

# **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.

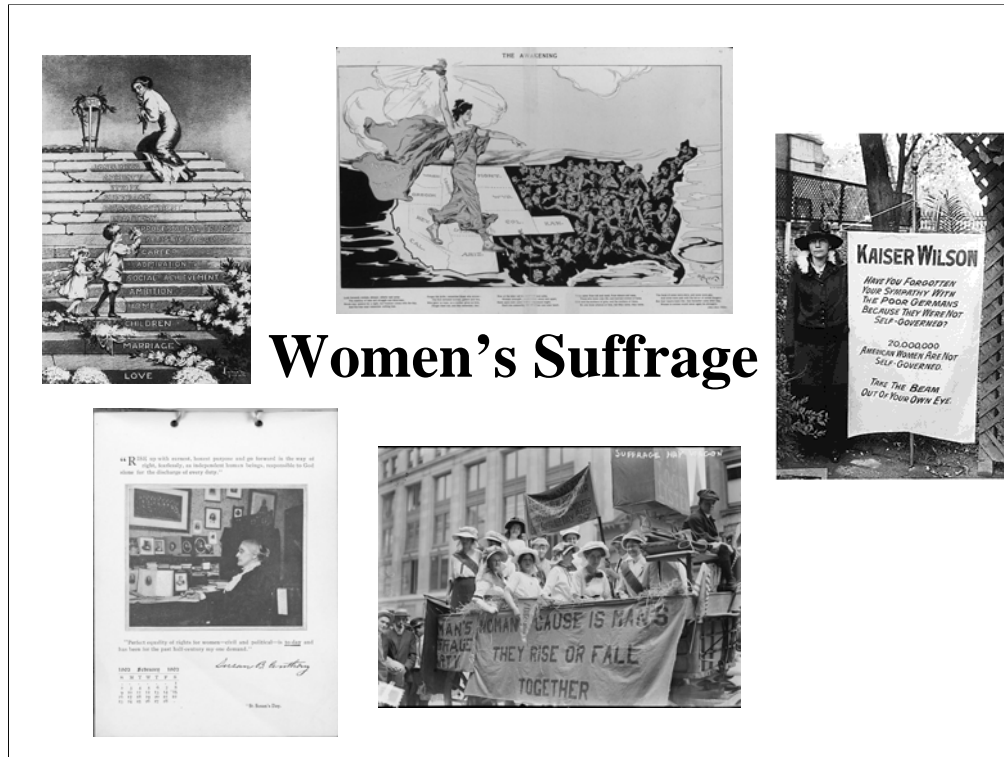
The posters provide visual reinforcement for the images analyzed in the presentation. Use them before or after the PowerPoint® analysis for either pre- or post-reading activities. In addition, we have provided extra images on each disc so that once the students are trained in the skills of analyzing 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.

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We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
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## 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
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*Susan B. Anthony*

\* St. Susan's Day.

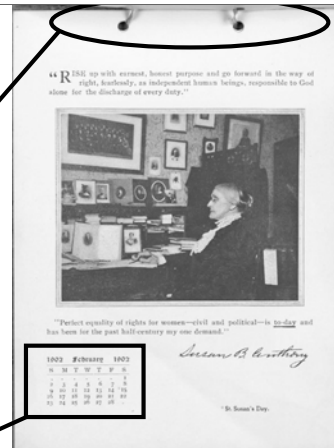
Give students about one minute to look at this image, then proceed to the following slides.



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



1902		February						1902
S	M	T	W	T	F	S		
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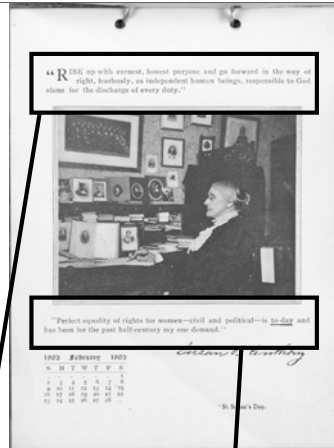


This is a calendar. We can tell because it includes the days of the month for February 1902, and because it has two rings binding it up at the top. This is a page from "The Anthony Home Calendar."



The calendar includes two quotes from Anthony, listed above and below the photo.

- Which do you think best sums up Anthony's life and philosophy? Why?
- Why might the calendar's makers have included these quotes? Why do you think they positioned them as they did?



“**R**ISE 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.”

**Teacher's note:** Read the quotes aloud to the class.

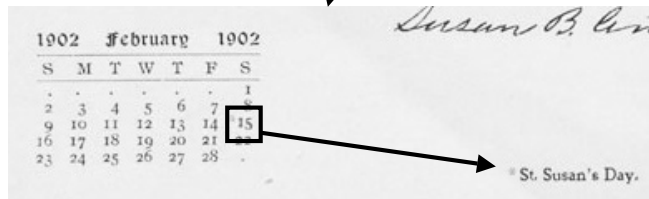
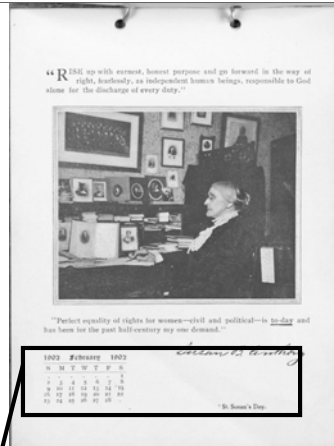
“Rise up with earnest, honest purpose and go forward in the way of right, fearlessly, as independent human beings, responsible to God alone for the discharge of every duty.”

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

Most students will say that the second quote best sums up Anthony's life and philosophy. However, spend some time discussing the first quote's meaning: essentially, it urges people to pursue what they feel is just and right, no matter what anyone else says. Also, note that this quote appears in a more prominent position—above the photo rather than below it. The calendar's makers may have done this because they wanted to universalize Anthony's life and portray her as a person of principle, rather than just an advocate for woman's suffrage. Again, the calendar's creators seem to have been trying to present Anthony in a different light than many people perceived her.

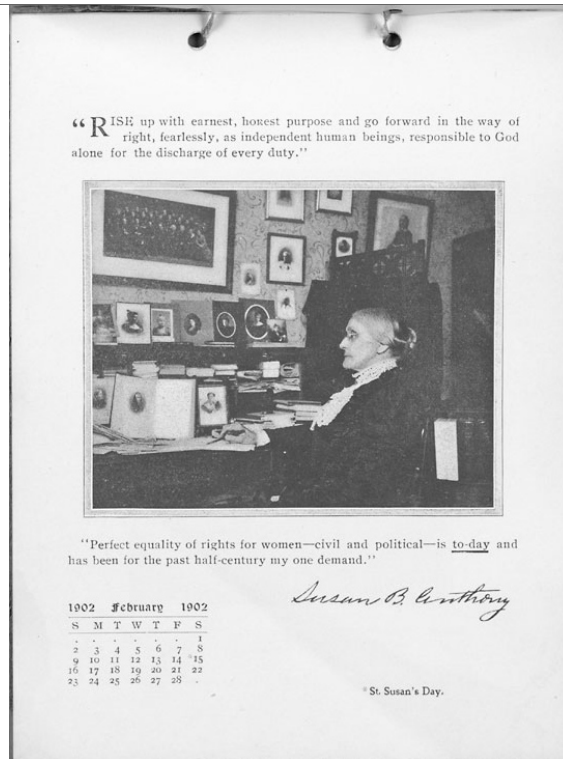
Note how the calendar has February 15th in red and marked as “St. Susan’s Day.”

- What does this mean?
- Why might the makers of the calendar have done this?



February 15th was Anthony’s birthday. “St. Susan’s Day” seems, therefore, to have been a gently humorous way to pay homage to Anthony, while also underlining her historical significance. It also clearly shows the high regard in which the calendar’s makers held Anthony.

- Who do you think the audience for this calendar might have been?
- What sort of people might have been likely to buy it?
- Do you think this calendar would have helped the cause of women's suffrage, hurt it, or neither? Why?



This calendar was undoubtedly intended primarily for suffrage advocates, and was probably designed to appeal especially to middle- and upper-class women. However, the fact that the calendar tries to show Anthony more as a principled, respected person of intellect than as a strident suffragette suggests that the makers of the calendar wanted to broaden their product's appeal—and Anthony's—beyond supporters of suffrage.

Answers to the second question will vary. It's unlikely that the calendar had any real effect on the speed with which women won the vote. However, arguments can be made that it both helped and hurt the cause of women's suffrage. Some might have been offended by the phrase "St. Susan's Day," finding it disrespectful to compare a contemporary person (and a woman, at that) with religious saints who had traditionally been honored with special days. On the other hand, it might have increased Anthony's public recognition and led people to reevaluate her contributions and thus view her—and women's suffrage in general—in a more favorable light.

## Suffragists



Carrie Chapman Catt of  
NAWSA

- Little real progress made by 1900
- Change in tactics: more public agitation and demonstrations
- Suffragists came from all classes and walks of life



Alice Paul of the  
NWP

The Seneca Falls Convention of 1848 represents the beginning of the organized women's suffrage movement in America. Yet, by the turn of the century—more than 50 years later—women could only legally vote in four states. Beginning in 1900, the National American Women Suffrage Organization (NAWSA), under the leadership of Carrie Chapman Catt, began to recruit large numbers of socially prominent and politically influential women. Catt convinced many upper-class women that suffrage would be necessary in order to expand their civic improvement efforts. NAWSA also expanded its educational efforts by distributing literature and recruiting college-educated women. However, education could only go so far, and suffragists began to stage public demonstrations ranging from protests to parades. When “militant” British suffragist Alice Paul came on the scene in 1912, activism soared. Paul and her followers had little patience with NAWSA's moderate tactics, and created the National Woman's Party (NWP), which opposed the federal “party in power” (this violated NAWSA's policy of nonpartisanship). Suffragists came from all classes and walks of life, although the leadership was primarily white and middle or upper class.

# Suffragists



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



- What type of a source is this?
- Briefly describe the scene shown in the photograph.  
What do you think is happening here?

This is a photograph of several women riding down a city street in some sort of vehicle. The vehicle has banners on it and some of the women also hold banners. This looks to be a parade, and the woman may be riding a kind of float.





These women are suffragists. We know this because one holds a banner that reads “Votes for Women,” and because a banner on the back of the vehicle most likely says “Woman’s Suffrage Party.”



- How would you characterize the expressions and postures of the women on the float?
- Do they appear to be enjoying themselves?



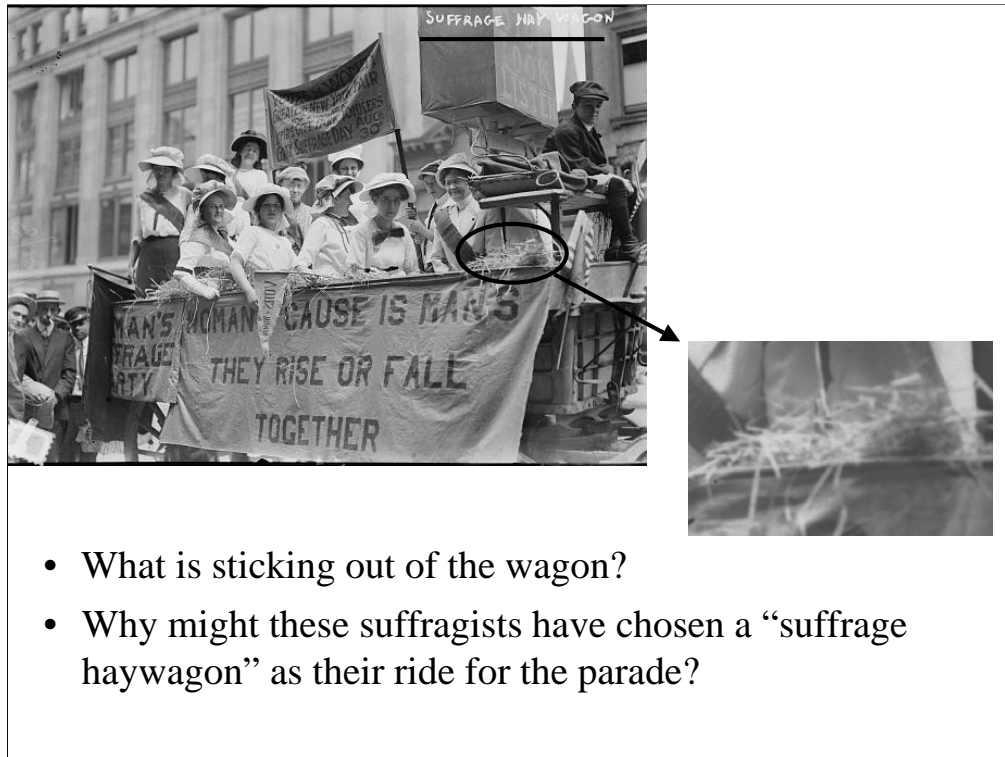
The women appear to mostly have serious expressions on their faces; most also hold themselves upright with their backs straight. Answers to the second question will vary, but most students will probably say that only a few of the women look as if they're enjoying themselves.



- Describe the spectators visible in the photograph. Who are they? How would you characterize their expressions?
- Why might they have attended the parade?



We can see at least three men in the photo (the hat of a fourth appears to loom in the background). One of the men is black and appears to be dressed as a porter; the others wear straw hats and suits. The man on the left has a somewhat bemused expression on his face; the man in the middle expressionlessly smokes a cigarette; the man on the right appears calm and has little expression on his face. Answers to the second question will vary: students may speculate that the men may be the husbands of the women on the float; that they may be passersby who stopped to watch; that they may be suffrage supporters out to cheer the women on, or suffrage opponents out to jeer the women; or that they may simply have been drawn to the spectacle of a parade.



Tufts of hay stick out of the wagon. We can see from the caption in the upper right corner that the women are actually riding in a “suffrage haywagon.” Answers to the second question will vary, but some students may know that haywagon rides used to be a popular thing to do in small towns or at state and county carnivals and fairs. The suffragists’ choice of a haywagon may have been intended to lighten the seriousness of their message with some humorous imagery. It could also simply be that haywagons were a staple of parades at the time, and so these suffragists weren’t trying to convey any larger message with their choice of vehicle.



- What does the large banner say? What might this mean?
- How effectively do you think this banner promotes the cause of woman's suffrage?

The large banner says, "Woman's cause is man's: They rise or fall together."

Answers to the second part of this question will vary, but one possible interpretation is that it is intended to get men to stop thinking of their interests as different from those of women; if the two sexes could make common cause, then in theory there would be no need to deny women the vote.

Answers to the second question will also vary: some students may feel that the banner astutely tries to get men to see that relations between men and women need not be adversarial, and thus tries to address the issue of suffrage in a subtle, sophisticated manner. Other students may feel that the message is too subtle and not closely related enough to the cause of women's suffrage.

## Opponents of Suffrage

- Ironically, many suffrage opponents were women
- National Association Opposed to Women's Suffrage (NAOWS)
- Often used religion to define and justify what they believed to be women's "proper" place in society
- Opponents saw suffrage as a threat to traditional gender roles

Suffragists struggling to earn the right to vote dealt with strong opposition; ironically, much of that opposition came from other women. People who opposed the suffragist movement were referred to as anti-suffragists and mobilized to establish the National Association Opposed to Woman Suffrage (NAOWS) in 1911. Its membership was mostly composed of wealthy and influential women, as well as some Catholic clergymen. The anti-suffragists drew support from Southern congressmen and corporate capitalists who donated funds to help oppose the movement. Often, anti-suffragists used religion to define and justify what they believed to be the proper place for women in American society.

Many anti-suffragists believed that if women received the vote, it would threaten traditional gender roles in 19th-century society. Social customs held that men and women were supposed to remain in separate spheres—women in the private sphere of home and domesticity, and men in the public sphere of work and politics. According to God, the anti-suffragists argued, the woman was supposed to stay at home in her role as mother and housewife.

## Opponents of Suffrage



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

- What type of source is this?
- Briefly describe the scene depicted in the cartoon.



Though this looks like a painting, it is actually a political cartoon. At the top of a large set of stairs, a woman kneels and looks down on two children at the bottom.



Compare and contrast the appearances of the upper steps and the lower steps. How do their appearances differ?



The upper steps are cracked and barren. The lower steps are solid and covered with flowers.



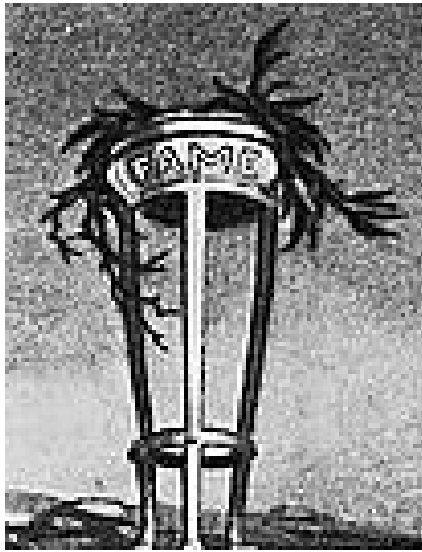
- What do the words on each of the upper stairs say?
- Which word seems out of place?
- Why do you think the artist included it with the others?

The upper stairs say “loneliness,” “anxiety,” “strife,” “suffrage,” “disappointment,” and “flattery.” “Suffrage” seems most out of place here (although “flattery” is a bit different as well). The artist included “suffrage” in with these other negative things because he wanted to associate it with them and to imply that suffrage would lead to all these things.



- What do the words on each of the lower stairs say?
- What is the artist implying here?

The bottom stairs say “love,” “marriage,” “children,” “home,” “ambition,” “social achievement,” “admiration,” “career,” “artistic success,” and “professional triumph.” The artists implies here that not only can women attain all these things without the vote, but that if they choose to pursue suffrage, they will lose all these things on the lower stairs, exchanging them for the miseries listed on the upper stairs.



- What is at the top of the stairs?
- What is the artist implying here?

At the top of the stairs sits a metal tripod with the word “fame” on it, with some sparse, desiccated branches (probably laurels) coming out of it. The artist implies here that the pursuit of suffrage is really the pursuit of fame. He also seems to imply that achieving this fame will result in a lonely, hollow victory.



- What does the woman hold in her arms?
- Describe the expression on the woman's face.
- What is the artist implying here?
- How persuasive do you find his argument here?

The woman holds some of the laurels in her arms. She has a sad, contemplative expression on her face as she looks down at the children. The artist here again implies that achieving suffrage will not make women happy; on the contrary, he believes that the pursuit of suffrage leads women to abandon their families, which he sees as their main source of happiness. Answers to the last question will vary, but most students will probably disagree with the point the artist emphasizes here.

- How convincing do you find the artist's argument that women could achieve "admiration," "career," "artistic success," and "professional triumph" without the vote?
- How convincing do you think audiences at the time might have found it?

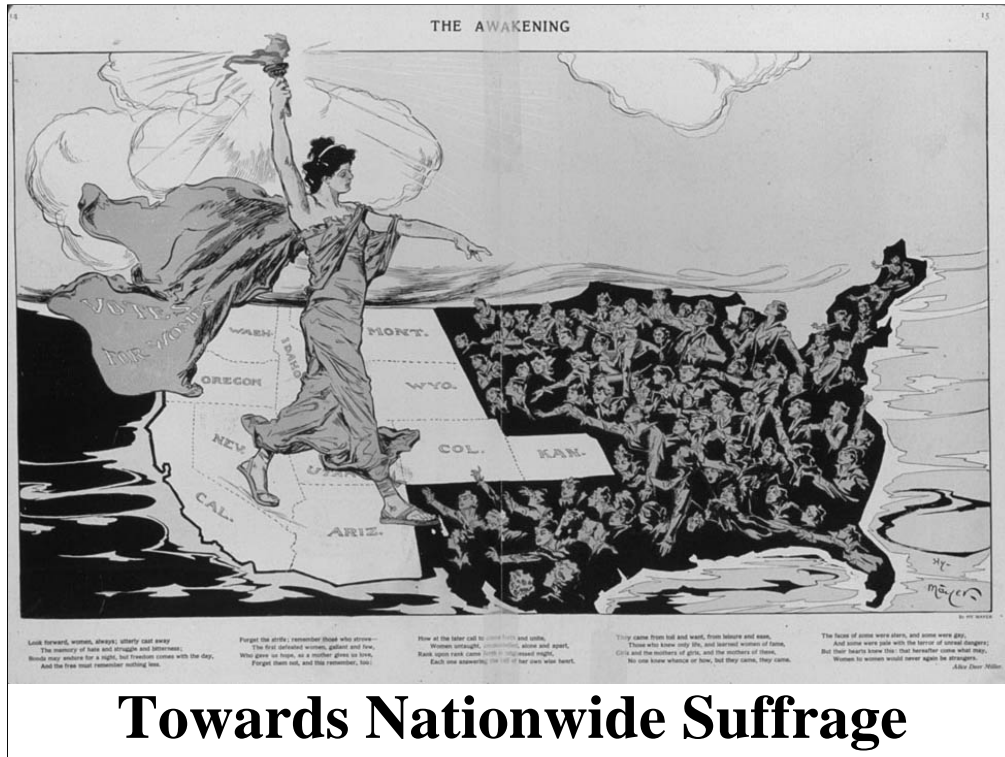


Answers will vary, but most students will probably disagree with this argument; astute students will note that even though some women at the time were able to achieve these things without the vote, in general "success" and "triumph" cannot be attained unless one is a fully equal member of society. Answers to the second part of the question will also vary, but remind students that many people at the time found such arguments convincing: rather than focusing on whether or not women deserved to vote or had the right to vote, such people felt that women didn't really need the vote because their "proper" place was at home raising their family.

## **Towards Nationwide Suffrage**

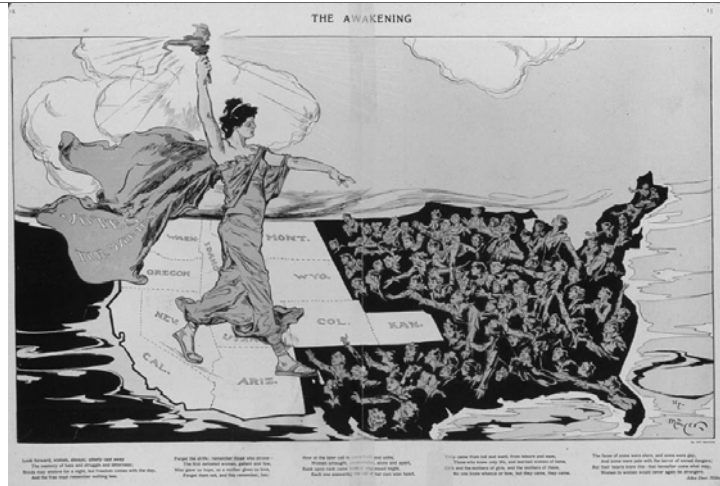
- Western states first to give women the vote
  - Wyoming: 1890
  - Colorado: 1893
  - Idaho, Utah: 1896
  - Washington: 1910
  - California: 1911
  - Arizona, Kansas, Oregon: 1912
- Why were Western states the first?

As shown on the slide, states in the West were the first to allow women to vote. Different theories exist as to why this happened, but no one theory covers all the cases. Some cite the spirit of innovation and experimentation required to settle the West, claiming that it led people to be more open-minded towards allowing women to vote. Others point to the corruption in many Western states' governments and general lawlessness in society: several people at the time felt that if women could vote, they could provide a "civilizing" influence that would help remedy these problems. This theory was summed up by a Colorado pro-suffrage slogan: "Let women vote! They can't do any worse than the men have!" In addition, circumstances specific to a state often provided the primary motivation for passing women's suffrage laws. For example, in Utah, Mormonism heavily influenced the decision to let women vote: not only did most Mormons believe that women had the ability and the right to choose their own lifestyle, but a vast majority of Mormon women supported the controversial practice of plural marriage. Thus, women voting represented no threat to the Mormon way of life. As more and more Western states granted women the vote, suffragists increasingly used this as an example to convince other states to do so.



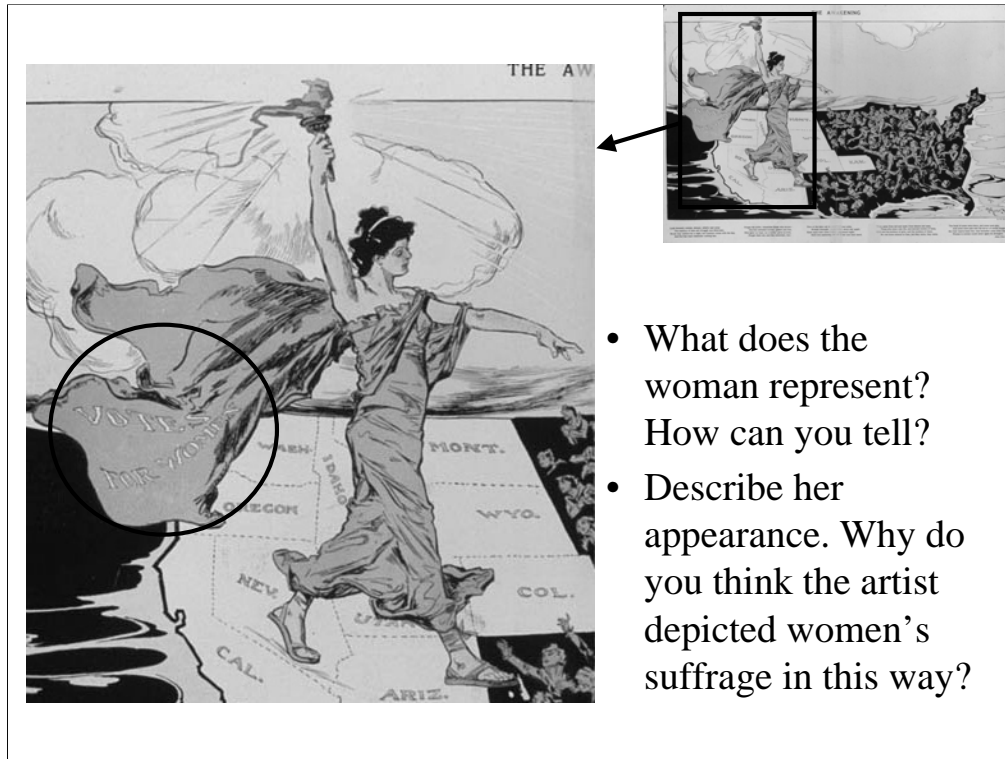
Give students about one minute to look at this image, then proceed to the following slides.





- What type of source is this?
- Briefly describe the scene depicted in the cartoon.

This functions as a political cartoon, although it's actually a poster. It shows a robed woman holding a torch walking east across a map of the United States.



- What does the woman represent? How can you tell?
- Describe her appearance. Why do you think the artist depicted women's suffrage in this way?

The woman represents “votes for women,” which we can see written on her cape. Her toga-like robes and sandals and her long, flowing cape make her look like a figure from classical antiquity. However, she also holds a torch aloft, which makes her look a bit like the Statue of Liberty. The artist probably depicted suffrage in this way in order to identify it with classical ideals (specifically, democracy) and with liberty. The overall goal seems to have been to portray women's suffrage as a noble, respectable cause in line with American political ideals.

- Why are only some states identified by name?
- How are the other states depicted?
- Who do the people there represent? What are they doing?



The states named are those that already allowed women to vote. The other states are shown as one large black morass, with no state borders visible. The people there all appear to be women, and they're reaching longingly toward the woman holding the torch. This represents the desire of American women in general for suffrage.



Why do you think this work is titled “The Awakening”?

Answers will vary; spend a few minutes discussing this with the class. It’s not clear whether “The Awakening” is the title of the cartoon, the poem printed below it, or both, but most interpretations would probably see “awakening” as referring either to the country as a whole or to women in the East in particular coming to accept and call for women’s suffrage.

Look forward, women, always; utterly cast away  
The memory of hate and struggle and bitterness;  
Bonds may endure for a night, but freedom comes with a day,  
And the free must remember nothing less.

Forget the strife; remember those who strove—  
The first defeated women, gallant and few,  
Who gave us hope, as a mother gives us love,  
Forget them not, and this remember, too:

How at the later call to come forth and unite,  
Women untaught, uncounselled [sic], alone and apart,  
Rank upon rank came forth in unguessed might,  
Each one answering the call of her own wise heart.

They came from toll and want, from leisure and ease,  
Those who knew only life, and learned women of fame,  
Girls and the mothers of girls, and the mothers of these,  
No one knew whence or how, but they came, they came.

The faces of some were stern, and some were gay,  
And some were pale with the terror of unreal dangers;  
But their hearts knew this: hereafter come what may,  
Women to women would never again be strangers.



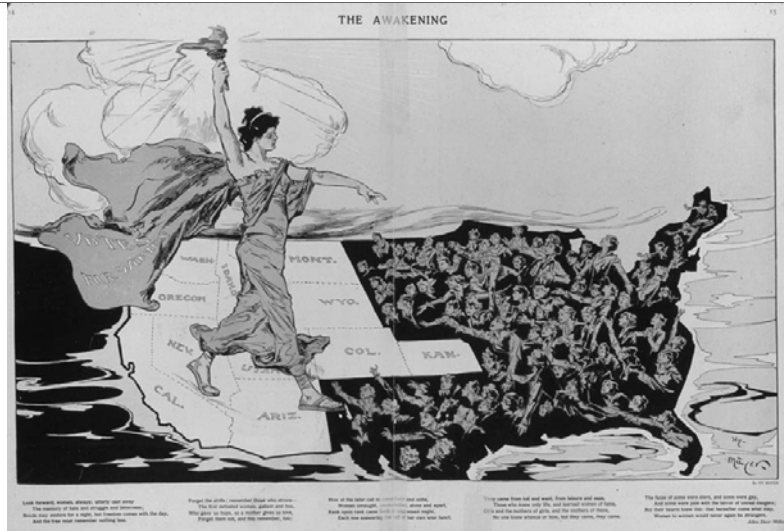
This poem is by poet  
and suffragist Alice  
Duer Miller.

- How would you describe the tone of this poem?
- What does it celebrate?
- What is the theme of the poem?

**Teacher's note:** Take a few minutes to read this poem out loud (you can either do it yourself or have students do it). The questions on this slide only ask about the poem's overall tone and theme, but if you like, you can spend more time analyzing individual lines and/or discussing things like imagery and word choices.

The tone is generally celebratory. The poem first commemorates early suffragists, alluding to the sacrifices that they made and the hardships that they faced. It then moves on to celebrate subsequent suffragists in order to inspire contemporary suffragists to persevere.

The poem's theme is the endurance, growth, and diversity of the suffrage movement, and the way that it bonded all women together.



- Who do you think the intended audience for this work was?
- How effectively do you think it promotes the cause of woman's suffrage?

The intended audience was most likely people from the middle and upper classes, given the sophisticated nature of the imagery and the poem. Answers to the second question will vary: many students will probably think it does a good job of promoting suffrage, while others may feel that it's too abstract.

## Protest

- Silent Sentinels
- Alice Paul
- World War I
- Wilson's change of position
- Passage of the 19th Amendment in 1920

The Silent Sentinels were a group organized by famed women's suffrage leader Alice Paul to protest in front of the White House. The protests started in January 1917 and lasted until June 1919, when the 19th Amendment passed both the House of Representatives and the Senate. During those two and a half years, more than a thousand different women picketed every day and night (except Sundays). The banners they carried contained a number of strong statements directed specifically at Wilson, including "Mr. President, how long must women wait for liberty?," "Mr. President, what will you do for women's suffrage?," and "Democracy should begin at home." After the U.S. entered World War I in April 1917, the Silent Sentinels met with an increasingly harsh reaction, as spectators assaulted the protesters both verbally and physically. A turning point came in November 1917, when, as some protesters were serving time in jail for disturbing the peace, guards one night went in and severely beat many of them. The incident generated sympathy for the protesters and helped turn the tide in their favor.

The role women played in the war effort at home also helped further the cause of woman's suffrage. Women made real, important contributions, not only by serving in the armed forces as medical personnel, administrative support staff, and other positions, but also on the home front as recruiters, bond sellers, relief workers, and factory workers. In addition, President Wilson gradually changed his views on women's suffrage—in no small part because he needed support for the war and felt that if he supported suffrage, he could gain the votes of millions of women. The war thus played a large role in paving the way for the eventual passage of the 19th Amendment in 1920.

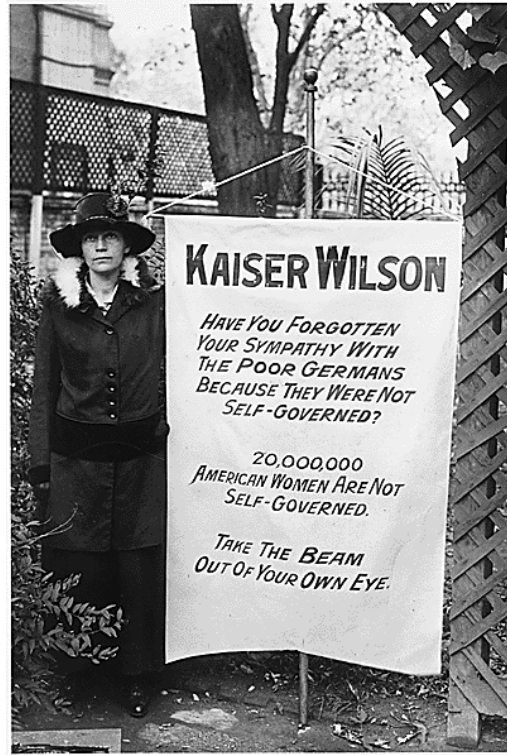
## Protest



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



- What type of a source is this?
- Briefly describe the scene shown in the photograph.
- Where does she appear to be located?



This is a photograph of a woman standing next to a banner. She appears to be standing amidst some trees, possibly in a public park. It isn't possible to tell this from the photo, but let students know that this was one of the "Silent Sentinels" who picketed the White House.

- Who does “Kaiser Wilson” refer to?
- What does it mean?  
(Hint: It may have to do with the first two sentences underneath.)



“Kaiser Wilson” is a dual reference: the “Kaiser” refers to Kaiser Wilhelm II of Germany, America’s chief opponent during World War I; “Wilson” refers to President Woodrow Wilson. The banner juxtaposes these men’s names in order to make a point about Wilson; however, what that point is remains debatable. It could be intended to imply that Wilson’s attitude and actions toward women’s suffrage had been as harsh and tyrannical as most Americans thought Kaiser Wilhelm to be. It could also refer to something mentioned in the paragraphs underneath. This section most likely refers to Wilson’s address to Congress asking for a declaration of war against Germany. (**Teacher’s note:** Read aloud the excerpt below from this address.)

"We have no quarrel with the German people. We have no feeling toward them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools. Self-governed nations do not fill their neighbor states with spies or set the course of intrigue to bring about some critical posture of affairs which will give them an opportunity to strike and make conquest. Such designs can be successfully worked only under cover and where no one has the right to ask questions."

In this light, “Kaiser Wilson” could mean that Wilson had more sympathy for the German people than he did for the “20,000,000 American women” who were not ‘self-governed.’”

- What do you think “take the beam out of your own eye” refers to?
- Why might this phrase have been included on the banner?



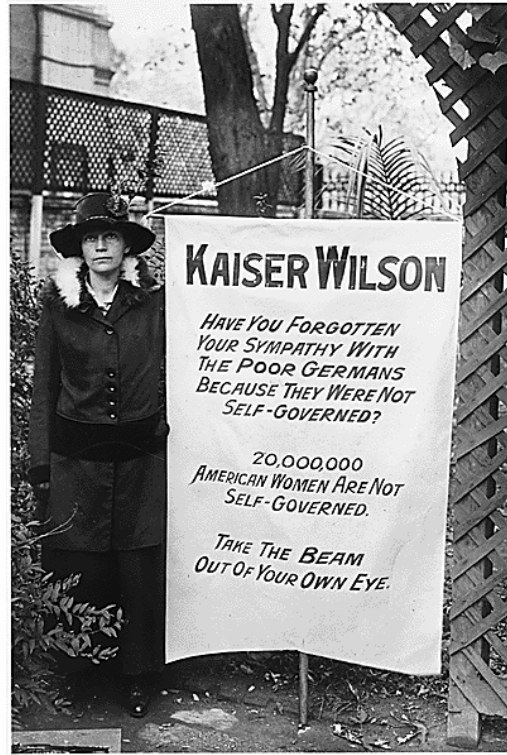
This phrase comes from the Bible, Matthew 7:5. The full quote is, “Thou hypocrite, first cast out the beam out of thine own eye; and then shalt thou see clearly to cast the mote out of thy brother’s eye.” The phrase was most likely included on the banner for two reasons. First, it accuses Wilson of hypocrisy, showing sympathy for the political situation of people from an enemy country while ignoring the political situation of millions of citizens in his own country. Second, people making political arguments have often cited the Bible in order to justify their case and to convince other people of the righteousness of their cause.

Who might have been the intended audience for this banner?



Students should remember that the Silent Sentinels picketed in front of the White House, so one intended audience was people who would have been passing by. However, protesting in front of the White House often draws the attention of national media; even in the days before television, photos of these women picketing appeared in newspapers and magazines across the country. Thus the banner was actually something this picketer hoped as many Americans as possible would see, ideally convincing them to support the 19th Amendment. Finally, the banner was certainly intended for President Wilson: the Silent Sentinels probably hoped that Wilson would somehow see it in person or see a picture of it and change his views on women's suffrage.

How effectively do you think the banner and the picketing of the White House furthered the cause of woman's suffrage?

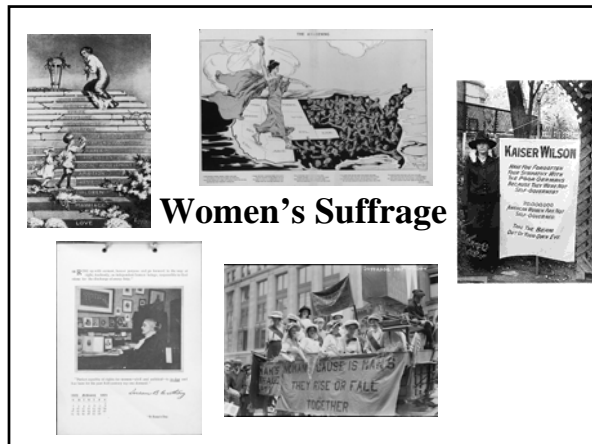


Answers will vary: some students may think that picketing the White House was a good strategy, and that the banner raised a thought-provoking point that might eventually have influenced Wilson to change his position on women's suffrage. Others may note that comparing the president to a reviled foreign leader during wartime was an inflammatory act that might have angered many people and led them to oppose women's suffrage.



**Teacher's note:** If desired, pose any or all of the following wrap-up questions to the class as a whole:

- Which of these images stood out the most to you? Why?
- Which one do you think you'll remember the most? Why?
- Which one would you choose as being most representative of the era? Point out specific elements of that image that led you to select it.



## Women's Suffrage

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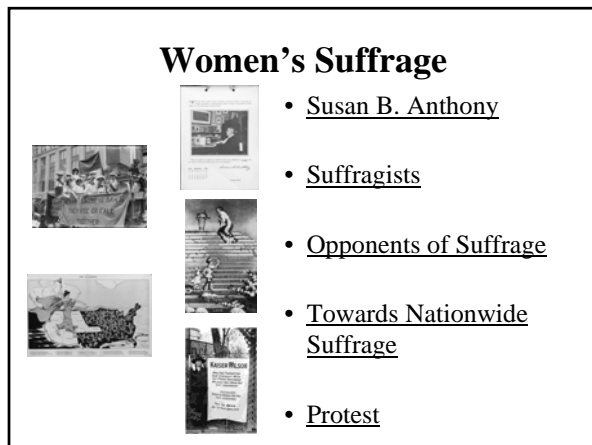
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## Women's Suffrage

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

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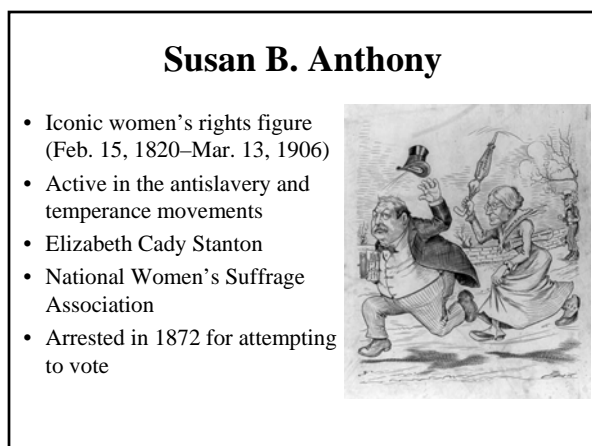
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## Susan B. Anthony

- 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




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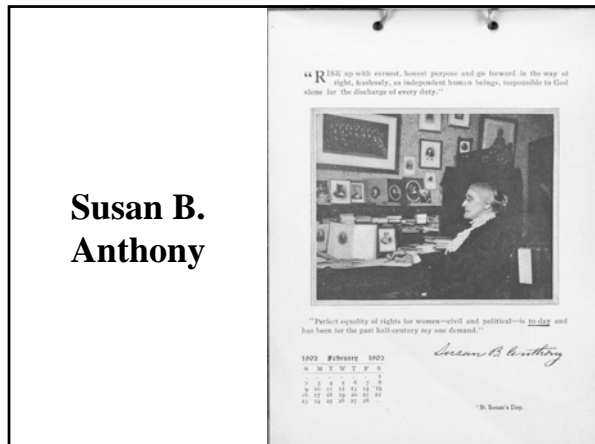
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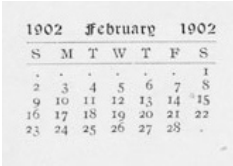

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- What type of a source does this appear to be?
- How can you tell?

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- 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?

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The calendar includes two quotes from Anthony, listed above and below the photo.

- Which do you think best sums up Anthony's life and philosophy? Why?
- Why might the calendar's makers have included these quotes? Why do you think they positioned them as they did?

"**R**ISK 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."

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Note how the calendar has February 15th in red and marked as "St. Susan's Day."

- What does this mean?
- Why might the makers of the calendar have done this?

1902		February							1902	
S	M	T	W	T	F	S		S	M	
						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	

St. Susan's Day.

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- Who do you think the audience for this calendar might have been?
- What sort of people might have been likely to buy it?
- Do you think this calendar would have helped the cause of women's suffrage, hurt it, or neither? Why?

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## Suffragists



Carrie Chapman Catt of  
NAWSA

- Little real progress made by 1900
- Change in tactics: more public agitation and demonstrations
- Suffragists came from all classes and walks of life



Alice Paul of the  
NWP

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## Suffragists




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- What type of a source is this?
- Briefly describe the scene shown in the photograph. What do you think is happening here?

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- Who are these women?
- How can you tell?

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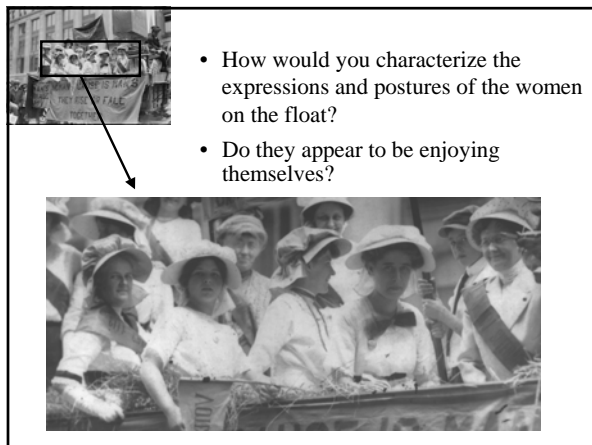
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- How would you characterize the expressions and postures of the women on the float?
- Do they appear to be enjoying themselves?

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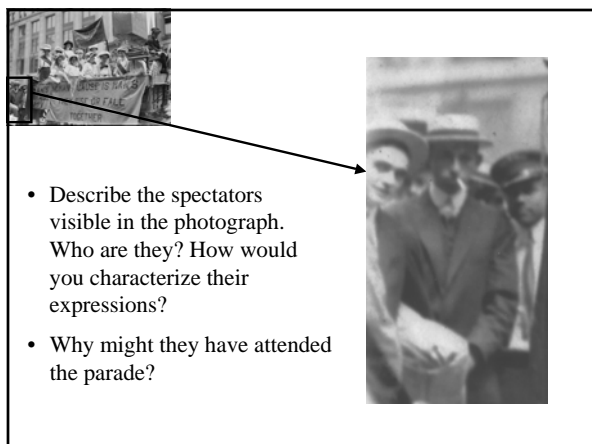
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- Describe the spectators visible in the photograph. Who are they? How would you characterize their expressions?
- Why might they have attended the parade?

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- What is sticking out of the wagon?
- Why might these suffragists have chosen a “suffrage haywagon” as their ride for the parade?

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- What does the large banner say? What might this mean?
- How effectively do you think this banner promotes the cause of woman’s suffrage?

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## Opponents of Suffrage

- Ironically, many suffrage opponents were women
- National Association Opposed to Women’s Suffrage (NAOWS)
- Often used religion to define and justify what they believed to be women’s “proper” place in society
- Opponents saw suffrage as a threat to traditional gender roles

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## Opponents of Suffrage




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- What type of source is this?
- Briefly describe the scene depicted in the cartoon.




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Compare and contrast the appearances of the upper steps and the lower steps. How do their appearances differ?




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- What do the words on each of the upper stairs say?
- Which word seems out of place?
- Why do you think the artist included it with the others?

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- What do the words on each of the lower stairs say?
- What is the artist implying here?

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- What is at the top of the stairs?
- What is the artist implying here?

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- What does the woman hold in her arms?
- Describe the expression on the woman's face.
- What is the artist implying here?
- How persuasive do you find his argument here?




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- How convincing do you find the artist's argument that women could achieve "admiration," "career," "artistic success," and "professional triumph" without the vote?
- How convincing do you think audiences at the time might have found it?




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## Towards Nationwide Suffrage

- Western states first to give women the vote
  - Wyoming: 1890
  - Colorado: 1893
  - Idaho, Utah: 1896
  - Washington: 1910
  - California: 1911
  - Arizona, Kansas, Oregon: 1912
- Why were Western states the first?

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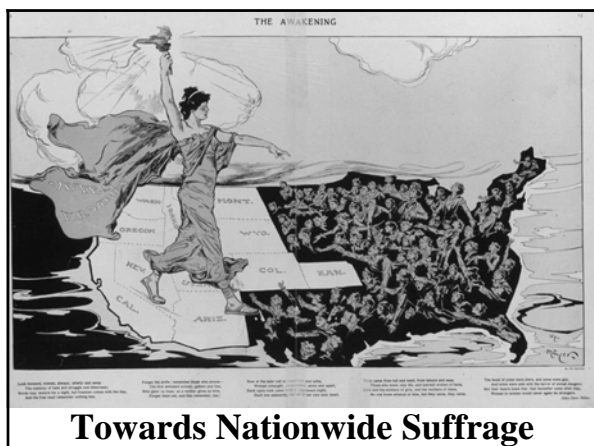
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## Towards Nationwide Suffrage

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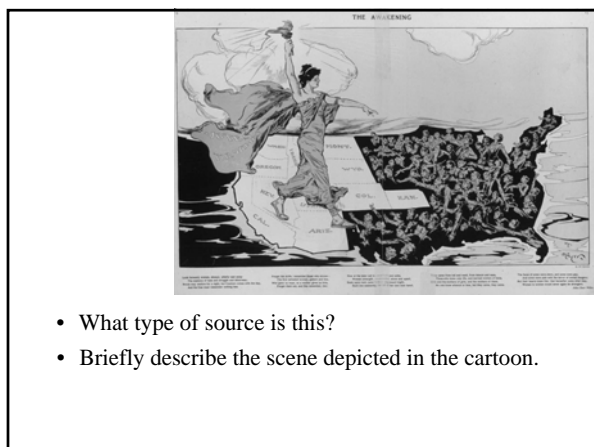
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- What type of source is this?
- Briefly describe the scene depicted in the cartoon.

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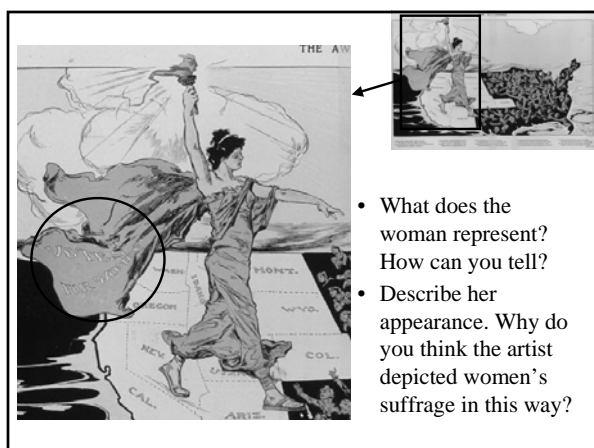
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- What does the woman represent? How can you tell?
- Describe her appearance. Why do you think the artist depicted women's suffrage in this way?

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- Why are only some states identified by name?
- How are the other states depicted?
- Who do the people there represent? What are they doing?




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Why do you think this work is titled “The Awakening”?

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Look forward, women, always; utterly cast away  
The memory of hate and struggle and bitterness;  
Bonds may endure for a night, but freedom comes with a day,  
And the free must remember nothing less.

Forget the strife; remember those who strove—  
The first defeated women, gallant and few,  
Who gave us hope, as a mother gives us love,  
Forget them not, and this remember, too:

How at the later call to come forth and unite,  
Women untaught, uncounselled [sic], alone and apart,  
Rank upon rank came forth in unguessed might,  
Each one answering the call of her own wise heart.

They came from toll and want, from leisure and ease,  
Those who knew only life, and learned women of fame,  
Girls and the mothers of girls, and the mothers of these,  
No one knew whence or how, but they came, they came.

The faces of some were stern, and some were gay,  
And some were pale with the terror of unreal dangers;  
But their hearts knew this: hereafter come what may,  
Women to women would never again be strangers.



This poem is by poet  
and suffragist Alice  
Duer Miller.

- How would you describe the tone of this poem?
- What does it celebrate?
- What is the theme of the poem?

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- Who do you think the intended audience for this work was?
- How effectively do you think it promotes the cause of woman's suffrage?

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## Protest

- Silent Sentinels
- Alice Paul
- World War I
- Wilson's change of position
- Passage of the 19th Amendment in 1920

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## Protest




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- What type of a source is this?
- Briefly describe the scene shown in the photograph.
- Where does she appear to be located?




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- Who does “Kaiser Wilson” refer to?
- What does it mean? (Hint: It may have to do with the first two sentences underneath.)




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- What do you think “take the beam out of your own eye” refers to?
- Why might this phrase have been included on the banner?




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Who might have been the intended audience for this banner?



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How effectively do you think the banner and the picketing of the White House furthered the cause of woman's suffrage?



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# IMAGE ANALYSIS WORKSHEET

## Step 1. Observation

- A. Form an overall impression of the image and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the image.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

## Step 2. Inference

List three things about the historical time period you can figure out from looking at this image.

1.

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2.

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3.

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### **Step 3. Questions**

- A. What more would you want to know about this image and the time period from which it comes?
  
  
  
  
  
  
  
  
  
  
- B. Where might you find answers to your questions?

**Modified from**

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/photo.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html)

**Education Staff, National Archives and Records Administration, Washington, DC 20408.**

## CONTEXTUAL ANALYSIS WORKSHEET

1. In two or three sentences, describe the image in terms of people, activities, objects, places, etc.
2. What specifically in the image indicates that it's from a certain time period?
3. Why might the source have been created?
4. Who in the past would have come in contact with this source? How might they have been affected by the source?
5. What other information would you need to help you better understand the image?
6. List one or two things the source tells you about life in the time period and country in which it originated.
7. What question(s) may be left unanswered by this source?