

## Teaching Guide

### SEGMENT 5, WEBISODE 11

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview



#### Let's Discuss

While Abigail Adams asked her husband John to “remember the ladies” in drafting laws for the new nation, it would be nearly one hundred and fifty years before women finally received the political rights that had fueled the American Revolution: the right to have a voice in government. A long line of women lobbied, petitioned, wrote, lectured, and marched to earn woman’s suffrage. In the mid-nineteenth century, Susan B. Anthony and Elizabeth Cady Stanton spearheaded the movement, forming the National Woman Suffrage Association (NWSA). While a few western states entered the union with woman suffrage, movement leaders at the turn of the century believed only a constitutional amendment could guarantee voting rights for all women. Under the leadership of a new generation of activists including Alice Paul and Carrie Chapman Catt, women adopted more radical tactics, including picketing, hunger strikes, and massive rallies. They finally persuaded President Woodrow Wilson to support their cause, and in June 1919, Congress passed the Nineteenth Amendment. In August 1920, three-fourth of the states ratified the amendment, achieving its adoption. Women went to the polls and changed the face of the American electorate forever.

#### Teacher Directions

1. Students, in small teams, discuss the following questions.
  - Why did our nation take so long to grant women the right to vote?
  - What tactics did women use to try to gain the right to vote?
  - What is the process by which an amendment to the Constitution is adopted?
2. Make sure students understand the following points in discussing the questions.

Many people believed that it was unfeminine for women to vote and that women should leave political tasks such as voting to their husbands or fathers. Some people feared that women’s political involvement would cause them to neglect responsibilities at home. Women marched, wrote, lectured, picketed, held rallies and conventions, carried out hunger strikes, and were arrested for civil disobedience.

For a constitutional amendment to be adopted, it must be proposed by two-thirds of both houses of Congress or two-thirds of states’ legislatures and ratified by three-fourths of the states.



History Sleuth

## Teacher Directions

### Activity One

1. Distribute the Student Sheets: *Election Day* and the *Cartoon Analyzer*. Working in teams, students examine the cartoon to answer the questions on the cartoon analyzer.
2. Help students realize that many people feared that if women voted or became involved in politics, they would neglect their homes and families. Many people believed it was unfeminine for women to vote or be involved in politics.

### Activity Two

1. Distribute the Student Sheet: *Women Work for Suffrage*. Working with teammates, students examine these photographs (taken between 1912 and 1920) to answer the following questions
  - How did women work for suffrage?
  - In what areas of the country did women work for suffrage?
2. Help students realize that women all over the country worked for suffrage. Their tactics included organizing, marching, picketing, lecturing, writing, hunger strikes, and holding rallies. Many of these activities were considered shocking behavior at the time.

### Activity Three

1. Distribute the Student Sheets: *Opposition Cards* to each team of students. Students read the cards, which present common arguments of that time against woman suffrage.
2. Each student on the team chooses one of the *Opposition Cards* and creates a political cartoon based on that card. Instruct students to first identify a caption or the overall meaning they want to convey in their cartoons, and then choose symbols that express that view.

## Teacher Directions

Share the following with students.

You are a man or woman living in 1917. Are you for or against granting women the right to vote? Design a poster or a banner with a slogan expressing your position.



What do you  
Think?



## Moving Toward Freedom

### Teacher Directions

1. Share the following information with students.

Anne Martin, who went to prison for campaigning for women's right to vote, believed that, "As long as the government prefers to send women to jail on petty charges we will go to jail. Persecution has always advanced the cause of justice."

2. Discuss with students examples of how persecution has advanced the cause of justice (the civil rights movement, religious freedom, the fall of communism in Eastern Europe).

3. Share the following information with students.

Sojourner Truth, who is best known for her tireless fight against slavery in the mid-nineteenth century, also spoke for women's rights. Truth spent her first twenty-eight years enslaved in New York until a state law freed her in 1827. She worked as a preacher, abolitionist, and public speaker, promoting abolition, Christianity, and women's rights. Truth was sixty-one years old when the Civil War began. Although she never learned to read or write, her powerful speaking drew audiences all over the nation and raised much public support for her causes.

4. Distribute the Student Sheet: *Ain't I Woman?* As students follow along, read the speech aloud. Discuss her speech and ask students what arguments she uses to make her point.

### Teacher Directions

Use the following activities with your students.

**Media Center/Art** — Students research the lives of the following individuals and create an illustrated woman suffrage timeline: Abigail Adams, Sarah Grimke, Elizabeth Cady Stanton, Frederick Douglass, Susan B. Anthony, Sojourner Truth, Frances Gage, Lucy Stone, Clara Barton, Harriot Stanton Blatch, Woodrow Wilson, Carrie Chapman Catt.

**Dramatic Arts** — Students perform the play "Failure is Impossible" by Rosemary H. Knowler using a Readers Theatre technique. The script is available at Woman Suffrage and the Nineteenth Amendment @ <http://www.nara.gov/education/teaching/woman/home.html>.

**Library/Technology Research** — Students seek information about other groups or individuals who were denied the vote in America. Who were these people and why were they denied the vote? Is anyone denied the vote today?

**Research/Library** — Students chose a suffragist to research: Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Janet Rankin, Alice Paul, or others. Students create a group chart divided into three sections, each



## Connections

Connections, Cont.

headed by the name of a different suffragist. Students write at least one interesting fact in the appropriate section.

**Writing/Library** — Students write a short essay about the Nineteenth Amendment, using either of the following titles: What the Nineteenth Amendment Means to Me or How the Nineteenth Amendment Changed the Course of History.

# Election Day



# Cartoon Analysis Worksheet

## Visuals

Which of the objects or characters in the cartoon are symbols?

What do you think each symbol means?

## Words (not all cartoons include words)

Which words or phrases in the cartoon appear to be the most significant?

Why do you think so?

Describe the action taking place in the cartoon.

Explain the message of the cartoon.

Adapted from a design by the Education Staff, National Archives and Records Administration

# Women Work for Suffrage



Library of Congress

Suffrage campaign days in New Jersey



Library of Congress

Woman suffrage headquarters in Cleveland



Library of Congress

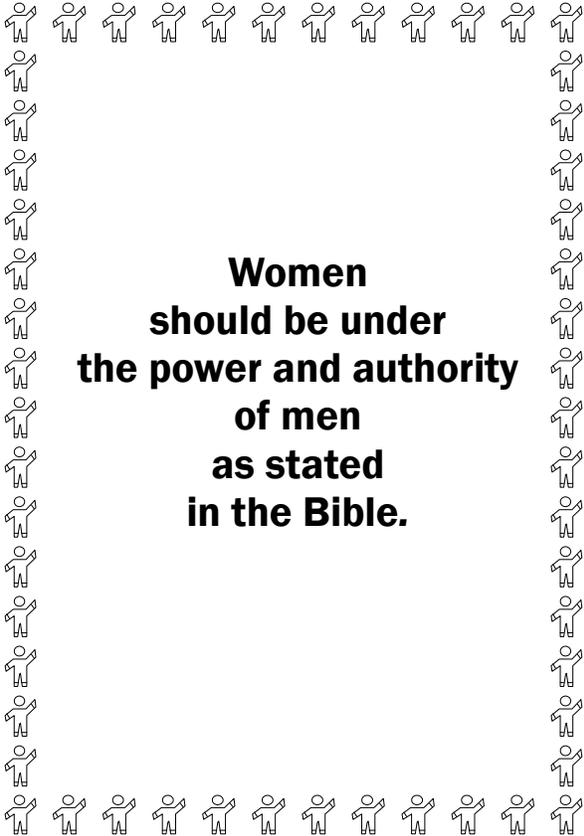
Women suffragists picket in front of the White House



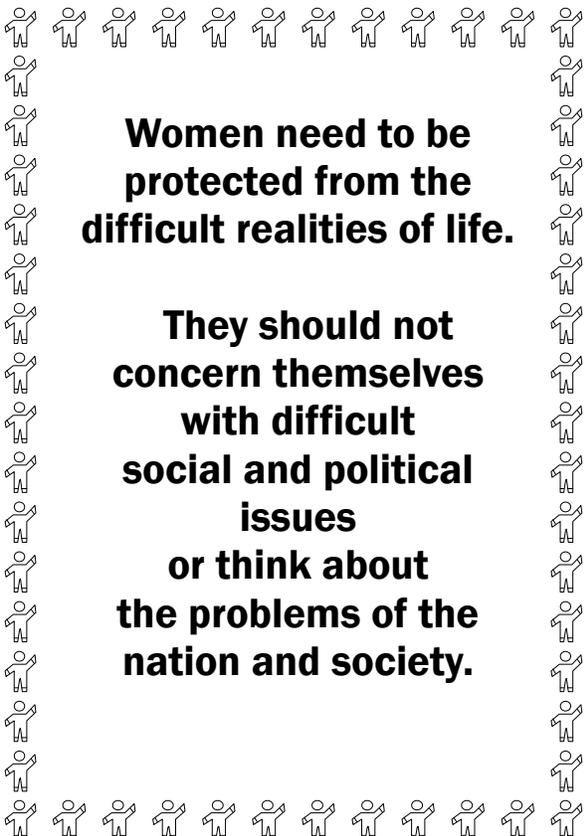
Library of Congress

Suffragists marching, probably in New York City in 1913



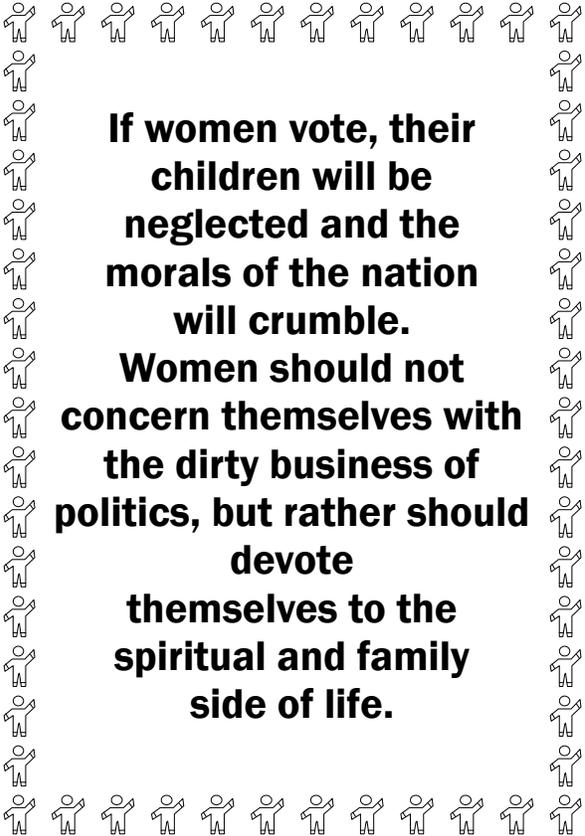


**Women  
should be under  
the power and authority  
of men  
as stated  
in the Bible.**



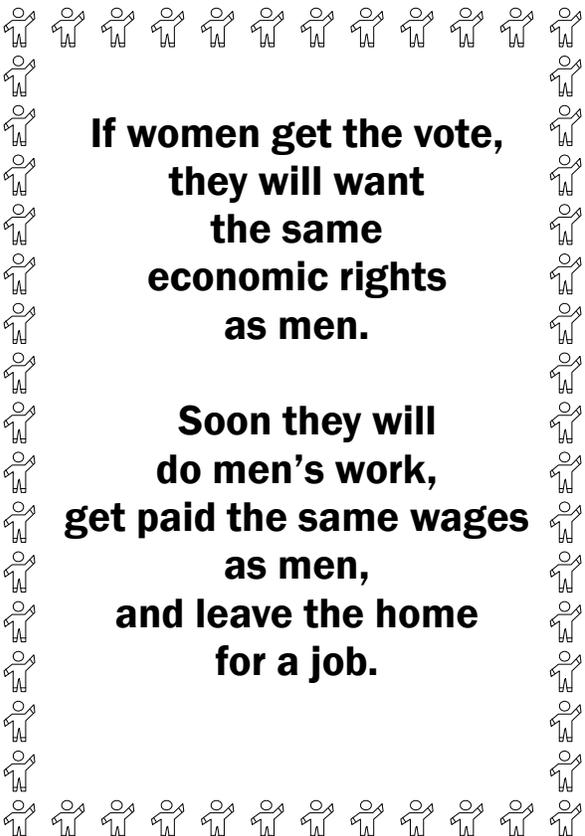
**Women need to be  
protected from the  
difficult realities of life.**

**They should not  
concern themselves  
with difficult  
social and political  
issues  
or think about  
the problems of the  
nation and society.**



**If women vote, their  
children will be  
neglected and the  
morals of the nation  
will crumble.**

**Women should not  
concern themselves with  
the dirty business of  
politics, but rather should  
devote  
themselves to the  
spiritual and family  
side of life.**



**If women get the vote,  
they will want  
the same  
economic rights  
as men.**

**Soon they will  
do men's work,  
get paid the same wages  
as men,  
and leave the home  
for a job.**

**If women win  
the right to vote,  
they will outlaw  
the sale of  
alcoholic beverages.**

**The temperance  
movement will grow,  
and the many women  
who belong to it  
will be able to vote.**

**Women are concerned  
about child labor and the  
dangerous working  
conditions in the mills  
and factories.  
Female voters will  
demand laws  
to protect workers  
from unsafe conditions,  
require shorter working  
hours, and end child  
labor. This will cut into  
our companies' profits.**

**We industrialists  
who employ  
women and children  
for low wages  
oppose woman suffrage.**

**If women get the vote,  
they will put us  
out of business by  
demanding high wages.  
Our factories  
will lose money and  
go out of business.**

**Life is great  
just the way it is.**

**Changes in women's  
rights threaten  
our way of life.**

**If women get the vote,  
it's hard to tell  
where all these changes  
will end.  
We oppose  
woman suffrage!**

# **“Ain’t I A Woman?”**

*By Sojourner Truth*

1851

*Speech delivered at the Women’s Convention in Akron, Ohio*

Well, children, where there is so much racket there must be something out of kilter. I think that twixt the Negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon, But what’s all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man — when I could get it — and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s rights or Negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can’t have as much rights as men, ‘cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had noting to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.

**The End**