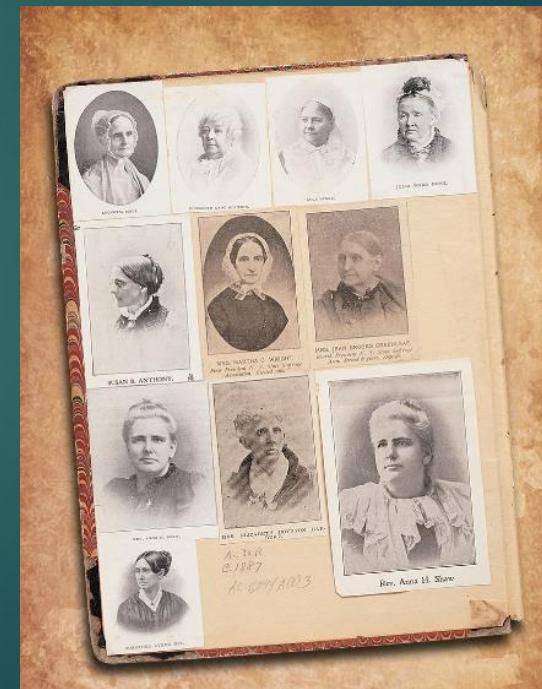


# Yellow Roses, Sashes and Signs: Voices of the Women's Suffrage Movement

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FLORIDA COUNCIL FOR HISTORY EDUCATION AND SARASOTA COUNTY SCHOOLS



# Historical Thinking Skills

Source  
Contextualize  
Close Read  
Corroborate

## Historical Thinking Skills Chart

Historical Reading Skills	Questions	Students should be able to...	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> <li>• What is the author's point of view?</li> <li>• Why was it written?</li> <li>• When was it written?</li> <li>• Is this source believable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify author's position on historical event</li> <li>• Identify and evaluate author's purpose in producing document</li> <li>• Predict what author will say BEFORE reading document</li> <li>• Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• This author probably believes...</li> <li>• I think the audience is...</li> <li>• Based on the sourcing information, I predict this author will...</li> <li>• I do/don't trust this document because...</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>• What else was going on at the time this was written?</li> <li>• What was it like to be alive at this time?</li> <li>• What things were different back then? What things were the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Use context/background information to draw more meaning from document</li> <li>• Infer historical context from document(s)</li> <li>• Recognize that document reflects one moment in changing past</li> <li>• Understand that words must be understood in a larger context</li> </ul>	<ul style="list-style-type: none"> <li>• I already know that ____ is happening at this time...</li> <li>• From this document I would guess that people at this time were feeling...</li> <li>• This document might not give me the whole picture because...</li> </ul>
	<ul style="list-style-type: none"> <li>• What claims does the author make?</li> <li>• What evidence does the author use to support those claims?</li> <li>• How is this document making me feel?</li> <li>• What words or phrases does the author use to convince me that he/she is right?</li> <li>• What information does the author leave out?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify author's claims about event</li> <li>• Evaluate evidence/reasoning author uses to support claims</li> <li>• Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>• I think the author chose these words because they make me feel...</li> <li>• The author is trying to convince me... (by using/saying...)</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>• What do other pieces of evidence say?</li> <li>• Am I finding different versions of the story? Why or why not?</li> <li>• What pieces of evidence are most believable?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish what is true by comparing documents to each other</li> <li>• Recognize disparities between two accounts</li> </ul>	<ul style="list-style-type: none"> <li>• This author agrees/ disagrees with...</li> <li>• This document was written earlier/later than the other, so...</li> </ul>

# Historical Framework

Build an understanding of what life was like during the time period

## IDEAS & VALUES:

The ways people involved in a particular historical event thought about life.

How did people talk to each other?

Did they value manners?

What did people think about their environment, human rights, the role of government, etc.?

## GEOGRAPHICAL INFLUENCE:

The difference *time and place* made in a particular historical event.

How did the environment help or hinder people's lives?

Were they isolated?

Were they subjected to storms and disasters?

## SOCIAL ISSUES:

The ways people involved in a particular historical event related to each other.

How did age, economic status, sex, and position in a community affect individuals and groups?

How did relationships to others limit or benefit them?

## CULTURAL ISSUES:

The ways customs and traditions of people influenced the developments of a particular historical event.

What role did women play?

What professions did men and women have?

How did religious beliefs and practices influence people?

# The 19<sup>th</sup> Amendment

"[t]he right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

**Second Great Awakening** a revival of religious feeling and belief from the 1800s to the 1840s

**transcendentalism** a philosophy emphasizing that people should transcend, or go beyond, logical thinking to reach true understanding, with the help of emotions and intuition

**reform** to make change in order to bring about improvement, end abuses, or correct injustices

## States granting women the right to vote prior to the 19th Amendment:

Wyoming 1890      California 1911  
Colorado 1893      Arizona 1912  
Utah 1896      Kansas 1912  
Idaho 1896      Oregon 1912  
Washington 1910      Montana 1914

Nevada 1914  
New York 1917  
Michigan 1918  
Oklahoma 1918  
South Dakota 1918

## Full Voting Rights before 19th Amendment and before statehood:

Territory of Wyoming 1869  
Territory of Utah 1870  
Territory of Washington 1883

Territory of Montana 1887  
Territory of Alaska 1913

## Could vote for President prior to the 19th Amendment:

Illinois 1913  
Nebraska 1917  
Ohio 1917  
Indiana 1917

North Dakota 1917  
Rhode Island 1917  
Iowa 1919  
Maine 1919

Minnesota 1919  
Missouri 1919  
Tennessee 1919  
Wisconsin 1919

## Gained Voting Rights after the passage:

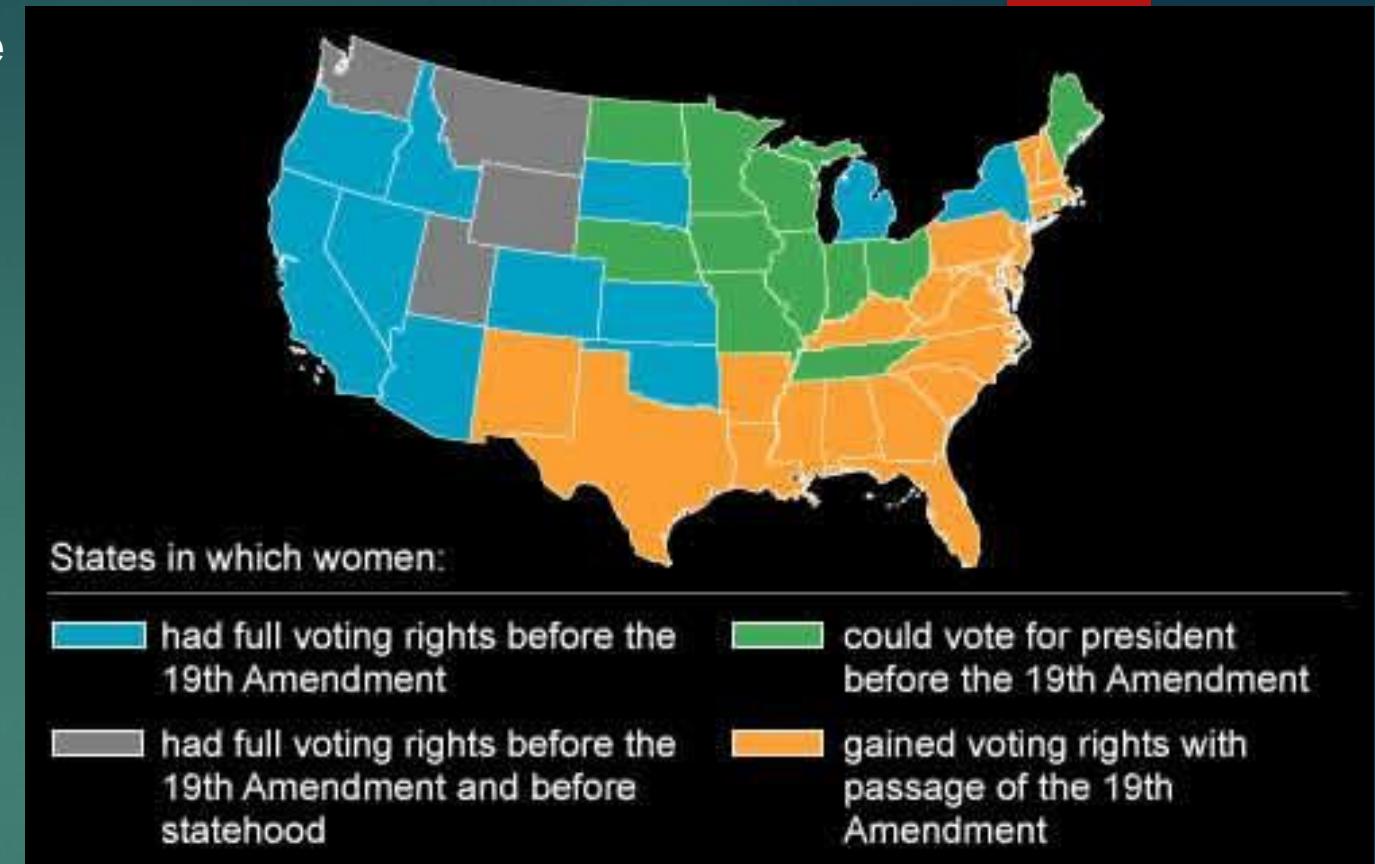
Vermont  
New Hampshire  
Massachusetts  
Connecticut  
Pennsylvania

New Jersey  
Delaware  
Maryland  
West Virginia  
Virginia

North Carolina  
South Carolina  
Georgia  
Alabama  
Florida

Mississippi  
Louisiana  
Arkansas  
Texas  
New Mexico

Kentucky



[https://constitutioncenter.org/timeline/html/cw08\\_12159.html](https://constitutioncenter.org/timeline/html/cw08_12159.html)

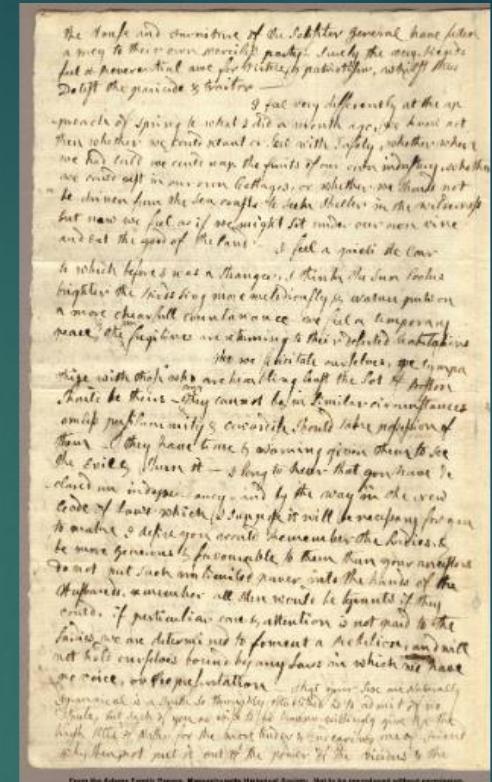
## Letter from Abigail Adams to John Adams, 31 March - 5 April 1776

-- I long to hear that you have declared an independency -- and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

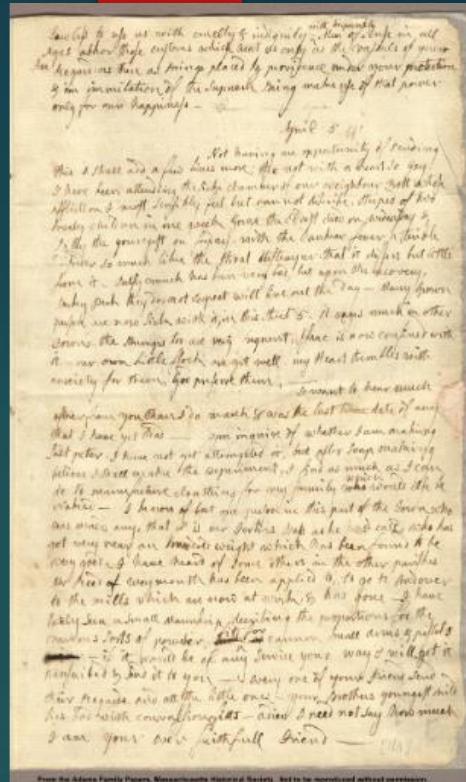
That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the

Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex.

Regard us then as Beings placed by providence under your protection and in imitation of the Supreem Being make use of that power only for our happiness.



From the Adams Family Papers, Massachusetts Historical Society. Not to be reproduced without permission.



# Historical Context

## One Hundred Years toward Suffrage: An Overview

Timeline: <https://www.nps.gov/wori/learn/historyculture/womens-suffrage-history-timeline.htm>

# A Resolution Proposing an Amendment to The Constitution Of The United States, July 1848

<https://www.archives.gov/education/lessons/woman-suffrage/resolution>

Fortieth Congress of the United States of America;

At the Third Session,

Began and held at the city of Washington, on Monday, the seventh day of December, one thousand eight hundred and forty-eight.

## A RESOLUTION

Proposing an amendment to the Constitution of the United States.

*Resolved* by the Senate and House of Representatives of the United States of America in Congress assembled,

(Two-thirds of both Houses concurring) That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

### Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude —

Section 2. The Congress shall have power to enforce this article by appropriate legislation —

*John C. Frémont*

Speaker of the House of Representatives.

*W. J. Brown*

President of the Senate pro tempore.

*J. W. Penruddock*

Clerk of House of Representatives.

*Geo. Graham*  
Secretary of Senate U.S.

# Sojourner Truth (1797-1883)

great cause, and not die martyrs to hooks and buttons.

When Lady Wortley Montague visited the Turkish ladies, they imagined her corsets to be a cruel punishment invented by her husband, and pitied her sincerely. We have no such excuse; we cannot shelter ourselves behind such a pretext; we are self immolated, sacrificing life and health, and beauty, becoming dull and vapid, languid and listless, because fashion gives command—clinging to externals when inward beauty is gone, as men cling to the altar when religion is growing cold, and grasp at conventionalities when religion has departed. We should have a different style of dress for different periods of life, and different characters. Let us take hint from nature. The modest dove is denied the glorious plumage of the peacock, he lamb has not the lion's strength, and the gile bounding deer has not the same covering as the sleek serpent.

I have seen a dark browed woman sink into manly, in a dress suited to a blonde, when she should have appeared in the daring, dashing, half masculine style suited to her. Some should be severely simple, and others oriental in their style; but all should permit a freer, fuller expansion. The mind becomes cramped when the body is so; the world would never have been subdued by a Napoleon cased in whalebone, or a Milton have written "Paradise Lost" in a tight bonnet. Let the mind be developed, the faculties improved, the intellect cultivated, and

## Women's Rights Convention.

Sojourner Truth.

One of the most unique and interesting speeches of the Convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gestures, and listened to her strong and truthful tones. She came forward to the platform and addressing the President said with great simplicity:

May I say a few words? Receiving an affirmative answer, she proceeded: I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if woman have a pint and man a quart—why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much—for we can't take more than our pint'll hold. The poor men seem to

Even now the widow  
Upon the air is passing.  
O! all ye sad and lone,  
Who wither 'neath the sun,  
O! all ye souls of the  
O! blighted, wronged,  
Bear ye your witness,  
To God we make our appeal,  
Against oppression,  
And Mammon's heart of steel!

Yet Courage! though mid shadows going  
The world moves darkly on its way,  
On the far hills a light is glowing,  
Bright herald of a better day.

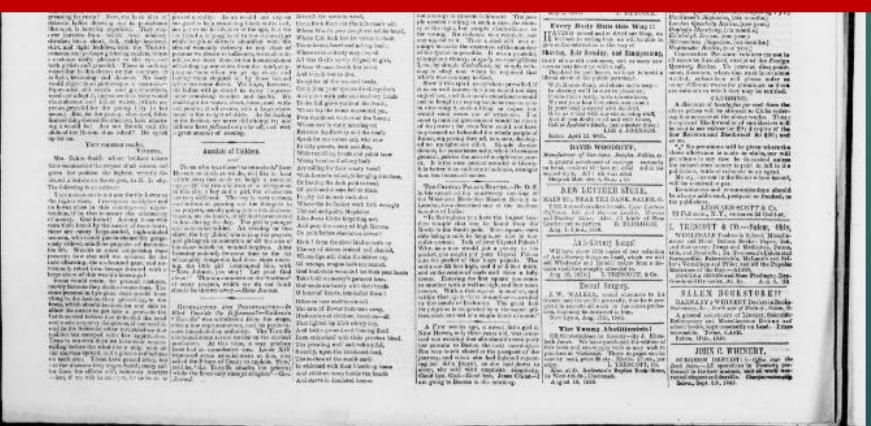
We trust in Truth, and yet shall see  
Proud Wrong into Oblivion hurled,  
The human race shall *all* be free,  
War's bloody banner shall be furled,  
Where sorrow dwelt there shall be light  
The Earth like Heaven shall know no night  
And God shall rule the world!

From The New York Independent.

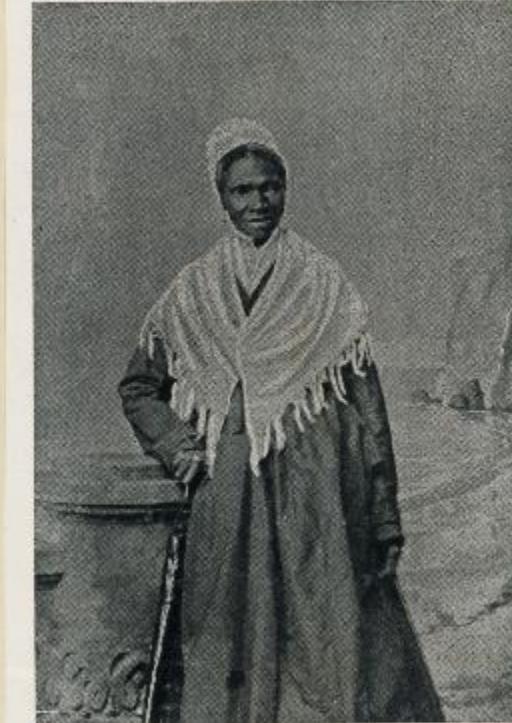
Case of the People vs. Saul.

BY REV. GEO. R. CHEEVER.

One of the most instructive instances of disobedience to inhuman and unrighteous law, is to be found in the case of the People vs. Saul, in behalf of Jonathan. The popular adjudication of this case stands to this day.



Ain't I A Woman?  
- 1851



If de fust woman God ever made was strong enough to turn de world upside down all alone, dese women all togoder ought to be able to turn it back and get it right side up agin.—Sojourner Truth.

<https://www.loc.gov/item/rbcmiller001306/>

<https://www.womenshistory.org/education-resources/biographies/sojourner-truth>

<https://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm>

<https://www.thesojournertruthproject.com/compare-the-speeches/>

## **Sojourner Truth (1797-1883): Ain't I A Woman?**

Delivered 1851

Women's Rights Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back , and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

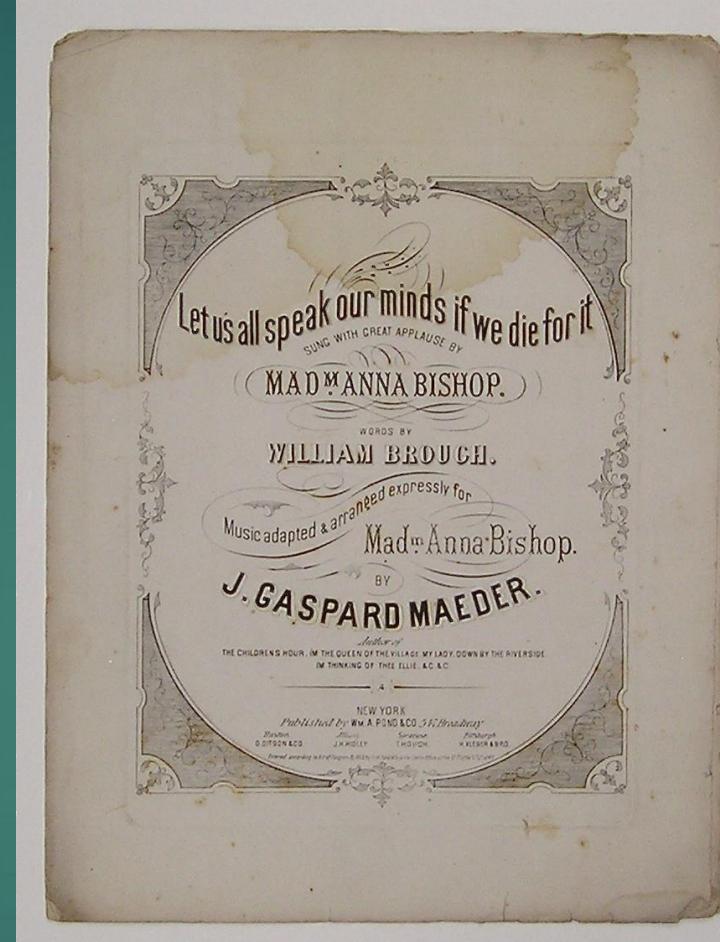
# Let Us All Speak Our Minds

(Composed by J. G. Maeder and William Brough, 1863)

Men tell us 'tis fit that wives should submit  
To their husbands, submissively, weakly,  
Tho' whatever they say their wives should obey,  
Unquestioning, stupidly, meekly.  
Our husbands would make us their own dictum take  
Without ever a wherefore or why for it.  
But I don't and I can't, and I won't and I shan't!  
No, I will speak my mind if I die for it.

For we know it's all fudge to say man's the best judge  
Of what should be, and shouldn't, and so on,  
That woman should bow, nor attempt to say how  
She considers that matters should go on.  
I never yet gave up myself thus a slave,  
However my husband might try for it.  
For I can't and I won't, and I shan't and I don't,  
But I will speak my mind if I die for it.

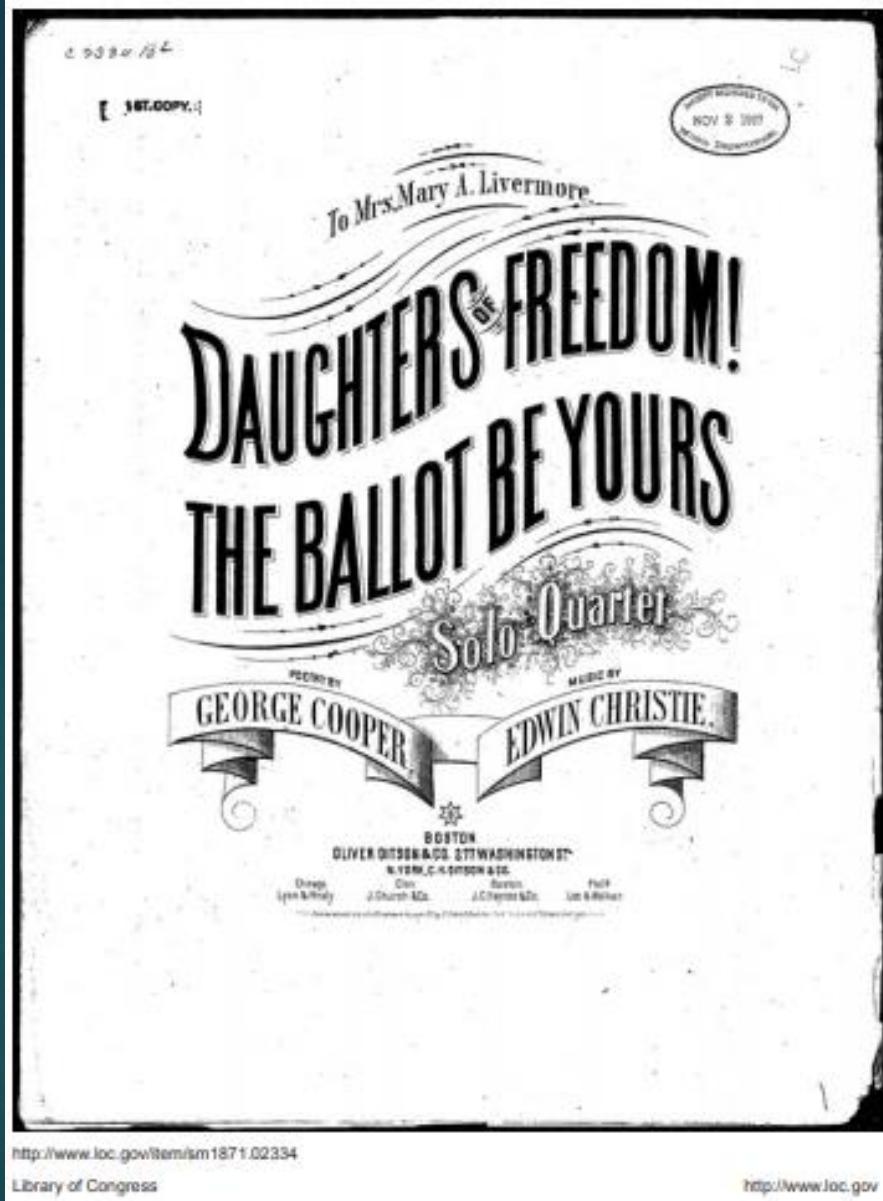
And all ladies I hope who've with husbands to cope,  
With the rights of the sex will not triflē,  
We all, if we choose our tongues but to use,  
Can all opposition soon stifle.  
Let man if he will then bid us be still,  
And silent, a price he'll pay high for it.  
For we won't and we can't, and we don't and we shan't,  
Let us all speak our minds if we die for it.



How would you describe the mood created by the lyrics?

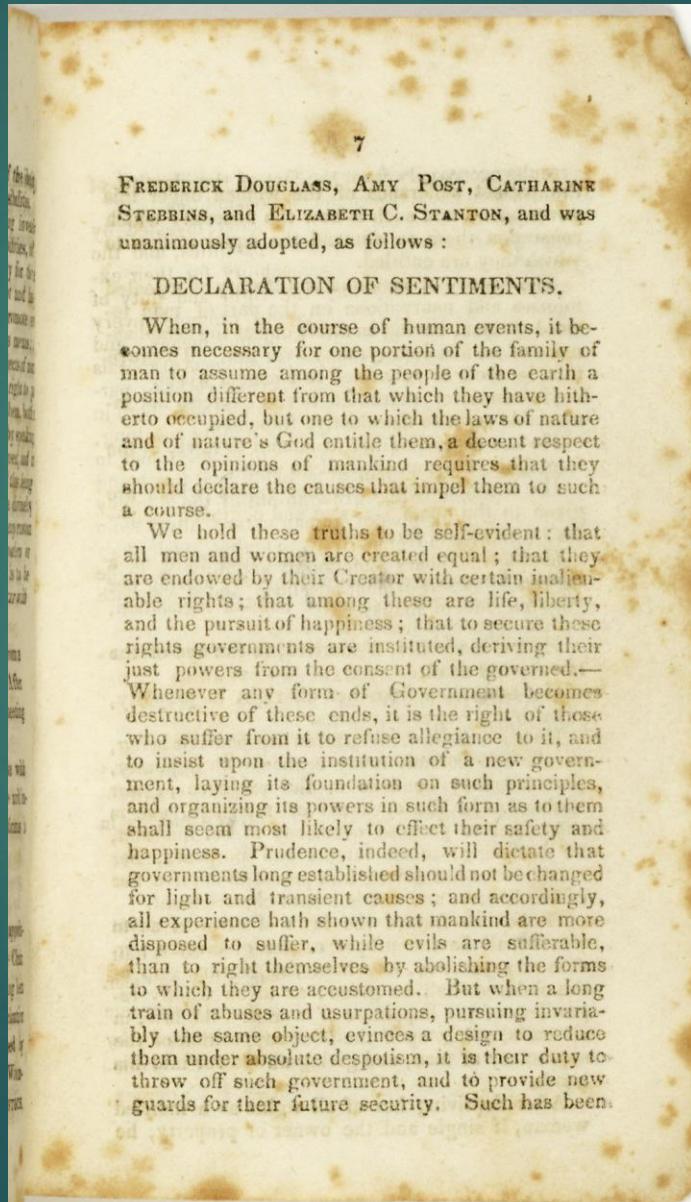
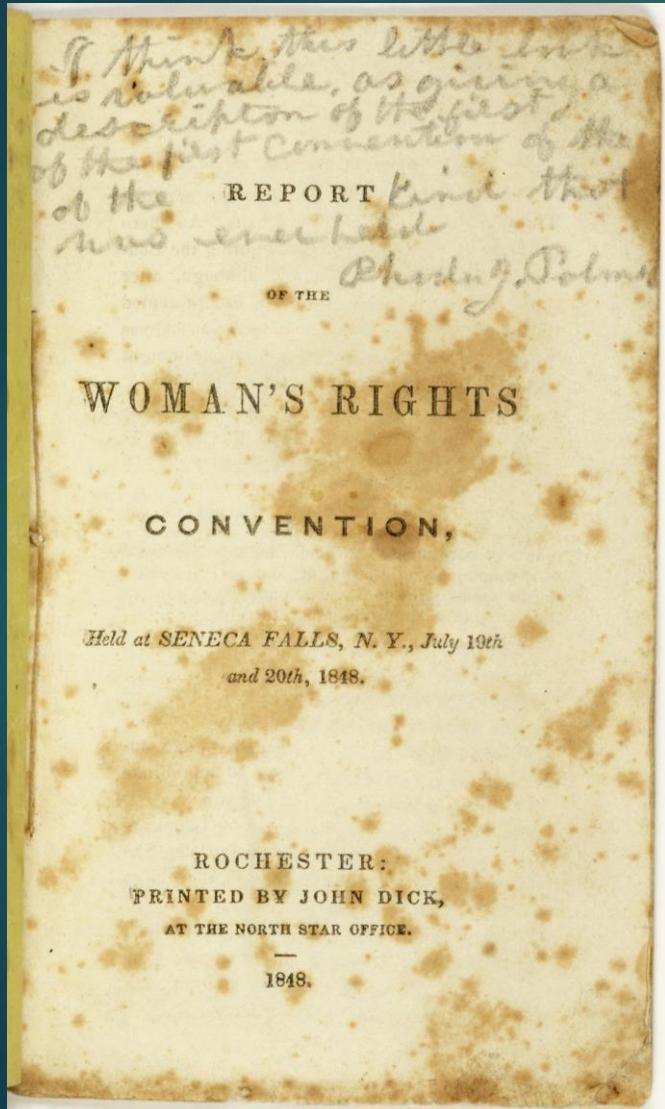
Why do you think women would write and sing a song like this?

To what extent do you think the complaints mentioned in this song are still valid today?



<https://memory.loc.gov/natlib/ihas/service/sm/smaudio/7102334.mp3>

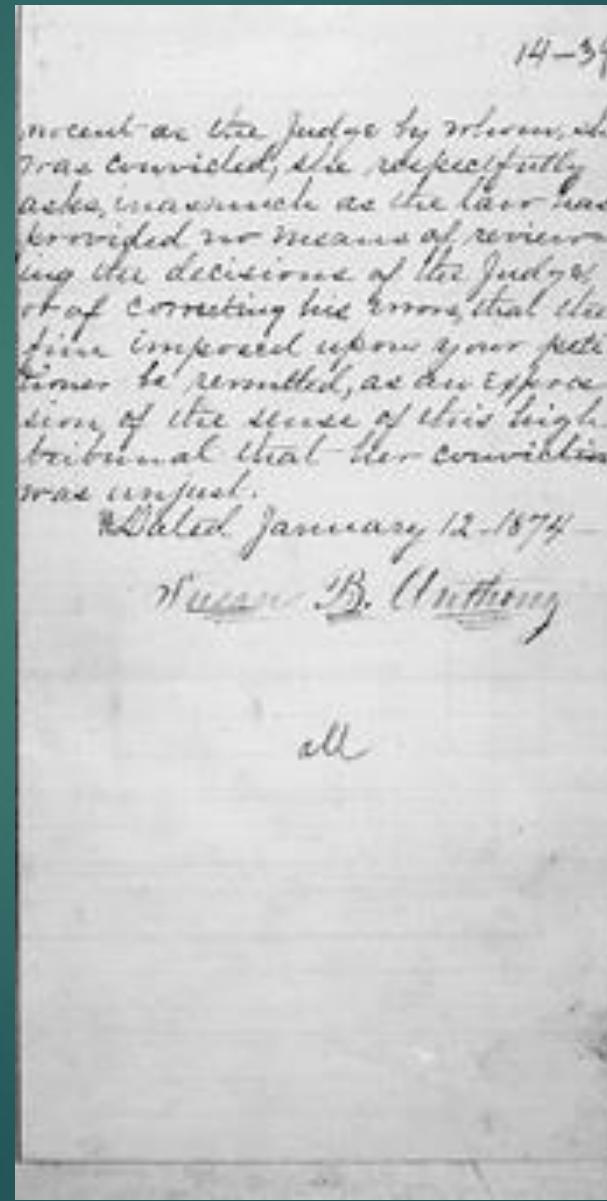
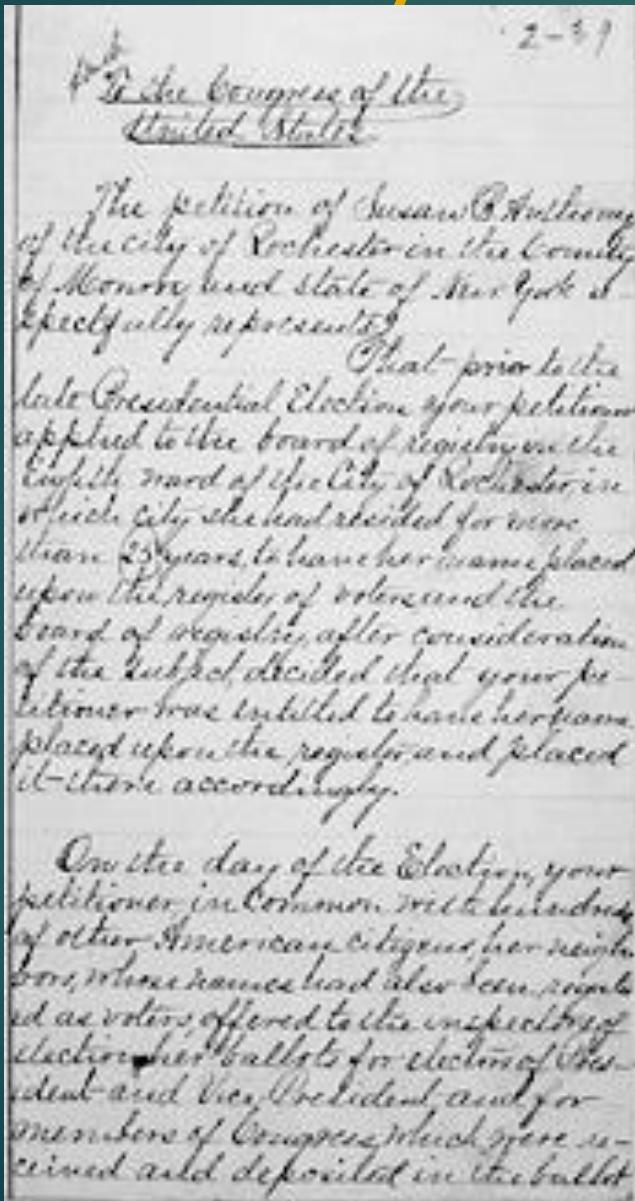
# *Report of the Woman's Rights Convention, held at Seneca Falls, New York, July 19th and 20th, 1848. Proceedings and Declaration of Sentiments*



<https://www.loc.gov/item/rbcmiller001106/>

**Transcript:**  
<https://sourcebooks.fordham.edu/mod/senecafalls.asp>

# Petition from Susan B. Anthony to the United States Congress, January 12, 1874

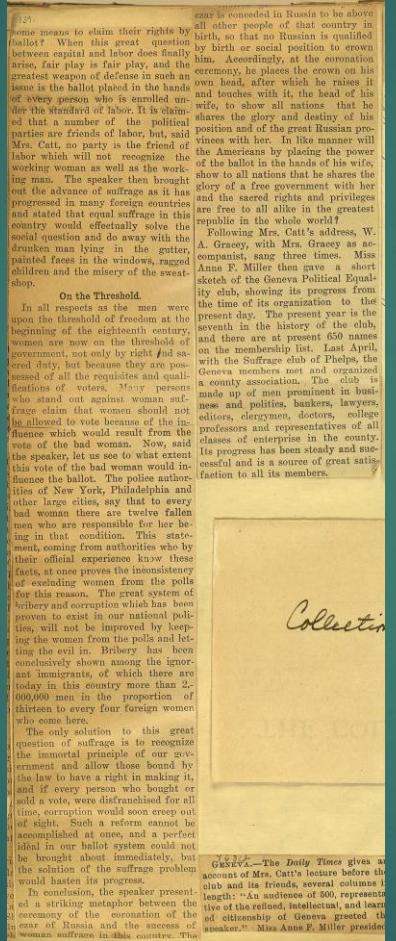
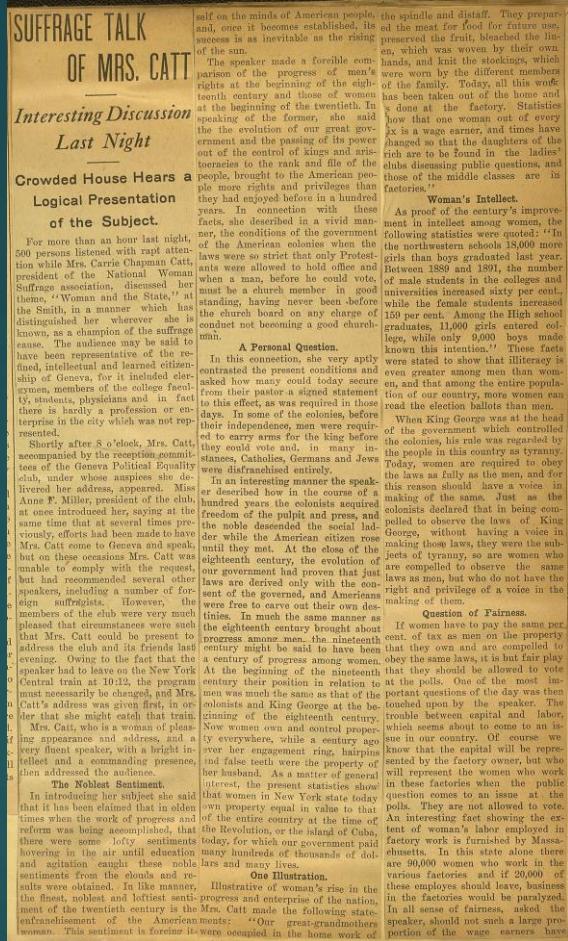


<https://www.archives.gov/education/lessons/woman-suffrage/anthony-petition.html>

# Carrie Chapman Catt

1859-1947

<https://www.loc.gov/search/?in=&q=carrie+chapman+catt+&new=true>



Suffrage Talk of Carrie Chapman Catt,  
December 30, 1903

<https://www.loc.gov/item/rbcmiller001709/>

<https://www.loc.gov/resource/rbcmil.scrp1014001/>

<https://www.loc.gov/pictures/item/97500090/>

c1914 Mar. 28.

## Eminent Opinions on Woman Suffrage

**ABRAHAM LINCOLN.**—I go for all sharing the privileges of the government who assist in bearing its burdens, by no means excluding women.

**THEODORE ROOSEVELT.**—I believe in the rights of the woman just as much as I do in those of the man, and, indeed, a little more. \* \* \* She can do the best work in her home if she has healthy outside interests and occupations in addition.

**JANE ADDAMS.**—Because women consider the government men's affair, they have become so confused in regard to their traditional business in life, the rearing of children, that they bear with complacency a statement made by the Nestor of sanitary reformers that one-half of the tiny lives which make up the city's death rate each year might be saved by a more thorough application of sanitary science. Because it implies the use of the suffrage, they do not consider it women's business to save these lives.

**HON. WILLIAM J. TAFT.**—Women are working for civic betterment, and their interest in affairs of the kind is constantly increasing. I believe that woman suffrage will come eventually. There is one fundamental principle that applies to the whole

# LINCOLN SAID

Seventy-five years ago Abraham Lincoln said: "I go for all sharing the privileges of government who assist in bearing its burdens, by no means excluding women."

# WOMEN SHOULD VOTE

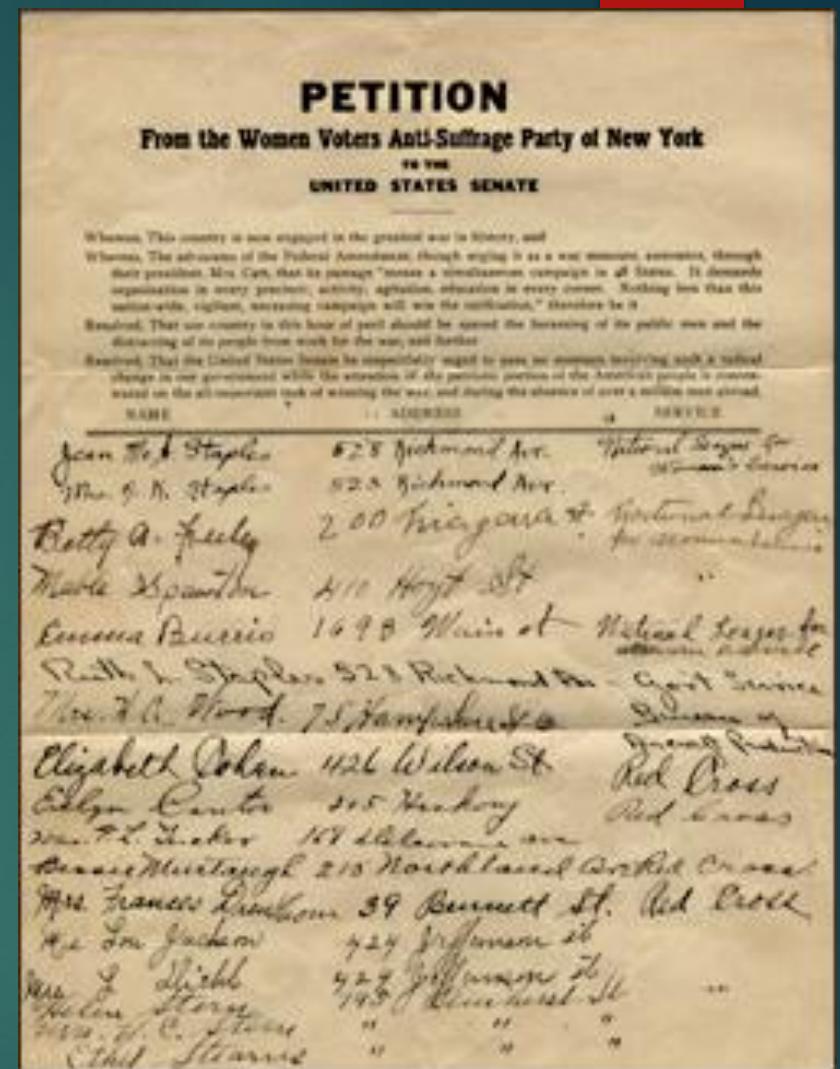
POSTER SUPPLEMENT TO VOTES FOR WOMEN, 495-496 ARCADE, SEATTLE, U.S.A.

WHITE & DAVIS  
PRINTING CO. SEATTLE

# Opposition to Woman Suffrage



Men looking at material posted in the window of the National Anti-Suffrage Association headquarters, around 1911. (Harris&Ewing/Library of Congress)



Petition to U.S. Senate Women Voters Anti-Suffrage Party of New York World War I, ca. 1917

<https://www.archives.gov/education/lessons/woman-suffrage/ny-petition>



[Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916]

<https://www.loc.gov/item/mnwp000288/>

## Oppositions to Suffrage

### Anti-suffrage Women—Massachusetts, 1907

these women didn't know it.

#### ANTI-SUFFRAGE WOMEN

To the Editor of The Herald:

It may interest Herald readers, especially those opposed to woman suffrage, to know that besides the "Farmers and Suffragists" mentioned in your Feb. 6 issue as braving the storm of the day before (Tuesday, Feb. 5), some 25 or 30 anti-suffragist women also made their way to the State House to attend the woman suffrage hearing before the committee on constitutional amendments.

Besides Mrs. Charles R. Saunders, who conducted the case for the anti-suffrage side, Mrs. A. J. George of Brookline and Miss Mary J. McIntire of Cambridge made able and interesting addresses in opposition to woman suffrage, and a statement as to the purpose and methods of "the Massachusetts Association opposed to the further extension of suffrage to women," signed by the president, Mrs. G. Howland Shaw, was read by Mrs. J. B. Millet. Also two letters were presented, effective as written from the standpoint of the woman worker, the writers being themselves women workers and in sympathy and frequent contact with wage earning women.

The case of the suffragists has been as usual amply reported through the daily press. It was conducted by Mrs. Maud Wood Parks, a lady of decisive personality. The following figures quoted by her from the census of 1900 were instructive:

umber of single women in Massachusetts, 277,711; number of widows in Massachusetts, 128,176.

he large number of single women widows in this state Mrs. Parks sidered to be one of the strongest instruments for woman suffrage. To the gical remonstrant mind, however, the that so many Massachusetts females unprotected and unrepresented by usband's vote, and yet refuse to try remedy the situation, either by join-

the Massachusetts Equal Suffrage ociation, or otherwise, expressing ir desire for the ballot, would seem of sufficient that they feel neither need nor the desire for it. And as y are of mature years, and, being ssachusetts women of average intellence and education, there seems no d reason that their wishes should ignored in the matter, and the ballot h all the political responsibilities it bolves be imposed upon them without nite request, or, at least, assent on leir part.

he paying members of the Massachu- bis Equal Suffrage Association, to te Mrs. Parks again, now number too. The women in Massachusetts of ing age in 1900 numbered 931,650. When r majority of the whole number of men of voting age in this state shall th for the ballot it will be time enough the men of this state to consider king the word "male" from the con- Mution of Massachusetts in the qual- tion of voters.

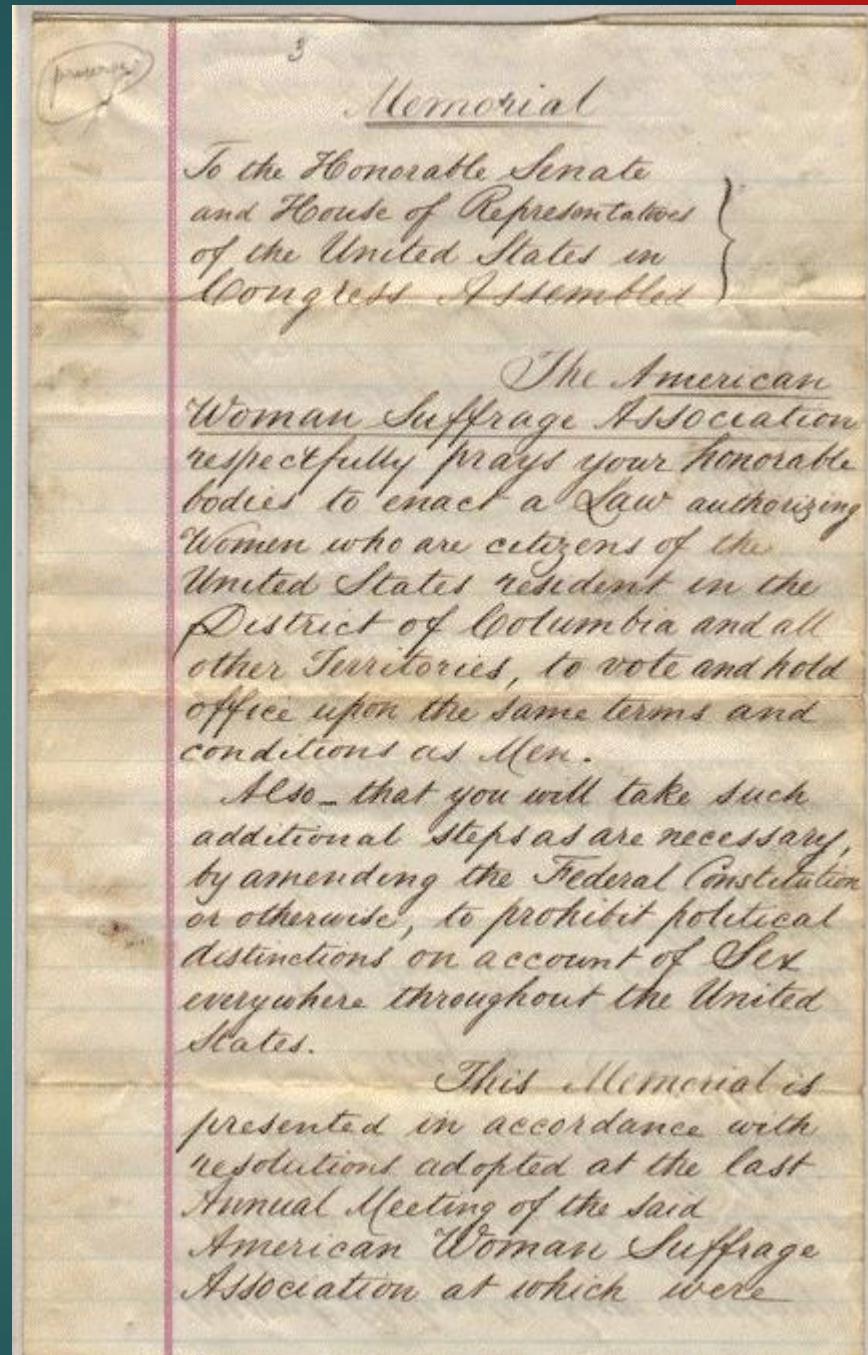
ect present, to judge by their wide- ad attitude, whether of indifference Bop opposition to the woman suffrage vement, "it would certainly appear." frwas said by a speaker at the recent te House hearing, "that the women Massachusetts know what they do not want."

ANTI-SUFFRAGIST.

Boston, February, 1907.

# AWSA Memorial

Memorial to Congress from The American Woman Suffrage Association





<https://teva.contentdm.oclc.org/digital/collection/p15138coll27/id/75/>

Dear Son,

I wish you were home to. We have had nothing but rain since you left meeting still in progress, & this and I haven't been a single time Uncle Bill and Mrs. Bushnell came over this AM, stayed about an hour they were in the Ford. Mr. Loomis had the car out since you left, and if this rainy weather does not lift up I fear we will

You will tire of what I am writing, but I haven't anything else to write about.

Just went to Athens on Monday after you left, said your majority was 54 & pretty good for a full boy that had made a dog and road laws. But I do hope you are still in the notion of not making the road this fall, I hope you see enough of politicians to know it's not one of the greatest things to be done, what say we?

have to stay at home the rest of the summer. The Rockwood Crowd is going to White Cliff Labor Day while you be home by then. Hurray and

vote for Suffrage and don't keep them in doubt. I noticed Chandlers speech it was very bitter. I've been waiting to see how you stood, but have not seen anything yet.

Uncle Bill and Mrs. Bushnell came over this AM, stayed about an hour they were in the Ford. Mr. Loomis had the car out since you left, and if this rainy weather does not lift up I fear we will

Do not know whether it was a successful sale or not I only know it was raining. Mr. Waltons little boy got his arm broken that day.

Everything is getting in readiness for the Wedding. Minnie was real sick yesterday but was better this morning I am uneasy about her & she has been complaining all summer. Talked to Sadie yesterday. She repeated her regrets about you not going to be here. We are invited down to the Home after the Wedding. They are sending cards off to friends & away.

You will tire of what I am writing, but I haven't anything else to write about.

Just went to Athens on Monday after you left, said your majority was 54 & pretty good for a full boy that had made a dog and road laws. But I do hope you are still in the notion of not making the road this fall, I hope you see enough of politicians to know it's not one of the greatest things to be done, what say we?

Give my regards to Mrs. Griffith, and tell him I have no fears about you now for I think you are in safe hands. Am glad you like the change. I should think it would be quiet, and you could study better. Or are you doing any serious thinking? I do that every day. Last week I wrote you but just kept putting it off. We are all as usual. This is beginning

## Letter from Phoebe Ensminger Burn to Harry Burn, 1920

"Dear Son, ...

Hurray and vote for Suffrage and don't keep them in doubt. I noticed Chandlers' speech, it was very bitter. I've been waiting to see how you stood but have not seen anything yet...."

Febb E. Burn to Harry T. Burn, August 17, 1920, p. 2

"...Don't forget to be a god boy and help Mrs. Catt with her "Rats." Is she the one that put rat in ratification, Ha! No more from mama this time. With lots of love, Mama."

Febb E. Burn to Harry T. Burn, August 17, 1920, p. 6

Harry, If you have a opportunity, get me the music name "Humoresque" B

EXECUTIVE CHAMBER, CAPITOL, NASHVILLE  
STATE OF TENNESSEE,

I, A. H. Roberts, by virtue of the authority vested  
in me as Governor of the State of Tennessee, and also the  
authority conferred upon me thereto, do certify to the  
President of the United States, to the Secretary of State  
of the United States at Washington, District of Columbia,  
to the President of the Senate of the United States, and  
to the Speaker of the House of Representatives of the  
United States, that the attached paper is a true and per-  
fect copy of Senate Joint Resolution Number 1, ratifying  
an amendment to the Constitution of the United States, de-  
claring that the rights of the citizens of the United States  
to vote shall not be denied or abridged by the United States  
or by any state on account of sex, and that the Congress  
shall have power to enforce said article by appropriate legis-  
lation, as set out in said resolution; and that same was passed  
and adopted by the first entire session of the Sixty-First Gen-  
eral Assembly of the State of Tennessee, constitutionally  
called to meet and convened at the Capitol, in the city of  
Nashville on August 24, 1920, thereby ratifying said proposed  
Tennessee Amendment to the said Constitution of the United  
States of America, in number and form appearing in the Journals  
of the two houses of the General Assembly of the State of  
Tennessee, true, full and correct transcript of all entries  
pertaining to which said Resolution Number 1, are attached  
hereto and made part hereof.

In Witness Whereof, I have hereunto signed my name as  
Governor of the State of Tennessee, and have affixed hereto  
the Great Seal of the State of Tennessee, at the Capitol, in  
the city of Nashville, Tennessee, on this the twenty-fourth  
day of August, 1920, at 10-17 a.m.  
*A.H. Roberts*

Governor of the State of Tennessee.

## Ratification of 19th Amendment Tennessee, August 24, 1920

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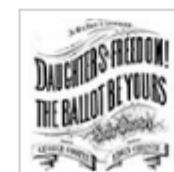
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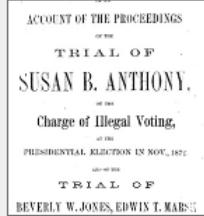
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# National American Woman Suffrage Association Collection

<https://www.loc.gov/collections/national-american-woman-suffrage-association/about-this-collection/>



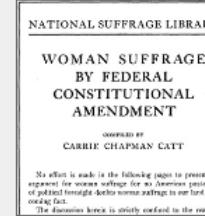
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Mrs. Elizabeth Smith Miller, photograph



Woman suffrage by federal constitutional amendment



Sylvia Pankhurst, Lochland

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Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921 - For Teachers

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## About this Collection

The National American Woman Suffrage Association (NAWSA) Collection is a library of nearly 800 books and pamphlets documenting the suffrage campaign that were collected between 1890 and 1938 by members of NAWSA and donated to the Rare Books Division of the Library of Congress on November 1, 1938.

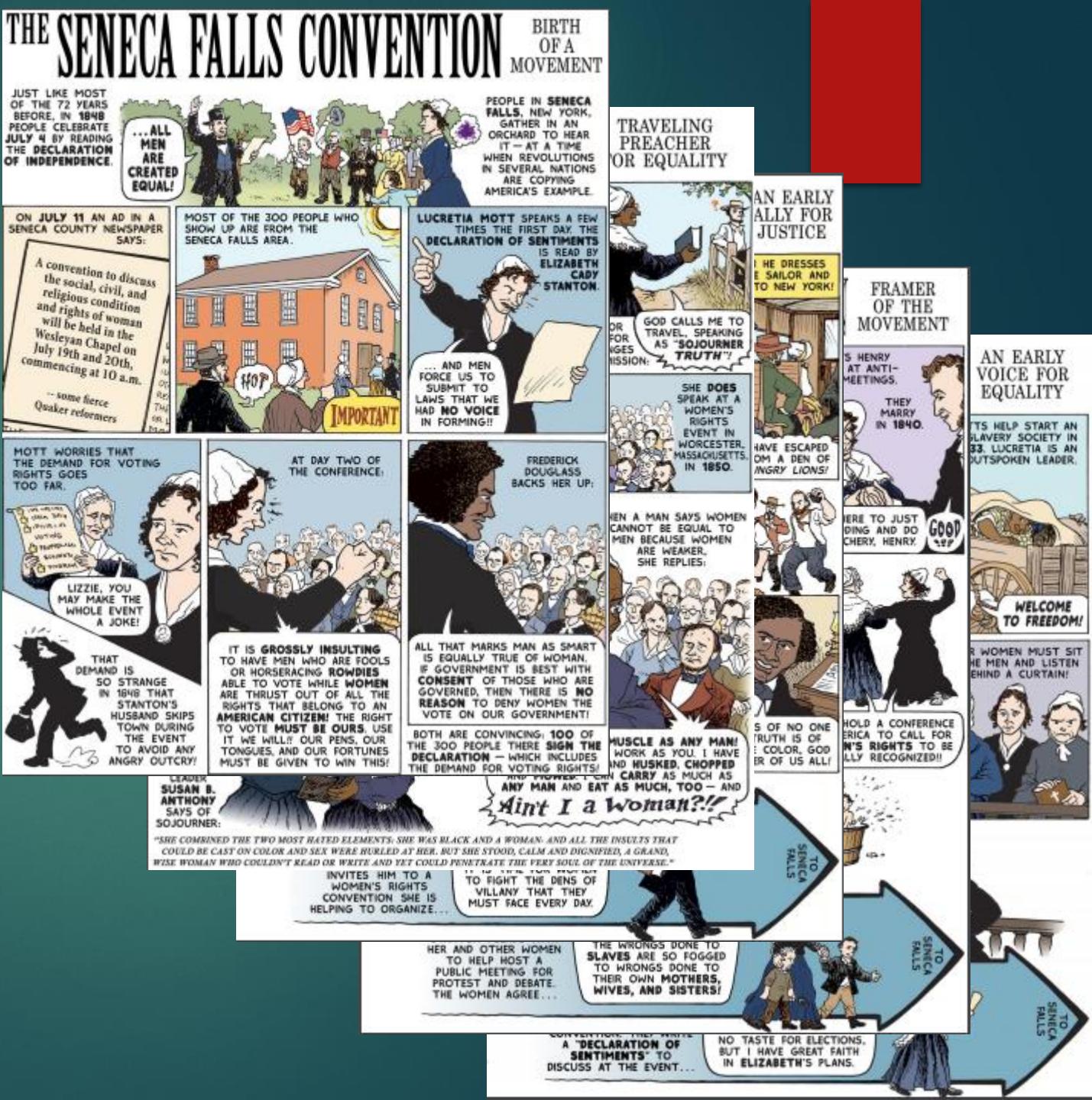
The bulk of the collection is derived from the library of Carrie Chapman Catt, president of NAWSA from 1900-1904, and again from 1915-1920. Additional materials were donated to the NAWSA Collection from the libraries of other members and officers, including Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Stone Blackwell, Julia Ward Howe, Elizabeth Smith Miller, and Mary A. Livermore.

The collection consists of a variety of materials including newspapers, books, pamphlets, memorials, scrapbooks, and proceedings from the meetings of various women's organizations that document the suffrage fight. The collection is divided into clusters

# Seneca Falls and Suffrage

## Teaching Women's History with Comics

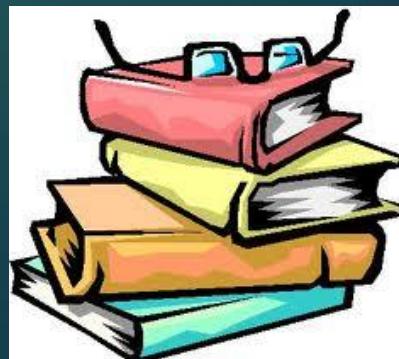
<https://www.womenshistory.org/resources/lesson-plan/seneca-falls-and-suffrage>



**Consider using a Central  
Historical  
Question/Essential  
Question for a short  
response writing prompt.**

### Historical Thinking Skills Scoring Rubric – Secondary

Criteria	Close Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts	
	Sourcing	Critical Reading	Corroboration	Contextualizing	Claim	Evidence
4	<p><b>Identification:</b> Fully understands the meaning and content of sources.</p> <p><b>Attribution:</b> Cites all authors and all original dates of primary and secondary sources.</p> <p><b>Perspective:</b> Evaluates the reliability of sources based on the author's perspective and when and why they were produced.</p>	<ul style="list-style-type: none"> <li>▪ Questions the author's thesis and determines viewpoint and evidence to evaluate claims, highlighting what the author leaves out.</li> <li>▪ Cites accurate examples of how the author uses persuasive language and specific words and phrases to influence the reader.</li> <li>▪ Seeks answers to questions left unanswered in the source to formulate an interpretation.</li> </ul>	Constructs an interpretation of events using information and perspectives in multiple sources. Identifies consistencies and inconsistencies among various accounts.	Applies prior and new knowledge to determine the historical setting of sources. Uses that setting to interpret the sources within the historical context as opposed to a present-day mindset.	Formulates a plausible interpretation, argument, or claim based on the evaluation of evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate direct evidence from a variety of reliable sources.
3	<p><b>Identification:</b> Mostly understands the meaning and content of sources.</p> <p><b>Attribution:</b> Cites most authors and most original dates of primary and secondary sources.</p> <p><b>Perspective:</b> Examines the reliability of sources based on the author's perspective and when and why they were produced.</p>	<ul style="list-style-type: none"> <li>▪ Analyzes the author's thesis, determines the viewpoint and evidence to evaluate the claims; may highlight what the author leaves out.</li> <li>▪ Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader.</li> <li>▪ Notes that the author has left some questions unanswered.</li> </ul>	Explains similarities and differences by comparing information and perspectives in multiple sources.	Applies prior and new knowledge to determine the historical setting of the sources. May attempt an interpretation of some sources with a present-day mindset or with a limited application to the historical context.	Generates a reasonable interpretation, argument, or claim based on an evaluation of the evidence found in selected primary and secondary sources.	Justifies claims using some appropriate direct evidence from a variety of reliable sources.
2	<p><b>Identification:</b> Understands the meaning and content of sources with appropriate scaffolding and support.</p> <p><b>Attribution:</b> Cites some authors and some original dates of primary and secondary sources.</p> <p><b>Perspective:</b> Attempts to evaluate the reliability of sources.</p>	<ul style="list-style-type: none"> <li>▪ States the author's claims and evidence presented to prove those claims.</li> <li>▪ Determines the author's viewpoint.</li> <li>▪ Notes how language is used to persuade.</li> </ul>	Identifies similarities and differences in information in multiple sources.	Attempts to determine the historical setting of sources without fully understanding the historical context.	States an interpretation, argument, or claim that may or may not be based on evidence found in selected primary and secondary sources.	Justifies claims using generalizations or limited appropriate direct evidence.
1	<p><b>Identification:</b> Attempts to understand the meaning and content of sources with the appropriate scaffolding and support.</p> <p><b>Attribution:</b> Cites few authors and few original dates of primary and secondary sources.</p> <p><b>Perspective:</b> Does not adequately examine reliability.</p>	Attempts to identify the author's claims, viewpoint, or evidence.	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Demonstrates no attempt to understand the historical setting of sources.	Does not state an original claim, argument, or interpretation.	Does not justify or support claims using appropriate direct evidence.



## Essential Questions

What evidence do sources use to support their views of women's suffrage?

How does context shape our views of historical events and people?

In what ways have women made the most progress since the Seneca Falls Convention?

In what areas have women made the least progress since the Seneca Falls Convention?

What actions are women and men taking today to continue to redress the grievances in the Declaration of Sentiments?

What further evidence is needed to better understand the context of this era, and how the context shapes the views society and decisions of our government?

"BROADEN YOUR PERSPECTIVE, SHARE YOUR PASSION."

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