

**DBQ Women's Suffrage**  
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The following question is based on documents (A-H). Some of these documents have been edited for this exercise. This question is designed to test your ability to work with historic documents. As you analyze these documents and answer the questions, take into account the sources of the document and the author's point of view.

Assignment:

- Analyze documents
- Answer questions for each document
- Outline to organize your essay
- Write a well-organized essay (introduction, supporting paragraphs and a conclusion).
- Use evidence from the documents and your knowledge of American History to answer the essay question with citations
- Answer every part of the essay question

During the Second Great Awakening many people became supporters of improving peoples' quality of life by attempting to eliminate perceived injustices in American Society. Women were expected to nurture and instill in their children the virtue of civic responsibility. This responsibility of republican motherhood allowed women to take part in discussions on government, public policy, and the rights of citizenship. Discussions over slavery, education, prison conditions as well as other social concerns became topics of conversation as part of the Reform Movement. Some Advocates who questioned the morality of slavery began applying the same objections to the lack of rights held by women in America. This began the woman's movement and its quest for full citizenship rights for women through suffrage and property rights.

In 1848 the first national convention on the issue of woman's suffrage took place in Seneca Falls, New York. Here leaders of the movement drafted the "Declaration of Sentiments and Resolutions", drawing from the *Declaration of Independence* as its main source of inspiration. After the Civil War, African American males gained legal rights, including suffrage, but discrimination based on gender was left out of the 14<sup>th</sup> and 15<sup>th</sup> amendments. Women over time were able to gain property rights but not suffrage. It seemed many of the male and female reformers who worked to support racial equality were not automatically in favor of gender equality.

After the Civil War the increase in Industrialization brought more women into competition with men in the work force, giving the movement more cause to its arguments. By 1910 four states-Wyoming, Colorado, Utah, and Idaho - had granted suffrage to women. President Taft refused to support women's suffrage. The issue became more polarized on both sides of the issue with the debate over ratification of the 19<sup>th</sup> amendment. Some women did not want the weight of the civic responsibility that comes with the right to vote. Some felt that every woman should be given the right to choose whether or not to exercise the right to vote. Both sides made arguments about how national suffrage would affect a woman's responsibilities in the home and the workplace and about impact on Government.

**Question: Compare and Contrast the arguments for and against women's suffrage. Include in your analysis of this debate how pro women's' suffrage advocates address the criticisms of anti-women's suffrage groups?**

**Document A Senator Robert Owen Supports Women (1910)**

Women compose one-half of the human race....working women receive a smaller wage for equal work than men do, and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot.....

Equal pay for equal work is the first great reason justifying this change of governmental policy.

...[Women] are the equals of men in intelligence, and no man has the hardihood to assert the contrary. . . .

....Women are better informed about house government, and she can learn state government with as much facility as he can learn how to instruct children, properly feed and clothe the household, care for the sick... or make a house beautiful.

...Its results in Colorado....First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the state...the better care of the insane, the deaf, the dumb, the blind. .... Improving prisons of the state; improving the hospital services of the state; improving the sanitary laws affecting the health of the homes of the state. ...Above all, there resulted laws for improving the school system.

Several important results followed. Both political parties were induced to put up cleaner, better men, for the women would not stand a notoriously corrupt or unclean candidate. ....Every evil prophecy against granting the suffrage has failed. ....

First, it has not made women mannish; they still love their homes and children just the same as ever, and are better able to protect themselves and their children because of the ballot.

Second,...They have not become swaggerers and insolent on the streets. They still teach good manners to men... [Suffrage] has ....increased the understanding of the community at large of the problems of good government...

It has not absolutely regenerated society, but it has improved *it*...

The great doctrine of the American Republic that "all governments derive their just powers from the consent of the governed" justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage.

Annals of the American Academy of Political and Social Science 35, Supplement (May 1910): 6-9, passim.

1. According to Senator Owens what are the gender expectations of the duties and roles of women as wives and mothers?

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2. What assumptions does Senator Owens make, about the differences between men and women? In his opinion, how do these differences affect a women's' ability to perform her civic duty?

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3. How has women's suffrage changed government and the standard of living in Colorado according to the Senator? How has it affected a woman's ability to meet society's expectations of her duties as a wife and mother?

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4. How does the Senator compare the struggle for women's suffrage to the fight for American Independence?

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**Document B Mrs. Gilbert E. Jones A Women Assails Woman Suffrage (1910)**

Taxation without representation is tyranny, but we must be very careful if define what we mean by the phrase.... We have a "tyranny" here, we are told. Because some women pay taxes, yet do not vote. If this is true without any qualification, it must be true not only of women, but of everybody.

...This League cannot find that the ballot will help the wage-earning woman. Women must reason to organization, association, and trade unions, and then they can command and maintain a standard wage. Supply and demand will do the rest.

Women are not well trained and often very deficient and unskilled in most of their occupations... Married women should be kept out of industry... As scientists, physicians, and sociologists all state that as women enter into competitive industrial life with men, just so does the death rate of little children increase and the birth rate decrease.

..."Anti's" ask for more discrimination and better selection of industrial occupations...The average woman has half of the physical strength of the average man, and the price she must pay when in competition with him is too great for her ultimate health and her hope of motherhood.

...The question of woman suffrage should be summed up in this way: Has granting the ballot to women in the two suffrage states where they have had it for forty years brought about any great reforms or great results? No...

Have the slums been done away with? Indeed no.

Are the streets better cleaned in the states where women vote? No, they are quite as bad as in New York City.....

Have women purified politics? No...

Have women voted voluntarily? Some do; but thousands are carried to the polls... otherwise they would not vote.

...Are there laws on the statute books that would give women equal pay for equal work? No, and never will be.

Are women treated with more respect in the four suffrage states than else where? Not at all-certainly not in Utah. . . .

The National League for the Civic Education of Women, an anti-suffrage group

Annals of the American Academy of Political and Social Science 35, Supplement (May 1910): 16-21, passim.

1. According to Mrs. Jones what are the gender expectations of the duties and roles of women as wives, mothers and members of the work force?

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2. What arguments does Mrs. Jones make about the differences between men and women? How does she feel these differences affect a woman's ability to be competitive in the workforce with men while still being a mother?

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3. What argument does Jones make regarding suffrage and the paying of taxes?

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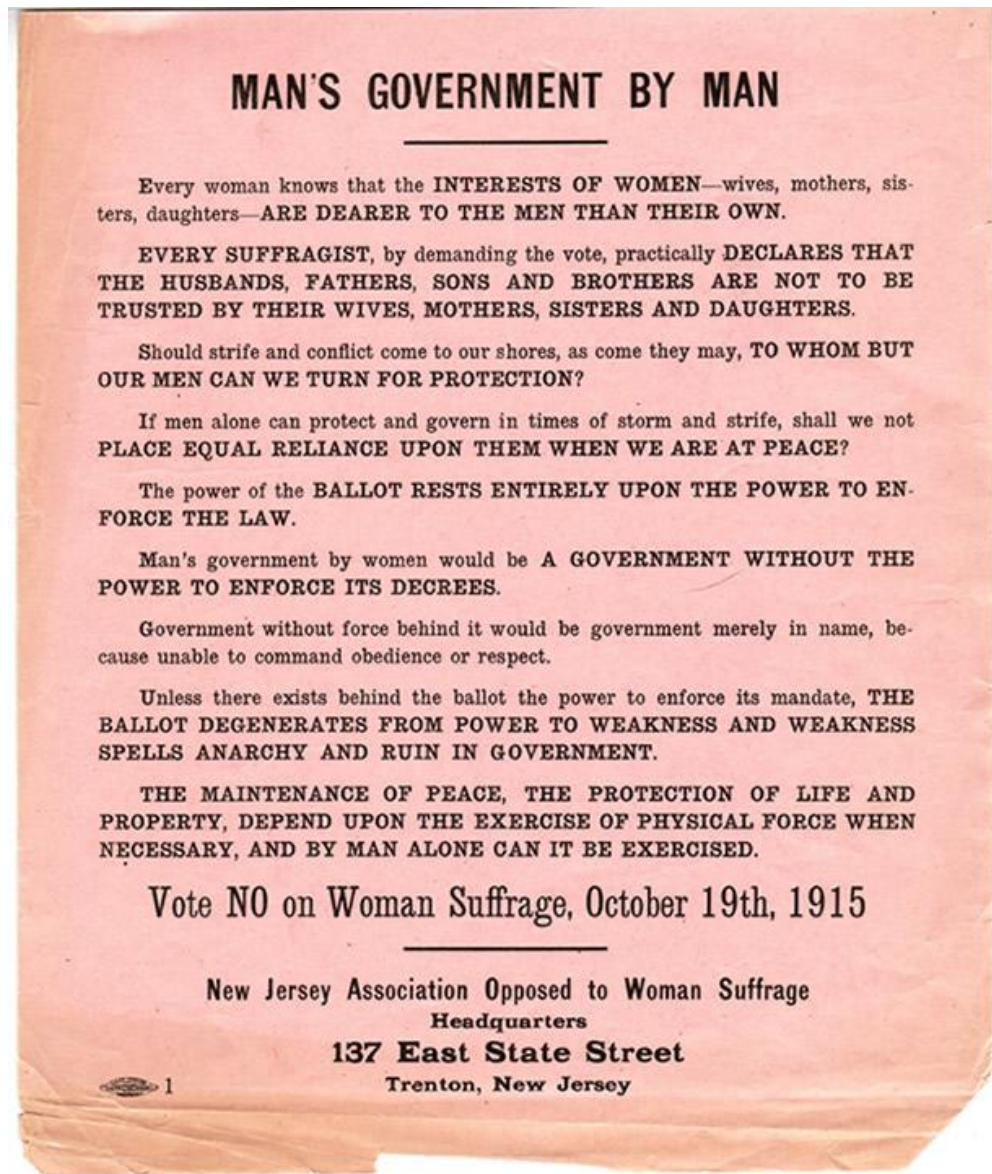
4. How has granting women's suffrage in some states affected the roles of women in those societies, according to Jones?

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Document C Man's Government By Man



[http://www2.scc.rutgers.edu/njh/womens\\_suffrage/duty.php](http://www2.scc.rutgers.edu/njh/womens_suffrage/duty.php)

1. What are the beliefs about the gender roles of men and women in society?

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2. What is the poster predicting will happen to government if women have the right to vote and why?

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**Document D To The Men of New Jersey**

**Song: She's Good Enough To Be Your Baby's Mother And She's Good Enough to Vote With You**

No man is greater than his mother  
No man is half so good  
No man is better than the wife he loves  
Her love will guide him  
What 'ere beguile him

She's good enough to love you and adore you  
She's good enough to bear your troubles for you  
And if your tears were falling today  
Nobody else would kiss them away

She's good enough to love you and adore you  
She's good enough to bear your troubles for you  
And if your tears were falling today  
Nobody else would kiss them away  
She's good enough to warm your heart with kisses  
When your lonesome and blue  
She's good enough to be your baby's mother  
And she's good enough to vote with you

She's good enough to warm your heart with kisses  
When your lonesome and blue  
She's good enough to be your baby's mother  
And she's good enough to vote with you

Man plugs the world in war and sadness  
She must protest in vain  
Let's hope and pray someday we'll hear her pain  
Stop all your madness, I bring you gladness

She's good enough to give you old Abe Lincoln  
She good enough to give you Brandon Sherman  
Robert E. Lee and Washington too  
She was so true she gave them to you  
She's good enough to give you Teddy Roosevelt  
Thomas A. Edison too.  
She's good enough to give you Woodrow Wilson  
And she's good enough to vote with you.

Anna Chandler (Paley) Columbia Single #A-1950 (1/1916) Transcribed by Laura Sproul.  
Underlined lyrics are in question

[http://www2.scc.rutgers.edu/njh/womens\\_suffrage/comp.php](http://www2.scc.rutgers.edu/njh/womens_suffrage/comp.php)

1. What are the assumptions about the roles of women in this time period according to the song?

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2. What arguments are made in the song regarding why women should be given the right to vote?

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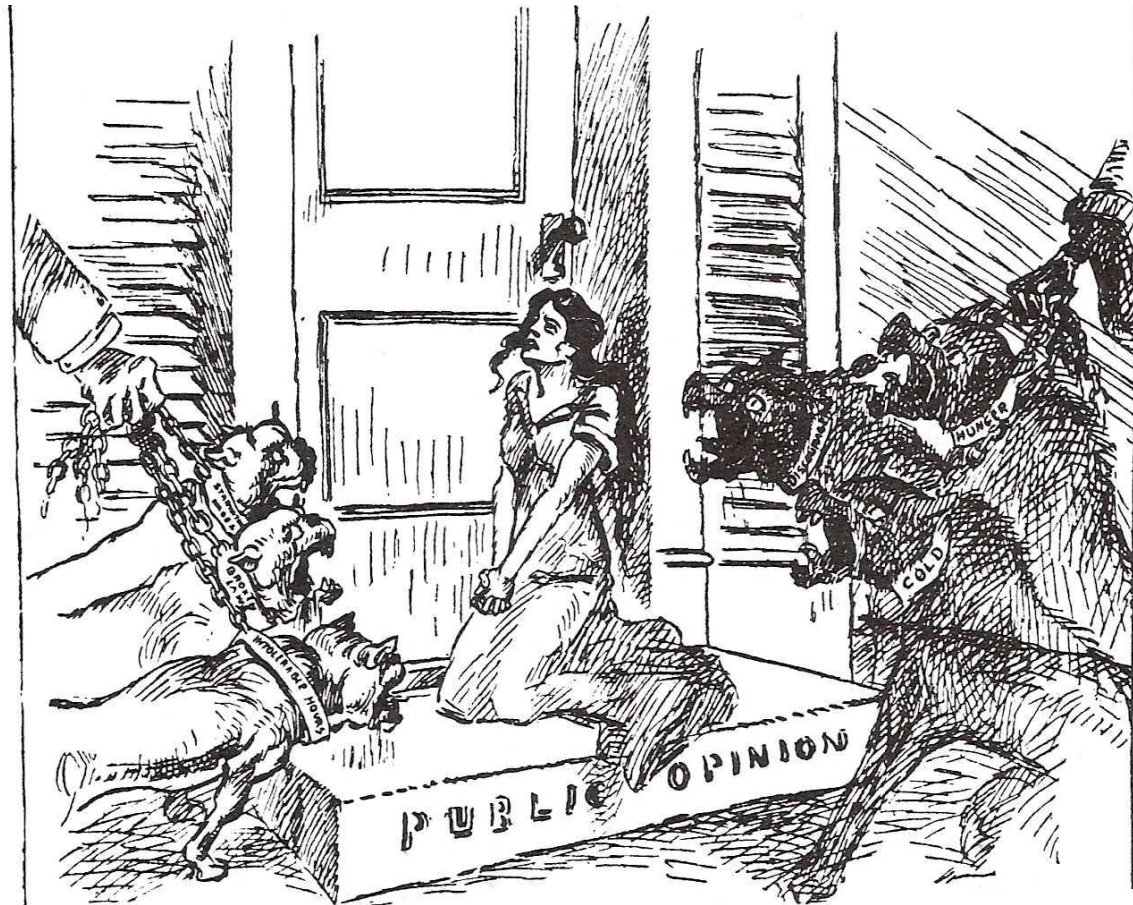
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3. How does this song attack the arguments made by the man's government poster in Document C?

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**Document E What is Her Protection**



*But when the hounds of Starvation Wages, Broken Laws, Intolerable Hours, Cold, Hunger and Discouragement pursue her, where is her place and what is her protection? 1912*

Lou Rogers, *New York Call*, May 1912, courtesy of The State Historical Society of Wisconsin

1. What do the dogs represent?

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2. How are the dogs affecting the woman's ability to provide for her family and maintain her duties as a woman?

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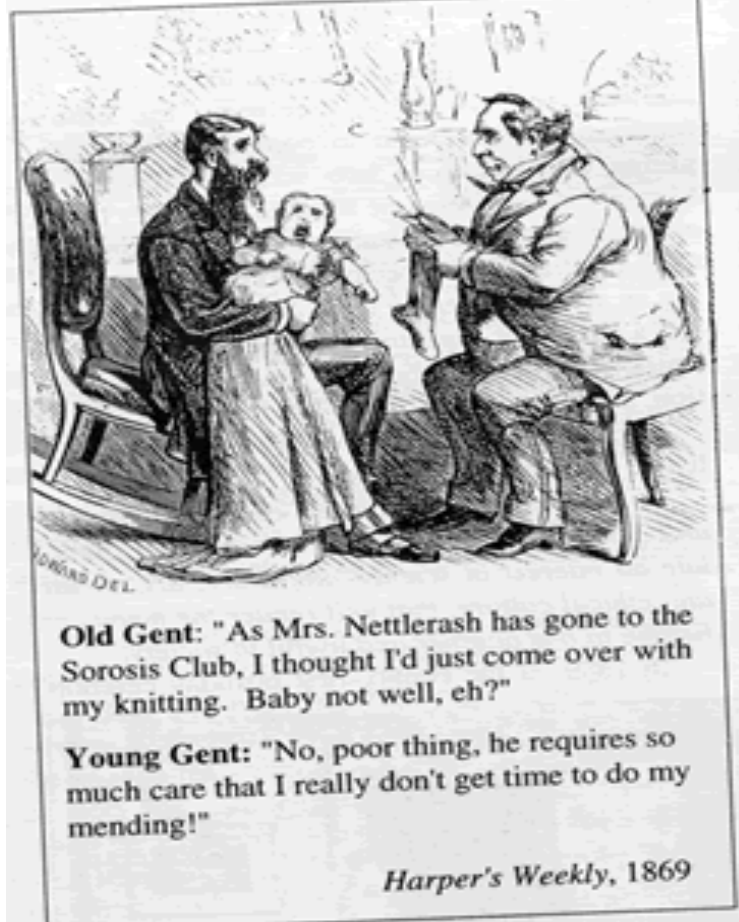
3. According to the implications of the cartoon, what would allow a woman to meet the needs of her roles in society and have protection against the items symbolized by the dogs?

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4. How might anti-suffragists argue against the arguments made in the cartoon?

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**Document F Old Gents**



[http://www2.scc.rutgers.edu/njh/womens\\_suffrage/vote.php](http://www2.scc.rutgers.edu/njh/womens_suffrage/vote.php)

1. What are the men doing that is considered unusual for this time period?

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2. What is this cartoon saying will happen to the traditional roles of men and women if the 19<sup>th</sup> amendment is passed?

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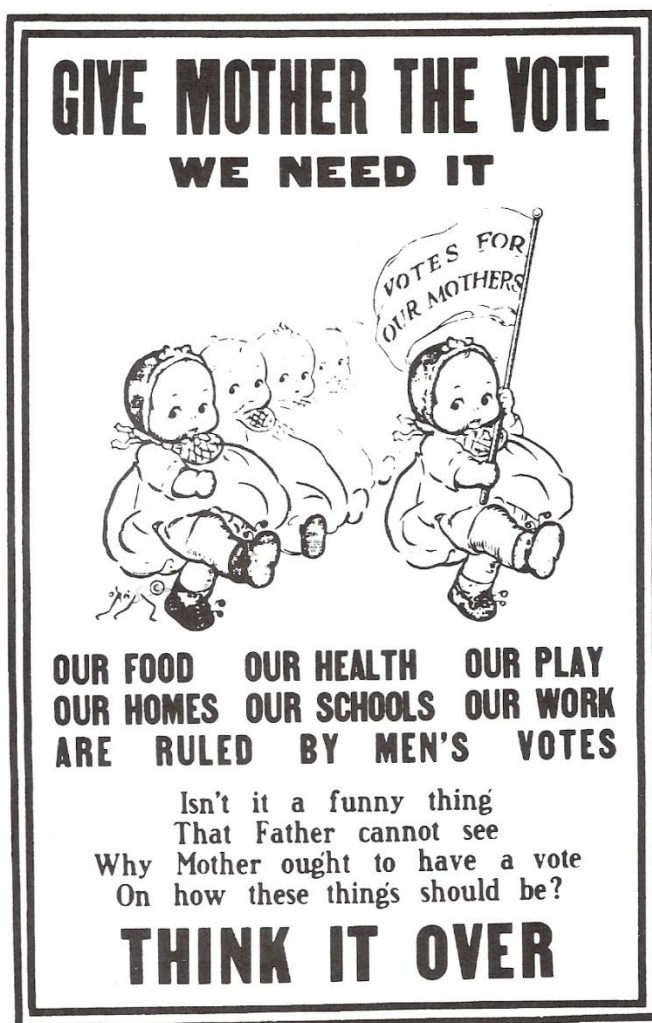
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3. How might supporters of the 19<sup>th</sup> amendment argue against the message of the cartoon?

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Document G Give Mother the Vote



Rose O'Neill, Stock Montage, Chicago

1. What do the babies want?

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2. What arguments do the babies make to support their position?

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3. How might opponents of the 19<sup>th</sup> amendment argue against the argument made in the cartoon?

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## Document H Ladies Trousers



[http://www2.scc.rutgers.edu/njh/womens\\_suffrage/vote.php](http://www2.scc.rutgers.edu/njh/womens_suffrage/vote.php)

1. What is unusual about the comment about the trousers for this time period? What do the pants symbolize in the cartoon?

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2. What does the cartoon suggest would happen to the traditional roles of men and women if the 19<sup>th</sup> amendment is passed?

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3. How might a supporter of the 19<sup>th</sup> amendment argue against the points made by this cartoon?

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**Question: Compare and Contrast the arguments for and against women's suffrage. Include in your analysis of this debate how pro women's' suffrage advocates address the criticisms of anti-women's suffrage groups?**

Directions: The question above is based on documents (A-H). Some of these documents have been edited for this exercise. This question is designed to test your ability to work with historic documents. As you analyze these documents and answer the questions, take into account the sources of the document and the author's point of view.

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#### **Rubric**

- A. A comprehensive, well-organized essay focused on the question.  
Well-developed thesis.  
Confronts conflicting nature of the evidence.  
Provides In depth analysis of documents  
Substantial relevant outside information.  
Generally error free.
- B. Well-developed essay which addresses the question.  
Clear thesis.  
Analyzes documents  
Includes considerable outside information.  
May contain minor errors.
- C. Addresses question generally.  
Limited thesis supported by evidence.  
More descriptive than analytical  
Use of Some relevant outside Information.  
May contain errors, usually not major documents.
- D. Essay is a partial restatement of question.  
Unsupported thesis.  
Paraphrases documents with little to no analysis,  
Uses little or no outside Information.  
May contain serious errors.
- E. Essay is poorly developed, reflects inadequate understanding of the question.  
May have no thesis.  
Incomplete listing of documents.  
Erroneous and/or Irrelevant outside Information.



When grading the DBQ it should follow this format

Outline for DBQ

Title: \_\_\_\_\_

Grabber:

\_\_\_\_\_

Background info:

\_\_\_\_\_

Key Terms  
W/Definitions:

\_\_\_\_\_

Thesis statement  
answering question:

\_\_\_\_\_

P2 Home

P3 Work Force

P4 Government

P2 Baby Thesis Effects on Home:

\_\_\_\_\_

Con Evidence & (Docs sited):

\_\_\_\_\_

Pro Evidence &( Docs sited):

\_\_\_\_\_

Analysis/Argument: How did pro address criticisms:

\_\_\_\_\_

P3 Baby Thesis Effects on Work Force:

\_\_\_\_\_

Con Evidence & (Docs sited):

\_\_\_\_\_

Pro Evidence &( Docs sited):

\_\_\_\_\_

Analysis/Argument: How did pro address criticisms:

\_\_\_\_\_

P4 Baby Thesis Effects on Government:

\_\_\_\_\_

Con Evidence & (Docs sited):

\_\_\_\_\_

Pro Evidence &( Docs sited):

\_\_\_\_\_

Analysis/Argument: How did pro address criticisms:

\_\_\_\_\_

P5 Restate main idea:

\_\_\_\_\_

Address issues w/minor counter points:

\_\_\_\_\_

Concluding Sentence:

\_\_\_\_\_

## References

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