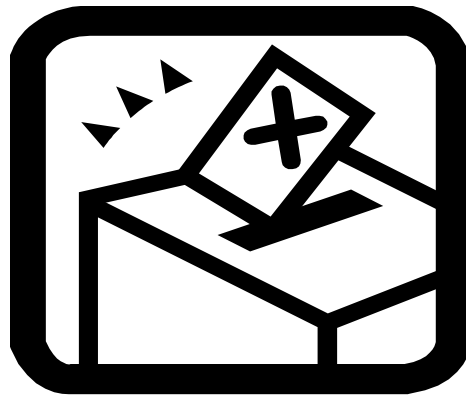




A RIGHT TO VOTE

PATCH PACKET



04-1127
Girl Scouts of Central Maryland
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www.gscm.org
06/09
Revised 7/12

A Brief Overview of a Woman's Right to Vote

Our mothers, grandmothers, and great-grandmothers struggled for many of the rights and privileges of citizenship that we take for granted today. The suffrage (right to vote) movement was unique in that it was the first time, women across the nation had petitioned on their own behalf.

Women had been working for the rights and fair treatment of others since the revolution. They wrote letters to congress to plead for the release of their husbands who were being held captive, or took up the cause of anyone who was being treated unfairly.

In 1830 sixty-two women from Ohio, who were opposed to Indian removal, wrote to the House of Representatives about "the present crisis in the affairs of the Indian Nations". This petition and others that followed helped women realize that petitioning to congress could make a difference in the lives of others.

Women worked tirelessly to gain better conditions for working mothers, to put an end to child labor, and to end slavery. Several women who achieved great things in their own lives believed in a women's right to vote. Clara Barton founded the American Red Cross and Elizabeth Blackwell was the first woman to earn a medical degree.

Susan B. Anthony, Elizabeth Cady Stanton, and Frederick Douglass started organizations such as the American Equal Rights Association. These organizations petitioned the government to allow every citizen of the United States of America, regardless of their ethnic background or gender, to vote.

Prominent women such as Lucretia Mott and Elizabeth Stanton organized the First Woman's Rights Convention, in 1848. The convention took place at Seneca Falls, New York with other sessions taking place in Rochester, New York.

In 1865 after years of effort, these organizations were successful in getting the thirteenth amendment passed, which ended slavery and gave black men the right to vote. Despite this monumental success, women from all backgrounds could still not legally vote.

During the 1900's, women still canvassed for the right to vote while taking up many social works. Settlement houses were moved into urban slums to provide education, childcare, and other services to the poor. In the south, African American women marched and petitioned to end racism. Although women were politically active and led the way on social reform, getting their own right to vote was more than a decade away.

During World War I, women were called to fill positions that were left by men fighting at the front lines. This gave women responsibilities in areas that had not been open to them before. Women in every industry worked effectively and efficiently for the war effort.

When the war ended Great Britain, France, and Russia promised women suffrage in recognition of their devotion, sacrifice, skill, and endurance in their varied service to their country under the strain of war. Seizing on this national recognition, the National American Women Suffrage Association asked that a committee on woman suffrage be appointed in the House of Representatives. The committee was established and the nineteenth amendment to the constitution was passed in 1920, finally giving women a right to vote.

Girl Scouting is based on the democratic process, of which voting is a primary principle. The girl/adult partnership helps guide girls to womanhood. The social works and reform embraced by the early suffragists is continued in Girl Scouting by the many thousands of service hours given by Girl Scouts across the United States of America.

**Resources used in the development of this council patch program: 1789-1920 Our Mothers Before Us: Women and Democracy, The Foundation for the National Archive and the Center for Legislative Archives, National Archives and Records

Right to Vote

OVERVIEW

This patch packet is designed to encourage all Girl Scout levels to learn or develop knowledge about the history of voting rights and why it is important for all to vote. Girls will discover how the right to vote was granted, why it is important and how it affects their everyday life. All activities are designed to be done as a troop or at home, but the girls could get more games and information if they have access to the internet and/or the liberty.

The *Right to Vote* is a Patch Project that inspires Girl Scouts to learn about their history and the history of a woman's right and the ability to take actions to improve their community. The project supports the Girl Scout Leadership by promoting the following goals for girls:

Discover – Explore the history of the right to vote

Connect – Explore how the right to vote affects their ever day life and that of their community.

Take Action – Make a difference in their communities by action on an issue.

This patch packet features activities divided into three sections Discover, Connect and Take Action. To earn the patch, at least 2 activities need to be done in each section.

For each activity four levels of complexities will be illustrated. The girls and adult are encouraged to do more or modify the activities to adapt them to the skill of the girls provide encouraged to do more or modify the activity is conveyed.

Requirements

DAISY: Inquisitive & Enthusiastic

Complete at least two activities from each of Discover, Connect and take action listed below

BROWNIE: Energetic & Caring

Complete two activities from each of Discover, Connect and take action listed below

JUNIOR: Eager to Learn

Complete two activities from each of Discover, Connect and take action listed below

CADETTE, SENIOR and AMBASSADOR: Socially Aware & Activists

Complete three activities from each of Discover, Connect and take action listed below

ACTIVITIES

DISCOVER

Scope and background: Explore the history of voting rights for all USA citizens. For the most part, American colonists adopted the voter qualifications that they had known in England. Typically, a voter had to be a free adult, male resident of the county, a member of the predominant religious group, and a “freeholder”. A freeholder owned land worth a certain amount of money. Colonists believed only freeholder should vote because only they had a permanent stake in the stability of society. Freeholders also paid the bulk of the taxes. Becoming a freeholder was not difficult for a man in colonial America since land was plentiful and cheap. Thus up to 75 percent of the adult males in most colonies qualified as voters. (from <http://www.crf-usa.org/bill-of-rights-in-action/bria-8-1-b.html>). Over the year the right to vote was extended to all citizen of USA with no discrimination due to:

- Religious belief (United States Constitution Article VI, section 3).
- “All persons born or naturalized” “are citizens” of the US and the US State where they reside (14th Amendment, 1868)
- “Race, color ,or previous condition of servitude” (15th Amendment, 1870)
- “On account of sex” (19th Amendment, 1920) (Women right to vote)
- (For federal election) “ By reason of failure to pay any poll tax or other tax” (24th Amendment, 1964)
- Wealth or failure to pay fees (Harper v. Virginia Board of Elections, 383 U.S. 663 (1966))
- “Who are eighteen years of age or older, to vote, shall not be denied or abridged by the United Stated or by ay state on account of age” (26th Amendment, 1971).

Below are some activities that will help you answer these questions. You can also search the internet to learn more. Some websites that may be interesting:

- <http://www.suffragist.com/timeline.htm>
- <http://www.mith2.umd.edu/WomensStudies/ReadingRoom/History/Vote/75-suffragists.html>
- <http://bancroft.berkeley.edu/ROHO/projects/suffragist/>
- <http://www.watrson.org/~lisa/blackhistory/civilrights-55-65/index.html>
- <http://www.42explore2.com/suffrage.htm>

Books:

- “We are all Born Free” (The Universal Declaration of Human Rights in pictures) Frances Lincoln Children’s books in association with Amnesty International; (Brownie to Juniors but older girls might still enjoy it as the illustrations are very nice)

Activities: Do #1 and either #2 or #3

1. History: (mandatory)

- a. All levels: Play the game in Appendix A

For more information: Read the book

- Cadettes to Ambassadors: “*Right to Vote*” by Deanne Durrett

2. Read a book on the right to vote struggle and discuss it. *Example of books is given below, but any other book on the same topic would be acceptable.*

- a. Daisy/Brownie:

- “I could do that! : Esther Morris gets women the vote” by Linda Arms White.
- “Sit-in: how four friends stood up by sitting down”

- b. Juniors (read at least one):

- “The civil rights movements in America” by Elaine Landau
- ‘Women’s Voting Rights’ by Miles Harvey
- ‘Sit-in: how four friends stood up by sitting down’ by Andrea Davis Pinkney (although it seems simple for this age group, it is very well presented with nice illustration and clear message)
- ‘Nobody Gonna Turn me around: Stories and songs of the civil right movement’ by Doreen Rappaport
- ‘The Nineteenth Amendment: Women get the vote: by Karen Proice Hossell

- c. Cadettes to Ambassadors: ‘A voice of your own’ by Nancy Newman or another book that describe the story of suffragettes and the struggle to get the right to vote to women

3. Explore careers in the political arena. (Select 1 activity) Some ideas are: President of USA, governor of your state, legislator (Federal, state or county); find other

- a. All levels: Make a list of elected jobs in your county, state or federal
- b. All levels: Interview a woman who has run for election. (Whether she was elected or not)

Notes: Run for student council at your school. Do not forget the legislative day for Cadettes and Ambassadors. The girl shadows a congress person in Annapolis. Check the GSCM website or contact your council for more details. Several journeys could be needed: Justice and Mission Sisterhood

CONNECT

Scope: Investigate how the process of voting is implemented in USA, and around the world. How do we elect our President? Our representatives (federal and/or state)? Are other countries doing it the same way? Plan an election of your own

You can also search the internet to learn more. :

Books:

- "Election day" by Mir Tamin Ansary (Daisy/Brownies)
- "Vote" by Eileen Christelow (Daisy/Brownies)
- "Election Leaders" by Tamra Orr (Juniors)
- "Voting" by Fredrik Liljeblad (Juniors)
- "America votes: how our President is Elected" by Linda Grandfield (Juniors)
- "How is a Government Elected" by Susan Bright-Moore

1. ***How to elect a President or other official in USA (Select 1 activity)*** – the books are given for indication only – read and discuss

- Daisy – Brownie: Read and discuss one of the books
 - "House Mouse, Senate Mouse" by Peter Barnes and Cheryl Barnes
 - "President Amanda's Whistle Stop trip" by Sue Pyatt
 - "Grace for President: by Kelly DiPucchio
- Juniors to Ambassadors:
 - "Citizens and their governments: voting" by Fredrik Liljeblad

2. ***How does another country elect their President? (Select 1 activity)***

- All levels: Select two countries at least one in another continent and investigate how they elect their President or head of state.

Hint for leaders: select a country that is in the news. Make sure to present or let the girls' research depending on the age level

3. ***Plan an election of your own in your troop or school (Select 1 activity)***

Daisy and Brownie: Make your troop ballot box and use it to vote for games or field trips. Prepare ballots to test it. What other ways to vote could you use in a troop? (hint: by raising hands)

Suggestions:

Daisies: Girls can make their own ballot box or make one the troop/group can use when voting on which games to play or songs to sing. Make sure that girls understand the meaning of the word "ballot". Ballots can be slips of paper that have stickers on them to represent each choice for girls who cannot yet read. Take a tissue box and cut around three sides in the bottom so it opens, but is attached by one side. Girls can paint, color, and use wrapping paper or stickers to decorate their ballot box.

Have girls draw a picture or cut pictures from a magazine to show how they would feel if they couldn't "vote" on the games or songs they wanted to play and sing in their troop/group. How does this make them feel?

Have girls keep a "vote watch" during the meeting. Give them many opportunities to catch the troop/group voting on things.

Brownies: Have girls make their own ballot box or one for the troop/group. Take a tissue box and cut three sides in the bottom so it opens, but remains attached by one side. Girls can paint, color, use wrapping paper, or stickers to decorate their ballot box.

Tell girls they are trying to become the first woman president of the USA. Have each girl make a campaign poster telling people why they should vote for her. If possible put the posters up and let all the girls read them, then, hold your own mini elections. Use the troop ballot box to collect the votes. Have girls keep a "vote watch" for a full day at school and during their troop/group meeting. Give them lots of opportunities to catch the troop/group voting on things.

Juniors to Ambassadors: Prepare a campaign to elect patrol leasers or other organizers of a specific activity (for instance, a girl could be in charge of the snack or trip). This implies that all candidates should prepare a poster or fliers to advertise their strength, and then all the girls can cast a ballot. The troop can build a ballot box and fancy ballots to be used.

Suggestions:

Juniors: In your troop hold nominations between the girls for the President, Vice President, and opposing party candidates. Have the remaining troop members' act as campaign workers who make slogans for the posters, handouts, and bumper stickers for their candidate. Make sure that the troop members register to vote before casting their ballots. Ask them what policies or reforms their candidate promises to enact if elected.

Ask the girls to research who their local officials are and what committees they serve on by visiting Internet sites (Use search engines to look under local government.)

Have the girls choose an issue like the environment, recycling, or animal protection rights. Tell the girls they are speechwriters for a candidate and need to write a speech on the topic illustrating five essential points.

Have the girls read the attached appeal letter for a Sixteenth Amendment. Ask them if they have ever signed a petition. What kinds of things would make them start a petition? As an exercise, have them compose a letter to other troops in their community asking them to start a petition for a particular cause. Is their letter different from the petition written in 1876? In what way?

Cadettes, Seniors and Ambassadors: Have the girls contact their local League of Women Voters. What things does this organization do? What opportunities do they offer young women who want to be involved but are not yet old enough to vote?

Find out where the local party headquarters are for the Democratic and Republican parties. Who are the representatives and senators from their areas? Are there any issues they stand for that the Cadette, Senior and Ambassadors in your troop/group agree or disagree with? Have the young women in your troop/group write them a letter or an email expressing their stand on the issue.

Using search engines on the Internet or the library have Girl Scout Cadette, Senior and Ambassadors research which countries do not allow women to vote. Why is this; are there any common links between those countries? Find out about some of the organizations that stand for people's rights such as Amnesty International.

TAKE ACTION

Scope: Plan and execute an activity to promote an issue that the girls select. The issue can be at the school, GS council and/or in the community.

Senior and Ambassadors: <http://www.noworg/chapters/campus/highschool.html>

1. Select an issue

All levels: Brain storm about one issue that could improve the community (school, GS council or other places). For instance, increase recycling, clean and beautify an area, improve the parks...

Hint: you can discuss it with your family, school teacher or for the Cadettes to Ambassadors with your Legislative officials.

2. Find how the issue could be solved

All levels: prepare a poster to show your solution, write letters to officials who could help, brainstorm on how it could be solved

3. Follow up on the progress: Brainstorm on what is the future of this issue. Could it be solved now? If not, why not? What are the roadblocks? Do not forget that the suffragette did not obtain the vote for women in one year, but each of them helped along the way by talking about the issue.

Appendix A: Story of voting rights

AGE LEVELS: Brownie, Junior, Cadette, Senior and Ambassador

OBJECTIVE: To help girls learn the history of voting rights in USA

MATERIALS NEEDED:

Small color papers (Cut enough for each girl to have one): Make 30% gray, 10% green, 30% pink, 10% orange and 20% dark green.

WHAT TO DO:

- Give each girl on color paper (they take from a brown bag without looking)
- State that according to the laws in the early years of our country only the white men could vote. So only the girls with the gray paper could vote. Ask these girls to decide a game or a song for all to do. Discuss if this is fair.
- Explain that after many years of hard struggle culmination in the Civil War (1865-1877), free Black males won the right to vote. However, local poll taxes, "literacy" tests, and other discriminatory acts often prevented them from voting. Ask the girls with the gray and green ballot to decide a game or a song for all to do. Discuss if this is fair.
- Explain that in 1920 after many years of struggle, women won the right to vote. So add the girls with pink papers to the girls who can vote. Again ask these girls to decide on a game or a song for all to do. Discuss if this is fair.
- In 1924, Native Americans won the right to vote after finally being declared citizens of the USA. The girls with the orange paper can now be added to the girls who can vote. Again ask this group to decide on a short activity for the group.
- Starting in the 1950's there were some major changes in the voting laws making poll taxes and other discriminatory acts illegal. There were larger scale efforts to help register all eligible voters. Now all of the votes are in, and the girls can learn what they voted to do.

Discuss the idea of justice as equal rights for all. Are we all equal? Some people are richer, stronger, or better looking, and so forth, but justice exists when we all have equal rights.

Resource: Adapted from "Teacher They Called Me A....!": Confronting Prejudice and Discrimination in the Classroom" by Deborah A. Byrnes

Appendix B: Right to vote for Women

Colorado
Men - 15
Women - 17
Total - 27

House

APPEAL

FOR A

SIXTEENTH AMENDMENT.

TO THE WOMEN OF THE UNITED STATES :

Having celebrated our Centennial birthday with a National jubilee, let us now dedicate the dawn of the Second Century to securing justice to Woman.

For this purpose we ask you to circulate a petition to Congress, just issued by the "National Woman Suffrage Association," asking an amendment to the United States Constitution, that shall prohibit the several States from disfranchising any of their citizens on account of Sex. We have already sent this petition throughout the country for the signatures of those men and women who believe in the citizen's right to vote.

To see how large a petition each State rolls up, and to do the work as expeditiously as possible, it is necessary that some person, or society in each State and District should take the matter in charge, print, and send out petitions to reliable friends in every county, urging upon all thoroughness and haste. When the petitions are returned, they should be pasted together, neatly rolled up, the number of signatures marked on the outside, with the name of the State, and forwarded to Sarah Andrews Spencer, Chairman of our Congressional Committee, corner of L and 7th street, Washington, D. C. On the 16th and 17th of January, 1877, we shall hold our 8th Annual Convention at the Capitol and ask a hearing on our petition before Congress.

Having petitioned to our law-makers, State and National, for years, many from weariness and despair have vowed to appeal no more; for our petitions, say they, by the tens of thousands, are piled up mid the National archives unheeded and ignored. Yet, it is possible to roll up such a mammoth petition, borne into Congress on the shoulders of stalwart men, that we can no longer be neglected or forgotten. Statesmen and politicians, alike, are conquered by majorities. We urge the women of this country to make now the same united effort for their own rights, that they did for the slaves at the south, when the 13th amendment was pending. Then a petition of over 300,000 was rolled up by the leaders of the suffrage movement, and presented in the Senate by the Hon. Charles Sumner. But the leading statesmen who welcomed woman's untiring efforts to secure the black man's freedom, frowned down the same demands when made for herself. Is not liberty as sweet to her as to him? Are not the political disabilities of Sex as grievous as those of color? Is not a civil rights bill that shall open to woman the college doors, the trades and professions—that shall secure her personal and property rights, as necessary for her protection, as for that of the colored man?

And yet the highest judicial authorities have decided that the spirit and letter of our National Constitution are not broad enough to protect Woman in her political rights; and for the redress of her wrongs they remand her to the State. If this Magna Charta of Human Rights can be thus narrowed by judicial interpretations in favor of class legislation, then must we demand an amendment that in clear, unmistakable language, shall declare the equality of all citizens before the law.

Women are citizens, first of the United States, and second of the State wherein they reside: hence, if robbed by State authorities of any right founded in nature or secured by law, they have the same right to national protection against the State, as against the infringements of any foreign power. If the United States government can punish a woman for voting in one State, why has it not the same power to protect her in the exercise of that right in every State? The Constitution declares it the duty of Congress to guarantee to every State a republican form of government, to every citizen equality of rights. This is not done in States where women, thoroughly qualified, are denied admission into colleges, which their property is taxed to build and endow; where they are denied the right to practice law and are thus debarred from one of the most lucrative professions; where they are denied a voice in the government, and thus while suffering all the ills that grow out of the giant evils of intemperance, prostitution, war, heavy taxation and political corruption, stand powerless to effect any reform. Prayers, tears, psalm-singing and expostulation are light in the balance, compared with that power at the ballot box that converts opinions into law. If Women who are laboring for peace, temperance, social purity and the rights of labor, would take the speediest way to accomplish what they propose, let them demand the ballot in their own hands, that they may have a direct power in the government. Thus only can they improve the conditions of the outside world and purify the home. As political equality is the door to civil, religious and social liberty, here must our work begin.

Constituting as we do one-half the people, bearing the burdens of one-half the National debt, equally responsible with man for the education, religion and morals of the rising generation, let us with united voice send forth a protest against the present political status of Woman, that shall echo and re-echo through the land. In view of the numbers and character of those making the demand, this should be the largest petition ever yet rolled up in the old world or the new;—a petition that shall settle forever the popular objection that "Women do not want to vote."

ON BEHALF OF THE NATIONAL WOMAN SUFFRAGE ASSOCIATION.

ELIZABETH CADY STANTON, Pres.
MATILDA JOSLYN GAGE, Chairman Ex. Com.
SUSAN B. ANTHONY, Cor. Sec.

Tenally, N. J., Nov. 10, 1876.

1876

A Right to Vote Patch Program Evaluation

Patches may be purchased at the Council Store: 410-358-9711, ext. 202

Service Unit # _____ Troop # _____

Program Age Level: D Br Jr Cd Sr Amb (Please Circle)

Type of Girl Scout Activity or where activity took place: (Please Circle)
Troop Meeting Service Unit Event Council Event GS411 Training
Day Camp Resident Camp

Please complete this form for the Girl Scout Daisy, Brownie, and Juniors in your Troop/Group. Girl Scout Cadette, Senior and Ambassadors may complete the form by themselves by placing a check mark in the appropriate space.

Mark the number of girls in the space provided. If there are ten girls in your troop and six girls respond "do" and four respond "do not" the answer to number one would be, 6 Do 4 Do Not

1. Number of girls who give verbal input when making Troop/Group decisions. ___Do ___Do Not
2. Number of girls who talk to girls they do not know at this Girl Scout activity. ___Do ___Do Not
3. Number of girls who seem comfortable and at ease at this activity. ___Do ___Do Not
4. Number of girls who actively participate in helping others at this activity. ___Do ___Do Not
5. Number of girls who courteously listen to others at this activity. ___Do ___Do Not
6. Number of girls who think about what is good for others. ___Do ___Do Not
7. Number of girls who express their ideas at this Girl Scout activity. ___Do ___Do Not
8. Number of girls who follow adult directions despite peer pressure at this activity. ___Do ___Do Not

The questions above are used to measure the development of the following skills in girls who participate in the Girl Scout Program: leadership, social skills, feeling of belonging, helpfulness, respect for others, teamwork, self-competence, and values clarification/decision making.

Leader Comments:

Did you enjoy this patch program? ___Yes ___No
Would you recommend it to another Troop/Group? ___Yes ___No
What did you like most about this patch program? _____
What did you like least about this patch program? _____
How would you suggest we improve it? _____
Other Comments: _____

