

QUILL LESSON PLAN TEMPLATE: Women's Suffrage in Utah

UTAH: SUFFRAGE

BACKGROUND

Learning Objectives	<i>Students should be able to understand the concept of suffrage within the state of Utah prior to statehood and the role of suffrage in Utah's journey to statehood. Skills and dispositions might include engaging civilly with others across differences, defending the rights of others, and standing up for one's own rights and liberties.</i>
Essential Question(s)	<i>What is suffrage and why is it important to democracy?</i>
Brief Introduction	<p>HOOK: Conduct an in-class vote on a relevant or interesting topic to your students. For example, you could conduct a vote on whether or not middle schools and high schools should use the block schedule or not. Have ALL students vote on this issue, and then conduct another vote, this time restricting the number of students who vote by saying something like "those of you wearing Nike shoes are no longer allowed to vote this time." Vote on the same issue again and assess how the results of the vote changed. This is meant to represent how women in Utah Territory were able to vote and then had their voting rights taken away. Relate this to your class results and discuss how prohibiting women from voting might have affected the results of votes on important issues.</p> <p>BACKGROUND INFORMATION</p> <p>In the territory of Utah, women had the right to vote until 1887 when the Edmunds-Tucker Act was passed. This act was meant to end polygamy within the Church of Jesus Christ of Latter-Day Saints, but also took away women's rights to vote within the territory. This right was restored in 1895 when it was included in the Utah Constitution which says, "The rights of citizens of the State of Utah to vote and hold office</p>

shall not be denied or abridged on account of sex.” - Utah Constitution, Article IV

Though Wyoming was the first territory to grant women’s suffrage in 1969, Utah passed women’s suffrage a short time later and was the first territory to hold an election in which women were allowed to vote.

The 1887 [Edmunds-Tucker Anti-Polygamy Act](#) disenfranchised polygamous men and all women in Utah Territory. The act prohibited polygamy and punished it with fines of up to \$800 and five years in prison.

“This Act disincorporated the Church of Jesus Christ of Latter-Day Saints, seized church assets, barred polygamists from voting and from jury service, disenfranchised women, replaced sympathetic local (mostly Mormon) judges with federally appointed judges, and took other actions to compel an end to polygamy. Church leaders sued on First Amendment grounds, but the Supreme Court again ruled against them. Thousands were disenfranchised under this act and top LDS leaders went into hiding to avoid arrest.” - Adam R. Brown, *Utah Politics and Government: American Democracy among a Unique Electorate*

For more information on Utah’s Road to Statehood regarding polygamy, visit this link:

<https://archives.utah.gov/research/exhibits/Statehood/intronew.htm#:~:text=The%20Edmunds%2DTucker%20Act%20touched,of%20up%20to%20five%20years.>

IMPORTANT FIGURES IN THE HISTORY OF UTAH SUFFRAGE

Seraph Young: the first woman in the United States to vote under a women’s equal suffrage law.

<https://www.utahwomenshistory.org/bios/seraph-young/>

Martha Hughes Cannon: the first female state senator in the United States. She was also the first woman in Salt Lake City to register to vote. When she ran for state senate, she ran against her husband and beat him.

<https://www.utahwomenshistory.org/bios/marthahughescannon/>

	<p>B.H. Roberts: Delegate in the Utah Constitutional Convention. Opposed women’s suffrage vehemently. p939</p> <p>“Utah voters elected LDS leader B.H. Roberts to the U.S. House in 1898. Fearing that the LDS church would use Roberts to maintain political influence, the House refused to seat him, citing his polygamous past as a pretext.” -Adam R. Brown, Utah Politics and Government: American Democracy among a Unique Electorate</p> <p>https://www.betterdays2020.com/blog/2018/10/18/contention-at-the-convention</p> <p>Heber M. Wells: Delegate in the Utah Constitutional Convention. Argued in favor of women’s suffrage. p977</p>
<p>Standards</p>	<p>Utah Studies, 7th grade</p> <ul style="list-style-type: none"> ● UT Standard 2.7: Students will identify the political challenges that delayed Utah's statehood and explain how these challenges were overcome. (civics) ● UT Standard 3.1: Students will identify the civic virtues and principles codified by the Utah Constitution. (civics)

INSTRUCTION & PRACTICE

<p>Resources</p>	<p>MATERIALS NEEDED:</p> <ul style="list-style-type: none"> - Projector to show demonstrative slideshow - Computer to use Quill for each student - Worksheet
<p>Terms & Concepts to Understand</p>	<p><u>Important terms</u></p> <p><i>Suffrage:</i> the right to vote in political elections.</p>

	<p><i>Enfranchised:</i> the privilege or right to vote</p> <p><i>Petition:</i> a formal written request, typically one signed by many people, appealing to authority with respect to a particular cause.</p> <p><i>Constitutional Convention:</i> a gathering of delegates who share the purpose of creating a constitution.</p> <p><i>Polygamy:</i> the practice or custom of having more than one wife or husband at the same time.</p> <p><i>A timeline of events leading up to the 1895 Utah Constitutional Convention and the passing of the Suffrage Article is provided in the accompanying slides.</i></p>
<p>Scaffolding</p>	<p>Begin as a class and then split into groups of 3 or 4 to complete the worksheet. After about 20-30 minutes of working on the worksheet, come back together as a class to discuss the pros and cons of suffrage questions and the debriefing questions.</p>
<p>Content Knowledge</p>	<p>What is suffrage and why is it important to our democracy?</p> <p>Students can learn about the concept of suffrage historically by looking at the proceedings of the Utah State Constitutional Convention.</p>
<p>Skills & Dispositions</p>	<p>Why are these freedoms important today? Can you think of examples of challenges to suffrage and enfranchisement today? Are there situations in which suffrage should not be granted? What evidence do you have to back up your claim?</p>

<p>Primary Sources & Case Studies</p> <p><i>Teaching History, Learning Citizenship: Tools for Civic Engagement</i> (2019) by Jeffery D. Nokes is a particularly useful resource for learning to teach with primary sources.</p>	<p><i>Use primary sources provided in Quill surrounding the debate and passing of Article IV in the Utah Constitution.</i></p> <p><i>First Draft of Article IV: e697304</i></p> <p><i>Second Edition: e698755</i></p> <p><i>Speech from Henry Roberts: e698765</i></p> <ul style="list-style-type: none"> - <i>Suggested that if women’s right to vote is granted then Utah will be denied Statehood</i> <p><i>Third Edition: e693866</i></p> <p>WORKSHEET EVENT NUMBERS:</p> <ol style="list-style-type: none"> 1. E691470 - Proposition on Women’s Suffrage 2. e692730 Utah Territory, e692051 Weber County Ladies Petition, e692389 Utah County Womens Suffrage Petition, e692727 Woman's Suffrage: Salt Lake City, e692909 Davis County Women’s petition, e692912 Juab County Petition 3. e697306 First Edition of Article IV in the Utah Constitution 4. E698765 Speech from Brigham Henry Roberts 5. E698843 Debate from Mr. Wells
<p>Graphic Organizer</p>	<p>The worksheet provided contains questions referring to specific events in Quill as well as in-depth analysis questions for the students to answer in groups.</p> <p>A “Pros and Cons” list is also provided to help students consider the effects of women’s suffrage in the Utah Constitutional Convention and the road to statehood.</p> <p>A timeline is provided in the included slideshow illustrating the events leading up to and after the passing of the Utah Constitution in 1895.</p>

CLOSURE

<p>Debriefing</p>	<p>Encourage students to share and evaluate interpretations based on evidence in the core documents.</p> <p>Debriefing question:</p> <ol style="list-style-type: none"> 1. What is suffrage and why is it important to democracy? 2. Although these debates occurred over 100 years ago, what role have they played in US History and the history of the State of Utah? 3. Can you think of examples of challenges to voting rights in the United States today? 4. Are there people in the United States today that you don't think should vote? Consider groups such as felons or immigrants and whether or not they have the right to vote in State, Local, and Federal Elections. 5. Even when they do have a legal right to vote, what are ways that prohibit people from being able to vote? Consider voting booth locations, time off from work to go vote, disabilities, etc. 6. Would you have voted to include suffrage in the Utah Constitution? Why or Why not?
<p>Reinforcing Core Facts?</p>	<p>When lessons are based on authentic questions, there will be differences of opinion. The teacher has a responsibility to ensure that students understand how and why there are various legitimate and defensible positions. At the same time, any absolute facts should be reinforced by the teacher at lesson's end.</p>
<p>Reinforce Skills & Dispositions</p>	<p>Also, review any civic skills and dispositions learned and practiced during the lesson.</p>

