

## **Belle Baruch and the Women's Suffrage Movement**

Teacher reference:

<http://www.scholastic.com/teachers/lesson-plan/womens-suffrage-grades-3-5>

<http://www.scholastic.com/teachers/lesson-plan/quick-ideas-womens-history-month>

### **SC History Standard**

**Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.**

**8-5.8** – Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women's suffrage; labor laws; and educational, agricultural, health, and governmental reform.

### **Essential Question**

***How did Belle Baruch's desire for gender equality influence her personal choices and have a lasting impact on the community of Hobcaw where she lived?***

### **Objectives**

1. Discover the history behind women's suffrage
2. Develop vocabulary related to civics and citizenship
3. Make personal connections to suffrage history

### **Lesson Progression**

**Step 1:** Determine which terms are specific and should be learned in order to know about the suffrage movement in South Carolina.

**Choices for Step 1:** Word Wall – flash cards using the free app (Brainscape) – Create a Jeopardy game on PowerPoint or some other slide presentation software

**Step 2:** Write history from the bias point of view of Belle Baruch, as if she were writing this piece herself. How would she have considered herself a suffragette? Write a short editorial piece, worthy of publication, that connects Belle's accomplishments with the ideals of the woman's suffrage movement.

**Step 3:** Write a series of tweets (144 characters at the max) that ties a suffragette from SC's past to an event that is currently newsworthy. The tweets can show continued discrimination, or show the movement forward for women in society.

**Step 4:** Answer the essential question. Combine steps 1-3 in your answer – find vocabulary that reflects the history of SC suffragettes and Belle Baruch. Take an excerpt from your editorial and connect your imagining of her words to the essential question. Find a favorite tweet, or create a new one that shows Belle’s impact on the Hobcaw community and surrounding areas.

**Resources:**

Exhibit: Women’s Rights Movement, 1848 - 1920 - History, Art & Archives: United States House of Representatives

<http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>

The Fight for Women’s Suffrage at the History Channel

<http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

Scholastic: History of Women’s Suffrage

<http://teacher.scholastic.com/activities/suffrage/history.htm>

[www.hobcawbarony.org](http://www.hobcawbarony.org)

[www.gcdigital.org](http://www.gcdigital.org)

<http://betweenthewaters.gomadmonkey.com/kings-highway/>

*The Baroness of Hobcaw: The Life of Belle W. Baruch* by Mary Miller (depending on age group and reading level, assign whole text or excerpt of Chapter 5- “From Debutante to World Stage”).

Between the Waters: Belle Baruch in Love and War -

<http://betweenthewaters.gomadmonkey.com/hobcaw-house/the-reception-hall/belle-baruch-in-love-and-war/>

**Evaluation for Step 4**

**Scale: (1)not at all, (2)somewhat, (3)usually, (4)to a considerable extent, (5)consistently**

\_\_\_ The presentation clearly ties steps 1-3 to step 4. It is interesting with a logical beginning and end.

\_\_\_ The presentation is well organized with attention to detail.

\_\_\_ The presentation utilized primary documents and internet resources well, using the documents to prove the connections between steps 1-3.

\_\_\_ The presentation stayed on topic and clearly answered the essential question.

I understood and learned several things from the presentation. In my opinion, these facts stood out during the presentation:

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**Lesson Extension (Middle to High School)**

1. Draw parallels to today: Ask students if there is anything they would change about today's society. Have they experienced or witnessed modern examples of gender inequality (i.e. wage gap, representation of women in media, domestic violence, etc.)?

**Homework/ Class Project Idea**

Using the background information provided on the Women's Suffrage movement, ask each student to choose a famous suffragette to research further.

Elementary school:

1. Provide a list of names and pre-approved resources
2. Students conduct research using sources provided and write a paragraph on their chosen suffragette.
3. Teacher: Once papers have been read and approved, students present on their chosen suffragette and explain what she did to change history for women.

Middle/ High school:

1. Have students conduct research using both the internet and library (require a set number of books to be used/ cited), and write a brief paper on their chosen suffragette (1-3 pages, depending on age group and reading level).
2. Teacher: Once papers have been read and approved, students present their papers and explain how their suffragette changed history for women.