

SUGGESTED USE GUIDE for TEACHERS OF HIGH SCHOOL SOCIAL STUDIES CURRICULA

To accompany *And They Persisted...A Century of Impact by Iowa Leagues*

“When it comes to commemorating the 100th anniversary of the founding of the League of Women Voters, no state has more reason to celebrate than Iowa, home of Carrie Chapman Catt.

“Not only did Catt play a vital role in advocating for the right of women to become voting members of our nation, she had the extraordinary foresight to establish an organization that would educate and champion all Americans throughout the century to come -- the League of Women Voters.

“A book detailing the myriad ways the League of Women Voters of Iowa has helped guide the state's voters, legislatures, and local governments is a book that can inspire generations of our citizens to become the proud, worthy Iowans we depend upon to be our future leaders.”

---Mary Rae Bragg, 2016-2019 President, League of Women Voters of Iowa, June 2020

Hopefully, along with the 19th Amendment Curriculum provided and found on the *Hard Won – Not Done* website, you will find this centennial history of the League of Women Voters a helpful addition to your civics instruction. To that end, here are some suggested instructional uses for the book. Though not an exhaustive list, these ideas are presented to help get you started thinking about ways to incorporate Iowa women’s political activism into the story of our state’s history. As the chapter headings reflect, the book begins with a glimpse at Iowa suffrage and then presents the study and action processes of the eventual state League and local Leagues. And there is an entire chapter and one appendix devoted to the 324 laws passed with League support and assistance. The other ten appendices provide additional information on state leaders and on topics such as the history of civil rights legislation in the state. Additional copies of this guide can be downloaded at <https://www.lwvia.org/publications>.

Chapter 1 Stepping Up to a Challenge...Preserving “One Person, One Vote”

In contrast to Iowa and its much-lauded redistricting process, investigate those states that have redistricting plans that could be gerrymandered, noting the commonalities of those plans and/or state demographics. (The *Iowa Reapportionment Process* is also in Ch. 8 under Good Government and has its own appendix.)

Chapter 2 In the Beginning...The First Women’s Rights Advocates, Followed by the Suffrage Movement

Define “courage” as it applied to the women who led the national suffrage movement.

How might Carrie Chapman Catt's "plan" be modified to address the current problem of voter suppression which is occurring in many states in the U.S.? (Information on CCC is also contained in *Chapter 2 Appendix*.)

Take the *12 Reasons Why Women Should Vote* poster and create your own social media post or flyer containing reasons why _____ [students, teachers, parents, politicians, whomever] should _____ [do what].

Contrast the 2020 realities of life here in Iowa with those of the late 1800s and early 1900s (women's rights, communication, domesticity, travel) which help or hinder a current movement like Black Lives Matter or Equal Pay for Equal Work.

Chapter 3 Hard Won...The Nineteenth Amendment Becomes a Reality

Find a currently published cartoon that reflects a political issue, describing its probable impact.

Investigate your family history to find out if any of your great-great grandparents or other family members were involved in the suffrage movement, either for or against it.

Chapter 4 Remember the Gentlemen...The Men who Supported Women's Suffrage

Read Krueger's book on "suffragents" and identify common characteristics of the men who worked for women's suffrage. (*Chapter 4 Appendix* has other men supporters of suffrage for women.)

Chapter 5 From Victory to the Informed Voter...the Formation of the National League of Women Voters

Look at the materials available online for those seeking U.S. citizenship and compare the content of Mrs. Catt's Citizenship Schools curriculum to the 100 Civics Questions on the citizenship test. (Refer to the *Citizenship Appendix* for more information.)

Pick a decade in this chapter, research the music, art, and/or drama of the period, and indicate if or how it was related to what the League was involved in during that same decade.

Use the League's *VIP Process* to: *Verify* a need or problem in your school or community; *Investigate* the need or problem and gather as much data-based information as possible; and make a *Plan* of action to address the issue/problem.

Visit <https://implicit.harvard.edu/implicit/takeatest.html> to check out your own implicit biases with one or more of fourteen Implicit Association Tests, on topics such as race, age, and weight. Share in a small group discussion with classmates.

Chapter 6 From Citizenship Schools to Environmental Activism...The League of Women Voters of Iowa

Visit the www.lwvia.org website (the publications section contains newsletters) or our League of Women Voters social media accounts to “check out” the issues the League is currently taking action on.

Differentiate between “non-partisan”, “bi-partisan”, and “partisan”, giving examples of the benefits and limitations of each when it comes to law and policy decision-making.

Choose a decade when the State League was active. Did the work they accomplished have any impact or relevance in your life?

Why do you think Dr. Meloy included in this chapter former Governor Robert Ray and his legacy?

Chapter 7 Taking Action...Advocacy and Lobbying

Contrast the definitions of “advocacy” and “lobbying”.

If you were going to visit legislators at the State Capitol to lobby on an issue or a proposed bill, how would you prepare?

Interview a lobbyist about her/his work and what training and experience he/she had before becoming a lobbyist. (Names of registered lobbyists can be found at www.legis.iowa.gov/lobbyist.)

Chapter 8 Getting ‘er Done...the Legislation the League has Worked to Pass

[A narrative chapter on the 324 laws the League was involved in passing, which are also listed in the *Legislation Appendix*.]

Investigate in more detail any of the Signature Legislation presented in these chapter sections: Children & Families – Juvenile Justice; Education – School Finance; The Environment – Renewable Beverage Container Act; Good Government Reapportionment (also in the Reapportionment Appendix); Human Rights – Rape; and Voting Rights – Residency.

Choose a different individual law and consider its impact on you, your family, or your community.

Chapter 9 Taking on the City and County...Study and Action of Local Leagues

Besides using social media, how would you educate the public about an issue or problem that you have investigated and developed a proposed solution for?

Choose any two local Leagues and discover commonalities of their work for change in their communities.

Chapter 10 “Where, Oh Where, Have All the Flowers Gone?”...Former Local Leagues

Why do you think the Des Moines League of Colored Women Voters dissolved/ disappeared?

What could we learn from the coal mining town of Buxton (also found in *Glossary Appendix*) that is relevant to issues today?

Chapter 11 “Neither Snow nor Rain nor Heat nor Gloom of Night Stays These Couriers”...the League’s Voter Service Activities

Check out Vote411.org and share how it could help voters with their decision-making in an upcoming election.

How could you help to increase voter turnout in your community, specifically planning to address the reasons people have given for not voting and ones that you could tackle?

Chapter 12 Not Done...Future Challenges for the League

Like many other organizations, the League has a lot of work to do in the area of diversity and inclusion. What are your suggestions to increase membership of younger people and those of differing ethnicities and backgrounds?

Chapter 2 Appendix and Chapter 4 Appendix

Choose a person from these brief bios and research her/him to find out more about his/her life, such as challenges and work after the suffrage movement.

Compare two women or two men found in these appendices, i.e. family background, education, strengths.

In addition:

Citizenship Appendix – good resources for planning civics instruction

Iowa’s Civil Rights History Appendix - a great listing of leadership in civil rights that have occurred in our state

