### Inquiry Design Model (IDM) Blueprint™

<table>
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<th>Compelling Question</th>
<th>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?</th>
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| 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. 1)  
Why would you want to vote? Alternately, you might wish to ask them why they think people do not vote. |
| Supporting Question 1 | What is suffrage? How has the right to vote changed over time in the U.S.? |
| Supporting Question 2 | How has the right to vote changed over time in the U.S.? |
| Supporting Question 3 | Who fought for suffrage? How did getting the right to vote affect the political responsibilities and rights of women? |
| Supporting Question 4 | How did getting the right to vote affect the political responsibilities and rights of women? |
| Formative Performance Task | 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  
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

- **Game: Who Gets to Vote?** the Washington State Legislature  

- 4th-grade-level version of:  
  - "What is Suffrage?" (Source: WSHS)
  - "Timeline Template, Why is the right to vote important," (Source: WSHS)

- **4th-grade-level versions of:**
  - "What is Suffrage?" (Source: WSHS)
  - "Timeline Template, Why is the right to vote important," (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?
What is Suffrage?

by Gwen Perkins, edited by Abby Rhinehart

"Suffrage" means the right to vote. When citizens have the right to vote for laws and leaders, that government is called a "democracy." Voting is one of the most important principles of government in a democracy.

Many people think that everyone in the United States has always had the right to vote. That is not true.

When the United States was founded, only white men who owned land could vote. Who has been able to vote in United States history? How have voting rights changed over time?

1789: Religious Freedom

When the United States was formed, several colonies did not allow people with some religions to vote or be politicians. This included Jewish people, Quakers, and Catholics. In 1789, the United States got rid of these rules about religion.

1870: Men of All Races Get the Right to Vote

In 1870, United States gave all men in the United States the right to vote. That meant that men of all races could vote. This sounded good, but there was a catch.

To vote in many states, people still had to own land. This stopped many African Americans and poor people from being able to vote. Some states also created other ways to stop African Americans from voting. For example, many states forced people to pay money to vote. This was called a “poll tax.”
1920: Women Get the Right to Vote

Many states gave women the right to vote, including Washington State in 1910. In 1920, all white and black women in the country got the right to vote. But after that, some states passed laws to stop most African American women from voting. Native Americans and immigrant women were still not allowed to vote. The United States did not think of them as citizens.

1924: Native Americans Become Citizens

In 1924, all Native Americans who had been born in the United States got citizenship. But even after that, many Native Americans could not vote because of state laws that stopped them. Finally, in 1948, all Native Americans got the right to vote.

1964: Poll Tax Removed

The United States made poll taxes illegal. Poll taxes had made people pay to vote. This made it easier for poor people and people who were not white to vote.

Suffrage - Only a Beginning?

Getting the right to vote doesn’t guarantee equality for all. Suffrage gives citizens a voice. It lets them make laws and elect people to represent them in government.

Getting the vote has not been the end of struggle for many groups of people. That struggle continues today.
You may choose to ask students to read the introduction, then learn about just 1 event in small groups. Then you can come together to make a class-wide timeline. If you do that, you can cut up events using the template on this page.

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Nettie Asberry

by Abby Rhinehart

Nettie Craig was an African American woman. She was born in 1865 in Kansas. She was the youngest of six children.

Nettie started to play piano when she was eight. Nettie supported giving women the right to vote. When she was 13, Nettie became the secretary for a local club that supported women's suffrage.

At the time, most women and African Americans did not go to college. But Craig went to school at the University of Kansas. She got a degree in music.

In 1893, Nettie moved to Tacoma, Washington. She played the organ and directed music for an African American church. In 1895, Nettie married Henry Asberry, an African American businessman. He owned the Tacoma Hotel Barbershop.

In 1895, Washington state gave women the right to vote. However, many places created extra barriers to stop African Americans from voting, like reading tests.

Nettie organized many clubs. She started a music club for children. Nettie also helped start the Tacoma National Association for the Advancement of Colored People. This club fought for the rights of African American people. Nettie also stood up for the rights of African American men at the Fort Lewis army base.

Nettie Asberry died in 1968. She was 103.

Sources:


Susie Revels Cayton

by Abby Rhinehart

Susie Revels was born in 1870. She was an African American woman. At the time, most African Americans and women did not go to college. But Susie graduated from college in Mississippi when she was sixteen years old.

In 1896, she moved to Seattle. In Seattle, Susie married Horace Cayton. They owned a newspaper. Many of their stories said women should have the right to vote. Susie and Horace also wrote about what it was like to be African American in Washington.

In 1910, women in Washington state officially got the right to vote. However, many African Americans were still blocked from voting because of local rules.

Susie started many clubs. She helped start the Dorcus Charity Club. This club gave money to African American people who needed help, like orphans and widows.

Susie Revels Cayton died in 1943.

Sources:


Emma Smith DeVoe

by David Jepsen, edited by Abby Rhinehart

Emma Smith DeVoe stood up for women’s rights for her entire life. She fought for women’s rights to vote in Dakota Territory, Idaho, Oregon, and Washington.

Emma Smith DeVoe was born in 1848 in Illinois and moved to Washington in 1905.

In Washington, Emma and her team tried many ways to convince people that women should vote. They tried bold tactics that everyone could see. They covered neighborhoods with posters. They organized a train trip, where they would give speeches at every stop. They also had big celebrations and events.

Washington gave women the right to vote in 1910. It was only the fifth state to give women the right to vote.

Next, Emma helped fight for women around the United States to get the right to vote. They won that right in 1920. Emma died in Tacoma, Washington in 1927 at age 79. The Tacoma News Tribune called her the Mother of Woman's Suffrage.
May Arkwright Hutton

by David Jepsen, edited by Abby Rhinehart

Both rich and poor women fought for equal rights. May Arkwright Hutton started her life poor, but became rich. She fought for women's right to vote.

May became rich because of her own work. She was born in 1860 and started working when she was young. She made money cooking, washing dishes, and serving meals to hungry miners in Idaho. She took money she made working and bought part of a silver mine. This made her and her husband millionaires.

May moved to Spokane, Washington in 1906. The state of Idaho allowed women to vote, and Hutton had liked voting. May did not think it was fair that when she moved, she could not vote anymore. So she started fighting for women's right to vote.

May fought for women's right to vote with one-on-one meetings with politicians. She did not organize many public demonstrations.

Women got the right to vote in Washington in 1910. After, May argued for better work environments for women. May died in 1915, at age 55. Both the rich and poor people went to her funeral.
Names: ___________________________________________ Date: ____________ Period: ______________

What is your suffragist’s name? ____________________________________________________________

When was she born? ___________________________________________________________________

Was she born in Washington? _______ If not, when did she come to Washington? _________

What are three important things your suffragist did?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

What do you still want to know about your suffragist?

__________________________________________________________________________________
Use this chart to compare your suffragist to your group members’ suffragists.

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Rights Won, Rights Used
by David Jepsen, edited by Abby Rhinehart

Women in Washington State won the right to vote in 1910. What happened next?

After that, many women in Washington signed up to vote. They often voted to protect women and children’s health.

Women in Washington also became politicians. In 1912, Frances Axtell from Bellingham and Dr. Nena Croake from Tacoma were elected to the Washington State’s government.

Washington women also inspired women around the country to try to get the right to vote. In 1920, the United States gave women the right to vote.
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Washington Women in Politics

by David Jepsen, edited by Abby Rhinehart

Washington state has had many women politicians:

Bertha Knight Landes became the mayor of Seattle in 1926. She was the first woman to be the mayor of a big American city.

Julia Butler Hansen was the state senator from Cathlamet from 1939 to 1960. She helped build I-5 and many other highways.

Ruby Chow was the first Asian American woman elected to the King County Council in 1973. Chow owned Seattle's first fancy Chinese restaurant.

In 1976, Dixy Lee Ray was the first woman governor of Washington. Ray was born in Tacoma. She was a biologist and worked at the Pacific Science Center.
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