

9-12 and Suffrage Campaigns

How Effective were Suffrage Campaign Strategies?



Brown, Tammy. 2018. "Celebrate Women's Suffrage But Don't Whitewash The Movement's Racism." ACLU. <https://www.aclu.org/blog/womens-rights/celebrate-womens-suffrage-dont-whitewash-movements-racism>

Supporting Questions

1. Why was Susan B. Anthony a criminal?
2. Why was World War I significant for women's suffrage?
3. Was the Women's Suffrage March a success?

9-12 and Suffrage Campaigns

How Effective Were Suffrage Campaign Strategies?	
Content Angle and Standards	<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.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>
Staging the Compelling Question	<p>In staging the compelling question, ask students to list what makes a movement or protest successful?</p> <p>Students may provide answers such as: <i>strong leadership, moral values, strong mission, accomplishment of goals, publicity, wide public support, active, etc...</i></p> <p>What movements for change have we seen throughout history? Students may provide answers such as: <i>abolitionist movement, Women’s Suffrage Movement, Civil Rights Movements, LGBTQ+ movement, environmental movement, anti-war movement, etc...</i></p> <p>Explain to students that they will be embarking in an inquiry to analyze the strategies used by suffragists to move their cause forward. Their job will be to answer the compelling question: How effective were suffrage campaign strategies?</p>

Supporting Question 1
Why was Susan B. Anthony a criminal?
Formative Performance Task
Write a paragraph explaining the effectiveness of Susan B. Anthony’s actions to the Women’s Suffrage Movement. Be sure to address why Susan B. Anthony was a criminal and that impacted her role in the movement.
Featured Sources

Supporting Question 2
Why was World War I significant for women’s suffrage?
Formative Performance Task
Write a newspaper article discussing Jeanette Rankin’s speech. Be sure to address the success of the speech and if using World War I as a tie in to the suffrage movement is an effective move for the suffragists.
Featured Sources

Supporting Question 3
Was the Women’s Suffrage March a success?
Formative Performance Task
Independently or with a partner, create a Twitter style conversation between Alice Paul and Woodrow Wilson discussing the success of the Women’s Suffrage March. Be sure to use evidence from the sources to support your conversation.
Featured Sources

<p>Source A: Trial of Susan B. Anthony</p>	<p>Source A: Jeanette Rankin</p>	<p>Source A: Woman's Journal and Suffrage News Source B: Alice Paul, National Women's History Museum</p>
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<p>Summative Performance Task</p>	<p>ARGUMENT: <i>[How effective were suffrage campaign strategies?]</i> 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"> 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. 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.
<p>Taking Informed Action</p>	<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> <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 various strategies used by suffragists in their fight for the right to vote. Students will learn about three suffragettes and determine if their actions were effective contributions to the Women’s Suffrage Movement.

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.

Note: This inquiry is expected to take 3 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, ask students to list what makes a movement or protest successful?

Students may provide answers such as: *strong leadership, moral values, strong mission, accomplishment of goals, publicity, wide public support, active, etc...*

What movements for change have we seen throughout history? Students may provide answers such as: *abolitionist movement, Women's Suffrage Movement, Civil Rights Movements, LGBTQ+ movement, environmental movement, anti-war movement, etc...*

Explain to students that they will be embarking in an inquiry to analyze the strategies used by suffragists to move their cause forward. Their job will be to answer the compelling question: How effective were suffrage campaign strategies?

Supporting Question 1

The first supporting question: Why was Susan B. Anthony a criminal?

The formative task is: Write a paragraph explaining the effectiveness of Susan B. Anthony's actions to the Women's Suffrage Movement. Be sure to address why Susan B. Anthony was a criminal and that impacted her role in the movement.

Teachers may implement this task with the following procedures:

1. Introduce the lesson by posing the following questions: What happens when someone breaks a law? Is there a time when breaking the law is considered the right thing to do?
2. Provide each student a copy of the inquiry document. Review the Questions to Consider as a class
3. Assign 7 students the following roles:
 - a. Judge Hunt
 - b. Guard
 - c. Mr. Crowley, Prosecution*
 - d. Mr. Beverly W. Jones, Inspector
 - e. Mr. Selden, Defense*
 - f. John E, Pound, DA
 - g. Susan B. Anthony
4. Have those students act out their roles for the class.
5. Have students answer Questions to Consider independently or with a partner. Review as a class before having students complete their formative task.
6. Have students complete the formative task by writing at least a paragraph that contains evidence from the provided sources.
7. 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 visualize the trial of Susan B. Anthony after they arrested her for voting, which was against the law for women at the time.

- **Featured Source A: The Trial of Susan B. Anthony**

Why was Susan B. Anthony a criminal?

As you read, discuss the "Questions to Consider." At the end, respond to the three questions for analysis in full sentences. This activity can be acted out as a class. To do so, assign students to the following characters:

- Judge Hunt
- Guard
- Mr. Crowley, Prosecution*
- Mr. Beverly W. Jones, Inspector
- Mr. Selden, Defense*
- John E, Pound, DA

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- Susan B. Anthony

**Large speaking roles*

After roles are assigned, students should highlight their lines in the script. This script comes from the primary source accounts of Susan B. Anthony's trial.

When Susan B. Anthony was arrested after registering and voting in the 1872 presidential election, it led one commentator, Matilda Joslyn Gage, to claim, "Susan B. Anthony is not on trial; the United States is on trial." Historian, Doug Linder, described the scene. He said, "On June 17, 1873, Anthony, wearing a new bonnet faced with blue silk and draped with a veil, walked up the steps of the Canandaigua courthouse on the opening day of her trial. The second-floor courtroom was filled to capacity. The spectators included a former president, Millard Fillmore, who had traveled over from Buffalo, where he practiced law. Judge Ward Hunt sat behind the bench, looking stolid in his black broadcloth and neck wound in a white neck cloth. Anthony described Hunt as 'a small-brained, pale-faced, prim-looking man, enveloped in a faultless black suit and a snowy white tie'" (Linder).

**A note to students, when you see brackets like [these] it means that the original text was changed by the editor for clarity, simplification, or to modify vocabulary.*

Judge: [Order in the court!]

At the election of President and Vice President of the United States, and members of Congress, in November, 1872, Susan B. Anthony, and several other women, offered their votes to the inspectors of election, claiming the right to vote, as among the privileges and immunities secured to them as citizens by the Fourteenth Amendment to the Constitution of the United States.

The inspectors... decided in favor of receiving the offered votes...

For this act, the women, fourteen in number, were arrested and held

to bail, and indictments were found against them... The three

inspectors were also arrested... All three, however were jointly indicted under the

same statute – for having "knowingly and willfully received the votes of persons not entitled to vote."

... The court held that the defendant had no right to vote – that good faith constituted no defense – that there was nothing in the case for the jury to decide, and directed them to find a verdict of guilty... The verdict of guilty was entered by the clerk, as directed by the court, without any express assent or dissent on the part of the jury. A fine of \$100, and costs, was imposed upon the defendant...

Miss Anthony insists that... she has been denied her constitutional right.

[Mr. Crowley, of the prosecution, the floor is yours.]

Question to Consider: Has Miss Anthony been denied any rights thus far?

Mr. Crowley (on behalf of the government): ... On the 5th of November, 1872... The defendant, Miss Susan B. Anthony... voted...

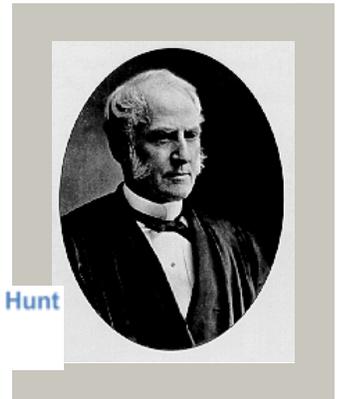
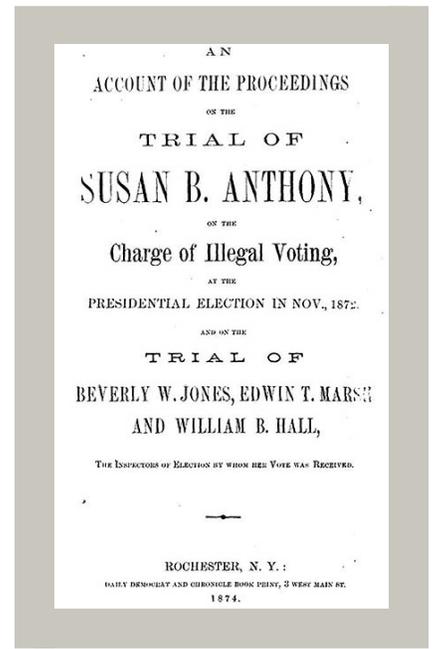


Figure 1: Judge Hunt (Linder)

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At that time she was a woman. I suppose there will be no question about that... Whatever Miss Anthony's intentions may have been-whether they were good or otherwise-she did not have a right to vote... there is no question but what she is guilty of violating a law...

[We] claim that upon the 5th of November, 1872, she voted... Miss Susan B. Anthony was a woman.

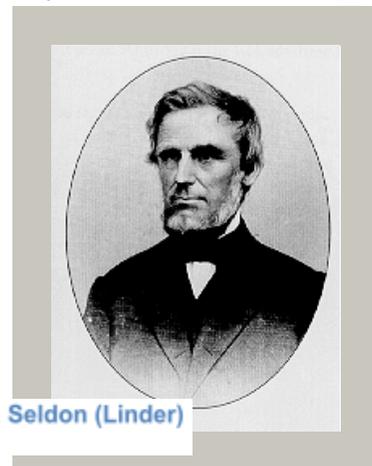
Question to Consider: What is Mr. Crowley trying to argue?

[Judge: Mr. Selden, it would please the court to hear your rebuttal and opening statements.]

Mr. Selden (on behalf of Miss Anthony):

This is a case of no ordinary magnitude, although many might regard it as one of very little importance. The question whether my client here had done anything to justify her being consigned to a felon's prison or not, is one that interests her very essentially, and that interests the people also essentially...

She was as much entitled to vote as any man that voted at that election...



Henry R. Seldon (Linder)

The public prosecutor assumes that, however honestly she may have offered her vote... [that] she was mistaken in... judgment... Her offering her vote and its being received makes a criminal offence- a proposition to me most abhorrent (hateful)...

Before ... this election, Miss Anthony called upon me for advice. I advised her that she was as lawful a voter as I am, or as any other man is, and advised her to go and offer her vote. I may have been mistaken in that, and if I was mistaken, I believe she acted in good faith. I believe she acted according to her right as the law and Constitution gave it to her...

I propose to call Miss Anthony [to the stand] as to the fact of her voting-on the question of the intention or belief under which she voted.

Question to Consider: What is Mr. Selden trying to argue?

Mr. Crowley: [Objection!] She is not competent as a witness in her own behalf.

Judge: The Court holds. [Miss Anthony is not competent as a witness.]

Mr. Selden: Defendant rests.

Question to Consider: What Supreme Court case does this remind you of? Why?

[Mr. Crowley: The prosecution calls Mr. Jones to the stand to testify for the government.

Guard: Mr. Jones, place your hand on the Bible. Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?

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Mr. Jones: I do.]

Mr. Crowley: do you know the defendant, Miss Susan B. Anthony?

Mr. Jones: yes, Sir.

Mr. Crowley: in what capacity were you acting upon that day, if any, in relation to [the] election?

Mr. Jones: Inspector of Election...

Mr. Crowley: upon the 5th day of November, did the defendant, Susan B. Anthony, vote in the First Election District of the 8th Ward of the City of Rochester?

Mr. Jones: yes, Sir.

Mr. Crowley: did you see her vote?

Mr. Jones: yes, Sir...

Mr. Crowley: did you receive the tickets from Miss Anthony?

Mr. Jones: yes, Sir...

Mr. Crowley: was Miss Anthony challenged upon that occasion?

Mr. Jones: yes, Sir – no; not on that day she wasn't.

Mr. Crowley: she was not challenged on the day she voted?

Mr. Jones: no, Sir.

Question to Consider: Has Mr. Crowley's strategy changed at all? What did he prove?

Judge: Mr. Selden, he is your witness.

Mr. Selden: Prior to the election, was there a registry of voters in that district made?

Mr. Jones: yes, Sir.

Mr. Selden: was you one of the officers engaged in making that registry?

Mr. Jones: yes, Sir...

Mr. Selden: was there any objection made, or any doubt raised as to her right to vote?

Mr. Jones: there was.

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Mr. Selden: on what ground?

Mr. Jones: on the ground that the constitution of the state of New York did not allow women to vote.

Mr. Selden: what was the [problem with] her right to vote as a citizen?

Mr. Jones: she was not a male citizen...

Mr. Selden: did the board... decide that she was entitled to registry as a voter?

Mr. Jones: yes, Sir.

Mr. Selden: and she was registered?

Mr. Jones: yes, Sir.

Mr. Selden: at the time... was the supervisor of election present at the board?

Mr. Jones: he was.

Mr. Selden: was he consulted?

Mr. Crowley: I submit that it is of no consequence whether he did or not.

Mr. Selden: he was the government supervisor under this set of Congress.

Mr. Crowley: the Board of Inspectors, under the state law, constitute the board of registry, and they are the only persons to pass upon that question [this man is not on the Board and not qualified to answer that question!]

Question to Consider: What is Mr. Selden trying to prove?

Judge: [overruled] you may take [the question].

Mr. Jones: yes, Sir... a United States Supervisor of Elections [was present], two of them.

Mr. Selden: did they advise the registry, or did they not?

Mr. Jones: one of them did.

Mr. Selden: and on that advice [they allowed Miss Anthony to vote?]

Mr. Jones: [the Board Supervisors advice] had a great deal of weight with the inspectors, I have no doubt.

Question to Consider: Why did Mr. Crowley object to Mr. Selden's question?

[Judge: Mr. Crowley, your witness.]



(Re-direct examination by) Mr. Crowley: won't you state what Miss Anthony said... when [registered]?

Mr. Jones: she stated that she did not claim any rights under the constitution of [New York] ...she claimed her right under the Constitution of the United States.

Mr. Crowley: did she name any particular amendment?

Mr. Jones: yes, Sir; she cited the 14th Amendment.

Mr. Crowley: under that she claimed her right to vote?

Mr. Jones: yes, Sir. [She ignored the laws of the state.]

[**Mr. Crowley:** the prosecution calls Mr. Pound to the stand to testify on behalf of the government.

Guard: Mr. Pound, place your hand on the Bible. Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?

Mr. Pound: I do.]

Mr. Crowley: do you know the defendant, Susan B. Anthony?

Mr. Pound: yes, Sir.

Mr. Crowley: did you attend [the previous trial] when her case was examined?

Mr. Pound: I did

Mr. Crowley: was she called as a witness in her own behalf upon that examination?

Mr. Pound: she was...

Mr. Crowley: did you keep minutes [or notes] of evidence on that occasion?

Mr. Pound: I did.

Mr. Crowley: did she, upon that occasion, state that she consulted or talked with Judge Henry R. Selden, of Rochester, in relation to her right to vote?

Mr. Selden: I object to that upon the ground that it is incompetent, that if they refuse to allow her to be sworn here, they should be excluded from producing any evidence that she gave elsewhere, especially when they want to give the version, which the United States officer took of her evidence.

Judge: [overruled] go on.

Question to Consider: Why did Mr. Selden object to Mr. Crowley's line of reasoning?

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Mr. Crowley: state whether she stated on that examination, under oath, that she had talked or consulted with Judge Henry R. Selden in relation to her right to vote?

Mr. Pound: she did.

Mr. Crowley: state whether she was asked, upon that examination, if the advice given her by Judge Henry R. Selden would or did make any difference in her action in voting, or in substance that?

Mr. Pound: she stated on the cross-examination, "I [w]ould have made the same endeavor to vote... had I not consulted Mr. Selden... I was not influenced by his advice in the matter at all; [I] have been resolved to vote... for a number of years."

Mr. Crowley: the United States rests.

Question to Consider: What did Mr. Crowley just prove?

Mr. Selden: Mr. Pound, was she asked there if she had any doubt about her right to vote, and did she answer "Not a particle?"

Mr. Pound: She stated. "Had no doubt as to my right to vote," on the direct examination.

Mr. Selden: [Answer the question Mr. Pound!] Was not this question put to her "Did you have any doubt yourself of your right to vote?" and did she not answer "Not a particle?"

[**Judge:** Well he said so. Your concern is noted Mr. Selden. Sir, the floor is yours for closing remarks.]

Mr. Selden: ...The only alleged ground of illegality of the defendant's vote is that she is a woman. If the same act had been done by her brother under the same circumstances, the act would have been not only innocent, but honorable and laudable; but having been done by a woman it is said to be a crime. The crime therefore consists not in the act done, but in the simple fact that the person doing it was a woman and not a man, I believe this is the first instance in which a woman has been arraigned in a criminal court, merely on account of her sex...

Women have the same interest that men have in the establishment and maintenance of good government; they are to the same extent as men bound to obey the laws; they suffer to the same extent by bad laws, and profit to the same extent by good laws; and upon principles of equal justice, as it would seem, should be allowed equally with men, to express their preference in the choice of law-makers and rulers...

In the [Constitution]... our ancestors declared that "governments derive their just powers from the consent of the governed."

...The teachings of history, in regard to the condition of women under the care of these self-constituted protectors, [shows that men have not protected women's interests. Women have] in law no individual existence, and consequently no action [can] be brought by her to redress... grievous wrong[s]...

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[Over the last few decades progress has been made on behalf of women]... but how [has it] been produced? Mainly as the result of exertions of a few heroic women, one of the foremost of whom is her who stands arraigned as a criminal before this Court today.

Much has been done, but much more remains to be done by women. If they had possessed the elective franchise, the reforms, which have cost them a quarter of a century of labor would have been accomplished in a year... Give them the ballot!

[Mr. Crowley: It is clear from testimony that Miss Anthony voted and, it is certainly clear that she is a woman. Mr. Selden's arguments about just government and government authority are irrelevant.]

Judge: The judgment of the court is that you pay a fine of one hundred dollars and the costs of the prosecution. Miss Anthony, do you have anything to say why the sentence of the court should not be pronounced upon?

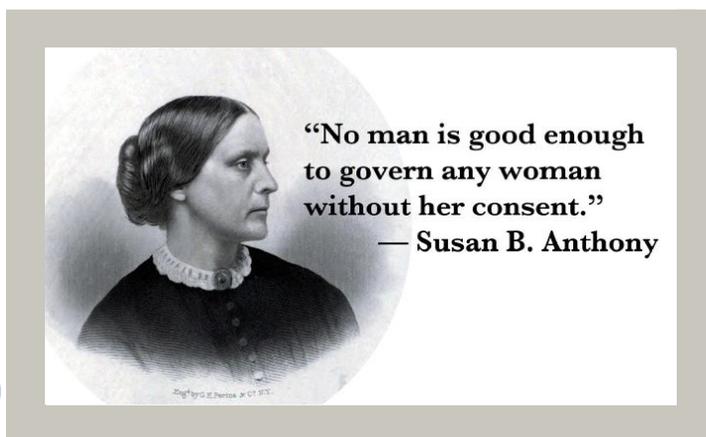
Miss Anthony: (stands) Yes, your honor. I have many things to say. My every right, constitutional, civil, political and judicial has been tramped upon. I have not only had no jury of my peers, but I have had no jury at all. [Am I not guaranteed a right to a jury of my peers?]

Judge: Sit down Miss Anthony. I cannot allow you to argue the question!

Miss Anthony: Laws [are] made by men, under a government of men, interpreted by men and for the benefit of men. The only chance women have for justice in this country is to violate the law, as I have done, and as I shall continue to do... Does your honor suppose that we obeyed the infamous fugitive slave law which forbade to give a cup of cold water to a slave fleeing from his master? I tell you we did not obey it; we fed him and clothed him, and sent him on his way to Canada. So shall we trample all unjust laws under foot. I do not ask the clemency of the court. I came into it to get justice, having failed in this, I demand the full rigors of the law.

Judge: The sentence of the court is \$100 fine and the costs of the prosecution.

Figure 3: Susan Anthony").



Miss Anthony: May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper – *The Revolution* – four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that "Resistance to tyranny is obedience to God."

Judge: Madam, the Court will not order you committed until the fine is paid (aka. No one is going to force you to pay it).

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Respond to the questions below in full sentences.

1. In your own words, what three legal reasons did her lawyer use to argue her case?
2. For what legal reasons did the court decide against Susan B. Anthony?
3. Why do you think the court decided this way?

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"Testimony in the Case of the *United States vs Susan B. Anthony*." *University of Missouri at Kansas City Law School*.
<http://law2.umkc.edu/faculty/projects/ftrials/anthony/trialtestimony.html>.

"Wanted Susan B. Anthony." National Women's History Museum. 5 November 2012.
<http://www.nwhm.org/blog/wanted-susan-b-anthony-2/>.

Supporting Question 2

Lesson used for this supporting question:

Boyle, Joe. "Jeanette Rankin." Morris R. Waite High School, Ohio.

https://drive.google.com/file/d/1x1fEh_T0xujwFWQcdDQmm_dukxLJ61qy/view

The second supporting question: Why was World War I significant for women's suffrage?

The formative task is: Write a newspaper article discussing Jeanette Rankin's speech. Be sure to address the success of the speech and if using World War I as a tie in to the suffrage movement is an effective move for the suffragists.

Teachers may implement this task with the following procedures:

1. Introduce the lesson by reading the basic bibliography and historical context to students.
2. Provide students with sources to analyze independently. After they finish reading the speech, students should answer the provided questions.
3. Have students pair up and review the answers to the questions. Review as a class.
4. Have students complete the formative task by writing at least a paragraph that contains evidence from the provided sources.
5. 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 explore the connection between the Women's Suffrage Movement and World War I.

- **Featured Source A: Remarks by Representative Jeanette Rankin, 1918**

"...To-day there are men and women in every field of endeavor who are bending all their energies toward a realization of this dream of universal justice. They believe that we are waging a war for democracy. The farmer who knows the elements of a democracy becomes something of an idealist when he contemplates the possibility of feeding the world during this crisis. The woman who knits all day to keep from thinking of the sacrifice she is making wonders what this democracy is which denied and for which she is asked to give. The miner is dreaming his dreams of industrial democracy as he goes 2,000 feet underground, bringing forth the rock precious metals to help in the prosecution of this war.

"The girl who works in the Treasury no longer works until she is married. She knows now that she will work on and on and on. The war has taken from her opportunities for the joys that young girls

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look forward to. Cheerfully and willingly she makes her sacrifice. And she will pay to the very end in order that the future need not find women paying again for the same cause.

“The boys at the front know something of the democracy for which they are fighting. These courageous lads who are paying with their lives testified to the sincerity of their fight when they sent home their ballots in the New York elections and voted two to one in favor of woman suffrage and democracy at home. [Applause.]

“These are the people of the Nation. These are the fiber and sinew of war—the mother, the farmer, the miner, the industrial worker, the soldier. These are the people who are resting their faith in the Congress of the United States because they believe that Congress knows what democracy means. These people will not fight in vain.

“Can we afford to allow these men and women to doubt for a single instant the sincerity of our protestations of democracy? How shall we answer their challenge, gentlemen; how shall we explain to them the meaning of democracy if the same Congress that voted for war to make the world safe for democracy refuses to give this small measure of democracy to the women of our country? [Prolonged applause.]”

Remarks by Representative Jeannette Rankin, January 10, 1918 (excerpt), Congressional Record, U.S. House of Representatives, pp. 771–772 , U.S. Government Printing Office

1. How does Rankin tie the war effort together with the push for Women's suffrage?
2. Rankin uses the images of a farmer, a woman knitting, a miner, a Treasury worker, and a soldier to represent her views of the “average American” of 1918. Why do you think she chose these occupations?
3. In the wake of World War I—and by Rankin’s argument, because of World War I—the right to vote was extended to women. Similarly, the right to vote was extended to African American men after the Civil War, and to 18–20 year olds after the Vietnam War. Since 2001, the United States has been engaged in the Global War on Terrorism. How do you think certain rights might be expanded after this period of conflict in American history?

Supporting Question 3

Lesson used for this supporting question:

O'Hara, Lynn. "Alice Paul." National History Day.

https://drive.google.com/file/d/1JHZ6cXDdqfXvY_RHt8yxHPxe6UDi2MQg/view?usp=sharing

The third supporting question: Was the Women's Suffrage March a success?

The formative task is: Independently or with a partner, create a Twitter style conversation between Alice Paul and Woodrow Wilson discussing the success of the Women's Suffrage March. Be sure to use evidence from the sources to support your conversation.

Teachers may implement this task with the following procedures:

1. Introduce the lesson by reading the basic bibliography and historical context to students.
2. Provide students with the source to analyze independently. After they finish reading the source, students should answer the provided questions.
3. Have students pair up and review the answers to the questions. Review as a class.
4. Have students partner up and assign each student the role of Woodrow Wilson or Alice Paul. Students should create a twitter style conversation between the two figures about the women's suffrage movement.
5. 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 to learn more about suffragists Alice Paul and the efforts of the success of the women's suffrage march.

- **Featured Source A: Woman's Journal and Suffrage News**

WOMAN'S JOURNAL AND SUFFRAGE NEWS

VOL. XLIV. NO. 10

SATURDAY, MARCH 8, 1913

FIVE CENTS

PARADE STRUGGLES TO VICTORY DESPITE DISGRACEFUL SCENES

Nation Aroused by Open Insults to Women—Cause Wins Popular Sympathy—Congress Orders Investigation—Striking Object Lesson

Washington has been disgraced. Equal suffrage has scored a great victory. Thousands of law-abiding women have been arrested. Insulted men are arrested and the United States Senate demands an investigation of the treatment given the suffragists at the National Capital on Monday.

Ten thousand women from all over the country had planned a march on parade and prepared to take place in Washington on March 3. Artists, pageant leaders, designers, women of influence and renown were ready to give a wonderful and beautiful show of suffrage work, in the public hall would throng the National Capital for the inauguration day. The suffragists were ready, the whole procession started down Pennsylvania avenue, when the police protection that had been promised, failed them, and a disgraceful scene followed. The crowd surged into the space which had been marked off for the parade, and the leaders of the suffrage movement were compelled to push their way through a mob of the worst elements in Washington and vicinity. Whips were used upon, slaps in the face, tripped on, pushed with burning cigar staves, and insulted by jeers and obscene language like this to give an object lesson.

The mayor of all the trouble is up there when the facts are known. The police authorities in Washington opposed every attempt to have a suffrage parade at all. Having been told within a week by the beautiful procession, the suffragists asked to have a procession of their own on March 3. They were finally told that they would not be on Pennsylvania avenue, but must be on a side street. At last they got permission to have the suffrage parade on the avenue, and asked that traffic be excluded from the street during the parade. For a long time this was denied, and only on Saturday were they successful.

Everything was at last arranged; it was a glorious day; ten thousand women were ready to do their part to make the parade beautiful to behold to make it a credit to civilization and to demonstrate the strength of the movement for their enfranchisement. The police were determined, however, and they had their way. Their attempt to arrest the marchers provoked and kept the spirit of the city now free for the suffrage procession was the situation. Police officers were armed by with fabled arms and attacked while the colored women of the land were harassed and roughly abused by an ignorant and unscrupulous mob.

Miss Allen Ford and other suffragists were compelled to drive their automobiles down the avenue to escape the crowds on the suffragists with the business and their usual dress. The police officials say that there was no intention to handle the crowds, but it is noted that there was no disorder on the avenue during the suffrage procession. It is stated that Federal troops were ordered to the chief of police for the suffrage procession, but that he refused that aid. At any rate, assistance was finally called from Fort Mifflin and mounted officers drove back the crowd to clear a struggling line of marchers could see through.

Not only were the suffragists severely disappointed in having the effect

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George Foster Jones in Pilgrim Costume; Miss Inez Withland on White Steed Leading the Parade; One of the Scenes of Impeding Procession; One View of the Procession

AMENDMENT WINS IN NEW JERSEY

Easy Victory in Assembly 45 to 3—Equal Suffrage Enthusiasm Runs High



The New Jersey Legislature passed the woman suffrage amendment in the Assembly last week by a vote of 45 to 3. The Senate had already voted favorably 14 to 3.

A large delegation of suffragists crowded the galleries, and when the overwhelming vote was announced there was a scene of great enthusiasm. Women stood in their seats and waved handkerchiefs and "votes for women" signs and cheered these actions loudly.

Dr. John's Resumes His Help Opposition was confined exclusively to the old constitutional amendment.

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MICHIGAN AGAIN CAMPAIGN STATE

Senate Passes Suffrage Amendment 46 to 5 and Battle Is Now On



Michigan is again a campaign state after a short lull of four months. The amendment will go to the voters on April 5. The three-week feeling that the women were defeated of victory but still will help the act.

The final action of the Legislature was taken last week, when the Senate, by a vote of 46 to 5, passed the suffrage amendment, with a slight amendment to make the requirements for legislators women the same as those for male legislators.

Governor Watches Debate

The debate in the Senate lasted an hour and a quarter, and was characterized by the persistent efforts of Senator Woodard and a few others to limit on existing amendments. Several suggestions, including the disfranchising of women for holding office or serving on juries, were voted down in quick succession.

Gov. Ferris was among the critics who crowded the chamber and gallery. Mrs. Clara B. Arthur, Mrs. Thomas H. Henderson and Mrs. Willard Rochester, of Detroit; Mrs. Jennie Law Hardy, of Tecumseh, and other State leaders were present, supported by a large delegation of ladies suffragists.

The final stand of the opposition was made by Senator Martin in the hope of putting off the amendment till November, 1915, and this also failed.

Of the few who opposed the measure on the final roll-call, three were from Detroit.

A complete campaign of organization and education has been suggested by the State Association. The

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"Parade Struggles to Victory Despite Disgraceful Scenes," Woman's Journal and Suffrage News, March 8, 1913 Library of Congress (LC-DIG-ppmsca-02970)

1. Based on the title of the newspaper, what do you think was the point of view of the author?

2. How does the article on the left demonstrate a new approach than the articles on the right?

3. Why do you think that these pictures were selected? What messages do they convey?

4. What role did the police play in this march?

5. Make a comparison between this event and another related event in American history. Explain the similarities and differences.

- **Featured Source B: Alice Paul, National Women’s History Museum**

A vocal leader of the twentieth century **women’s suffrage movement** Alice Paul advocated for and helped secure passage of the **19-Amendment** to the US Constitution, granting women the right to vote. Paul next authored the Equal Rights Amendment in 1923, which has yet to be adopted.

Born on January 11, 1885 in Mount Laurel, New Jersey, Paul was the oldest of four children of Tacie Parry and William Paul, a wealthy Quaker businessman. Paul’s parents embraced gender equality, education for women, and working to improve society. Paul’s mother, a suffragist, brought her daughter with her to women’s suffrage meetings.

Paul attended Swarthmore College, a Quaker school co founded by her grandfather, graduating with a biology degree in 1905. She attended the New York School of Philanthropy (now Columbia University) and received a Master of Arts degree in sociology in 1907. She then went to England to study social work, and after returning, earned a PhD from the University of Pennsylvania in 1910.

While in England, Paul met American Lucy Burns, and joining the women’s suffrage efforts there, they learned militant protest tactics, including picketing and hunger strikes. Back in the United States, in 1912, Paul and Burns joined the **National American Woman Suffrage Association** (NAWSA), with Paul leading the Washington, DC chapter. NAWSA primarily focused on state-by-state campaigns; Paul preferred to lobby Congress for a constitutional amendment. Such differences led Paul and others to split with NAWSA and form the **National Woman's Party**.

Borrowing from her British counterparts, Paul organized parades and pickets in support of suffrage. Her first—and the largest—was in Washington, DC, on March 3, 1913, the day before President-elect Woodrow Wilson’s inauguration. Approximately eight thousand women marched with banners and floats down Pennsylvania Avenue from the Capitol to the White House, while a half million spectators watched, supported and harassed the marchers. On March 17, Paul and other suffragists met with Wilson, who said it was not yet time for an amendment to the Constitution. On April 7, Paul organized a demonstration and founded the Congressional Union for Woman Suffrage to focus specifically on lobbying Congress.

In January 1917, Paul and over 1,000 “Silent Sentinels” began eighteen months of picketing the White House, standing at the gates with such signs as, “Mr. President, how long must women wait for liberty?” They endured verbal and physical attacks from spectators, which increased after the US entered World War I. Instead of protecting the women’s right to free speech and peaceful assembly, the police arrested them on the flimsy charge of obstructing traffic. Paul was sentenced to jail for seven months, where she organized a hunger strike in protest. Doctors threatened to send Paul to an insane asylum and force-fed her, while newspaper accounts of her treatment garnered public sympathy and support for suffrage. By

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1918, Wilson announced his support for suffrage. It took two more years for the Senate, House, and the required 36 states to approve the amendment.

Afterward, Paul and the National Women’s Party focused on the Equal Rights Amendment (ERA) to guarantee women constitutional protection from discrimination. Paul spent her life advocating for this and other women’s issues. The ERA was ratified by 35 states in the 1970s, but by the 1982 deadline was three states short of 38 needed to become a constitutional amendment.

Michals, Debra. 2015. “*Alice Paul.*” National Women’s History Museum.
<https://www.womenshistory.org/education-resources/biographies/alice-paul>

Summative Performance Task

At this point in the inquiry, students have examined the effectiveness of the strategies used in the Women’s Suffrage Movement. Students will have been able to assess strategies such as purposefully breaking the law to make a point, marches, and using World War I as a tie in to the suffrage movement. Students should understand that there is a wide variety of strategies that can be implemented when protesting for change.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will write a five paragraph essay addressing the compelling question, how effective were suffrage campaign strategies?

Students may choose the three campaign strategies learned about in this inquiry and explain why they believe those strategies were effective or not.

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	<i>(Repeat the first part of your thesis)</i>
Provide background information here. Cite anyone you paraphrase or quote!	<i>When...</i>
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.	

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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:

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.

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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.