

9-12 and Anti-Suffrage Inquiry

What Role do Culture and Gender Norms Play in the Fight for Equality?



Palczewski, Catherine H. Postcard Archive. University of Northern Iowa. Cedar Falls, IA. Retrieved from <https://sites.uni.edu/palczews/NEW%20postcard%20webpage/Dunston%20Weiler.html>.

Supporting Questions

1. Why were people opposed to suffrage?
2. Why were women opposed to suffrage?
3. Why did Woodrow Wilson change his position to support women's suffrage?



9-12 and Anti-Suffrage Inquiry

What role does American culture and gender norms play in the fight for equality?

Content Angle and Standards	<p>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>
Staging the Compelling Question	<p>In staging the compelling question, review what students already know about the women's suffrage movement. Their answers may include specific events, people, dates, etc...</p> <p>Explain to students that they will begin exploring the other side of the fight for women's suffrage, the opposition. Pose the following question to students: Why do people oppose movements, even if it means providing more rights to another group?</p> <p>Answers to that question may include: gender norms, power dynamic change, etc...</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
Why were people opposed to suffrage?	Why were women opposed to suffrage?	Why did Woodrow Wilson change his position to support women's suffrage?
Formative Performance Task Put yourself in the shoes of a suffragist during this time. You have just seen the political cartoons in this lesson printed in the newspaper. Write a letter to a friend explaining your feelings about the political cartoons and explain why people are opposed to suffrage.	Formative Performance Task Write a response (letter, newspaper article, etc...) to one of the sources in this lesson. Be sure to address why women were opposed to suffrage and agree or disagree with their claims.	Formative Performance Task Write a paragraph discussing why Woodrow Wilson changed his position to support women's suffrage. How do you think his change in position changed others opinions on women's suffrage?
Featured Sources Political cartoons retrieved from: <i>Palczewski, Catherine H. Postcard Archive. University of Northern Iowa. Cedar Falls, IA. Retrieved from https://sites.uni.edu/palczews/NEW%20postcard%20webpage/Dunston%20Weiler.html.</i>	Featured Sources Source A: Molly Elliot Seawell (Modified) Source B: Anti-Suffrage Newspaper, New York (Modified) Source C: Tennessee Representative John A. Moon (Modified)	Featured Sources Source A: Woodrow Wilson, "Message Regarding Women's Suffrage" 1916 Source B: President Wilson before the Senate in 1918



Summative Performance Task	<p>ARGUMENT: [What role does American culture and gender norms play in the right for equality?] Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION. After the above lessons, consider one of the following extensions to the learning.</p> <ol style="list-style-type: none">1. Discussion: Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?2. Four Corner Debate: Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.3. Socratic Seminar: Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.4. Structured Academic Controversy: Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.5. Reacting to the Past: Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.	
Taking Informed Action	<p>UNDERSTAND The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p>ASSESS Students should consider <i>what should be done</i> today to correct either the portrayal of women from this period in history or the issues at play?</p> <p>ACT Students could take informed action in one of the following ways:</p>	



The Remedial Herstory Project

The New Hampshire Council for the Social Studies

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| | <ol style="list-style-type: none">1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry. |
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**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of the anti-suffrage movement. Students will be exploring various arguments as to why women should not be given the right to vote. They will also be exploring President Woodrow Wilson's change in position on allowing women to vote.

This inquiry highlights the following additional thematic standards from NCSS:

- POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the past and its legacy.
- CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

This inquiry also highlights the following additional thematic standards from the Common Core:

- Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Key Ideas and Details 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Key Ideas and Details 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Key Ideas and Details 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Key Ideas and Details 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Text Types and Purposes 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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It is important to note that this inquiry requires prerequisite knowledge of some key terms, which are defined and provided to students in the inquiries where relevant. Students should have an understanding of why women were fighting for the right to vote. This inquiry will give students another perspective on the fight for women's suffrage.

Note: This inquiry is expected to take 3-4 class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Staging the Compelling Question

In staging the compelling question, review what students already know about the women's suffrage movement. Their answers may include specific events, people, dates, etc...

Explain to students that they will begin exploring the other side of the fight for women's suffrage, the opposition. Pose the following question to students: Why do people oppose movements, even if it means providing more rights to another group?

Answers to that question may include: gender norms, power dynamic change, etc...

Supporting Question 1

The first supporting question: Why were people opposed to suffrage?

The formative task is: Put yourself in the shoes of a suffragist during this time. You have just seen the political cartoons in this lesson printed in the newspaper. Write a letter to a friend explaining your feelings about the political cartoons and explain why people are opposed to suffrage.

Teachers may implement this task with the following procedures:

1. Introduce the lesson by reviewing what a political cartoon is and how to analyze them.
2. Provide students with sources to analyze independently or with a partner.
3. Have students complete the formative task by writing at least a paragraph that contains evidence from the provided sources.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to allow students the opportunity to analyze political cartoons that depicted anti-suffrage messages.

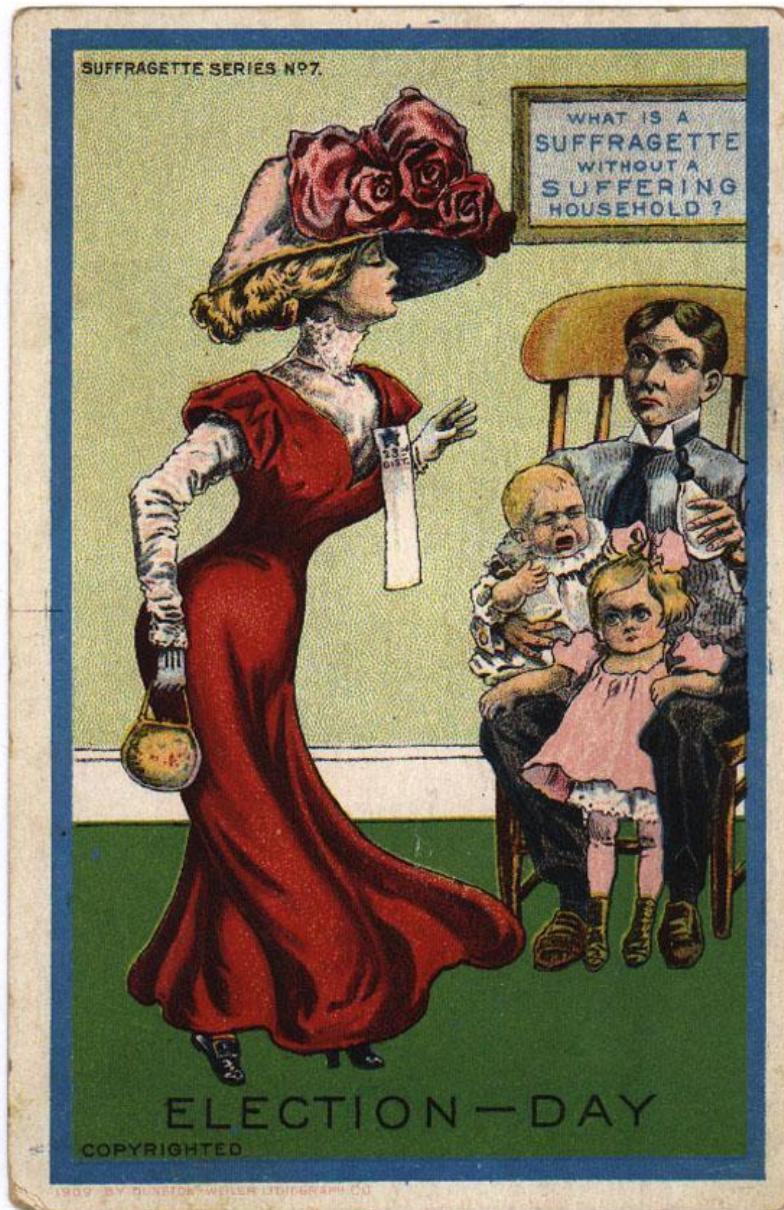
**Image Analysis**

People in Image	Objects in Image	Image Activities in	Conclusions from Image	Remaining Questions

Palczewski, Catherine H. Postcard Archive. University of Northern Iowa. Cedar Falls, IA. Retrieved from <https://sites.uni.edu/palczews/NEW%20postcard%20webpage/Dunston%20Weiler.html>.

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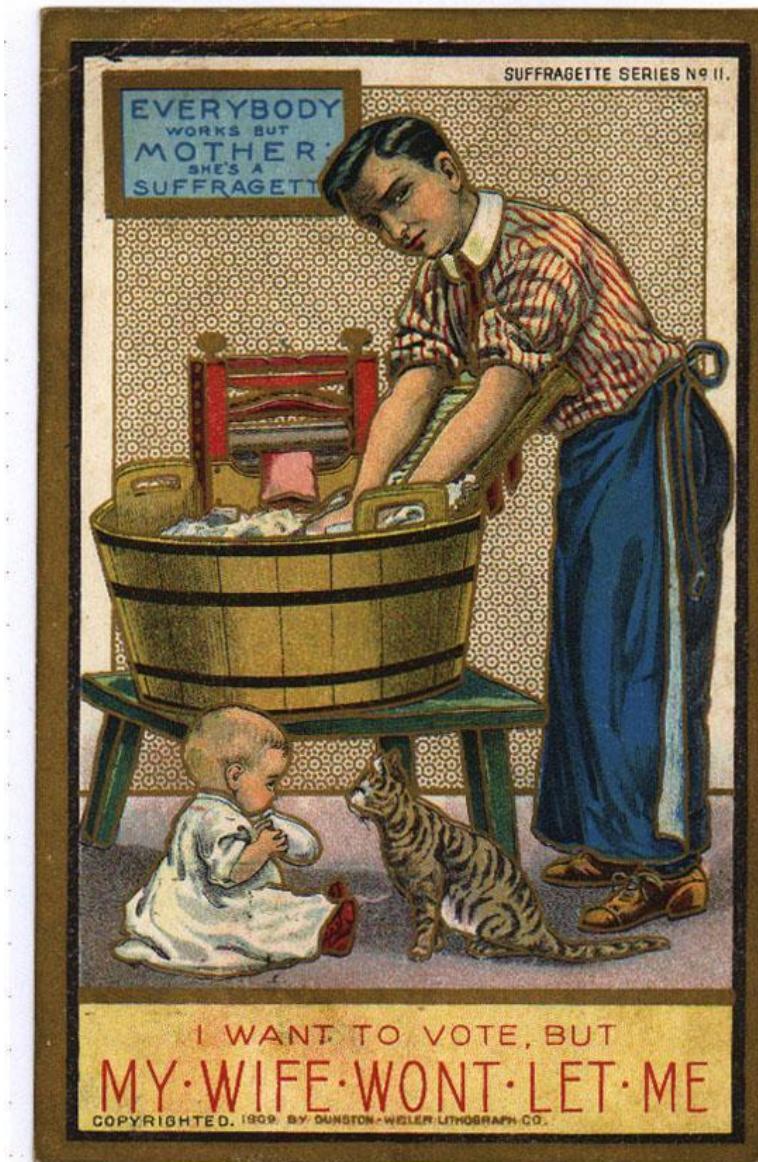


Image Analysis

People in Image	Objects in Image	Image Activities in	Conclusions from Image	Remaining Questions

Questions for Analysis:

1. What gender norms or stereotypes were repeated through the images?
 2. What fears did anti-suffragists have?
 3. Was the use of gender norms helpful in making their argument? How so?
 4. Have any of these fears come true?
 5. Are any of the cartoons hypocritical? Which ones and how so?

Supporting Question 2

Lesson used for this supporting question:

Stanford University. "Anti Suffrage." Stanford History Education Group.

<https://drive.google.com/file/d/1hmg2Ve4s6EqjF0VvTYMhrveQI3kxKKLx/view>

The second supporting question: Why were women opposed to suffrage?

The formative task is: Write a response (letter, newspaper article, etc...) to one of the sources in this lesson. Be sure to address why women were opposed to suffrage and agree or disagree with their claims.

Teachers may implement this task with the following procedures:

1. Introduce the lesson by posing the question: why do people oppose movements that fight for equal rights?
2. Provide students with sources to read and analyze independently or with a partner. After students complete the reading, they should answer the questions provided.
3. Have students complete the formative task by writing at least a paragraph that contains evidence from the provided sources.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further

The following sources were selected to provide students with the perspective of those who did not support women's suffrage, especially women.

- **Featured Source A: Molly Elliot Seawell**

It has often been pointed out that women could not, with justice, ask to legislate upon matters of war and peace, as no woman can do military duty; but this point may be extended much further. No woman can have any practical knowledge of shipping and navigation, of the work of trainmen on railways, of mining, or of many other subjects of the highest importance. Their legislation, therefore, would not probably be intelligent, and the laws they devised for the betterment of sailors, trainmen, miners, etc., might be highly objectionable to the very persons they sought to benefit. If obedience should be refused to these laws, who is to enforce them? The men? Is it likely they will? And if the effort should be made, what stupendous disorders would occur! The entire execution of the law would be in the hands of men, backed up by an irresponsible electorate which could not lift a finger to apprehend 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? (pp. 31-32)

But that woman suffrage tends to divorce, is plain to all who know anything of men and women. Political differences in families, between brothers, for example, who vote on differing sides, do not promote harmony.

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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? (p. 113)

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

- **Featured Source B: Anti-Suffrage Newspaper, New York**

It is the Suffragists whose ideal is the kitchenless house fed from a mechanical institutional centre. The main proportion of Suffragist writing and speaking is on this pots and pans pattern, simply a denunciation of housekeeping as degrading. It is the Suffragist theory that the woman's sphere in life should be the same as the man's that has condemned her to share with him what is so hideous a misfit in the miscalled education of our industrial classes, whose girls are all taught as if destined for literary rather than manual occupations, as if the National funds were collected to compel the training of a surplus of cheap short-hand typists for the office, and to compel a lack of expert housewives in the home. It is the Suffragists who are destroying the wholesome personal element in female life, by their doctrine of degradation in the washing of pots and pans for husband, father and son, while they demand the vote, and opportunity to serve the State, the husbands, fathers, and sons of other people, with what? What service? An abstract service of legislation and administration, they reply: in fact all that barren "social service" which can be performed without the sweating of the brow, the soiling of a finger! Is it not clear how this hideous feminism is sapping our vitality as a nation? Is it too much to say that it is at the root of half the unhealth and disease of which to-day's unrest is symptomatic?

There are many wealthy women who have espoused Suffragism, and who, to promote it, do daily a very dangerous thing in preaching to working women that housework is degrading. And dangerous as is that direct denunciation of housework universal among Suffragists, of which the Woman's Labor League president's pots and pans speech is typical, there is another way inculcating contempt for it, which is even more dangerous because more insidious and less direct. An example of the insidious way in which the mischief is spread is shown in a letter to the Times of December 21 last, advocating the suffrage for women. It was written by a lady from the standpoint of the leisured and cultured classes, as she expressly said. "We more fortunate women," she wrote, plead for the franchise, not for our own sake, but for the sake of the working women (whose "round of toil" she stigmatized as "drudgery"), because "it shall bring them at once something at least of the respect and consideration which form the basis upon which we more fortunate women build our lives."

Article from an anti-suffrage newspaper, *The Woman's Protest Against Woman's Suffrage*, published in New York by the National Association Opposed to Woman Suffrage, in October 1912.

- **Featured Source C: Tennessee Representative John A. Moon**

It has been insisted that the real-purpose of this amendment is the basis for political legislation that will ultimately deprive the Southern States of representation in part in Congress and their force in national affairs

....

In those Southern States where the colored population outnumbers the white to double the number of ignorant

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voters by giving the colored woman the right to vote would produce a condition that would be absolutely intolerable. We owe something to the wishes and the sentiments of the people of our sister States struggling to maintain law and order and white supremacy....

We are engaged now in a great foreign war. It is not the proper time to change the whole electoral system... Patriotism, in my judgment, forbids the injection of this issue into national politics at this time.

Representative John A. Moon of Tennessee, speech in House of Representatives, January 10, 1918, on the issue of the woman suffrage amendment.

Supporting Question 3

The third supporting question: Why did Woodrow Wilson change his position to support women's suffrage?

The formative task is: Write a paragraph discussing why Woodrow Wilson changed his position to support women's suffrage. How do you think his change in position changed others opinions on women's suffrage?

Teachers may implement this task with the following procedures:

1. Introduce the lesson by posing the question: How should government leaders act when a movement like women's suffrage is happening?
2. Provide students with sources to read and analyze independently or with a partner. After students complete the reading, they should answer the questions provided.
3. Have students complete the formative task by writing at least a paragraph that contains evidence from the provided sources.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to show students the evolution of President Woodrow Wilson's support of women's suffrage.

Historical Context

By the turn of the twentieth century, the National American Woman Suffrage Association (NAWSA) had developed a strategy of securing a woman's right to vote in municipal elections and seeking full suffrage through state constitutions. This strategy of focusing on state efforts reduced the association's Congressional Committee to relative obscurity until revitalized by the appointment of Alice Paul and Lucy Burns as joint chairs of the Committee in December 1912. Paul and Burns first met in England, where they had both been jailed for participating in demonstrations organized by the Women's Social and Political Union. Both women had been influenced by the radicalism of British suffrage leader Emmeline Pankhurst.

Paul and Burns organized a massive suffrage parade as the first effort of the newly revitalized NAWSA's Congressional Committee. The parade was planned for March 3, 1913, on the eve of President Woodrow Wilson's inauguration. Women also held open-air meetings in conjunction with the parade.

Paul and Burns, although they continued to serve as chairs of the Congressional Committee, formed a new



Figure Leet Brothers, Wash., D.C. Crowd converging on marchers and blocking parade route during March 3, inaugural suffrage procession, Washington, D.C. United States Washington D.C., 1913. [Mar. 3] Photograph. <https://www.loc.gov/item/mnwp000443/>.



Figure 2: Harris & Ewing, Washington, D.C. Party watchfires burn outside White House, Jan. United States Washington D.C., 1919. Jan. Photograph. <https://www.loc.gov/item/mnwp000303/>.

collected 500,000 signatures on a suffrage petition, and testified before Congress, among other activities. At the end of the year, CU and NAWSA made a last attempt to reconcile, but the attempt failed. In June 1916, CU's leaders formed the National Woman's Party.

After President Wilson's reelection, Alice Paul called for members of the National Woman's Party to picket the White House to convince the president to put pressure on Democratic senators to vote in favor of a constitutional suffrage amendment. Lucy Burns led most of the picket demonstrations. Picketers were not molested and, in fact, the president often waved to them as he left the White House. To maintain interest in the press, Paul and Burns organized groups representing women from different walks of life to picket on different days.

Once the United States entered World War I, things changed. In June 1917, the police began arresting women outside the White House. Undaunted by these arrests, women marched to the White House on Independence Day, carrying banners reading "Governments derive their just powers from the consent of the governed;" they were promptly arrested. In a demonstration on August 14, 1917, a melee broke out as women carried banners addressing the president as "Kaiser Wilson." Servicemen often agitated demonstrators and, in some cases, attacked pickets while policemen did nothing to prevent the confrontation.

organization known as the Congressional Union for Woman Suffrage. Although distinct from the Congressional Committee, its directors and members of the executive board were the same. The Congressional Union lobbied elected officials and gave notice to the Democratic Party, which had control of the executive and legislative branches, that it would hold them responsible for congressional inaction on suffrage. NAWSA leaders confronted Paul and Burns with an ultimatum that they divorce themselves from the Congressional Union and abandon threats to hold the Democratic Party responsible for failure to secure a suffrage amendment in order to retain their positions in NAWSA's Congressional Committee. Paul and Burns refused.

Throughout 1915, Alice Paul, Lucy Burns, and the Congressional Union organized state branches, held a national convention of women voters,



Figure 4: Harris & Ewing, Washington, D.C. The day after the police announce that future pickets would be given limit of 6 mos. in prison, Alice Paul led picket line with banner reading "The time has come to conquer or submit for there is but one choice - we have made it." She is followed by Mrs. Lawrence Lewis Dora Lewis. This. United States Washington D.C., 1917. Photograph. <https://www.loc.gov/item/mnwp000219/>.

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In October 1917, police announced that if women continued to picket the White House, they could expect sentences of up to six months in prison. The day following the announcement, Alice Paul marched from party headquarters to the White House carrying a banner with one of Wilson's slogans, "The time has come to conquer or submit for there is but one choice - we have made it."



Figure 3: Picketing in all sorts of weather. N.Y. Day Picket. New York United States Washington D.C, 1917. Photograph. <https://www.loc.gov/item/mnwp000223/>.

Paul and other picketers were arrested but given suspended sentences. Returning to the picket line, Paul and Rose Winslow were arrested and given seven-month jail sentences for obstructing traffic. First offenders received six-month sentences. Paul and Winslow considered themselves political prisoners and organized a hunger strike. Hunger strikes spread throughout the district jail and to area workhouses, where other women picketers had been incarcerated. Jailers began force-feeding, a painful and humiliating experience that Paul had endured while jailed in England several years earlier.

Arrests at the gates of the White House did nothing to stop the daily gathering of

women picketers. More women were arrested and given sentences varying from six days to six months. Lucy Burns received a six-month sentence; Mary Nolan, 73, was sentenced to six days in consideration of her advanced age. Nolan and most others arrested on November 10, 1917, were sent to Occoquan Workhouse in Virginia. On arrival at the workhouse, women refused to put on prison uniforms or work; the guards became violent, kicking and beating the prisoners in what became known in the suffrage movement as "The Night of Terror." Women again resorted to a hunger strike. Upon their release, many were too weak to walk on their own.

Alice Paul and the leadership of the NWP believed that suffrage was only one step in acquiring full equality for women. After the passage of the 19th Amendment, they began to focus on a national campaign to secure equal rights for women. In 1921, a delegation of 50 prominent party members called upon President Warren Harding to ask his aid in securing passage of an Equal Rights Bill in the next Congress. In 1922, the NWP succeeded in winning passage of the Cable Act, which allowed women to retain their U.S. citizenship after marrying a citizen of another country. In December 1923, Alice Paul drafted the Equal Rights Amendment, which the NWP called the Lucretia Mott Amendment. Year after year, the proposed amendment was introduced in each new session of Congress. It was not until 1972 that both houses of Congress passed the Equal Rights Amendment and sent it to the states for ratification. The amendment failed to be ratified by three-fourths of the states.

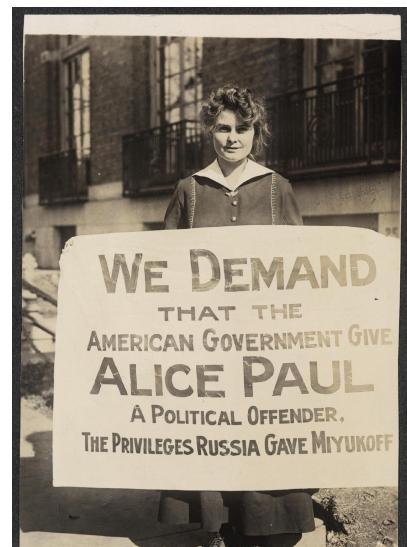


Figure 5: Harris & Ewing, Washington, D.C. Lucy Branham protests the political imprisonment of Alice Paul with "Russia" banner. Baltimore Delaware Maryland United States Washington D.C, 1917. [Oct.-Nov] Photograph. <https://www.loc.gov/item/mnwp000224/>.

Library of Congress. "Women of Protest: Photographs from the Records of the National Woman's

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Party." Library of Congress. N.D. Last modified August 27, 2020.
<https://www.loc.gov/teachers/classroommaterials/connections/women-protest/history2.html>.

More Historical Context

With the onset of World War I...Thousands of women in the United States formed and/or joined organizations that worked to bring relief to the war-torn countries in Europe, even before official American entry into the war in April 1917. After the United States joined the Allies, women continued to join these organizations and dedicate themselves to supporting and expanding the war effort. These groups were highly organized, much like the military, which helped women garner respect from their fellow citizens and have their patriotic endeavors taken seriously.

Aside from their mass involvement in these voluntary organizations and efforts, a key difference between women's service during World War I and that of previous wars was the class of women involved. Typically women who followed armies were from the working classes of society, but during the Great War, women from all classes served in many different capacities. Upper class women were the primary founders and members of voluntary wartime organizations, particularly because they could afford to devote so much of their time and money to these efforts. Middle- and lower-class women also participated in these organizations and drives, although they were more likely to be serving as nurses with the military or replacing men in their jobs on the home front as the men went off to war.

Another significant change to women's service during the Great War is that American civilian women donned uniforms. The uniforms allowed women to look the part and claim credibility for their services, as well as to be taken seriously by others; many women saw their wartime service as a way to claim full citizenship, and the uniforms symbolized "their credentials as citizens engaged in wartime service."

Other women donned uniforms because of their association with the military—World War I was the first time in American history in which women were officially attached to arms of the American military and government agencies. Yeomen (F) served with the Navy and the Marine Corps, while the Army Nurse Corps was attached to the Army. In France, 223 American women popularly known as "Hello Girls" served as long-distance switchboard operators for the U.S. Army Signal Corps.

World War I was without a doubt a watershed event for women's military service in the United States and elsewhere. However, we do not want to restrict our definition of women in the military to only women who served in the military. Instead, we want to broaden our understanding to include the women whose lives were affected by the military and the war: women who were left on the home front, women who saw their husbands and sons go off to fight, women in Europe who experienced the war firsthand as it ravaged their hometowns, and even the women in media and art who symbolically represented freedom, virtue, and victory and spurred their countrymen and women to arms.

National American History Museum. "Women in World War I." National American History Museum. N.D. Last modified August 27, 2020.
<https://americanhistory.si.edu/collections/object-groups/women-in-wwi>.

- **Featured Source A: Woodrow Wilson, "Message Regarding Women's Suffrage" 1916**

Madam President, Ladies of the Association:

I have found it a real privilege to be here to-night and to listen to the addresses which you have heard. Though you may not all of you believe it, I would a great deal rather hear somebody else speak than speak

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myself...Two generations ago, no doubt Madam President will agree with me in saying, it was a handful of women who were fighting this cause. Now it is a great multitude of women who are fighting it...

The movement which this association represents has gathered cumulative force... I get a little impatient sometimes [thinking about how] it is to prevail. It is going to prevail.... It is not merely because the women are discontented. It is because the women have seen visions of duty, and that is something which we not only cannot resist, but, if we be true Americans, we do not wish to resist...

I have felt as I sat here to-night the wholesome contagion of the occasion. I have come to suggest, among other things, that when the forces of nature are steadily working and the tide is rising to meet the moon, you need not be afraid that it will not come to its flood. We feel the tide; we rejoice in the strength of it; and we shall not quarrel in the long run as to the method of it. Because, when you are working with masses of men and organized bodies of opinion, you have got to carry the organized body along. The whole art and practice of government consists not in moving individuals, but in moving masses. It is all very well to run ahead and beckon, but, after all, you have got to wait for the body to follow. I have not come to ask you to be patient, because you have been, but I have come to congratulate you that there was a force behind you that will beyond any peradventure be triumphant, and for which you can afford a little while to wait.

Wilson, Woodrow. "President Wilson addresses the Suffrage Convention in Atlantic City, New Jersey." September 08, 1916. The Miller Center. Last modified August 27, 2020.

<https://millercenter.org/the-presidency/presidential-speeches/september-9-1916-message-regarding-womens-suffrage>.

Sourcing

1. To whom is Wilson speaking? Why is this important?

Document

2. Does Wilson support woman suffrage? Why or why not?

3. Does Wilson outline any plans to use his position as president to do anything to support woman suffrage? Why or why not?

Analysis

4. Why do you think Wilson takes this position on woman suffrage? Do you think his audience matters?

- **Source B: President Wilson before the Senate in 1918**

I regard the concurrence of the Senate in the Constitutional amendment proposing the extension of suffrage to women as vitally essential to the successful prosecution of this great war of humanity in which we are engaged ... It is my duty to win the war and to ask you to remove every obstacle that stands in the way of winning it. I had assumed that the Senate would concur in the amendment because no disputable principle is involved but only a question of the method by which the suffrage is to be extended to women...

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This is a people's war and the people's thinking constitutes its atmosphere and morale, not the predilections of the drawing room or the political considerations of the caucus. If we indeed be democrats and wish to lead the world to democracy, we can ask other peoples to accept in proof of our sincerity and our ability to lead them whither they wish to be led nothing less persuasive and convincing than our actions. Our professions will not suffice. Verification must be forthcoming when verification is asked for...

This war could not have been fought, either by the other nations engaged or by America, if it had not been for the services of women – services rendered in every sphere – not merely in the fields of effort in which we have been accustomed to see them work, but wherever men have worked and upon the very skirts and edges of the battle itself. We shall not only be distrusted but shall deserve to be distrusted if we do not enfranchise them with the fullest possible enfranchisement, as it is now certain that the other great free nations will enfranchise them ... The executive tasks of this war rest upon me. I ask that you lighten them and place in my hands instruments, spiritual instruments, which I do not now possess, which I sorely need, and which I have daily to apologize for not being able to employ.

*Note: Wilson's comments did not stir up enough support in the US Senate. It would take another year after this speech for the Amendment to pass.

Sourcing

1. To whom is Wilson speaking? Why is this important?

Document

2. Now does Wilson now support woman suffrage? Why or why not?

3. What role does women's military service play in his position?

Analysis

4. What do you suppose changed his mind?

Summative Performance Task

At this point in the inquiry, students have examined the reasons behind people not supporting the Women's Suffrage Movement. They have analyzed documents and political cartoons to gain a deeper understanding of why both men and women opposed the movement.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will be developing their own political cartoon(s) that shows their understanding of the role of American culture and gender norms played in the fight for equality.

Students' arguments will likely vary, but could include evidence why women should not have won the vote and evidence they should have.

To support students in their writing they can use this provided organizer for a body paragraph:

First Argument	
Write a topic sentence that summarizes the paragraph and tells how this proves the thesis	(Repeat the first part of your thesis)
Provide background information here. Cite anyone you paraphrase or quote!	When...
What textual evidence proves this? Describe 1 or 2 HAPP elements about the source of your evidence.	
What textual evidence proves this? Insert a short quote here.	

C3 TEACHERS

What makes this quote credible, valid, or helpful in providing insights to this issue	<i>The quote revealed...</i>
Who disagrees or disputes a piece of your argument? Describe 1 or 2 HAPP elements about the source of your evidence.	<i>Others claimed that...</i>
What textual evidence do you have? Insert a short quote here.	
What makes this quote seem untrue, inaccurate, or only partly true?	<i>While it may be true that _____, it was clear that...</i>

To extend their arguments, once students have written or formed an argument, consider doing one of the following extension activities:

- Discussion:** Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?
- Four Corner Debate:** Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.
- Socratic Seminar:** Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.
- Structured Academic Controversy:** Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.

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5. **Reacting to the Past:** Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.