



THE LAST FEW BUTTONS ARE ALWAYS THE HARDEST.
—Chapin in the St. Louis Star.

U.S. History/Utah Studies Study Guide Forces

“We tend to think of suffrage as an ‘on-off’ switch. Women didn’t have the right to vote, then women did have the vote in 1920. The story is quite different.” –Victoria Bissell Brown, historian

Overview

The cycle theme, **FORCES**, will drive our study of Suffragists this week. In addition to finding examples of forces in Uprising and current events, we will also read several texts that explain the Suffrage Movement. First you will read an article called “Progress for Women” and select the 10 most important words in the article and use them to write a summary of the text. Next you will be partnered up to respond to questions about the Suffrage Movement out of a magazine called, Kids Discover Suffragists. After completing those answers in your journals you can choose which additional assignment to complete: Everything Visual or It’s in the Reading.

Vocabulary words:

- **Suffrage**—the right to vote in political elections
- **Abolitionist**—a person who favors the abolition of a practice, especially slavery
- **rally**—a mass meeting of people making a political protest or showing support for a cause
- **tactic**—an action or strategy carefully planned to achieve a specific end

Week 2 (November 3-7)

Complete the following in class and/or homework:

- _____ 1. 1 Current Event notes (in your journal)
- _____ 2. Uprising by Margaret Peterson Haddix (journal responses)
- _____ 3. Ten Important Words from “Progress for Women” (attached to this page)
- _____ 4. Kids Discover Suffragists questions & responses – (in your journal)
- _____ 5. Kids Discover Suffragists Everything Visual OR It’s In the Reading (get from Ms. Fallon)

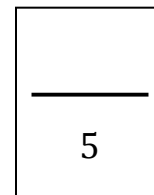


Image from:

<http://womenssuffrage1.weebly.com/comics-about-womens-rights.html>

Please turn in all work by Nov. 7

