

Women's Suffrage
Heather Deiches Wasemann
McKeel Academy of Technology

Women's Suffrage

I. A. Summary

This lesson is designed as a critical thinking group activity for students to investigate, discuss, and write about the issues surrounding the debate over ratification of the 19th amendment for women's suffrage. This lesson is designed as one segment of an overall Unit on the Progressive Movement. Prior to this lesson students should have previous knowledge of the origins of women's suffrage including: the Second Great Awakening, the Reform movement, Industrial Revolution, 14th amendment, 15th amendment and the origins and goals of the Progressive Movement. This lesson uses primary source documents from the website [Electronic New Jersey: A Digital Archive of New Jersey History](#). This Lesson also uses primary source documents from *The American Spirit*, 11th Ed., Vol. II, since 1865. This lesson specifically looks at arguments made in favor of and against women's suffrage. Students will examine arguments based on beliefs of the effects women's suffrage would have on women's expectations in the home, the workforce, and on the effectiveness of government. This Lesson takes approximately two 50 minute class periods and 1 week outside of class for the assessment. Other topics in the chapter would be addressed later on in the week using separate activities not provided. Materials include: The DBQ packet :Student directions, A brief history of the Women's Suffrage Movement, DBQ essay question, primary sources documents with scaffolding, document table worksheet, prewriting outline worksheet and student rubric. The Lesson also, includes teacher directions, teacher visual of grouping, and DBQ assessment handout with two different rubrics.

B. Objectives

1. This lesson addresses Sunshine State Standards SS.C.1.4.4., SS.A.5.4.3a, and SS.A.5.4.3, SSC.2.4.3, L.A. 1.4.2, L.A.A 2.2.7,L.A.A 2.4.2, LAA 2.4.7,LAA.2.4.8, LAA2..2.1, and LAA 1.4.1
2. Students will use prior knowledge and primary sources to draw comparisons and differentiate between opposing arguments made by pro and anti women's suffrage groups.
3. Students will use prior knowledge and primary sources to evaluate varying points of the women's suffrage movement.
4. Students will use prior knowledge and primary sources to determine fact from opinion by identifying and examining gender biases within the historical context of the debate over women's suffrage.
5. Students will be able to use prior knowledge and primary sources to answer a document based question in the form of a 3.5 paragraph essay including a well written thesis sentence.
6. Students will be able to use prior knowledge and primary sources to write a persuasive essay that shows organization, uses proper grammatical techniques, and provides supporting arguments centered around proving a thesis.

C. U.S. History Time Period

Progressive Movement 1890-1919.

D. Grade Levels

The handouts and materials are geared more towards high school or advanced middle school students. The types of activities can be used for any grade level if you modify them to match the curriculum you use and modify the language or vocabulary to fit your students' needs.

E. Materials

- A. Your American History Textbook.
- B. 1 copy of the DBQ packet per student (instructions, DBQ question, background info, all Documents, copy of the document, and student rubric.
- C. Rubrics, and References

F. Lesson Time

Two fifty minute class periods. Essay one week outside of class.

G. Assessment

On separate sheets of paper students will complete the DBQ Essay using his or her outline, the information in his or her document table and by reviewing the documents. They have one week to complete the assignment outside of class. If applicable have students type the assignment and turn it in electronically and in hard copy.

II. Lesson Procedures

- A. Start by having students in five home groups of six students per group (red, orange, green, blue and purple). Give each student an activity/DBQ packet. Students should read the background paragraph and DBQ question on page 2 in their home groups.
- B. Next have the student in each group number off 1 through six. Have all the students of the same numbers join together into new expert groups based on the following three categories. 1's and 4's speeches; 2's and 5's posters/song; and 3's and 6's political cartoons. (5 min)
- C. In their expert groups have the students read only the documents for their assigned categories. Students should answer the questions that follow their assigned documents. Everyone needs to write the answers on his or her own document to bring back to his or her home color group. Expert Groups' Documents = 1's and 4's (A, B Speeches), 2's and 5's (C, D ,G posters/song) and 3's and 6's (E, F, H, political cartoons). (10 min)
- D. Next have them discuss the documents in their expert category groups and fill in their document table. They should discuss and answer the worksheet table questions for only the documents their expert group is assigned. Some documents apply to all topics across the top of the table and some do not. Everyone needs to write the answers on the worksheet to bring back to his or her home color group. (10 min)
- E. Have students take turns in their color groups sharing their documents and answers to each document's questions. The students should write the answers to the other documents' questions in their document packet. (10 -15 min)
- F. Have students take turns sharing and writing down the information for the documents in their document tables. (10 min)
- G. Day 2: Now have students reread the background information on page 2, the DBQ question, and the rubric on page 12. (7 min)
- H. Have students fill out the outline using brief notes. There should not be any paragraphs in the outline. Remind them how to cite the document for their outline and essay (Doc A). They may use their group members to help them figure out where to use the documents as evidence in the outline. However, each outline should look and sound unique.
- I. On a separate sheet of paper have students complete the DBQ using their outlines. Give students one week to complete the assignment outside of class. If applicable have students turn in a typed copy electronically and in hand copy. If you have been routinely doing DBQ's you can have students complete the DBQ in Class. You would need to make sure you change the student instruction sheet.
- J. Using the rubric either score the essays yourself or have students score each other's essays. Make sure the names are not visible. Have three different students score the same essays with your own score having the final say. For advanced students use the AP rubric.

Lesson Activities and Materials

Visual of Color Home Groups



Visual of Expert Category Groups



Student Directions

1. Get into your home color group of six people. The groups are red, orange, green, blue, and purple. In your color group number off 1-6. Each person should have his or her own DBQ packet. (5 min)
2. Read the background and document essay questions. (5 min)
3. Now break into separate groups based on your numbers. Example= all ones get together. Take your packet with you. (1 min)

Groups 1 & 4 will be separate groups for the documents (A, B speeches)

Groups 2 & 5 will be separate groups for the documents (C, D, G posters/song).

Groups 3 & 6 will be separate groups for the documents (E, F, H- political cartoons).

4. In these expert document groups read the documents as noted above. Then discuss and answer the questions at the bottom of your documents. (10-15 min)
5. Next in your expert group fill out the document table worksheet as a group for your documents. Some documents apply to all topics across the top of the table and some do not. Everyone needs to write the answers on the worksheet to bring back to their home color group. (10 min)
6. Taking turns in your color group, share your documents and answers to each document's questions. Write the answers to the other documents' questions that were not a part of your expert group. (10 - 15 min)
7. Take turns sharing and writing down the information for the documents in your document table. (10 min)
8. Day 2: Reread the background pg. 2, the DBQ question, and the rubric pg.12 (5 min)
9. Fill out the outline using brief notes. There should not be any paragraphs in the outline. Don't forget to cite the document with its letter (Doc A). You may discuss with your group to help you figure out how you can use the documents as evidence. However each outline should still look and sound unique.
10. On a separate sheet of paper complete the DBQ using your outline, the information you gained in your group, and by reading the documents over yourself. You have one week to complete the assignment outside of class.

DBQ Packet Women's Suffrage
American History High School or Advanced Middle School
Heather Deiches- Wasemann
McKeel Academy of Technology

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 and fill out the table for each document
- Fill out the 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

Back Ground:

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 14th and 15th 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 19th 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?

Worksheet Woman's Suffrage

Student Names	Documents is pro or anti suffrage	What evidence is suggested regarding the effects suffrage would have on the home?	What evidence is suggested regarding the effects suffrage would have on the work force?	What evidence is suggested regarding the effects suffrage would have on the effectiveness of government?
	Doc. A Senator Owens <hr/> suffrage			
	Doc. B Mrs. Jones <hr/> Suffrage			
	Doc. C Man's Government by Man <hr/> Suffrage			
	Doc. D To the Men of New Jersey <hr/> Suffrage			
	Doc. E What is her Protection <hr/> Suffrage			
	Doc. F Old Gents <hr/> Suffrage			
	Doc. G Ladies Trousers <hr/> Suffrage			
	Doc H Give Mom the Vote <hr/> Suffrage			

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] hasincreased 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?

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

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?

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

Document B Mrs. Gilbert E. Jones A Woman Assails Women's 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.

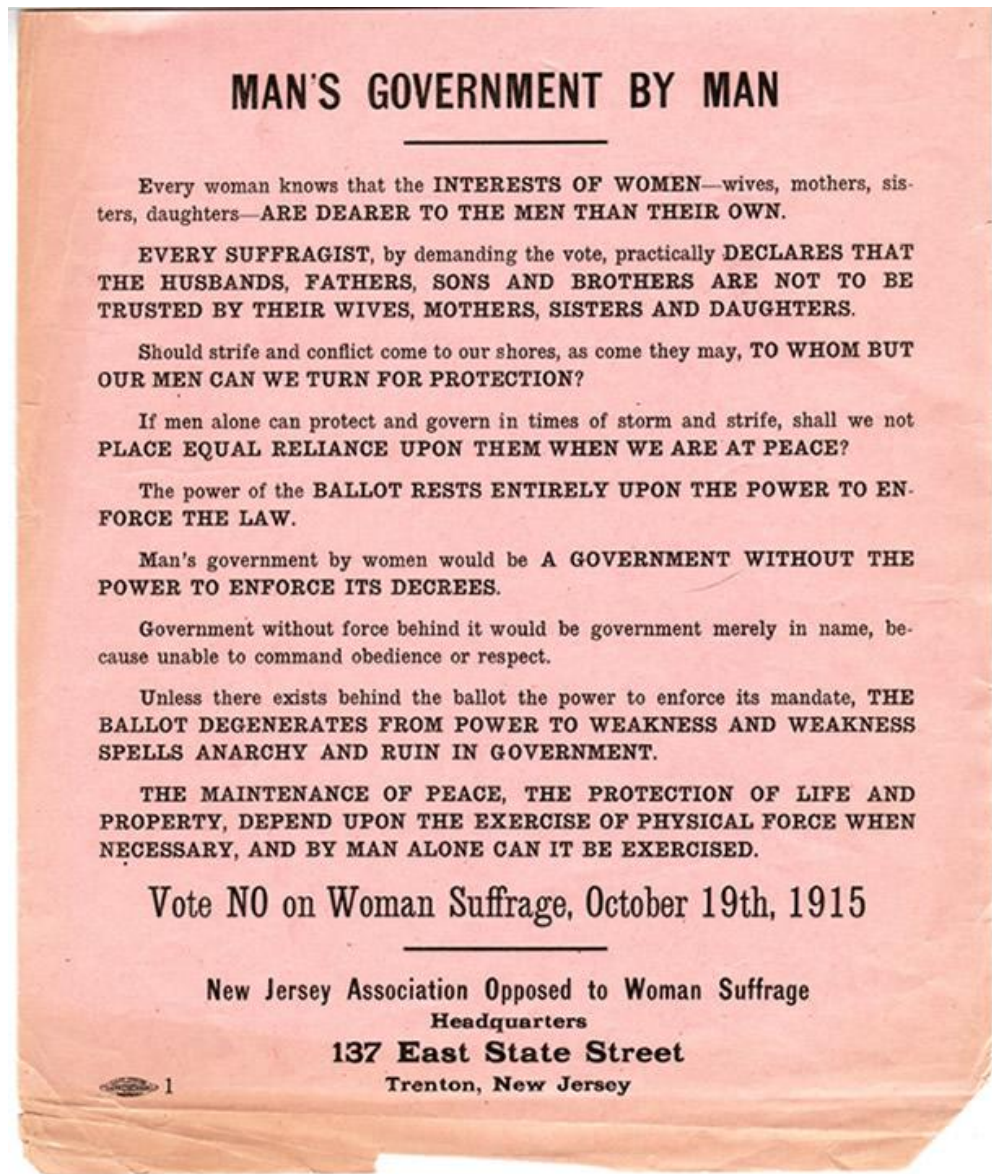
1. According to Mrs. Jones what are the gender expectations of the duties and roles of women as wives, mothers and members of the work force?

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?

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

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

Document C Man's Government By Man



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?

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

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

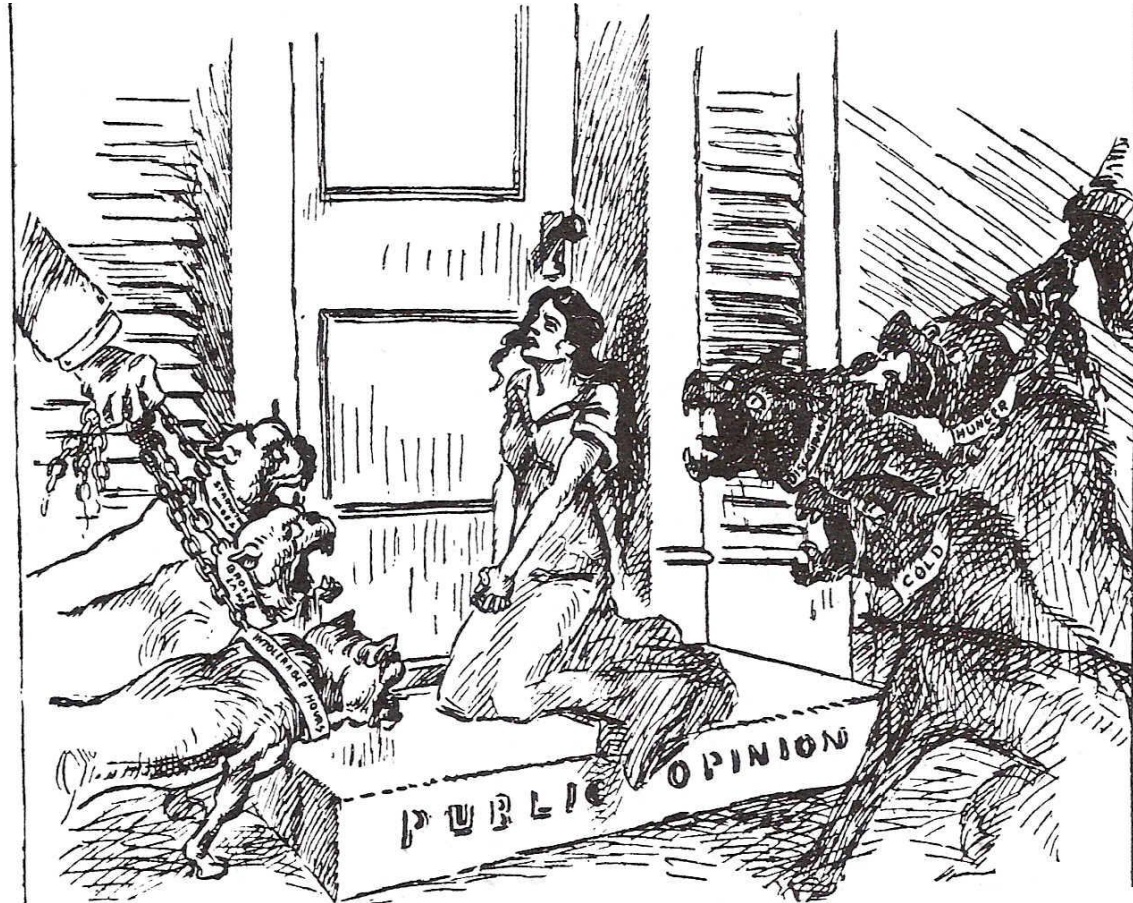
http://www2.scc.rutgers.edu/njh/womens_suffrage/comp.php

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

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

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

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

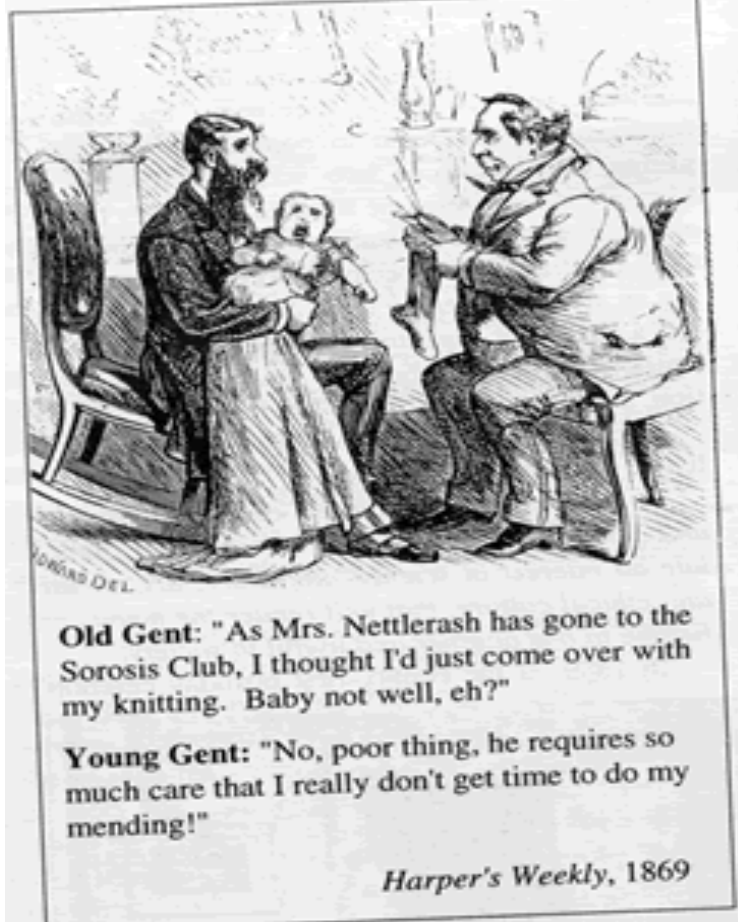
1. What do the dogs represent?

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

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?

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

Document F Old Gents



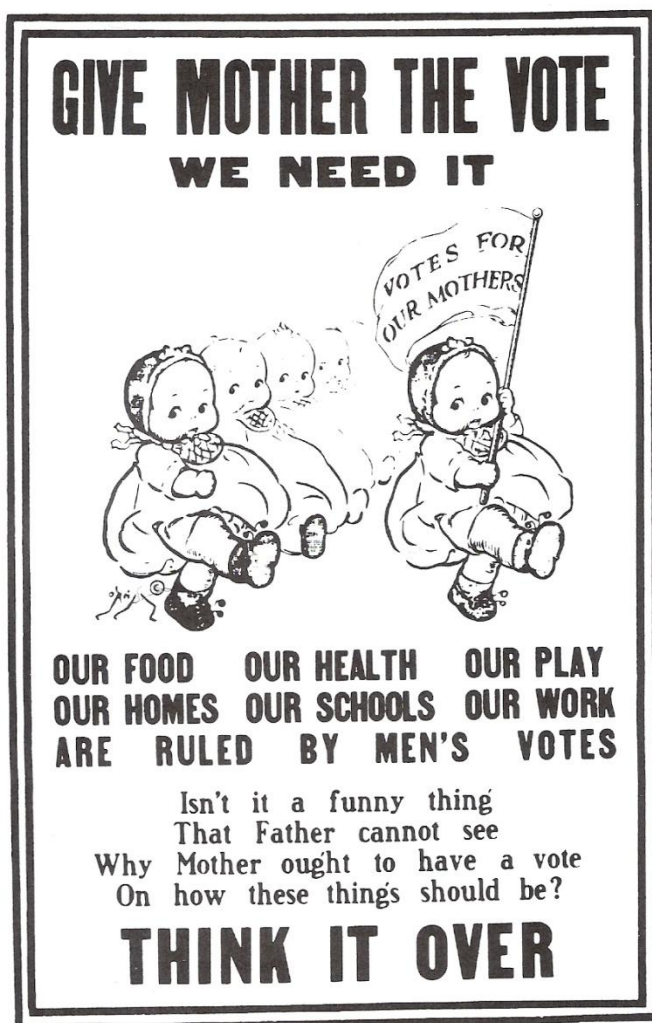
http://www2.scc.rutgers.edu/njh/womens_suffrage/vote.php

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

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

3. How might supporters of the 19th amendment argue against the message of the cartoon?

Document G Give Mother the Vote



Rose O'Neill, Stock Montage, Chicago

1. What do the babies want?

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

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

Document H Ladies Trousers



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?

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

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

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.

Assignment:

- Analyze documents
- Answer questions and fill out the table for each document
- Fill out the 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

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.

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:

Optional Rubric for High School Honors or AP

(Can be modified for lower levels to provide feed back)

AP U

06/22/2007 06:21

AP U.S. History _____ STUDENT NAME: _____
 Mr. Mercado _____

DBQ ESSAY RUBRIC GRADE SHEET

AP ESSAY RAW SCORE: (0-9)	AP GRADE: (1-5)	CLASS GRADE: (% of 100)
----------------------------------	------------------------	--------------------------------

<p>Superior Essay "5": AP Score of 8-9</p> <p>___ Superior thesis</p> <p>___ Excellent use of documents (at least two more than half)</p> <p>___ Excellent use of outside information</p> <p>___ Excellent analysis of key issues</p> <p>___ Excellent use of concrete facts</p> <p>___ Extremely well-organized essay</p> <p>___ Addresses <u>all</u> areas of the prompt</p> <p>___ Extremely well-written essay</p>	<p>Strong Essay "4": AP Score of 6-7</p> <p>___ Strong thesis (contains general analysis)</p> <p>___ Good use of documents (at least 1 more than half)</p> <p>___ Good use of outside info. (needs more)</p> <p>___ Good analysis of key issues (needs more)</p> <p>___ Well-organized essay</p> <p>___ Addresses <u>all</u> areas of the prompt; may lack some balance between major areas</p> <p>___ Well-written essay</p>
<p>Adequate Essay "3": AP Score of 5</p> <p>___ Clear thesis – needs general analysis</p> <p>___ Adequate use of documents</p> <p>___ Fairly well-organized essay</p> <p>___ Addresses all areas of the prompt but essay may lack balance.</p> <p>___ Includes some outside information (but clearly needs more)</p> <p>___ Needs more analysis of key issues</p> <p>___ Contains some evidence; more needed</p> <p>___ May contain some historical errors</p> <p>___ Contains facts irrelevant to the time period</p>	<p>"2" Essay: AP Score of 2-4</p> <p>___ Undeveloped thesis (simple thesis)</p> <p>___ Thesis does not fully address question</p> <p>___ Poor use of documents</p> <p>___ Documents <i>control</i> the essay</p> <p>___ Weak organization</p> <p>___ Lacks outside information</p> <p>___ Essay does not address one or more aspects of the question: _____</p> <p>___ Lacks analysis of key issues</p> <p>___ Lacks evidence to support main ideas.</p> <p>___ Contains major historical errors</p> <p>___ Much irrelevant information to time period</p>
<p>"1" Essay: AP Score of 1</p> <p>___ No documents used ___ No thesis</p> <p>___ Facts not specific, accurate & relevant.</p> <p>___ Poor or no analysis of key issues</p>	<p>"0" Essay: Did not do the question</p>

General Comments:

Thesis/intro: complex-split ___; complex-simple ___; split-simple ___; simple ___; too much info ___

___ Contains vague statements or generalizations not supported by facts.

___ - Cite all documents ___ Use more documents ___ Document quotes are too long ___

Document(s)misused: # _____ Laundry list ___ Don't explain documents

___ Strong conclusion ___ Weak conclusion ___ No conclusion

___ Strong topic sentences ___ Weak topic sentences ___ Strong linking sentences

___ Don't use "I," "you," "our," "us," "we" ___ Don't connect issues to "today" (unless asked)

___ Poor spelling and grammar ___ Poor penmanship: essay difficult to read

References

Electronic New Jersey: A Digital Archive of New Jersey History:
http://www2.scc.rutgers.edu/njh/womens_suffrage/ retrieved, June 2008.

Henretta, James A, Brody David, Dumenil Lynn, Documents to Accompany American History 6th Ed., Vol. I , to 1877, Bedford/St. Martin, New York, NY, 2008, pg, (293-294).

Jessie Banks, *Woman Voter*, October 1915, courtesy of The Periodicals Division, Library of Congress

Kennedy, David M., Bailey , Thomas, A, The American Spirit, 11th Ed., Vol II, since 1865, Houghton Mifflin Company, New York, NY, 2006, pg.(214-221).

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

Mercado, Steven: http://www.historysga.com/DBQ_Rubric_Grade_Sheet.htm ,retrieved June 2007

Rose O'Neill, Stock Montage, Chicago.