

## Women's Fight for Equality

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Stoughton High School



London arrest of suffragette. Bain News Service.

Library of Congress, Prints & Photographs Division, reproduction number LC-DIG-ggbain-10397,  
<http://www.loc.gov/pictures/resource/ggbain.10397/>

This unit on women in US History examines gender roles, gender stereotypes, and interpretations of significant events in women's history. This leads students to discover gender roles in contemporary society.

<b>Overview</b>	
Objectives: Knowledge	Students will: <ul style="list-style-type: none"><li>Analyze women's history and liberation</li><li>Analyze the different interpretations of significant historical events</li></ul>
Objectives: Skills	Students will: <ul style="list-style-type: none"><li>Demonstrate critical thinking skills</li><li>Develop writing skills</li><li>Collaborative Group work skills</li></ul>
Essential Question	"Has the role of women changed in the United States?"
Recommended time frame	13 50-minute class periods
Grade level	10 <sup>th</sup> –12 <sup>th</sup> grade
Materials	Copies of handouts Personal Laptops for students to work on Missing! PowerPoint. Library time
<b>Wisconsin State Standards</b>	
	B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion  B.12.3 Recall, select, and analyze significant historical periods and the relationships among them






	<p>B.12.4 Assess the validity of different interpretations of significant historical events</p> <p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p> <p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p> <p>C.12.9 Identify and evaluate the means through which advocates influence public policy</p> <p>C.12.10 Identify ways people may participate effectively in community affairs and the political process</p> <p>C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy</p>
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**Procedures**




	<p><b>Day One:</b></p> <ul style="list-style-type: none"> <li>• Students will get in groups of 2-3 people and list famous PEOPLE in US History.</li> <li>• Lead students in discussion about women in US History</li> <li>• U.S. Women’s History Quiz – not graded – activation of prior knowledge</li> </ul> <p><b>Day Two:</b></p> <ul style="list-style-type: none"> <li>• K-W-L Women’s Suffrage</li> <li>• Suffrage Powerpoint – Learning sheet to go with</li> <li>• Synopsis of Film: Iron-Jawed Angels</li> <li>• Introduction: Missing! Powerpoint</li> <li>• HW: How Women Won the Right to Vote (formative assessment)</li> </ul> <p><b>Day Three:</b> Jigsaw Primary Source photos and discussion</p> <p><b>Day Four and Five:</b></p> <ul style="list-style-type: none"> <li>• Film: Iron-Jawed Angels</li> <li>• Turn in K-W-L (Learned for summative grade)</li> </ul> <p><b>Day Six, Seven , and Eight:</b></p> <ul style="list-style-type: none"> <li>• Time to work on Missing! Powerpoint (Summative</li> </ul>
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	<p>Assessment)</p> <p><b>Day Nine, Ten, and Eleven:</b></p> <ul style="list-style-type: none"> <li>• Present Missing! Powerpoint</li> </ul> <p><b>Day Twelve:</b></p> <ul style="list-style-type: none"> <li>• Women in WWII</li> </ul> <p><b>Day Thirteen:</b></p> <ul style="list-style-type: none"> <li>• Women in WWII</li> </ul> <p><b>Day Fourteen:</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> wave of feminism</li> </ul> <p><b>Day Fifteen:</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> wave of feminism</li> </ul> <p><b>Day Sixteen:</b></p> <ul style="list-style-type: none"> <li>• US Women’s History Test</li> </ul>
<b>Evaluation</b>	
	<p>Formative:</p> <p>Discussion</p> <p>Primary Source documents</p> <p>Worksheets</p> <p>K-W of K-W-L</p> <p>Summative:</p> <p>The Missing! Project</p> <p>Women in US History Test</p> <p>L of Women’s suffrage</p>
<b>Extension</b>	
	Contemporary Women’s History

## Primary Resources from the Library of Congress

Image	Description	Citation	URL
	<p>Caricature showing men and women partying, with the man saying, "There's my wife! And I'll bet she's looking for me!". Woman replies, "Oh dear! Why can't some people understand that woman's place is in the home?"</p>	<p><i>An anti-suffrage viewpoint.</i> Halftone repro. of drawing by W.E. Hill. Illus. in: Puck, 1915 Jan. 23, p. 9. Library of Congress, Prints &amp; Photographs Division, reproduction number LC-USZC2-1202.</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3b49102/">http://www.loc.gov/pictures/resource/cph.3b49102/</a></p>
	<p><b>Suffrage Parade, Washington D.C.</b></p>	<p><i>Suffrage Parade, Washington D.C.</i> George Grantham Bain Collection Library of Congress Prints and Photographs Division LC-USZ62-23623</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3a24587/">http://www.loc.gov/pictures/resource/cph.3a24587/</a></p>
	<p><b>Suffrage Parade, NYC</b></p>	<p><i>Suffrage Parade, NYC</i> George Grantham Bain Collection Library of Congress Prints and Photographs Division LC-USZ62-63312</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3b10928/">http://www.loc.gov/pictures/resource/cph.3b10928/</a></p>
	<p><b>Suffrage Parade</b></p>	<p><i>Suffrage Parade</i> Bain News Service Library of Congress, Prints &amp; Photographs Division, reproduction number LC-DIG-ggbain-11365</p>	<p><a href="http://www.loc.gov/pictures/resource/ggbain.11365/">http://www.loc.gov/pictures/resource/ggbain.11365/</a></p>
	<p><b>London arrest of suffragette</b></p>	<p><i>London Arrest of Suffragette</i> Bain News Service. Library of Congress, Prints &amp; Photographs</p>	<p><a href="http://www.loc.gov/pictures/resource/ggbain.n.10397/">http://www.loc.gov/pictures/resource/ggbain.n.10397/</a></p>

		Division, reproduction number LC-DIG-ggbain- 10397	
	<b>Suffrage Fire</b>	<i>Suffrage Fire</i> National Photo Company Gift; Herbert A. French; 1947 LC-DIG-npcc-00931	<a href="http://www.loc.gov/pictures/resource/npcc.00931/">http://www.loc.gov/pictures/resource/npcc.00931/</a>
	The More Women at work the sooner we win!	<i>Woman working in an airplane factory.</i> [Washington, D.C.] : U.S. Government Printing Office, 1943. LC-DIG-ppmsca- 12895 DLC	<a href="http://memory.loc.gov/ammem/awhhtml/awpnp6/worldwars.html">http://memory.loc.gov/ammem/awhhtml/awpnp6/worldwars.html</a>
	<b>Sewing Stripes on the American Flag</b>	<i>Sewing Stripes on the American Flag</i> March 1943 Contemporary print made from original negative Prints & Photographs Division O.W.I. transfer, 1946 (4.10)	<a href="http://www.loc.gov/exhibits/treasures/trm172.html">http://www.loc.gov/exhibits/treasures/trm172.html</a>
	<b>Norman Rockwell – Rosie the Riverter</b>	A. Norman Rockwell, artist. "Rosie," color lithograph after a painting. Saturday Evening Post, May 29, 1943, cover (AP2.S2). General Collections. Reproduction information: LC- USZC4-5602	<a href="http://www.loc.gov/wiseguide/feb04/rosie.html">http://www.loc.gov/wiseguide/feb04/rosie.html</a>

	<p>Video excerpts – Ann Caracristi: World War II Veteran</p>	<p>Ann Caracristi Collection The History Project-Documentary Production AFC/2001/001/30844</p>	<p><a href="http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.30844/">http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.30844/</a></p>
	<p>Video excerpts – Meda Montana Hallyburton Brendall</p>	<p>Meda Montana Collection – American Legion Post 22, Towson, Maryland AFC/2001/001/4951</p>	<p><a href="http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.04951/">http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.04951/</a></p>
	<p>Saturday Evening Post</p>	<p>Norman Rockwell (1894-1978) <a href="#">Cover illustration for the Saturday Evening Post</a>, September 4, 1943 Color photomechanical print <a href="#">General Collections</a> (71.3)</p>	<p><a href="http://www.loc.gov/exhibits/treasures/trm144.html">http://www.loc.gov/exhibits/treasures/trm144.html</a> -</p>

## **Assessment(s)**

- 1. Missing! Women's History Assignment**
- 2. US Women's History Test**

## **Missing! Women's History Assignment – SUMMATIVE ASSESSMENT**

Your mission: Create a minimum of a 14-16 slide PowerPoint on a woman in United States history.

Your PowerPoint should include but is not limited to a bit of her background, how did she contribute to U.S. History, what were her significant achievements as a leader, and pictures.

As part of this project, you must make a missing person poster of the woman you have chosen to research. Included should be a picture of the woman and 4-5 sentences about her significance to U.S. History.

Wednesday, Sept. 15 – Library

Thursday, Sept. 16 – Monday, Sept. 20 – Computers on Wheels

Wednesday, Sept. 22 – Thursday, Sept. 23 – Presentation in class

**PowerPoint due date: Tuesday, Sept. 21 – Should be emailed to me at [Katy.Mullen@stoughton.k12.wi.us](mailto:Katy.Mullen@stoughton.k12.wi.us)**

<b>Rubric</b>	<b>Points Possible</b>	<b>Self</b>	<b>Teacher</b>
Content (concepts, main ideas)	20		
Content is accurate	10		
Support and Elaboration	15		
Missing Poster	20		
Bibliography (Works Cited)	5		
Presentation	15		
Total	85		



Name: \_\_\_\_\_/50

Women's Issues – US History and Suffrage Summative Assessment

List two women that were studied in the PowerPoint presentations and tell about their contribution to US History (Worth 4 points).

1. Woman –

Contribution to US History -

2. Woman –

Contribution to US History –

The movement to win the right to vote by a population that does not currently have the right to vote is (Worth 1 point):

- A. Suffrage
- B. Abolition
- C. Rioting
- D. Rallying

The first woman's rights convention in America was held in (Worth 1 point):

- A. Boston, MA
- B. Seneca Falls, NY
- C. Cheyenne, WY
- D. Jamestown, VA

The American Constitution was amended to grant full woman suffrage in all the states when it was ratified in (Worth 1 point):

- A. 1905
- B. 1912
- C. 1920
- D. 1968

Using your notes, what was the major difference in the basic strategies of the National Women's Party and the National American Woman Suffrage Association (Worth 2 points)?

**Picture questions – Women’s Suffrage Movement – Use the pictures provided to answer the following questions (Worth 11 points):**

**Picture 1**

1. What are these women doing?
  
  
  
  
  
  
2. Why are they doing what they are doing?

**Picture 2**

1. What is the message on the rally posters?
  
  
  
  
  
  
2. What is the significance of the message?
  
  
  
  
  
  
3. Besides rallies, how else did women get support for the suffrage movement?

**Picture 3**

1. Who is going off to vote?
  
  
  
  
  
  
  
  
  
  
2. What does the artist think will happen if women get the right to vote?

**Picture 4**

1. Do the men the picture support the women’s suffrage movement? Why or why not?
  
  
  
  
  
  
  
  
  
  
2. Who else opposed women’s suffrage?
  
  
  
  
  
  
  
  
  
  
3. What do you think the woman is thinking about in this picture?

**Read the following excerpt from the *Feminine Mystique* by Betty Freidan.**

**Chapter 1 – The Problem that has no name.**

“The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night--she was afraid to ask even of herself the silent question--"Is this all?"

For over fifteen years there was no word of this yearning in the millions of words written about women, for women, in all the columns, books and articles by experts telling women their role was to seek fulfillment as wives and mothers. Over and over women heard in voices of tradition and of Freudian sophistication that they could desire--no greater destiny than to glory in their own femininity. Experts told them how to catch a man and keep him, how to breastfeed children and handle their toilet training, how to cope with sibling rivalry and adolescent rebellion; how to buy a dishwasher, bake bread, cook gourmet snails, and build a swimming pool with their own hands; how to dress, look, and act more feminine and make marriage more exciting; how to keep their husbands from dying young and their sons from growing into delinquents. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights--the independence and the opportunities that the old-fashioned feminists fought for. Some women, in their forties and fifties, still remembered painfully giving up those dreams, but most of the younger women no longer even thought about them. A thousand expert voices applauded their femininity, their adjustment, their new maturity. All they had to do was devote their lives from earliest girlhood to finding a husband and bearing children.”

1. Summarize (in 4 – 5 sentences) what Betty Freidan is saying in the *Feminine Mystique*. (Worth 5 points)?

2. In your opinion, is what she says still true today? Why or why not? Please include examples in your answer (Worth 5 points).

## Handouts

1. **US Women's History Quiz - <http://www.brybackmanor.org/woman2.html>**
2. **US Women's History Quiz – Key**
3. **Women's Suffrage PPT**
4. **Women's Suffrage PPT learning sheet**
5. **Iron-Jawed Angels – Synnopsis - [http://iron-jawed-angels.com/synopsis\\_1.htm](http://iron-jawed-angels.com/synopsis_1.htm)**
6. **How Women Won the Right to Vote Learning Sheet**
7. **How Women Won the Right to Vote Reading**
8. **Primary Sources Suffrage Jigsaw**
9. **Photo Anaylsis Sheet - [http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)**
10. **K-W-L Women' Suffrage**
11. **Gender roles during World War II - [http://www1.cuny.edu/portal\\_ur/content/women\\_curriculum07/pdfs/womens\\_curric\\_lesson\\_3\\_7-8.pdf](http://www1.cuny.edu/portal_ur/content/women_curriculum07/pdfs/womens_curric_lesson_3_7-8.pdf)**
12. **Women and WWII – Part III – reading**
13. **Primary Sources World War II Jigsaw**
14. **Sound Recording Analysis Sheet - [http://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)**
15. **2<sup>nd</sup> wave of feminism**
16. **2<sup>nd</sup> wave of feminism – Reading**
17. **Key events and movements timeline**
18. **Key events and movements - Reading**

## Women's US History Quiz

1. Who went on trial for challenging the authority of Puritan ministers in the 1630's and was eventually banished from the Massachusetts Bay Colony?

- A. Anne Hutchinson
- B. Anne Bradstreet
- C. Pocahontas

2. Who managed the farm at Braintree and wrote to her husband "to remember the ladies" in 1776?

- A. Deborah Moody
- B. Abigail Adams
- C. Molly Pitcher

3. Who founded the first college for women, the Troy Female Seminary, in 1821?

- A. Annie Oakley
- B. Jane Addams
- C. Emma Willard

4. Who felt that a woman's greatest influence was within the domestic sphere through gentle persuasion and by setting a high moral example in the 1800's?

- A. Catherine Beecher
- B. Harriet Beecher Stowe
- C. Anne Boleyn

5. Who was fined 100 dollars for voting and formed the National Women's Suffrage Association with Elizabeth Cady Stanton?

- A. Susan B. Anthony
- B. Lucy Stone
- C. Hillary Clinton

6. Who spoke at a convention in 1851 declaring "and ain't I a woman"?

A. Rosa Parks

B. Harriet Tubman

C. Sojourner Truth

7. Who was admitted to medical school by a vote by the students of the school?

A. Clara Barton

B. Elizabeth Blackwell

C. Florence Nightingale

8. Who was the first woman to run for President of the United States?

A. Victoria Woodhull

B. Geraldine Ferraro

C. Frances Perkins

9. Who wrote for a newspaper and went around the world in 72 days?

A. Nellie Bly

B. Alice Paul

C. Carrie Chapman Catt

10. Who spoke out against the practice of lynching in the southern part of the United States?

A. Phillis Wheatley

B. Marian Anderson

C. Ida B. Wells-Barnett

11. Who worked as a public health nurse in New York City and eventually devoted most of her life to the promotion of the dissemination of contraceptive information?

A. Margaret Sanger

B. Fannie Lou Hamer

C. Georgia O'Keeffe

12. Who was the aviatrix that headed the WASP and training programs for women pilots during World War II?

A. Amelia Earhart

B. Jacqueline Cochran

C. Eleanor Roosevelt

13. Who wrote articles for regional newspapers and magazines before she began writing, at age 65, a fictional account of her life as a young pioneer girl?

A. Virginia Donner

B. Sacajawea

C. Laura Ingalls Wilder

14. Who wrote The Feminine Mystique, published in 1963, and co-founded the National Organization of Women?

A. Betty Friedan

B. Gloria Steinem

C. Margaret Mead

## Women's History Quiz - KEY

1. Who went on trial for challenging the authority of Puritan ministers in the 1630's and was eventually banished from the Massachusetts Bay Colony?

A. **Anne Hutchinson**

B. Anne Bradstreet - A poet during the seventeenth century

C. Pocahontas - A Native-American who saved the life of John Smith at age 12 and died young of smallpox.

2. Who managed the farm at Braintree and wrote to her husband "to remember the ladies" in 1776?

A. Deborah Moody - The first woman granted permission to be a mayor of her own town.

B. **Abigail Adams**

C. Molly Pitcher - A Revolutionary War veteran who fought for and finally received a pension after 22 years.

3. Who founded the first college for women, the Troy Female Seminary, in 1821?

A. Annie Oakley - A sharpshooter who traveled with Bill Cody's Wild West Show.

B. Jane Addams - The founder of Hull House.

C. **Emma Willard**

4. Who felt that a woman's greatest influence was within the domestic sphere through gentle persuasion and by setting a high moral example in the 1800's?

A. **Catherine Beecher**

B. Harriet Beecher Stowe - An abolitionist and author of Uncle Tom's Cabin.



C. Anne Boleyn - Second wife of King Henry VIII of England. Has nothing directly to do with U.S. History .

5. Who was fined 100 dollars for voting and formed the National Women's Suffrage Association with Elizabeth Cady Stanton?

A. **Susan B. Anthony**

B. Lucy Stone - Also a part of the Suffrage Movement, when she married she kept her maiden name.

C. Hillary Clinton - First Lady and a lawyer.

6. Who spoke at a convention in 1851 declaring "and ain't I a woman"?

A. Rosa Parks - Her refusal to give up her bus seat to a white person eventually lead to a bus boycott for civil rights.

B. Harriet Tubman - She lead many slaves to freedom via the Underground Railroad.

C. **Sojourner Truth**

7. Who was admitted to medical school by a vote by the students of the school?

A. Clara Barton - Founder of the Red Cross.

B. **Elizabeth Blackwell**

C. Florence Nightingale - A nurse during the Crimean War and a proponent of sanitary medical practices.

8. Who was the first woman to run for President of the United States?

A. **Victoria Woodhull**

B. Geraldine Ferraro - Vice Presidential Candidate in 1980.

C. Frances Perkins - Secretary of Labor under Franklin Roosevelt and the first woman appointed a cabinet post.

9. Who wrote for a newspaper and went around the world in 72 days?

A. **Nellie Bly**

B. Alice Paul - Co-author and proponent of the Equal Rights Amendment.

C. Carrie Chapman Catt - A twentieth century leader of the National Woman Suffrage Association.

10. Who spoke out against the practice of lynching in the southern part of the United States?

A. Phillis Wheatley - An African-American poet in the eighteenth century.

B. Marian Anderson - Sang at the Lincoln Memorial after not being allowed to perform because of her color.

C. **Ida B. Wells-Barnett**

11. Who worked as a public health nurse in New York City and eventually devoted most of her life to the promotion of the dissemination of contraceptive information?

A. **Margaret Sanger**

B. Fannie Lou Hamer - An activist in the Civil Rights Movement.

C. Georgia O'Keeffe - A twentieth century painter.

12. Who was the aviatrix that headed the WASP and training programs for women pilots during World War Two?

A. Amelia Earhart - An aviatrix who attempted to circumnavigate the world in the 1937.

B. **Jacqueline Cochrane**

C. Eleanor Roosevelt - First Lady and social activist.

13. Who wrote articles for regional newspapers and magazines before she began writing, at age 65, a fictional account of her life as a young pioneer girl?

A. Virginia Donner - A survivor of the infamous Donner Party which was stranded for a winter in the mountains.

B. Sacajawea - A Native-American guide for the Lewis and Clark Expedition.

C. **Laura Ingalls Wilder**

14. Who wrote The Feminine Mystique, published in 1963, and co-founded the National Organization of Women?

A. **Betty Friedan**

B. Gloria Steinem - Feminist and guiding force behind Ms. Magazine.

C. Margaret Mead - Anthropologist and author.

## POWERPOINT OUTLINE FOR LECTURES TO STUDENTS

- Women's Suffrage – The Great Fight for Rights

**The fight for women's rights was a long hard struggle that was fought for many generations and would affect many generations to come.**

- Before Suffrage – Women as Property
- Before the Suffrage movement women did not have many rights that we take for granted today.
  - Voting
  - Higher Education
  - Divorce
  - Property ownership
  - Representation in court
  - Child custody

Most of the 19<sup>th</sup> century (the 1800's) women were more property than people. They were subservient to their husbands and she was expectant to be obedient and hard-working

- Abolitionist vs. Suffragette
- These two terms are commonly misused.
  - Abolition is the movement to abolish slavery.
  - Suffrage is the movement to win the right to vote by a population that does not currently have the right to vote.

Abolitionists and suffragettes had a lot in common. They were both fighting for equal rights and privileges for people in the United States.

- Question 1

1. Describe the difference between the abolitionist and the suffrage movements:
  2. Describe why these two movements would work together?
    - Seneca Falls, New York
    - In Seneca Falls in 1848, women came together like never before.
    - The convention was held for people (about 300 women and 40 men) to agree on the Declaration of Sentiments.
    - This was the first step in the rest of the suffrage movement. Strangely though, suffrage was one of the topics that the members at the convention thought was too strange and abstract, there they did not support it.
    - Seneca Falls
    - Seneca Falls
    - Suffrage Parade, NYC, May 6 1912
    - The first picket line-College day in the picket line
    - Declaration of Sentiments
    - The Declaration of Sentiments was written by Elizabeth Cady Stanton. She used the Declaration of Independence as a guide.
    - She included eighteen “injuries and usurpations”, this was the same number written in the Declaration of Independence against the King of England, but in the Declaration of Sentiments, they were against men's actions to women.
    - Declaration of Sentiments

- When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.
- We hold these truths to be self-evident' that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights' that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, depriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such a form, as to them shall seem most likely to effect their safety and happiness.
- Declaration of Sentiments
- Elizabeth Cady Stanton
- Question 2

1. Describe the purpose of the Declaration of Sentiments?

2. Why was it patterned after the Declaration of Independence?

- Those opposed to Suffrage for Women
- Anti-suffrage organizations
- Liquor Interests – Brewers
- Religious Organizations
- Business Organizations
- United States Government
- National Anti-Suffrage Association
- National Women's Suffrage Association (NWSA)
- Founded by Elizabeth Cady Stanton and Susan B. Anthony in 1869
- Condemned the 14<sup>th</sup> and 15<sup>th</sup> amendment as blatant injustices to women.
- The 15<sup>th</sup> amendment defined voter as "male".
- Advocated for easier divorce and an end to discrimination in employment and pay.
- Advocated for a federal Constitutional Amendment.
- Susan B Anthony
- American Woman Suffrage Association (AWSA)
- Founded by Lucy Stone and Julia Ward Howard.
- Only concerned with the right of woman to vote.
- Advocated for state-by-state campaigns of women's suffrage.
- National American Woman Suffrage Association
- Founded in 1890
- Merger of the NWSA and AWSA.
- Fought for a constitutional amendment.
- Lucy Stone
- Julia Ward Howard
- Question 3

1. What is the major difference between the AWSA and the NWSA?

During World War I, militant suffragists, demanding that President Wilson reverse his opposition to a federal amendment, stood vigil at the White House and carried banners such as this one comparing the President to Kaiser Wilhelm II of Germany. In the heated patriotic climate of wartime, such tactics met with hostility and sometimes violence and arrest.

- A Hard- Won Victory
- While first against the suffrage movement, President Woodrow Wilson changed his position and actively fought for the right of women to vote.
  - “We have made partners of the women in this war; shall we admit to a partnership of suffering and sacrifice and toil not to a partnership of privilege and right?”
    - *Speech to the Senate to pass the suffrage bill as a war measure.*
- Achieving Suffrage
- Beginning in the mid-19<sup>th</sup> century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many Americans considered a radical change of the Constitution.
- Few early supporters lived to see final victory in 1920
- Between 1878, when the amendment was first introduced into Congress and August 18, 1920, when it was ratified, champions of voting rights for women worked tirelessly, but strategies for achieving their goal varied.
- Achieving Suffrage
- Some pursued a strategy of passing suffrage acts in each state- nine western states adopted woman suffrage legislation by 1912.
- Others challenged male-only voting laws in courts. Militant suffragists used tactics such as parades, silent vigils, and hunger strikes. Often supporters met fierce resistance.
- Opponents heckled, jailed, and sometimes physically abused them.
- By 1916, almost all of the suffrage organizations were united between the goal of a constitutional amendment.
- When New York adopted woman suffrage in 1917 and when President Woodrow Wilson changed his position to support an amendment in 1918, the political balance began to shift in favor of the vote for woman.
- Question 4
- Which section of the country was first to grant suffrage to women?
- Why was this??
- Suffrage Parade
- 1920 -- Ratification
- On May 21, 1919, the House of Representatives passed the amendment, and two weeks later the Senate followed.
- August 26, 1920 – woman received the right to vote!!
- Bibliography
- Declaration of Sentiments - [http://memory.loc.gov/cgi-bin/query/h?ammem/rbcmillerbib:@field\(DOCID+@lit\(rbcmiller001107\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller001107)))

- Elizabeth Cady Stanton - <http://www.loc.gov/pictures/item/2006683456/>
- Lucy Stone - [http://memory.loc.gov/cgi-bin/query/I?suffrg:1:./temp/~ammem\\_kZBz::displayType=1:m856sd=cph:m856sf=3a52181:@@](http://memory.loc.gov/cgi-bin/query/I?suffrg:1:./temp/~ammem_kZBz::displayType=1:m856sd=cph:m856sf=3a52181:@@)
- Head of Suffrage parade - [http://memory.loc.gov/cgi-bin/query/D?suffrg:1:./temp/~ammem\\_sYZu::](http://memory.loc.gov/cgi-bin/query/D?suffrg:1:./temp/~ammem_sYZu::)
- Suffrage parade NYC – 1912 - [http://memory.loc.gov/cgi-bin/query/D?suffrg:2:./temp/~ammem\\_sYZu::](http://memory.loc.gov/cgi-bin/query/D?suffrg:2:./temp/~ammem_sYZu::)
- Suffrage Parade – 1913 - [http://memory.loc.gov/cgi-bin/query/D?suffrg:3:./temp/~ammem\\_sYZu::](http://memory.loc.gov/cgi-bin/query/D?suffrg:3:./temp/~ammem_sYZu::)
- National Anti-Suffrage Association - [http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@FIELD\(NUMBER\(3a26270\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@FIELD(NUMBER(3a26270)))
- The First Picket Line - [http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@FIELD\(NUMBER\(3a32338\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@FIELD(NUMBER(3a32338)))
- Susan B. Anthony - [http://memory.loc.gov/cgi-bin/query/D?suffrg:11:./temp/~ammem\\_THvt::](http://memory.loc.gov/cgi-bin/query/D?suffrg:11:./temp/~ammem_THvt::)
- Carrie Chapman Catt - [http://memory.loc.gov/cgi-bin/query/D?suffrg:11:./temp/~ammem\\_THvt::](http://memory.loc.gov/cgi-bin/query/D?suffrg:11:./temp/~ammem_THvt::)
- Suffrage Tent - [http://memory.loc.gov/ammem/awhhtml/awmss5/suffrage\\_orgs.html](http://memory.loc.gov/ammem/awhhtml/awmss5/suffrage_orgs.html)
- Julia Ward Howard - [http://memory.loc.gov/cgi-bin/query/D?suffrg:3:./temp/~ammem\\_0OEy::](http://memory.loc.gov/cgi-bin/query/D?suffrg:3:./temp/~ammem_0OEy::)
- Kaiser Wilson - [http://memory.loc.gov/cgi-bin/query/h?ammem/mnwp:@field\(NUMBER+@band\(mnwp+160030\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/mnwp:@field(NUMBER+@band(mnwp+160030)))
- Penn Ave. Suffrage Parade - <http://memory.loc.gov/ammem/awhhtml/aw01e/aw01e.html>
- Map of US - [http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/05\\_history-projects/05\\_flinns\\_woman-suffrage.htm](http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/05_history-projects/05_flinns_woman-suffrage.htm)
- Suffrage Parade - <http://www.digitaldocsinabox.org/kits.html>
- Suffrage Signs – [www.minnesota.publicradio.org](http://www.minnesota.publicradio.org)
- Woman on Horse - <http://loc.gov/pictures/resource/cph.3b24499/>

*Women's Suffrage Powerpoint Student Handouts – The Great Fight for Rights*

Question 1

1. Describe the difference between the abolitionist and suffrage movement:
2. Describe why these two movements would work together?

Declaration of Sentiments

- When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.
- We hold these truths to be self-evident' that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights' that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, depriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such a form, as to them shall seem most likely to effect their safety and happiness.

Question 2:

1. Describe the purpose of the purpose of the Declaration of Sentiments?
2. Why was it patterned after the Declaration of Sentiments?

Question 3:

1. What was the major difference between the AWSA and NWSA?

Question 4:

1. Which section of the country was first to grant suffrage to women?
2. Why was this?



**Iron-Jawed Angels Synopsis taken from:**

[http://iron-jawed-angels.com/synopsis\\_1.htm](http://iron-jawed-angels.com/synopsis_1.htm)

Katja von Garnier's "Iron Jawed Angels" tells the remarkable and little-known story of a group of passionate and dynamic young women, led by Alice Paul (Hilary Swank) and her friend Lucy Burns (Frances O'Connor), who put their lives on the line to fight for American women's right to vote.

lors, and a freewheeling camera, Katja von Garnier's ("bandits") driving filmmaking style shakes up the preconceptions of the period film and gives history a vibrant contemporary energy and relevance.

In 1912 Philadelphia, young suffragist activists Alice Paul (Hilary Swank) and Lucy Burns (Frances O'Connor) have a meeting with Carrie Chapman Catt (Anjelica Huston) and Anna Howard Shaw (Lois Smith) of NAWSA (National American Woman Suffrage Association, formed in 1890 by Susan B. Anthony and Elizabeth Cady Stanton). The breezy, rebellious spirit of the two younger activists is in stark contrast to the more conservative older women. Paul and Burns want to press for a constitutional amendment for women to have the right to vote, but the older women prefer a state-by-state approach. Still, Paul is permitted to take over NAWSA's Washington, D.C. committee, provided she and Burns raise their own funds. They begin planning their first big event, a parade to promote women's suffrage, and recruit a team of volunteers, including Alice's college friend Mabel Vernon (Brooke Smith), Polish factory worker Ruza Wenclawska (Vera Farmiga) and social worker Doris Stevens (Laura Fraser).

While soliciting donations at an art gallery, Paul convinces labor lawyer Inez Mulholland (Julia Ormond) to serve as a figurehead for the parade and meets a Washington newspaper political cartoonist, Ben Weissman (Patrick Dempsey), causing romantic sparks to fly. Returning to Washington, President Woodrow Wilson (Bob Gunton) finds himself ignored, while across town, the parade turns into a riot, with hecklers attacking the suffragettes. Paul and Burns are pleased with the resulting front page publicity, and over Catt's objections, seek to press their advantage by leading a delegation to see President Wilson. He puts them off with promises to study the issue, and the women lobby members of Congress to get the suffrage amendment to the floor for a vote, but it dies in committee.

Paul and Burns further antagonize Catt when they raise funds outside of NAWSA to publish a newspaper calling for women to boycott Wilson in the next election. Paul presses Weissman to help the cause, and agrees to go on a date with him. She is taken aback when Weissman, a widower, brings his young son to dinner with them. Although attracted to Weissman, Paul chooses to forego a relationship with him in order to devote herself completely to the suffrage cause.

When Catt calls for an NAWSA board investigation into the expenditures of Paul and Burns, they leave the organization to form the National Woman's Party (NWP), which opposes any candidate against the proposed constitutional amendment. The NWP disrupts President Wilson's speech to Congress with a protest, and the influential Senator Leighton (Joseph Adams) cuts off his wife Emily's (Molly Parker) allowance

after discovering she has made donations to the NWP. The women embark on a cross-country speaking tour for the cause, and an exhausted Mulholland asks to remain home, but Paul convinces her to come along.

World War I begins, and President Wilson seems headed for victory in the reelection campaign. Feeling it's better to have a friend than a foe in the White House, Catt tries to convince Paul and Burns to withdraw from the campaign. In San Francisco, an ailing Mulholland collapses and dies. Feeling that she is responsible for Mulholland's death, Paul retreats to her Quaker family's farm, until Burns arrives and convinces her to continue the fight. They return to Washington, with a bold plan to picket the White House. Senator Leighton objects to his wife's increasing involvement with the NWP, and she walks out on him.

Wartime fervor turns public opinion against the suffragettes, who are arrested on the trumped-up charge of "obstructing traffic," even though their picket line is on the sidewalk. Refusing to pay a fine for a crime they didn't commit, the women are sentenced to sixty days in an Occoquan, Virginia women's prison. Insisting that they're political prisoners, Burns demands the warden respect their rights, only to be cuffed with her arms above her cell door. In solidarity and defiance, the other suffragettes assume Burns' painful posture.

When Paul and Mrs. Leighton join the picket line, they are attacked by a mob, and subsequently imprisoned themselves. Thrown into solitary confinement for breaking a window for fresh air, Paul goes on a hunger strike. She is then denied counsel, placed in a straitjacket, and subjected to examination in the psychiatric ward. The doctor tells President Wilson that Paul shows no signs of mania or delusion, and she returns to the prison's general population, where she leads the suffragettes on a hunger strike. The warden begins force-feeding them, and a sympathetic guard sneaks Paul pen and paper.

Catt tries to get President Wilson to repay her years of loyalty by finally supporting the suffrage amendment, but he refuses. Senator Leighton visits his wife in prison, and is appalled by her condition. During their meeting, she slips him Paul's note, describing in detail their mistreatment. Word of the force-feeding leaks out, and public opinion shifts in favor of the suffragettes, now known as the "iron jawed angels." Catt seizes the moment to press President Wilson into supporting the suffrage amendment, and the women are released from prison as he comes out in its favor in a Congressional speech.

By 1920, 35 states have ratified the amendment, but one more state is needed. Tennessee becomes that state when a recalcitrant legislator casts the deciding vote after receiving a telegram from his mother (a real life event). On Aug. 26, 1920, the Susan B. Anthony Amendment becomes law, and 20 million American women win the right to vote.

Name:

### How Women Won the Right to Vote

1. What was the importance of the Seneca Falls Convention? What happened there?
2. Where was the first place that women received the right to vote? Why was that ironic?
3. What is significant about the court case *Minor v. Happersett*?
4. Why did Congress threatened to deny admission of statehood to Wyoming? What was Wyoming response to Congress?
5. Why did many of these national women's groups reject black women?
6. What is the description of a "New Woman" after 1900?
7. By 1920, women made up what percentage of the workforce?

8. Do you think that Alice Paul or Carrie Chapman Catt had the best strategy for winning the right to vote for women? Why?
  
9. Why do you think women won the right to vote in 1920 after failing for more than 70 years?
  
10. In 1964, 67% of women voted. In 2004, 60.1% voted. Why do you think there is a difference between the percentage of women who voted in 1964 and the number of women who voted in 2004?
  
11. 44.9% of women 18-24 years old voted in 2004. Why do you think that young women aren't voting?

Primary Source Suffrage - Jigsaw



Picture One -- <http://www.loc.gov/pictures/resource/cph.3b49102/>

Picture Two -- <http://www.loc.gov/pictures/resource/cph.3a24587/>



Picture Three - <http://www.loc.gov/pictures/resource/cph.3b10928/>



Picture Four - <http://www.loc.gov/pictures/resource/ggbain.11365/>



Picture Five--<http://www.loc.gov/pictures/resource/npcc.00931/>



Picture Six -- <http://www.loc.gov/pictures/resource/ggbain.10397/>



# Photo Analysis Worksheet

## Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

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- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

## Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.



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**Step 3. Questions**

A. What questions does this photograph raise in your mind?

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B. Where could you find answers to them?

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**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408.**

Name:

KWL – Women’s Suffrage – Film Iron-Jawed Angels

K – What you KNOW about women’s suffrage	W – What you WANT to KNOW about women’s suffrage	L – What you LEARNED about women’s suffrage
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
		6.
		7.
		8.
		9.
		10.

## STUDENT HANOUTD

How did gender roles change during World War II?

1. Prior to WWII, what roles did women and men traditionally play in wartime?
2. If men are at war, during World War II, who will take the jobs in the factories and on the farms?
3. In your opinion, what happened to women's traditional domestic responsibilities?

Use the "Women and World War II – Part 3 – The All-American Girls Baseball League" to answer the following questions:

4. Why was there a need for professional women's baseball during World War II?
5. What is the "ideal" for the All-American girl baseball player?
6. What did the league managers want from their players, in terms of traditional feminine qualities, appearance or behavior?
7. Why does the Guide emphasize beauty and make-up?
8. Why do parts of this guide sound funny to us today?

## WOMEN AND WORLD WAR II — PART 3

### The All-American Girls Baseball League

Excerpt of: “A Guide for All-American Girls How to . . . Look Better, Feel Better, Be More Popular”

When you become a player in the All-American Girls Baseball League you have reached the highest position that a girl can attain in this sport. The All-American Girls Baseball League is getting great public attention because it is pioneering a new sport for women.

You have certain responsibilities because you, too, are in the limelight...The girls in our League are rapidly becoming the heroines of youngsters as well as grownups all over the world. People want to be able to respect their heroines at all times. The All-American Girls Baseball League is attempting to establish a high standard that will make you proud that you are a player in years to come.

We hand you this manual to help guide you in your personal appearance. We ask you to follow the rules of behavior for your own good as well as that of the future success of girls' baseball.

### YOUR ALL-AMERICAN GIRLS BASEBALL LEAGUE BEAUTY KIT

Should always contain the following:

Cleansing Cream

Lipstick

Rouge – Medium

Cream Deodorant

Mild Astringent

Face Powder for Brunette

Hand Lotion

Hair Remover

Extra precaution [should be taken] to assure all the niceties of toilette and personality.

Take time to observe the necessary beauty ritual, to protect both health and appearance.

### BEAUTY ROUTINE – morning and night

In the morning, when you have more time to attend to your beauty needs, you will undoubtedly be enabled to perform a more thorough job. Use your cleansing cream around your neck as well as over the face. Remove it completely and apply a second time to be sure that you remove all dust, grease and grime. Wipe off thoroughly with cleansing tissue. Apply hand lotion to keep you hands as lovely as possible. Use your manicure set to preserve your nails in a presentable condition.

Teeth – There are many good tooth cleansing preparations on the market and they should be used regularly to keep the teeth and gums clean and healthy.

Body – Unwanted or superfluous hair is often quite common. There are a number of methods by which it can be easily removed.

Deodorants – The most important feature of some of these products is the fact that the fragrance stays perspiration-proof all day. Deodorants keep you fresh and give you assurance and confidence in your social contacts.

Eyes – The eyes are the windows of the soul. They bespeak your innermost thoughts. Perhaps no other feature of your face has more to do with the impression of beauty, sparkle and personality which you portray. A simple little exercise for the eyes can do much to strengthen your eyes and add sparkle and allure.

Hair – Hair is a woman's crowning glory. Brushing the hair will help a great deal more than is realized. It helps to stimulate the scalp which is the source of healthful hair growth. It develops the natural beauty and luster of the hair. And it will not spoil the hair-do. When brushing, bend over and let your head hang down. Then brush your hair downward until the scalp tingles. Just a few minutes of this treatment each day will tend to keep your scalp in fine condition and enhance the beauty of your "crowning glory."

Mouth – Every woman wants to have an attractive and pleasing mouth. As you speak, people watch your mouth and you can do much, with a few of the very simplest tools, to make your mouth invitingly bespeak your personality.

Your beauty aids should, of course, include the appropriate type of lipstick and brush.

Caution – be sure that the lipstick has not smeared your teeth. Your mirror will tell the tale – and it is those little final touches that really count.

Hands – Cleanliness and neatness again come to the fore. Your hands should be thoroughly cleaned and washed as frequently as seems desirable or necessary.

Soap and water and pumice will do this job to perfection. Then a protective cream should be applied to keep hands soft and pliable and to avoid crack and over-dryness. Your nails should be gone over lightly each day, filing to prevent cracks and splits, oiling for the cuticle

## World War II – Gender Roles



Picture 1 –The More Women at work the sooner we win!

<http://memory.loc.gov/ammem/awhhtml/awpnp6/worldwars.html>

Picture 2 - <http://www.loc.gov/exhibits/treasures/trm144.html>



Picture 4 – Sewing Starts on the American Flag - <http://www.loc.gov/vets/stories/ex-war-women4wars.html>



Picture 4 - <http://www.loc.gov/wiseguide/feb04/rosie.html>

Transcript of World War II Veteran - -- <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.30844/>

Transcript of World War II Single Mom - <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.04951/>



# Sound Recording Analysis Worksheet

## Step 1. Pre-listening

A. Whose voices will you hear on this recording?

B. What is the date of this recording?

C. Where was this recording made?

## Step 2. Listening

A. Type of sound recording (check one):

- Policy speech
- Congressional testimony
- News report
- Interview
- Entertainment broadcast
- Press conference
- Convention proceedings
- Campaign speech
- Arguments before a court
- Panel discussion
- Other

B. Unique physical qualities of the recording

- Music
- Live broadcast
- Narrated
- Special sound effects
- Background sound

C. What is the tone or mood of this recording?

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## Step 3. Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:

1.

2.

3.

B. Why do you think the original broadcast was made and for what audience?

C. What evidence in the recording helps you to know why it was made?

D. List two things this sound recording tells you about life in the United States at the time it was made:

1.

2.

E. Write a question to the broadcaster that is left unanswered by this sound recording.

F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408.**

Name:

Please read the article titled, "Introduction."

1. When was the contemporary women's rights movement born in the US?
2. What did Betty Friedan talk about in the book, "The Feminine Mystique?"
3. What were three causes of the contemporary women's rights movement?

Image 1 – Martin Luther King, Jr. "I Have a Dream" Speech

1. What do you notice about this picture?

Image 2 – King Meeting with President Kennedy

2. What do you notice about this picture?

Image 3 – SNCC (Student Non-Violence Coordinating Committee) President Stokely Carmichael Speaks at Protest near the Capital

3. What do you notice about this picture?

Image 4 – Malcolm X Speaks at University of Hartford

4. What do you notice about this picture?

Image 5 – Black Panther Party

5. What do you notice about this picture?

Using your background knowledge of the 1960's.....

6. What were the people in the images doing? Why?

7. How were African Americans being treated during this time?
8. What type of activities were they engaged in to protest their treatment?
9. Did you notice any women among the men? Why not?

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As African-Americans began to fight for equal rights – women were wondering when equal rights will happen for them?

Read, “Feminism and Civil Rights,” by Casey Hayden and Mary King and “Sex and Caste,” Casey Hayden and Mary King.

Note:

SNCC – Student Nonviolent Coordinating Committee – organized protests of African American college students against segregation in the Deep South. In its early years, it promoted racial and gender equality, gender equality was later rejected under new leadership.

SDS - Students for a Democratic Society – Students for a Democratic Society was a central force in the antiwar movement of the 1960’s. Its origins can be traced to the Intercollegiate Socialist Society. In 1960, after several name changes, the organization became Students for a Democratic Society. The group joined the civil rights movement and its reports were circulated on campuses nationwide.

After reading, answer the following questions:

1. What types of jobs were women relegated to in groups like the SDS and SNCC?
2. What did the authors liken the treatment to?
3. What purpose did the authors’ quotation of The Nation magazine serve?

Name:

Read “Key Events and Movements” and “Court Cases, Amendments, and Acts.”

Create a timeline **showing and explaining** (in at least 2-3 sentences) the steps that defined the contemporary women’s suffrage movement.

Included on your timeline should be:

Miss America protest

National Women’s Conference

The Civil Rights Act of 1964

The Equal Pay Act (1963)

The Equal Rights Amendment (ERA)

*Roe v. Wade*

# CONSTITUTIONAL RIGHTS FOUNDATION BILL OF RIGHTS IN ACTION

SPRING 2004

VOLUME 20 NUMBER 2

## How Women Won the Right to Vote

In 1848, a small group of visionaries started a movement to secure equal rights for women in the United States. But it took more than 70 years just to win the right for women to vote.

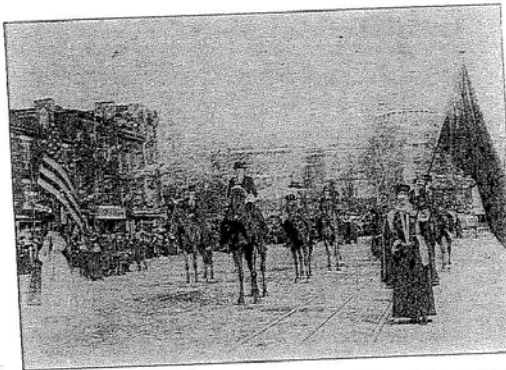
After male organizers excluded women from attending an anti-slavery conference, American abolitionists Elizabeth Cady Stanton and Lucretia Mott decided to call the "First Woman's Rights Convention." Held over several days in July 1848 at Seneca Falls, New York, the convention brought together about 300 women and 40 men. Among them was Charlotte Woodward, a 19 year-old farm girl who longed to become a printer, a trade then reserved for males.

By the end of the meeting, convention delegates had approved a statement modeled after the Declaration of Independence. The Seneca Falls "Declaration of Sentiments" began with these words: "We hold these truths to be self-evident: that all men and women are created equal..."

The declaration then listed "repeated injuries" by men against women, claiming that men had imposed "an absolute tyranny" over women." These injuries included forcing women to obey laws that they had no voice in passing. They included making married women "civilly dead" in the eyes of the law, without rights to property, earned wages, or the custody of their children in a divorce. The injuries included barring women from most "profitable employments" and colleges.

The convention also voted on a resolution that said, "it is the duty of the women of this country to secure to themselves their sacred right" to vote. This resolution provoked heated debate. It barely passed.

In the middle of the 19th century, most Americans, including most women, accepted the idea of "separate spheres" for males and females. Men worked and ran the government. Women stayed home and cared for the family. This notion was based on the



In 1913, Alice Paul organized a massive parade through the streets of Washington, D.C., for women's suffrage. (Library of Congress)

widely held assumption that women were by nature delicate, childlike, emotional, and mentally inferior to men.

In the United States and in other democratic countries, the right to vote (also called the "elective franchise" or "suffrage") remained exclusively within the men's "sphere." The Seneca Falls declaration promoted a radical vision of gender equality in all areas of American public life, including women's suffrage. Women in most states did not gain the right to vote until 1919, after their role in American society had dramatically changed.

(Continued on next page)

### Developments in Democracy

This issue of *Bill of Rights in Action* looks at developments in democracy. Two articles focus on the women's movement in the United States—the first examines how women achieved the right to vote and the second explores whether women have achieved equality in our society. The final article looks at four Enlightenment philosophers—Thomas Hobbes, John Locke, Charles Montesquieu, and Jean-Jacques Rousseau—and their views on democracy.

**U.S. History:** How Women Won the Right to Vote

**Current Issues:** Have Women Achieved Equality?

**World History:** Hobbes, Locke, Montesquieu, and Rousseau on Government

South. In addition, the groups rarely recruited immigrant women. The failure to include all women in the movement, while politically expedient, undermined the cause.

Toward the turn of the 20th century, Congress dropped its consideration of the Anthony Amendment, and in the states, most attempts to grant women the right to vote failed. Heavy opposition from traditionalists and liquor and brewing interests contributed to these defeats.

### The "New Woman"

The concept of a new American woman emerged after 1900. Writers and commentators described the "New Woman" as independent and well-educated. She wore loose-fitting clothing, played sports, drove an automobile, and even smoked in public. She supported charities and social reforms, including women's suffrage. She often chose to work outside the home in offices, department stores, and professions such as journalism, law, and medicine that were just opening up to women. The image of the "New Woman" also usually made her white, native born, and middle class.

By 1910, "feminist" was another term being used to describe the "New Woman." Feminism referred to a new spirit among a few middle-class women to liberate themselves from the old notion of "separate spheres." An early feminist writer condemned this traditional view of the role of women since it prevented their full development and robbed the nation of their potential contribution.

Of course, working outside the home was nothing new for poor white, immigrant, and black women. They toiled as housekeepers, factory workers, and in other menial jobs in order to survive. Female factory workers earned only a quarter to a third of what men earned for the same job. There were no sick days or health benefits. Women were known to have given birth on the floors of factories where they worked. Since they did not have the right to vote, they had little opportunity to pressure lawmakers to pass laws that would have improved their wages and working conditions.



*Elizabeth Cady Stanton (seated) and Susan B. Anthony were two of the first leaders in the women's suffrage movement. Neither lived long enough to see the passage of the 19th Amendment. (Library of Congress)*

### The Final Push

Western states continued to lead way in granting women's suffrage. Washington state allowed women the right to vote in 1910. California followed in 1911. Arizona, Kansas, and Oregon passed laws the next year.

The presidential election of 1912 saw the two major parties, the Republicans and Democrats, opposing women's suffrage. But the 1912 election featured two major independent parties, the Progressives (led by former Republican President Theodore Roosevelt) and the Socialists (led by Eugene Debs). Both the Progressives and Socialists favored women's suffrage. And they received about one-third of the votes cast.

Alice Paul headed NAWSA's effort to lobby Congress to consider again the Anthony Amendment. Brought up as a Quaker, Paul (1885-1977) graduated from Swarthmore College and received postgraduate degrees in social work. Traveling to Great Britain, she encountered radical feminists demanding the right to vote. She joined them in hunger strikes and demonstrations. On returning to the United States, she joined NAWSA.

In 1913, 28-year-old Paul organized a massive parade in Washington, D.C. Hostile crowds of men attacked the marchers, who had to be protected by the National Guard.

Paul and the president of NAWSA, Carrie Chapman Catt, disagreed over using public demonstrations to promote women's suffrage. Catt (1859-1947) had grown up in the Midwest, graduated from Iowa State College, and gone on to work as a teacher, high school principal, and superintendent of a school district (one of the first women to hold such a job). She worked tirelessly for women's causes, and in 1900 she was elected to succeed Anthony as president of NAWSA.

Catt's tactics contrasted sharply with Paul's. She preferred to quietly lobby lawmakers in Congress and the state legislatures. Paul favored demonstrations. Both leaders, however, were dedicated to equal rights for women.

In the election of 1916, Catt supported Democratic President Woodrow Wilson. Wilson was running on the slogan, "He kept us out of war." Paul opposed Wilson.



*(Continued on next page)*

Lesson 2 Excerpt of Document  
Document C

## "Feminism and Civil Rights," Casey Hayden and Mary King

The average white person finds it difficult to understand why the Negro resents being called "boy," or being thought of as "musical" and "athletic," because the average white person doesn't realize that he assumes he is superior. And naturally he doesn't understand the problem of paternalism. So too the average SNCC worker finds it difficult to discuss the woman problem because of the assumption of male superiority. Assumptions of male superiority are as widespread and deep-rooted and every much as crippling to the woman as the assumptions of white supremacy are to the Negro. Consider why it is in SNCC that women who are competent, qualified, and experienced are automatically assigned to the "female" kinds of jobs such as typing, desk work, telephone work, filing, library work, cooking, and the assistant kind of administrative work but rarely the "executive" kind.

The woman in SNCC is often in the same position as that token Negro hired in a corporation. The management thinks that it has done its bit. Yet, every day the Negro bears an atmosphere, attitudes, and actions which are tinged with condescension and paternalism, the most telling of which are seen when he is not promoted as the equally or less skilled whites are. . . .

It needs to be made known that many women in the movement are not "happy and contented" with their status. It needs to be made known that much talent and experience are being wasted by this movement, when women are not given jobs commensurate with their abilities. It needs to be known that just as Negroes were the crucial factor in the economy of the cotton South, so too in SNCC, women are the crucial factor that keeps the movement running on a day-to-day basis. Yet they are not given equal say-so when it comes to day-to-day decision making.



## Lesson 2 Excerpt of Document

*Document C, continued*

What can be done? Probably nothing right away. Most men in this movement are probably too threatened by the possibility of serious discussion on this subject. Perhaps this is because they have recently broken away from a matriarchal framework under which they may have grown up. Then, too, many women are as unaware and insensitive to this subject as men, as there are many Negroes who don't understand they are not free or who want to be part of white America. They don't understand that they have to give up their souls and stay in their place to be accepted. So, too, many women, in order to be accepted by men, on men's terms, give themselves up to that caricature of what a woman is—unthinking, pliable, an ornament to please the man.

Maybe the only thing that can come out of this paper is discussion—amidst the laughter—but still discussion. . . . And maybe some women will begin to recognize day-to-day discriminations. And maybe sometime in the future the whole of the women in this movement will become so alert as to force the rest of the movement to stop the discrimination and start the slow process of changing values and ideas so that all of us gradually come to understand that this is no more a man's world than it is a white world.

## Lesson 2 Excerpt of Document Document D

### “Sex and Caste,” Casey Hayden and Mary King

There seem to be many parallels that can be drawn between treatment of Negroes and treatment of women in our society as a whole. But in particular, women we've talked to who work in the movement seem to be caught up in a common-law caste system that operates, sometimes subtly, forcing them to work around or outside hierarchical structures of power which may exclude them. Women seem to be placed in the same position of assumed subordination in personal situations too. It is a caste system which, at its worst, uses and exploits women.

The caste system perspective dictates the roles assigned to women in the movement, and certainly even more to women outside the movement. Within the movement, questions arise in situations ranging from relationships of women organizers to men in the community, to who cleans the freedom house, to who holds leadership positions, to who does secretarial work, and who acts as spokesman for groups. Other problems arise between women with varying degrees of awareness of themselves as being as capable as men but held back from full participation, or between women who see themselves as needing more control of their work than other women demand. And there are problems with relationships between white women and black women.

Nobody is writing, or organizing or talking publicly about women, in any way that reflects the problems that various women in the movement come across and which we've tried to touch above. Consider this quote from an article in the centennial issue of *The Nation*:

Lesson 2 Excerpt of Document  
*Document D, continued*

*However equally we consider men and women, the work plans for husbands and wives cannot be given equal weight. A woman should not aim for "a second-level career" because she is a woman; from girlhood on she should recognize that, if she is also going to be a wife and mother, she will not be able to give as much to her work as she would if single. That is, she should not feel that she cannot aspire to directing the laboratory simply because she is a woman, but rather because she is also a wife and mother; as such, her work as a lab technician (or the equivalent in another field) should bring both satisfaction and the knowledge that, through it, she is fulfilling an additional role, making an additional contribution.*

LESSON 1 PHOTOGRAPH

Lesson 1 Photograph

# Martin Luther King, Jr. "I Have a Dream" Speech



▲ Martin Luther King Jr. waves to the crowd gathered at the Lincoln Memorial for his famous "I Have a Dream" speech. King made the speech as part of the March on Washington in Washington, D.C., on August 28, 1963. (AP/Wide World Photos)



Lesson 1 Photograph  
King Meeting with President Kennedy



▲ Civil rights leaders, including Martin Luther King Jr., meet with President John F. Kennedy and Vice President Lyndon B. Johnson in the Oval Office about the March on Washington, in August of 1963. (Flip Schulke/Corbis)

Lesson 1 Photograph

# SNCC President Stokely Carmichael Speaks at Protest near the Capitol



▲ Stokely Carmichael, leader of the Student Nonviolent Coordinating Committee, speaks at a protest at the Capitol on January 10, 1967. (Bettmann/Corbis)

Lesson 1 Photograph  
Malcolm X Speaks at  
University of Hartford



▲ Black Muslim leader Malcolm X speaks to a crowd at the University of Hartford in Connecticut, October 29, 1963. The talk was moved outdoors when attendance grew to double the auditorium's capacity. (Bettmann/Corbis)

Lesson 1 Photograph  
Black Panther Party Rally



▲ Black Panthers rally on May 1, 1969, at the Federal Building in San Francisco to protest the arrest of Huey Newton. (© Ilka Hartmann 2007)





## Introduction

From the first women's rights convention in Seneca Falls in 1848 to the passage of the Nineteenth Amendment in 1920, women's rights activists insisted on the vote as the means of securing their rights. Although "first wave" feminists called for wide social change, their strategic focus narrowed to suffrage after it became clear that the gender inequalities in American life could not be removed all at once. They felt that once they won suffrage, other improvements would follow.

However, even after they received the vote, women still experienced discrimination in education, the workplace, and in broader society. By the early 1960s, women were tired of their unequal status in American life and were ready to do something about it. A mass movement was about to take place, this time focused on both legal protections and social change.

The contemporary women's rights movement was born between 1963 and 1966, when several currents came together to give women a wider consciousness of their unequal status in law, society, and politics. The women's liberation movement, also referred to as "second wave" feminism, was set in motion by a few key events.

In 1963, Betty Friedan published her groundbreaking book *The Feminine Mystique*. She defined what she called "the problem with no name": the frustration of middle-class women limited by their lives as housewives and mothers. Friedan's words finally made public what many women felt in private. *The Feminine Mystique* became a fundamental text for modern feminism and laid the groundwork for women's liberation.

The early 1960s was also the pinnacle of the civil rights movement. In both positive and negative ways, the women's rights movement grew out of the struggle for racial equality. In 1964, Congress passed the Civil Rights Act, which guaranteed protections against several forms of discrimination. Title VII prohibited employment discrimination based on race, color, religion, national origin, or sex. It also established the Equal Employment Opportunities Commission (EEOC) to monitor employment practices. The federal government had taken up the issue of gender, and women were prepared to hold it to its promises.

Outside the political establishment, women's rights and civil rights also came together in the 1960s social protest movement, which served as a springboard for the women's liberation move-

ment. Women participated heavily in the civil rights and anti-war groups of the 1960s. However, women activists often faced prejudice because of their sex, and it became clear that the leaders were willing to reject gender equality in favor of racial equality. Fed up, female members of the civil rights group Student Nonviolent Coordinating Committee (SNCC) drafted a position paper in which they drew an ironic parallel between the racial oppression experienced by blacks in American society and the gender oppression women experienced in SNCC. Leader Stokely Carmichael famously replied, "The only position for women in SNCC is prone."

Incidents like this one convinced women social activists that they would need a movement of their own if they were ever going to achieve gender equality. Well prepared by their civil rights work, they knew a great deal about organizing for change. Women such as Robin Morgan and Susan Brownmiller, approached social change through underground groups, writing, and protests. One of the best-known incidents involved a protest of the 1968 Miss America pageant, an event that embodied all the attitudes toward women that these young radical women wished to change.

Women also became frustrated with the way the new antidiscrimination laws were being applied. For instance, hundreds of sex discrimination cases were being filed with the EEOC, but the new commission was slow to move. At the 1966 National Conference of State Commissions on the Status of Women, Betty Friedan, EEOC commissioner Aileen Hernandez, law professor Pauli Murray, and many others—voiced their anger over the EEOC's inaction. A group of the conference delegates decided to form the National Organization for Women (NOW). Much of the group's concern focused on equal access to education and the professional world.

Despite coming from different directions, American women found themselves united in their demands for change as the 1960s drew to a close. By challenging legal standards and rejecting traditional gender roles, they laid the foundation for the radical feminism of the 1970s—a decade that saw the passage of the Equal Rights Amendment, the *Roe v. Wade* decision legalizing abortion, the enactment of Title IX forbidding sex discrimination in education, and the presidential candidacy of Shirley Chisholm.

## Key Events and Movements

**Miss America protest (1968)** The protest of the 1968 Miss America Pageant is probably one of feminism's best-known political demonstrations.

Because the Miss America Pageant attracted so much media attention in the 1960s, the protest became one of the first events to bring the women's rights movement to the national stage. The demonstrators believed that the pageant foisted impossible beauty standards on women and reinforced the traditional expectation that women should be nothing more than pretty objects and good housewives.

Newspapers around the country described protesters with signs bearing such slogans as "All Women Are Beautiful" and "Cattle Parades Are Degrading to Human Beings." The protesters also threw various symbols of oppression—such as *Playboy* magazines and high heels—into a garbage can. When the media falsely reported that the "freedom trash can" had been lit, the term "bra burners" was born, distorting the image of the women's liberation movement.

The protest of the Miss America Pageant was a success. Although feminism still had its detractors, the media coverage of the event gave the women's rights movement increased momentum in the years that followed.

**National Women's Conference** Held in Houston, Texas, in November 1977, the first National Women's Conference marked the end of second wave feminism's formative years and demonstrated its aim to reform all areas of life.

The Plan of Action adopted at the conference supported the Equal Rights Amendment, abortion rights, the rights of women of color, lesbian rights, the problems of domestic violence and rape, and women's economic interests. It has been considered a definitive statement about feminist thinking of the time and an influence on feminist activity in the years that followed. Among other things, the conference mandated the establishment of the National Women's Conference Committee, whose purpose is to mobilize grassroots support for the conference's national Plan of Action in the areas of legal, economic, and social change.

*Key Events and Movements, continued*

**Pro-choice movement** The most controversial aspect of the feminist movement since the 1960s, the pro-choice campaign seeks to keep abortion legal and accessible.

The pro-choice movement has its origins in the birth control movement led by Margaret Sanger in the early twentieth century. However, it was 1960s feminists who created the pro-choice movement. Organizations like the National Organization for Women (NOW) and the National Abortion Rights Action League (NARAL) argued that giving birth to a child was a woman's choice. With the landmark case of *Roe v. Wade* (1973), the Supreme Court confirmed the pro-choice stance by striking down a Texas anti-abortion law.

While abortion remains legal, pro-choice activists continue to lobby for the right of every woman to have access to an abortion, and for an end to anti-abortion violence aimed at clinics and doctors.

## Court Cases, Amendments, and Acts

**Civil Rights Act of 1964** The Civil Rights Act is actually three acts: one passed in 1964 that covered the workplace, one in 1965 that addressed voting, and one in 1968 that covered housing.

Often referred to collectively as the Civil Rights Act of 1964, these laws fulfilled the promises of equality made to African Americans immediately after the Civil War. In the 1870s, a number of federal laws both granted and protected African American citizenship rights. However, Southern state laws quickly rendered the federal laws meaningless—disfranchising African Americans and segregating Southern society.

By the early 1960s, African Americans had begun to protest a century of legal oppression. President John F. Kennedy supported comprehensive civil rights legislation, but his 1963 assassination prevented him from achieving it. In 1964, President Lyndon Johnson pressed for the new law, supported by the majority of the American public.

The Civil Rights Act forbade discrimination on the basis of race, national origin, religion, and gender in voting, housing, transportation, education, and employment. It established the Equal Employment Opportunity Commission (EEOC) to oversee fair hiring practices and to provide assistance in the case of discrimination complaints.

**Corning Glass Works v. Brennan (1974)** The Supreme Court case *Corning Glass Works v. Brennan* (1974) deals with gender equality in the workplace.

The case charged that Corning Glass Works violated the Equal Pay Act of 1963 by paying male night shift inspectors more than female day shift inspectors who performed the same tasks.

Corning argued that it did not violate the Equal Pay Act because the work on the day shift and the night shift was not carried out under similar working conditions. The Court determined that "similar working conditions" mentioned in the act referred to the physical surroundings and hazards of the job, not the time of day when the job was performed.

The Supreme Court found that Corning could not prove that its compensation policy was based on any difference but gender, and so it violated the Equal Pay Act.

### *Court Cases, Amendments, and Acts continued*

**Equal Pay Act (1963)** The 1963 Equal Pay Act requires equal pay for both genders for jobs requiring substantially equal skill, effort, responsibility, and similar working conditions.

For many years, women's rights groups protested inequality in the workplace. Some states had passed pay equality laws and the federal government had dealt with the problem by instituting pay grades. In 1963, the Equal Pay Act finally prohibited the use of gender as a means of determining wages. Under the act, employers may adjust pay under four conditions: "a seniority system, a merit system, quantity or quality production, or differential based on any other factor other than sex."

Since President John F. Kennedy signed the Equal Pay Act, women's wages have steadily risen in comparison with men's. However, there is still a significant pay gap between the sexes, although its cause remains open to debate.

**Equal Rights Amendment (ERA)** The Equal Rights Amendment (ERA) is a controversial amendment that would make it illegal for states and the federal government to deny individuals their rights based on sex.

Written by Alice Paul in 1923, the ERA was introduced in Congress many times. In 1972, it was approved by both houses but failed to gain ratification by the required number of states.

Many opponents denounced the ERA. Religious conservatives believed that the ERA would alter biblically mandated male-female roles. States' rights groups argued that the ERA would give greater power to the federal government, while businesses opposed the amendment believing that it would cost them money.

Despite efforts by the National Organization for Women (NOW) and ERAmerica, the bill expired. Today, feminist organizations continue to try to reinvigorate the ERA movement.

**Frontiero v. Richardson (1973)** The Supreme Court case *Frontiero v. Richardson* is generally regarded as a milestone in the application of the equal protection clause of the Fourteenth Amendment to gender.

United States Air Force Lieutenant Sharon Frontiero challenged the air force's assumption that the wife of an enlisted

married man was a dependent. The air force had previously provided an extra allowance to married men in the service, while it required the husbands of enlisted women to prove their dependency. The Court ruled in this case that the air force's distinction between married men and married women in the military was unconstitutional.

**National Organization for Women: A Bill of Rights for Modern Women (1967)** The National Organization for Women (NOW) was formed in 1966 and remains perhaps the most powerful women's group in the United States.

Written in 1967, NOW's Bill of Rights for Modern Women is part of a long tradition of women's rights activism. First, it is modeled on a founding American document, the Bill of Rights. Women's rights advocates have often highlighted the political exclusion of women by pointing out the guaranteed rights of the Declaration of Independence and the Constitution. Second, the document calls for legal action passage of the Equal Rights Amendment, enforcement of anti-gender discrimination legislation, and protections for other aspects of life, such as maternity leave, housing, and child care. Third, the Women's Bill of Rights reflects the traditional concerns of women's rights advocates: legal status, workplace rights, education, and family law.

**Roe v. Wade (1973)** One of the most controversial Supreme Court decisions of the twentieth century, *Roe v. Wade* struck down state laws that restricted abortion.

Norma McCorvey, alias "Jane Roe," sought an abortion in Texas in 1970. At the time, Texas state law banned the practice of abortion that did not pose a threat to the woman's life. In *Roe v. Wade*, the Supreme Court specified a woman's right to privacy and access to abortion during the first trimester of pregnancy, but ruled that a state could limit the abortion rights in the second and third trimesters.

Supporters of the decision see it as a victory for women's equality, validating a woman's right to choose whether to continue her own pregnancy. Opponents of the ruling charge that the U.S. Supreme Court legislated from the bench without constitutional authority and fault the ruling for failing to recognize the sanctity of life.