

# Daughters of Freedom: Suffrage, Literacy, & Primary Source Sets

PRESENTED BY CAROL LAVALLEE, LOC AMBASSADOR AND BERNADETTE  
BENNETT, ED.D., SARASOTA COUNTY PROGRAM SPECIALIST-SSK12

# Standards



- ▶ [SS.912.A.1.2](#) :Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- ▶ [SS.912.A.3.12](#) :Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- ▶ [SS.912.A.5.12](#) : Examine key events and people in Florida history as they relate to United States history.
- ▶ [SS.912.A.5.7](#) :Examine the freedom movements that advocated civil rights for women
- ▶ [LAFS.1112.RH.1.1](#) :Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- ▶ [LAFS.1112.RH.1.2](#) :Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

# Agenda

1. Explore the Primary Source Sets at the Library of Congress and discuss why and how to use with students?
2. Examine the Library of Congress Primary Sources Sets focusing on Women's Suffrage.
3. Discuss the differences between a Primary Source Set and a Lesson Plan and how they work together.
4. Primary Source Activity: Using the tools from the LOC, examine obstacles women's suffragists overcame to obtain the right to vote.
5. Questions

# How to find a Primary Source Set and why would you use it.

- ▶ Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.
- ▶ Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.
- ▶ <http://www.loc.gov/teachers/usingprimarysources/index.html>

# Looking at the Primary Sources Set with Women's Suffrage

- ▶ Women's Suffrage Primary Source Set
- ▶ <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>



Sewing stars on suffrage flag

<http://www.loc.gov/pictures/item/npc2007001204/>



# What is the differences between a Primary Source Set and a Lesson Plan? Using them together.

- ▶ Primary sources sets are a group of documents such as political cartoons, videos, and images all related around specific theme
- ▶ A lesson plan is what you use to guide your teaching with primary source sets built in.
- ▶ Primary source sets can help you meet the standards within your lesson plan.

# Activity- What obstacles did Women's Suffrage overcome to obtain the right to vote?

**Being Fed Through Nostrils Is Described by Alice Paul, Young American Suffragette**

**Inventor of Hunger Strike Tells How British Prison Physicians Keep Life in Women Who Won't Eat or Wear Clothes.**

London, Dec. 9.—Miss Alice Paul, of Philadelphia, the suffragette who was arrested November 9th and sentenced to a month's hard labor for her share in the suffragette demonstration at the Lord Mayor's banquet at the Guildhall, was released from Holloway jail this morning on the completion of her thirty days. She left the prison in a cab, accompanied by two wardresses, and went to the home of friends. A doctor was immediately called to attend her there, owing to her weakened condition.

Miss Paul, who was the inventor of the suffragettes' "hunger strike" and practiced it during her latest term in jail, was cheerful, and said she did not regret her conduct, and was prepared to repeat it again if necessary. She said she was unable to undergo the ordeal of an interview, but later she sent your correspondent a statement by a friend.

On previous convictions, Miss Paul was able to gain her freedom by refusing to eat, but her tactics were futile this time.

Miss Paul said she was the granddaughter of a New Jersey judge, and a master of arts of the University of Pennsylvania. She had done a great deal of settlement work during the last four years, and came to London in September, 1908, to study economics. After saying that she was first struck by the contrast between the academic interest in woman suffrage in America and the lively character of the movement here, Miss Paul told this story of her prison life.

"I practiced a hunger strike until November 11th. After that date they fed me twice a day by force, except on one day when I was too ill to be touched. I have no complaints against the Holloway officials. I spent the whole time in bed, because I refused to wear prison clothes.

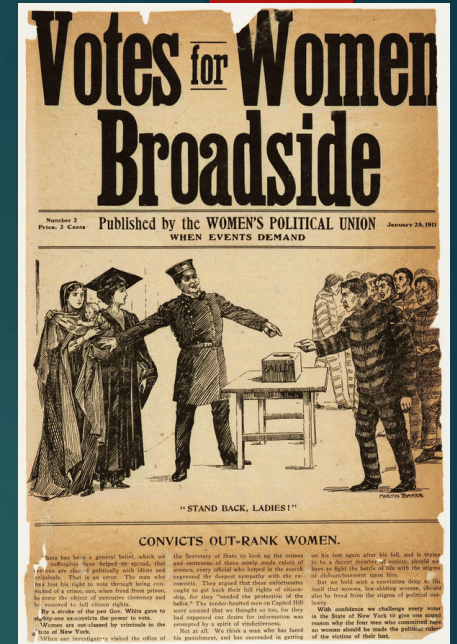
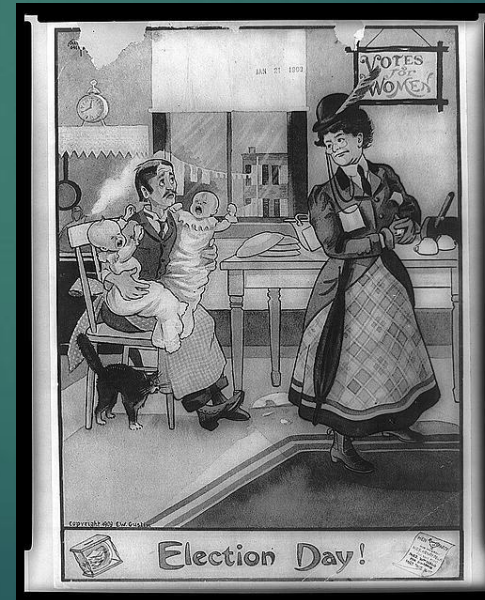
Each day, I was wrapped in blankets and taken to another cell to be fed, the food being injected through my nostrils.

"During this operation the largest Wardress in Holloway sat astride my knees, holding my shoulders down to keep me from bending forward. Two other wardresses sat on either side and held my arms. Then a towel was placed around my throat, and one doctor from behind forced my head back, while another doctor put a tube in my nostril. When it reached my throat my head was pushed forward.

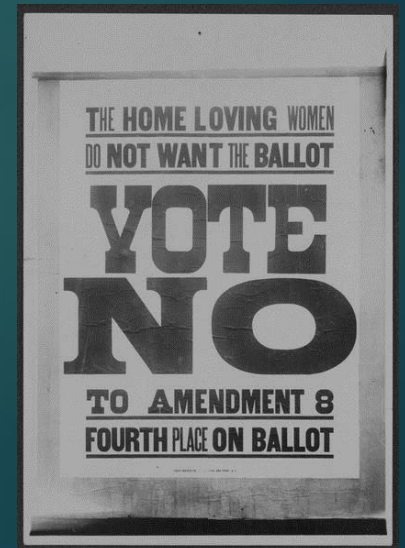
"Twice the tube came through my mouth and I got it between my teeth. My mouth was then pried open with an instrument. Sometimes they tied me to a chair with sheets. Once I managed to get my hands loose and snatched the tube, tearing it with my teeth. I also broke a jug, but I didn't give it up."

Miss Paul lives alone in London. Her friend told me with great gusto how Miss Paul had eluded the vigilance of the police at the Lord Mayor's banquet. It seems she and Miss Amelia Brown, her partner in the escape, dressed as chor-women, went to the Guildhall at 9 o'clock in the morning. Every time they met anyone they asked the way to the kitchen. They had many hair-raising escapes, and once seeing a policeman close at hand, they knelt down to escape notice. In the dark the policeman actually put his cape on them. Finally they succeeded in getting to the gallery overlooking the banquet hall, where they shrieked and threw stones through a stained glass window.

Miss Lucy Burns, the other American suffragette, is following Winston Spencer Churchill around the country, making it as warm as possible for the President of the Board of Trade.



Analysis  
Tools





## *Evidence?*

*What obstacles did Women's Suffrage overcome to obtain the right to vote?*



# Tools from LOC

- ▶ [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf)
- ▶ <http://www.loc.gov/teachers/usingprimarysources/guides.html>

## Questions?