| 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? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Practices</td>
<td></td>
</tr>
</tbody>
</table>
C1.6-8.2 Explain the structure of and key ideals set forth in fundamental documents, including the Washington state constitution and tribal treaties with the United States government.  
C2.6-8.2 Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.  
C4.6-8.2 Describe the relationship between the actions of people in Washington state and the ideals outlined in the Washington state constitution.  
C4.6-8.3 Employ strategies for civic involvement that address a state or local issue.  
SSS4.6-8.2 Use appropriate format to cite sources within an essay, presentation, and reference page. |
| 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? (You must be: Registered to vote, 18 or older, In some states, you can’t have committed a felony crime, some states bar some mentally ill people from voting).  
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? |
| 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. |
| Formative Performance Task | Based on the essay “What is Suffrage,” 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 |
| Formative Performance Task | 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 |
| Formative Performance Task | 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
Assign students to read the first section of the essay: “What is Suffrage? 7th Grade Level” from the Washington State Historical Society. Ask students to find the main idea about the importance of suffrage.

event from the essay. 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.

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

Assign students to read the first section of the essay: “What is Suffrage? 7th Grade Level” from the Washington State Historical Society. Ask students to find the main idea about the importance of suffrage.

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

Featured Sources

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

7th-grade-level version of:

- “What is Suffrage?” (Source: WSHS)

7th-grade-level versions of:

- “What is Suffrage?” (Source: WSHS)
- “Timeline Template, Why is the right to vote important,” (Source: WSHS)

7th-grade-level versions of:

- “Nettie Asberry” (Source: WSHS)
- “Emma Smith DeVoe” (Source: WSHS)
- “Susie Revels Cayton” (Source: WSHS)
- “May Arkwright Hutton” (Source: WSHS)
- “Graphic Organizer, Biographies of Suffragists,” (Source: WSHS)

7th-grade-level versions of:

- “Rights Won, Right Used” (Source: WSHS)
- “Washington Women in Politics” (Source: WSHS)
- “Timeline Template, Why is the right to vote important,” (Source: WSHS)

Summative Performance Task

**Argument**

What does women’s fight for the right to vote 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. Be sure to cite your sources.

**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. Use the historic pieces of ephemera you found to inform your work.

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 or against laws and leaders, that government is called a "democracy." Voting is one of the most important principles of government in a democracy.

Many Americans think voting is an automatic right, something that all citizens over the age of 18 are guaranteed. But this has not always been the case. When the United States was founded, only white male property owners could vote. It has taken centuries for citizens to achieve the rights that they enjoy today.

Who has been able to vote in United States history? How have voting rights changed over time? Read more to discover some key events.

1789: Religious Freedom

When the nation was first founded, several of the 13 colonies did not allow Jews, Quakers, and/or Catholics to vote or run for political office. Article VI of the Constitution was written and adopted in 1789, granting religious freedom. This allowed white male property owners of all religions to vote and run for political office.

1870: Men of All Races Get the Right to Vote

At the end of the Civil War, the United States created another amendment that gave former male slaves the right to vote. The 15th Amendment granted all men in the United States the right to vote regardless of "race, color, or previous condition of servitude."

This sounded good, but there was a catch. To vote in many states, people were still required to own land. This prevented many former slaves and poor people from being able to cast a ballot. Some states also had what was known as a "poll tax," meaning people had to pay money to vote. People created ways to stop African Americans from voting, including literacy tests, threats of physical violence, and hiding poll locations. Many states passed what became known as "Black Codes," which made some of these intimidation tactics legal.

1920: Women Get the Right to Vote

The 1848 Seneca Falls Convention was the first big event in American women’s fight for suffrage. At that Convention, a group of three hundred men and women united to discuss equal rights for women and men. Many conference attendees believed in equal rights for all citizens, regardless of race or gender. Women began to campaign for the right to vote.

There were many black suffragists. But not all women wanted to include African American women in the parades and marches. They worried that racist legislators would deny women the right to vote if they included African American women.
Many states passed women’s suffrage, including Washington state in 1910. But people still fought for a nationwide law for women’s suffrage. When the 19th Amendment passed in 1920, all white and black women got the right to vote. In the next decade, several Southern states passed laws to stop most African American women from voting. The 19th Amendment also did not cover other groups of women, such as Native Americans and immigrants. These women were not considered citizens.

1924: Native Americans Become Citizens

It wasn’t until 1924 that all Native Americans who had been born in the United States got citizenship. But even after 1924, many Native Americans could not vote because of state laws that restricted them. Finally, in 1948, all Native Americans got the right to vote in local and federal elections.

1964: Poll Tax Removed

The 24th Amendment prevented poll taxes, which had required people to pay to vote. This removed a major barrier to voting for many people.

1965: The Voting Rights Act

African American voters received protection from the harsh Black Codes when the Voting Rights Act was passed in 1965. This act guaranteed the voting rights that people had been officially given in 1870. It also prevented states from discriminating against minority voters. This helped many minorities -- not only African Americans but Latinx Americans, Asian Americans, and others.

Suffrage - Only a Beginning?

Getting the right to vote doesn’t guarantee equality for all. What suffrage does is give citizens a voice. It allows citizens to make laws and elect people to represent them in government. For groups that have fought for suffrage, getting the vote has not been the end of struggle. Instead, it was just the first stage in getting political and social equality, a struggle that continues today.
Arts, Music, and Equal Rights: Nettie Asberry

by Abby Rhinehart

Nettie Craig was an African American woman born in 1865 in Kansas. She was the youngest of six children. Her brothers and sisters were born slaves and freed after the Civil War. Nettie was the only one of her mother Violet’s children who was born free.

Craig started playing piano when she was eight, and was very skilled. At age 13, Craig became interested in women’s suffrage and became the secretary for a local club that supported giving women the right to vote.

At the time, it was not common for women or people who were not white to attend college. But Craig enrolled in the University of Kansas, and stayed in until she got a doctorate of music. A “doctorate” program is school that people can stay in if they want to continue studying a topic after college. Craig is probably the first African American woman in the United States to get a doctorate. She got this degree in 1883.

Craig taught music in Kansas City and Denver. She spent a lot of her time playing for churches and directing choirs. In 1893, Craig moved to Tacoma. She was organist and musical director for the First African Methodist Episcopal Church. In 1895, Nettie married Henry Asberry, a well-known African American businessman. He owned the Tacoma Hotel Barbershop.

In 1910, 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 clubs to support art and music. She started a music club for children called the Mozart Musical Club. She also helped start the Cloverleaf Club. This club put together a display of art by African American women at the 1909 Alaska-Yukon Pacific Exposition.

Nettie also helped create a branch of the National Association for the Advancement of Colored People (NAACP) in Tacoma in 1913. The NAACP argued for the rights of African American people. That was the first branch of that club formed on in the West. This club successfully fought for the right for people of different races to marry each other in Washington state. Nettie also protested racial segregation at the Fort Lewis military base.

Nettie Asberry died in 1968 at age 103. Throughout her life, she fought for the rights of women and African Americans and supported the arts and music.

Sources:
Writing for Equality: Susie Revels Cayton

by Abby Rhinehart

Susie Revels was born in 1870. Her parents were Hiram Revels and Phoebe Bass Revels. Her father was the first African American politician in the United States Congress. He was the Senator from Mississippi from 1870 to 1871.

Revels graduated from Rust University when she was sixteen years old. In Mississippi, Revels started reading a newspaper called the Seattle Republican. Revels wrote a story and sent it to Seattle. The newspaper printed it. Revels wrote more letters to the man who ran that newspaper, Horace Cayton. They wrote many letters to each other. In 1896, Revels moved to Seattle to marry Horace. After she got married, she changed her name to Susie Revels Cayton.

Susie and Horace Cayton ran the newspaper together. What they wrote helped build the African American community in the state. In their newspaper, they supported education and equality for many groups, including women. The newspaper had many stories that supported women’s suffrage. They also wrote about being African American in Washington state. In 1910, women in Washington state officially got the right to vote. However, many African Americans were still blocked from voting by local rules.

Susie Cayton also organized several clubs. She started the Sunday Forum, which brought together black Seattle residents to talk about important issues. She also helped start the Dorcus Charity Club. This club gave money to African American people who needed it, especially orphans and widows. Cayton supported education, and said it was the most important way for African American people to become successful.

Susie Revels Cayton died in 1943.

Sources:


When Emma Smith DeVoe was eight years old, she heard Susan B. Anthony talk about women’s suffrage (voting rights). At that talk, Anthony asked everyone who supported women’s suffrage to stand up. DeVoe was the first person in the audience to rise to her feet.

DeVoe stood up for women’s rights for the rest of her life. She worked as an organizer for the National Woman Suffrage Association. In that job, DeVoe organized support for women’s suffrage in Dakota Territory, Idaho, and Oregon. When she moved to Tacoma in 1906, DeVoe was named president of the Washington Equal Suffrage Association.

How Did She Do It?

Before DeVoe, the suffrage campaign took a low-key approach. They tried to influence politicians one-on-one. DeVoe expand the campaign. She tried high-profile strategies, like writing a women’s suffrage-themed cookbook and covering neighborhoods with posters. She used polls to figure out voters’ opinions on women’s suffrage.

In 1909, the national women’s suffrage association held its convention in Seattle. DeVoe organized a "Suffrage Special" train. Suffragists would give speeches from the train at stops on their trip to Seattle. DeVoe also arranged for a Suffrage Day at Seattle's 1909 Alaska-Yukon-Pacific Exposition.

May Arkwright Hutton was the vice president of the Washington Equal Suffrage Association. She wrote, “I think if we had raked the nation with a fine-tooth comb we could not have found Mrs. Emma Smith DeVoe’s equal as an organizer.”

Eastern and Western Washington

Yet Hutton and DeVoe would soon clash. The women’s styles were very different. DeVoe was ladylike, good-natured, and cheerful, while Hutton was over-the-top and sometimes vulgar. More importantly, the two leaders disagreed over strategy. Hutton and the Eastern Washington women’s suffragists did not agree with DeVoe’s more public tactics.

The differences between DeVoe and Hutton led to a major split in Washington’s suffrage movement, but they both kept working toward the same goal. Washington voters approved women’s suffrage in 1910, with 64% of people voting “Yes.” It was only the fifth state to do so.

Mother of Woman’s Suffrage

After success in Washington, DeVoe dedicated herself to the national campaign for women’s suffrage. She died in Tacoma, Washington on September 3, 1927, at age 79. The Tacoma News Tribune called her the Mother of Woman’s Suffrage.
May Arkwright Hutton: Champion for Working Women

by David Jepsen, edited by Abby Rhinehart

Both rich and poor women fought for equal rights. May Arkwright Hutton fought for working women. Hutton once worked as a cook in a mining camp. She wrote in 1909 that her heart was with "the laundry worker, the shop girl, the stenographer, the teacher, the working woman of every type, whose home and fireside and bread are earned by their own efforts."

Hutton became rich because of her own work. She moved from Ohio to Idaho as a young woman. There, she made money cooking, washing dishes, and serving meals to hungry miners. With her husband, Levi W. Hutton, she took money she made working and invested it in a silver mine. That investment would eventually make the Huttons millionaires.

What a Difference a Few Miles Make

The Huttons moved to Spokane, Washington in 1906. May Arkwright Hutton quickly got involved in the Washington suffrage movement. Idaho had given women the right to vote in 1896. When she lived there, Hutton had been a regular voter. Hutton did not appreciate that she had to stop voting just because she had moved a few miles west. Hutton also said that the equal right to vote would also help women get equal wages for doing the same work as men.

Strategy Differences Lead to Split

Hutton conflicted with other suffrage leaders. Her views, campaign strategies, and personal behavior put her in conflict with suffrage leaders, especially Emma Smith DeVoe in Seattle. Hutton preferred one-on-one meetings with politicians. She did not organize many public demonstrations. Seattleites leaned toward more visible tactics, like blanketing neighborhoods with posters. Many women thought Hutton was a little rough around the edges, and did not like that she sometimes swore.

The Vote Is Just the Beginning

In spite of these differences, the women were able to work together to get the right to vote in Washington in November 1910. Hutton saw equal suffrage as a beginning, not an end. She fought for many other causes, especially the eight-hour workday for women.

Hutton died in 1915, at age 55. Both the rich and poor attended her funeral. The Spokane Daily Chronicle called Hutton an "author, suffragist, philosopher, humanitarian and probably one of the best known women in the great Northwest."
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 is one word you would use to describe her?: ____________________________

What evidence from the reading supports choosing that word as a good description of your suffragist?

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

What do you still want to know about your suffragist? ____________________________

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

<table>
<thead>
<tr>
<th>Group member</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your suffragist’s name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When was she born?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was she born in Washington?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, when did she come to Washington?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are three important things your suffragist did?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer 1</td>
<td>Answer 2</td>
<td>Answer 3</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>What is one word you would use to describe her?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What evidence from the reading supports choosing that word as a good description of your suffragist?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you still want to know about your suffragist?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rights Won, Rights Used

by David Jepsen, edited by Abby Rhinehart

Right after they won the right to vote in 1910, Washington women started voting in large numbers. The newly voting women worked aggressively to support progressive causes. “Progressivism” was a political movement that supported experimental causes, such as like shorter work days. From 1910 to 1920, women helped pass progressive laws to improve working conditions and the health of women and children.

Jury Service

One issue remained unresolved. Should women serve on juries? People worried that women were not competent enough to serve on juries. Other people did not want women to hear the gory details of criminal trials. Women protested again, this time to get the right to serve on a jury. Washington State gave them that right in 1911.

Women Politicians

Between 1910 and 1920, the number of women voters and elected women politicians in Washington climbed steadily. In 1912, Frances C. Axtell from Bellingham and Dr. Nena Jolidon Croake from Tacoma were elected to the Washington state government.

A National "Dam-Breaker"

Washington women inspired the national women’s suffrage movement. Seven other states and one territory (Alaska) gave women the right to vote in the four years after Washington did. But suffragists believed that only an amendment to the U.S. Constitution would make sure all women in the country could vote. In 1920, that amendment passed.
Washington Women No Strangers to Public Office

by David Jepsen, edited by Abby Rhinehart

Washington state has a long tradition of voting women into public office. Washington was the fifth state to grant women the vote in 1910. Since then, women have served in many political positions in Washington. The political history of Washington is full of stories of important elected women.

Bertha Knight Landes was elected mayor of Seattle in 1926. She was the first woman to lead a major American city. She promised to clean up city government. Her term ended in 1928, but she remained a civic leader and role model for women.

Julia Butler Hansen was the state senator from Cathlamet from 1939 to 1960. Hansen led efforts to construct Interstate-5 and many other highways. "No one represented her people better than [Hansen]," said Washington Senator Warren Magnuson.

Ruby Chow was the first Asian American woman elected to the King County Council in 1973. Chow was the owner of Seattle's first upscale Chinese restaurant, Ruby Chow's. The popularity of Asian food in the Northwest took off because of Ruby Chow's in the 1960s. Chow became a tireless activist for the people of Seattle's International District. She served four terms on the county council.

In 1976, Dixy Lee Ray was the first woman governor of Washington. Born in Tacoma, Ray was a professor of marine biology at the University of Washington. Before her term in the governor's office, Ray was director of the Pacific Science Center.

Jennifer Dunn was the first woman to lead the Washington State Republican Party. In 1992, she was elected to the first of her six terms in Congress, representing the Seattle and Bellevue areas. One colleague said, "She worked tirelessly for Washington."