| Compelling Question | Why is the right to vote important?  
Why did women fight for and win the right to vote in Washington state? What happened when they did? |
|---------------------|----------------------------------------------------------|
| Standards and Practices | C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.  
C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.  
H1.4.1 Create timelines to show how historical events are organized into time periods and eras. |
| Staging the Question | Spend a few moments with your students talking about what voting means to them.  
Consider the following points in your discussion: What do we vote for? Who can vote in the United States today? (In Washington state, you must be a citizen, at least 18 years old. If someone committed a serious crime, called a felony, they are allowed to vote once they are not in prison or community custody. However, some other states do not allow people who did these crimes to vote.)  
Why would you want to vote? Alternately, you might wish to ask them why they think people do not vote. |

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<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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<tbody>
<tr>
<td>What is suffrage?</td>
<td>How has the right to vote changed over time in the U.S.?</td>
<td>Who fought for suffrage?</td>
<td>How did getting the right to vote affect the political responsibilities and rights of women?</td>
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<tr>
<th>Formative Performance Task</th>
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| Play game “Who gets to vote” from the Washington State Legislature. Have students journal and share on how they felt when they were assigned to a particular group.  
Assign students to read the first section of the essay: | Based on the essay “What is Suffrage, 4th Grade Level,” make a timeline of who could vote in the United States at different times.  
Break students up into small groups and give each one an event from the essay. You may want to cut up these | Break students up into groups of four. Give each student a biography of one of the Washington State suffragists, so that each group member has a different biography. Ask them to analyze that biography using the supporting graphic | Ask students to add to the timelines they created in the second formative performance task.  
Break students up into small groups and give each one an event from the essay “Rights Won, Rights Used” and “Washington Women in |

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“What is Suffrage? 4th Grade Level” from the Washington State Historical Society

- Events into strips and give one to each small group. Have students present out on their events and form a physical timeline around the classroom. Then ask them to contribute to their own personal timelines.

- Organizer. Then share out on each suffragist, with students taking notes on other suffragists in the second half of the graphic organizer.

- Politics. You may want to cut up these events into strips and give one to each small group. Have students present out on their events and form a physical timeline around the classroom. Then ask them to contribute to their own personal timelines.

**Featured Sources**

- 4th-grade-level version of:
  - “What is Suffrage?” (Source: WSHS)

**Summative Performance Task**

**Argument**

Why did women fight for the right to vote? What does that tell you about why the right to vote is important? Create a pamphlet telling the story of women’s fight for suffrage in Washington and connecting it to why voting is important today.

**Extension**

Should the vote be extended to include different groups today? For example, should 16 year olds be able to vote? Use what you found about women’s fight for suffrage to support your argument. Create a pamphlet or political cartoon making your case for your argument.

Create a classroom bulletin board and invite students to bring in newspaper articles or magazine clippings that they feel have to do with the right to vote or other issues that you are studying in your classroom. Use these as part of a free write or journaling exercise.

**Taking Informed Action**

Students send/mail their pamphlets to the Washington State Secretary of State. Students should research how/where to send these and should write an introductory email/note explaining the project.

As a class, research voter registration in Washington state. What do people need to do to register to vote here? Do students have suggestions for this process?