

Teacher guide for Suffrage Ed programming- Grades 6-9

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 6-12 version
- Packages for groups 1-5 (available online)
- Bio Cards (for group 2, available online)
- Newspaper templates (5), cover, and back (available online)
- Pens, pencil crayons, scrap-paper
- Stapler
- Video Links

Set-up

- 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.
- Have the “pink tea” audio clip and Buffy Sainte-Marie song and lyrics pre-loaded.
- Have the Famous5 videos prepared.

Links

- #WomenBelong: <https://vimeo.com/187730099>
- Pink Tea: <http://www.famou5.ca/binaural>
- How 5 Women Changed Canada Forever Over a Cup of Tea: <https://vimeo.com/150376397>
- Buffy Sainte-Marie Lyrics: http://www.lyricsmode.com/lyrics/b/buffy_sainte_marie/no_no_keshagesh.html
- Buffy Sainte-Marie Song: <https://www.youtube.com/watch?v=XKmAblgNN74>

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

- **Grade 6**
 - Outcome: PA6.1: Examine the relationship between an individual’s power and authority and the power and authority of others.

- A. Illustrate the forms of power (an individual or a group’s ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).
 - B. Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community.
 - C. Determine traits common to individuals who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national, or international arena.
 - Outcome: PA6.2: Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
 - C. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.
 - Outcome: PA6.3: Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.
 - A. Describe incidents of the misuse of power in groups of which students are aware.
 - B. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
- **Grade 7**
 - Outcome: PA7.2: Investigate the structures and processes of democratic government in Canada.
- **Grade 8**
 - Outcome: DR8.3: Assess how historical events in Canada have affected the present Canadian identity.
 - E. Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).
 - Outcome: PA8.1: Contemplate the implications of Canadian citizenship on the life of Canadians.
 - C. Analyze the contribution of two historical events in the evolution of Canadian citizenship to the nature of citizenship in Canada today (e.g., Elections Act, 1900; “blue bird” nurses in WWI obtain the vote in the 1917 federal election; Canadian women obtain the right to sit in the House of Commons, 1919; the contribution of the Famous Five; Federal Elections Act, 1920; Saskatchewan Bill of Rights, 1947; Canadian Bill of Rights, 1960; the Charter of Rights and Freedoms in Canada, 1982).
 - Outcome: PA8.4: Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes.

- f. Analyse the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, apathy).
 - **Grade 9**
 - Outcome: DR9.2: Synthesize the significance of key historical events in societies studied.
 - D. Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.
 - Outcome: PA9.3: Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.
 - E. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).
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- Start off with a virtual gallery tour. Make sure you are pointing out the influential women in the movement and the propaganda and the cartoons that were used. This will be important for the educational programming.
 - Ask what, beyond suffrage, was 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 and Canada, but will also look at how it has affected Canadian women today.

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.
 - What does equality look like now?
 - Equality is not always aligned with the right to vote anymore, but rather representation in government and organizations.
 - It also focuses on gender equity and equal pay for equal work.
 - Today, there are still discussions, they are just represented differently.
- **Indigenous History (1 minute)**
 - Ask the group when Indigenous people were given the vote and what Bill C-31 was.
 - Many Indigenous women fought for Indigenous women's equality and rights.
 - Bill C-31
 - “Under the Indian Act, an Indian woman who married a non-Indian man (whether non-Aboriginal or non-status) would lose her status. If she married an Indian man from another Indian band, she

would cease to be a member of her own band and become a member of her husband's band. Legally, her status would become conditional on her husband's status. Whether marrying an Indian man or non-Indian man, an Indian woman may be separated from her own family and community, as well as her connections to her heritage. Bill C-31, or a Bill to Amend the Indian Act, passed into law in April 1985 to bring the Indian Act into line with gender equality under the Canadian Charter of Rights and Freedoms. It proposed modifications to various sections of the Indian Act, including significant changes to Indian status and band membership, with three major goals: to address gender discrimination of the Indian Act, to restore Indian status to those who had been forcibly enfranchised due to previous discriminatory provisions, and to allow bands to control their own band membership as a step towards self-government. The Indian Act of 1985 abolished enfranchisement and restored status to those who had had status removed through enfranchisement. It ended Section 12(1)(b), the "marrying out" rule, and 12(1)(a)(iv), the "double mother rule." It also terminated status of those who had acquired Indian status only through marriage, rather than descent. This revision resulted in 127,000 individuals having status restored, and 106,000 losing status."

- Citation: University of British Columbia (2009). *Bill C-31*. <http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-indian-act/bill-c-31.html>.
- 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.
- Current activists today
 - There are a number of Indigenous women that are activists for Indigenous women.
 - In the program, we will be discussing Buffy Sainte-Marie and Mary Two-Axe Earley.

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 losing it through the Wartime Elections Act
 - 1940 – Quebec is the last province to give women the 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 gallery to refer to information. Using the panels will provide extra information for the activity.
- This activity looks at the women and groups who fought for the vote and rights in Canada. It will also look at a few women who continue the legacy today. 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 magazine. 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 at the different group of people who either:
 - Were involved in the suffrage movement, or
 - Are strong activists today
 - The group will answer questions pertaining to that group of people.

- Your group will then make a newspaper article that describes a person, group, 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: Propaganda (3 minutes)**
 - This package will look at the propaganda and cartoons that either supported or were against the suffrage movement.
 - Explain what the term propaganda is and that it was a way for the government to promote a political cause or point.
 - Explain that this was used during the suffrage movement from both sides (for suffrage and against suffrage).
 - Get the group to interpret what they see from image that is displayed on the slide. Get students to discuss what they notice from the image.
 - After they are done that they can work with their groups considering the following questions:
 - How was this important to the suffrage movement?
 - What do these images mean?
 - Is this for suffrage or against suffrage? How?
 - How can this be influential on society?
- **Group 2: Influential Women in Saskatchewan (3 minutes)**
 - Violet McNaughton, Zoa Haight, Annie Hollis, Lillian Beyon Thomas, Francis Beynon, Alice Lawton, and Erma Stocking.
 - Go over these women again. They are present in the panels in the gallery. Just discuss
 - These women were involved within the Saskatchewan movement. They were critical in presenting the 10,000 signatures to the Saskatchewan movement.
 - Get this group to use the bio cards that are included in the binder 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 3: The Famous Five (3 minutes)**
 - Show the video: How 5 Women Changed Canada Forever Over a Cup of Tea (<https://vimeo.com/150376397>).
 - This video talks about the Famous Five and the tea parties that were used to disguise the movement.
 - Talk a little bit about what the Famous Five.
 - The Famous Five
 - Emily Murphy

- She became the first female magistrate in the British Empire in 1916. Emily Murphy also challenged the right of wives to share ownership in their husband's property.
 - Nellie McClung
 - McClung was a novelist, reformer, journalist, and suffragist. She led the movement to enfranchise Canadian women. Her fight led to Manitoba achieving the vote for women.
 - Henrietta Muir Edwards
 - In 1893, she helped found the National Council of Women of Canada.
 - Louise McKinney
 - A organizer and supporter of the Women's Christian Temperance Union (WCTU).
 - Irene Parlby
 - Was an advocate for rural farm women in Alberta. She organized the United Farm Women's Association in 1916.
 - Information on these women was taken from: Famous5 Foundation (2016). *The Women*. <http://www.famou5.ca/the-famous-five-women/>.
- The Person's Case
 - "Section 24 of the British North America Act (at that time, Canada's constitution, the source of its highest laws) said that only "qualified persons" could be appointed to the Canadian Senate. The Canadian government had consistently interpreted this phrase as meaning men only. This was based on historical precedent; when the law was written, it had been intended to mean men and should continue to refer only to men." Famous5 Foundation (2016). *The Women*. <http://www.famou5.ca/the-famous-five-women/>.
 - "Famous Five signed a letter petitioning the Supreme Court to look into the matter of whether the government could appoint a female senator." Famous5 Foundation (2016). *The Women*. <http://www.famou5.ca/the-famous-five-women/>.
- Get the group to read the information in their packages and listen to the tea clip on Pink Teas (<http://www.famou5.ca/binaural>). This information will help build information for their newspaper article.
- **Group 4: Women Activists Throughout the 20th Century (3 minutes)**
 - Discuss briefly who these women are. The group will be reading more information on these women.
 - Mary Two-Axe Earley
 - She worked as an Indigenous women's rights activist against the gender discrimination that lost Indigenous women status under the *Indian Act, 1876*. Her work eventually led to the passing of Bill C-31 in 1985, an amendment to the *Indian Act* to correct gender discrimination.
 - Ellen Fairclough
 - In 1958, she became the Minister of Citizenship and Immigration. She served as Canada's first female Acting Prime Minister in February 1958,

and she was granted the title Right Honourable by Queen Elizabeth II on 1 July 1992 for her service.

- Get the group to read the information on these women and then build their newspaper article.
- **Group 5: Women Activists Today (3 minutes)**
 - Buffy Sainte- Marie
 - Born on born February 20, 1941 on Piapot First Nation, Saskatchewan.
 - Buffy Sainte-Marie is a singer, songwriter, educator, social activist, philanthropist, and visual artist.
 - Buffy Sainte- Marie advocates for Indigenous issues, in her songs and her life.
 - Citation: Bateman J. (2008). Buffy Sainte- Marie. *Canadian Encyclopedia*. <http://www.thecanadianencyclopedia.ca/en/article/buffy-sainte-marie/>
 - Veronica Strong-Boag
 - She is a highly respected historian; her research is dedicated to women's history.

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 articles into a completed GGG.