

# **Women's Suffrage**

## *Analyzing Visual Primary Sources*

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## **Introduction**

Primary sources are the building blocks of history. Using these sources to introduce students to historical periods offers students the opportunity to become historians themselves—to analyze the evidence, form hypotheses, and learn how to support arguments based on evidence. They learn what it means to interpret the past in ways that provide meaning for the present. Textual primary sources can often be difficult for students to engage with because they are often couched in unfamiliar language from a different historical era. Visual primary sources can prove more appealing and accessible to students, and they also involve different types of “reading” skills.

### **How to Use This Product**

This PowerPoint® presentation is designed to walk students through the process of primary source interpretation. Slides help to focus students’ attention and train them how to “read” visual primary sources. Targeted questions and enlarged insets from images help to train students to see deeper into the historical record, to uncover evidence that, though plainly before their eyes, is not always obvious at first glance.

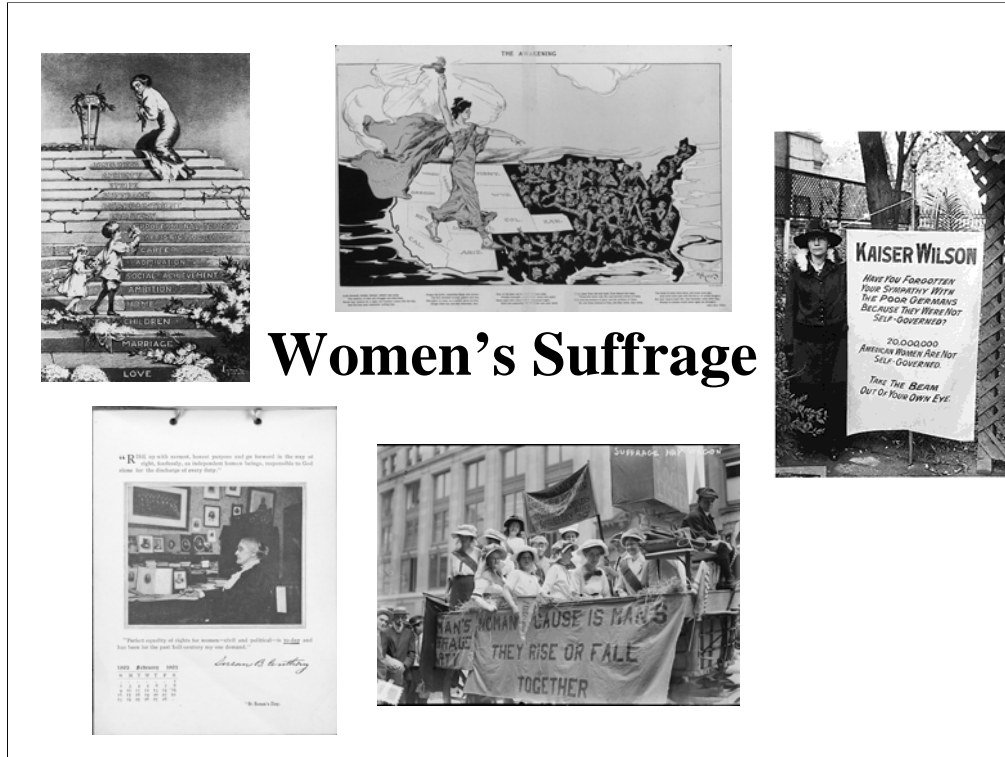
The posters provide visual reinforcement for the images analyzed in the presentation. Use them before or after the PowerPoint® analysis for either pre- or post-reading activities. In addition, we have provided extra images on each disc so that once the students are trained in the skills of analyzing visual primary sources they can further hone their skills. You can print them out and distribute as handouts for in-class or independent study, or you can import the images into PowerPoint® for students to analyze individually or with the class as a whole.

### **Let Us Know What You Think**

At Social Studies School Service, we always strive to provide the best supplemental curriculum materials at a superior value. If you have feedback that could help us improve this product, requests for other titles in this series, or stories of how it has helped your students, please let us know. You can e-mail us at [access@socialstudies.com](mailto:access@socialstudies.com).

We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
Social Studies School Service



## Women's Suffrage

The Seneca Falls Convention of 1848 helped lay the foundation for the women's suffrage movement. During the next 20 years, women met in conventions and less formal gatherings to discuss their economic, social, educational, political, and legal rights. Women participated in a variety of organized protests, fighting against alcohol and slavery, and for the rights of immigrants and the poor. An organized suffrage movement also took shape, led primarily by Elizabeth Cady Stanton and Susan B. Anthony. After the Civil War, many suffragists hoped that the new constitutional amendments affording slaves the right to vote would also apply to women as well; however, society was not yet ready to grant universal women's suffrage. Beginning in 1890, many Western states began to grant women the right to vote. National women's suffrage societies (most notably, NAWSA, the National American Woman Suffrage Association) began recruit more and more supporters, and the roles that women played in assisting the war effort during World War I also furthered the cause. Finally, on August 26th, 1920, the U.S. adopted the 19th Amendment, guaranteeing American women the constitutional right to vote.

# Women's Suffrage



- Susan B. Anthony
- Suffragists
- Opponents of Suffrage
- Towards Nationwide Suffrage
- Protest

## Susan B. Anthony

- Iconic women's rights figure (Feb. 15, 1820–Mar. 13, 1906)
- Active in the antislavery and temperance movements
- Elizabeth Cady Stanton
- National Women's Suffrage Association
- Arrested in 1872 for attempting to vote



Although she earned her place in history as one of the main leaders of the women's suffrage movement, Susan B. Anthony transcended the events of her life to become a women's rights icon. Anthony first became active as a reformer in the late 1840s, when she joined the temperance and antislavery movements in New York. In 1851, she met fellow reformer Elizabeth Cady Stanton, who would become her ally in the women's rights movement as well as a close friend. The two organized the first women's temperance society in America; this was the start of Anthony's public role as an advocate for women's rights, as she and Stanton went on to give speeches around the country promoting equal rights for men and women. In 1869, Anthony and Stanton formed the National Women's Suffrage Association (NWSA), one of the first such nationwide women's organizations in America.

In 1872, Anthony, arguing that the recently passed 14th Amendment allowed women the right to vote, convinced registrars in her hometown of Rochester to put her on the voter rolls. She then voted in the presidential election that year. She was later arrested for casting an illegal vote. The arrest received a substantial amount of publicity, and in the weeks before her trial, she traveled around upstate New York giving passionate speeches in defense of women's suffrage. However, despite many eloquent arguments made on her behalf at her trial, she was convicted and ordered to pay a fine (which she refused). The trial helped make her a national figure, and while her decision to vote helped raise the profile of the woman's suffrage movement, it also earned her a reputation for stubbornness and belligerence, as we can see in the cartoon on this slide, which shows her chasing a beleaguered President Grover Cleveland with an umbrella. Anthony died in 1906, some 14 years before the passage of the 19th Amendment gave women the right to vote. In 1979, she became the first woman to be honored on U.S. currency when her portrait graced a new dollar coin.

# Susan B. Anthony

“RISE up with earnest, honest purpose and go forward in the way of right, fearlessly, as independent human beings, responsible to God alone for the discharge of every duty.”



“Perfect equality of rights for women—civil and political—is to-day and has been for the past half-century my one demand.”

1902 February 1902

S	M	T	W	T	F	S
-	-	-	-	-	-	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	-

*Susan B. Anthony*

\* St. Susan's Day.

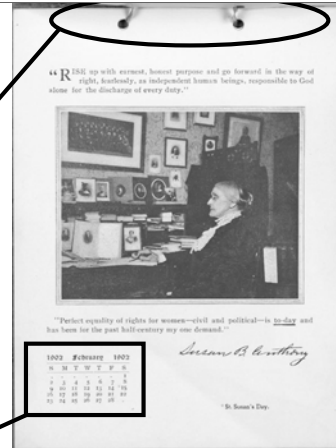
Give students about one minute to look at this image, then proceed to the following slides.



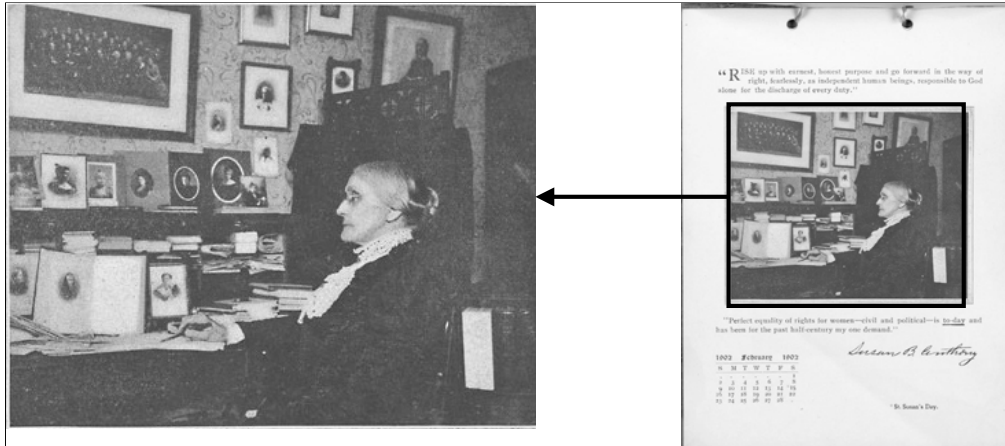
- What type of a source does this appear to be?
- How can you tell?



1902 February 1902						
S	M	T	W	T	F	S
.	.	.	.	.	.	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	.



This is a calendar. We can tell because it includes the days of the month for February 1902, and because it has two rings binding it up at the top. This is a page from "The Anthony Home Calendar."



- Where does Anthony appear to be seated?
- What does she appear to be doing?
- Does this photo look natural or posed?
- Why might the makers of this calendar have included a photo of her in this pose and setting?

Anthony appears to be seated at a desk covered with several photos. She holds a pen in her hand, as if in the middle of writing something. She appears stiff, and is clearly posing for the shot. The makers of the calendar may have chosen this photo for a number of reasons: they may have wanted to show her at a desk in order to portray her as statesmanlike, emphasizing her importance as a great leader; they may also have wanted to humanize her and soften her image by showing her surrounded by pictures of friends, colleagues, and loved ones.