

Reclaiming Lost Ground

Curriculum Guide on Woman
Suffrage

for Middle School and
High School Students

*produced with a grant from
The New Jersey Historical Commission*

Dear Instructor,

As classroom teachers ourselves, we are well aware that all too often valuable material on compelling subjects lies unused while we wait for the time to develop lessons around it. New Jersey history and women's history fall into this category despite being two staple features of the New Jersey social studies curriculum. Here are a set of lessons for both the middle school and secondary level that will address this need.

We are pleased to be able to present these lesson plans for use in conjunction with *Reclaiming Lost Ground: The Struggle for Woman Suffrage in New Jersey* written by Neale McGoldrick and Margaret Crocco and published by the New Jersey Council for the Humanities and the New Jersey Historical Commission. These plans were written at the request of many teachers who have enjoyed this book but were unsure how to present the story to their students.

Those teachers recognize the value of the project undertaken by the authors of *Reclaiming Lost Ground*. Telling the story of the struggle for women's right to vote not only uncovers the "she-roes" of suffrage, it also forces a reexamination of the overall history of the expansion of civil liberties in the United States. Rather than a sentence in a textbook stating that women were "given suffrage" by the Nineteenth Amendment, *Reclaiming Lost Ground* shows the values and social roles that denied women suffrage and the massive reconceptualization of gender and citizenship undertaken and achieved by thousands of women in the organized movement for woman suffrage.

The woman suffrage struggle in New Jersey and the nation provides opportunities to discuss many concepts outlined in the Standards of the State of New Jersey for Social Studies Education, such as democratic citizenship; the humanities; political theory and institutions; and organizations for social change. Each secondary-level lesson plan has been written to meet these standards and is marked with the standard it fulfills. Further, as *Reclaiming Lost Ground* focuses on the connection between the national movement and the movement in New Jersey, these standards are examined not only in the context of national history but in the history of the state as well, offering opportunities to integrate the history of New Jersey into social studies lessons.

In addition, each of these lesson plans was developed using the standards of the National Council for the Social Studies as a guide as well. The study of the struggle for woman suffrage explores themes in history identified by the NCSS such as culture; time, continuity, and change; individuals, groups, and institutions; power, authority, and governance; and civic ideals and practices. Each secondary-level lesson plan bears the number and letter of the corresponding "strand" and "performance expectation." Middle-school lesson plans are more open-ended in their approach, offering a suggested set of ideas that teachers can adapt for their own classrooms.

The ease with which the story of the struggle for women's suffrage dovetails with these sets of standards clearly demonstrates that this struggle is not simply "women's

history"; it is central to our shared understandings as citizens and future citizens of the story of the United States as whole. These lessons can be used individually or as a discrete unit in courses in New Jersey or United States History, or in electives in Sociology, Civics, or Government. They are designed to be flexible enough for use with high school students at all levels, and can be adapted easily for use with younger students.

Several of the plans employ the active learning methods described in the Teachers Curriculum Institute's *History Alive!: Engaging All Learners in the Diverse Classroom* (Boston: Addison-Wesley, 1994). Recommendations are also included for using the secondary-level plans with English as a Second Language students. Time frames are suggested for each lesson to assist teachers in planning; they are provided simply as a guideline, and teachers can shorten or extend the time allotments to accommodate the needs of their students.

We hope that these materials make it easier for busy teachers to include the story of women's suffrage in New Jersey in classroom instruction.

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Topic: Timeline of legal changes to voting rights in the United States.

New Jersey Standards: 6.1, 6.3

NCSS Standards: IVh, VIa, Xh

Objective: Upon completion of this lesson, students will be able to chart the development of voting rights throughout the history of the United States.

Context in U.S. History: This lesson requires little background information and can be placed anywhere in the U.S. history or civics curriculum. It provides a strong introduction to the expansion of civil liberties through the democratic process.

Teacher Background: Most teachers of United States history have sufficient background to understand the direction of this lesson. Teachers can refer to the instructor's guide for assistance in planning and evaluating this lesson. Additional information on the expansion of suffrage, particularly on the advancement of women's suffrage in individual states, can be found in the timeline in *Reclaiming Lost Ground*. Women's suffrage in New Jersey from 1776-1807 is explained in *Reclaiming Lost Ground*, p. 2-5.

Time Frame: Three class periods of forty to forty-five minutes each.

Materials:

- 5x8 index cards - To prepare the index cards, label the unlined side with the law that expanded the franchise. These laws should be taken from the instructor's guide (handout A-1) or the student's voting rights chart (handout A-2)
- Wall-length sheet of paper, marked in fifty year intervals from 1600 to 2000
- Broad, dark markers
- Various reference books, such as almanacs, history textbooks, encyclopedias, etc.
- Reference material on New Jersey suffrage (handout A-3).

Activities: Day 1

- A) The teacher will write the following statement on the board: "**Resolved: The U.S. has not always been truly a democracy.**" Students will begin to brainstorm facts and opinions for and against the resolution. Ideas will be written on the board as an informal web, with "pro" ideas on one side and "con" ideas on the other. The teacher will then explain that the class will research the facts in preparation for a debate on the resolution.
- B) Students will work in teams of three. Each team will research the law on the card given them. They must learn the year in which it was enacted and write a brief identification of the law on the lined side of the card. The identification must include the way in which the law restricted and/or expanded the idea of democracy.
- C) Each group will then identify their correct location on the timeline on the wall. At that spot, they will write the name of their law and the year of its enactment at the collect part of the timeline. When all the laws are placed on the timeline, students will add a number onto the front of their card which indicates their place in order. (The teacher can collect and review the cards to check for errors or incomplete information.)

Day 2

- D) The teacher or the students should attach each card to the timeline with tape or a push-pin. Students should then stand next to their group's card. One student from each group can briefly summarize the law. This activity will familiarize the students with each of the laws. When finished, students will re-fasten their card to the timeline at the appropriate year.
- E) Students will approach the timeline to complete their voting rights chart. (handout A72).

Assessment: The teacher will write the resolution on the board again ("**Resolved: The U.S. has not always been truly a democracy**"). Students will be assigned roles arguing for or against the resolution. They will have only ten minutes to prepare their arguments. Three students will speak for each side. Each will have two minutes to speak. For homework, each student will write a short essay summarizing the main points of the debate.

ESL Student Adaptation: Review such terms as **suffrage**, **franchise**, and **vote** prior to beginning the lesson. Students should work in pairs in order to enhance oral communication. The resolution statement should be re-worded to **"True or False: America has not always been a true democracy."**

Advanced Student Adaptation: Students can analyze and research reasons for delay in the extension of suffrage during each period of time. Students can also prepare a more extensive debate, permitting more rebuttal and debriefing time.

Extension: Students may write a persuasive essay considering the current state of democracy in the United States.

References: Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: Bantam Books, 1984.

Philbrook, Mary. "Woman Suffrage in New Jersey Prior to 1807." *New Jersey Historical Society Proceedings*, 1939, Volume 57, 87-98.

Sitkoff, Harvard. *The Struggle for Black Equality, 1954-1980*. New York: Hill and Wang, 1981.

Woloch, Nancy. *Women and the American Experience*. New York: Alfred A. Knopf, 1984.

Wood, Gordon S. *The Radicalism of the American Revolution*. New York: Alfred A. Knopf, 1992.

Instructor's Guide: VOTING RIGHTS CHART

YEAR	LEGISLATION	SUMMARY
1620	Mayflower Compact	government by adult, male, Church-member, property-owners
1776	New Jersey Constitution of 1776	first NJ Constitution allowed property owners to vote without
		mention of sex restrictions
1807	New Jersey voting law of 1807	NJ law limited voting to male property owners
1870	Fifteenth Amendment	vote to all native-born or naturalized 21-year-old men
1920	Nineteenth Amendment	vote to women, age 21, who meet state residency requirements
1964	Twenty-Fourth Amendment	use of a poll tax by states to restrict voting abolished
1965	Civil Rights Voting Act of 1965	literacy tests by states abolished
1971	Twenty-Sixth Amendment	minimum voting age changed from 21 to 18

STUDENT'S VOTING RIGHT CHART Name _____

YEAR	LEGISLATION	SUMMARY
	Mayflower Compact	
	New Jersey Constitution of 1776	
	New Jersey Constitution of 1806	
	Fifteenth Amendment	
	Nineteenth Amendment	
	Twenty-Fourth Amendment	
	Civil Rights Voting Act of 1965	
	Twenty-Sixth Amendment	

All inhabitants of this colony of full age, who are worth fifty pounds proclamation money clear estate in the same, and have resided within the county in which they claim to vote twelve months immediately preceding the election, shall be entitled to vote for representation in Council and Assembly and also for all other public officers that shall be elected by the people of the country at large.

-From the 1776 New Jersey state constitution
Reclaiming Lost Ground, p. 2

...from and after the passage of this act no person shall vote in any state or county election for officers in the government of the United States, or of this state, unless such person be a free white male citizen of this state.

-New Jersey state law enacted 1807
Reclaiming Lost Ground, p. 5

Topic: The public and private spheres of women in United States history.

New Jersey Standards: 6.3; 6.4; 6.6

NCSS Standards: IIb; IVcf; Va; Xa,b,c

Objectives: Upon completing this lesson, students will be able to:

- evaluate the social, political, and economic construction of gender roles,
- understand terms significant to women's history.

Context for United States History: 1880's to 1890's

Teacher Background: Prior to industrialization, most husbands and wives in the United States maintained self-contained farm households in which their work was largely interdependent. Due to industrialization, more specialization of roles for women and men began to emerge. Popular literature increasingly depicted the home as a place where women provided refuge for men from the competitive world of business and industry. Although many women embraced their new identification with the domestic sphere*, some women, like those at the Seneca Falls Convention in 1848, demanded broader scope for women. They communicated their dissatisfaction with the unequal treatment of women in the "Declaration of Sentiments," framed at Seneca Falls. This document echoed the Declaration of Independence and its listing of injustices against women as the "abuses of a tyrant."

Time frame: One class period lasting approximately 40 minutes.

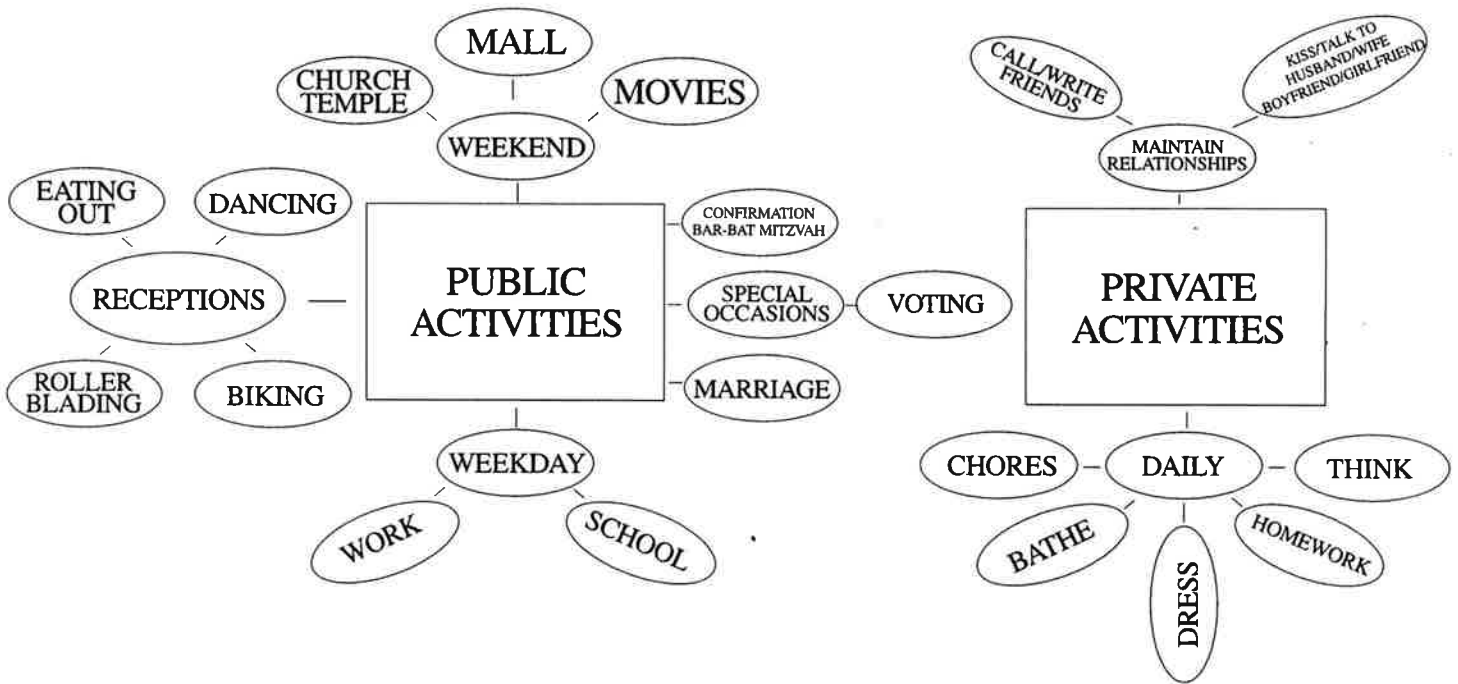
Materials: Enough copies of handout B-1 for class.

Activities:

- A) In preparation for creating a concept map (or semantic map or web), ask students to make a list of activities that their families conduct in private. Then ask students to make a list of activities that their families conduct in public.
- B) As a class, use student input to create a semantic web of public and private activities on the chalkboard or on posterboard. Begin by requesting an activity from the students' "private" lists and ask students to create a category for that activity. For example, students may offer bathing as a private activity. This could be classified as an activity done on a "Weekday." Continue creating the map by asking for other private activities people engage in on weekdays. Then add other categories and

* domestic sphere is used to describe a woman's domain beginning in the late nineteenth century. It refers to the idea that "a woman's place is in the home" and reflected the increasing specialization of roles for men and women.

activities that people do in private. Proceed to include public activities in the web.
See the examples of concept maps below.



C) Discuss the semantic map that the class created:

- Are there activities that are both private and public? How would you explain this?
- Do you think that some activities may be public for men and private for women (and vice versa)? What are those activities? Why do you think this is so?
- Explain to students that in the past women were discouraged from participating in many public activities such as voting and working in certain jobs, and were even portrayed in magazines and advice manuals of the nineteenth century as belonging in a "domestic sphere" that was exclusively private. Discuss with students whether this notion of women dominating the private sphere, rather than the public sphere, is applicable today.

Assessment: Distribute handout B-1. Each student will create a semantic web from the list, categorizing the activities listed from the life of Susan Pecker Fowler as public or private. The information about Susan Pecker Fowler is based on *Reclaiming Lost Ground*, p. 9. Then have each student write a paragraph comparing Fowler's actions to prescriptions of her day for women's behavior. Students should consider the following questions in composing their paragraphs: How would Susan Pecker Fowler be viewed in her day? Was she a rule breaker?

ESL Student Adaptation: Define terms from handout B-1 unfamiliar to students such as convention. Assign stem sentences to adapt the paragraph assignment. Stem sentences may include "In her day, Susan Pecker Fowler was a woman who acted like/ unlike other women because. . ."

Advanced Student Adaptation: Rather than distributing handout B-1, have students research the activities of Susan Pecker Fowler and/or other suffragists and create a web about the activities of their lives. Students can begin with the profiles in *Reclaiming Lost Ground*, such as those on pages 25, 56, and 80-92. They may also research literature of the nineteenth century, such as newspaper articles or literary magazines, to get a sense of the prescriptions for women as domestic creatures. Another option for investigation is to research Vineland and other planned communities in New Jersey which attracted unorthodox people.

Extension: Students can write an editorial to a newspaper refuting the image of woman as living in a "domestic sphere" by citing the example of suffragists and other prominent nineteenth century women.

- References:* Degler, Carl. *At Odds: Women and the Family in America from the Revolution to the Present*. New York: Oxford University Press, 1980.
- Filene, Peter. *Him/Her Self: Sex Roles in Modern America*. New York: New Amsterdam Library, 1976.
- Woloch, Nancy. *Women and the American Experience*. New York: Alfred A. Knopf, 1984.

Susan Pecker Fowler was a suffragist who promoted a style of dress that was less restrictive than the more common style for women of the day.

Use the following list of activities that Susan Pecker Fowler engaged in during her lifetime to create a semantic web.

Susan Pecker Fowler
1823-1911

- suffered from poor health in childhood
- became a teacher
- created a suit she called the "American costume"
- wore the "American costume" which consisted of a coat, trousers, and a blouse
- settled in Vineland, N. J.
- farmed blueberries
- acted as secretary of the Grange (an association concerned with the interests of farmers)
- acted as vice-president for the Anti-Fashion Convention
- protested the payment of taxes
- voted in the election of November 3, 1868
- traveled widely

Use your semantic web to help you organize a paragraph that compares the activities of Susan Pecker Fowler to the prescribed actions for women of her day. In other words, how would Susan Pecker Fowler be viewed by people of her day? Was she a rule breaker? If so, what rules did she break? Did Susan Pecker Fowler do public activities that were considered "male" activities?

Topic: Women's clothes in the mid- to late-1800's.

New Jersey Standards: 6.4

NCSS Standards: IIb; IVc

- Objectives:* Upon completing this lesson, students will be able to
- draw the clothes that many women wore in the Jacksonian era,
 - conceptualize the physical and social restrictions on women at the time that these clothes symbolized,
 - compare and contrast this situation with women's status today.

Context for United States History: Jacksonian era

Teacher Background: Many women found it difficult to lead busy lives in the constricting garb of the mid-1800's. Corsets compressed the ribs and waist, while long trains, bustles, and hoops were used to create large skirts in the fashion of the day. Domestic chores and other work were conducted by breathless women hindered by volumes of material.

Time Frame: One class period lasting approximately 40 minutes.

- Materials:*
- Crayons or colored pencils
 - Enough copies of handouts C-1, C-2, C-3 for class.

- Activities:*
- A) Distribute handouts C-1 and C-2 of dress description and human outlines.
 - B) Have students draw onto the outlines descriptions of both conventional dress and dress reform.
 - C) Once students are finished, show pictures of nineteenth century restrictive women's dress (C-3) and of bloomers in *Reclaiming*, pp. 8-9.
 - D) Discuss the importance of dress reform.
 - Which of the two nineteenth century outfits would you prefer to wear?
 - What kinds of activities would be difficult to accomplish wearing a corset?
 - Are there clothes today that restrict women's activity?
 - Why do women wear those clothes?
 - Do you feel social pressure to wear certain clothes?

Assessment: Have students create a dialogue between a woman wearing the bloomer's outfit and one wearing a corset. Put students into pairs, with each student taking on a different woman's role. Ask students to pretend that they are working side by side in a church garden. The woman wearing a corset must ask the woman wearing the bloomer's outfit for assistance in planting. Students should continue the conversation between the two women and record their discussion.

ESL Student Adaptation: Create a vocabulary list from the dress descriptions so that students will be able to draw from the depiction. Include the following terms: internal organs, voluminous, mending, tunic, pantaloons.

Advanced Student Adaptation: Students could research the reaction to dress reform in the nineteenth century, or research dress reform in different eras such as the 1920's or the 1960's.

Extension: Students can act out their dialogues from the nineteenth century, the 1920's, or the 1960's in an additional class period.

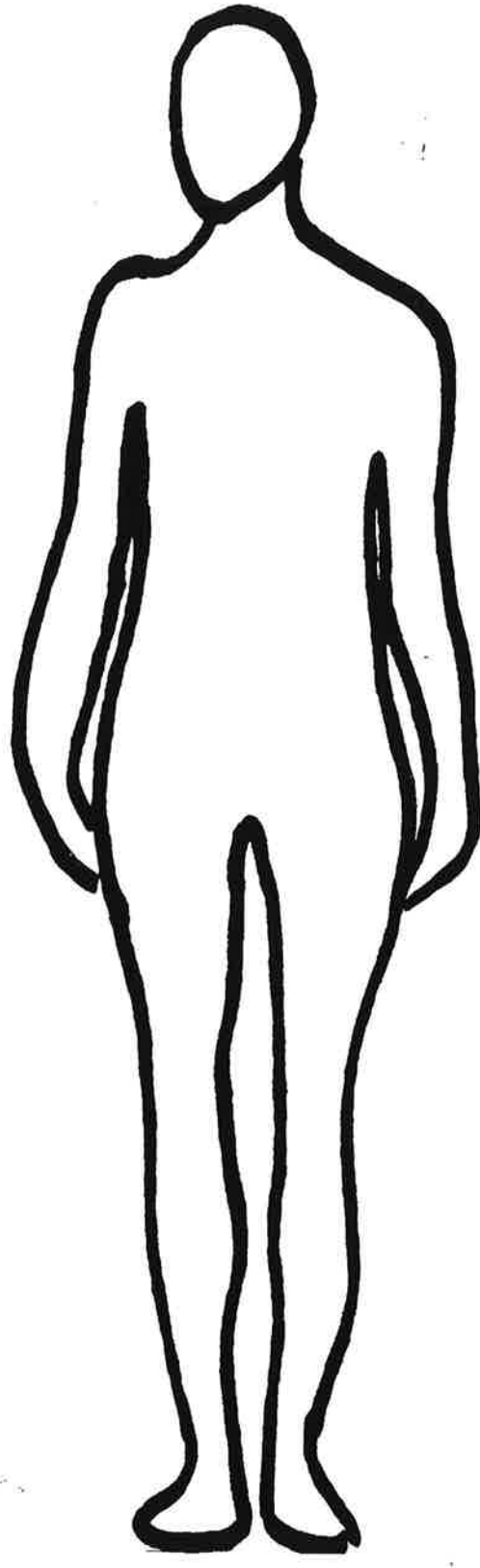
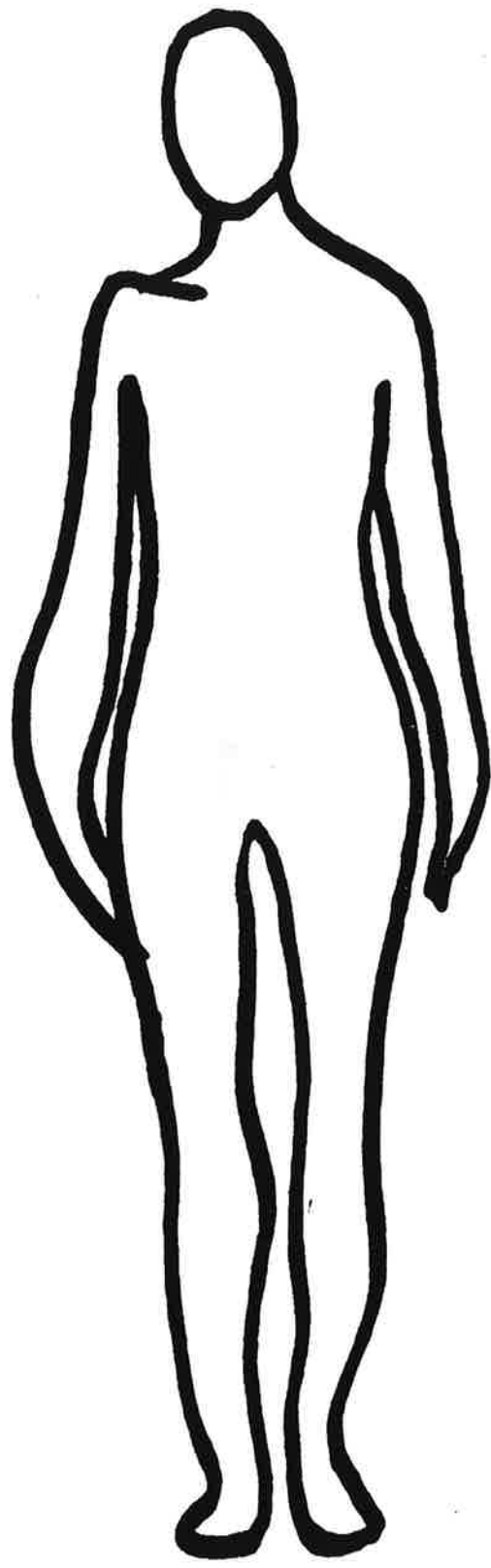
References: Wilcox, R. Turner. *Five Centuries of American Costume*. New York: Charles Scribner, 1963.

Draw the outfit suggested by the descriptions below onto the outlined figures. The descriptions are from *Reclaiming Lost Ground: The Struggle for Woman Suffrage in New Jersey*, p. 8.

A. "By the mid-nineteenth century...the corsets were as tight as ever, severely limiting not only women's movements, but the functioning of their internal organs as well. The voluminous skirts also caused problems, making it more difficult for women to move about and requiring extensive care in cleaning and mending."

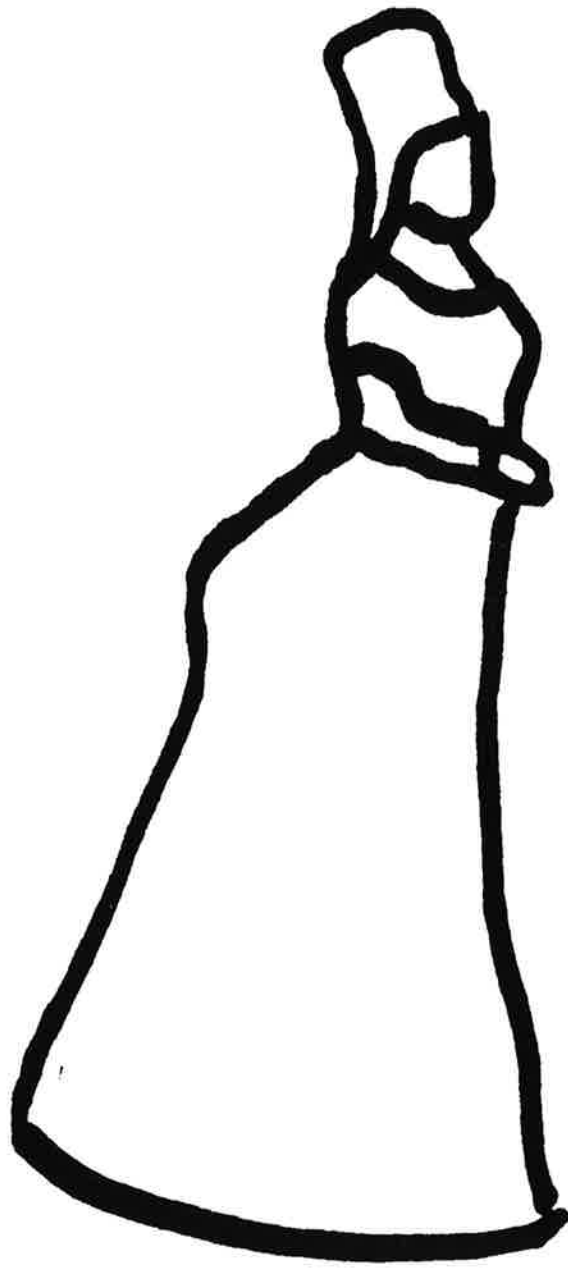
B. "The outfit (Amelia Bloomer) promoted was a loose-fitting tunic or a short dress with a comfortable, natural waist, which was worn over a pair of long Turkish-style pantaloons."

C
C-2



C

C-3



Topic: The split in the women's suffrage movement after the Civil War.

D

New Jersey Standards: 6.1; 6.3

NCSS Standards: IIb; Ve; Va,c,f,g; VIa; Xb, IIc

Objectives: Upon completing this lesson, students will be able to explain the split in the women's suffrage movement.

Context for United States History: Late nineteenth century

Teacher Background: The roots of the women's suffrage movement lay in abolitionism. But passage of the Fourteenth and Fifteenth Amendments split the movement. Elizabeth Cady Stanton and Susan B. Anthony opposed these amendments because women were left out. Lucy Stone supported the amendments. The groups developed out of this split. Stanton's group, the National Woman Suffrage Association, sought to gain passage of a national amendment to attain suffrage for women. Conversely, the American Woman Suffrage Association opted to work for suffrage on the state level. The AWSA was the conservative movement, focusing only on the issue of suffrage and campaigning within the confines of Victorian social expectations. The NWSA, on the other hand, supported divorce reform and equal pay in addition to women's suffrage. By 1890, the two separate movements were struggling, largely because other clubs solicited the attention of women. The National American Woman Suffrage Association was founded in that year from the merger of the two groups.

Time Frame: Two class periods lasting approximately 40 minutes each.

Materials:

- Enough handouts of D-1 (or D-1A) and D-2 for the entire class.
- Markers, colored pencils or other drawing utensils
- Posterboard
- Construction paper
- Scissors
- Glue

Activities: Day One:

- A) Assign to students handout D-1 (or D-1A), an excerpt from *Reclaiming Lost Ground* (pp. 14-15), for homework prior to the class.
- B) In class, have students complete handout D-2, the chart that details the split in the women's suffrage movement.

- C) Discuss students' answers. Ask students to predict which movement they think would be successful in achieving women's suffrage and why.

Assessment: Have students, in pairs, create a flag to represent one of the organizations. Students should take care to express the goals and tactics of the association they choose. Students should write an explanation of the symbols they use in creating their flag. Secretly choose one pair to make a flag for NAWSA, the National American Woman Suffrage Association, the organization that resulted from the merger of the NWSA and the AWSA in 1890.

Day Two:

Have all pairs present their flags to the class, leaving the NAWSA pair to present last. Discuss student reaction to the merger, and inform students about the 1890 union.

ESL Student Adaptation: Use handout D-1A, which has vocabulary to work on in bold.

Advanced Student Adaptation: Instead of distributing the chart (D-2) with the categories listed, have students create their own table to illustrate the split in the national women's movement for suffrage.

Extension: Read the arguments for women's suffrage found on p. 16 in *Reclaiming Lost Ground*. When reading, leave out the ideology label. Ask students to identify the arguments as liberal or conservative, and as representative of which national movement.

References: DuBois, Ellen Carol. *Elizabeth Cady Stanton and Susan B. Anthony: Correspondence, Writings, Speeches*. New York: Schocken Books, 1981.

Flexner, Eleanor. *Century of Struggle: The Women's Rights Movement in the United States*. New York: Atheneum, 1971.

Lasser, Mary and Marlede Deahl Merrill. *Friends and Sisters: Letters between Lucy Stone and Antoinette Brown Blackwell, 1846-96*. Chicago: University of Illinois Press, 1987.

Price, Clement. *Freedom Not Far Distant: A Documentary History of Afro-Americans in New Jersey*. Newark, NJ: Rutgers University Press, 1980.

Wright, Giles. *Afro-Americans in New Jersey: A Short History*. Trenton: New Jersey Historical Commission, 1988.

Women's Suffrage Movement: 1869-1890

Excerpt from *Reclaiming Lost Ground:
The Struggle for Woman Suffrage in New Jersey*

In 1869, two different national woman suffrage groups were established which took opposing views about the best strategy for attaining woman suffrage. In May, the National Woman Suffrage Association was begun by Elizabeth Cady Stanton and Susan B. Anthony. Only women were accepted for membership in the NWSA, which supported not only suffrage but also divorce reform and equal pay. The following November, Lucy Stone and her husband Henry Blackwell founded the American Woman Suffrage Association in reaction to the creation of the NWSA. The AWSA was a single issue organization, not wishing to be encumbered with issues such as divorce, child labor, or criticism of the status of women in the churches. Acknowledging that a federal amendment to the Constitution might be necessary, they nevertheless chose to work in individual states first.

During this time, both Elizabeth Cady Stanton and Lucy Stone were living in New Jersey: Stanton in Tenafly and Stone in East Orange. Sensitive to the criticism that a second organization might weaken the cause, Lucy Stone sought to explain herself in a letter to Susan B. Anthony written in 1869 which emphasized the shared goal, rather than the rivalry in having two organizations for woman suffrage.

As the two groups evolved during the late nineteenth century, a fundamental difference in ideology emerged. The American Woman Suffrage Association adhered more closely to social conventions for Victorian women, fearing that they would lose the support of middle class men and women if they challenged the status quo too sharply. The AWSA also confined its tactics to genteel and philanthropic activities in its effort to achieve woman suffrage on a state-by-state basis.

The National Woman Suffrage Association moved away from the conservative cultural prescriptions for women of the Victorian era, embracing more aggressive tactics and a broader cross-section of women while still excluding men. They set a national strategy designed to win the passage of an amendment to the federal constitution which would give the vote to all women. From this period until 1890, the AWSA and the NWSA followed their separate paths on the road to suffrage.

Women's Suffrage Movement: 1869-1890

Excerpt from *Reclaiming Lost Ground:
The Struggle for Woman Suffrage in New Jersey*

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Two Movements for Women's Suffrage

	A	B	C	D
		Goals of the Organization	Tactics of the Organization	Leaders of the Organization
1	National Women's Suffrage Group			
2	NWSA			
3	AWSA			

Topic: The dilemmas faced by activists attempting to build a women's suffrage movement.

New Jersey Standards: 6.1, 6.3

NCSS Standards: IVb, IVe, IVh, Va, Xh

Objective: Upon completing this lesson, students will be able to understand the conflicts that confronted activists seeking to build a strong movement for women's suffrage.

Context in U.S. History: This lesson explores issues regarding both the Fourteenth and Nineteenth Amendment, and involves other issues regarding immigration and racism in the years between passage of those amendments. This lesson can be used as either a preview or a review of the period.

Teacher Background: Although the goal of the women's suffrage movement was clearly defined, suffragists differed widely on the best strategies to secure the ballot. The multiple concerns of women activists offered frequent circumstances in which women confronted matters of principle that had to be weighed against political concerns. Suffragists disagreed over the focus on abolition and citizenship for freedmen versus women's rights, as well as other issues that forced women to weigh their goals as suffragists against other goals and ideals. These disagreements sometimes led to divisions in the movement. In 1869, the National Woman Suffrage Association (NWSA), an aggressive organization that supported issues such as divorce reform and equal pay, competed with the American Woman Suffrage Association (AWSA), which focused on the single goal of suffrage and employed more subtle tactics. Twenty years later, their differences seemed less insurmountable, and the organizations joined together to create the National American Woman Suffrage Association (NAWSA). Soon, however, the NAWSA's approach of changing the voting laws in individual states was challenged by the National Women's Party's push for a federal amendment to the constitution guaranteeing suffrage. (See "Two Directions in the National Suffrage Movement" and "The Final Push for a Federal Amendment," *Reclaiming Lost Ground*.)

Time Frame: Two class periods of approximately forty minutes each.

Materials:

- Game cards. Assemble these cards by using the information below. Paste the information labelled "Part A" for each card on the outside of a standard-size file folder or a folded sheet of construction paper.

Paste the information labelled "Part B" on the inside of the corresponding folder. You may choose to laminate these cards.

- Game board, attached. Make sufficient copies of the board so there is one for every four members of your class. Mark the left "base" in red and the right in purple, by simply outlining or coloring the box with a marker or crayon. Paste this sheet onto construction paper or oak tag and laminate it as well.
- Game rules, handout E-1. Enough for each student or group of four students.
- Game log sheets, handout E-2. Make enough copies so there is one for every four members of your class.

Activities:

- A) Begin by discussing with students the complicated moral and practical decisions that are required of anyone who is trying to build a movement for social change. Before attempting this lesson, it is important to make it clear to students that politicians or reformers often make choices that seem unpalatable to us but the steps are taken for the greater success of the organization or in the spirit of compromise. It would be beneficial to spend some time discussing modern-day examples before beginning the lesson. Some general ideas are:
- a campaigning politician wishes to improve conditions for immigrants but is silent on the issue during the campaign because he/she fears a political backlash which would prevent his/her election, and thereby his/her ability to effect change.
 - a magazine for women is committed to improving the health of women, and runs frequent articles on diet, exercise, and disease prevention. However, the magazine is struggling financially and needs increased revenue. As a result, the magazine considers accepting advertisements for tobacco and liquor which would contribute to financial stability.
- B) Divide the class into groups of four. (Every effort should be made to ensure that these groups are heterogeneous, especially in terms of gender representation.) Distribute a game board and set of cards to each group. Students will play as individuals within their small groups.
- C) Explain to the students that in this game, they will be leaders of women's suffrage organizations in the period from the 1860s to the 1920s. Inform the students that they will be compelled to confront difficult situations that involve tough questions. Make it clear that they have a responsibility to protect and develop the organization they represent, but be careful not to steer them toward a position that is either too pragmatic or too expedient. Review the basic differences between the suffrage organizations, either by reviewing Lesson D or by providing a summary of the material in the Teacher Background.

- D) Select one student from each group to represent each organization. Inform them of their roles discreetly, and remind them not to inform their groupmates of their assignments.
- E) Each student should place a marker at the "START" square of the game.
- F) Students will read the cards before them, one at a time. As a group, they will fill out the log sheet (handout E-2), detailing the pros and cons of the choice before them. They will make individual choices and log those as well. They will then open the folder to learn how many spaces they should move and in which direction.

Assessment: Upon completing the cards, students should complete handout E-1.

ESL Student Adaptation: Adaptations are unnecessary, except where the teacher finds it appropriate to provide vocabulary support.

Advanced Student Adaptation: Students can examine the influence of the modern political strategist and the role of the media in shaping each of these decisions. A screening of *The War Room*, for example, could provide a context for examining this issue, or modern-day issues, in light of the era of the campaign strategist.

- Extension:*
- When playing the board game, students can be required to make one group decision, rather than four individual decisions. This will require teamwork and group-decision-making processes, as well as a great deal of discussion and debate. It may also require additional time to be allotted for completing the activity.
 - The issues and positions represented in the game are ones that women activists dealt with for decades and continue to deal with today. Students might research women active in the suffragist movement and their positions on political strategy, such as Susan B. Anthony, Ida B. Wells-Barnett, Elizabeth Cady Stanton, Lucy Stone, Carrie Chapman Catt, and Alice Paul. Students might also interview community political advocates on the issues they face regarding principle and strategy.

References: DuBois, Ellen Carol. *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869*. Ithaca: Cornell University Press, 1978.

Flexner, Eleanor. *Century of Struggle: The Women's Rights Movement in the United States*. Cambridge: Harvard University Press, 1959.

Kraditor, Aileen S. *The Ideas of the Woman Suffrage Movement, 1890-1920*. New York: Columbia University Press, 1965.

GAME CARDS

PART A

Card #1

The Situation: You have been approached by leaders of other suffrage organizations. The Congress is considering passage of the Fourteenth Amendment and the other leaders want to know if you will support passage or not.

The Scoop: The proposal for the Fourteenth Amendment guaranteed citizenship to all men born in the United States. By specifically mentioning men, women would be specifically excluded from a federal law for the first time and women's suffrage would be delayed still further. On the other hand, women had been leaders in the abolition movement and many saw extending protections and rights to freed African-Americans as an extension of those goals.

Card #2

The Situation: You are planning a trip to rally support for women's suffrage. Frederick Douglass, who has spoken persuasively at several suffrage events in the North, has volunteered to speak. Do you invite him or not?

The Scoop: Frederick Douglass was an African-American abolitionist who also worked diligently for women's suffrage. However, inviting him to the South might drive away support in the South and would also expose him to disrespectful treatment.

Card #3

The Situation: You are struggling to publish a small pro-suffrage newsletter with only a tiny budget. George Train offers to provide a substantial amount of financial support.

The Scoop: George Train was noted for his support of racist organizations. Taking his money might be seen by some as acceptance of his views, but it would also ensure that the message of women's suffrage would be received by more people.

Card #4

The Situation: You and other women's suffragists in Chicago are planning a pro-suffrage rally. Ida B. Wells-Barnett offers the participation of the Alpha Club. Do you accept or not?

The Scoop: The Alpha Club was an organization of middle-class African-American women in Chicago. The Alpha Club was committed to community change through action, but their attendance might make it difficult for white women to hear the message of suffrage.

Card #5

The Situation: You are planning an event in New York City and are seeking innovative ways to gather a large crowd, both for the publicity and to inform larger numbers of women. Someone suggests promoting your event in immigrant neighborhoods. Do you advertise in those areas?

The Scoop: Anti-immigrant feelings were very high in the 1920s. Promoting events in immigrant neighborhoods might add numbers of poor women, but it might alienate wealthier women who have been supporters in the past.

Card #6:

The Situation: Victoria Woodhull is coming into town to make a speech and rally supporters. She has requested that you bring members of your organization to demonstrate support for her cause. Do you try to bring out members?

The Scoop: Woodhull was a feminist whose focus was not suffrage, but rather the idea of "free love" - the belief that women and men did not need to marry in order to provide affection and companionship for one another. While she was a fierce advocate, many women were dismayed by her position which they considered anti-family.

PART B

Card #1

If you actively support passage of the Fourteenth Amendment,
move two spaces toward red.

If you deny support to the passage of the Fourteenth Amendment,
move two spaces toward purple.

Card #2

If you invite Frederick Douglass,
move two spaces toward red.

If you do not invite Frederick Douglass,
move two spaces toward purple.

Card #3

If you accept the money,
move two spaces toward purple.

If you reject the money,
move two spaces toward red.

Card #4

If you march with the Alpha Club,

move two spaces toward red.

If you ask the Alpha Club not to march,

move two spaces toward purple.

Card #5

If you recruit in immigrant neighborhoods,

move two spaces toward red.

If you avoid immigrant neighborhoods,

move two spaces toward purple.

Card #6:

If you openly support Victoria Woodhull,

move two spaces toward red.

If you reject or avoid Victoria Woodhull,

move two spaces toward purple.

GAME RULES

In this game, you must imagine that you are the leader of a group organized to fight for women's suffrage. You will be asked to confront difficult situations, just as the original activists did. In each situation, you must weigh what you feel is right against what you feel is best for meeting the goals of your organization.

1. Move into groups of four. Arrange your desks so that they all touch.
2. Place the game board and the game cards in the center of the desks.
3. Choose small items to be your markers on the game board. Each of you needs a different marker.
4. Place each marker at the square labelled "START" on the game board.
5. Read the cards one at a time. Work with your groupmates to complete the Log Sheet.
6. Open the folder to determine the number of spaces you should move, and in what direction.

After completing the Log, work with your group to answer the questions below:

What is the goal of the game?

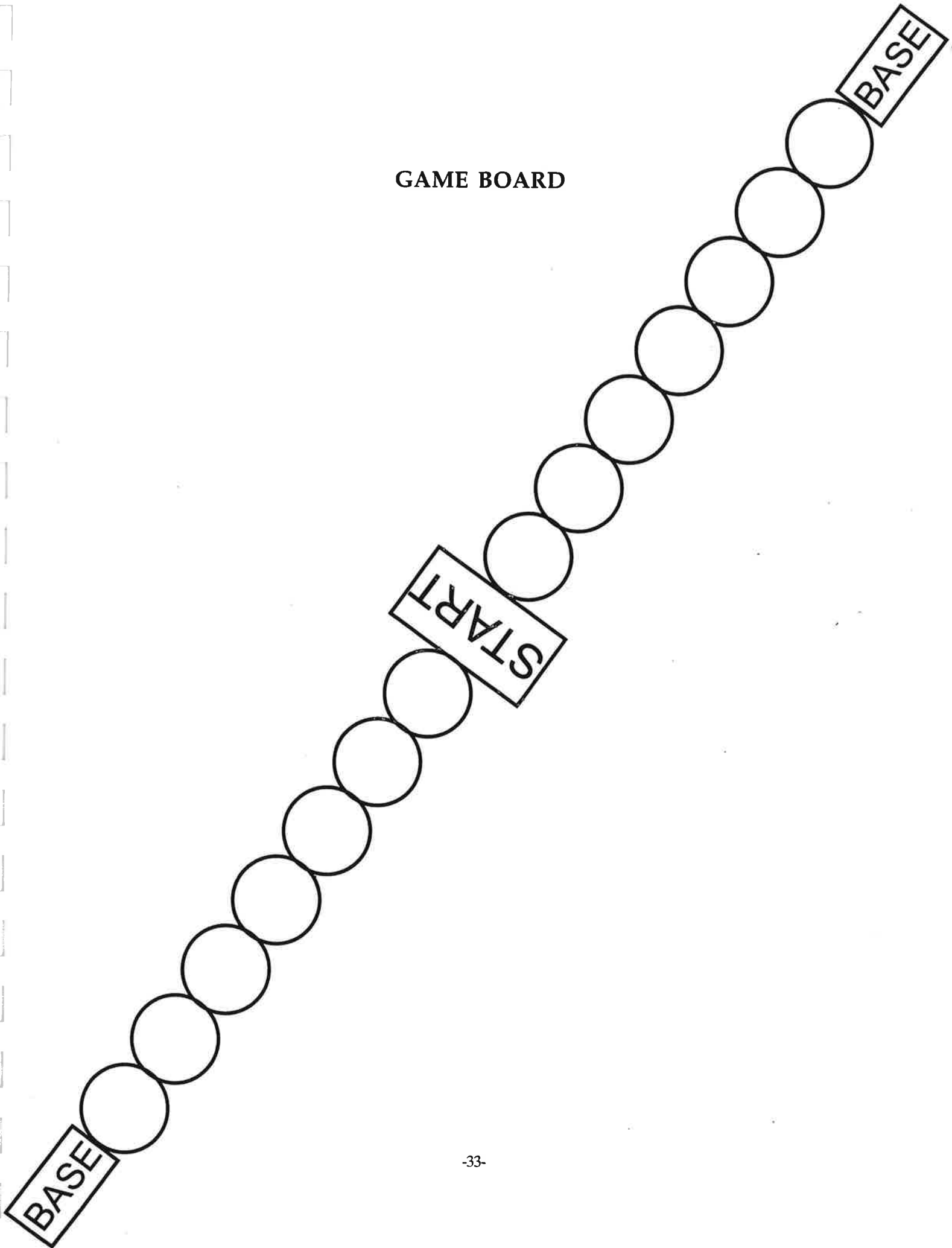
What can you name the end spaces on the game board? What descriptive label can you give the end spaces?

Who won the game? How can you tell?

Were these decisions easy or difficult to make? Explain.

GAME LOG	Names	Card#
	REASONS WHY I WOULD	REASONS WHY I WOULD NOT
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)
5)	5)	5)
	Members Who Would - and Reasons Why	Members Who Would Not - and Reasons Why Not

GAME BOARD



Topic: The impact of women's clubs on the suffrage movement in the U. S.

New Jersey Standards: 6.1; 6.4

NCSS Standards: Id,g; Iib;Va,b,c,f,g

Objectives: Upon completing this lesson, students will be able to:

- identify goals of the Women's Christian Temperance Union and other women's clubs,
- predict the impact of the WCTU on suffrage organization.

Context for United States History: 1870-1920

Teacher Background: The women's rights movement of the nineteenth century offered many women the opportunity to expand their sphere of activity. Many middle class women met in organizations founded for specific purposes; for example, moral, charitable, and literary aims were popular. The most prominent of these groups was the WCTU which sought to improve the private lives of women by eliminating the effects of alcohol on home and society. While the WCTU was a nationally organized movement, many local chapters allowed women to enjoy sisterhood in an environment where their experiential knowledge and education was valued. The success of the WCTU sponsored other types of women's organizations. The first women's club in New Jersey was the one in Orange organized by Charlotte Emerson Brown in 1871. Later, Florence Spearing Randolph created the New Jersey Federation of Colored Women's Clubs in 1915 to provide sisterhood and social services for African American women across the state. Although not all organizations actively campaigned for women's suffrage, the movement was ultimately aided by women's clubs whose members recognized they could have more impact on society with enfranchisement. The WCTU was the first national women's organization to endorse suffrage in 1876.

Time Frame: One class period lasting approximately 40 minutes.

Materials: Enough handouts of F-1, F-2, and F-3 for class.

Activities: A) Assign for homework or allow students class time to read handout F-1 on Frances Willard, the founder of the Woman's Christian Temperance Union. The excerpt is from a biography published in *The Ladies Home Journal* in April 1933.

That year the magazine conducted a poll among its readers to determine America's twelve great women leaders during the past hundred years.

B) Discuss the passage, including the following questions:

- What were Frances Willard's goals in founding the WCTU?
- Do you think that Frances Willard and the WCTU would support woman suffrage? Why or why not?
- What words in the reading influenced your decision?

C) Distribute handout F-2, also excerpted from *The Ladies Home Journal* biography.

Once students have read the passage, discuss.

- Is your original opinion about the support of the woman suffrage movement by the WCTU confirmed? Why or why not?
- What would Frances Willard and suffragists Susan B. Anthony, Lucy Stone, and Elizabeth Cady Stanton have to discuss together?
- Note that all of the women mentioned in the passage were chosen as some of America's twelve great women leaders. Ask students if they know of the accomplishments of Julia Ward Howe (suffragist and composer of the "Battle Hymn of the Republic") and Clara Barton (founder of the Red Cross)—if they don't, inform them. For more information, check the books listed in references, below.

D) Discuss with students the reaction of society to the WCTU and women's clubs.

Predict the reactions of different groups in society, i.e. working class men, ministers, farmers, government leaders.

E) Distribute handout F-3, a statement by a Newark presbytery quoted in *Reclaiming Lost Ground*. Discuss.

- What does this passage say about the status of women in the late nineteenth century? What words in the reading influence your opinion?
- To what "misconduct" by women is the passage referring?
- How does this passage demonstrate the courage of women who belonged to public organizations, such as clubs, in the nineteenth century?

Assessment: Have students make a list of pros and cons to consider the impact of the support of the WCTU for the women's suffrage movement. Students can use these lists as the basis for writing a paragraph predicting the effect of the support of women's clubs on the suffrage movement.

ESL Student Adaptation: Use a vocabulary list to aid students in understanding the passages. Include the terms: temperance, procure, enfranchisement, arbitration, Christ's Golden Rule, capable, inclination.

In addition, the teacher should first read the passages aloud to the students so that they may pick up non-verbal clues to help them understand the feeling of the reading.

Advanced Student Adaptation: Have students enact a conversation between the leaders mentioned in the reading such as Frances Willard, Susan B. Anthony, Lucy Stone, and Elizabeth Cady Stanton. Have other students act as early twentieth-century journalists and ask questions of these famous leaders after their discussion.

Extension: There were many active local clubs in New Jersey. Students can conduct research in their town library, through local newspapers, and archival records to find out what organizations for women existed in the late nineteenth and early twentieth centuries. They can try to determine the local support or opposition to woman suffrage in their research.

References: *America's Twelve Great Women Leaders During the Past Hundred Years.* Freeport, New York: Books for Libraries Press, 1969. (Reprinted from *The Ladies Home Journal*, April, 1933, and *The Christian Science Monitor*, January 16, 1933 to January 28, 1933.)

Blair, Karen J. *The Clubwoman as Feminist: True Womanhood Redefined, 1868-1914.* New York: Holmes and Meier, 1980.

Burstyn, Joan (Ed.) *Past and Promise: Lives of New Jersey Women.* Metuchen: Scarecrow Press, 1990.

Scott, Anne Firor. *Natural Allies: Women's Associations in American History.* Urbana: University of Illinois Press, 1993.

Williams, Grace M. (Ed.) *A Century of Challenge: New Jersey State Federation of Women's Clubs, First 100 Years.* New Brunswick: New Jersey State Federation of Women's Clubs, 1994.

Frances B. Willard

One of America's Twelve Great Women Leaders During the
Past Hundred Years Chosen by Readers of *The Ladies Home Journal* in 1933.

Frances B. Willard was one of the first internationalists among women. In 1884, she founded the World Woman's Christian Temperance Union and called upon women the world over "to protect the home, outlaw the liquor traffic, seek and procure enfranchisement of women, work to establish courts of international arbitration, demand an equal standard of purity for men and women and labor unceasingly that justice may be opposed to greed and gain, and that Christ's Golden Rule may triumph, in custom and in law."

Frances B. Willard

One of America's Twelve Great Women Leaders During the Past Hundred Years
Chosen by Readers of *The Ladies Home Journal* in 1933.

In February of last year a scrapbook was discovered in the attic of Rest Cottage, where Miss Willard lived at Evanston, Ill., for many years, and in that scrapbook the great pioneer of philanthropy and reform had gathered materials which threw a bright and satisfying light upon the progress made from little beginnings nearly a half century before, when the National Council of Women was founded to band together into an increasing force to bring about those elements of betterment the world lacked.

They were a capable lot, those women who met for the first time in 1888. Among them were Susan B. Anthony, Julia Ward Howe, Clara Barton, Lucy Stone, Elizabeth Cady Stanton and others. While the first inclination of some of the Washington newspapers of the day was to laugh at the spectacle of these earnest women who had come out of their homes, leaving pots and kettles and kitchens and nurseries, commonly counted their 'proper domain,' to engage in discussion about world affairs, gradually the papers took the delegates more seriously, in proportion as the reporters observed the earnestness and capability with which the women set to work on the job they saw to be done.

This passage is the response of the Newark Presbytery responding to the charge that a minister disobeyed the divinely enacted ordinance against women speaking in church.
(*Reclaiming Lost Ground*, p. 24)

Inviting women to preach in his pulpit at the regular public services on the Sabbath Day was irregular and unwise, and contrary to the views of the Scriptures and of the Church order derived from them ... and as such misconduct may open the way to disorder and mischief, we affectionately counsel and admonish Brother See to abstain from it in the future.

Topic: Women's suffrage in the popular media of the 1910s.

New Jersey Standards: 6.1, 6.2, 6.3, 6.4

NCSS Standards: Va, Vd, Ve

Objective. Students will be able to understand the use of the media to influence popular opinion regarding public roles for women and the arguments for and against women's suffrage.

Context in U.S. History: Appropriate as a part of the "war on the domestic front" portion of a unit on World War I, or as part of the Progressive Era.

Teacher Background: In the early twentieth century, the United States debated entry and then joined a war to "keep the world safe for democracy." At the same time, women's suffragists lobbied state and federal governments for passage of a constitutional amendment to guarantee the vote to women. One primary vehicle through which the women's suffrage debate was carried out was political cartoons.

Time Frame: Three class periods lasting approximately 40 to 45 minutes.

Materials:

- Placards with political cartoons on them. (Make the placards by affixing the following pictures onto cardboard, poster paper, or some other heavy paper.) NOTE: If students are working in pairs, then any class of more than 16 students will need to have two copies of some of the placards. (Source is *Reclaiming Lost Ground* unless otherwise noted.)

a. p. 35 (remove caption)

b. p. 3

c. p. 42a

d. p. 55a (remove caption)

e. p. 61 (remove title & source)

f. p. 68b

g. p. 73b

h. p. 263, *Social Education*, 59:5.

Note: Some of these are more difficult to interpret than others. Consider using images b and c for students who can handle more challenging material.

- Transparencies of these cartoons. (Photocopy these images onto transparency sheets. Slides can also be created and used.)
- Handouts G-1 and G-2.
- Overhead projector or slide projector.

Activities:

- A) Introduce and contextualize the lesson by outlining the information described in teacher background, above.
- B) Provide an example of the activity by placing one of the cartoon transparencies on the overhead projector. As a class activity, answer all the questions on handout G-1, including the question "Is this poster for or against women's suffrage? How can you tell?" Coach the students through the visual and verbal clues in the poster toward understanding. (You might prefer to use as an example a contemporary political cartoon on overhead.)
- C) Students will work in pairs. Student pairs will receive a placard with a political cartoon from this debate. They will then complete handout G-1.
- D) On reverse, students will write the answer to this question: **Is this poster for or against women's suffrage? How can you tell?**
- E) Each of the pictures will be presented to the class via transparency or slide. The class will discuss their opinions and supporting evidence regarding each cartoon's position on suffrage. The student "experts" who analyzed the cartoon previously will guide the class discussion.
- F) The placards will be displayed around the room with their evaluation sheets. Student pairs will circulate throughout the room and list the arguments for and against women's suffrage contained in the pictures. These can be recorded on handout G-2.

Assessment: Students will conclude the lesson by writing a three-paragraph essay assessing the arguments for and against women's suffrage in the early twentieth century.

ESL Student Adaptation: Teachers must ensure that students are familiar with the images used in the cartoons, such as Uncle Sam or the painting "The Spirit of '76."

Advanced Student Adaptation: Students will analyze the connection made in political cartoons between women's suffrage and the war effort. They may also assess the advantages and disadvantages of political expression in cartoons.

Extension: Before writing their essays, the groups of four will be assigned either to speak in favor or against women's suffrage. They must base their arguments on those presented in the cartoons. Groups will prepare a debate, following the attached debate structure. Students will conduct their debate over women's suffrage as planned in the debate structure. As another option, student pairs will vote on which is the most persuasive poster for and against women's suffrage and will write a paragraph explaining why they find it effective.

Also, students can search out cartoons from contemporary sources that depict gender roles for men and women. Students can analyze the message of the cartoon, evaluate its effectiveness, and compare the messages and methods of cartoons from both time periods.

References: Filene, Peter. *Him/Her Self: Sex Roles in Modern America*. New York: New American Library, 1976.

Franzen, Monika and Nancy Ethiel. *Make Way! 200 Years of American Women in Cartoons*. Chicago: Chicago Review Press, 1988.

Kerber, Linda, Kessler-Harris, Alice, and Kathryn Kish Sklar. *US History as Women's History*. Chapel Hill, NC: University of North Carolina Press, 1995.

Teachers Curriculum Institute. *History Alive! Engaging All Learners in the Diverse Classroom*. Menlo Park, California: Addison-Wesley, 1994.

WOMEN'S SUFFRAGE IN THE MEDIA

Students' Names _____

Poster _____

Who are the characters in the poster?	
What does each one represent?	
What are the main characters doing?	
What do the main characters feel?	
Write a short dialogue for these people. (What are they saying to each other?)	
What do you think might happen next?	
Is this poster for or against women's suffrage? How can you tell? (Answer on the back.)	

WOMEN'S SUFFRAGE DEBATE Student's Name

CARD	REASONS FOR SUFFRAGE	REASONS AGAINST SUFFRAGE

Topic: Biographies of Suffragists

New Jersey Standards: 6.1; 6.3

NCSS Standards: IIe; IVa; Va,d; VIa; Xb,c,e,h

Objectives: Upon completing this lesson, students will be able to:

- familiarize themselves with suffrage leaders,
- appreciate New Jersey as a state important to the suffrage movement,
- present an oral report.

Context for United States History: 1840-1920. Reform movements; New Jersey history

Teacher Background: Many individuals lent their talents and energy to the cause of women's suffrage. The state of New Jersey, in particular, seemed to be a crossroads for the national suffrage movement. Elizabeth Cady Stanton, Alice Paul, and Lucy Stone all lived in the state at one time or another. Local organizations in New Jersey contributed to this effort in numerous ways.

Time Frame: One class period lasting approximately 40 minutes.

Materials: Enough copies of handout H-1 for class.

Activities: A) Divide the class into pairs. Assign each pair one of the following suffragists:

Lucy Stone	Ida B. Wells	Susan B. Anthony
Frederick Douglass	Alice Paul	Elizabeth Cady Stanton
Lillian Feickert	Sojourner Truth	Susan Pecker Fowler
Alison Hopkins	Mary Philbrook	Sarah Corson Downs
W. E. B. DuBois	Lucy Burns	Carrie Chapman Catt

B) Distribute handout H-1. Each pair will be expected to create a poster on their suffragist. The posters should follow the format outlined on the handout.

C) Each pair of students will also be expected to deliver a short oral presentation on their suffragist. One student will discuss the following topics: the suffragist's family, dates of birth/ death, belief about suffrage, and accomplishments. The other student will continue presenting information about the suffragist's education, connection to New Jersey, and context of an important quote.

Teachers should display the posters in the school hallway, if possible, to educate others about the efforts of many for women's suffrage. March, as Women's History Month, would be a particularly good time for this activity.

Assessment: Have students write a letter to the suffragist they researched informing them about changes in the world since they lived. Ask students to make judgments about which changes the suffragist would have liked and disliked, and include their thoughts in the letter. Students should also describe what modern problems they think need solutions.

ESL Student Adaptation: Appropriate consideration concerning the oral report should be given to ESL students in a regular class.

Advanced Student Adaptation: Have students choose five women today who they feel may be in the history books in one hundred years and explain why they chose those individuals.

Extension: Have students make a timeline of the life of the suffragist about whom they reported.

References: Blackshear, Willa. *Women in the State of New Jersey*. Trenton, New Jersey: State Department of Education, 1987.

Burstyn, Joan. (Ed.) *Past and Promise: Lives of New Jersey Women*. Metuchen: Scarecrow Press, 1990.

Felder, Deborah. *The 100 Most Influential Women of All Time*. New York: Citadel Press, 1996.

Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1984.

James, Edward, Janet James, & Paul Boyer. (Eds.) *Notable American Women 1607-1950: A Biographical Dictionary*. Cambridge, MA: Belknap Press, 1971.

Terborg-Penn, Rosalyn. "African American Women and the Woman Suffrage Movement." In Marjorie Spruill Wheeler (Ed.), *One Woman, One Vote* (pp. 135-155). Trentdale, OR: New Sage Press, 1995.

How your poster should look:
(Of course, you will have pictures and words to help us get to know your suffragist.)

Accomplishments

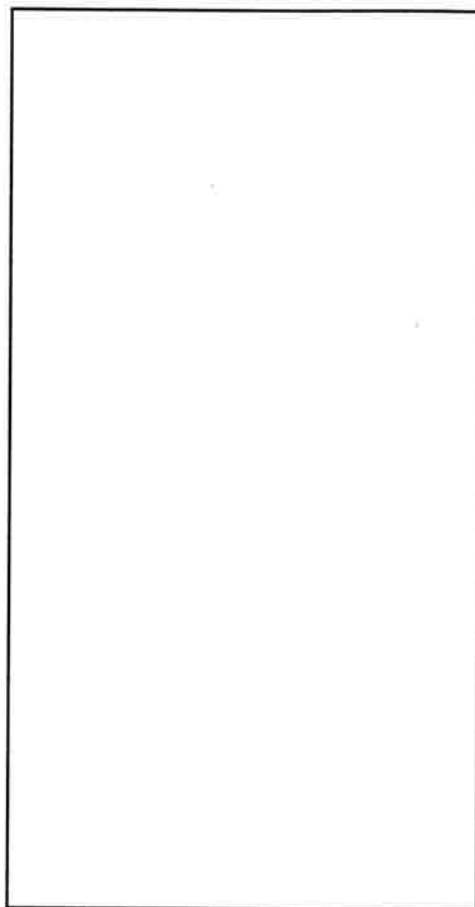
Connection to New Jersey

Belief about suffrage

Education

Family

Important Quote



Drawing/ picture of suffragist

NAME OF SUFFRAGIST

Topic: Oral histories of voters today and of women voters in the 1920's.

New Jersey Standards: 6.1; 6.3

NCSS Standards: IIa, b, d, e, f; IVa, b, c; Xa, b

Objectives: Upon completing this lesson, students will be able to:

- conduct an oral history interview,
- describe voting procedures,
- appreciate the scope of women's voting experiences in 1920,
- appreciate the value of oral history to contextualize history.

Context for United States History: 1920 to the present. Voter experiences.

Teacher Background: With the ratification of the Nineteenth Amendment in 1920, all United States women over 21 were eligible to vote for the first time in a national election. This long-awaited victory for suffragists, however, did not translate into 100% participation for eligible women voters. A project sponsored by the Alice Paul Centennial Foundation and funded by the New Jersey Historical Commission involved interviews of the first women voters, now between the ages of 95 and 100. Analysis of these dialogues details a picture that may contradict traditional evaluation of the 1920 election. These women voters were in the minority; they remember few of their female friends and family casting ballots in 1920. Furthermore, few of the interviewees voted for the candidates that their fathers did. This project illustrates the usefulness of oral history as an alternative to textbook treatment of history.

Time Frame: Three class periods lasting approximately 40 minutes each. The oral history project conducted in conjunction with this lesson will evolve over an approximate period of a few weeks.

Materials:

- Tape recorders and microphones, if available,
- Enough copies of handouts I-1, I-2, I-3, I-4, I-5, I-6 and I-7 for class.

Activities:

Day One:

- A) Announce to students that they will conduct an interview with an adult of their choice about his/her first voting experience.
- B) Distribute handouts I-1 and I-2 to students. Discuss the assignment and the steps involved. If possible, have a few tape recorders handy to lend to students. Inform students of available supplies when discussing Step 2. Since this is probably the first time students have been asked to conduct an interview, expect questions and nervousness.

- C) Establish a deadline by which students will have contacted their interviewees. You may want to have students report to you when they have set up the appointment, so as to monitor their progress.

Day Two: (after the interview has been conducted)

- D) For this class, students should have completed Step 5, in which they write a short narrative of their interview including a biographical description and an account of the adult's first voting experience. Students should also be prepared to share their experiences with each other verbally. Each student should be given a few minutes to relate his/her interview experience. (Depending on the size of your class, this may take more than one class period.)
- E) Once all students have spoken, discuss:
- What were some common experiences of the interviewee's first time voting?
 - Where did most voting take place?
 - How old were the interviewees when they voted for the first time?
 - What were some unusual experiences?
 - What were some of the feelings of first voters?

Day Three:

- F) Announce to the class that they will read excerpts of interviews conducted with women who voted for the first time after passage of the Nineteenth Amendment in 1920. Distribute handouts I-3, I-4, I-5 and I-6.
- G) Discuss:
- What were the locations that these women voted at?
 - What feelings did they have about voting?
 - What was the atmosphere like where they voted? Were these women welcomed or challenged when they cast their ballot?
 - Did the women go to the polls alone or with friends or family?
 - How are these experiences different or similar to the experiences of the adults that you interviewed?
- H) Distribute handout I-7. Explain that this is a Venn diagram, which is often used to illustrate comparison. Ask students to write the feelings and experiences relating to voting that were shared by the women of 1920 and the students' interview subjects in the area shared by the two circles. (This area is shaded.) Students should continue to fill in the diagram, noting the separate feelings and experiences related to voting for the women of 1920 and the interview subjects.

Assessment: Students can be assessed on their oral presentation, as well as on their written narrative. Students may also be asked to write an essay comparing the voting experience of the person they interviewed to the voting experience of one or several of the excerpted women who voted in 1920.

ESL Student Adaptation: Appropriate consideration concerning the oral presentation should be given to ESL students in a regular class. Their interviews might focus on an immigrant who recently achieved citizenship and his/her first voting experience. This would be an interesting interview for any student.

Advanced Student Adaptation: Instead of giving students handout I-2, let students design their own questions. Furthermore, require their narratives to be more complex. They should use a theme in their writing that weaves the narrative together.

Extension: Students can conduct a follow-up interview with their adult subject. They may discuss similarities and differences between the experiences of the women of 1920 and their subject.

References: Andersen, Kristi. *After Suffrage: Women in Partisan and Electoral Politics before the New Deal*. Chicago: University of Chicago Press, 1996.

Crocco, Margaret Smith. "Putting the Actors Back on Stage: Oral History as Antidote to the Textbook." *The Social Studies*, 1997.

Gordon, Felice. *After Winning: The Legacy of New Jersey Suffragists, 1920-1947*. New Brunswick, NJ: Rutgers University Press, 1986.

Grele, Ronald J. *Envelopes of Sound*. New York: Praeger, 1991.

Thompson, Paul. *The Voice of the Past*. New York: Oxford University Press, 1988.

Yow, Valerie Raleigh. *Recording Oral History: A Practical Guide for Social Scientists*. Thousands Oaks, California: Sage, 1994.

Assignment: Conduct an interview with an adult about his/her voting experience.

STEP ONE:

Contact the adult you wish to interview. Tell the adult you wish to **discuss his/her experiences voting for the first time**, and ask the adult to think about his/her first voting experience. Also ask the adult **when he/she voted for the first time**, so that you will be able to prepare for your interview. **Set up a date, time and place to meet for the interview. Inform** your teacher about your progress.

STEP TWO:

Obtain a tape recorder. **Check** to see that it records voices adequately. Your machine may require a microphone to record. Obtain batteries and tapes. Practice recording your own voice on the machine so that you know how to work the tape recorder.

STEP THREE:

Prepare for the interview. In addition to familiarizing yourself with the equipment, practice asking the questions out loud. (See handout 1-2) Do some background research before the interview. For example, know the candidates that your interviewee had to choose from in their first election. Call the interviewee the day before the interview to remind him/her of your appointment.

STEP FOUR:

Conduct the interview. When you first arrive, spend some time building rapport. Explain that you will be using recording equipment. Remind the person of the purpose of the interview. Listen to all that he/she says. When the interviewee seems tired, end by thanking your subject.

STEP FIVE:

Listen to the interview you conducted. Transcribe information about the subject's life and his/her first voting experience. Write a narrative that describes the person you interviewed. Include words the subject used to describe his/her feelings about voting for the first time.

SAMPLE QUESTIONS FOR AN INTERVIEW

These questions are provided for you as a basis for your interview. They should be transcribed on index cards for your convenience during the interview. Of course, as the interview happens, new questions will come up. You should have a pad and a pen handy during the interview to jot down new questions that you can ask when the interviewee completes his/her thought. Like the questions below, try to keep your questions open-ended so that the interviewee can elaborate.

1. Tell me where and when you were born, and tell me about your background.
2. How and when did you register to vote?
3. Can you describe the scene when you first voted? For example, was it crowded? Were there other people like you voting?
4. Why did you feel it was important to go to the trouble to register and vote at that time?
5. Did you or your friends have much conversation about the election or politics?
6. During the subsequent decades did your voting behavior, party affiliation, or ideas about politics change very much?

THE FIRST WOMEN VOTERS

With the passage of the Nineteenth Amendment in 1920, women in the U. S. voted for the first time. The following passages are the recollections of women who voted in 1920. The presidential candidates were James M. Cox on the Democratic ticket and Warren G. Harding for the Republicans.

Edna Schaefer Barnard

I was born in Philadelphia on November 26, 1897 [at] Germantown Avenue. Father had a [tailoring] business there. I went to school in Philadelphia and graduated from the Girls High School and then went to Normal School and began teaching. I substituted first and that was in ... the Logan School. . . . Father had a little bit of pull so I got a job and taught down at the Tasker School at eighth or ninth [grade].

[I voted] at Portner's [Stationery Store, cigar store]. Oh, and it was dirty and smelly and father had warned me, "Don't you dare go in there!" A girl had lice! [Father said] "You get rid of those damn lice!" Oh! It was awful! I voted at the counter [and I had] a paper ballot, and I went into that store with trepidation! I went by myself. What made me want to go? Everybody else was doing it! [But] we never discussed [voting], and when I went into teaching, we never discussed it. We were Republicans. We all voted. . but I don't know who [my mother] voted for.

[For World War I], I sold a lot [of Liberty Bonds] down at City Hall, that was a no-no for women and Father--well, of course, [his] German nationality [and traditions did not approve of women's work like this] .

Did they celebrate [when the 19th Amendment was passed]? Not that I remember. Maybe downtown, but not up around me. I don't think we marched [for suffrage] , I think we went down to City Hall in the group that was there, but I don't think we did any marching that I can recall.

Glenna Murphy

I was born in September, 1898, in Brooklyn, New York. I lived there until I was five, then my people moved to Succasunna, New Jersey. My mother had come as a young woman from Bartley, New Jersey, so we were familiar with that area.

My mother had a very dear friend, they were young women together. She married and lived in Brooklyn. She had children. My mother and I went to visit them, and school was in session. They had two daughters, and the older girl took me to kindergarten. I was thrilled. I thought, this is what I want to do, I want to be a kindergarten teacher. I wanted to all my life, so that's what happened. I went to Montclair [State College] and I studied kindergarten primary. I started in South Orange, in the Fielding School.

I boarded in South Orange and went home weekends. My address was Succasunna, and we had election day off. So I took the train, went home and voted.... I voted Republican, [but my parents] usually voted Democrat.... We voted in the school or the town hall, we had a little town hall in Succasunna.

I started in South Orange, two years in South Orange. I was assistant kindergartner to the woman in charge, but I wanted my own room. They didn't have any vacancies. So I applied through Schermerhorn in New York, a teacher's agency. They phoned me one Saturday morning, could I go into the city because there was a man from West Orange who wanted to hire a teacher. I went in and met the superintendent, he hired me. I took a job there, where I was until I stopped teaching.

It was bad [during the Depression years]. They closed the banks. I had money in the West Orange [bank], and I boarded in West Orange. They would give us just a certain amount of money to tide you over. I went to the bank and got that amount. I don't remember what amount it was. It was a small amount, maybe fifty dollars, until the bank opened again.

I never changed my residence, I always went home to vote. I was always off from school. I would take the train from Orange to Dover, then from Dover to Succasunna I took the trolley car, later the bus. I never changed my voting place because I knew all the people. In the Oranges, I didn't know these people.

Helen Grace Hauerstein

I voted in 1920 for the first time. That was the first time women voted in the United States. I was 21 on August 28, 1920, and the election was in November, 1920. My father got up at five o'clock in the morning and he took me to Newark, where we had to register before I could vote We lived in Irvington, but we went to Newark. Then we came back and papa took me to vote. Then when my grandmother wanted to vote, she came up to the polling place and one of my teachers, Mr. Chamberlain, he taught me biology, chemistry, and physics in high school. He was a wonderful man. So my grandmother went in and she was about, she must have been about 77 at that time. [H]e said to her, Mrs. Vale, how long have you been in the country? And she said, longer than you have. He said that will be all right, Mrs. Vale, so she voted.

It [voting] had been in a store. [There were] maybe half a dozen people there. At that time, I probably voted the way papa did. I guess it was pretty hard to get the vote for the women. I guess they were trying for years. Women's suffrage. I think they were fighting for it for years, but they didn't get it. Way back when women wore long skirts. Long skirts and hats, even in the parade.

I couldn't get a [teaching] job yet. I got a certificate for the state, could teach anywhere in the state. I went to school in Newark and I couldn't get [a job], I had to take another examination to get into Newark, although I went to the school right there. I took it and I passed, but a number of us, what they really did was they appointed the people who lived in Newark first. So I got left alone, I had to wait. So I had the job in Bamberger's since I was about 17, working in the men's shirt and glove department, on the first floor. I liked it very much, and so I continued to work there, got a permanent job. Even after I started to teach, they asked me if I would come back that winter, and I said yes I would. So I went back for the Christmas rush.

I started teaching in Belmont Avenue, the first of December. It was an all-year school, promoted every three months.

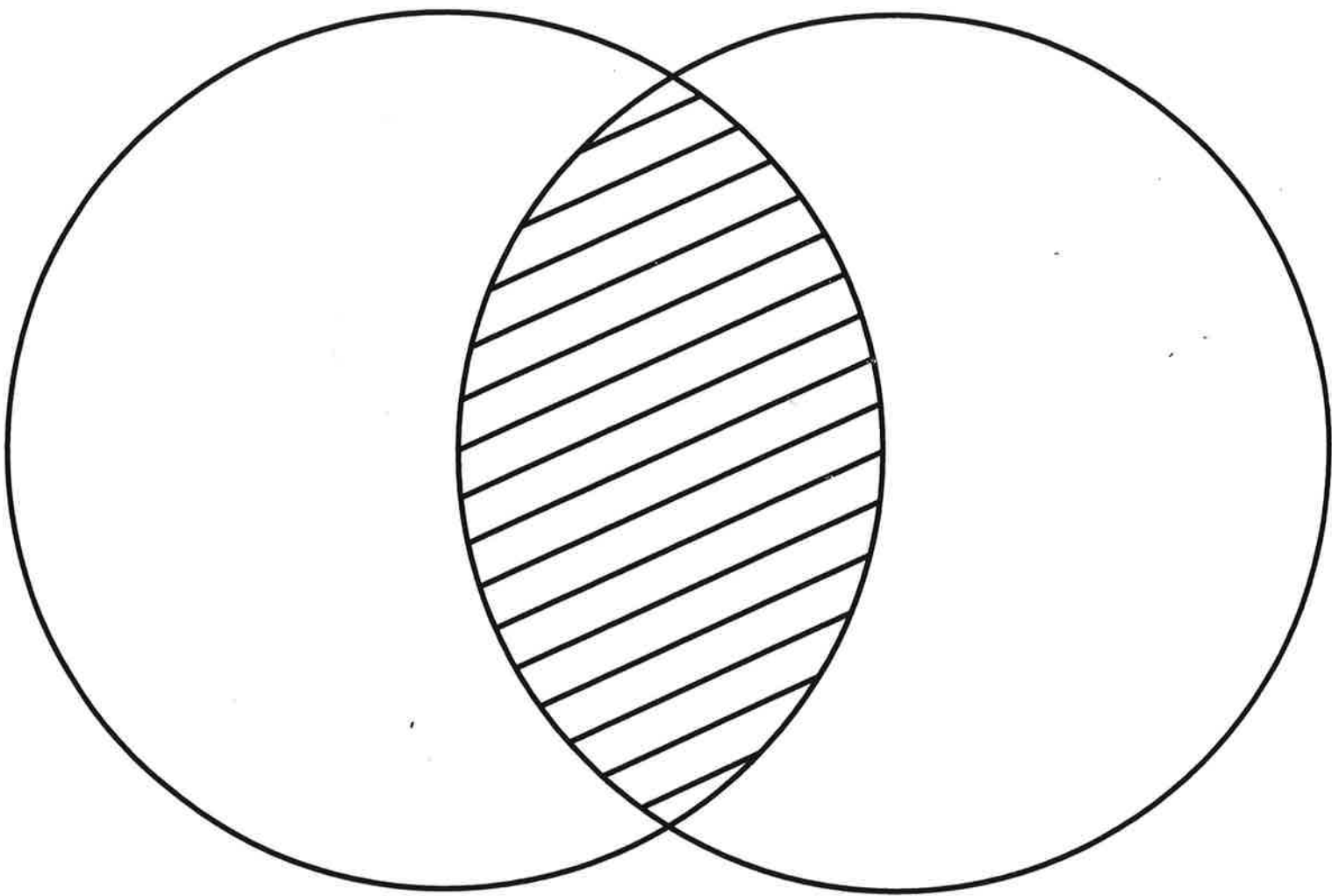
Janet Van Alstyne

My mother was program chairman of the Women's Club. Carrie Chapman Catt came...She came to our house to dress for the evening meeting. I was about 8 and I remember meeting her...[My mother] was very involved in the women's club...They saved the Palisades.

At Vassar...[we] thought [passage of the suffrage amendment] was marvelous, and I was able to vote that year, and went from Vassar to Englewood to vote. [But] I felt very ignorant because I hadn't been involved in politics. My father voted for Cox, so I voted for Cox.

Well, the ones who were active suffragettes, they were special people: A lot of people were not as interested in politics as that group. I think people are more interested now than they were...They were people who felt that liberating women was a cause. Other people just went along day to day doing chores and were not champions of this. That's why I feel they were special.

EXPERIENCE OF FIRST TIME VOTERS



Women voting in 1920

Adults in recent history

Topic: A Middle School Lesson in Historical Chronology

Objectives: Upon completion of this lesson, the class will have created a banner on which they will have placed a timeline of the significant dates and events of woman suffrage in New Jersey.

Time: One Week

Strategies: Whole Group as well as Cooperative Learning Groups

Context: Students will read and report on the key events in the struggle for suffrage by women of the nation and New Jersey.

Materials: *Reclaiming Lost Ground*, especially pages 79 and 94. Scrap paper, banner paper, markers

Activities:

- 1) Decide on key events of suffrage struggle.
- 2) Read about important figures in the story.
- 3) Complete on scrap paper preliminary sequence of events, discussing historical significance and the notions of cause and effect.
- 4) Prepare banner on "Timeline of Suffrage:" this can be done as a whole class activity or numerous banners can be created by cooperative learning groups.
- 5) Oral reports by students about the historical significance and chronological sequencing of their banners.

Assessment: Students will be assessed by their ongoing participation in this project; by the accuracy of the banner(s) they produce; and the explanation each group gives for their choice of dates for the timeline.

Topic: A Middle School Lesson on Woman Suffrage in New Jersey

Objectives: Upon completion of this lesson, the class will have created a KWL chart (on which students record what they know, want to know, and learned) about woman suffrage in New Jersey.

Time: One Week

Strategies: Whole Group as well as Cooperative Learning Groups

Context: Students will research the women's suffrage movement in the United States and in New Jersey using *Reclaiming Lost Ground: The Struggle for Woman Suffrage in New Jersey*.

Materials:

- Map of Seneca Falls, New York in 1848
- Copy of the Nineteenth Amendment
- Pictures, books with biographical data about suffragists, videos, etc. (materials available from the National Women's History Project in California)
- Student Journals

Activities:

- 1) KWL Chart
- 2) Research Questions about individual women, suffrage organizations, tactics, conflicts. Write in journals their findings.
- 3) Oral Interviews with parents about their voting experiences.
- 4) Discuss tactics, alliances, and conflicts in the struggle through discussion of oral reports.

Assessment:

- 1) KWL Chart
- 2) Journals
- 3) Oral Reports
- 4) Classroom Participation
- 5) Oral History Interviews

