

Teaching Guide

SEGMENT 2, WEBISODE 9

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

In her relentless pursuit of woman's suffrage, Susan B. Anthony argued that the Constitution, natural rights, and Fifteenth Amendment declared that all citizens could vote. Denied the vote, she said, women experienced "taxation without representation" as had the early colonists. In 1873, Anthony tested her citizenship and her right to suffrage by voting in a New York election. She was arrested. In an unfair trial during which she was deemed "incompetent" to speak because of her gender and the judge told jurors how to vote, Anthony was found guilty.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - Why did Anthony believe the fifteenth Amendment gave her the right to vote?
 - In what year was Anthony arrested for voting?
 - Why did some people oppose woman's suffrage?
 - Why was Anthony's trial unfair?
2. Make sure students understand the following points in discussing the questions.

Because the Fifteenth Amendment granted the right to vote to all citizens, Susan B. Anthony argued that women were citizens and should therefore be allowed to vote. Anthony was arrested for voting in 1872. Some people believed woman's suffrage would undermine families because women should only concern themselves with issues at home. Some people believed that women voted through the men in their households; married women voted through their husbands, and unmarried women through their fathers. At her trial, Anthony was not permitted to speak and the judge told the jury to find her guilty.



History Sleuth

Teacher Directions

1. Distribute the Student Sheet: *Election Day* and the *Cartoon Analyzer* to each team.
2. Working with a team partner, students use the *Cartoon Analyzer* to answer the following questions.
 - What details and symbols are used in the cartoon?
 - What is the overall meaning or message of the cartoon?

Make sure that students notice the details of the cartoon, which create the message that suffrage undermines families and causes women to neglect the home: the woman is wearing manly clothes, while the man is wearing an apron; she is leaving the house even though this distresses her husband; children are crying; there is no food on the table; a dish is broken on the floor; the sign on the wall indicates her priority of suffrage.

4. Distribute the Student Sheet: *Opposition Cards* to each team. The *Opposition Cards* present common arguments against woman suffrage.
5. Working with teammates, students read all the cards. Each student chooses one of the *Opposition Cards* and creates a political cartoon based on that card. Remind the students to first identify a caption or the overall meaning of their cartoon, and then choose symbols that express that viewpoint. If students do not finish their cartoons during class, they can be completed as homework.
6. Display the student cartoons so that students have the opportunity to appreciate them.

Teacher Directions

1. In small learning teams students discuss the following questions.
 - Did any of the terrible things that some people thought might happen if women voted actually occur? Support your opinion.
 - What still needs to happen in our society for all women to have equal rights under the law? Support your opinion.
2. Students share their responses.

What do you
Think?



Moving Toward Freedom

Teacher Directions

1. Introduce Carrie Chapman Catt, who was Susan B. Anthony's successor as leader of the woman's suffrage movement. Catt directed the national effort throughout the first two decades of the twentieth century and led the final drive for ratification of the federal amendment granting women the right to vote.
2. Write the following quote from Carrie Chapman Catt on the chalkboard or on a transparency.

"[Winning the right to vote] cost the women of the country fifty-two years of pauseless campaign...millions of dollars were raised...hundreds of women gave the accumulated possibilities of an entire lifetime..., thousands gave years of their lives, and hundreds of thousands gave constant interest and such aid as they could....Young suffragists who helped forge the last links of that chain were not born when it began. Old suffragists who forged the first links were dead when it ended."

3. In small learning teams, the students discuss the following questions.
 - Why did the woman's suffrage movement meet such resistance?
 - Who opposed woman suffrage and why?
 - How did the suffragettes (and eventually, Nineteenth Amendment) move the nation toward freedom?

Teacher Directions

Use the following activities with your students.

Library — Students research women and men involved in the struggle for women's rights and woman suffrage such as Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt. Students write and illustrate a biography card or poster for each of these individuals.

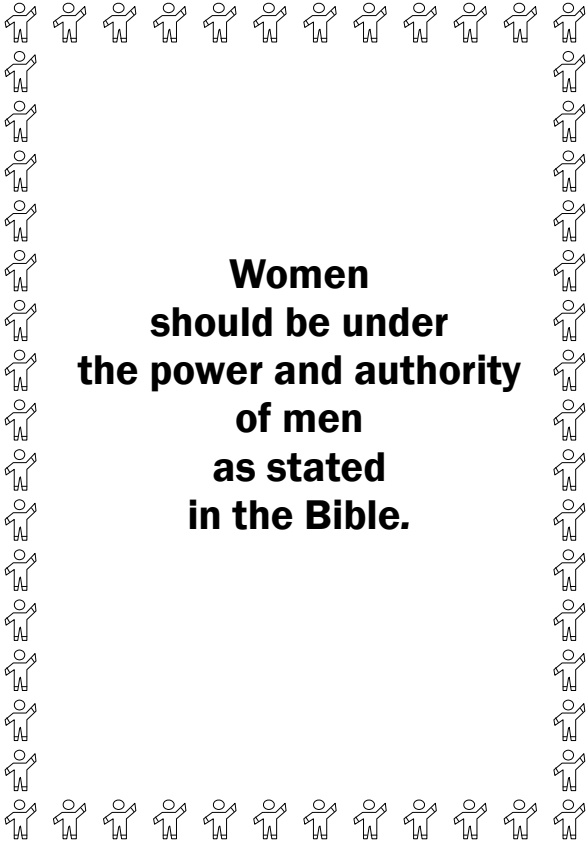
Math — Students create and illustrate a timeline of woman suffrage events.

Research/Library — Students research countries where women's rights to vote or obtain an education are severely restricted.

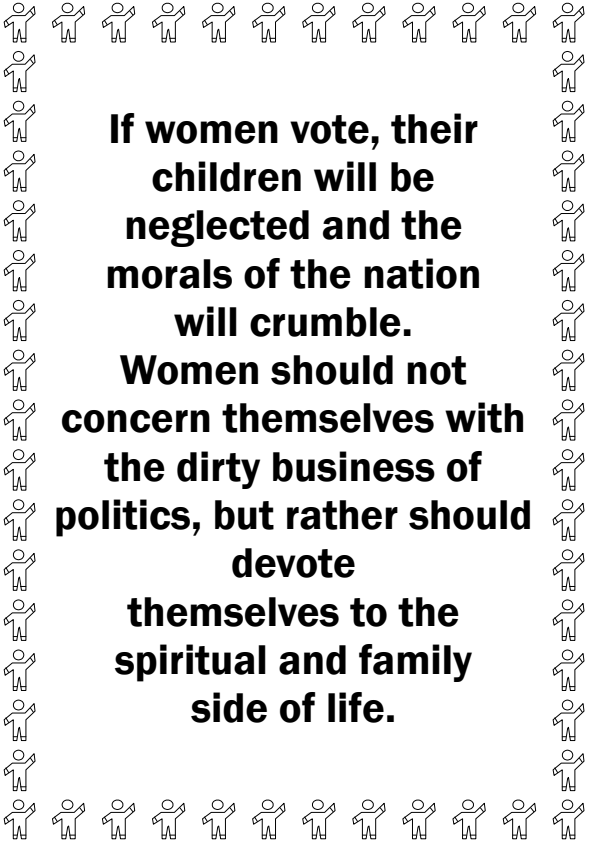


Connections



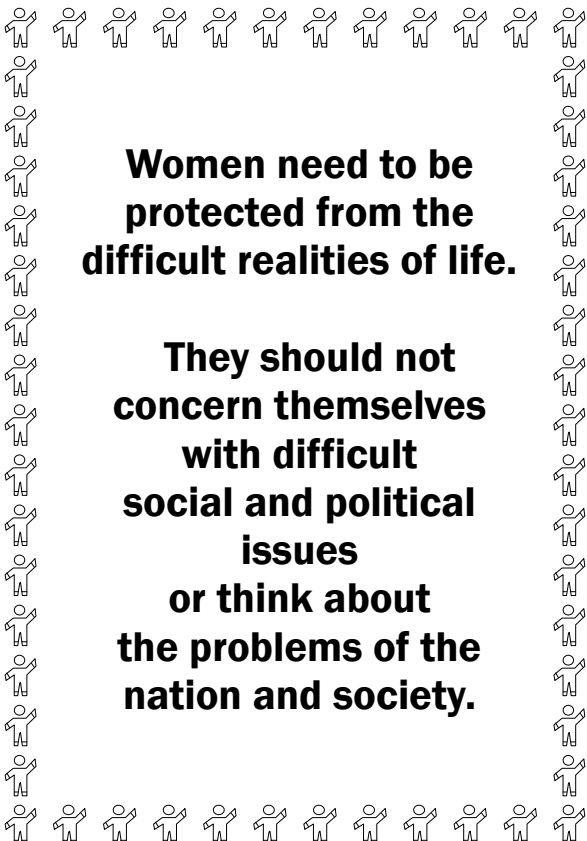


**Women
should be under
the power and authority
of men
as stated
in the Bible.**



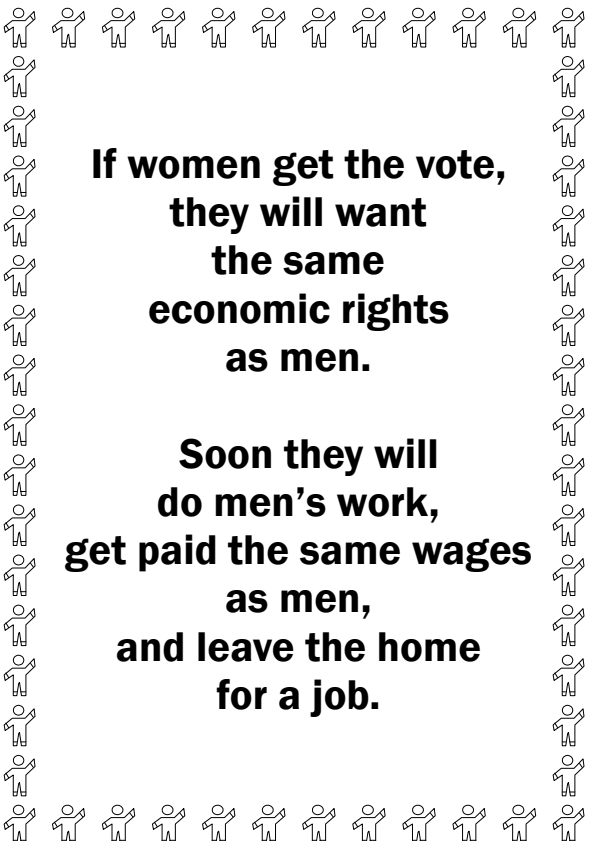
**If women vote, their
children will be
neglected and the
morals of the nation
will crumble.**

**Women should not
concern themselves with
the dirty business of
politics, but rather should
devote
themselves to the
spiritual and family
side of life.**



**Women need to be
protected from the
difficult realities of life.**

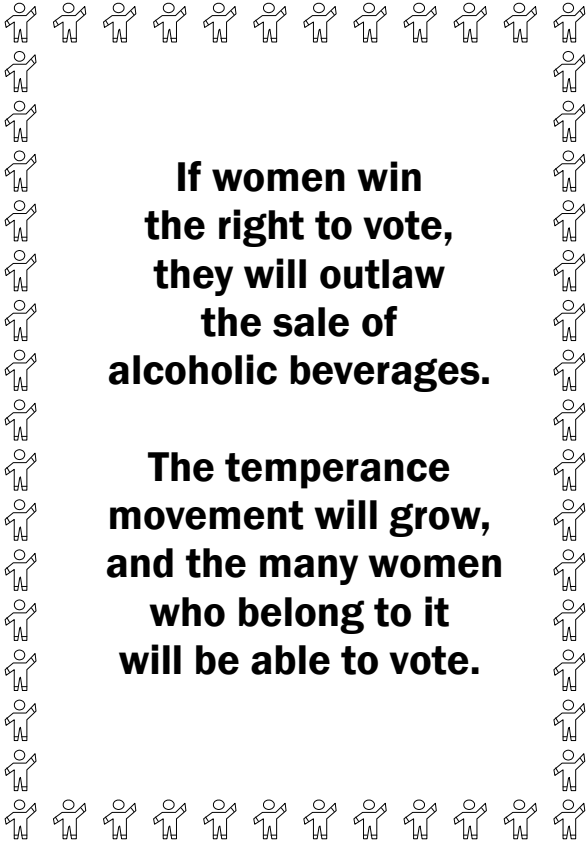
**They should not
concern themselves
with difficult
social and political
issues
or think about
the problems of the
nation and society.**



**If women get the vote,
they will want
the same
economic rights
as men.**

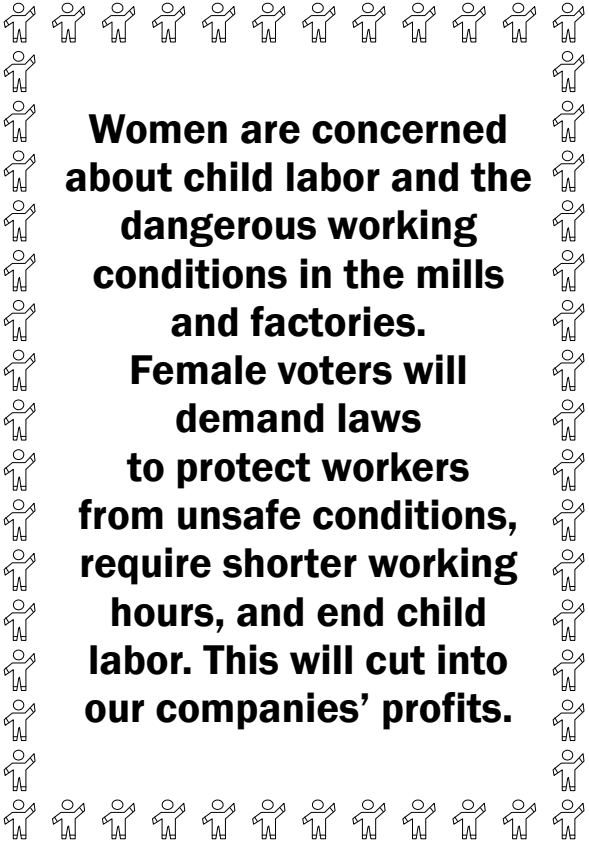
**Soon they will
do men's work,
get paid the same wages
as men,
and leave the home
for a job.**





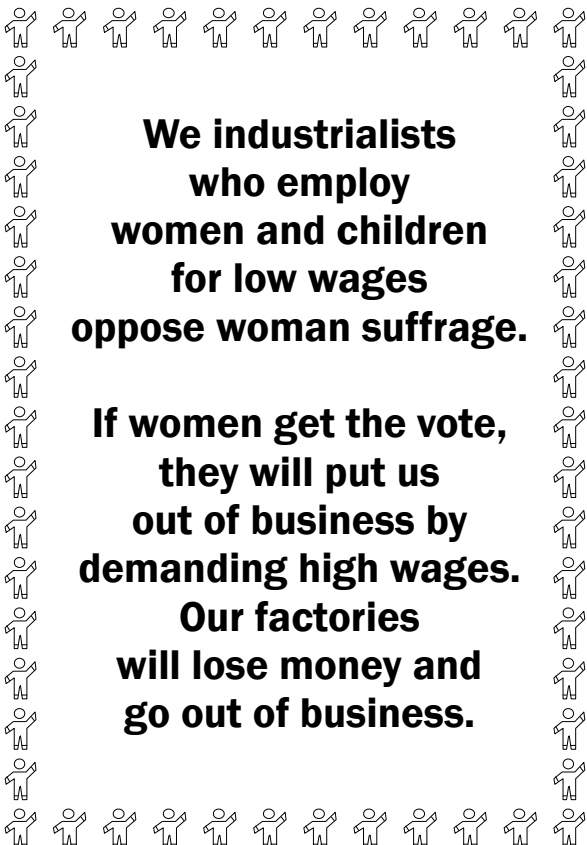
**If women win
the right to vote,
they will outlaw
the sale of
alcoholic beverages.**

**The temperance
movement will grow,
and the many women
who belong to it
will be able to vote.**



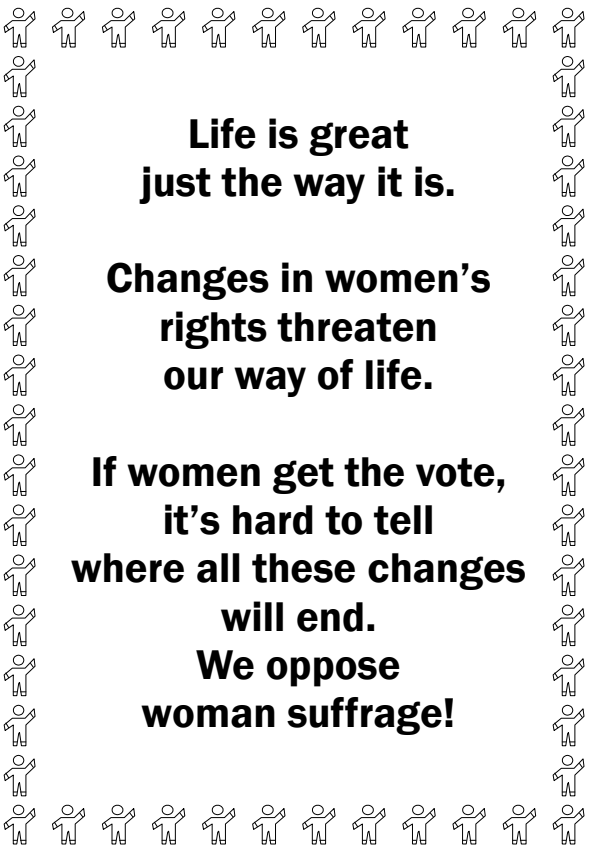
**Women are concerned
about child labor and the
dangerous working
conditions in the mills
and factories.**

**Female voters will
demand laws
to protect workers
from unsafe conditions,
require shorter working
hours, and end child
labor. This will cut into
our companies' profits.**



**We industrialists
who employ
women and children
for low wages
oppose woman suffrage.**

**If women get the vote,
they will put us
out of business by
demanding high wages.
Our factories
will lose money and
go out of business.**



**Life is great
just the way it is.**

**Changes in women's
rights threaten
our way of life.**

**If women get the vote,
it's hard to tell
where all these changes
will end.
We oppose
woman suffrage!**



Election Day



Library of Congress

Cartoon Analyzer

Visuals

Which of the objects or characters in the cartoon are symbols?

What do you think each symbol means?

Words (not all cartoons include words)

Which words or phrases in the cartoon appear to be the most significant?

Why do you think so?

Describe the action taking place in the cartoon.

Explain the message of the cartoon.

Adapted from a design by the Education Staff, National Archives and Records Administration