

Open Up the Textbook (OUT)

Enlarge

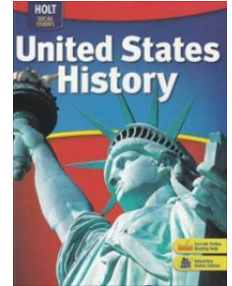
Complicate

Contest

Vivify

In this OUT analysis, 8th grade students will study woman's suffrage in order to better understand the Progressive Era. This OUT analysis provides students with documents that are meant to deliberately enlarge and complicate the textbook.

Source A: **United States History** Holt Reinhart Winston (2007) pg. 676



The Right to Vote

Women reformers also fought for suffrage, or the right to vote. Many people at this time opposed giving women the vote. Political bosses, for instance, worried about the anti-corruption efforts of women. Some business leaders worried that women voters would support minimum wage and child labor laws. Other people believed that women should only be homemakers and mothers and not politically active citizens.

In spite of such opposition, the women's suffrage movement began to gain national support in the 1890s. Elizabeth Cady Stanton and Susan B. Anthony founded the **National American Woman Suffrage Association (NAWSA)** in 1890 to promote the cause of women's suffrage. That same year, women won the right to vote in Wyoming. Colorado, Idaho, and Utah followed.

Carrie Chapman Catt became president of NAWSA in 1900. Catt mobilized more than 1 million volunteers for the movement. She argued that women should have a voice in creating laws that affected them. "We women demand an equal voice," she said. "We shall accept nothing less."

Some women believed that NAWSA did not go far enough. In 1913 Alice Paul founded what would become the National Woman's Party (NWP). The NWP used parades, public demonstrations, picketing, hunger strikes, and other means to draw attention to the suffrage cause. Paul even organized picketing in front of the White House. Paul and other NWP leaders were jailed for their actions.

Suffragists finally succeeded in gaining the vote. In 1919 the U.S. Congress passed the **Nineteenth Amendment**, granting American women the right to vote. The Nineteenth Amendment was ratified by the states the following year, making it law.

Source A: Questions for Consideration

1. What does the word "suffrage" mean?
2. What were some reasons people opposed giving women the vote?
3. In what ways did supporters of woman's suffrage draw attention to their cause?
4. What amendment was added to the United States Constitution that granted women the right to vote?

Source B: Primary Source – *Election Day* E.W. Gustin, originally published before 1910



Source B Questions for Consideration

1. What type of document is this?
2. List at least ten details (evidence) you notice in this cartoon.
3. What symbols and images does the author use to persuade the audience?
4. Based on your evidence, what is the author's perspective?
5. How does this document expand the information provided in the textbook?

Source C: Primary Source - Declaration of Sentiments. A document signed by attendees of the first women's rights convention- the Seneca Falls Convention in 1848

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Source C Questions for Consideration

1. When and where was this document created?
2. Where does this document fit into the list of dates provided in Source A? How does this expand your understanding of women working for right to vote?
3. Why would women want to use the Declaration of Independence as a source for their own declaration?
4. What reasons does the author give to support the idea that women should be granted the right to vote?
5. How does this document support women's suffrage or expand your understanding that women should be given the right to vote?

Source D: Top Reasons Why the Great Majority of Women DO not want the Ballot, 1910

**Ten Reasons Why
The Great Majority of Women
Do Not Want the Ballot.**

BECAUSE they have not lost faith in their fathers, husbands, sons and brothers, who afford full protection to the community, there being no call for women to relieve them of the task.

BECAUSE women realize that when they become voters they will in consequence have to serve as jurors, and be compelled to hear all the repugnant details incident to murder trials and trials for other crimes disclosing unspeakable wickedness. Jury service is abhorrent to every normal woman.

BECAUSE in political activities there is constant strife, turmoil, contention and bitterness, producing conditions from which every normal woman naturally shrinks.

BECAUSE the primary object of government is to protect persons and property. This duty is imposed by nature upon man, the women being by nature absolved from assuming a task to them impossible.

BECAUSE when women noisily contest and scramble for public office—woman pitted against woman—they write an indictment of womankind against which all right-minded women strenuously protest.

BECAUSE women can accomplish more through counselling than they ever can attain through commanding.

BECAUSE woman suffrage will not enhance peace and harmony in the home, but, on the contrary, in the heat of a campaign, it is sure to bring about dissension and discord.

BECAUSE Nebraska women are already enjoying a greater measure of protection and privilege under the law than do women of any state where women vote.

BECAUSE the woman worker wants rest and quietude—not political excitement.

BECAUSE every reason supporting the claim of women to vote supports also the right of women to be consulted as to whether they shall or shall not be given the ballot.

Issued by the Nebraska Association Opposed to Women Suffrage, Omaha, Nebraska.

Source D Questions for Consideration

1. What is the author's perspective regarding woman's suffrage?
2. How does the document's language indicate the author's perspective?
3. List 2 reasons why, according to this document, women would not want to vote.
4. Which words or phrases from the document corroborate with Source B? Explain.
5. How does this document enlarge the information from the textbook?

Source E: Photograph Women's Suffragist Parade, New York City, 1912



Source E Questions for Consideration

1. What do you learn about this source from the information in the title of the text?
2. List at least 10 details (evidence) you notice in this photograph.
3. What activity is taking place in this document?
4. In what ways does the photo corroborate (support) evidence from sources A and C? Be specific.
 - a. Source A:
 - b. Source C:
5. How does this document vivify your understanding of women's suffrage? Be specific.

Source F: Excerpt from Molly Elliot Seawell, an anti-suffragist from Virginia who published the anti-suffrage book, *The Ladies' Battle*, in 1911.

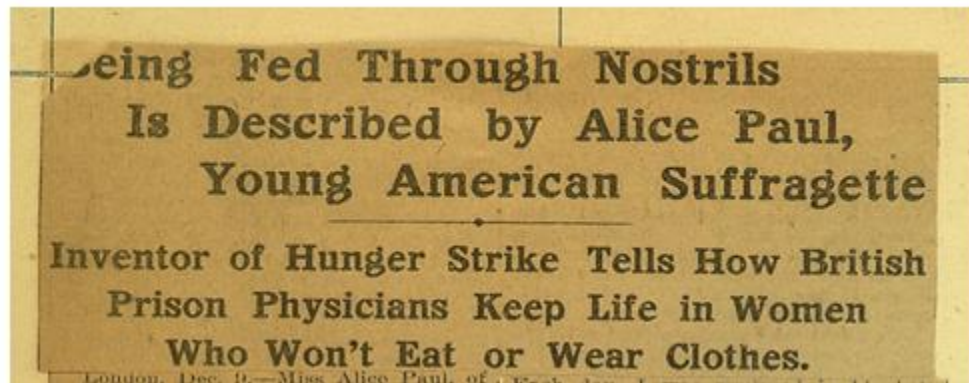
It has often been pointed out that women should not pass laws on matters of war and peace, since no woman can do military duty. But this point applies to other issues, too. No woman can have any practical knowledge of shipping and navigation, of the work of trainmen on railways, or mining, or of many other subjects of the highest importance. Their legislation, therefore, would not be intelligent, and the laws they devised to help sailors, trainmen, miners, etc. might be highly offensive to the very people they tried to help. If sailors and miners refused to obey the laws, who would have to enforce them? The men! The entire execution of the law would be in the hands of men, backed up by irresponsible voters (women) who could not lift a finger to catch or punish a criminal. And if all the dangers and difficulties of executing the law lay upon men, what right have women to make the law?

Also, there seems to be a close relationship between suffrage and divorce. Political differences in families, between brothers, for example, who vote on differing sides, do not promote harmony. How much more inharmonious must be political differences between a husband and wife, each of whom has a vote which may be used as a weapon against the other? What is likely to be the state of that family, when the husband votes one ticket, and the wife votes another?

Source F Questions for Consideration

1. What do you learn about this source from the information provided in the title lines?
2. What is the author's claim regarding women's right to vote?
3. List the evidence the author uses to support her claim.
4. Much of the author's opposition is because of political differences in families. What specifically is she afraid of if women gain the right to vote? Cite evidence from the text to support your answer.
5. In what ways does this document complicate your knowledge of women's suffrage based on the textbook?

Source G: Primary Source – Alice Paul Describes Force Feeding, London, England, December 1909
Note: Alice Paul was an American advocate for women’s suffrage in both England, where she lived from 1905-1909 and in the United States.



... Miss Paul, who was the inventor of the suffragettes’ “hunger strike” and practiced it during her latest term in jail, was cheerful and said she did not regret her conduct, and was prepared to repeat it again if necessary... On previous convictions, Miss Paul was able to gain her freedom by refusing to eat, but her tactics were futile this time...

“I practiced a hunger strike until November 11th. After that date they fed me twice a day by force, except on one day when I was too ill to be touched. I have no complaints against the Holloway officials. I spent the whole time in bed, because I refused to wear prison clothes. Each day, I was wrapped in blankets and taken to another cell to be fed, the food being injected through my nostrils... Twice the tube came through my mouth and I got it between my teeth. My mouth was then pried open with an instrument. Sometimes they tied me to a chair with sheets. Once I managed to get my hands loose and snatched the tube, tearing it with my teeth. I also broke a jug, but I didn’t give in.”

Source G Questions for Consideration

1. What do you learn about Alice Paul from the information provided in the title lines?
2. Is this source reliable? Why or why not?
3. Source A, your textbook, mentions hunger strikes as a tactic of the suffragettes. How does this account of a hunger strike vivify your understanding of what a hunger strike is? Cite evidence from the text.
4. How does this firsthand account by Alice Paul differ from the textbook account? How are they different from each other?

Source H: *Amendment XIX to the United States Constitution*, Passed by Congress June 4, 1919. Ratified by the states 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.

Source H Questions for Consideration

1. What type of document is this?
2. Two different dates are listed in the sourcing information. What are they and what does each date signify?
3. The amendment establishes that the right to vote shall not be “denied or abridged” on account of ones’ sex. Based on this, come up with a definitions/ synonyms for denied and abridged.
4. What is the significance of this document?

Writing Task

This is an argumentative writing task based on NVACS standards WHST.1.6-8 and WHST.4.6-8. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and complicated.

Today, it is difficult to understand that at one point in United States history, that women did not have the right to right to vote. The sources you analyzed illuminate many of the arguments that opposed women's suffrage. Using evidence from at least four different sources, write a detailed paragraph that informs your reader why women should not have the right to vote.

- First, sort your information into categories. They might include family, politics, work or home life, religious beliefs – any way that can best organize your ideas. Use these categories as topic sentences that support your thesis statement.
- Support your thesis with supporting evidence from sources from the text.
- When you quote or paraphrase information, cite the sources at the end of the sentences you cite them within (Source B).
- In the last sentence of your paragraph draw a conclusion that supports/ restates your original thesis statement.