

# Suffragists

By: Deanna Jaroszeski

Frostproof Middle/ Senior High

## I Lesson Plan Summary

a.) **Summary:** This lesson begins on day one with the students reading section 4 of chapter 20 in the Call to Freedom text book or any classroom U.S.History textbook that discusses suffrage in the late 1800s and early 1900s. Then, the students will participate in a group of three or four students to review the information read and complete a chart using the handout packet (in the Appendix). On day two the students will review the info from the first day, then, they will be given the DBQ (document based questions, in Appendix) on Suffrage. If your students have never used a DBQ before, do the first couple questions with them. Finally, the students work individually to create a composition that answers the requirements given for the written assignment. A rough draft will be completed in class and the final draft will be started and finished at home if time runs out in class.

b.) **Objectives:** The students will be able to...

1.) identify some of the suffragists and their actions that eventually won women the right to vote.

2.) explain why many abolitionists also fought for suffrage.

3.) describe at least three groups that fought for suffrage.

4.) summarize the events and people in a composition on suffrage

c.) **Time period and event:**

Suffrage was an ongoing event for most of the 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> century. This lesson focuses mainly on the time from reconstruction to the early 1920s.

d.) **Grade level:**

Middle or High school

e.) **Materials:**

Class set of the Suffragists info packet ( Appendix A )

One per student – Suffragists chart ( Appendix B)

Class set of the Suffragists DBQ ( Appendix C)

Transparency of Suffragists chart ( Appendix B)

Optional: Transparency of Suffragists chart answers( Appendix D)

Optional: Transparency of Suffrage DBQ ( Appendix C )

f.) **Lesson Time:**

Two 90 minute classes and possibly a small amount of homework depending on student's working pace

## II. **Lesson Procedures**

- 1.) Take a few minutes to work on the lesson vocabulary ( from textbook).
- 2.) Read pages 619-624 in Call to Freedom – appropriate section in other textbooks
- 3.) Discuss what was read and make comparisons between the colonies desire for independence, the fight against slavery and the movement for suffrage.
- 4.) Pass out the info packet ( Appendix A) to each student.
- 5.) In groups of 3 or 4 the students will read and discuss the suffragists in the textbook and the info packet. Then discuss the packet as a whole class.
- 6.) Give students the chart and allow them to work within their group to fill in the missing info for the rest of the period.
- 7.) Day 2: Review information from day one.
- 8.) Hand out the class set of Suffrage DBQs. If the students have never used a DBQ before, do a few of the first questions with them.
- 9.) Check for understanding of the DBQ, review and assign the essay at the end of DBQ
- 10.) Help students form a rough draft of their composition
- 11.) Students will begin their final draft and complete it for homework if they cannot finish it in class

### **III. Activities**

- 1.) Class discussion and group work
- 2.) Review
- 3.) Suffrage DBQ
- 4.) Individual composition

### **IV. Assessments**

- 1.) Class discussion
- 2.) Answers to the DBQ
- 3.) Final composition

### **V. Resources**

- 1.) Web sites are listed on each information form
- 2.) Call to Freedom textbook

## Appendix A

### **Elizabeth Cady Stanton**

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**(November 12, 1815 - October 26, 1902)**

When Elizabeth Cady married abolitionist Henry Brewster Stanton in 1840, she'd already observed enough about the legal relationships between men and women to insist that the word *obey* be dropped from the ceremony. An active abolitionist herself, Stanton was outraged when the World's Anti-Slavery Convention in London, also in 1840, denied official standing to women delegates, including [Lucretia Mott](#). In 1848, she and Mott called for a women's rights convention to be held in Seneca Falls, New York. That convention, and the Declaration of Sentiments written by Stanton which was approved there, is credited with initiating the [long struggle](#) towards women's rights and woman suffrage.

**Elizabeth Cady Stanton\***



Elizabeth Cady Stanton and Susan B. Anthony (click image for a larger version)

Courtesy of the Library of Congress.

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After 1851, Stanton worked in close partnership with [Susan B. Anthony](#). Stanton often served as the writer and Anthony as the strategist in this effective working relationship. After the Civil War, Stanton and Anthony were among those who were determined to focus on female suffrage when only voting rights of freed males were addressed in Reconstruction. They founded the National Woman Suffrage Association and Stanton served as president.

When the NWSA and the rival American Woman Suffrage Association finally merged in 1890, Stanton served as the president of the resulting National American Woman Suffrage Association.

In her later years she added to her speech- and article-writing a history of the suffrage movement, her autobiography [Eighty Years and More](#), and a controversial critique of women's treatment by religion, [The Woman's Bible](#).

While Stanton is best known for her long contribution to the woman suffrage struggle, she was also active and effective in winning property rights for married women, equal guardianship of children, and liberalized divorce laws so that women could leave marriages that were often abusive of the wife, the children, and the economic health of the family. Elizabeth Cady Stanton died in New York on October 26, 1902, with nearly 20 years to go before the United States granted women the right to vote.

## Susan B. Anthony

(February 15, 1820 - March 13, 1906)

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In 1872, in an attempt to claim that the constitution already permitted women to vote, Susan B. Anthony cast a test vote in Rochester, New York, in the presidential election. She was found guilty, though she refused to pay the resulting fine (and no attempt was made to force her to do so).

In her later years, Susan B. Anthony worked closely with [Carrie Chapman Catt](#), retiring from active leadership of the suffrage movement in 1900 and turning over presidency of the NAWSA to Catt. She worked with Stanton and Mathilda Gage on a *History of Woman Suffrage*.

In her writings, Susan B. Anthony occasionally mentioned abortion. Susan B. Anthony opposed abortion which at the time was an unsafe medical procedure for women, endangering their health and life. She blamed men, laws and the "double standard" for driving women to abortion because they had no other options. ("When a woman destroys the life of her unborn child, it is a sign that, by education or circumstances, she has been greatly wronged." 1869) She believed, as did many of the feminists of her era, that only the achievement of women's equality and freedom would end the need for abortion. Anthony used her anti-abortion writings as yet another argument for women's rights.

Some of Susan B. Anthony's writings were also quite racist by today's standards, particularly those from the period when she was angry that the Fifteenth Amendment wrote the word "male" into the constitution for the first time in permitting suffrage for freedmen. She sometimes argued that educated white women would be better voters than "ignorant" black men or immigrant men.

In the late 1860s she even portrayed the vote of freedmen as threatening the safety of white women. George Francis Train, whose capital helped launch Anthony and Stanton's *Revolution* newspaper, was a noted racist.



Library of Congress



## Lucretia Mott

, **Dates:** ([January 3](#) 1793 - November 11, 1880)

**Occupation:** reformer: anti slavery and women's rights activist; Quaker minister

**Known for:** initiating Seneca Falls Woman's Rights Convention with Elizabeth Cady Stanton

Lucretia Mott was born Lucretia Coffin. She was raised in a Quaker community in Massachusetts, "thoroughly imbued with women's rights" (in her words). She married James Mott, and after their first child died at age 5, became more involved in her Quaker religion. By 1818 she was serving as a minister. She and her husband followed Elias Hicks in the "Great Separation" of 1827, opposing the more evangelical and orthodox branch.

Like many Hicksite Quakers including Hicks, Lucretia Mott considered slavery an evil to be opposed. They refused to use cotton cloth, cane sugar, and other slavery-produced goods. With her skills in ministry she began to make public speeches for abolition. From her home in Philadelphia, she began to travel, usually accompanied by her husband who supported her activism. They often sheltered runaway slaves in their home.

In America Lucretia Mott helped organize women's abolitionist societies, since the anti-slavery organizations would not admit women as members. In 1840, she was selected as a delegate to the World's Anti-Slavery Convention in London, which she found controlled by anti-slavery factions opposed to public speaking and action by women. Elizabeth Cady Stanton later credited conversations with Lucretia Mott, while seated in the segregated women's section, with the idea of the holding a women's ri

It was not until 1848, however, before Lucretia Mott and Stanton and others could bring together a local women's rights convention in Seneca Falls. The "[Declaration of Sentiments](#)" written primarily by Stanton and Mott was a deliberate parallel to the "Declaration of Independence": "We hold these truths to be self-evident, that all men and women are created equal."

Lucretia Mott was a key organizer in the broader-based convention for women's rights held in Rochester, New York, in 1850, at the Unitarian Church.

Lucretia Mott's theology was influenced by [Unitarians](#) including Theodore Parker and William Ellery Channing as well as early Quakers including William Penn. She taught that "the kingdom of God is within man" (1849) and was part of the group of religious liberals who formed the Free Religious Asso

Elected as the first president of the American Equal Rights Convention after the end of the Civil War, Lucretia Mott strove a few years later to reconcile the two factions that split over the priorities between woman suffrage and black male suffrage.

She continued her involvement in causes for peace and equality through her later years. Lucretia Mott died in 1880, twelve years after her husband's death



## Carrie Chapman Catt

**Carrie Chapman Catt:** Born Carrie Clinton Lane in Ripon, Wisconsin, and raised in Iowa, she trained as a teacher, briefly studied law, and was appointed a high school principal a year after graduation from Iowa State College. In 1883, two years later, she became Superintendent of Schools in Mason City. She married newspaper editor and publisher Leo Chapman, but in 1885, just after moving to California, he died, leaving his new wife to make her own way. She found work as a newspaper reporter.

### Sponsored Links

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She soon joined the woman suffrage movement as a lecturer, moved back to Iowa where she joined the Iowa Woman Suffrage Association, and in 1890 was a delegate at the newly formed National American Woman Suffrage Association.

In 1890 she married wealthy engineer George W. Catt whom she had originally met in college and then met again during her time in San Francisco. They signed a prenuptial agreement which guaranteed her two months in the spring and two in the fall for her suffrage work. He supported her in these efforts, considering that his role in the marriage was to earn their living and hers was to reform society. They had no children.

Her effective organizing work brought her quickly into the inner circles of the suffrage movement. Carrie Chapman Catt became head of field organizing for the National American Woman Suffrage Association in 1895 and in 1900, having earned the trust of the leaders of that organization, including [Susan B. Anthony](#), was elected to succeed Anthony as President.

Four years later Catt resigned the presidency to care for her husband, who died in 1905. (Rev. Anna Shaw then served as NAWSA president.) Carrie Chapman Catt was a founder and president of the International Woman Suffrage Association, serving from 1904 to 1923 and until her death as honorary president.

In 1915 Catt was re-elected to the presidency of the NAWSA, succeeding Anna Shaw, and led the organization in fighting for suffrage laws at both the state and federal level. She opposed the efforts of the newly-active [Alice Paul](#) to hold Democrats in office responsible for the failure of woman suffrage laws, and to work only at the federal level for a constitutional amendment. This split resulted in Paul's faction leaving the NAWSA and forming the Congressional Union, later the Woman's Party.

Her leadership was key in the final passage of the 19th Amendment in 1920: without the state reforms -- an increased number of states in which women could vote in primary elections and regular elections -- the 1920 victory could not have been won.

Also key was the bequest in 1914 of Mrs. Frank Leslie (Miriam Folline Leslie) of nearly a million dollars, given to Catt to support the suffrage effort.

Carrie Chapman Catt was also one of the founders of the Women's Peace Party during World War I, helped to organize the League of Women Voters after the passage of the 19th Amendment (she served the League as honorary president until her death). She also supported the League of Nations after World War I and the founding of the United Nations after World War II. Between the wars, she worked for Jewish refugee relief efforts and for child labor protection laws. When her husband died, she went to live with a long-time friend, suffragist Mary Garrett Hay. They moved to New Rochelle, New York, where Catt died.

# Appendix B

## Suffragist Chart

Suffragist	Susan B. Anthony	Carrie Chapman Catt	Lucreita Mott	Elizabeth Cady Stanton
Organization affiliation?				
Active Years				
Famous writing, speech or quote				
Specific actions				
Outcome of their actions				

# Document Based Questions: Women's Suffrage/ Grade 8

By: Deanna Jaroszeski

## Frostproof Middle/Senior High School

Our country was built not only by the sweat of our forefathers but also by the sweat of the women of this great nation. Without the women doing their part, the men would not have succeeded. Yet when it was time to vote for the person who would lead this country, women had no voice because they were not allowed to vote in elections. After the Civil War, black men were given the right to vote and women had no way to express their opinions. Eventually women began to demand a voice and began the Suffragist movement.

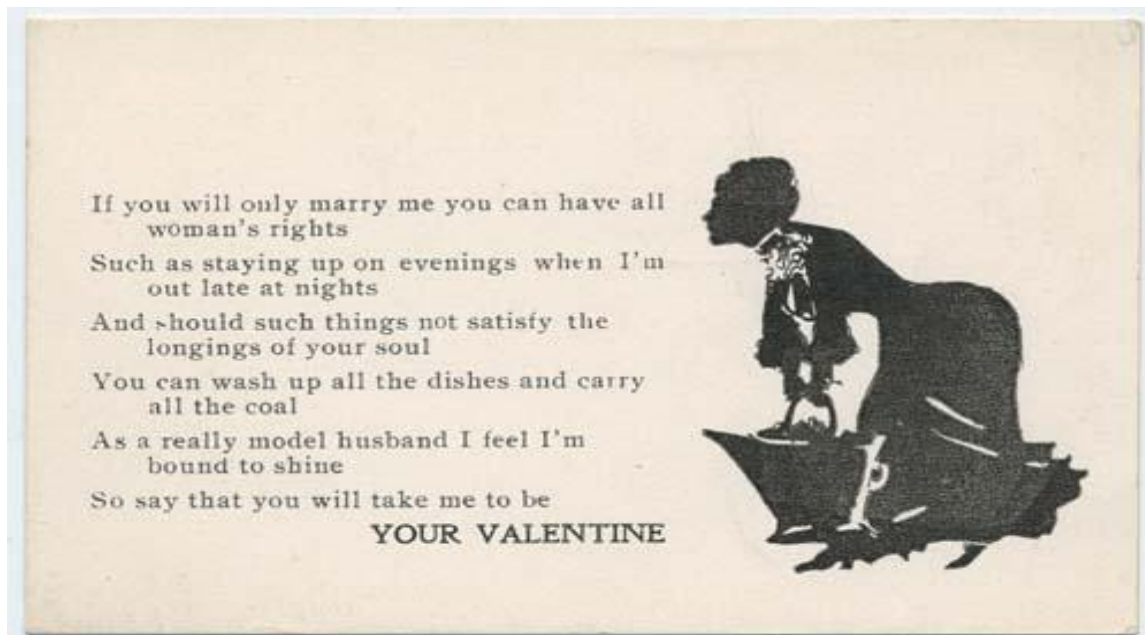
### Part 1

Study the documents that follow and use information we have discussed in class to answer the questions that follow each document or picture below. There will be a writing assignment at the end of this lesson.

In the writing assignment that follows you will be asked to write a five paragraph composition using the information found in the documents and things we discussed in class. In your essay you should include: a.) what was women's suffrage. b.) how women were treated as property and not people when it was time to vote. c.) what did women do to obtain the right to vote and count as equals to men.

#### Document A:

Source: Google.com/images



1.) What types of rights did women have based on this picture?

2.) How did men see themselves when compared to women?

**Document B:**

Source: American Associated Press

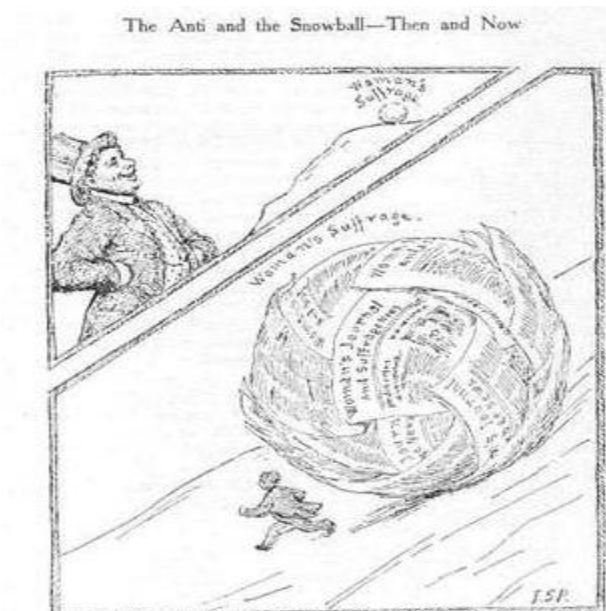
New York City Parade 1912



3.) What did the women in this picture do to fight for the right to vote?

**Document C:**

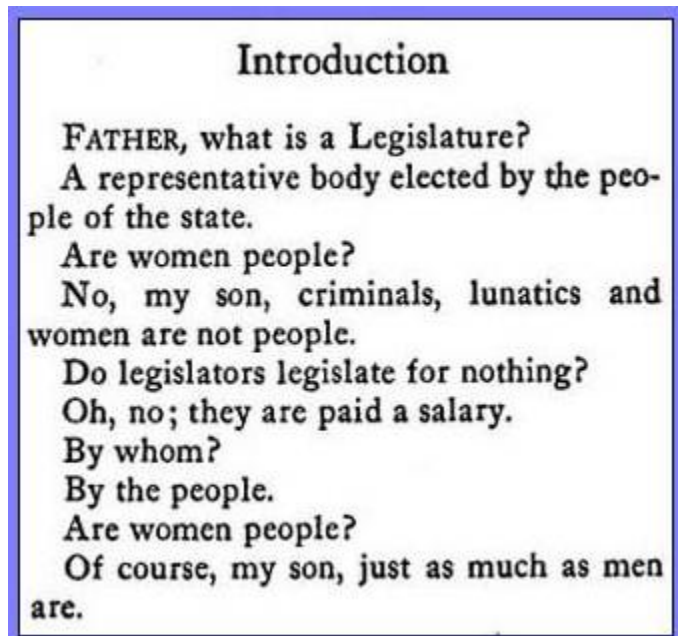
Source: Yahoo.com/images



- 4.) In the first picture in Document C who appears to be the strongest?
- 5.) In the second picture in Document C who appears to be the strongest?
- 6.) Explain what is happening in Document C.

### Document D

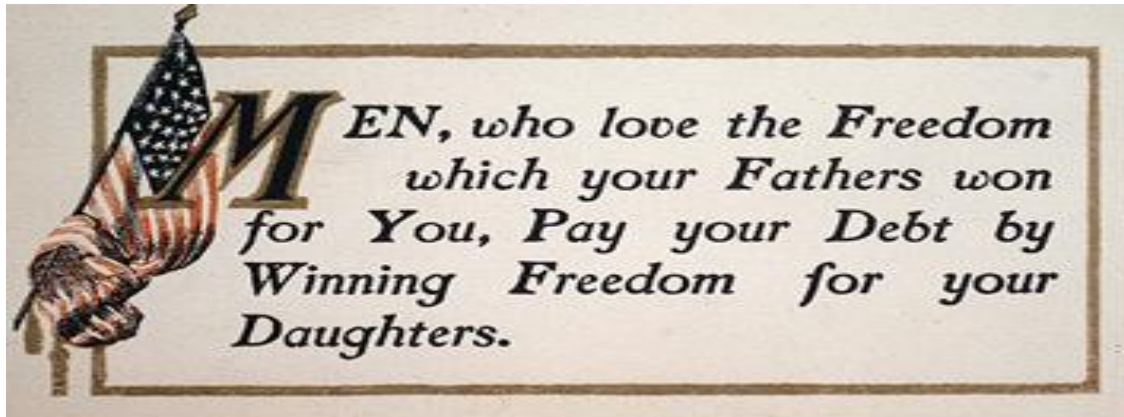
Source: Book of Rhymes- Library of Congress



- 7.) What is this father telling his son about the worth of women?
- 8.) How do you feel about what the poem says?

## Document E

Source: Unknown



9.) Which side of the Suffragists Movement do you think produced these business cards?

10.) Do you think it made fathers think positively about women voting?

## Document F

Source: New Ireland Graphic circa 1912



- 11.) In this document what does the phrase "The Summit at Last" mean? Explain.
- 12.) Who does the lady in this picture represent?
- 13.) Is this an American poster?
- 14.) How can you tell where it is from?
- 15.) What does this poster tell you about how women are treated in other countries?

**Document G**

Source Google.com

**VOTES FOR WOMEN.**

**MISS ABADAM**

Will speak at the  
**CO-OPERATIVE HALL, WALSALL,**  
On **THURSDAY, MARCH 21st,** at 3 o'clock  
**TO WOMEN ONLY;**  
AND AT A  
**PUBLIC MEETING**  
At **EIGHT o'clock,**  
**At the Co-operative Hall, Bloxwich.**  
Subject—  
**WHITE SLAVE TRAFFIC**

Doors open at 7-30

The underlying cause of very much misery, sin and disease in the World is the present legal, political, and economic helplessness of women. For the sake of sweated women, in compassion for all who suffer through the sins of others, to check the hideous White Slave Traffic, etc., and in pity for the untold miseries of child-life, and the terrible evil of infant mortality, we ask all who are striving for Women's betterment to come to the above Meetings.

**ADMISSION FREE. COLLECTION.**  
Read "VOTES FOR WOMEN." 1d.  
Office—19 LEICESTER STREET, WALSALL.

16.) What is anti suffrage being compared to?

17.) Who are these meetings being held for (who is the audience)?

18.) What problems are being blamed on anti suffrage?

## Document H

Source U.S. Constitution- National Archive/loc

### AMENDMENT XIX

*Passed by Congress June 4, 1919. Ratified August 18, 1920.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

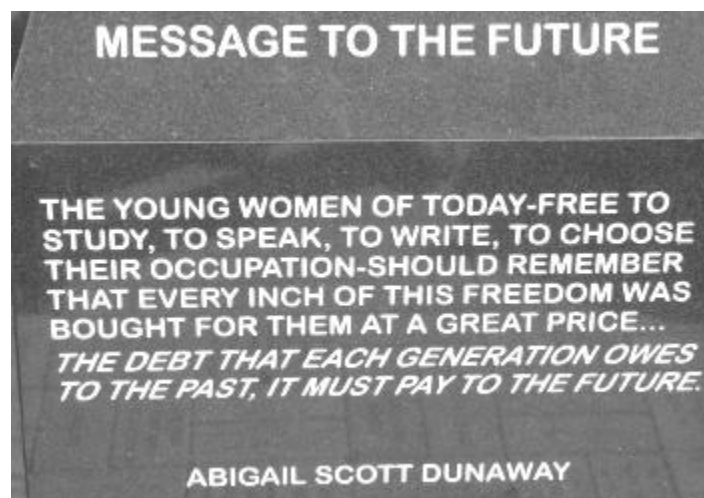
Congress shall have power to enforce this article by appropriate legislation

19.) What Amendment to the Constitution guarantees women the right to vote?

20.) When was it passed into law?

## Document I

Source: Google.com/images



21.)What does Abigail Dunaway feel women should do celebrate their right to vote?

## **Part 2**

In this writing assignment you will write a five paragraph composition using the information found in the documents and things we discussed in class. In your essay you should include: a.) what was women's suffrage. b.) how women were treated as property and not people when it was time to vote. c.) what did women do to obtain the right to vote and count as equals to men. d.) how did the Suffragist movement end.