



## Women's Suffrage WebQuest Student Process Handout

### Introduction

Today, you will travel back in time and explore the struggles women rights' advocates experienced. The Civil War has just ended, but the country is still governed by white males who view women and other minorities as second-class citizens. Thus, women are experiencing discrimination based on gender, which denies them the access to the freedoms and rights that you think are guaranteed to all American citizens by the U.S. Constitution. You, as a woman of the time, are subjected to stereotyped views of what constitutes womanhood. However, you reject the traditional subservient womanhood role by promoting gender equality through the power of mass media

### Task

Many women rights' activists established newspapers and journals devoted to women suffrage. Most of the articles published were aimed to promote local as well as nation organized protests, suffrage meetings, mass campaigns, and demands from equality. Now it is your turn to create an article for a specific historical women's newspaper whose goal to influence its readers to join the fight for gender equality. Your task involves gathering facts and organizing them into an account within the usual format of a modern newspaper.

You will be assigned to a group of four or five students to develop a newspaper. Each group member will write an article using historical primary and secondary sources to create an informational historical account. You also will review the historical background of different women's suffrage newspapers and take some time to view different websites listed in the Online Resource handout.

In addition, you will write an editorial for the newspaper. Be creative; think about what your life would be like today if you were denied equal voting rights, education, and viewed as a second class citizen. Since the passage of the 19th Amendment, women and minorities still face social and economic inequalities. Thus, understand that the process and struggles it took for the passage of the 19th Amendment will help prevent history to repeat itself.

**Step 1:**

Decide upon a role for each member of your group. Each person will write an article for your assigned newspaper that focuses on what's happening in the United States relating to women's suffrage during your assigned time period.

**Step 2:**

Each group member will choose a topic relevant to the group's assigned historical time period. Individually, you will develop a research question. Then, conduct a preliminary internet search relevant to your topic and answer the following questions:

- What is your topic?
- Describe and explain: Who, What, When, Where, Why, and How?
- How is your topic significant to the Women's Suffrage Movement?

**Step 3:**

Begin to create an outline and decide the information you believe is most important to address in your article. Remember, your article is promoting the women's suffrage movement and some readers may not be knowledgeable about your specific topic. Therefore, you need to organize the facts in a logical format. Most importantly, focus on including historical facts that support the purpose of your article. Make sure your article is formatted in the following basic structure of a news article located below:

*The Headline:* The general message is a short, attention-grabber statement about the topic or event. A headline should be informational and can be clever.

*Byline:* This line tells who wrote the story, author's name.

*Place-line:* Where the story begins or occurred.

*Introduction/The Lead:* The first sentence of the story grabs your reader's attention. The opening section will give the most important information and must answer the 5W': who, what, when, where, why. In addition, the article could also include a "how" question/answer. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

*Body/Explanation:* After the lead paragraph has been written, you must decide what other facts or details the reader might want to know. Most important details come first. You must make sure that the topic, person, or event has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph.

- *Facts: Simple:* true statements

- *Quotation:* What someone actually said will add accuracy and “at the scene” emotion. This section can also include direct quotes from witnesses or bystanders.
- *Additional Information (Optional):* This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part may include information about a similar event.

*Closing quotation:* Find something that sums the article up in a few words.

*Conclusion:* (optional—the closing quote may do the job) What is a memorable way to end your story? The end quote is a good way to sum things up, but that doesn’t always work. If you are quoting more than one person with different points of view in your story, you cannot end with a quote from just one of them. Giving one of your interviewees the last word can tilt the story in their favor.

### **3a. Outline and Article format for Interview Story**

The article should start with a short introduction that explains to the reader who is being interviewed, when and where the interview is taking place (to provide context), and what the main topic(s) of the interview will be. Use dialogue and identify the speaker(s) (exact quotations and who said them). The rest of the interview looks very much like a transcript, which is a word-for-word written account of something spoken.

*The article format should look similar to following:*

Interviewer Name: (Question)

Interviewee’s Name: (Response to the interview question)

Interviewer Name: (Question)

Interviewee’s Name: (Response to the interview question)

#### **Step 4:**

You will write an editorial, letter-to-editor piece, or opinion article.

1. This article is going to illustrate your own perspective on one of the events or leaders from the feature articles another group member wrote.
2. Each group member must write from his or her own perspective about the topic in one of your group member’s newspaper articles. You CANNOT use your own featured article to write your editorial.

**Step 5**

Each news article must have an illustration: a historical photo, political cartoon, or your own drawing. The image must relate to your news article. It should illustrate the main idea of the article.

**Step 6**

You should already have completed documenting all of your primary and secondary sources on your Library Research Trail worksheet. Now you will type up a bibliography using MLA format. Each group member will type his or her own bibliography. You must include the headline of your article, your name, and date completed. The bibliography must be in alphabetical order by author's last name.