

SUFFS the Musical

STUDENT HANDOUT

Beyond the Vote: Politics of Inclusion and the Women's Suffrage Movement

What's inside?

- *SUFFS* the Broadway Musical
- Student Worksheet
- Reflection Question
- Creative Project Prompts
- Jigsaw Activity
 - “Declaration of Sentiments”
 - Mary Church Terrell – “What it Means to be Colored in the Capital of the U.S.”
 - Susan B. Anthony – “Is it a Crime to Vote?”
 - Bella Abzug – “Women and the Fate of the Earth”

Support Note: *If you are teaching these materials in Los Angeles County and would like an ES Resources representative to assist with your planning or classroom application, please email contact@ESResources.org.*

SUFFS

While Watching – Student Handout

Identify moments where recurring themes appear. Include time stamps for each entry (Example: (1:03:52 or 00:43:12)).

You must fill in examples for at least two boxes per theme.

- The themes are listed in the left-side column.
- In the empty boxes, write notes when examples or instances related to a theme happens in the musical.

Write each example in whichever column it fits best.

	Events/scenes	Words/phrases	Quotes	Choices made
CONSENT OF THE GOVERNED				
EQUALITY				
INCLUSION/EXCLUSION				
FORMS OF RESISTANCE				
OBLIGATION				
AGENCY				
FAILURE				

SACRIFICE				
NARRATIVE				
LANGUAGE				
LAWS				
PERSPECTIVE				
GENDER STEREOTYPES				
STRATEGY				
BURNOUT				
RESILIENCE				
LIBERTY				

EMOTIONS (E.G., RAGE, HYSTERIA)				
PATIENCE				
LEGACY				
INHERITANCE				

Reflection

Identify a scene in *Suffs* where characters disagree — for example, over race, strategy, or generational differences. How did the actors’ body language, tone, or blocking highlight that conflict? Reflect on how theater made the tension feel real.

Creative Project

Option 1: Write a script with a debate between at least two characters about:

- ❖ The ethical conflicts activists face when movements exclude marginalized voices.
- ❖ Why did it take so long for the 19th Amendment to pass?
- ❖ What obstacles did reformers face during the Suffs movement, and how did they overcome them?

Option 2: Choose a modern or historical song that reflects the struggles and goals of the women's suffrage movement. Write a brief analysis explaining the connection and why it resonates

Option 3: Select a character from *Suffs* who you found intriguing or wished to explore further. Write or record a short monologue (1–2 paragraphs) from this character's perspective. Consider what they might express in a private moment, revealing layers not overtly presented on stage.

Jigsaw Group Project

Each group will become expert on ONE source and teach the others.

Historian's Habit | Movements don't simply "happen." They inherit arguments from earlier generations, adapt them, disagree internally, and redefine them.

Directions: In small groups, research, annotate, and prepare to present one primary source document to the class.

- Source 1: [Declaration of Sentiments | The Seneca Fall Declaration \(1848\) – Women's Right to Vote – ESResources.org](#)
- Source 2: ["Is it a Crime to Vote?" Speech by Susan B. Anthony \(1872-1873\) – ESResources.org](#)
- Source 3: ["What it Means to be Colored in the Capital of the U.S." Speech by Mary Church Terrell \(Oct. 10, 1906\) – ESResources.org](#)
- Source 4: ["Women and the Fate of the Earth" Speech by Bella Abzug \(March 17, 1990\) – ESResources.org](#)

Consult the annotated 19th amendment online resource: [The Annotated & Interactive 19th Amendment | "Women's Right to Vote" at Congress.gov – ESResources.org](#)