

20/GW EDU 6190 Y2
Right to Vote Institute
22 November 2019 Teacher Institute
Cleveland State University

*In partnership with Educational Service Center of Cuyahoga County
and Ohio Humanities*

Institute Information:

Date: November 22, 2019

Time: 8:30 a.m. - 3:30 p.m.

Location: Educational Service Center of Cuyahoga County
6393 Oak Tree Blvd., Independence, OH 44131

Academic Director:

Dr. Robert S. Shelton

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Program Director:

Nadine Grimm

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Program Presenters:

Dr. Stephanie D. Hinnershitz

Emily Marty

Dr. Shelley E. Rose

Dr. Robert S. Shelton

Institute Description:

The struggle for the right to vote, the ratifications of the 15th and 19th amendments, and the social meanings attached to both, provide educators and their students with excellent opportunities to explore fundamental questions central to the humanities: What is citizenship? Who is a citizen? What does it mean to be a citizen if one cannot vote? What does it mean to be an American? A woman? An African-American? What was, and is, the place of women in the family, the body politic, religious life, and in society? How does a nation with a deeply racist past become more inclusive of African

Americans, immigrants, and others outside of the majority? Who, in other words, were “we the people” who were to constitute a “more perfect Union,” as the Constitution’s preamble states?

The Fall Institute will provide both humanities content focusing on the right to vote and citizenship as well as pedagogical theory and practice. Morning content sections will feature CSU professors Dr. Stephanie Hinnershitz, providing an overview of suffrage in the United States, and Dr. Robert Shelton, who will focus specifically on the 15th and 19th amendments. In the afternoon, Dr. Shelley Rose, director of the social studies program at CSU, and Master Teacher Emily Marty of Lorain public schools, will focus on historical thinking skills (Ohio Department of Education Content Statements 1-5 for American history), drawing on the work of Sam Wineburg’s *Historical Thinking and Other Unnatural Acts*, project-based learning, and the close reading of primary sources to create document-based questions designed to stimulate students’ critical thinking.

Institute Learning Outcomes:

By the end of the institute participants will be able to:

1. understand and evaluate the methods used by historians to study suffrage and citizenship in the United States
2. demonstrate an understanding of how the right to vote shapes notions of citizenship and identity; why the 15th and 19th Amendments were not the final word on universal suffrage; why the struggle for expansion of the franchise excluded some Americans; and why the right to vote is continually contested to this day
3. develop strong core understanding of historical thinking skills and their application in Social Studies teaching, including the development of content-based assignments and rubrics.
4. successfully blend project-based learning techniques with content knowledge on suffrage.
5. Construct lesson and unit plans focused on project-based learning and historical thinking.

Suggested Readings:

1. Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple UP, 2001. ISBN: 978-1-56639-856-5 (supplied at the Institute as part of tuition).
2. [The Annotated Constitution of the United States](https://constitution.congress.gov/browse/)
<https://constitution.congress.gov/browse/>
3. Anderson, Carol, and Dick Durbin. *One Person, No Vote: How Voter Suppression Is Destroying Our Democracy*. First Edition edition. New York, NY: Bloomsbury Publishing, 2018. ISBN 978-1-63557-137-0.
4. Berman, Ari. *Give Us the Ballot: The Modern Struggle for Voting Rights in America*. New York: Picador, 2016. ISBN 978-1250094728.

5. Foner, Eric. *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*. 1 edition. New York, NY: W. W. Norton & Company, 2019. ISBN 978-0-393-65257-4.
6. Frazer, Coral Celeste. *Vote!: Women's Fight for Access to the Ballot Box*. Minneapolis, Minnesota: Twenty-First Century Books TM, 2019. ISBN 978-1-5415-2815-4. (geared to teens)
7. Green, Elna. *Southern Strategies: Southern Women and the Woman Suffrage Question*. Chapel Hill: UNC Press, 1997. ISBN 978-0807846414.
8. Harrison, Patricia Greenwood. *Connecting Links: The British and American Woman Suffrage Movement, 1900-1914*. New York: Praeger Press, 2000. ISBN 978-0313310843.
9. Keyssar, Alexander. *The Right to Vote: The Contested History of Democracy In the United States*. New York: Basic Books, 2000. ISBN 0-465-02968-X.
10. Sharer, Wendy. *Vote and Voice: Women's Organizations and Political Literacy, 1915-1930*. Carbondale, IL: Southern Illinois University Press, 2004. ISBN 978-0809327508.
11. Stanton, Elizabeth Cady, et al. *History of Woman Suffrage: 1848-1920*. 6 vols. I. IV. VI vols., 1881-1922. Google Books
12. Steinem, Gloria. *The Women's Suffrage Movement*. Edited by Sally Roesch Wagner. New York, New York: Penguin Classics, 2019. ISBN 978-0-14-313243-1.
13. Frazer, Coral Celeste. *Vote!: Women's Fight for Access to the Ballot Box*. Minneapolis, Minnesota: Twenty-First Century Books TM, 2019. ISBN 978-1-5415-2815-4. (geared to teens)
14. Ware, Susan. *Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote*. Harvard University Press, 2019.

Graduate Credit (one hour) Requirements:

1. The Teacher Institute provides partial graduate credit. Teachers must earn a passing grade by attending and participating in all institute activities, submitting a 1- to 2-page reflection paper, see below, to earn this partial credit.
2. To earn the full 1 hour of graduate credit, teachers must also attend a:
 - a. Primary Source and Digital Tools Workshop, 19 February 2020 (featuring National Archives Curator Corrine Porter)
 - b. Film Discussion, 19 March 2020 (featuring Andrea DeKoter, superintendent of the Women's Rights National Historical Park)

Teacher Institute Requirements

Teacher Institute, Participation: 80%

Institute Reflection: 20%

Attendance and Participation (80%): Since this is a one-day institute, you must attend and participate in all activities scheduled. This portion of your overall grade is evaluated by your presence at the institute, your attentiveness, and your contribution to group discussions and the institute environment.

Tardiness, leaving early, excessive interruptions (web surfing, cell phones, chatting), and lack of participation will result in a poor attendance and participation grade.

Reflection Paper (20%): Participants receiving partial graduate credit for the teacher institute must submit to the academic director a 1- to 2-page reflection on teaching historical thinking skills using primary documents on suffrage. The paper is due 6 December 2020 via email: r.s.shelton@csuohio.edu.

Academic Honesty: Plagiarism will result in a failing grade and no credit on the assigned reflection paper.

Academic Accommodations: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in RW 210. Accommodations need to be requested in advance and you must inform me accordingly. Accommodations will not be granted retroactively.

Institute Schedule - Friday, 22 November 2019	
8:00-8:30 am	Registration/Coffee
8:30-8:45 am	Robert Shelton, Ph.D., CSU Department of History Welcome and overview
8:45-9:30 am	Stephanie Hinnershitz, Ph.D., CSU Department of History The Right to Vote in America -- Background
9:45-11:00 am	Robert Shelton, Ph.D., CSU Department of History The 15th and 19th Amendments - Struggles, Successes, Setbacks
11:15 am-11:45 am	Stephanie Hinnershitz, Ph.D., CSU Department of History The Right to Vote - Challenges in the 20th & 21st Centuries
11:45 am-12:30 pm	LUNCH
12:30-1:30 pm	Shelley Rose,, Ph.D., CSU Department of History Using Primary Documents to Create Document-Based Question and Foster Historical Thinking
1:30-2:00 pm	Amherst Master Teachers: Emily Marty Model lesson plan on using primary documents on suffrage
2:15-3:15	Participants – Reflection and Brainstorming Consultation with humanities scholars and master teacher
3:15-3:30 pm	Robert Shelton, Ph.D., CSU Department of History Institute Closing Remarks, 2019-20 Follow-up Programs