

# *History* UNFOLDING

## **“VOTES FOR WOMEN”** **THE BATTLE FOR THE 19TH AMENDMENT**



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# Introduction

## **The Struggle for Woman’s Suffrage**

This booklet and visual image set can stand alone. However, it is also meant to be a companion set that continues the story begun in *“A Complete Emancipation”—The Birth of the Women’s Rights Movement*.

In that first booklet, we focused on the roots of a wide ranging movement to free women from the limitations imposed on them by their less than equal status in American society. In this set, we carry that story forward as the women’s rights movement focused increasingly on one overriding goal—the right to vote.

Of course this single goal did not prevent women from taking a more active part in many other areas of American life. In fact, the late 1800s saw the emergence of an increasingly vocal professional class of women who led all sorts of reform efforts. In journalism, education, child welfare, union organizing, civil rights advocacy and more, women were playing a much greater role. In fact, it may well have been this multifaceted public activity that made the lack of voting rights for women seem increasingly unfair to millions of Americans, both male and female. In 1920, with the ratification of the 19th Amendment, that barrier to equality was removed for good.

The 12 visual displays in this booklet focus on some of the key themes in this story of struggle and ultimate triumph. The visuals are presented in four lessons. Each lesson uses three displays to explore one broad topic in the overall story. Briefly, the four lessons are as follows:

### **Changing Roles in the Gilded Age**

The illustrations here focus on cultural images of womanhood and the ways in which those images were changing in the late 1800s.

### **The Long Struggle for Equality**

The struggle for the right to vote was a long one. Resistance to this in society at large and divisions within the women’s movement itself both played a part in this. This lesson deals with both.

### **The Women’s Movement in a “Progressive” Age**

The progressive movement was a response to the disorder and injustices generated by the first full flowering of the industrial age. It was led by an emerging group of middle class professionals, including many women taking a more active part in the nation’s life. Their experience in the many progressive reform efforts added considerably to the strength and diversity of the women’s rights movement itself.

### **Votes for Women**

The final battle for the vote was actually a complex one in which the activists argued a good deal about tactics. Nevertheless, by the second decade of the 20th Century, the momentum was unstoppable, despite the bitter opposition of some Americans. The illustrations here capture this sense of a movement on the march to victory.

## Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

## How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

**A BACKGROUND INFORMATION SHEET** This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

**DIGITAL IMAGES** The booklet's PDF allows you to project the images for use in your class discussions.

### **DISCUSSION-ACTIVITY SHEETS**

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.



*“Votes for Women”—The Battle for the 19th Amendment***OBJECTIVES**

1. Students will discuss the idea of a “cult of domesticity” in the 1800s and its impact on women in America.
2. Students will better understand how images of womanhood were changing in these years.

# Changing Roles in the Gilded Age

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

This illustration is an example of the soft and warm image of motherhood that was widely held in the 19th century. A woman’s role as wife, mother and homemaker was seen as central to her happiness and to society’s well being. In fact, many women did find this role deeply rewarding. However, the separation of work from the home could leave such women feeling isolated and confined. Images like this one glorified women’s domestic role and hid some of its less pleasant realities.

**Illustration 2**

The so-called “cult of domesticity,” as represented by the last illustration, was probably not an accurate way to view the lives of many homemakers. In the late 1800s, moreover, an increasing number of women were not even working at home, though many of them may well have wanted to. Millions of women were at work in factories and shops all across America. In an age of rapidly growing cities and giant corporations, work settings were often insecure and impersonal. As the illustration on the left suggests, women especially often found themselves at the mercy of predatory men. And their efforts to organize unions and protect themselves in other ways often met with stiff resistance.

**Illustration 3**

The Gilded Age was a time of rapid, even bewildering change. Along with much else, the place of women in society was not at all certain. Traditional images of womanhood were under attack. On the one hand, advertising often pictured women as forever young and easily fulfilled by a growing supply of consumer goods. Yet in these years, a large number of middle class women felt such a life of ease to be empty of meaning. Some took the stance of the rebel, as photographer Frances Benjamin Johnston does in a playful way in the photo on the right. But some saw the need for a more serious kind of challenge to society. Often, they found that challenge in the women’s rights movement.

## Lesson 1—Changing Roles in the Gilded Age

# Illustration 1



Courtesy of the Library of Congress

### Discussing the Illustration

1. Many people would say that this 1900 illustration of a mother and her children conveys a very positive and warm image of motherhood and the family. Do you agree with them? What helps the image to convey this feeling?
2. In the late 1800s, scenes such as this were what millions of Americans thought of as the most natural and important role women could play. Can you explain? Do you think this role is the most natural and important one for women? Why or why not?
3. Some historians talk about a “cult of domesticity” in the 1800s regarding women and their proper role in society. What do you think they mean? In what way might an illustration like this be seen as an example of this idea of a “cult of domesticity”?

### Follow-up Activity

1. **Small-group activity:** Not all women’s rights leaders over the years have held the same views about the role of marriage, motherhood and children in the lives of women. Some have mainly seen these aspects of a woman’s life as a source of great strength. Others have stressed the problems they can cause. To learn more about this issue, have each group member find out how one of the following viewed it:

Elizabeth Cady Stanton	Susan B. Anthony
Victoria Woodhull	Frances Willard
Charlotte Perkins	Gillman Dorothy Day
Margaret Sanger	Fannie Lou Hamer
Betty Friedan	Patricia Ireland

Have each group member pretend to be one of these women and write a long diary entry commenting on the illustration shown here. The diary entry should express the reaction this woman would most likely have to the illustration and her thoughts about women and the family in general.

## Illustration 2



Courtesy of the Library of Congress



Courtesy of the Library of Congress

### Discussing the Illustrations

1. The concept of a “cult of domesticity” may or may not have been meaningful for women who worked in their homes. But as these illustrations suggest, that was not the situation for millions of American women by the late 1800s. Can you explain?
2. The drawing on the left is from a fictional story about a woman at work. It appeared in a magazine in 1871. What does it suggest about the problems and fears women on the job may have had in those years?
3. Work and the economy in general were changing rapidly and in a great variety of ways in the late 1800s. From what you know about these changes, what other problems do you think women at work worried about in those years?
4. Do you think most women chose to work outside the home, or do you think they felt they had to work outside the home? Explain your answer.

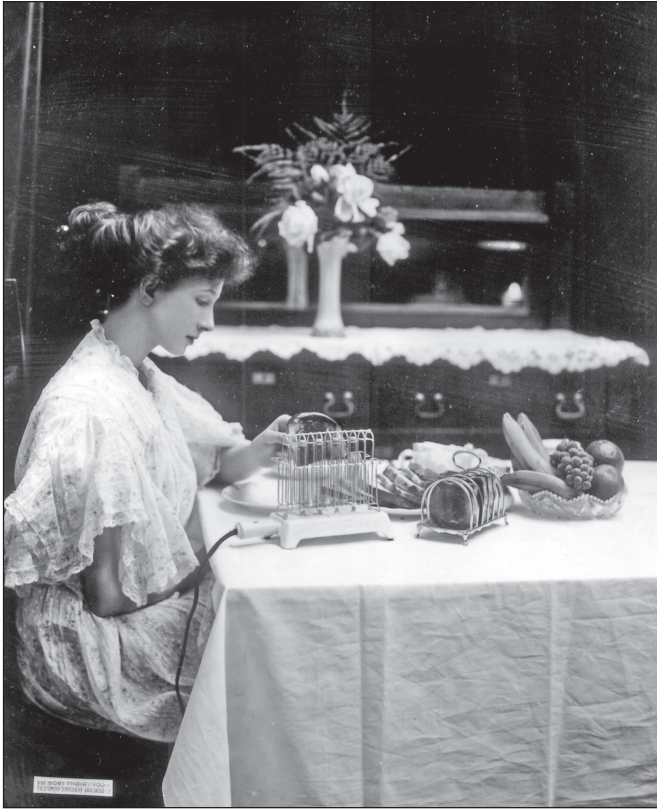
### Follow-up Activities

1. Read more about women at work in the late 1800s. Based on what you learn, write a short story about women at work in the Gilded Age. Write your story so that both of the images shown here might be used to illustrate it. One source that may help give you ideas is *America's Working Women: A Documentary History, 1600 to the Present*, edited by Rosalyn Baxandall and Linda Gordon, with Susan Reverby, Norton, Ww, 1995. Another source is Alice Kessler-Harris' *Women Have Always Worked: A Historical Overview*, Feminist Press and CUNY, 1981.
2. Mary Harris (“Mother”) Jones was a famous female labor organizer in America. Learn more about her. One biography is Dale Fetherling's *Mother Jones, the Miner's Angel*, Southern Illinois Press, 1974. Pretend you are Mother Jones. The woman in the drawing on the left here has written asking your advice. Write a letter back giving her your advice and your general thoughts about women at work.



## Lesson 1—Changing Roles in the Gilded Age

### Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

#### **Discussing the Illustrations**

1. The late 1800s in America are often called the “Gilded Age.” From what you know about this time in America's history, why do you think that phrase has so often been used for those decades?
2. The Gilded Age was time when very few Americans gained enormous wealth and power. It was also a time when industrial wealth was making life more comfortable for a growing middle class. Do you think these photographs in any way illustrate that change? Explain your answer.
3. On the left, an advertisement shows a woman at her elegant breakfast table. On the right, photographer Frances Benjamin Johnston playfully portrays herself as a rebel against traditional views of how a woman is supposed to behave. Some might say that both of these photos offer some idea about how female roles in America were changing. Do you agree? How would you compare these images of womanhood to the idealized domestic scene in Illustration 1 for this lesson?

#### **Follow-up Activities**

1. Ask your librarian to help you locate books or magazines with photos or ads from 1865 to 1920. Look through illustrated history books, books on women's history, books on the history of advertising, etc. Based on what you find, choose 10 illustrations that you think give a good idea of the various ways in which women were portrayed or stereotyped in those years. Look for illustrations that help to show any trends or changes in the image of womanhood during these years. Make photocopies or overheads of the images you choose. Use them as your evidence in a brief talk on images of womanhood in the Gilded Age.
2. Write a brief dialogue between the two women as they are portrayed in the illustrations shown here. Your dialogue can be serious or amusing, but try to make it as true to the way you think such women in the late 1800s would have thought and the way they would have expressed themselves.

*“Votes for Women”—The Battle for the 19th Amendment***OBJECTIVES**

1. Students will discuss some of the divisions that developed in the women’s rights movement in the years after the Civil War.
2. Students will better appreciate the way in which the struggle for women’s suffrage was won, in part, state by state.

# The Long Struggle for Equality

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

In 1848, Lucretia Mott, Elizabeth Cady Stanton and others met at Seneca Falls to issue their famous “Declaration of Sentiments.” In the years after the Civil War, the women’s movement came to focus increasingly on the one goal that had caused the biggest argument at Seneca Falls—the right to vote. In 1869, another argument split the movement in two. That argument was over the 15th Amendment, which protected black voting rights. Stanton and Susan B. Anthony, on the left here, opposed the wording of the amendment for ignoring women’s voting rights. They formed the females-only National Woman Suffrage Association (NWSA) while Lucy Brown, on the right, and others who supported the 15th Amendment set up the American Woman Suffrage Association (AWSA). The two groups would overcome their differences and reunite in 1890.

**Illustration 2**

This split over African American voting rights reflected in part the mainly white, middle class makeup of the women’s movement. So does this poster. In it, temperance and women’s rights advocate Frances Willard is in the center representing the “American Woman.” She is surrounded by her “political peers”—a mentally retarded man, a convict, a Native American and a madman. The point appears to be that, no matter how refined and educated a woman is, she has no more rights than these various outcasts. Similar harsh sentiments and stereotyped views of immigrants also influenced many in the women’s movement.

**Illustration 3**

The women’s rights movement may have been led by a white, middle class eastern elite. But ironically, many of its biggest victories were won in the West. The frontier had always favored women’s rights. After all, it took a spirit of independence to face the frontier’s challenges. Moreover, women were always in short supply there, and efforts had to be made to convince them to come and help form the families needed for a more stable society. In 1869, Wyoming Territory granted women full suffrage. Other states and localities soon began granting women limited voting rights, often just in municipal or school board elections. Here, women are shown voting in Wyoming and in Boston, Massachusetts, in 1888.



## Lesson 2—The Long Struggle for Equality

# Illustration 1



All photos courtesy of the Library of Congress

### Discussing the Illustrations

1. The two women on the left are among the most famous women's rights crusaders of the 1800s. Can you identify them?
2. In 1848, Stanton was among those who launched the women's rights movement at the Seneca Falls convention. Anthony became involved later. By the end of the Civil War, the women's rights movement was growing, but it was also narrowing its focus to the one goal that had caused the biggest arguments at Seneca Falls. Can you explain?
3. In 1869, the women's rights movement split into two main groups. Anthony and Stanton led one group. Lucy Stone, on the right here, and several others led the other group. They argued over the 15th Amendment and its lack of reference to women. What does the 15th Amendment provide? Can you explain how the arguments over it helped lead to this split in the women's rights movement?

### Follow-up Activities

1. **Small-group activity:** Learn more about the 1869 split between the National Woman Suffrage Association and the American Woman Suffrage Association. Divide your group in two, with one subgroup taking the NWSA side and one taking the AWSA side. Hold a debate between these two sides in class. As a part of its presentation, each side may use any of the illustrations from this booklet.
2. In 1869, some women's rights leaders opposed the 15th Amendment because it did not include women's voting rights. In response, Frederick Douglass said:

*"When women, because they are women, are hunted down through the cities of New York and New Orleans; when they are dragged from their houses and hung upon lamp posts; when their children are torn from their arms, and their brains dashed on the pavement ... then they will have an urgency to obtain the ballot equal to our own."*

As a class, learn more about Douglass. Then discuss and debate his views here.



## Illustration 2



Courtesy of the Library of Congress

### Discussing the Illustration

1. Many women's rights leaders were unhappy that the 15th Amendment ensured black male voting rights without giving them to women as well. Were they right to be angry about this? Why or why not?
2. This illustration expresses a related attitude held by some women's rights supporters. It shows temperance and women's rights leader Frances Willard surrounded by a mentally retarded man, a criminal, an Indian and a madman. The poster is entitled "American Woman and Her Political Peers." What point do you think the poster is making by suggesting that these men are the political peers of America's women?
3. Some would say that the male figures here are ugly visual stereotypes—and that they present a rather harsh or prejudiced viewpoint. What is a stereotype? Do you agree these are ugly and unfair stereotypes? Do you think the poster is evidence of prejudice on the part of some women's rights leaders? Why or why not?

### Follow-up Activities

1. Not all women's rights leaders accepted the negative view of Native Americans reflected in the illustration shown here. Two who most certainly did not were Mary Lucinda Bonney and Amelia S. Quinton. Read more about these two women. Prepare a brief talk to the class about them. Organize your talk around a full explanation of what you think their reaction to the poster shown here would have been.
2. The visual stereotypes in this poster were not uncommon in the late 1800s. Look through history textbooks, illustrated history books and other sources for political cartoons and other illustrations from the late 1800s. Look for visuals dealing with immigrants, African Americans, the poor, etc. Find five or six images you think are stereotypical and unfair. Use these in a class discussion of typical late 19th century stereotypes about these groups. Also talk about why some women's rights leaders accepted these stereotypes.

## Lesson 2—The Long Struggle for Equality

### Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

#### Discussing the Illustrations

1. The women's suffrage movement did not win its final goal until 1920. What is meant by suffrage, and in what sense did the movement for women's suffrage not achieve its final victory until 1920?
2. The nation as a whole did not grant women full voting rights until 1920. However, these two illustrations are from 1888. The one on the right is from the Wyoming Territory. The one on the left is from the city of Boston. What do the illustrations show? How can you explain these scenes given that the illustrations are from 1888?
3. In the late 1800s and early 1900s, many of the first states granting women full suffrage were in the far western part of the United States. Why do you think that was so?

#### Follow-up Activities

1. **Small-group activity:** You are the editorial staff of an eastern newspaper. The year is 1888. Both of the illustrations here are from that year. Women in the Wyoming Territory have had full voting rights since 1869. Elsewhere, in Boston for example, women have partial voting rights. Your newspaper has decided to do a story on how women's suffrage is working in these and other places around the country. As a group, do as much research as you can into this topic. Based on what you learn, design a complete newspaper front page with two or three main articles on women's suffrage and an editorial expressing your newspaper's view of the issue. Include both of the illustrations shown here in your newspaper front page. Make copies of the front page to hand out and discuss in class.
2. Learn more about the 1890 reunion of NWSA and AWSA. Prepare a brief report to the class explaining how and why the two organizations were able to reunite at that time.



*“Votes for Women”—The Battle for the 19th Amendment***OBJECTIVES**

1. Students will better understand the role women played in many of the “progressive” reforms of the early 1900s.
2. Students will better understand how progressivism strengthened the suffrage drive itself.

# The Women’s Movement in a “Progressive” Age

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION:****Illustration 1**

The women’s and temperance movements had always been closely linked. After all, no one suffered more than dependent women and children from alcoholic husbands and fathers. But in the early 1900s, temperance also became part of a much wider and many-sided effort to reform all aspects of American life. This reform effort targeted teeming urban slums, corrupt city political machines, ruthless corporations and exploiters of child labor. It was optimistic and forward-looking, hence its name—“progressivism.” As this temperance cartoon suggests, the progressives saw themselves as a new generation of crusaders purifying all aspects of American life. And as it also suggests, progressivism often gave women a central role in its efforts to change American life.

**Illustration 2**

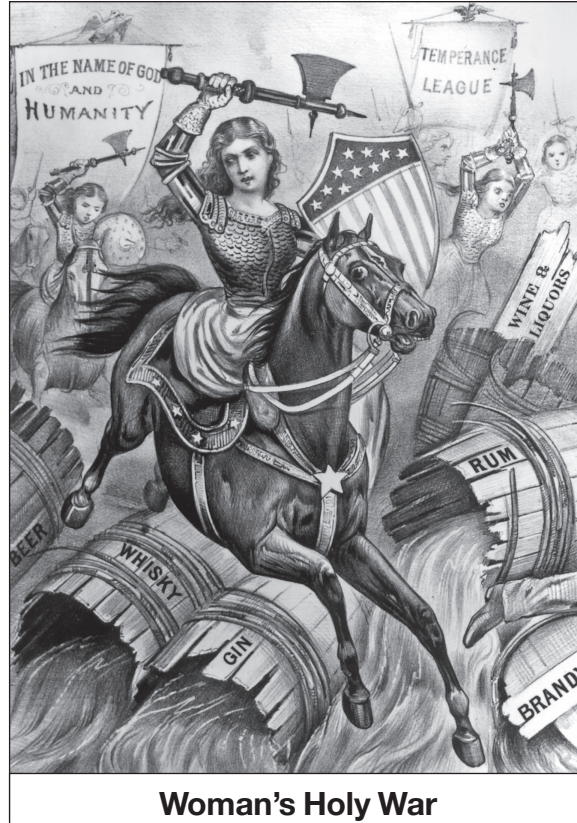
By and large, progressives did not give that much support to African Americans. Yet African Americans were speaking out for themselves more strongly. This includes African American women. Ida B. Wells (later Wells-Barnett) was tireless in sounding the alarm about the horrors of lynching. While blacks were under attack in many places, they were also making headway. For example, countless women’s clubs such as the Colored Women’s League of Washington D.C., shown here, gave African American women a way to take part in community life outside the home. The interactions of leaders like Wells-Barnett with the main women’s rights groups were often tense. But black women joined the suffrage battle in growing numbers anyway.

**Illustration 3**

Like the women’s movement itself, progressivism remained largely white and middle class. But the numbers of educated and professionally active middle class women were rapidly increasing. Florence Kelly, shown here, is an example of this. She was tough, idealistic but practical and determined to apply new social sciences to solve America’s problems. Child labor was a particular focus of hers—and was also another issue connecting traditional female concerns with the women’s rights struggle. Kelly’s National Consumer League fought for better working conditions, an end to child labor and many other matters of importance to consumers and workers.

## Lesson 3—The Women's Movement in a “Progressive” Age

# Illustration 1



Courtesy of the Library of Congress

### Discussing the Illustration

1. This cartoon is about another reform movement that usually supported the demands of women's rights groups. That other reform movement was temperance. What was the temperance movement?
2. Many temperance leaders saw women as major victims of the problem of alcohol and as key allies in the effort to deal with it. Can you explain why they might have felt this way, especially given the common life experiences of women in the 1800s?
3. Whereas temperance leaders often supported the drive for women's rights, the liquor lobbyists often opposed that drive. Why do you think that was so?
4. Many historians consider temperance just one of several reform efforts of the early 1900s that made up the "progressive movement." What do you know about "progressivism"? Do you think the temperance movement should be seen as a part of it? Why or why not?

### Follow-up Activities

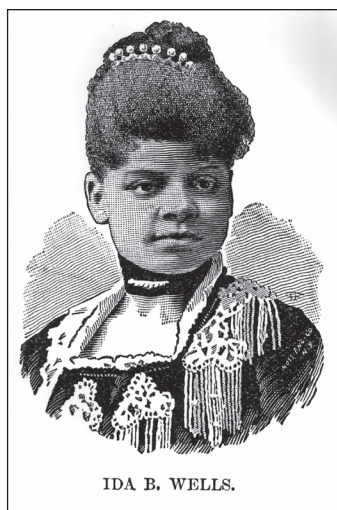
1. Read your history textbook's chapter or chapters on progressivism. Also read a biography or detailed article about Frances Willard. Based on what you find, decide for yourself and write an essay answering these two questions: Should the temperance movement be seen as part of progressivism? Should it be seen as part of the women's rights movement?
2. **Small-group activity:** Many women were involved in a wide variety of progressive-era reform efforts. What would they have thought of the cartoon shown here? As a group, learn more about the following:

Ida B. Wells	Florence Kelly
Ida Tarbell	Mary Kimball Kehew
Carry Nation	Charlotte Perkins Gilman

Have each group member read more about one of these women and, as that woman, write a letter to the editor commenting on the cartoon. Use these letters in a bulletin board display, and give a brief talk to the class explaining the display.

## Lesson 3—The Women’s Movement in a “Progressive” Age

### Illustration 2



IDA B. WELLS.

Courtesy of  
the Library of Congress



Courtesy of the Library of Congress

#### Discussing the Illustrations

1. Progressives sought to reform many aspects of American society. But the problems of African Americans were not a key issue for many of these progressives. Yet in many ways, the problems blacks faced were getting much worse in the first decades of the 20th century. Can you explain?
2. A new generation of black leaders, including several women, was beginning to speak out about these problems. For example, Ida B. Wells (later Wells-Barnett) led in calling attention to one of the most frightening problems facing blacks. Can you identify the problem she did so much to publicize?
3. The main photograph here is of the Colored Women's League of Washington D.C. Clubs such as this one gave many black women a way to take part in community life outside the home. What do you suppose women in a group such as this felt about their achievements? What do you think they felt about the women's rights movement in general and its fight for women's suffrage? Explain your answers.

#### Follow-up Activities

1. Read more about Ida B. Wells-Barnett and her work against lynching. In an 1895 pamphlet on the lynching of African Americans, Wells-Barnett wrote:

*“True chivalry respects all womanhood, and no one who reads the record, as it is written in the millions of mulattoes in the South, will for a minute conceive that the Southern white man had a very chivalrous regard for the honor due women of his race or respect for the womanhood which circumstances placed in his power.”*

Write an essay explaining in full the meaning of Wells-Barnett's words here. Also explain how these words connect her fight for civil rights for African Americans with her support for women's rights.

2. Harriet Tubman, Francis E.W. Harper, Ellen Watkins and Mary Church Terrell were other African American women in these years active in fighting for the rights of black women. Learn more about one of them, and prepare a brief talk in class on this woman.



## Lesson 3—The Women's Movement in a “Progressive” Age

### Illustration 3



Courtesy of the Library of Congress



Courtesy of  
the Library of Congress

#### Discussing the Illustrations

1. Progressive reformers focused mainly on such problems as urban slums, corrupt city politicians, ruthless corporations and the problem shown in the main photo here. What problem is that?
2. Florence Kelly, on the right, was one of the key crusaders against the abuses of child labor. She is also an example of the large number of middle class professional women who became involved in public service as a result of progressivism. Can you name some other key female progressives?
3. Many of the concerns of progressives like Kelly were also the concerns of millions of ordinary women. Can you explain in what ways this might have been so? How might this fact help explain the huge growth in support for the women's movement in these decades?

#### Follow-up Activities

1. Another key female reformer in the age of progressivism was Jane Addams. Her book, *Twenty Years at Hull House: With Autobiographical Notes*, Signet, 1999, is an account of her early life and work as a settlement house reformer. Read this book and write a brief book report on it. In the report, answer these two questions: How were Jane Addams' ideas affected by her experiences growing up female in a middle class home in the late 1800s? How did these same experiences help to make her a key figure in the history of the women's rights movement?
2. After the Triangle Shirtwaist Company fire on March 25, 1911, in New York City, the Women's Trade Union League conducted a four-year investigation of factory conditions. Ask your teacher or librarian to help you find accounts of the fire itself and the results of the investigations into it. Based on what you learn, give a brief talk in class on the fire, its outcome and the long-term effect it had on efforts to reform working conditions.



*“Votes for Women”—The Battle for the 19th Amendment***OBJECTIVES**

1. Students will better understand the course of the final struggle for women’s suffrage.
2. Students will discuss and debate many of the key issues that the struggle for women’s rights has raised for all Americans.

# Votes for Women

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*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

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**BACKGROUND INFORMATION****Illustration 1**

By 1900, several sparsely populated states in the West had given women the right to vote. But as this map suggests, the momentum for full suffrage really began to build around 1910, at about the time of progressivism’s greatest strength. The leading states were still mainly in the West. And as women in these states won the vote, their ultimate victory became ever more certain. After all, these state victories made it increasingly difficult for politicians on the national stage to ignore this growing voting bloc.

**Illustration 2**

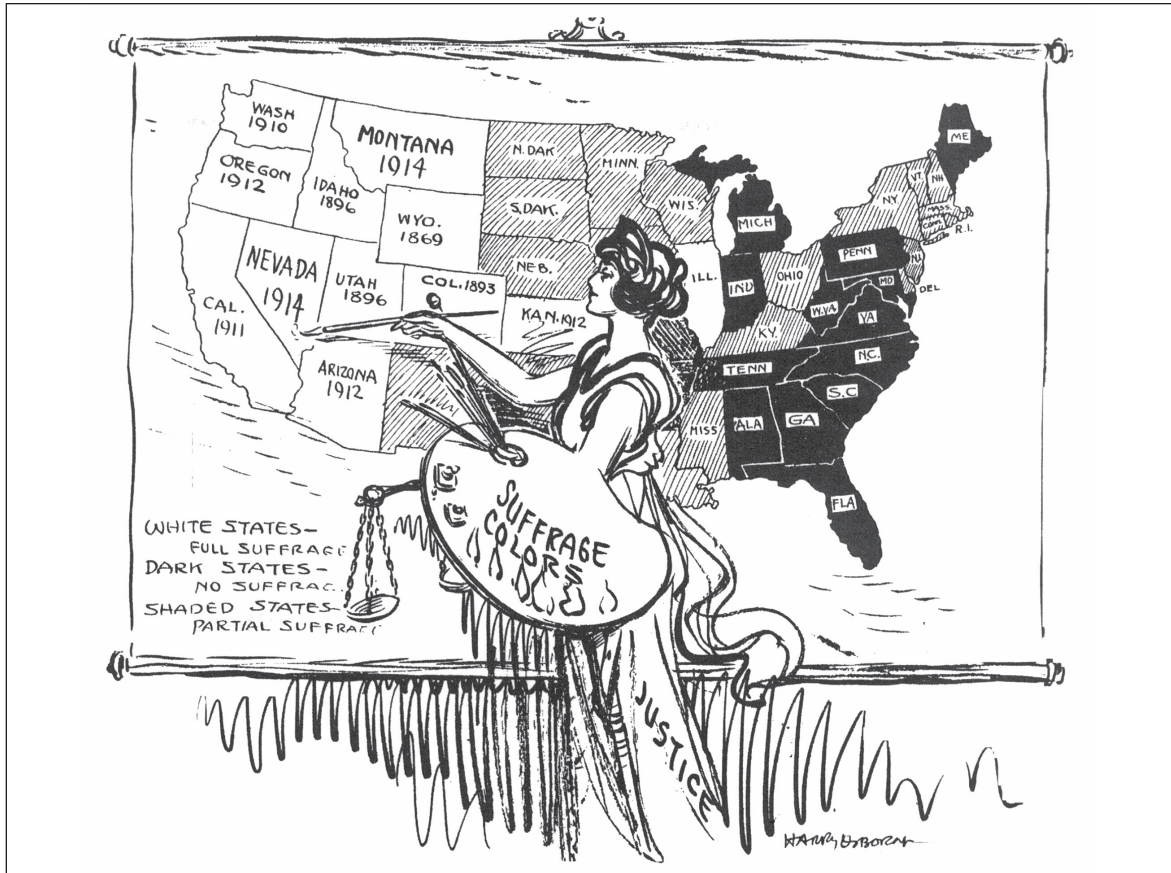
Nevertheless, strong opposition to women’s suffrage still existed. Obviously, a growing number of men were accepting and voting in favor of women’s suffrage. Yet many still shared the viewpoint of the editorial cartoon shown here. The cartoon pictures voting rights for women as a force undermining the entire pattern of male-female relationships. The fact that some women’s rights supporters wanted such total change only added to these fears. Yet for most women, getting the vote was really only a way to join in a long, proud American tradition. In their eyes, it was simply a right to which all citizens were entitled.

**Illustration 3**

The final struggle was complicated. The 1869 split in the movement had long since been overcome. But now, new splits occurred as some women advocated the more militant and public protests they saw British suffragists using. Alice Paul, shown here, was one of those favoring parades, public leafleting, demonstrations and vigils outside the White House asking, “How Long Must Women Wait for Liberty.” Others took a more traditional approach, pushing referenda in the states and lobbying for a women’s suffrage constitutional amendment. Perhaps both sets of tactics worked in their own ways. For by the second decade of the 20th century, the nation was ready for this change. In 1920, Susan B. Anthony was finally proved right in the claim she had made years early when she said, “Failure is Impossible!”

## Lesson 4—Votes for Women

# Illustration 1



Courtesy of the Maryland Historical Society

### Discussing the Illustration

1. This map shows a basic pattern that began to set in during the late 1800s as the women's movement began pushing for the vote in each state. What pattern does the cartoon illustrate?
2. In a way, the state victories for the suffragist movement had a snowballing effect. That is, each victory made the final victory all that much easier to achieve. Can you explain why that was so?
3. Is this cartoon in support of women's suffrage or opposed to it? How can you tell?

### Follow-up Activity

1. **Small-group activity:** To show the class how the struggle for voting rights unfolded, prepare six maps for six different periods in U.S. history: 1870, 1880, 1890, 1900, 1910, 1920. On each map use four different colors for the states, with one color for each of the following:
  - states in the union at the time
  - states granting no voting rights to women
  - states giving women partial voting rights.
  - states giving women full voting rights.

To help you do this research, the Encyclopedia Britannica's Women in American History Web site has an excellent map program that can provide the information you need. The site is at:

<http://women.eb.com/women/index.html>

To get to the map program, just click on the names of states set up as links that can be found in various passages dealing with voting rights in those states.

## Lesson 4—Votes for Women

### Illustration 2



Courtesy of the Library of Congress

#### Discussing the Illustrations

1. The editorial cartoon in illustration 1 was in favor of women's suffrage. The cartoon shown here is definitely not in favor of women's suffrage. What fear about women's suffrage does the cartoon express?
2. Most women's rights leaders at the time laughed at the idea expressed by cartoons of this sort. They insisted that they did not want to switch male and female roles. Do you think they were being honest? Why or why not?
3. Most people would say that male and female roles in our society have changed in certain ways since the early 1900s. Do you think the changes are at all like what this cartoon shows? Are you happy about the way women's and men's roles in our society are changing? Why or why not?



Courtesy of the Library of Congress

#### Follow-up Activity

1. **Small-group activity:** Your group's task is to give a presentation on changing visual stereotypes about women in the fifty years before the 19th Amendment was ratified in 1920. To prepare your presentation, look through history textbooks, illustrated history books, books on advertising, theater, popular entertainment and other sources. Look for a wide variety of photos, editorial cartoons, advertisements, posters, etc. Choose at least 15 images to use in your presentation. Try to find four or five illustrations that present negative stereotypes about women and women's rights advocates; four or five that seem to portray women in a positive, but still stereotyped way; and four or five that seem to you to be honest, accurate and fair. Make slides or overheads of the images. In your presentation, explain how the images help show the full range of changing attitudes about women and their role in society in the years 1870–1920.



## Lesson 4—Votes for Women

### Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

#### Discussing the Illustrations

1. By 1910, many new, younger leaders were appearing in the women's rights movement. One of them is the woman on the right here. Can you name her?
2. Alice Paul is one of several women who believed the American movement needed to adopt some of the more militant and dramatic tactics of the British suffrage movement. From your history reading and what you see here, can you guess what some of those tactics were? Do you think they made that much of a difference in achieving the final suffrage victory? Why or why not?
3. The final years of the struggle for women's suffrage were also years of a terrible conflict that affected all Americans. What conflict? In what way, if at all, might that conflict have affected the course of the women's rights movement? Explain your answer.
4. Final victory came in 1920, with the ratification of the 19th Amendment. How significant a turning point in U.S. history do you think this was? Why?

#### Follow-up Activities

1. **Small-group activity:** In the 1900s, the leaders of the movement for women's suffrage often disagreed about the best tactics to use. Key differences often arose among the following:

Carrie Chapman Catt	Lucy Burns
Anna Howard Shaw	Alice Paul
Mary Church Terrell	Jane Addams

As a group, develop a detailed timeline for the years 1900 to 1920. On the timeline, list major events involving these six individuals. Use your timeline in a panel discussion about the final phase of the struggle for women's suffrage.

2. The growing militance of American suffragists was in part due to the influence of British suffragists. Learn more about the campaign for women's suffrage in Great Britain. Prepare a brief talk in class on that campaign and the key American women's rights leaders it influenced most. Offer your own view as to whether its influence helped or hurt in the final drive to win approval of the 19th Amendment.



# **Image Close-ups**





## Changing Roles in the Gilded Age

# Illustration 1



Courtesy of the Library of Congress

## Changing Roles in the Gilded Age

# Illustration 2



Courtesy of the Library of Congress

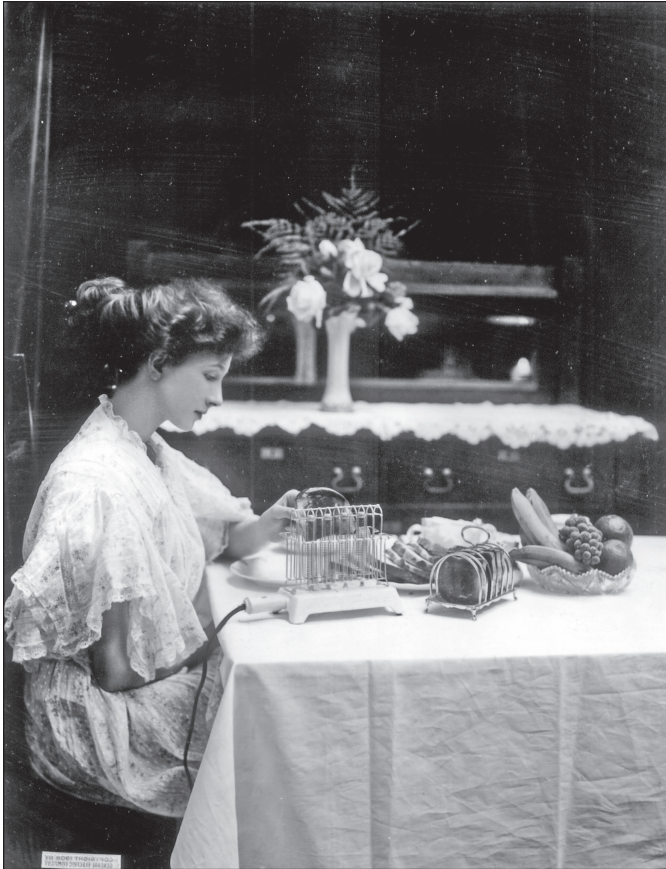


Courtesy of the Library of Congress



## Changing Roles in the Gilded Age

# Illustration 3



Courtesy of the Library of Congress



Courtesy of the Library of Congress

## The Long Struggle for Equality

# Illustration 1



All photos courtesy of the Library of Congress



## The Long Struggle for Equality

# Illustration 2



**American Woman and Her Political Peers**

Courtesy of the Library of Congress



## The Long Struggle for Equality

# Illustration 3



Courtesy of the Library of Congress

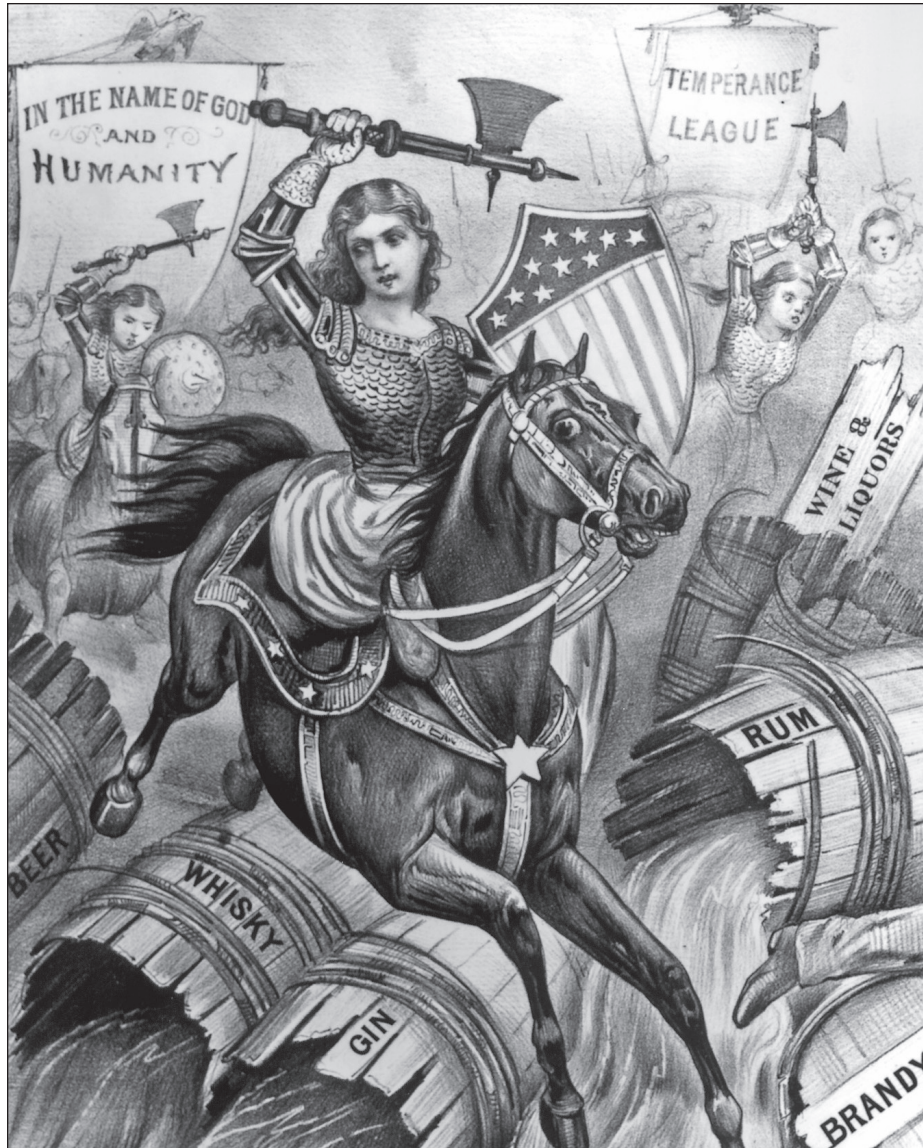


Courtesy of the Library of Congress



## The Women’s Movement in a “Progressive” Age

# Illustration 1



**Woman's Holy War**

Courtesy of the Library of Congress

## The Women's Movement in a "Progressive" Age

# Illustration 2



IDA B. WELLS.

Courtesy of  
the Library of Congress



Courtesy of the Library of Congress



## The Women’s Movement in a “Progressive” Age

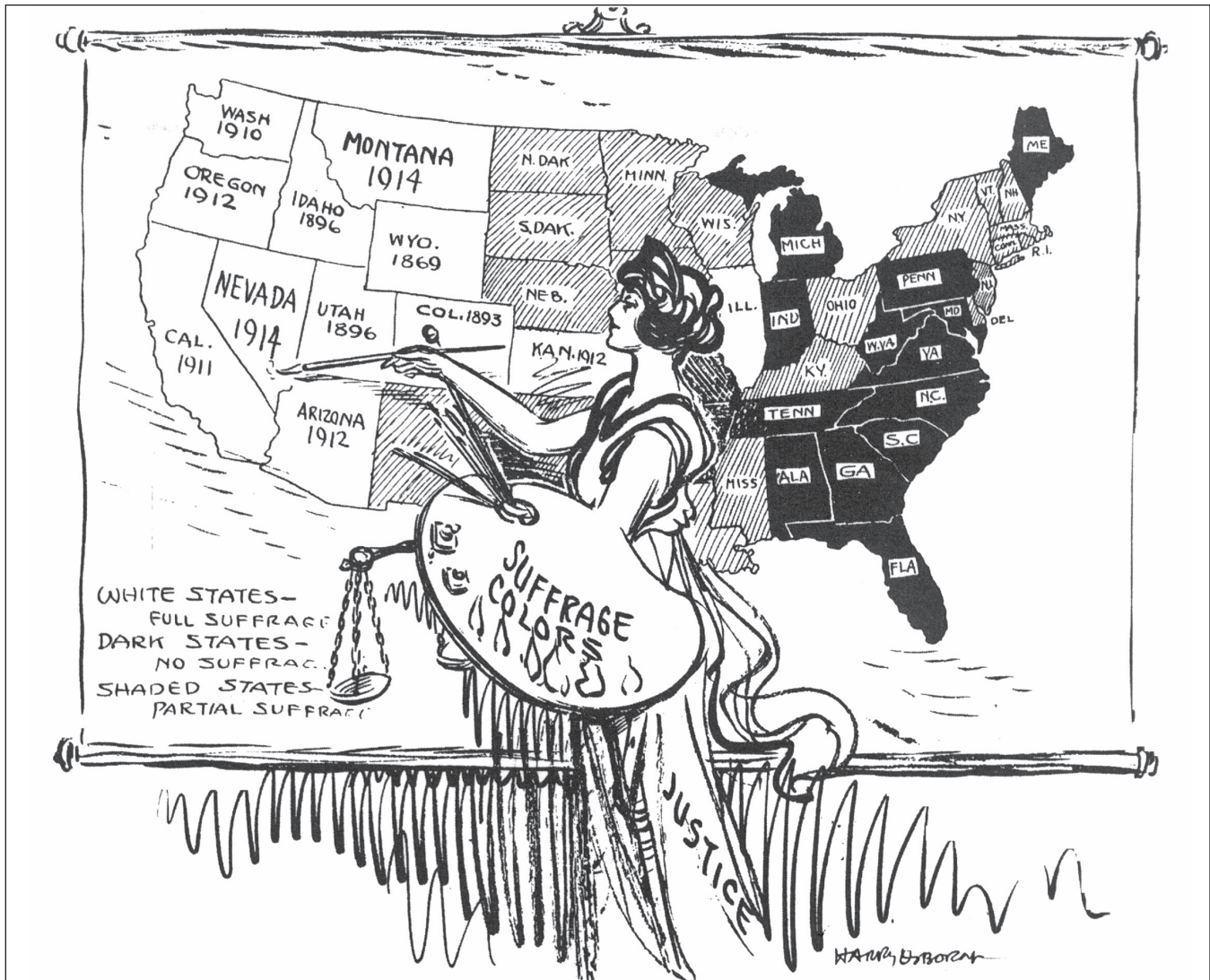
# Illustration 3



All photos courtesy of the Library of Congress

## Votes for Women

# Illustration 1



Courtesy of the Maryland Historical Society



Votes for Women

# Illustration 2



Courtesy of  
the Library of Congress



Courtesy of the Library of Congress



## Votes for Women

# Illustration 3



Courtesy of the Library of Congress



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the Library of Congress



