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Mulberry Senior

Grade 11: American History

Title: Anti-Suffrage vs. Pro-Suffrage for Women in America

Directions: The following questions are based on the accompanying documents. Some of the documents may have been edited for the purposes of these exercises. These questions are designed to test your ability to work with historic documents. As you analyze these documents, take into account both the sources of the document and the author's point of view.

Historic Context

It has not yet been 100 years since women gained the right to vote. From our nation's independence until the passage of the 19th Amendment many men and women had conflicting ideas about whether women should obtain suffrage.

Question

You are a congressman in 1919 and legislation has been presented to you in reference to women's suffrage. You have to vote to allow or deny women the right to vote. You will study the following documents as a means to form your opinion.

Part A: Short Answer

Analyze the following documents and answer each question accompanying each document.

Document 1

Title: Election Day
Copyright: EW Gustin
Year: 1909
Type of document: Illustration



Question 1: What is the essential message of this illustration?

Question 2: Describe several details which lead you to believe what you think the essential message is.

Document 2

Title: Petition to U.S. Senate

Author: Women Voters Anti-Suffrage Party of New York World War I

Year: 1917

Type of Document: Petition

PETITION
From the Women Voters Anti-Suffrage Party of New York
TO THE
UNITED STATES SENATE

Whereas, This country is now engaged in the greatest war in history, and
 Whereas, The advocates of the Federal Amendment, though urging it as a war measure, announce, through their president, Mrs. Catt, that its passage "means a simultaneous campaign in 48 States. It demands organization in every precinct; activity, agitation, education in every corner. Nothing less than this nation-wide, vigilant, unceasing campaign will win the ratification," therefore be it
 Resolved, That our country in this hour of peril should be spared the harassing of its public men and the distracting of its people from work for the war, and further
 Resolved, That the United States Senate be respectfully urged to pass no measure involving such a radical change in our government while the attention of the patriotic portion of the American people is concentrated on the all-important task of winning the war, and during the absence of over a million men abroad.

NAME	ADDRESS	SERVICE
Jean M. Staples	528 Richmond Ave.	National League for Women's Service
Mrs. G. K. Staples	528 Richmond Ave.	
Betty A. Feely	200 Niagara St	National League for Women's Service
Mable Spawton	410 Hoyt St	"
Emma Burris	1698 Main St	National League for Women's Service
Ruth L. Staples	528 Richmond Ave	Govt Service
Mrs. W. C. Wood	75 Hampshire St	Bureau of Aircraft Production
Elizabeth Cohen	426 Wilson St.	Red Cross
Evelyn Cantor	205 Hickory	Red Cross
Mrs. F. L. Tucker	167 Delaware Ave	
Bessie Murrough	215 Northland Ave	Red Cross
Mrs. Frances Drummond	39 Bennett St.	Red Cross
Mrs. Lou Jackson	424 Jefferson St	
Mrs. J. Licht	424 Jefferson St	
Helene Stern	795 Greenwich St	
Mrs. H. C. Stern	"	"
Ethel Stearns	"	"

Document Transcription:

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Question 3: Who wrote this petition and to which governmental agency is it addressed?

Question 4: What are the reasons these women give for anti-suffrage?

Document 3

Title: Anti-Woman Suffrage
Author: L. P. Reynolds
Year: Early 20th century
Type of Document: Pamphlet

...If Woman Suffrage should be adopted in the United States, see what would come the very first thing. The number of votes would be increased and the cost of every election would be correspondingly increased. Thus millions of dollars would be worse than thrown away. The very first election would show up the danger of Woman Suffrage. First--a majority of the women, which includes the mothers, and that large element of the women who represent the truest and most beautiful type of womanhood, would not be there. Second--The bold, discontented, clamoring, half-crazy for publicity and power, and the home-neglecting women together with the on-coming host of girls just reaching their majority, not informed in regard to governmental affairs who rush to the polls just for the novelty of it, would be there. The logical deduction is plain that nothing but loss comes from trying to use women to do men's business. And yet we are told that "women through suffrage are just coming to be recognized as human beings."...

Question 5: How does Reynold's describe the 1st election will be should women be given the right to vote?

Question 6: How does Reynold's describe the population of women who would show up at the polls?

Document 4

Title: Home Loving Women

Author: Unknown

Year: 1911

Type of Document: Photo of a poster



Question 7: What does this poster suggest about women who want suffrage?

Document 5

Title: Let Her Come
Author: Miller NAWSA Scrapbook
Date: 1897-1911
Type of document: Newspaper Article

Let Her Come
New York Times

Ef women had the r'ght to vote they'd
down the Demon Rum, An' shet up every gamblin' place
'twix here an' kingdom tome; They'd sterilize the city streets an'
elevate the polls, Till vice an' crime would have to hide
in their respective holes. Then when these cruel monsters got
their ugly features hid The Nation's womanhood –would go an'
set upon the lid; For woman is eomm ssioned to reform
the world, although, Jest by casual'y' observin', you might
never think 'twas so.

Ef women had the right to vote we fellers couldn' t chaw, An' srnokin' vile tobacey would be
plum'b agin the law; We'd never smell the fragrant weed in
street er train er room. We'd have to use patchouli er some
fe:l in'ne perfume. But civic right an' righteousness in
mighty streams, would run We'd never set; another spot, not even
on the sun; The great millennium –would dawn,
them suffrage leaders say, An' sorrow, sin, an' sickness would
orever flee away.

Now by her ever-changing form, diviner than of yore, An' by her superstructure, which she
cal's her povnpydore, By all her charmin' arts an' wiles, an'
'by the great Horn Spoon, She ought to have the ballot, an' she
ought to have it soon. Her husband an' her father, an' the
other powers of sin Are holdn' back the golden age
that's why it don't begin; Let loose them tides of goodness that
are wait-in' to 'bo hurled By the power of Votin' Women on a
poor defenseless world.

Question 8: Where was this poem published?

Question 9: According to the poem, describe 5 ways in which life would change if women could vote.

Document 6

Title: The Sky is Now Her Limit
Illustrator: Bushnell
Date: 1920
Type of Document: Cartoon in the New York Times



SUMMARY: Cartoon showing a woman carrying buckets on a yoke, looking up at ladder ascending up to the sky, bottom rungs labeled “Slavery,” “House Drudgery,” and “Shop Work.” Top rungs labeled “Equal Suffrage,” “Wage Equity,” and “Presidency.”

Question 10: What is the significance of the yoke and bucket?

Question 11: What is on the lowest rung?

Question 12: What does this illustration suggest a women’s highest achievement will be?

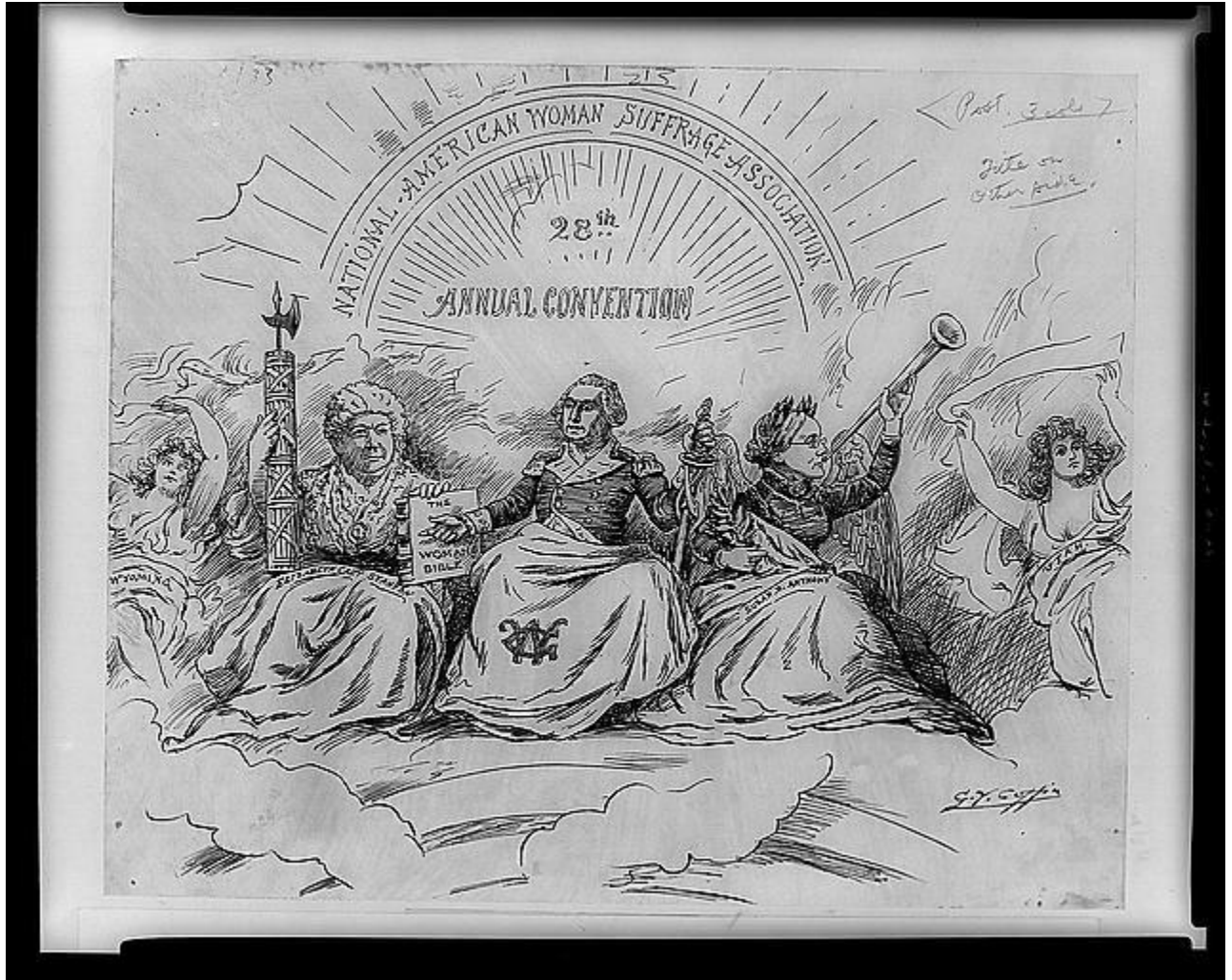
Document 7

Title: The Apotheosis of Suffrage

Artist: Coffin, George yost

Date: 1896

Type of Document: Illustration published in the Washington Post



Question 13: What is the purpose of this illustration?

Question 14: Who is in the middle of this illustration and what does this suggest?

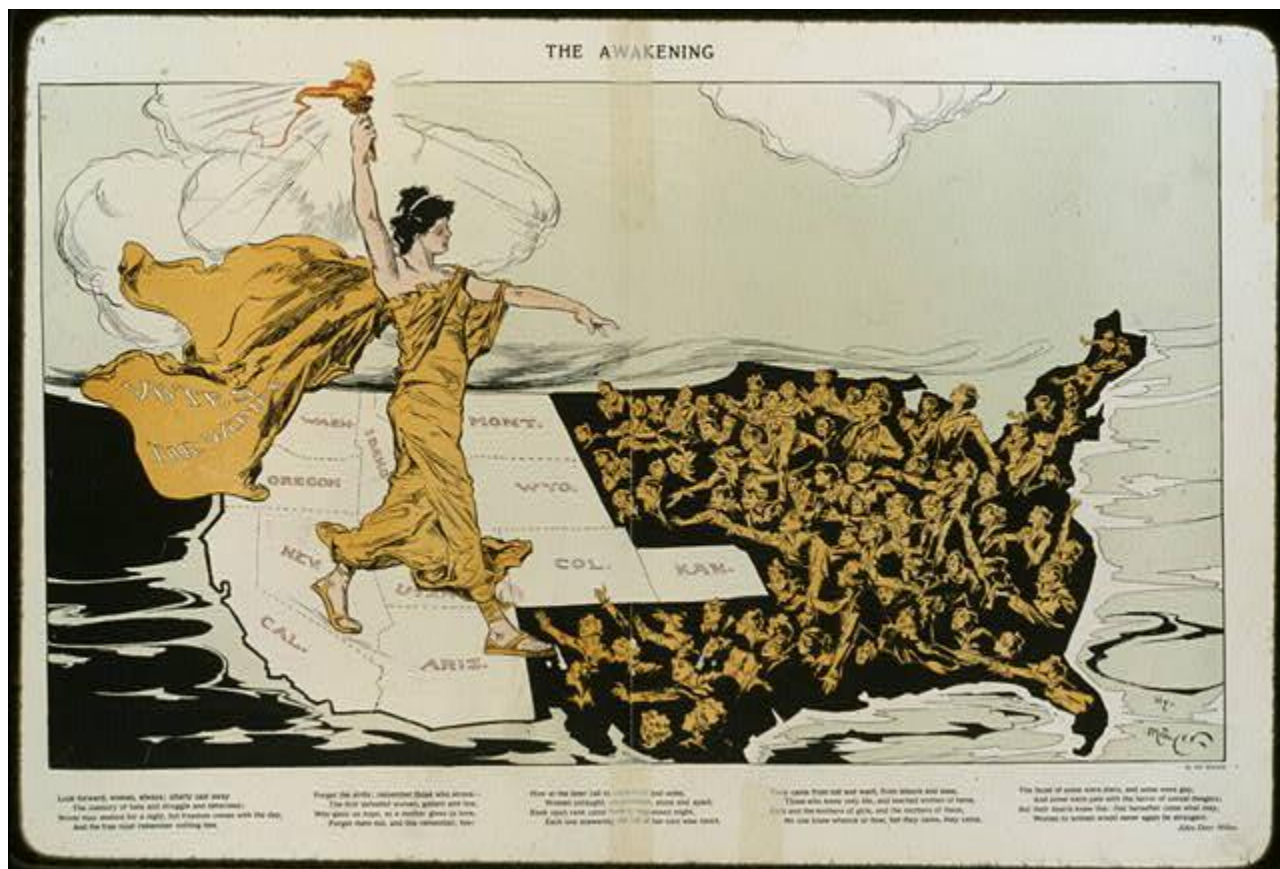
Document 8

Title: The Awakening

Artist: Reproduction of drawing by Hy Mayer.

Date: 1915

Type of Document: Illustration published in Puck



SUMMARY: Cartoon showing a torch-bearing female, symbolizing the awakening of the nation's women to the desire for suffrage, striding across the western states, where women already had the right to vote, toward the east where women are reaching out to her. Printed below the cartoon is a poem by Alice Duer Miller

Question 15: In which states did women already have voting rights?

Question 16: What does the torch symbolize?

Part B: Essay Response

Question: You are a congressman in 1919. You must formulate an argument for or against women suffrage.

Directions: You will write a 5 paragraph essay which should be well-organized with an introductory paragraph that states your position on the question. Develop your positions in the next paragraphs and write a conclusion. Your essay should include specific details and refer to the specific documents you analyzed in Part A. Your essay needs to also consist of a significant amount of outside information.

Document Based Question Scoring Rubric

Directions: Use the scoring rubric below to evaluate a DBQ essay.

Criteria	5	4	3	2	1	0	Score
thesis / answers question	Strong thesis-responds directly to the question	Thesis stated-answers the question	Addresses the question but has weak structure and focus.	Poor focus; fails to answer the question adequately.	Fails to address the question; confusing and unfocused.	No thesis; no attempt to address the question.	
use of documents / evidence	Uses documents completely and accurately; weighs the importance and validity of evidence	Uses documents correctly; recognizes that all evidence is not equally valid	Uses most documents correctly-simplistic analysis; does not always weigh the importance and validity of evidence.	Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence.	Fails to use documents correctly; simply paraphrased or misunderstood.	Ignores or misuses the documents.	
outside information	Cites considerable relevant information from outside learning	Cites some relevant information from outside learning	Includes little relevant information from outside learning.	Includes little information from outside learning-what is included is irrelevant.	Includes no relevant information from beyond the documents.	Includes no information from beyond the documents.	
understanding of topic	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues.	Shows basic, though simplistic, understanding of the topic and related issues.	Show little understanding of the topic and related issues.	Shows almost no understanding of the topic or related issues.	Shows no understanding of the topic or related issues.	
use of language	Well structured, well written; proper spelling, grammar, mechanics	Clearly written and coherent; some minor errors in writing	Weaker organization; some errors in writing detract from essay's meaning.	Poorly organized; many errors in standard English	Disorganized; littered with errors in standard English.	Lacks any organization; little attempt made; blank paper.	

total score: _____

Student who wrote essay:

Student scoring essay:

Signature:

Bibliography

Election Day. LOC. <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

The Apotheosis of Suffrage. LOC. <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Petition to U.S. Senate
Women Voters Anti-Suffrage Party of New York World War I, ca. 1917. National Archive.
<http://www.archives.gov/education/lessons/woman-suffrage/ny-petition.html>

Anti - Woman Suffrage. L. P. Reynolds. Hillsdale, Michigan.
<http://www.zianet.com/lwv/lorenzo.htm>

Let her Come. LOC. http://memory.loc.gov/learn/community/cc_herstory_kit.php

The Sky is the Limit. LOC. http://memory.loc.gov/learn/community/cc_herstory_kit.php

The Awakening. LOC. http://memory.loc.gov/learn/community/cc_herstory_kit.php

Home Loving Women. LOC. http://memory.loc.gov/learn/community/cc_herstory_kit.php

Written Document Analysis Worksheet

1 .	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report </td> <td style="width: 33%; padding: 5px;"> <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other		
2 .	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
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3 .	<p>DATE(S) OF DOCUMENT:</p> <p>_____</p> <p>_____</p>			
4 .	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>_____</p> <p>_____</p> <p>POSITION (TITLE):</p> <p>_____</p> <p>_____</p>			
5 .	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <p>_____</p> <p>_____</p>			
6 .	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Why do you think this document was written?</p> <p>_____</p> <p>_____</p> <p>_____</p>			

	<p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <hr/>
	<p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <hr/>
	<p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/> <hr/>

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