

## Unit 5: Progressive Era | DBQ: Women's Rights

### Curricular Resource Summary:

- This curricular resource serves as a resource to contextualize the early women's rights movement

### Suggested Timing:

- Teachers should decide how to plan to implement this activity based on student ability and time constraints in class
- Total: 2 class periods
- Suggested breakdown:
  - Document analysis: 25 - 30 minutes, Essay: 30 - 40 minutes

As always, teachers should modify and adapt all NVPS resources for their students - [a helpful list of questions to guide teachers through this process are available here](#).

### Unit Essential Questions:

- *How do people affect change in their society?*
- *How do challenges lead or force people to change?*

### Unit Supporting Questions:

- How did rapid growth in industrialization and urbanization lead to changes in American society?
- To what extent did progressive era social, political, and economic reforms shape American society?

### Demonstration of Understanding

**Assessment Task:** Compare and contrast the arguments for and against women's suffrage in the late 19th & early 20th centuries.

- Provide and *analyze* at least two arguments for women's suffrage.
- Provide and *analyze* at least two arguments against women's suffrage.

### Primary Sources:

- [Library of Congress - Political Cartoon - Election Day!](#) (Document 7)
- [NY Times Editorial](#) (Document 6)
- [Massachusetts Women's Suffrage Association - Why Women Should Vote](#) (Document 5)
- [Mrs. Jones - Why Women Shouldn't Vote](#) (Document 4b)
- [US Senator Robert Owens Speech in Favor of Women's Suffrage](#) (Document 4a)
- [Copy of preamble and protest ... Brooklyn Auxiliary, New York State association opposed to the extension of suffrage to women](#) (Document 3)
- [Susan B Anthony - Address to Congress 1884](#) (Document 2)
- [Suffrage Petition \(1866\)](#) (Document 1)

## Instructional Outcomes

### Content Objectives

- As a result of this curricular resource, a student will be able to demonstrate:
  - Knowledge of the women's rights movement
  - Arguments for and against women's suffrage
- As a result of this curricular resource, a student will be able to analyze:
  - The historical context of the 19th amendment

**Literacy Objectives (based on NYS SS Framework - SS Practices) | For more information on SS practices in the classroom [see here](#)**

- As a result of this curricular resource, a student will be able to:
  - Identify, analyze, and evaluate the relationship between multiple causes and effects
  - Distinguish between long-term and immediate causes and multiple effects

## NYS Social Studies Framework: Conceptual Understandings & Content Specifications

### Conceptual Understandings:

- 11.4B | The 14th and 15th amendments failed to address the rights of women.
- 11.5 B | Rapid industrialization and urbanization created significant challenges and societal problem that were addressed by a variety of reform efforts.

### Content Specifications:

- Unit 4: Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century, including the work of Susan B. Anthony.
- Unit 3: Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848)\*
- Unit 5: Students will examine the efforts of women's suffrage movement after 1900, leading to the ratification of the 19th amendment (1920).

### Teacher Notes

- This resource can be used to engage students in a study of the women's rights movement
- This resource is modelled after the NYS regents exam DBQ
- Students should use the documents to write the essay - teachers may wish to review or create an outline or prewriting chart with students to support them in their process of writing a DBQ Essay

## Curricular Resource: Women's Rights DBQ

[Student Facing Materials Click Here](#)

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**Part A: Short answer questions** - Analyze the documents and answer the short answer questions that follow each document.

### Document 1

#### A Petition for Universal Suffrage

To the Senate and House of Representatives:

The undersigned, Women of the United States, respectfully ask an amendment of the Constitution that shall prohibit the several states from disenfranchising [prevent a group of people from voting] any of their citizens on the ground of gender. In making our demand for suffrage, we would call your attention to the fact that we represent fifteen million people - one half of the entire population of the country - intelligent, virtuous, native-born American citizens and yet not provided with political recognition.

The Constitution classes us free people and counts as whole persons in the basis of recognition and representation; and yet we are governed without our consent, unlike men. We are compelled to pay taxes without appeal when laws do not suit us, and punished for violations of the law without choice of judge or representatives to make the laws...

Source: Suffrage Petition (1866) Rochester, NY

- 1) What are **TWO** reasons the petition states with regards to why women should have the right to vote?

#### Potential Student Response

- 1) That women make up 15, 000,000 people - one half of the population of the country
- 2) Compelled to pay taxes - when the laws don't represent them
- 3) Punished for violations without representatives to make the laws
- 4) Native - Born American citizens

- 2) How is "...paying taxes without appeal when laws do not suit us" (last paragraph) **similar** to the American revolutionary war cry "no taxation without representation"?

#### Potential Student Response

Similar because in both cases the citizens of America are claiming that they are paying taxes, but have no representation in gov't - in the case of the women, they aren't represented in gov't since they can't vote, in case of the American revolution, colonists didn't have representation in British gov't - yet they were taxed by the British gov't

## Document 2

“But the women of this nation are educated equally with the men, and have their political opinions. ...I do not believe you can find a score of women in the whole Nation - who have not opinions on the pending presidential elections. We all have opinions....we all have parties; some like one party and one candidate and some another. Women... they will think and act for themselves, and when they are enfranchised they will divide upon all political questions as do intelligent, educated men...”

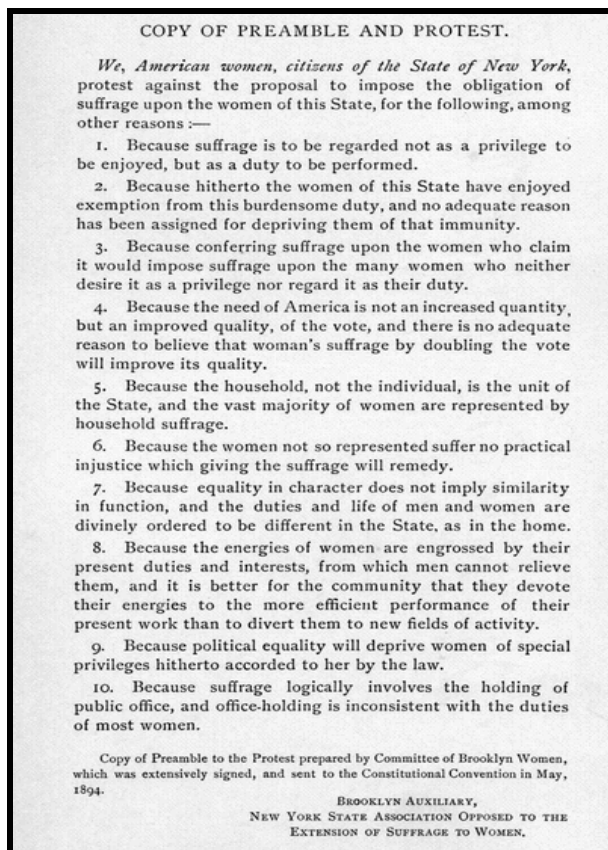
“We are starving for the ballot; give us the ballot in order that we may get bread, and an honest, upright living. We are born of the same parents as men; raised in the same family. We are possessed of the same loves and animosities as our brothers, and we inherit equally with them the substance of our fathers. So long as we are minors the government treats us as equals, but when we come of age, when we are capable of knowing and feeling the difference the boy becomes a free human being, responsible alone to God for his life, while the girl remains a slave...Is this just? is it not indeed, barbarous?”

Source: Susan B Anthony - Address to Congress 1884

- 1) According to Susan B Anthony’s testimony - what are three ways in which women are equal to men?

Potential Student Response
<ol style="list-style-type: none"><li>1) They are born of the same parents as men</li><li>2) Raised in the same families</li><li>3) Have the same loves and animosities</li><li>4) Inherit equally with the substance of our fathers</li><li>5) Feeling &amp; knowing the same freedoms</li></ol>

## Document 3



Brooklyn Auxillary, NYS Association Opposed to the Extension of Suffrage to Women - 1894

- 1) According to document 3 above, what are **two** reasons why this Brooklyn Auxiliary group are anti-women's suffrage?

Potential Student Response
Reasons will vary - students should imply interpret the poster to the best of their ability
1) Doubling the vote by including women will not improve quality (number 4)
2) Because equality of character doesn't imply similarity in function - women have different roles in society than men do - women's role is at home

- 2) Would the authors of documents 1 & 2 agree or disagree with the content of document 3 (above)? Cite textual evidence from each document to support your claims.

Potential Student Response
Disagree - Susan B Anthony and Seneca Falls petition were both arguing FOR suffrage, this document is against
Evidence will vary

## Document 4a

"In Colorado after women were granted suffrage... Several important results followed. Both political parties were induced to put up cleaner, better men, for the women would not stand a notoriously corrupt or unclean candidate.

...It has not made women mannish; they still love their homes and their children just the same as ever, and are better able to protect themselves and their children because of the ballot.

Second, they have not become swaggerers and insolent on the streets. They still teach good manners to men ... Suffrage has increased the understanding of the community at large of the problems of good government.

It has not absolutely regenerated society, but it has improved it!

The great doctrine of the American Republic that "all governments derive their just powers from the consent of the governed" justifies the plea of one half of the people - the women - to exercise suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage."

Source: US Senator Robert Owens Speech in Favor of Women's Suffrage 1910

- 1) According to Senator Owens, what are **three** positive impacts of women voting in Colorado?

### Potential Student Response

- 1) Improved society
- 2) Women are able to better protect themselves b/c of the ballot
- 3) Women are forcing political parties to produce a cleaner, less corrupt candidate

## Document 4b

...The question of woman suffrage should be summed up in this way: Has granting the ballot to women in the two suffrage states where they have had it for forty years brought about any great reforms or great results? No...

Have the slums been done away with? Indeed no.

Are the streets better cleaned in the states where women vote? No, they are quites as bad as in New York City...

Have women purified politics? No...

Have women voted voluntarily? Some do; thousands are carried to the polls otherwise, they would not vote!

....Are there laws on the statue books that would give women equal pay for equal work? No, and never will be.

Are women treated with more respect in the four suffrage states than elsewhere? No...

Source: National League for Civic Education of Women - Mrs. Gilbert Jones *A Woman Assails Woman Suffrage* (1910)

- 1) Is the speaker of this source a man or a woman? What does this tell you about the Anti-Woman's suffrage movement?

### Potential Student Response

Woman, Anti-suffrage movement was both from men and women

- 2) According to Mrs. Jones, what impact has women's suffrage had on communities where it was granted? How does she use this to argue against women's suffrage?

### Potential Student Response

No good impact - hasn't purified politics, hasn't done away with the slums, hasn't cleaned the streets

She uses this to say that it hasn't made society better, therefore it is unnecessary

## Document 5

### Twelve Reasons Why Women Should Vote

1. **BECAUSE** those who obey the laws should help to choose those who make the laws.
2. **BECAUSE** laws affect women as much as men.
3. **BECAUSE** laws which affect **WOMEN** are now passed without consulting them.
4. **BECAUSE** laws affecting **CHILDREN** should include the woman's point of view as well as the man's.
5. **BECAUSE** laws affecting the **HOME** are voted on in every session of the Legislature.
6. **BECAUSE** women have experience which would be helpful to legislation.
7. **BECAUSE** to deprive women of the vote is to lower their position in common estimation.
8. **BECAUSE** having the vote would increase the sense of responsibility among women toward questions of public importance.
10. **BECAUSE** hundreds of thousands of intelligent, thoughtful, hard-working women want the vote.
11. **BECAUSE** the objections against their having the vote are based on prejudice, not on reason.
12. **BECAUSE** to sum up all reasons in one—**IT IS FOR THE COMMON GOOD OF ALL.**

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**VOTE FOR WOMAN SUFFRAGE**  
GIVE THIS TO A FRIEND AND ASK HIM TO VOTE FOR IT

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**MASSACHUSETTS WOMAN SUFFRAGE ASSOCIATION**  
Headquarters: 585 Boylston St., Boston

H. W. S. Publishing Co., Inc.

Source: Massachusetts Woman Suffrage Association

(Note: The original version of this flier did not include a Reason 9.)

- 1) According to *document three*, some anti-suffragettes believed that women didn't need the right to vote "...Because the energies of women are engrossed by their present duties and interests (at home - caring for families) from which men cannot relieve them, and it is better for the community that they devote their energies to the more efficient performance of their present work than to divert them to new fields of activity." What are **TWO** arguments cited in this 1915 flier above that are in opposition to this anti-suffragette stance from document 3?

### Potential Student Response

- Argument #1, 2, 3, 4, 5



## Document 6

“Woman suffrage would result either in a needless political muddle or in a social and political turmoil which would tend to weaken the State, to stir up discord in society and in the home, and would put obstacles in the way of progress which the wisest statesmanship might fail to overcome...

The grant of suffrage to women is repugnant to instincts that strike their roots deep in the order of nature. It runs counter to human reason, it flouts the teachings of experience and the admonitions of common sense. Although women have other capacities without numbers held in equal distinction and some in higher honor, they have never possessed or developed the political faculty. Without the counsel and guidance of men, no woman ever ruled a state wisely or well. The defect is innate [a characteristic they are born with] and one for which a cure is both impossible and not to be desired. That they lack the genius for politics is no more to their discredit than man's handiness in housewifery and in the care of infants....

Let there be no mistake as to the import of this argument. It is not in the remotest manner based upon the assumption or belief that woman is man's inferior, either intellectually or in any other way. It rests upon the established fact that man's work is different from women's work, and that in his work and in his striving in his own particular field that give man the qualifying knowledge essential to intelligent voting....”

Source: New York Times Editorial February 7th 1915

- 1) Are the authors of this editorial in support of or against a woman's right to vote? Cite textual evidence to support your claims.

### Potential Student Response

They are against the woman's right to vote

Textual evidence may vary but could include: “The grant of suffrage to women is repugnant to instincts that strike their roots deep in the order of nature” or “Woman suffrage would result either in a needless political muddle or in a social and political turmoil which would tend to weaken the State” - any argument that is made above would suffice

- 2) What are the three consequences the author suggests would occur if women were granted the right to vote?

### Potential Student Response

- Needless political muddle
- social and political turmoil that would weaken the state
- stir up discord in society
- put obstacles in the way of progress
- Disrupt society

## Document 7



Source: EW Gustin *By Popular Demand: Votes for Women!* (1919)

- 1) According to this political cartoon - what could be **ONE** negative impact of women's suffrage on American society?

### Potential Student Response

- Change gender roles
- Women want the right to vote, and then would want to work and leave the kids at home - leaving kids with dad's who don't know how to raise them

## **Part B:** Women's Suffrage

Soon after the US Civil War, the 15th amendment was passed, extending voting rights to African American males. Women around the nation rallied prior to the passage of this amendment to spark a woman's rights movement that extended into the early decades of the 20th century. Citing the ideals of the Declaration of Independence & the US Constitution, women such as Susan B Anthony, Elizabeth Cady Stanton, and other women suffragettes began the task of trying to convince legislatures, both state and federal, to grant women the right to vote in elections.

### **Task:**

Using the information from the seven documents in part A and your knowledge of US history, write an essay in Part B in which you:

*Compare and contrast* the arguments for and against women's suffrage in the late 19th & early 20th centuries.

- Provide and *analyze* at least two arguments for women's suffrage.
- Provide and *analyze* at least two arguments against women's suffrage.

- ***compare and contrast*** means "to express similarities and differences"
- ***analyze*** means "to determine the nature and relationship of the component elements"

### **Guidelines:**

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from at least **four** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

### **Teacher Notes**

- The essay should be a full five paragraph essay
- This is a guided DBQ. Guided DBQ's are meant to be assessments that help teachers shape their practice and guide the content they teach.
  - In this instance, the skills being explicitly analyzed & supported include:
    - Identifying an argument
    - Analyzing a historical event / primary source documents for their points and counterpoints
    - Analysis of primary source documents
- In order to assess the performance of your students on the DBQ Assessment, please use the [rubric found here](#)

- The rubric is aligned to both the common core, and the NYS Regents Exam DBQ rubric
- Teachers may choose to analyze all 8 traits, or focus on specific traits each unit. It is recommended that at the start of the year, teachers focus on traits 1 - 4.

### Teacher Planning Support

After reviewing the resource complete the misunderstandings and teacher interventions charts below:

Possible Misunderstanding or Challenges	Teacher Intervention

Differentiation ( <a href="#">Use the Accommodations Document for Ideas!</a> )		
Accommodations for SWD/SPED Students	Accommodations for Accelerated Students	Accommodations for ELL/ENL Students