

**From  
Seneca Falls  
to the**



**Polling  
Booth**

# Teaching Guide

by Mike Peterson

*c. 2015*

*Chapter Illustrations c. 2015, Christopher Baldwin*

## Foreword

The first challenge we encountered in telling the story of the Women’s Suffrage Movement in America was that it is completely interwoven with other elements of the nation’s social system, not simply in terms of women’s issues but wider ones as well, beginning with the movement to end slavery as well as labor issues and education.

After some thought, and some research, we realized that it is both impossible and unnecessary to try to keep these things separated. As noted in the first chapter of our serial, that’s simply not how history works.

Teaching history requires a balance of accuracy and coherence, and we have to make some decisions that may not be easy and that should be questioned.

For instance, the usual method of teaching American history has sometimes been called “The Virus That Spread From Plymouth Rock,” because a chronology following the addition of land to the United States means ignoring a rich history in Florida and the Southwest that goes back before the Pilgrims.

And even then, to claim that Santa Fe was permanently settled in 1598 requires that we ignore the nature of the settlement that had already been there for a thousand years or so. Communities living in longhouses relocate every 20 or 30 years for the sake of fresh timber and hunting grounds, but a pueblo is easily as permanent a settlement as what the Europeans built.

So we make choices and we teach with an awareness that the threads of our tapestry are by nature interwoven.

The story of how women worked to claim the right to vote is, we think, a thread that can readily be taught as a focal point within a wider context.

As such, we hope your students will not only learn of that movement itself, but will also gain an understanding of how history works in the real world.



Mike Peterson  
*series author*

# Table of Contents

Foreward -- p. 2

Using This Guide -- p.4

Constructing a Timeline -- p. 5

Sources and Resources -- p. 6

Usage Note -- p. 7

Knowing newspapers -- p. 8

Chapter One: One Piece of a Bigger Story -- p. 10

Chapter Two: Speaking for Herself -- p. 12

Chapter Three: A Split Among Allies -- p. 14

Chapter Four: One Amendment Calls For Another -- p. 16

Chapter Five: More Women Join the Struggle -- p. 18

Chapter Six: The Struggle for the States -- p. 20

Chapter Seven: A New Century, A New Generation -- p. 22

Chapter Eight: Ratification -- p. 24

Ratification Cartoons -- p. 26

Primary Sources - Some earlier images -- 27

Primary Sources - The 1913 Suffrage Parade -- 28, 29

Nellie Bly's Interview with Susan B. Anthony -- 30 - 33

Newspaper Activities -- p. 34

Word Search Puzzle -- p. 35 (*solution: p. 38*)

Jeopardy Game -- p. 36

Vocabulary Acquisition Graphic Organizer -- 37

Achieving Goals and Standards -- p. 39 - 48

## Using this guide

Look through the activities at the beginning and end of this guide and plan which ones you will use and at what point you will introduce them. It is also recommended that you look over the information in each chapter guide, both to plan your testing of knowledge within that chapter and to provide background for your own teaching of it.

*But please don't take it all so seriously!*

This series is intended to be interesting and fun as well as educational. All questions and research topics are intended for modification and adaptation to your classroom and ability levels. Let them be fun!

The graphic organizers and other items in the back of the guide can be used with multiple chapters.

Each chapter includes questions for literal and inferential meaning to guide discussion and measure comprehension.

The T/F&Y (“True/False and Why”) activity helps students learn to back up their answers with information from the text, a critical skill.

### Using Primary Resources

The newspaper articles and other items in this guide may appear too small to read. However, in the guide's original PDF format, you can magnify them into larger, readily legible versions.

Primary documents provide background information and historical references and may also be jumping off points for independent research. They also should help demystify history and help students recognize the similarity between the people in history and people today.

Since many of our primary sources are taken from newspapers, it's important that students be familiar with the news. Using newspapers (in print or on-line) in your other classwork can help them become comfortable with the medium.

Resources include websites to support your teaching. You can use these as backgrounders on your own or to help create SmartBoard and similar layouts to use as teaching aids.

The standards checklist serves as a document to record the standards met throughout the unit. By noting when you have applied a particular standard, you can track the balance of your emphasis on the many ways in which standards can be applied throughout this story and guide.

*Have a (virtual) author visit in your classroom!*

Your students can comment and ask questions about each chapter!

*<http://www.weeklystorybook.com/suffrage>*

There is a blog for this serial where your students can comment or ask questions in a safe environment.

I check it often and answer questions or explain things they comment about. It's helpful if they leave a first name and school so I know who I'm answering, but **no personal information is shared and no comments appear until I've seen and approved them.**

Want a more personal interaction? If you would like to set up a Skype interview, email me at [author@teachup.com](mailto:author@teachup.com) and we can talk about holding a live on-line presentation for your students.

# Constructing a Timeline

*Here are some events in the suffrage movement. Choose the items you think are most important or interesting to construct a timeline to help you study this series.*

*After the series has been completed, look at your timeline again. Are there items you left out that you now feel should have been there? Did you include items you now feel you didn't need?*

1776 Abigail Adams writes to her husband	1896 Idaho grants women suffrage
1821 Emma Hart Willard founds the Troy Female Seminary	1910 Washington State grants women suffrage
1833 Oberlin College becomes the first coeducational college in the United States.	1911 California grants women suffrage
1839 Mississippi passes the first Married Woman's Property Act.	1912 Arizona grants women suffrage
1848 The first women's rights convention in the United States is held in Seneca Falls	1912 Kansas grants women suffrage
1851 Former slave Sojourner Truth delivers a speech in Akron	1912 Oregon grants women suffrage
1861 to 1865 The American Civil War	1913 The women's suffrage parade in Washington
1868 The Fourteenth Amendment is ratified	1914 Montana grants women suffrage
1869 The territory of Wyoming grants suffrage to women	1914 Nevada grants women suffrage
1870 The Utah Territory grants suffrage to women	1916 Alice Paul and Lucy Burns form the National Women's Party
1872 Susan B. Anthony is arrested for attempting to vote	1917 New York grants women suffrage
1874 The Woman's Christian Temperance Union (WCTU) is founded	1918 Oklahoma state grants women suffrage
1875 In <i>Minor vs. Happersett</i> , Supreme Court says 14th Amendment does not give women the right to vote	1918 South Dakota grants women suffrage
1878 A women's suffrage amendment is first introduced in the United States Congress.	1918 Michigan grants women suffrage
1893 Colorado grants women suffrage	1918 19th Amendment passes the House
	1918 to 1920 The Great War (World War I)
	1920 The Nineteenth Amendment is ratified.

## Sources and resources

While this account draws from several resources, the source that provided much of the basic sense of time and structure was “Century of Struggle” by Eleanor Flexner and Ellen Fitzpatrick, c. 1959 and 1975 by Eleanor Flexner, and 1996 by the President and Fellows of Harvard College (*Harvard University Press*).

On-line resources, however, were critical in preparing this series and would be both entertaining and useful for further study: (*Note that all links in this guide are interactive.*)

### Teaching resources:

Library of Congress Primary Sources and Teachers Guide

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/?loclr=twtea>

Newseum's Digital Classroom

<http://www.newseumdigitalclassroom.org/digital-classroom/default.aspx>

National American Woman Suffrage Association Collection

<http://memory.loc.gov/ammem/naw/nawshome.html>

Ken Burns' "Not for Ourselves Alone" classroom resources (PBS documentary)

<http://www.pbs.org/stantonanthony/>

### Other sites of general interest:

National Women's Heritage Museum

<https://www.nwhm.org/online-exhibits/rightsforwomen/index.html>

Sewall-Belmont House & Museum (*National Women's Party historic headquarters*)

<http://www.sewallbelmont.org>

Alice Paul Institute

<http://www.alicepaul.org/>

Woman Suffrage Memorabilia (*Fun pics to explore!*)

<http://womansuffragememorabilia.com/>

Women of the West Museum

<http://theautry.org/explore/exhibits/suffrage/index.html>

LOC timeline

<http://memory.loc.gov/ammem/naw/nawstime.html>

Map showing growth of voting rights

[http://constitutioncenter.org/timeline/html/cw08\\_12159.html](http://constitutioncenter.org/timeline/html/cw08_12159.html)

### Specific topics:

Proceedings of the General Anti-slavery Convention (*see pages 23-46*)

<http://babel.hathitrust.org/cgi/pt?id=mdp.39015016478680;view=1up;seq=1>

Seneca Falls Convention: A Revolution of Words

<http://etp.sdcoe.net/americanhits/websites/Seneca/homepage.htm>

## Women's Suffrage in New York State

[http://www.assembly.state.ny.us/member\\_files/084/20090313/](http://www.assembly.state.ny.us/member_files/084/20090313/)

## Abolition and Women's Rights

<http://www.nps.gov/wori/historyculture/antislavery-connection.htm>

## Susan B. Anthony's trial

<http://law2.umkc.edu/faculty/projects/ftrials/anthony/sbaaccount.html>

## Virginia Minor's trial

<http://www.nps.gov/jeff/historyculture/the-virginia-minor-case.htm>

## Disappointment is the Lot of Women by Lucy Stone

[http://www.bpi.edu/ourpages/auto/2006/10/24/1161680745471/TAR03\\_03\\_149\\_PS.pdf](http://www.bpi.edu/ourpages/auto/2006/10/24/1161680745471/TAR03_03_149_PS.pdf)

## Oberlin: Lucy Stone

<http://www.oberlin.edu/external/EOG/OYTT-images/LucyStone.html>

## Oberlin: Coeducation

<http://www.oberlin.edu/external/EOG/womenshist/women.html>

## Vassar Encyclopedia - Inez Milholland

<http://vcencyclopedia.vassar.edu/alumni/inez-milholland.html>

## Jane Addams on Suffrage

<http://www.fordham.edu/halsall/mod/1915janeadams-vote.html>

## About Nellie Bly (*plus primary resources*)

<http://spartacus-educational.com/USAWbly.htm>

## Usage Note

The terms “Women’s Suffrage,” “Woman’s Suffrage,” and “Woman Suffrage” all occur within history and, in quoting people or documents, we have, of course, followed their practice in order to be accurate.

We’ve chosen “Women’s Suffrage” as the general term in our text because it seems the most common current usage, but these terms are all historically accurate and interchangeable.



# Knowing newspapers

## **Front page**

Typically the front page covers the most important news. The decision of what to put on Page One is made during meetings. The most important news is located above the fold in broadsheet newspapers (papers that are folded horizontally). The front page of a newspaper contains information such as the name of the paper, its year of origin, the date and often an index.

## **Classified Advertisements**

These ads are within the classified section and are listed by categories (classifications) such as homes for sales, automobiles, help wanted, lost and found, etc. They are brief and contain information such as telephone numbers, cost, salary, etc.

## **Editorial Page**

An editorial page usually contains an editorial, other opinion pieces, letters from readers and an editorial cartoon.

## **Editorial**

Editorials are written using fact and opinion. They represent the view of an editorial board rather than one person and provide commentary and opinion on issues, debates and events. Editorials appear on the editorial page, but, unlike columns, do not give the writer's name, because they represent the entire newspaper and not just one person.

*Editorial/Political Cartoons* – Editorial or Political cartoons are graphic illustrations that provide commentary on an issue through the use of elements such as symbols.

Web Site Resource

<http://nieonline.com/aaec/cftc.cfm>

This site offers lesson plans for using editorial and political cartoons as teaching tools.

## **Display/Retail Advertisements**

These are ads for goods and services. They are located throughout the newspaper. These advertisements contain pertinent information such as telephone numbers, store hours, sale prices and location of the business or organization. Ads may contain graphic illustrations and/or photographs. They vary in size and shape.

## **Sports Section**

Usually the sports stories found in this section are written using descriptive language and literary styles such as simile, metaphors, etc.

## **Opinion Columns**

Opinion columns are written by individuals and may not represent the views of the editorial board. The opinions expressed in the columns are those of the individual column writer.

## **Feature Writing**

Feature articles are written pieces that are not considered hard news. They may be timely if written as a review or highlighting an upcoming event or production but they are usually stories that do not contain "breaking news." Features stories are often human interest articles and sometimes are strictly informational and process oriented. For example, a story about home improvements may include a how-to section.



## **Headlines**

Headlines tell what the story is about. They use big letters and just a few words so readers can decide quickly if they are interested in the stories and want to read them.

## **Inverted Pyramid Writing Style**

The inverted pyramid style of writing involves writing the most essential details and information at the top and less important details in later paragraphs. The questions answered are often referred to as the 5 W's and How – what, who, when, where, why and how.

## **Obituaries**

An obituary is a notice placed by a funeral home to announce someone's death. Until recently, obituaries were considered news and, at most newspapers, subject to the same rules as any news stories. Each newspaper had its own style (rules) about things like what terms could be used, how many surviving relatives could be listed and whether or not hobbies and interests could be mentioned. Today, many papers consider obituaries a type of ad. Families pay to have obits in the paper, but, in return, they can make them much more personal than in the days when they were "news items."

## **e-Edition**

An e-Edition or Electronic edition is an exact copy of the newspaper on-line, so that the reader goes page by page as if reading the paper edition, with all the content of the print edition as well as all the advertisements and other elements. E-editions provide readers with the ease of use of a computer without sacrificing any of the newspaper's content.

## **Newspaper Background Information**

Here are two sites with lesson plans for teaching about and with newspapers.

[http://www.frankwbaker.com/messages\\_and\\_meanings.htm](http://www.frankwbaker.com/messages_and_meanings.htm)

[http://www.educationworld.com/a\\_lesson/lesson/lesson139.shtml](http://www.educationworld.com/a_lesson/lesson/lesson139.shtml)

# Chapter One: One Piece of a Bigger Story



## Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

polling booth   citizen   hemisphere   convention   amendment   colonies   testify   code

## Facts and Details: Literal Meaning

1. How do citizens help make decisions for their government in a democracy?
2. What example is given of a nation where women made most of the important decisions?
3. Why could women never become doctors or lawyers in the colonial days?
4. Who did Abigail Adams ask her husband to be generous to, when the United States was being formed?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. Most European people are alike, no matter what country they come from.

T F 2. In colonial days, women didn't often get good educations.

T F 3. John Adams took his wife's request very seriously.

## Look it up!

Who was Abigail Adams? Find out when and where she was born and why she was famous.  
What other famous people were in her family, and why were they famous?

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*



### Anne Hutchinson: Speaking out for Religious Freedom

The Puritans came to the New World looking for a place where they would be free to practice their own religion, but the colony they founded, Massachusetts, was not a place where others had religious freedom.

Anne Hutchinson was part of the colony until she began to have different views of religion. Unlike many women of her day, she was not the type to sit quietly, either. She was a midwife and so she knew many of the women in the colony quite well, and she used to have gatherings at her home where she would lead discussions of the sermon that had been preached in the church that day.

In 1638, Hutchinson was convicted of breaking the law by publicly disagreeing with the religious leaders, and ordered out of the colony. She went first to Rhode Island, which had religious freedom, and then to what is now the Bronx in New York.

Today, Anne Hutchinson is remembered as a smart woman with the courage to express her thoughts even when others wished she would remain silent and do as she was told.

### The Grimké Sisters: Early Activists

Sarah and Angelina Grimke were born to a wealthy family in South Carolina, Sarah in 1792 and Angelina in 1805.



Their family owned slaves, but the sisters grew to believe it was wrong; Angelina thought it should be against people's religion to own other people, while Sarah simply felt it was cruel.

The sisters began to travel to the North to talk about the evils of slavery, with the advantage of having seen it themselves. They became popular public speakers in the North and are considered among the very first abolitionists and advocates for women's rights -- and for doing the right thing.



*"I know you do not make the laws, but I also know that you are the wives and mothers, the sisters and daughters of those who do; and if you really suppose you can do nothing to overthrow slavery, you are greatly mistaken."*  
- Angelina Grimke

## The challenge of illustrating non-fiction



Illustrating non-fiction is not very different from writing non-fiction: You're not allowed to just make things up.

One of the challenges Christopher Baldwin faced in illustrating this serial was that many of the women who became famous did not have photographs taken or portraits until they were quite old.

He was lucky in our first chapter, because Abigail Adams had her portrait painted by Benjamin Blyth about 10 years before she wrote that famous letter. That gave him a better idea of what she looked like than this portrait by Gilbert Stuart, painted more than 30 years later.

If you make use of the various sites we've listed with primary sources, you may spot a few of the paintings



and photos Christopher used in his work. It would be worth pointing this out to students, who may find this type of research every bit as fun a challenge as the type involved in the written word.

### Answer Key

#### Facts and Details

1. By voting
2. The Iroquois
3. They were not allowed to go to college.
4. Women.

T/F&Y: 1 F 2 T 3 F

## Chapter Two: Speaking for Herself



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

slavery   delegation   excluded   oppressive   controversy   seminary   longing   abolitionist  
Underground Railroad   civil   debate   altered   unanimous   franchise

### Facts and Details: Literal Meaning

1. To what city were Elizabeth Cady Stanton and Lucretia Mott traveling when they first met?
2. Who was Lucretia Mott visiting when she came to Auburn, NY?
3. To what religion did most of the women who organized the Seneca Falls Convention belong?
4. What famous man came to the convention and spoke in favor of letting women vote?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. Elizabeth Cady Stanton was born in 1840.

T F 2. The women put a notice in the paper to let people know about the convention.

T F 3. Lucretia Mott was able to speak in a wise, persuasive way.

### Look it up!

Elizabeth Cady Stanton went to the Troy Female Seminary, which was founded by Emma Willard.

What is that school called today? What can you find out about Emma Willard?

Write a brief description of who she was and why she is famous.

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*



## Primary Source

This is an excerpt from the transcript of the first day of the Anti-Slavery Convention, in which the Americans attempt to get the women admitted. (<http://tinyurl.com/oordj3>)

While the entire transcript is more than the casual reader will want, it's nice to be able to pick out parts of interest. In this case, the Americans are saying that, since the invitation did not say "men only," they were free to bring women delegates, while the hosts are saying that, since it is the custom that only men speak at such meetings in England, it should have been clear that they didn't expect women delegates to show up.

Of course, it's likely that Lucretia Mott and Elizabeth Cady Stanton found the assumption that women wouldn't be speaking offensive enough.

**PROFESSOR ADAM, (of Cambridge, Massachusetts, U. S.)**—I shall merely state, that I have great pleasure in expressing my entire concurrence in the sentiments that have now been stated to the meeting. I will only add, if the ladies who have come from America are not deemed entitled, in consequence of the credentials they bear, to a place in this assembly, I feel for one that I am not entitled to occupy such a position. My credentials proceed from the same persons, and from the same societies, and bear the same names as theirs. I have no other authority to appear amongst you, to take a place in your proceedings, and give a voice in your deliberations, than that right which is equally possessed by the ladies to whom a place among you has been denied. In the Society from which I have come, female exertion is the very life of us, and of all that we have done, and all we hope to do. To exclude females, would be to affix a stigma upon them.

**Mr. STACEY.**—I feel that any one is placed in a very invidious position in having to speak a word against the proposal now made. It is inconsistent with our natural feelings to take a part which may seem in the least degree to imply an unfavourable opinion of the conduct, exertions, influence, or power of our female friends in this cause. I believe no persons estimate more highly than the Committee of the British and Foreign Anti-Slavery Society do, the bright example and philanthropic efforts of our female friends. But the custom of this country is well known and uniform. In all matters of mere business, unless females are especially associated together, and announced as such, in the promotion of the objects in view, they do not become a part of the working committees. Having, from its formation, been a member of the Committee from which the invitation referred to was sent, and having taken a constant part in its proceedings, I feel myself in some degree qualified to bear testimony to the meaning of such documents as it has issued; and I do take the liberty of saying that, to my knowledge, the document calling this Convention had no reference to, nor did the framers of it ever contemplate that it would include, females. We did become aware in the progress of the business that there was a disposition on the part of some of our American brethren, and that with the best intention, to construe the document in question as it might have been construed, had it been issued by themselves—that is, that it might include females, as well as men. The earliest moment that this circumstance came to the knowledge of the Committee, that Committee issued another circular, which bears date the "15th of February," in which the description of those who are to form the Convention is set forth as consisting of "gentlemen." We thus felt that we had done all we could to prevent inconvenience to our American friends on this subject, and supposed that we should not have been brought into difficulty with the question. But as the point has been introduced, I take it for granted, that sooner or later the opinion of the Convention must be taken, as to whether or not females are to become a part of the Convention. I waive all remarks with respect to the operation of the proposal now made; for I think that the sooner the matter is brought to a conclusion, the better.

## Women's Rights Convention.

A Convention to discuss the social, civil and religious condition and rights of Woman, will be held in the Wesleyan Chapel, at Seneca Falls, N. Y., on Wednesday and Thursday the 19th and 20th of July current, commencing at 10 o'clock A. M.

During the first day, the meeting will be exclusively for Women, which all are earnestly invited to attend. The public generally are invited to be present on the second day, when **LUCRETIA MOTT**, of Philadelphia, and others both ladies and gentlemen, will address the Convention.

## Primary Source

Above is the notice placed in the Seneca County Courier. The women who organized the Convention were well connected in the region's very active abolitionist community, but the fact remains that a lot of women had to be interested in women's rights for a single small announcement like this to have drawn a crowd of 300 men and women.

"We are told woman has all the rights she wants; and even women, I am ashamed to say, tell us so. They mistake the politeness of men for rights: seats while men stand in this hall tonight, and their adulations; but these are mere courtesies. We want rights. The flour merchant, the house builder, and the postman charge us no less on account of our sex; but when we endeavor to earn money to pay all these, then, indeed, we find the difference."

-- Lucy Stone, 1855



## Educated woman

Lucy Stone was one of three women in the Class of 1841, the first graduating class of Oberlin College, America's first coeducational college. She was the person who persuaded Susan B. Anthony to join the struggle for women's suffrage.

"Lucy Stone was the first person by whom the heart of the American public was deeply stirred on the woman question."

-- Elizabeth Cady Stanton

## Answer Key

Facts and Details

1. London
2. Her sister (Martha Wright)
3. Quakers (The Society of Friends)
4. Frederick Douglass

T/F&Y: 1 F 2 T 3 T

## Chapter Three: A Split Among Allies



### Facts and Details: Literal Meaning

1. What were the Abolitionists trying to do?
2. What two famous Abolitionists often came to women's rights conventions?
3. What two languages did Sojourner Truth speak?
4. When did New York State free the last slave who lived there?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. There were many Abolitionists who were not Quakers.

T F 2. Sojourner Truth wrote several drafts of her speech.

T F 3. Abolitionists and Suffragists always got along because they shared the same goals.

Look it up!

Mary Ann McClintock and Lucretia Mott and their husbands were active in the “Free Produce” movement. Find out what the movement was by searching for “Free Produce” along with the names “Mott” and “McClintock.” Do you feel it was a good idea? Why or why not?

*You can ask questions or add comments at our blog! <http://www.weeklyhistorybook.com/suffrage>*



# Primary Source

The convention at which Sojourner Truth spoke was held May 28, 1851.

## Women's Rights Convention.

### Sojourner Truth.

One of the most unique and interesting speeches of the Convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gestures, and listened to her strong and truthful tones. She came forward to the platform and addressing the President said with great simplicity:

May I say a few words? Receiving an affirmative answer, she proceeded; I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if woman have a pint and man a quart—why

can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much,—for we can't take more than our pint'll hold. The poor men seem to be all in confusion, and don't know what to do. Why children, if you have woman's rights give it to her and you will feel better. You will have your own rights, and they won't be so much trouble. I can't read, but I can hear. I have heard the bible and have learned that Eve caused man to sin. Well if woman upset the world, do give her a chance to set it right side up again. The Lady has spoken about Jesus, how he never spurned woman from him, and she was right. When Lazarus died, Mary and Martha came to him with faith and love and besought him to raise their brother. And Jesus wept—and Lazarus came forth. And how came Jesus into the world? Through God who created him and woman who bore him. Man, where is your part? But the women are coming up blessed be God and a few of the men are coming up with them. But man is in a tight place, the poor slave is on him, woman is coming on him, and he is surely between a hawk and a buzzard.

The Anti-Slavery Bugle, New-Lisbon, Ohio - June 21, 1851

### Author's Note

The relationship between the Abolition Movement and the Women's Suffrage Movement is a difficult topic and we have attempted to be honest without providing more information than we have space or time to teach fully to young readers.

Not every abolitionist was a feminist while, at the same time, some prominent feminists had appalling views on race.

Many people moved smoothly in both groups -- Douglass and Anthony were lifelong friends as well as allies -- but even famous people can have the common prejudices of their times.

As said in Chapter One, history does not always come in nice, neat packages. This is one of the messy ones.

### Answer Key

Facts and Details

1. End slavery. ("Free the slaves.")
2. Frederick Douglass, Sojourner Truth
3. English, Dutch
4. 1827

T/F&Y: 1 T 2 F 3 F



## Chapter Four: One Amendment Calls For Another



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

petition    inhabitants    majority    ensure    naturalized    polling place    register  
                                 registrar    higher court

### Facts and Details: Literal Meaning

1. Why did suffragists stop working for the vote during the Civil War?
2. Why did suffragists object to the way the 14th Amendment was worded?
3. What was Susan B. Anthony arrested for doing?
4. Why do people say that her trial was unfair?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. Suffragists supported the Union side in the war.

T F 2. Abolitionists were confident that Southern states would agree to let women vote.

T F 3. The Supreme Court said it was legal for states to keep women from voting.

### Look it up!

There were three amendments to the Constitution just after the Civil War. Find out what numbers they were, what year each one was passed and why each one was important.

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*

## A Common Error

In researching this chapter, I frequently found confusion about whether it was the 14th or 15th Amendment over which the suffragists and abolitionists split.

According to the records of the suffragists themselves, it was the 14th Amendment to which they objected, since it specifies “male” three times in its second section, the part dealing with voting rights:

*Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.*

The suffragists argued that, as tax-paying citizens who were counted for purposes of setting the number of representatives in Congress, specifically denying them the vote was neither fair nor logical.

While the 15th Amendment also deals with voting rights (*which may be why it is so often mistaken for the amendment which was controversial*), it is entirely about the rights of racial minorities and former slaves.

While many suffragists were angry about how the entire amending process had been handled, they had no particular objection to the 15th Amendment.

## You be the judge

The first article below is from the New York Daily Tribune, June 18, 1873, written before the trial of Susan B. Anthony for voting. (*Judge Selden is Anthony's attorney.*) His argument is that she believed that the 14th Amendment gave all citizens the right to vote, despite only mentioning a punishment for not allowing men to vote. If she believed she had that right, then she did not “knowingly” violate the law, which was what she was charged with.

The second paragraph is from an article in the Wheeling (WV) Intelligencer, June 19, and is a quotation from the Judge Hunt's decision.

Which argument do you agree with? Why?

(Bear in mind that the Supreme Court could have declared New York's law unconstitutional. But when Minor got to test the new amendment there, the Court found that it did not require states to let women vote.)

Judge Selden's argument in the defense of Miss Susan B. Anthony, indicted for illegal voting, will be read with considerable interest. Aside from the abstract question of a woman's right to vote, it will be seen that the larger one of what constitutes a criminal offense under the statute is involved. The ingenious counsel pleads that a fixed belief in the right to vote is a bar to any conviction of criminal intent; and, therefore, such belief and good faith on the part of the defendant must be accepted in defense of the act complained of. The case naturally excites a lively interest in its various aspects, and its decision will affect many questions arising under the election laws.

Two principles apply here; first, ignorance of the law excuses no one; second, every person is presumed to understand, and to intend the necessary effects of his own acts. Miss Anthony knew that she was a woman, and that the constitution of this State prohibits a woman's voting. She intended to violate that provision; intended to test it perhaps, but certainly intended to violate it. The necessary effect of her act was to violate it and then she is presumed to have intended it. There was no ignorance of any fact but all facts being known she undertook to settle a principle in her own person. She takes risks and she ought not to shrink from the consequences.

### Answer Key

#### Facts and Details

1. They felt it was more patriotic to concentrate on the war effort.
2. It was the first time men, rather than just citizens, were given specific rights.
3. Voting.
4. The judge decided before the trial and wouldn't let the jury vote.

T/F&Y: 1 T 2 F 3 T

# Chapter Five: More Women Join the Struggle



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

emancipation    social movement    temperance    referendum    allies

### Facts and Details: Literal Meaning

1. Why were many women more self-confident after the Civil War?
2. Why was alcohol abuse a problem for married women?
3. Why did some unmarried men think it was unfair to let women vote?
4. Why did the beer and liquor companies want to keep women from voting?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. The Women's Christian Temperance Union concentrated entirely on alcohol problems.

T F 2. Some women became famous for their work during the Civil War.

T F 3. Women who concentrated on other things also cared about women's suffrage.

### Look it up!

Choose one of the women mentioned in today's story and look her up. Write a brief essay about her, and use a quote of hers to show her opinion about something important.

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*





## Opposing Views

The cartoon above left is an 1842 Currier poster, “The Drunkard’s Progress: From the First Glass to the Grave,” and depicts and young man’s fall from social drinking through “The Summit Attained - Jolly Companions - A Confirmed Drunkard” and on downward to his suicide, while, below, his wife and child are left in misery.

At the other end of the spectrum is the 1915 cartoon from the popular magazine, Puck, in which a demon labeled Prohibition looms over and leers down at a beautiful woman, the caption reading “The Genii of Intolerance: A Dangerous Ally for the Cause of Women Suffrage.”

### Stern generosity

Josephine Shaw Lowell was from an established New England family and the younger sister of Robert Gould Shaw, famous as the commanding officer of the 54th Massachusetts Infantry Regiment, the black combat unit that was portrayed in the movie “Glory.” Besides her brother, she also lost her husband in the war and never remarried. Lowell felt consumers should spend their money in a way that would encourage good practices, and, while she worked tirelessly for the poor and the working class, she believed in giving them jobs and opportunities rather than charity.

*“If the working people had all they ought to have, we should not have the paupers and criminals. It is better to save them before they go under, than to spend your life fishing them out when they’re half drowned and taking care of them afterwards.”*



— Josephine Shaw Lowell, 1889

### Answer Key

#### Facts and Details

1. They had worked or volunteered during the war, plus doing chores their husbands usually did.
2. It was hard to get a divorce or to get help if they were abused.
3. They would vote the same way their husbands did, so it would be like the men would get two votes.
4. They thought women would vote to ban alcohol.

T/F&Y: 1 F 2 T 3 T

## Chapter Six: The Struggle for the States



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

territorial legislature      enfranchised      outraged      indelicate  
immodest      impractical      foundry

### Facts and Details: Literal Meaning

1. What was Wyoming asked to do before it would be allowed to become a state?
2. Which states allowed women to vote in all elections by 1900?
3. How many people signed the petition for a referendum in New York in 1894?
4. According to Rose Schneiderman, why did factory owners like to hire women?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. Wyoming was willing to do anything in order to get to become a state.

T F 2. After Sojourner Truth's speech, people stopped saying that women were too delicate to vote.

T F 3. Suffragists could not count on state legislators to be on their side.

### Look it up!

Julia Ward Howe helped found the American Woman Suffrage Association. She also wrote a famous song and began the custom of celebrating a special day each year. Name them both!

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*



### Some Suffrage Facts.

One million women in the United States have full political rights.

Utah, a suffrage state, has the largest proportion of home-owners of any state in the Union.

In Denver the women cast 55 per cent of the vote in the large residence wards, and only 4 per cent in the slum wards.

In most states about 60 or 65 per cent of the men vote. In Wyoming 90 per cent of the women vote. In Colorado 80 per cent of the women register and 72 per cent vote. In Idaho 40 per cent of the total vote is cast by women, though women are in the minority in that state.

In Colorado in the first eight months after women were enfranchised more books on political economy and ethics were sold than in the whole 27 years previous.

In Seattle there were never 100 women devoting themselves to the suffrage campaign, but 23,000 women registered at the first election. And 80 per cent of the women voting in Seattle this year were married women—women of the "home."

Where women have voted the longest, divorce is only one-eighth as great as in similar states where they do not vote.

About 30,000 women voted in Denver at the last election, and of these only 400 could be connected with any bad element.

There is no nation, no state, no city where women vote where the vote of the undesirable women even remotely approaches that of the women of good repute.

## Political analysis

The article to the left ran in the Ashland Tidings of Ashland, Oregon, Oct. 31, 1912, a few days before voters would decide a referendum on women's suffrage.

It might be an interesting exercise for students to examine the piece, which ran on the front page and is not labeled as an opinion piece.

In fact, it is labeled as "Some Suffrage Facts." But does it seem that the "facts" chosen for the piece among to an expression of opinion about suffrage?

Examine the facts listed in the article and discuss why the writer felt that fact was important, and why it was included in the piece.

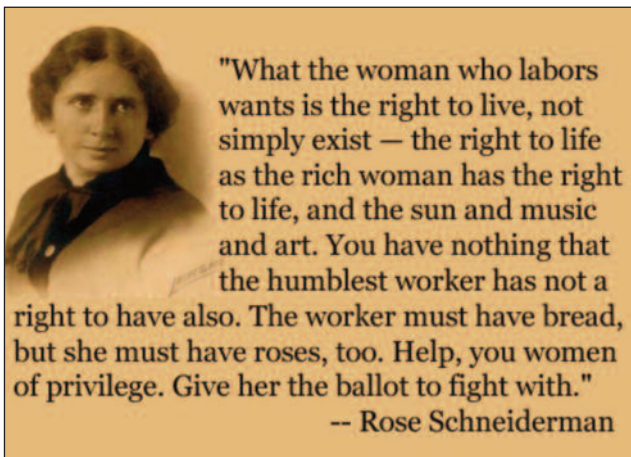
(The referendum passed on the November ballot, and Oregon women were permitted to vote in an election that was coming up in December.)

## Wyoming votes

After the territorial legislature of Wyoming gave women the vote, "Leslie's Illustrated Weekly Newspaper" ran this picture of women voting in downtown Cheyenne, reportedly to persuade readers that women in Wyoming were not cowboys.



Wyoming, however, still clings today to the folksy story of Louisa "Grandma" Swain, who, while on her way to purchase yeast, wandered into a polling place on the morning of election day, 1870, and became the first woman in America to cast a ballot in a general election.



## Bread and Roses

Rose Schneiderman's family came to the United States from Poland in 1890, when she was a little girl. Two years later, her father died and the family was forced to scrape by on what her mother could make as a seamstress. Rose left school after the sixth grade in order to work, and became a labor organizer, eventually serving as national president of the Women's Trade Union League.

In addition to helping New York's suffrage referendum to pass, Rose Schneiderman was a founder of the American Civil Liberties Union, served as Secretary of Labor for New York State, was a regular advisor to Franklin Delano Roosevelt and helped rescue Jews from Nazi Germany.

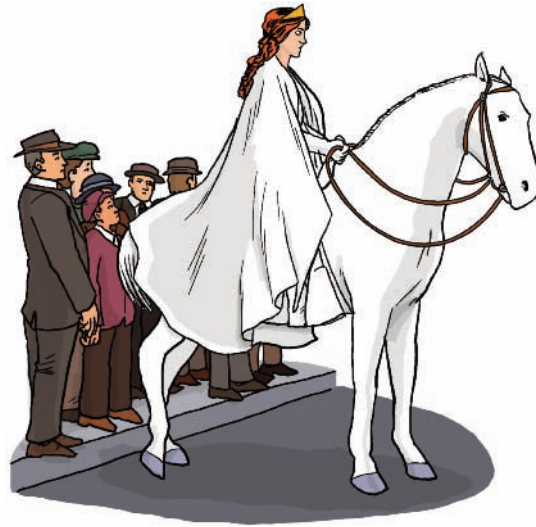
### Answer Key

#### Facts and Details

1. Stop letting women vote.
2. Wyoming, Utah, Colorado and Idaho
3. 600,000
4. They were paid less and had to work longer hours than men.

T/F&Y: 1 TF 2 TF 3 TF

## Chapter Seven: A New Century, A New Generation



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

organize (*in a political sense*)

confrontational

constructive

### Facts and Details: Literal Meaning

1. Why did Inez Milholland choose NYU for her law school?
2. Where did Alice Paul and Lucy Burns meet?
3. How did the parade in Washington help gain support for women's suffrage?
4. What did Paul and Burns do when other suffrage leaders insisted on calmer, more polite activities?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. Alice Paul was not afraid of getting in trouble.

T F 2. Inauguration Day has not always been in January.

T F 3. The police helped to keep order at the suffrage parade in Washington.

### Look it up!

The most famous of the English suffragettes were the members of the Pankhurst family. How were they different than American suffragists like Susan B. Anthony, Lucretia Mott and Elizabeth Cady Stanton?

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*



## Primary Sources

The new president disappointed suffragists, as this July 4, 1914 editorial cartoon suggests.

After meeting with a group of suffragists, Wilson later made a statement reinforcing his position that suffrage was a states-rights issue and that he would not support the call for a constitutional amendment.

During the war, suffragists from the National Women's Party kept up their pressure on Wilson with regular picketing of the White House.

In this photograph, the pickets wear sashes declaring themselves (*from left to right*) to be from the University of Kansas, University of Missouri, Washington College of Law, Stanford, Bryn Mawr, Swarthmore, Vassar, (*illegible*) and Oberlin. This emphasized not only that they were educated women, but their geographic diversity.

Meanwhile, this New York Times photo shows a 1917 parade in New York City by more traditional suffragists, bearing petitions with one million signatures for a referendum. This time, the legislature approved the referendum, the men of New York State voted in favor and women won the vote there.

(Resources on the Suffrage Parade will be found on pages 28 and 29.)



## Answer Key

### Facts and Details

1. Other law schools wouldn't admit women.
2. England (at a suffrage rally)
3. People were upset over how badly the women had been treated.
4. They formed their own group, the National Women's Party.

T/F&Y: 1 T 2 T 3 F

## Chapter Eight: Ratification



### Vocabulary

*Knowing what these words mean will help you enjoy the chapter*

*ratification*

*populous*

*Prohibition*

### Facts and Details: Literal Meaning

1. Which of the two suffrage groups got more publicity? Why?
2. Which group supporting the war effort more during World War I?
3. Who was the first woman elected to Congress?
4. Which state provided the vote that ratified the 19th Amendment?

**T/F&Y:** Circle each of these statements to mark it **True** or **False**. Then quote a few words from the text showing **Why** you chose that answer:

T F 1. New York State gave women the right to vote before the 19th Amendment was ratified.

T F 2. The work of women in support of World War I helped persuade people to favor suffrage.

T F 3. A woman persuaded Harry Burn to vote in favor of ratifying the 19th Amendment.

### Look it up!

How many people 21 or older lived in the United States in 1920? How many were men and how many were women? If they were all citizens and were registered to vote, what percentage of voters in 1920 would have been women? How does that compare to the United States today for people 18 or older?

*You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/suffrage>*





## Primary Sources - The Next Day's Page One Headlines

The second day's reports would tell of an attempt by anti-suffragists to challenge Tennessee's votes, but Vermont and Connecticut soon joined the other states that had ratified the 19th Amendment, making it pointless to attempt to overturn Tennessee's ratification. Another attempt, this one to cancel Ohio's ratification, lost in court. *(More resources on next page)*

### Answer Key

#### Facts and Details

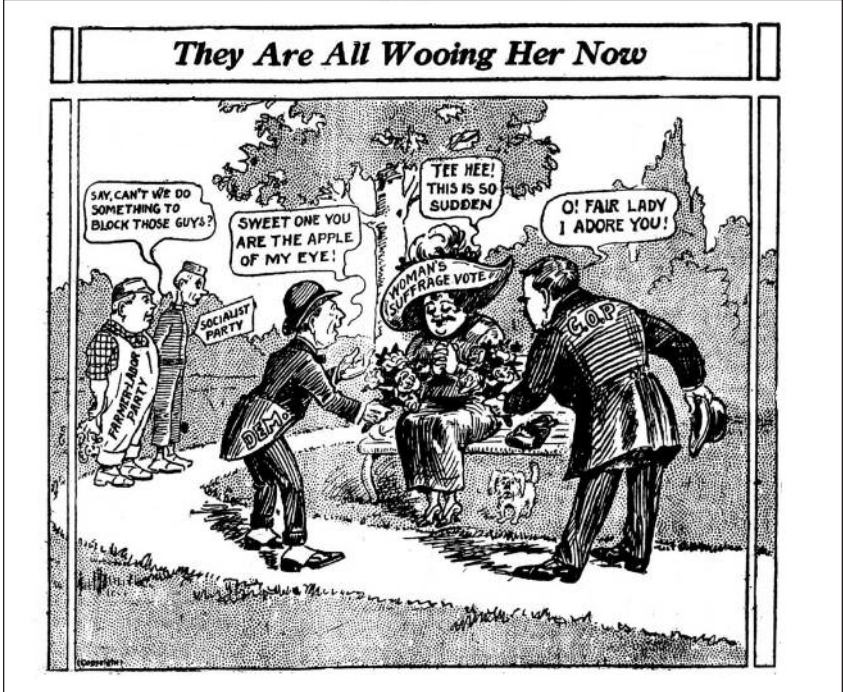
1. The National Women's Party, because of their demonstrations.
2. The National American Woman Suffrage Association
3. Jeannette Rankin
4. Tennessee

T/F&Y: 1 T 2 T 3 T



# Cartoonists on ratification

Here are a selection of editorial cartoons that ran in newspapers within days of the ratification of the 19th Amendment. Reading counterclockwise from the left, Equal Suffrage is finally freed; Uncle Sam greets American women as equals; Now women have to keep up with politics; And both major parties want the women's vote; while, finally, one cartoonist decides to poke fun at "The New Woman."





## Primary Sources - Some earlier images



This 1869 poster was titled "The Age of Brass: The Triumphs of Women's Rights." It depicts women smoking cigars and behaving in inappropriate ways, including a woman named "Susan Sharp-Tongue" running for office as a "man tamer," and another woman who scolds her frightened husband and forces him to take care of the baby. ("Brass" was a slang term for lack of manners, and a common description of a rude person was "bold as brass!")

This postcard from 1913 is also intended to be humorous, but the message is quite different. There was still considerable rude humor about women's rights then, but the other side was getting more support from the media than it had before.



By 1914, there was even popular music written on the topic





# Primary Sources - The 1913 Suffrage Parade

Page One coverage of the March 3, 1913 suffrage parade in Washington, DC, from the New York Sun, Tuesday, March 4.

## 300 WOMEN HURT IN PARADE CRUSH

**Autos Maim Spectators and Police Club Them to Cover Incompetency.**

### MRS. TAFT IS HELD UP

**Man Dies of Heart Failure as He Is Jammed in Onslaught.**

### RECORD "2" VOTES CROWD

**Procession Is Well Organized and Carried Out Despite Police Blunders.**

Washington, March 3.—Rack mismanagement by the Washington police during the suffrage parade on Pennsylvania avenue this afternoon resulted in a steady mile of disorder for more than an hour, while the crowds, variously estimated at a quarter of a million and more and according to Washington parade experts, certainly the greatest outpouring that ever assembled to see a parade in this city of big processions, tried to occupy the line of march, with the police at the eleventh hour seeking to clear the way with automobiles and horses.

One man in the crush at the south end of the Treasury dropped dead of heart disease. Three hundred women and girls were brought into Washington hospitals in an injured, hysterical or fainting condition in less than two hours. One man had his hip badly crushed in the jam. To-night matrons of police stations had twenty-five lost children to look after. Eighteen husbands asked the police to find lost wives. More than thirty girls, one of them with a smashed foot which the hoof of a policeman's horse nearly severed toward the toes, were carried into the emergency hospital at Fifteenth street and New York avenue in less than an hour.

At the important cross street arteries, where Seventh, Ninth and Fourteenth

streets intersect Pennsylvania avenue, the disorder never let up for some minutes before the head of the procession tried to maul its way through the crush until the last of the marchers had struggled through at sunset. Often at these cross street points the uproar amounted to veritable rioting.

Women marchers had their skirts torn off, sometimes with malice aforethought by men, mad clean through when jammed back by police autos and horses or by men who were drunk, or both mad and drunk.

Insults to the women marchers far back in the line of paraders that were more vile even than spoken insults sometimes were suffered when men pressed up to the marchers. When the last of the paraders had passed and the crowds had melted away at the dinner hour to-night Pennsylvania avenue was cluttered with hair combs, bits of torn millinery, patches of women's clothing and other relics of the fight the suffragists had made to get through the crowd.

To-night Washington is asking: "How about the big inaugural parade tomorrow?" Congressmen and others whose wives and daughters were in the crush of to-day say they will start a Congressional investigation of the police mismanagement this afternoon.

The moment the automobile at the head of the line had cleared a path about the width of New York's Nassau street and the police and the first of the line had passed the crowd oozed in again, whites and blacks like chocolate and vanilla ice cream melting rapidly together, and drowning out the suffragists' "loveliest platoons of loveliness."

#### Mrs. Taft Held Up.

Late comers, headed for box seats in automobiles or on foot, came to a dead stop against a curb to curb wide bank of humanity. Tardy arrivals vainly tried to enter the avenue to their grand stands from the cross streets. And before the parade had come along two automobiles, in which were Mrs. Taft and Miss Taft and several of their women friends, were hopelessly held up by the mobs at the southeast corner of the Treasury. Chocolate and vanilla jammed close to the two machines. Few recognized Mrs. Taft or her daughter among the throng of visitors and seemingly none at all among the small white and black boys, who otherwise might have behaved better.

But if the police arrangements were shot sky high by the crowd the arrangements of the equal suffrage women in charge of the procession were, as usual in New York suffrage parades, at least well conceived and well executed under the adverse conditions. The parade started at the Peace Monument in front of the Capitol at 3:20 o'clock, only twenty minutes behind schedule, but deplorable when compared to the Manhattan suffrage parades, which always got under way from three to five minutes ahead of the time announced for the start.

More man was late for one thing. The brass band from Maryville, Mo., composed of girls from Missouri's Northeast Normal School, arrived at the starting point half an hour ahead of the time, but the man made brass band did not.

Let you forget it, the police fooled

*Continued on Fifth Page.*

(Part of additional coverage on page 5)

## WOMEN IN ANGRY MEETING.

**Will Appeal to Wilson to Punish Offenders at Parade.**

WASHINGTON, March 3.—The meeting of the suffragist paraders and rooters at Memorial Continental Hall to-night, following the pageant and parade, which was to have been a general jollification, transformed itself into an indignation meeting of bitter protest against the lack of adequate police protection for the women as they marched up Pennsylvania avenue.

Every one of the speakers went as far as dignity and self-respect would permit in denunciation of the national and district governments, the Washington police and the crowds that blocked the progress of the paraders and hurled jeers and insults at the women along the line of march.

Resolutions presented by Oswald G. Villard, owner and editor of the *New York Evening Post*, were adopted pronouncing an unqualified censure of the suffragists on the Washington police. The resolutions set forth that the women of the United States had been practically denied the right to march down the principal thoroughfare of the national capital and that the police had listened with indifference to the ribaldry and insults which had been inflicted upon the women.

"Such occurrences," declared Mr. Villard, "would have been a disgrace to any city, and they were doubly and trebly disgraceful to the national capital."

The resolutions provided that President-elect Wilson be asked to institute an investigation immediately upon his taking office, with the view to bringing to punishment those officials of the Washington Government responsible for the indignities and lack of protection suffered by the suffragist paraders.

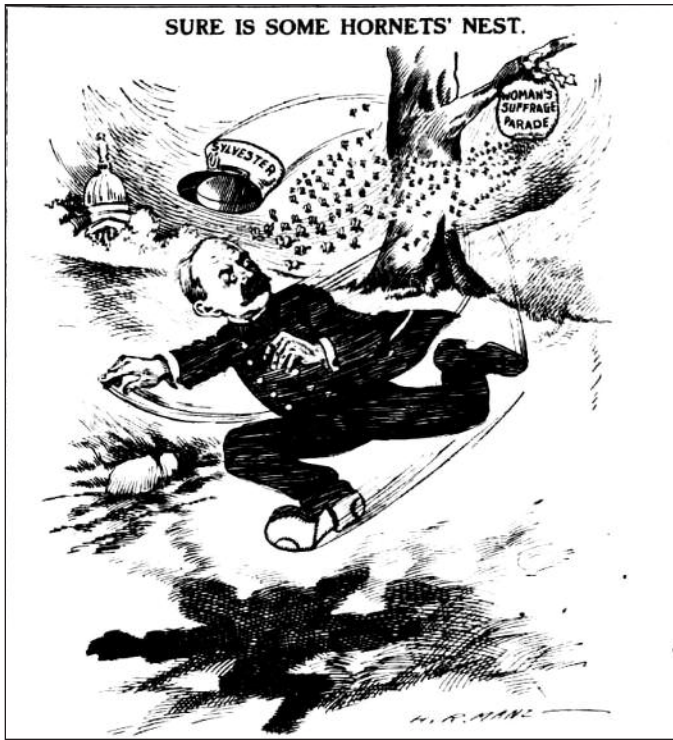
Mrs. Carrie Chapman Catt, president of the International Alliance of Suffragists, urged that every woman present besiege her Senator or Representative and ask him to support a motion to demand of the District Commissioners a full report in explanation of the conditions on Pennsylvania avenue this afternoon.

Dr. Anna Howard Shaw, who presided at the meeting, threw the 2,000 women present into a tremendous demonstration of indignation in her opening speech.

"I was never so proud of you in my life," declared Dr. Shaw, "as I am to-night. I was never so ashamed of our national capital as I am to-night. If anything was needed to prove that women need the ballot for their self-protection nothing could have proved it more forcibly than the treatment the women of this nation received in Washington to-day."

"The conduct of you women this afternoon proved beyond a doubt that you have the self-control, the dignity, the power to remain calm under insult. We will just keep our teeth shut tight until we have the power to command Congress, to com-





Following a Congressional investigation of the failure of police to control crowds and protect marchers, Police Chief Richard Sylvester was forced to resign.



Copyright, 1918, by Underwood & Underwood.

"The Mounted Herald" of the suffrage parade. Miss Inez Milholland, a dashing, gold crowned vision in white.

Three years after this picture of her was taken at the parade, Inez Milholland Boissevain went on a nationwide speaking tour opposing the re-election of Woodrow Wilson because of his failure to support women's suffrage. In poor health due to anemia, Milholland collapsed during a speech in Los Angeles and died November 25, 1916 at 30.

Her last words were, "Mr. President, how long must women wait for liberty?"

Milholland's appearance at the head of the parade had been a sensation even before her death; Now her picture became the logo of the National Women's Party, and the banner she had carried was now their motto: "Forward into light."



## Whoops

**The Washington Times**      LAST EDITION

WASHINGTON, HOLIDAY EVENING, MARCH 3, 1916

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**INAUGURAL THRONGS CHEER SUFFRAGE PARADE**

**ARRIVAL OF WILSON IS EAGERLY AWAITED BY 250,000 VISITORS**

President-Elect on Special Train to Reach White Station and Go Directly to Hotel. Wilson to Meet Governor Later This Afternoon With Vice President-Elect Marshall.

**HALLS AND GALLERIES AT CAPITOL ARE JAMMED WITH SIGHTSEERS**

The hundreds of thousands who are in the city this afternoon to witness the inauguration of Woodrow Wilson at the White House.

By the way, the parade is the largest ever held in Washington. It is a holiday for the city, and the streets are lined with thousands of people.

The city is also with the thousands of Congressmen and the members of the Executive branch. It is a holiday for the city, and the streets are lined with thousands of people.

Wilson's Cabinet is now complete.

**ROSTER AND ROUTE OF SUFFRAGE PAGEANT**

THE SUFFRAGE PARADE WILL BE HELD AT 12 O'CLOCK TO-DAY.

THE PARADE WILL START AT THE WHITE HOUSE AND PROCEED TO THE CAPITOL.

THE PARADE WILL BE HELD AT 12 O'CLOCK TO-DAY.

**TEN THOUSAND WOMEN MARCH DOWN AVENUE IN FIGHT FOR BALLOT**

Centennial World-Souls Marchers in British Pageant That All But Overwhelmed Streets of President-Elect's Capital. Participants Brought to Front Beautiful—See in Line.

**TABERNACLE ON TREASURY STEPS TELL STORY OF GREAT STRUGGLE**

The thousands of women marching, representing every class and every race, gave the world today its greatest spectacle of human effort in the history of the world.

They are marching in the name of the woman who has fought for the right to vote for the last 40 years.

They are marching in the name of the woman who has fought for the right to vote for the last 40 years.

They are marching in the name of the woman who has fought for the right to vote for the last 40 years.

**ALL INAUGURAL EDITIONS OF THE TIMES ONE CENT A COPY**

The Washington Times (not related to the current paper of that name) was an afternoon paper and, rather than wait for the parade and be too late for deadline, apparently tried to cheat by writing about how wonderful it had all been. One of the most important rules of journalism is to get it right. This time, they broke that rule and got caught.



# “Champion Of Her Sex: Miss Susan B. Anthony”

By Nellie Bly  
New York World  
Feb. 2, 1896

Susan B. Anthony! She was waiting for me. I stood for an instant in the doorway and looked at her. She made a picture to remember and to cherish.

She sat in a low rocking-chair, an image of repose and restfulness. Her well-shaped head, with its silken snowy hair combed smoothly over her ears, rested against the back of the chair, Her shawl had half fallen from her shoulders and her soft black silk gown lay in gentle folds about her. Her slender hands lay folded idly in her lap, and her feet, crossed, just peeped from beneath the edge of her skirt. If she had been posed for it picture, it could not have been done more artistically or perfectly.

"Do you know the world is a blank to me," she said after we had exchanged greetings. "I haven't read a newspaper in ten days and I feel lost to everything. Tell me about Cuba! I'm so interested in it. I would postpone my own enfranchisement to see Cuba free."

I had gone to her to talk of her own great self, not Cuba, so after I told her briefly how matters stood, I instantly followed it up with a question about herself.

"Tell me, what was the cause of your being a suffragist? How did you begin?" I asked.

"My being a suffragist resulted from many other things that happened to me early in my life," she answered, unclasping her hands and resting them on the arms of her chair. "remember the first time I ever heard of suffragists I was bored and complained because my family were so intensely interested in the subject. "Can't you find anything else to talk about?" I asked my sisters in disgust. That was over fifty years ago."



## Her Family History

"Let me tell you of my family and then you can understand it better," she continued. "I was born in South Adams, Mass. My mother and my father were born in the same town. My father was a Quaker and my mother was a Methodist, so you see at once began the question of education of us children. There were four girls and two boys in the family. My father was a practical man. He believed in the equality of his daughters, even in those days. One of my sisters was a splendid business woman and was a great assistance to my father. He said he would put Anthony & Daughters on his business house if he hadn't known that such a move would kill him. People were very narrow in those days.

"My family were my strong supporters when I first started out," she said earnestly. "I don't think I could ever have done my public work, Nellie, if I had had opposition at home. My youngest sister, who taught school twenty-six consecutive years, superintended everything I wore, and I was relieved of every home responsibility. Before I would go to a town to speak, ministers would preach against me. They would say I was a member of the Quaker Friends and, while we were good people morally we had no orthodox religion. When I went home disheartened and told my father, he would say: 'My child you should have thought of such a text to quote against them,' And he could always furnish me with some text that aptly replied to my enemies."

"But what gave you the idea of becoming a suffrage leader?" I urged.

## Her First Idea of Suffrage

"Many people will tell you," she answered, smiling, "that from their earliest days they cherished the ideas that eventually became their life work. I won't. As a little girl, my highest ideal was to be a Quaker minister. I wanted to be inspired by God to speak in church. That was my highest ambition. My father believed in educating his girls so they could be self-supporting if necessary. In olden times there was only one avenue open to women. That was teaching. So everyone of us girls took turns at teaching. I began when I was fifteen and taught until I was thirty.

"I think the first seed for thought was planted during my early days as a teacher. I saw the injustice of paying stupid men double and treble women's wages for teaching merely because they were men.

"But I should go back," she added. "When I was six years old we moved from Massachusetts to Eastern New York. A company to which my father belonged owned all the town except the tavern. My father was a pattern for capitalists. The men in those days had long hours and worked until 8 in the evening. My father started a free school for them, where they were taught from 8 until 9. He also had a Bible class, where they were taught good principles and general intelligence.

"Being a Quaker and public schools being very inferior, we always had a select school. When I was twelve years old, my father made and burnt his own brick and built a splendid two-story brick house. And my mother boarded all the men engaged in the work. My father also made the woodshed two stories, and the upper floor was used for a schoolroom, where we Quaker children attended. You can know how thorough my father tried to be when he secured for our first teacher Mary Perkins, who graduated at Miss Grant's school, in Islip, about the same time as did Mary Lyon, who founded the Holyoke Seminary.

"That laid the foundation to our education," she continued. "You probably know enough of Quakers to know they think of the Bible as if it were history, not that it is especially sacred. So you see in what a free way I was brought up."

"Tell me about your first school," I pleaded. "Were you frightened?"

Susan B. Anthony leaned on the arm of the chair and smiled at me.

## Used to Think She Knew It All

"I wasn't a bit timid," she said frankly "I was only fifteen, but I thought I was the wisest girl in all the world. I knew it all, no one could make me think anything else. The first time I taught was in 1835. An old Quaker lady came to our house for a teacher for her children and several of her neighbors, making in all a class of eight. I accepted the position. I lived in her family, and for teaching the children three hours before dinner and three hours after, I got \$1 a week and my board.

"After that, as I wanted to finish my own studies, I taught in the summer and went to school in the winter. And my father was the richest man in the county, too. For several terms I taught district school and boarded around among my pupils. My pay was \$1.50 a week. In 1838 I gave up teaching and came to Philadelphia to a boarding-school."

"Did you ever whip any of your scholars?" I inquired anxiously.

"Oh, my, yes!" she laughed. "I whipped lots of them. I recall one pupil I had, I was very young at the time. I had been warned that he had put the last master out of the window and that he would surely insult me. I went into that school boy when he began on me. I made him take off his coat and I gave him a good whipping with a stout switch. He was twice as large as I, but he behaved after that.

"In those days," she said, "we did not know any other way to control children. We believed in the goodness of not sparing the rod. As I got older, I abolished whipping. If I couldn't manage a child I thought it my ignorance, my lack of ability as a teacher. I always felt less the woman when I struck a blow.

"You spoke in your article the other day about the way some of our women dress," Miss Anthony observed, suddenly changing the topic. "Forty-five years ago I tried a reform dress. But I gave it up. People couldn't see a great intellect under grotesque clothes. Although I saw Horace Greeley go before an audience once with one trouser leg inside his boot and one outside!"

"For whom were you named?" I asked.

"I was named Susan after my father's sister and after my grandmother on my mother's side. My grandmother's name was Susanah, but they never put the ah on me. When I was a young woman there came a great craze for middle initials. We girls scratched our heads to find one. The aunt who named me afterwards married a man named Brownell, and I decided to take her initials for mine. So, you see, I named myself: And I am always glad I did. There might be a thousand Susan Anthonys, but the B. makes it distinctive."

### **Equal Rights With Men**

"Now you want to know when I first heard of woman suffrage," she resumed. "I will tell you. In 1848 I came home at the end of my school term to visit my family. Mrs. [Elizabeth Cady] Stanton and Mrs. [Lucretia] Mott had just been in Rochester, and my family could talk of nothing else. I didn't understand suffrage, but I knew I wanted equal wages with men teachers. However, I had no idea between voting and equality. I went back to my school and forgot all about it.

"In 1849 I heard Abby Kelley Foster, the Quaker Abolitionist, and I read the reports of a great convention that gave me the first clear statement of the underlying principles of woman suffrage. The next year I went to an abolition meeting at Seneca Falls where I met Mrs. Stanton, who was head of the Daughters of Temperance society... A little later the Sons of Temperance held a convention at Albany, and they invited the Daughters to send delegates. I was one of the delegates. They were assembled in the hall and something was under discussion when I arose to address the Grand Worthy Master. 'The sister will allow me to say,' he shouted me, 'that we invited them here to look and learn, but not to speak.'

"I instantly left the hall, and Lydia Mott, cousin of Mrs. Mott's husband, followed me. We hired a hall, and got Thurlow Weed to announce in his paper, the Evening Journal, that the Woman's Temperance Society would hold a meeting that evening.

"Hon. David Wright and Rev. Samuel J. May...came to our meeting, and dear Rev. May taught us how to preside. I was made Chairwoman of the committee, and the first thing I did was to call a state convention...We held a two days' convention and Mrs. Stanton was made President and I was Secretary. And it all came out of the men refusing to let me speak."

### **Secret of Her Work**

"The secret of my work," she said, "is that when there is something to do, I do it. I rolled up a mammoth temperance petition of 28,000 names and it was presented to the Legislature. When it came up for discussion one man made an eloquent speech against it. 'And who are these,' he asked, 'who signed the petition? Nothing but women and children.' Then I said to myself, 'Why shouldn't women's names be as powerful as men's? They would be if women had the power to vote. Then that man wouldn't have been so eloquent against temperance, for he would have known that the women would vote his head off.' I vowed there and then women should be equal..."

"Are you afraid of death?"

"I don't know anything about Heaven or hell," she answered, "or whether I will ever meet my friends again or not. But as no particle of matter is ever lost, I have a feeling that no particle of mind is ever lost. The thought doesn't bother me..."

"Then you don't find life tiresome?"

"Oh mercy, no! I don't want to die just as long as I can work. The minute I can't, I want to go. I dread the thought of being enfeebled. I find the older I get the greater power I have to help the world. I feel like a snowball—the further I am rolled the more I gain. When my powers begin to lessen, I want to go..."

### **Some Ideas on Prayer and Marriage**

"Do you think women should propose?"

"Yes!" very decidedly. "If she can see a man she can love. She has the right to propose today that she

did not have some years ago because she has become a bread winner. Once a proposal from a woman would have meant, 'Will you please support me, sir?' And I think woman will make better choices than man. She'll know quicker what man will suit her and whether he loves her and she loves him." ...

"Let me tell you what I think of bicycling," Miss Anthony said, leaning forward and laying a slender hand on my arm. "I think it has done more to emancipate women than anything else in the world. I stand and rejoice every time I see a woman ride by on a wheel. It gives woman a feeling of freedom and self-reliance. It makes her feel as if she were independent. The moment she takes her seat she knows she can't get into harm unless she gets off her bicycle, and away she goes, the picture of free, untrammelled womanhood."

"And bloomers?" I suggested, quietly.

"Are the proper thing for wheeling," added Miss Anthony promptly. "It is as I have said — dress to suit the occasion. A woman doesn't want skirts and flimsy lace to catch in the wheel. Safety, as well as modesty, demands bloomers or extremely short skirts. You know women only wear foolish articles of dress to please men's eyes anyway."

### **What Will The New Woman Be?**

"What do you think the new woman will be?"

"She'll be free," said Miss Anthony. "Then she'll be whatever her best judgment wants to be. We can no more imagine what the true woman will be than we can what the true man will be." ...

"And now," I said, approaching a very delicate subject on tip-toes, "tell me one thing more. Were you ever in love?"

"In love?" she laughed merrily. "Bless you, Nellie, I've been in love a thousand times!"

"Really?" I gasped, taken aback by this startling confession.

"Yes, really!" nodding her snowy head. "But I never loved any one so much that I thought it would last. In fact I never felt I could give up my life of freedom to become a man's housekeeper. When I was young, if a girl married poor, she became a housekeeper and a drudge. If she married wealth she became a pet and a doll. Just think, had I married at twenty, I would have been either a drudge or a doll for fifty-five years. Think of it!

"I want to add one thing," she said. "Once men were afraid of women with ideas and a desire to vote. Today our best suffragists are sought in marriage by the best class of men." ...

Susan B. Anthony is all that is best and noblest in woman. She is ideal and if we will have in women who vote what we have in her, let us all help to promote the cause of woman suffrage.



# Newspaper Activities

Use these activities to help your students make the connection between events of the past and current events today.

## **Chapter One: One Piece of a Bigger Story**

This chapter discusses the many ways decisions can be made. Look in today's paper for a story involving a decision: It could be a new law, or where to build something or what actor will star in a movie. Choose two of those stories and write about the differences in how the decisions in those stories were made.

## **Chapter Two: Speaking for Herself**

Lucretia Mott and Elizabeth Cady Stanton were upset that women were not permitted to speak at the abolitionist convention. Look in today's paper for a story about someone who is upset about how he or she is being treated. Write a make-believe letter to that person with advice on how best to deal with the situation.

## **Chapter Three: A Split Among Allies**

People who wanted to abolish slavery also wanted women to be able to vote, and vice-versa, even though they didn't always agree on which was more important at the moment. Look in today's paper for a story in which people are working together on a project. If they have disagreements, how are they trying to resolve them?

## **Chapter Four: One Amendment Calls For Another**

Both Susan B. Anthony and Virginia Minor hoped that going to court would prove that laws that kept women from voting were not legal, but they were disappointed and suffragists had to find another way to get what they wanted. Look in today's paper for a story about people who are going to court or to a government group in hopes of solving a problem they care about. Explain the story using only four sentences.

## **Chapter Five: More Women Join the Struggle**

Women who worked or volunteered during the Civil War learned how to get things accomplished that made them very effective after the war was over. Look in today's newspaper for a story or picture of someone who learned things in one job or place that they are now using to help them be more effective in another job or another place. Explain how their experience helps them today.

## **Chapter Six: The Struggle for the States**

Suffragists worked hard to try to persuade voters to change the law and let them vote. Look in today's paper for stories or pictures of people who are trying to persuade others to make a change. Do you think they will be able to do it? Write an essay explaining why you feel that way.

## **Chapter Seven: A New Century, A New Generation**

When suffragists marched in Washington, the bad behavior of the crowd caused many people to change their minds and support the women's suffrage movement. Look in today's paper for a story about bad behavior that could make others change their minds about a group. Do you think that is a fair way to take sides? Explain why or why not.

## **Chapter Eight: Ratification**

Harry Burn's vote made the difference in Tennessee and so the 19th Amendment became the law of the land. Look in today's paper for a person who is working to make a difference in the world. Write a brief essay explaining what that person is doing and how you feel about it.

# Word Search

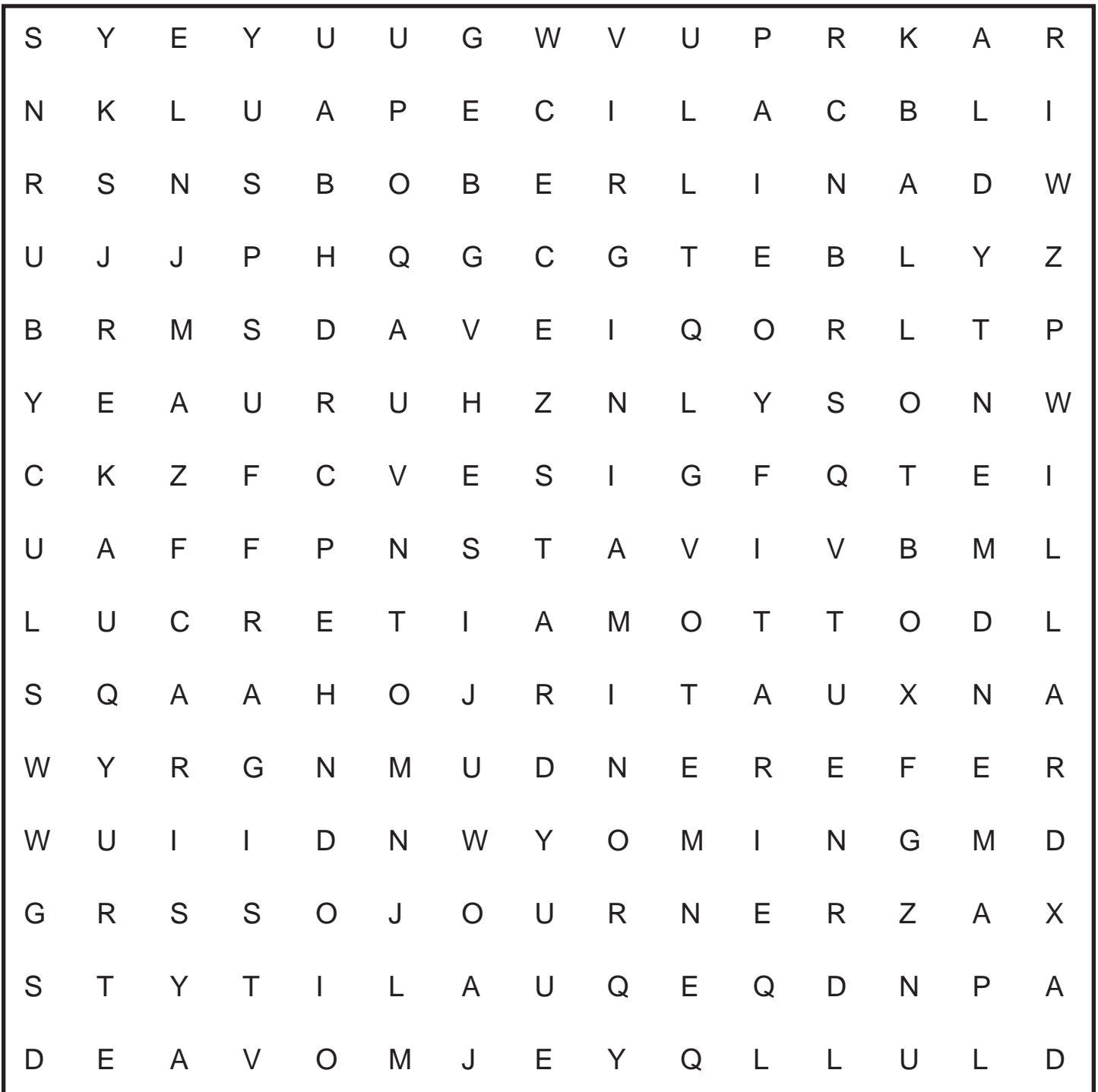
These words, names and terms are hidden in this puzzle. Can you find them all?

suffrage  
abolitionist  
Quaker  
vote  
citizen

Lucretia Mott  
referendum  
amendment  
Virginia Minor  
Sojourner

Wyoming  
suffragist  
rights  
Alice Paul  
Lucy Burns

ratify  
ballot box  
Willard  
Oberlin  
equality



## Jeopardy Sheet

Create your own Jeopardy answers and questions.

Cut out squares, assign values and play with a partner.

The answer is .  
The question is

Value \$

The answer is  
The question is

Value \$

The answer is .  
The question is

Value \$

The answer is  
The question is

Value \$

The answer is .  
The question is

Value \$

The answer is .  
The question is

Value \$

The answer is  
The question is

Value \$

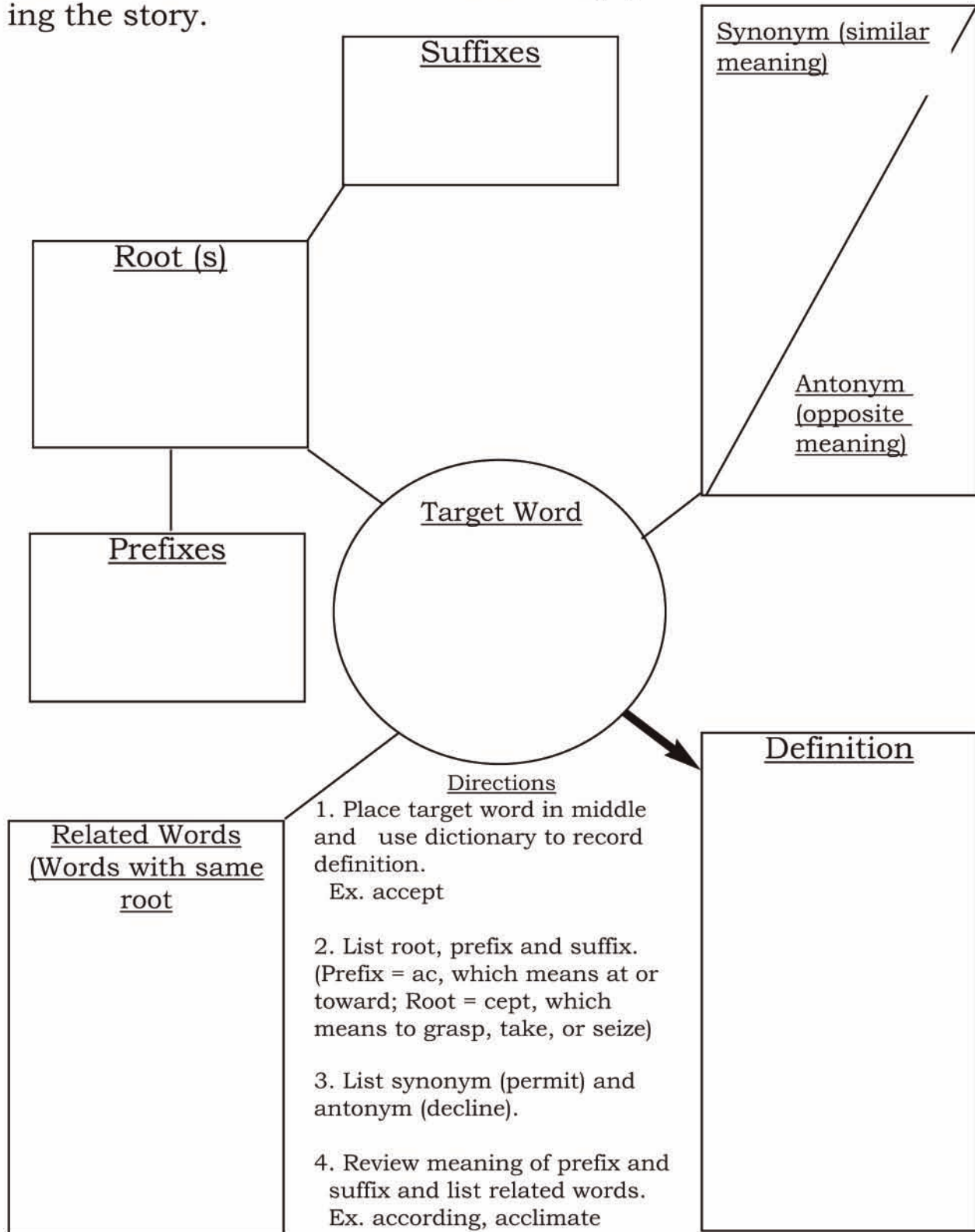
The answer is  
The question is

Value \$



# Vocabulary Acquisition Graphic Organizer

Use this sheet to record new vocabulary you learn while reading the story.





## Using this series to achieve standards

“From Seneca Falls to the Polling Booth” offers a variety of teaching opportunities, and our questions for each chapter are deliberately uniform and basic, in order to allow teachers the choice of what standards and goals they want to emphasize and when.

For example, the first section of questions, **“Facts and Details,”** can be used as a simple check to make sure students understand the basics of what they have read. To that end, you can simply require a simple answer of a few words.

If you are concurrently working on grammar and writing structure, you may wish to require that answers be expressed in the form of complete sentences.

**“T/F&Y”** (**“True/False and Why”**) features relatively easy true-false questions, but then requires students to furnish evidence from the text to support their responses.

**“Look it up!”** is an informational scavenger hunt geared towards helping students build research skills. Some call for more detailed conclusions than others, all can be turned into group projects, oral reports or discussion topics.

**“Primary Resources”** are offered as a bonus to make the history more immediate and to help students see how initial reports are, as the saying goes, “the first draft of history,” so that they can see our own contemporary news in that light. Analysis of this informational text can be used to boost overall analytical skills. But these things are also offered because they’re fun, and that should definitely be part of your instructional strategy!





# Tracking individual standards

This matrix is based on the Common Core State Standards for English Language Arts, which can be downloaded at <http://www.corestandards.org/the-standards/english-language-arts-standards>.

After creating your lesson plan for each chapter, note the standards by circling that chapter number opposite the standard so you can track those which may still need to be addressed. These are summaries of the standards; consult the actual document itself to see the specific elements for literature and informational text in a particular grade level.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1	2	3
4	5	6
7	8	

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1	2	3
4	5	6
7	8	

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1	2	3
4	5	6
7	8	

## Craft and structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1	2	3
4	5	6
7	8	

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (*e.g., a section, chapter or scene*) relate to each other and the whole.

1	2	3
4	5	6
7	8	

6. Assess how point of view or purpose shapes the content and style of a text.

1	2	3
4	5	6
7	8	

*Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1	2	3
4	5	6
7	8	

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1	2	3
4	5	6
7	8	

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1	2	3
4	5	6
7	8	

*Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

1	2	3
4	5	6
7	8	



## **From Seneca Falls to the Polling Booth**

**Using this curriculum, along with the activities in the teacher guide, adhere to the following Florida Standards.**

**These materials are appropriate for students in grades 4-12.**

### **STRAND: READING STANDARDS FOR INFORMATIONAL TEXT**

- LAFS.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, Including what happened and why, based on specific information in the text.
- LAFS.RI.2.4 Determine the meaning of general academic and domain---specific words or phrases in a text relevant to a grade topic or subject area.
- LAFS.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- LAFS.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- LAFS.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
- LAFS.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



## **STRAND: SPEAKING AND LISTENING**

- LAFS.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.
- LAFS.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- LAFS.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- LAFS.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **STRAND: WRITING**

- LAFS.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LAFS.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LAFS.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- LAFS.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- LAFS.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- LAFS.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- LAFS.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **STRAND: CONVENTIONS OF STANDARD ENGLISH K-12**

- LAFS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LAFS.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LAFS.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- LAFS.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- LAFS.L.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **STRAND: READING STANDARDS K-12**

- LAFS.R.1.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LAFS.R.1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LAFS.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- LAFS.R.2.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LAFS.R.2.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- LAFS.R.2.6 Assess how point of view or purpose shapes the content and style of a text.
- LAFS.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LAFS.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LAFS.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- LAFS.R.4.10 Read and comprehend complex literary and informational texts independently and proficiently.

#### **STRAND: SPEAKING AND LISTENING K-12**

- LAFS.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LAFS.SL.1.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- LAFS.SL.2.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- LAFS.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- LAFS.SL.2.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



## **STRAND: WRITING K-12**

- LAFS.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.W.1.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- LAFS.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LAFS.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LAFS.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- LAFS.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- LAFS.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12**

- LAFS.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- LAFS.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LAFS.RH.1.3 Identify key steps in a text's description of a process related to history/social studies.

## **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

- LAFS.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LAFS.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on

	the subject, demonstrating understanding of the subject under investigation.
LAFS.WHST.3.8	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.
LAFS.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **NEXT GENERATION SUNSHINE STATE STANDARDS SOCIAL STUDIES**

- SS.4-12A.1.1 Use primary and secondary sources to understand history.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.
- SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.
- SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.
- S.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- S.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society..
- SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases.