

Teacher guide for Suffrage Ed programming- Grades 4-5

Time: 2 hours (1 hour virtual gallery tour, 1 hour program – can be longer if time is available)

Materials

- “To Suffrage and Beyond” PowerPoint (available online)
 - Grades 4-5 version
- Bio Cards (available online)
- Newspaper templates (5), cover, and back (available online)
- Pens, pencil crayons, pencil sharpeners, scrap-paper
- Stapler

Set-up (5 minutes)

- Ideally, make 5 table/desk “pods” where each group can sit facing each other; this works best for facilitating group work. However, classroom style can also work if space is an issue.

Extra Resources

- “Saskatchewan celebrates 100th anniversary of (some) women getting the vote.”
<http://leaderpost.com/news/saskatchewan/saskatchewan-celebrates-100th-anniversary-of-some-women-getting-the-vote>
- <http://www.edinburghmuseums.org.uk/pdfs/ws-biog.aspx>
- This article from the Canadian Encyclopedia gives an excellent explanation and lots of extra information: <http://www.thecanadianencyclopedia.ca/en/article/suffrage/>

Saskatchewan Curriculum Outcomes/Indicators

- Grade 4 :
 - Outcome: IN4.3 : Determine the influence Saskatchewan people and programs have had on a national scale.
 - Outcome: PA4.1 : Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.
 - c. Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern).
- Grade 5
 - Outcome: PA5.1: Describe Canada’s political evolution.
 - d. Explain the purpose of a constitution, and describe the importance of the British North America Act of 1867 and the Constitution Act and Charter of Rights and Freedoms of 1982.
 - Outcome: IN5.1: Demonstrate an understanding of the Aboriginal heritage of Canada

- Start off with a virtual gallery tour. Make sure to point out the influential women in the Saskatchewan movement.
 - Ask what, beyond suffrage, is the exhibit about? (Make sure to stress at the beginning of the gallery tour that it is about women's history – then they will remember and be thinking about this) – This transitions into the PowerPoint.
 - Also, you can do a bit of a presentation on extra information about women's suffrage in Saskatchewan/Canada if you have time. There is extra information below.
 - **The movement was both conservative and progressive – some suffragists viewed the vote as a means to strengthen White, middle-class power rather than as a fundamental right of all.**
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Presentation: To Suffrage and Beyond (1 hour)

- Explain that this program will be about suffrage in Saskatchewan.

Introduction of Information (Time: 3 minutes)

Women in Canadian History (1 minute)

- Women's History
 - Go over the importance of women's history and what the gallery tour was about.
 - Start to make connections to the information that they learned in the gallery and connections to how women's history is presented today.
 - It is important to acknowledge women's stories and share their perspectives.
 - Perspective
 - Quote from The Big Six text: "Every author of history, whether a student teacher, or historian, will bring his or her own perspective, knowledge, and concerns to the table."
 - However, when perspectives are put in the shadow people are not aware of a large part of history. Focusing on women's history brings light to this perspective.
 - How this is critical to Canadian history – while Canada has many different social, cultural, ethnic, and religious groups we have tended to have one dominate group – white European, and especially male. This means that history has normally been told by and from this perspective. While they may talk about the other groups at times, this is not the same as the other groups telling their side. We often get a very incomplete and skewed history as a result.
 - Here you can also talk about power holders, the influencers in society. They've also influenced how we look at history.
 - Highlight the importance of stories – sometimes, when no official histories were written, we have to rely on stories to piece together what happened

- For many years, women’s perspectives and history were excluded. Much of what was discussed focused on men’s history and their accomplishments.
 - This makes it difficult to research women’s history sometimes as finding their stories can be difficult.
 - While the government and men were the main representatives of power at the time, the women who were fighting to achieve the vote also had power – they were women of privilege because they were white and European and usually owned property. This misses many voices.
- However, recently we have started to see a change in the way equality has been presented.
 - The focus on equality during this time was on achieving the vote and being recognized as persons legally.
- **Indigenous History (1 minute)**
 - Ask the group when Indigenous people were given the vote.
 - Many Indigenous women fought for Indigenous women’s equality and rights.
 - Indigenous people voting
 - Indigenous people were able to vote before 1960, however, if they did, their status would be revoked by the government. In 1960, John Diefenbaker, the 13th Prime Minister of Canada, amended a section of the *Indian Act* that extended the vote to Indigenous people federally. Shortly after that, Tommy Douglas, the Saskatchewan premier at the time, extended the vote to Indigenous people provincially.
 - Do not go into too much detail about status.

Excluded (1 minute)

- Groups throughout Canadian history were faced with obstacles to achieve their full rights and to be able to vote in Canada. Some groups were not able to vote in Canada for a long time, while others had limited franchise.
 - Women were not the only group that had to struggle to attain the vote in Canada. Throughout Canadian history some groups were banned for a very long time or had limited franchise. Some reasons for this discrimination included: language, culture, ethnicity, religious beliefs, and disabilities.
 - Wartime elections act – only women with relatives fighting overseas, voting rights stripped from all “enemy aliens” – anyone who arrived after 1902 from enemy countries. Also conscientious objectors.
 - 1920 – Mennonites regain vote after being excluded by the Wartime Elections Act
 - 1940 – Quebec is last province to give women right to vote
 - 1947 – Chinese and indo-Canadians allowed to vote
 - 1948 – Japanese gain suffrage
 - 1955 – religious exclusions removed from election laws for Dukhobors, Hutterites

- 1960 – First Nations gain unconditional federal vote (before they had to give up their status).
 - 1988 – Mentally ill patients gain right to vote
 - 2002 – Prisoners given right to vote
 - Other changes have happened to make it easier for other groups to vote: hours extended to give working people more time to get to a station, polls set up at hospitals and long-term care facilities, accessibility laws, laws to make it easier for people with no fixed address.
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Explanation of Activity (17 minutes)

- For the activity, get the group to use the panels in the virtual gallery or printed (available to download) to refer to information. Using the panels will provide extra information for the activity.
- This activity looks at the women who fought for the vote and rights in Saskatchewan. Because of the pioneering women we looked at in the gallery, many women's rights groups began to form and continue to push for equality today.
- Many Saskatchewan and Canadian suffragists were writers, many writing for or editing rural newspapers and magazines, such as the Grain Growers' Guide and the Western Producer. These were very important tools in the movement – as many men did not read the women's sections of the magazines they became a place to advertise meetings and rallies, to spread news and information on suffrage, and to send secret messages. It was also a place to encourage free thought and expression. For our activity, we will be creating our own suffrage-themed newspaper. You can get as creative as you want with your article and picture, you can even put in a secret message about a suffrage meeting!
- **Your Task (1 minute)**
 - The class will be separated into 5 groups.
 - Each group will get a package that looks specifically at individual Saskatchewan women who were involved in the suffrage movement.
 - The group will answer questions pertaining to that specific person.
 - Your group will then make a newspaper article that describes a person, or image that was a part of the suffrage movement.
 - End: Get the group to present the article and then form the *Grain Grower's Guide*.
- **Roles (1 minute)**
 - Make sure that each person in the group has a role, so everyone is participating.
 - Roles: gathering information, note taker, writer, and drawer/designer.
- **Group 1: Violet McNaughton (3 minutes)**
 - This package will look at Violet McNaughton in particular. Get students to read over the information that is on the bio. card and then get them to focus their article around how influential she was in the suffrage movement.
 - Violet McNaughton was involved within the Saskatchewan movement. She was critical in presenting the 10,000 signatures to the premier of Saskatchewan, Walter Scott.
 - Get this group to use the bio card that is included in the binder to create their newspaper article.

- Get the group to consider the following questions:
 - How was this woman influential?
 - What did she accomplish in Saskatchewan?
 - Whose perspective is missing?
- **Group 2: Zoa Haight (3 minutes)**
 - This package will look at Zoa Haight in particular. Get students to read over the information that is on the bio card and then get them to focus their article around how influential she was in the suffrage movement.
 - Zoa Haight was involved within the Saskatchewan movement. She was critical in presenting the 10,000 signatures to the premier of Saskatchewan, Walter Scott.
 - Get this group to use the bio card that is included in the binder to create their newspaper article.
 - Get the group to consider the following questions:
 - How was this woman influential?
 - What did she accomplish in Saskatchewan?
 - Whose perspective is missing?
- **Group 3: Erma Stocking (3 minutes)**
 - This package will look at Erma Stocking in particular. Get students to read over the information that is on the bio card and then get them to focus their article around how influential she was in the suffrage movement.
 - Erma Stocking was involved within the Saskatchewan movement. She was critical in presenting the 10,000 signatures to the premier of Saskatchewan, Walter Scott.
 - Get this group to use the bio card that is included in the binder to create their newspaper article.
 - Get the group to consider the following questions:
 - How was this woman influential?
 - What did she accomplish in Saskatchewan?
 - Whose perspective is missing?
- **Group 4: Francis Marion Beynon and Lillian Beynon Thomas (3 minutes)**
 - This package will look at Francis Marion Beynon and Lillian Beynon Thomas in particular. Get students to read over the information that is on the bio cards and then get them to focus their article around how influential she was in the suffrage movement.
 - Francis Marion Beynon and Lillian Beynon were involved within the Saskatchewan movement. They were critical in presenting the 10,000 signatures to the premier of Saskatchewan, Walter Scott.
 - Get this group to use the bio cards that are included in the binder to create their newspaper article.
 - Get the group to consider the following questions:
 - How were these women influential?
 - What did they accomplish in Saskatchewan?
 - Whose perspective is missing?
- **Group 5: Annie Hollis and Alice Lawton (3 minutes)**

- This package will look at Annie Hollis and Alice Lawton in particular. Get students to read over the information that is on the bio cards and then get them to focus their article around how influential she was in the suffrage movement.
- Annie Hollis and Alice Lawton were involved within the Saskatchewan movement. They were critical in presenting the 10,000 signatures to the premier of Saskatchewan, Walter Scott.
- Get this group to use the bio cards that are included in the binder to create their newspaper article.
- Get the group to consider the following questions:
 - How were these women influential?
 - What did they accomplish in Saskatchewan?
 - Whose perspective is missing?

Activity: Jig-saw
(30 minutes)

- **What is a Jig-saw?**
 - The jig-saw activity is a method of organizing the classroom into different groups. It breaks classes into groups and breaks content into pieces that the group assembles to complete the (jigsaw) puzzle. Each group is looking at a different topic or assignment, and presents the information back the class at the end.
- **Divide them into five groups**
 - Each will get a package – their task is write a newspaper article about how the women in their package were important to the suffrage movement/or to that legacy. Tell them not to write on the package papers – just on the scrap paper and newspaper template
 - Each package has a write-up, questions, and audio/visual/text components for them to use. They should also use the gallery where applicable.
 - The articles will then be assembled into a “Grain Growers’ Guide (GGG)”

Presentations (10 minutes)

- Each group will do a small presentation of their article.
- Assemble the completed articles into a GGG.