

The struggle for Suffrage- A history of Women's Voting Rights

<p>4-5 class periods</p>	<p><i>Essential Question(s)</i></p> <p>Why is the right to vote valued by citizens of a democracy? How can a government control or limit suffrage?</p>
<p>Objectives</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Analyze and evaluate how the struggle for women's suffrage changed over time. • Create a graph to show change over time. • Describe the key events and people in the movement for women's suffrage.
<p>Instructional materials and resources</p>	<p style="text-align: center;"><u>Early Suffrage Movement Sources</u></p> <ul style="list-style-type: none"> • Seneca Falls Documents • https://www.nwhm.org/online-exhibits/rightsforwomen/SenecaFalls.html • Not for ourselves alone, PBS website- background on leaders http://www.pbs.org/stantonanthony/resources/index.html <p style="text-align: center;"><u>1900s Women's Suffrage Movement Sources</u></p> <ul style="list-style-type: none"> • Iron Jawed Angels film (HBO DVDs) • Iron Jawed Angels film organizer • Iron Jawed Angels film guide (PDF from HBO) • Information about the 19th Amendment http://www.archives.gov/historical-docs/document.html?doc=13&title.raw=19th+Amendment+to+the+U.S.+Constitution:+Women's+Right+to+Vote • Behavior Over time graph organizer • Graph paper, lined paper <p style="text-align: center;"><u>Related primary sources</u></p> <ul style="list-style-type: none"> • http://www.loc.gov/teachers/classroommaterials/primarysourcesets/women-s-suffrage/pdf/teacher_guide.pdf • Anti-Suffrage Cartoon- http://womenshistory.about.com/library/pic/bl_p_suffrage_cartoon1.htm
<p>Bibliography and additional resources</p>	<p>Systems thinking, Behavior Over Time Graph overview: http://clexchange.org/ftp/documents/x-curricular/CC1998-10GettingStartedBOTG.pdf</p>

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Instructional activities and tasks	<p>Day 1 (possibly two days depending on class period time)</p> <p><u>Initiation</u></p> <p>1. Writing Prompt/Do Now: Why do you think that it took so long to give women the right to vote? What pre-conceived notions about women and voting might have gotten in the way?</p> <ul style="list-style-type: none">• Students will share out responses to warm-up. <p><u>Activities</u></p> <p>2. Understanding the Early Movement: Read overview/background of the early suffrage movement: "Legal strategies of Susan B. Anthony," "Seneca Falls Convention" articles</p> <p>Options:</p> <ul style="list-style-type: none">• Students read and take notes on their own (two-column notes, outline notes, web diagram, etc)• Read as a class• Teacher creates PowerPoint notes to provide to the class of the reading <p>3. Concluding Thoughts on readings: What were the women of the early suffrage movement's biggest concerns or complaints regarding the law? Why did the passage of the 14th and 15th Amendment anger these women?</p> <p>4. Optional Activity- Analyze/Interpret the Declaration of Sentiments: Students (in pairs) will receive a strip of paper with one or more of the complaints/concerns of the women at the Seneca Falls Convention (see document below, complaints highlighted in yellow). They will interpret and put into their own words/modern day language and explain why this would be important to these women. Each pair will share with the class.</p> <p><u>Closure</u></p> <p>5. Exit Slip: Political Cartoon Analysis: Students will view and analyze the cartoon to end class or for homework. Provide the cartoon analysis sheet as well.</p> <p>Cartoon: http://womenshistory.about.com/library/pic/bl_p_suffrage_cartoon1.htm Cartoon Analysis Worksheet: http://www.archives.gov/education/lessons/worksheets/cartoon.html</p> <p>Day 2-3- Iron Jawed Angels Film</p> <p><u>Initiation</u></p> <p>1. Writing Prompt/Do Now: Despite early efforts by women, why do you think the struggle continued for women (consider the Declaration</p>
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The struggle for Suffrage- A history of Women's Voting Rights

of Sentiments and the Political Cartoon)?

- Students share out responses to the warm-up.

Activities

2. Iron Jawed Angels Film: Pass out and review the Iron Jawed Angels film guide (HBO document) and notesheet. Teacher may choose to show selected scenes from the film or most of the film. *Note-film is not rated, but has little inappropriate content (it would be important for the teacher to review for their class before showing).*

- The PDF overview (HBO films document) has a lot of great detail, timeline, and biographical information, so it is a great source for using any parts of the film.
- Key scenes would include the parade, white house protest, and jail scenes, as well as the passing of the 19th Amendment itself.

Closure

3. Review and Discuss key people and concluding thoughts portion of the film guide.

Days 4-5 Behavior Over Time Graph

Initiation

4. Writing Prompt/Do Now: To Introduce the concept of a Behavior Over Time Graph, ask students to consider a behavior or trait that changes over the course of the day (i.e. hunger, how tired they are, how interested they are in school). Ask them to imagine what that would look like on a graph and model it on the board.

Activities

5. Behavior Over Time Graph Organizer: Pass out and review the organizer. Tell student to use the Iron Jawed Angels guides, notes from the early movement, and other text materials to complete the explanation section. ***The key for this activity is to tell students to explain why they gave the event the number they gave it, not to describe the event.*

6. Graphing: Provide graph paper if possible and set up the graph on the board (X axis- timeline of events, Y Axis- "struggle" 1-10). Students will graph their ranks.

Closure

7. Sharing graphs: Students will share their graphs with the whole class or with a partner. Variation in the way the graphs looks is expected and acceptable, as long as explanation matches rank/number.

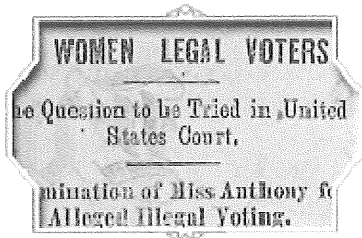
Optional Discussion: What groups are still struggling to gain or maintain voting rights?

The struggle for Suffrage- A history of Women's Voting Rights

	<p>Reading: http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all&r=0</p>
Assessments	<ul style="list-style-type: none">• Warm-ups/Do Nows• Exit Slips/HW activities• Iron Jawed Angels film Guide• Behavior over Time Graph

The struggle for Suffrage- A history of Women's Voting Rights

"Legal Strategies of Susan B. Anthony"



Newspaper Headline



Susan B. Anthony

After the Civil War, the central goal of the woman suffrage movement became linking the struggle for women's political equality to the enfranchisement of the freed slaves. Led by Elizabeth Cady Stanton and Susan B. Anthony, feminists sought to win the vote through four major legal strategies: 1) legislative campaigning in Congress and at the state level, 2) registering to vote and casting ballots, 3) proposing a Constitutional amendment, 4) litigating in court to test women's rights under the Fourteenth Amendment. By the turn of the century these efforts bore fruit in suffrage guarantees in some states; women finally gained a constitutional right to vote under the Nineteenth Amendment in 1920. But in the years when lawmakers were setting forth the revolutionary legal principles of Reconstruction — defining fundamental new concepts of national citizenship, due process, and equal protection—Stanton and Anthony failed to convince them that universal guarantees of citizens' rights must include suffrage for women.

Obstacles in Congress were clear by 1866. Not only was the Fourteenth Amendment enacted (despite feminist opposition to its exclusive guarantees of male suffrage), but the Senate also rejected a proposal for woman suffrage in the District of Columbia. In 1870 Congress revisited the issue of woman suffrage in the District of Columbia. Feminists organized a petition campaign, and Stanton and Anthony testified before a Congressional committee. Stanton demanded "political equality," arguing that women were implicitly enfranchised under the Fourteenth Amendment's broad protection of citizens' rights. But such arguments were unsuccessful. Congressmen foresaw differences of opinion between husbands and wives on political questions, worrying "where the authority of the family would rest" if women could vote. Feminists made no more headway in demanding that the Fifteenth Amendment be expanded to entitle women as well as African Americans to vote. Stanton attacked the Amendment, accusing lawmakers of establishing an "aristocracy of sex." The American Woman Suffrage Association, led by Lucy Stone, supported the Fifteenth Amendment and sought reform at the state level. But the National Woman Suffrage Association, led by Stanton and Anthony, focused on the national level and a constitutional amendment barring the denial of the vote on account of sex—the principle enshrined in the Nineteenth Amendment half a century later.

The difficulties in reform at the state level were typified by the Kansas campaign of 1867. Two referenda were offered to Kansas voters: one removing the word "Negro"

The struggle for Suffrage- A history of Women's Voting Rights

from the voting requirements, the other removing the word "male." In a unified effort predating the 1869 split in the suffrage movement, Stanton and Anthony joined with Lucy Stone and Henry Blackwell in stumping the state on behalf of woman suffrage. But both woman suffrage and black suffrage were defeated. The Kansas campaign also steered Stanton and Anthony away from arguing in the name of universal human rights to exploiting racist beliefs. Frustrated with the Republican Party's refusal to back woman suffrage along with black suffrage, they struck an alliance with openly racist leaders of the Kansas Democratic Party who opposed black enfranchisement. Such tactics set the stage for Stanton's assertions that women merited the vote more than did freed slaves and recent immigrants.

Although disfranchised, women cast their ballots in defiance of the law. Susan B. Anthony was hardly alone in voting illegally in the presidential election of 1872. In 1868 in Vineland, New Jersey, a group of 172 women, both black and white, went to the polls on presidential election day. In 1870 the famous antislavery feminists Sarah and Angelina Grimke cast their votes in Hyde Park, Massachusetts. Between 1870 and 1872 (a time when only the new western territories of Utah and Wyoming had enacted woman suffrage), over 100 women tried to register and vote in the District of Columbia and states throughout the nation — from Dover, New Hampshire, to Detroit, Michigan, to Santa Cruz, California. Stopped at the polls, women took the suffrage case to the courts, where they challenged state officials' refusal to let them vote. From Pennsylvania to Illinois to California, the courts ruled against woman suffrage. In the 1874 case, *Minor v. Happersett*, the U.S. Supreme Court held that the Fourteenth Amendment did not enfranchise women, rejecting the feminist claim that suffrage was intrinsic to citizenship. A year earlier in the landmark constitutional case, *Bradwell v. Illinois*, the Supreme Court had announced its views on gender: "the civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman. Man is, or should be woman's protector and defender." According to the Court, "timidity and delicacy... belongs to the female sex" and "the domestic sphere... properly belongs to the domain and functions of womanhood." The Supreme Court was as unreceptive to woman suffrage as were state legislatures and Congress.

For decades the notion that women and men were naturally different and should occupy separate spheres blocked the path to woman suffrage. Throughout their long careers, Stanton and Anthony challenged this idea, decrying a legal system that defined "equal rights" as the watchword of human freedom but that denied woman's enfranchisement in the name of gender difference.

The struggle for Suffrage- A history of Women's Voting Rights

"Seneca Falls Convention"

Background



© Seneca Falls Historical Society

Patrons of Wesleyan Chapel

In 1848, a most historic convention yielded a powerful declaration for woman suffrage. The story below, written in the words of Elizabeth Cady Stanton, tells of convention preparations and of the last-minute struggle to compose what would be known as the "Declaration of Sentiments." Excerpted from **History of Woman Suffrage**, volume I, chapter IV.

Woman's Rights Convention.—A convention to discuss the social, civil, and religious condition and rights of woman, will be held in the Wesleyan Chapel at Seneca Falls, N.Y., on Wednesday and Thursday, the 19th and 20th of July, current; commencing at 10 o'clock A.M. During the first day the meeting will be exclusively for women, who are earnestly invited to attend. The public generally are invited to be present on the second day, when Lucretia Mott, of Philadelphia, and other ladies and gentlemen, will address the convention.

This call, without signature, was issued by Lucretia Mott, Martha C. Wright, Elizabeth Cady Stanton, and Mary Ann McClintock. At this time, Mrs. Mott was visiting her sister Mrs. Wright, at Auburn, and attending the Yearly Meeting of Friends in Western New York. Mrs. Stanton, having recently removed from Boston to Seneca Falls, finding the most congenial associations in Quaker families, met Mrs. Mott incidentally for the first time since her residence there. They at once returned to the topic they had so often discussed, walking arm in arm in the streets of London, and Boston, "the propriety of holding a woman's convention." These four ladies, sitting round the tea-table of Richard Hunt, a prominent Friend near Waterloo, decided to put their long-talked-of resolution into action, and before the twilight deepened into night, the call was written, and sent to the *Seneca County Courier*. On Sunday morning, they met in Mrs. McClintock's parlor to write their declaration, resolutions, and to consider subjects for speeches. As the convention was to assemble in three days, the time was short for such productions; but having no experience in the *modus operandi* of getting up conventions, nor in that kind of literature, they were quite innocent of the Herculean labors they proposed. On the first attempt to frame a resolution; to crowd a complete thought, clearly and concisely, into three lines; they felt as helpless and hopeless as if they had been suddenly asked to construct a steam engine. And the humiliating fact may as well now be recorded that before taking the initiative step, those ladies resigned themselves to a faithful perusal of various masculine productions. The reports of Peace, Temperance, and Anti-Slavery conventions were examined, but all alike seemed too tame and pacific for the inauguration of a rebellion such as the world had never before seen. They knew women had wrongs, but how to state them was the difficulty, and this was increased from the fact that they themselves were fortunately organized and conditioned; they were neither "sour old maids," "childless women," nor "divorced wives," as the newspapers had declared them to be. While they had felt the insults incident to sex, in many ways, as every proud, thinking woman must, in the laws, religion, and literature of the world, and in the invidious and degrading sentiments and customs of all nations, yet they had not in their own experience endured the courser forms of tyranny resulting from unjust laws, or association with immoral and unscrupulous men, but they had souls large enough to feel the wrongs of others, without being scarified in their own flesh.

The struggle for Suffrage- A history of Women's Voting Rights

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. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against

The struggle for Suffrage- A history of Women's Voting Rights

her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

from Elizabeth Cady Stanton, *A History of Woman Suffrage*, vol. 1 (Rochester, N.Y.: Fowler and Wells, 1889), pages 70-71.

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halsall@murray.fordham.edu

Name _____

Iron Jawed Angels Film Guide- Notesheet

Directions: As you watch the film, Iron Jawed Angels, please fill in the boxes below with the appropriate information.

Warm-up Question: When you think of a suffragist what characteristics or other descriptions do you imagine?

Name	Character traits/personality description	Role in suffrage movement
Alice Paul		
Carrie Chapman Catt		
Lucy Burns		
Inez Milholland		
Other figures of note		

Concluding Thoughts:

1. Who played the most significant role in helping to pass the 19th Amendment?

2. Do you think any of the strategies or methods used by the suffragists went too far?
How do other activist groups compare to these women?

*in*TIME

LEAD, FOLLOW OR GET OUT OF THE WAY.

Iron Jawed Angels

Defiant, brilliant and unstoppable, the "Iron Jawed Angels" were a group of activists who fought for—and ultimately won—the right to vote for women in America. Their courage inspired a nation and changed it forever. Now their story is being told in a powerful new film.

HBO FILMS

SUNDAY, FEB. 15, 9:30PM/8:30c ON HBO

NAME _____
DATE _____

CLASS _____

BEHAVIOR OVER TIME GRAPH ORGANIZER

MEASURABLE BEHAVIOR: Degree OF STRUGGLE for Rights and Equality during Women's Suffrage Movement

1. The events from your timeline have already been identified.
2. Review your notes/text to remind you of the event.
3. Think about difficulty of the struggle as it relates to this event.
4. Rank the level of difficulty, 10 being the highest, 1 the lowest.
5. Provide a brief explanation of why you chose the number you did, and be prepared to defend your rank. Please feel free to use an additional sheet of paper if necessary.
6. Graph your BOTG on the graph paper provided.

EVENT	DATE	RANK 1-10	EXPLANATION
Creation of the U.S. Constitution	1789		
Seneca Falls Convention	1848		
Creation of NWSA	1869		
Minor v. Happersett	1874		
Proposal of 1 st Suffrage Amendment	1878		

Wyoming grants women suffrage	1890		
Suffrage Parade in Washington DC	1913		
Passage of the 19th Amendment	1920		

Suffrage Movement Behavior over Time Graph Scoring Guide/ Rubric

1. Did you include 8 of the events (from the timeline and explain why you ranked each event the way you did? _____/20 pts.
2. Did you label the X and Y axis of the graph appropriately? _____/2 pts.
3. Did you label the X axis with the dates of each event in chronological order? _____ /5 pts.
4. Did you connect the dots on the graph to make a line graph? ____/1 pts.
5. Is your graph neatly organized and completed? _____ /1 pt.
6. Did you include a title for your graph? _____/1pt.

Total assignment score _____/30pts.

Comments: