in the rest of the country?</td>
<td>How did Western women getting the right to vote influence the national movement?</td>
<td>How did Washington State suffragists spread their ideas?</td>
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**Formative**

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¹ Activity suggested by members of Washington State Council for Social Studies.  
² Activity suggested by members of Washington State Council for Social Studies.
**Performance Task**

- **As an entire class, read and discuss “Why Washington?” (Source: WSHS).**
- **As a class, discuss: What do students think about these reasons why Washington and other Western states gave women the right to vote early?**
- **In pairs, students analyze the image “The Awakening” with the support of the WSHS Source Analysis Worksheet, Activity 3.**
- **Come together as a class to discuss students’ responses and what this image says about the geographic spread of the idea of women’s suffrage.**
- **Group students into small groups of 3-4. Give each group one of the primary sources from Washington state’s suffrage movement, listed below. Give each student the WSHS Source Analysis Worksheet, Activity 4, to support their analysis.**
- **Come together to share out and discuss what students learned about how suffragists spread the word. Some groups will have the same image, so they should present at the same time. Students can use the graphic organizer in WSHS Source Analysis Worksheet, Activity 4 to organize their ideas around suffragists’ methods.**

**Featured Sources**

<table>
<thead>
<tr>
<th>4th grade-level-versions of:</th>
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<tbody>
<tr>
<td>“What Happened in Washington” (Source: WSHS)</td>
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<tr>
<td>“Timeline Template, How Change Happened” (Source: WSHS)</td>
</tr>
</tbody>
</table>

| 4th grade-level-version of “Why Washington?” (Source: WSHS) |

<table>
<thead>
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<td>WSHS Source Analysis Worksheet, Activity 3” (Source: WSHS)</td>
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**Featured Sources**

- 4th grade-level-version of “WSHS Source Analysis Worksheet, Activity 4” (Source: WSHS)
- Photo: Three women suffragists in Seattle, WA, (Source: WSHS, Catalog ID Number: 1943.42.19943)
- “Votes for Women” commemorative green ribbon. (Source: WSHS, Catalog ID Number: C2008.0.141)
- Sash. (Source: WSHS, Catalog ID Number: 1991.46.2)

**Summative Performance Task**

<table>
<thead>
<tr>
<th>Argument</th>
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<tr>
<td>What does the women’s suffrage movement in Washington teach us about how ideas can spread? Construct an argument using evidence from historical essays and/or primary sources. Project can be in the form of a poster exhibit, documentary, board game, performance, etc.</td>
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<tr>
<td>Extension</td>
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<tr>
<td>Taking Informed Action</td>
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</table>
The fight for women’s right to vote in Washington took 50 years. Women fought for this right in Washington two times.

Washington women got the right to vote in the 1883. But in 1887, the Washington Territorial Supreme Court blocked that right. On year later, Washington lawmakers tried to pass a law letting women vote. But the court stopped that law, which meant that women still couldn’t vote.

Still, women kept fighting. They also worked with other groups, like farmers, to get rights for people who were less powerful.

Finally, women got the right to vote in Washington in 1910. Washington was the fifth state in the country where women could vote.

But some women still could not vote in Washington. Most Native American women, some Asian women, and women who could not read English could not vote.

Washington women helped inspire women around the United States. In 1920, women around the country won the right to vote.
Why Washington?

by Gwen Perkins, edited by Abby Rhinehart

Washington was the fifth state to give women the right to vote. The first four states to give women the right to vote were: Idaho, Utah, Colorado, and Wyoming. What do you notice about the location of all these states? They are all in the West!

Why did women in the West get the right to vote before women in Eastern states?

Five reasons:

• Women often already did tough work on farms in the West. They proved that they could do the same work as men.

• Several Native American tribes in the West already had women leaders.

• Women in the West started churches and schools. This made them leaders in their towns.

• It is possible that states gave women the right to vote to attract new settlers.

• Many people did not like that African American men had gotten the right to vote. They did not want African American people to have this power. These people wanted to give white women the right to vote. If white women voted, African American men's votes would be a smaller part of the total. That would make African American men's votes less powerful.
Historical Source Analysis Worksheet

What is being shown in this picture?

What do you see that makes you say that?

Does the person who created this thinks that women in should have the right to vote in states outside of the West?

What do you see that makes you say that?

What is the name of this picture?

What else do you find interesting about this picture?

A "periodical" is another word for a magazine or newspaper.

Creation date: Dec. 1910
Photo: Three women suffragists in Seattle, WA, (Source: WSHS, Catalog ID Number: 1943.42.19943)

Creation Date: September 16, 1910
"Votes for Women" commemorative green ribbon. (Source: WSHS, Catalog ID Number: C2008.0.141)

Creation Date: around 1909
Sash. (Source: WSHS, Catalog ID Number: 1991.46.2)

Creation Date: 1900-1915
Historical Source Analysis Worksheet

What is being shown in this picture or object?

What do you see that makes you say that?

Does the person who created this thinks that women in should have the right to vote?

What do you see that makes you say that?

What method are the suffragists that created this using to get the word out? For example, are they creating posters, newspapers, cartoons, clothing…

What is the name of this picture?

What else do you find interesting about this picture?
<table>
<thead>
<tr>
<th>Name of the Image</th>
<th>What Did This Image Show About How Washington State Suffragists Spread the Word?</th>
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