

““I never doubted that equal rights was the right direction. Most reforms, most problems are complicated. But to me there is nothing complicated about ordinary equality.”

— Alice Paul



Susan B. Anthony and the Suffrage Movement: Speaking Truth to Power



Susan B. Anthony, 1855

A thick, horizontal yellow brushstroke with a textured, painterly edge, positioned in the upper half of the image.

VOTES FOR WOMEN
The Story of the
Nineteenth Amendment

A graphic consisting of a grid of small orange dots that tapers to the right, forming a triangular shape on the left side of the page.

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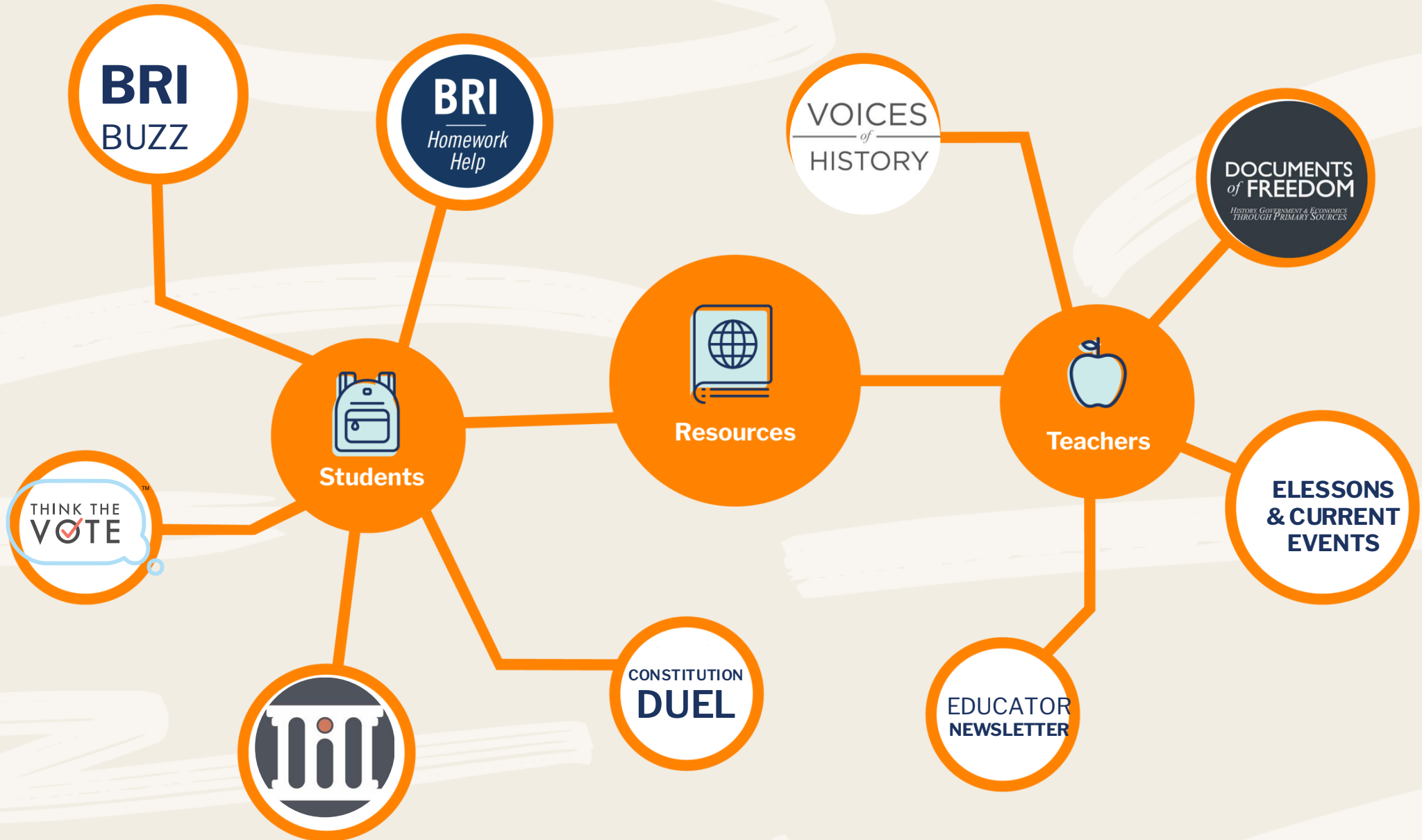
Gennie Westbrook

A Bit About



The Bill of Rights Institute

Mission: The Bill of Rights Institute engages,
educates, and empowers individuals with a
passion for the freedom and opportunity that
exist in a free society.



BillofRightsInstitute.org



Speak Truth to Power



Speak Truth to Power: A Quaker search for an alternative to violence



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To use bold, plain, open truth to confront political or religious authorities in order to correct moral, social, or political wrongs; it usually involves inviting risk to oneself.

Photo: AFSC

“ Never forget that justice is what love looks like in public. **Cornel West** ”

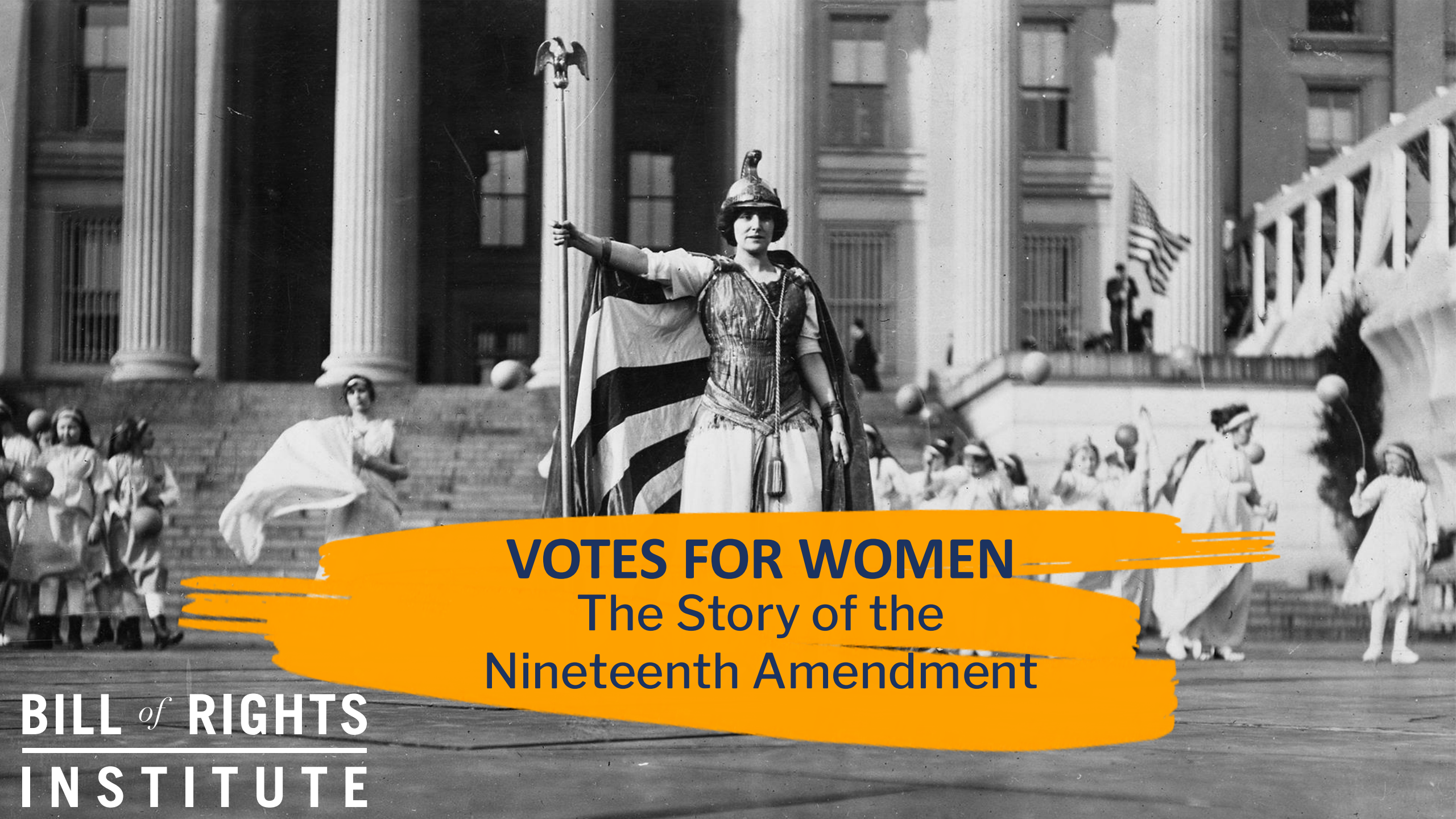
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a Quaker search for an alternative to violence
a study of international conflict
prepared for the American Friends Service Committee

Speak truth to power



VOTES FOR WOMEN
The Story of the
Nineteenth Amendment

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Votes for Women: The Story of the Nineteenth Amendment

- Easy to use & classroom friendly
- Scholar-reviewed
- Seven lessons, including multiple project-based learning options
- Brand new; available online in April

The Curriculum

Available Now

Voices of History: Greatest Hits & New Releases

American Portraits

- Stanton
- Grimké
- Catt

Gilded Age and Progressive Era

- Women in the Gilded Age

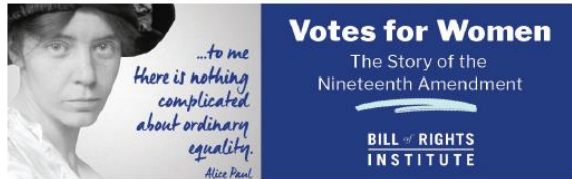
Documents of Freedom

Liberty and Equality Unit

- Votes for Women

Voting Unit readings

E- Lessons: Jeannette Rankin



Selected Activities for National Council for History Education
Annual Conference
March 15, 2019

Additional Resources

Elizabeth Cady Stanton
<https://voicesofhistory.org/virtues/stronghold-fortress-elizabeth-cady-stanton-womens-rights-justice/#summary>

Angelina Grimké
<https://voicesofhistory.org/virtues/angelina-grimke-self-%C2%ADevident-truth/#summary>

Votes for Women
<http://https://www.docsoffreedom.org/readings/votes-for-women>

Women in the Gilded Age
<http://https://voicesofhistory.org/gilded-age-and-progressive-era/women-gilded-age-progressive-era/#summary>

Carrie Chapman Catt: The Woman of the Hour and Purpose
<http://https://voicesofhistory.org/virtues/carrie-chapman-catt-woman-hour-purpose/#summary>

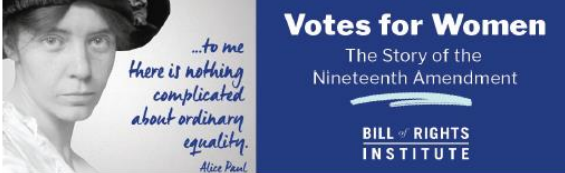
Jeannette Rankin: The First Woman in Congress
<https://billofrightsinstitute.org/elessons/jeannette-rankin-the-first-woman-in-congress/>

Voting
<http://https://www.docsoffreedom.org/readings/voting>

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Coming Soon



Votes for Women
The Story of the Nineteenth Amendment
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Selected Activities for National Council for History Education Annual Conference
March 15, 2019

Additional Resources

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Angelina Grimké
<https://voicesofhistory.org/virtues/angelina-grimke-self-%C2%A4devident-truth/#summary>

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Voting
<http://https://www.docsoffreedom.org/readings/voting>

VoicesofHistory.org

VOTES for WOMEN

COMING SOON

For the complete curriculum, please visit BillofRightsInstitute.org/VotesforWomen in April, 2019.

APPENDIX G

A Pathway for Change



Driving Question
How does one carry out institutions with principle a constitutional order?

The story of the Nineteenth Amendment is a story of perseverance, and courage. It describes the legal position of being or legal existence of the or at least incorporated or whose wing, protection, and education, occupation, or social inferior, subservient, and in the Age of Enlightenment human beings, the ideals of government to preserve both. *Vindication of the Rights of Women*, as human beings, were an idea perhaps even more upheavals in Britain's former

The United States was established as humans are created equal and liberty, and the pursuit of happiness the right to vote illustrates the in making America live up to and frustrating but deliberate individuals who remained committed to answer to the **Driving Question** involved several stages which should be noted that the various steps are not necessarily discrete and sequential. Participants in the movement may not always know which step they are in because efforts overlap, progress is hard to see, and the struggle may be long. Constitutional change which rejects the use of violence requires long-term commitment, courage, and perseverance, but its success is deeply rooted and can be permanent.

APPENDIX G, CONTINUED

Directions: Trace the steps in women's battle to win legal equality and the right to vote by filling in dates, people, and methods by which reformers carried out each of the steps below as described in *Votes for Women: the Story of the Nineteenth Amendment*.

Steps Toward Change	Women's Suffrage Movement	Women's Suffrage Effectiveness (+ or -) Justify your evaluation.
1. Define the problem.		
2. State a goal.		
3. Pursue education.		
4. Work with others to organize and set interim goals.		

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A Pathway for Change



Driving Question:
How does one carry out long-term change in order to better align institutions with principles of liberty, justice, and equality within a constitutional order?



APPENDIX G

A Pathway for Change

Driving Question
How does one carry out long-term change in order to better align institutions with principles of liberty, justice, and equality within a constitutional order?

The story of the Nineteenth Amendment is a story of struggle, perseverance, and courage. In 1765 the British jurist William Blackstone described the legal position of married women when he wrote, "being or at least incorporated or consolidated into that of the husband, whose wing, protection, and cover she performs everything," women in most parts of the world there were few opportunities for education, occupation, or social standing. In general, they were viewed as inferior, subservient, and incapable of reasoning.

The Age of Enlightenment prompted a new focus on human beings, the ideals of liberty, and the obligation of government to preserve both. The British writer Mary Wollstonecraft's *Vindication of the Rights of Woman* in 1792 raised the issue of women, as human beings, were entitled to equal treatment. Her idea perhaps even more revolutionary than the American Revolution was that women in Britain's former North American colonies were entitled to equal treatment.

The United States was established on the principle that "all humans are created equal and endowed with certain unalienable rights, liberty, and the pursuit of happiness." The right to vote illustrates the struggle, sacrifice, and frustration but deliberate in its path toward making America live up to that truth. The struggle of individuals who remained committed to the answer to the **Driving Question** above involved several stages which may be described as sequential. Participants in the movement should be noted that the various steps are in because efforts over time may be long. Constitutional change requires long-term commitment and its success is deeply rooted and

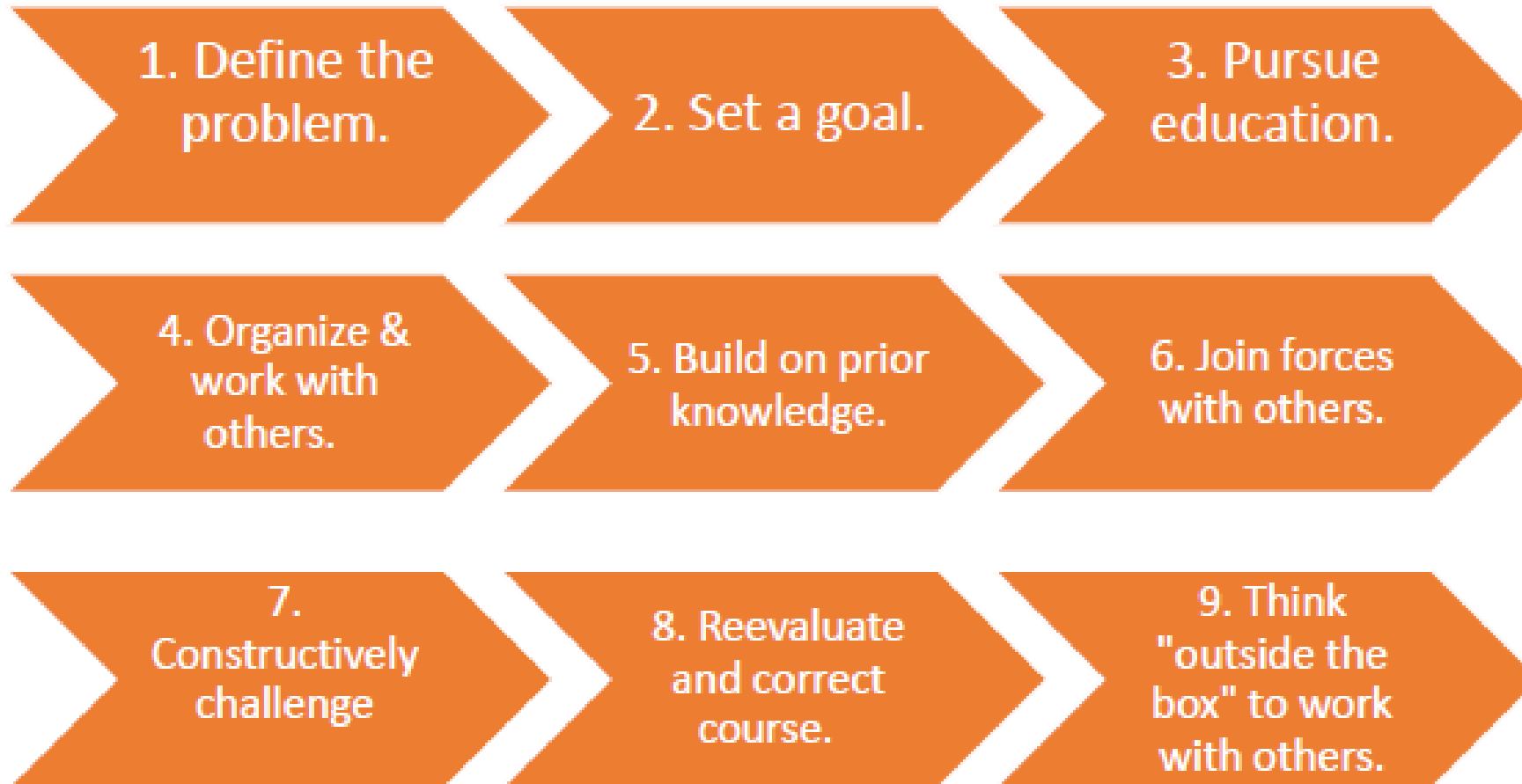
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A Pathway for Change

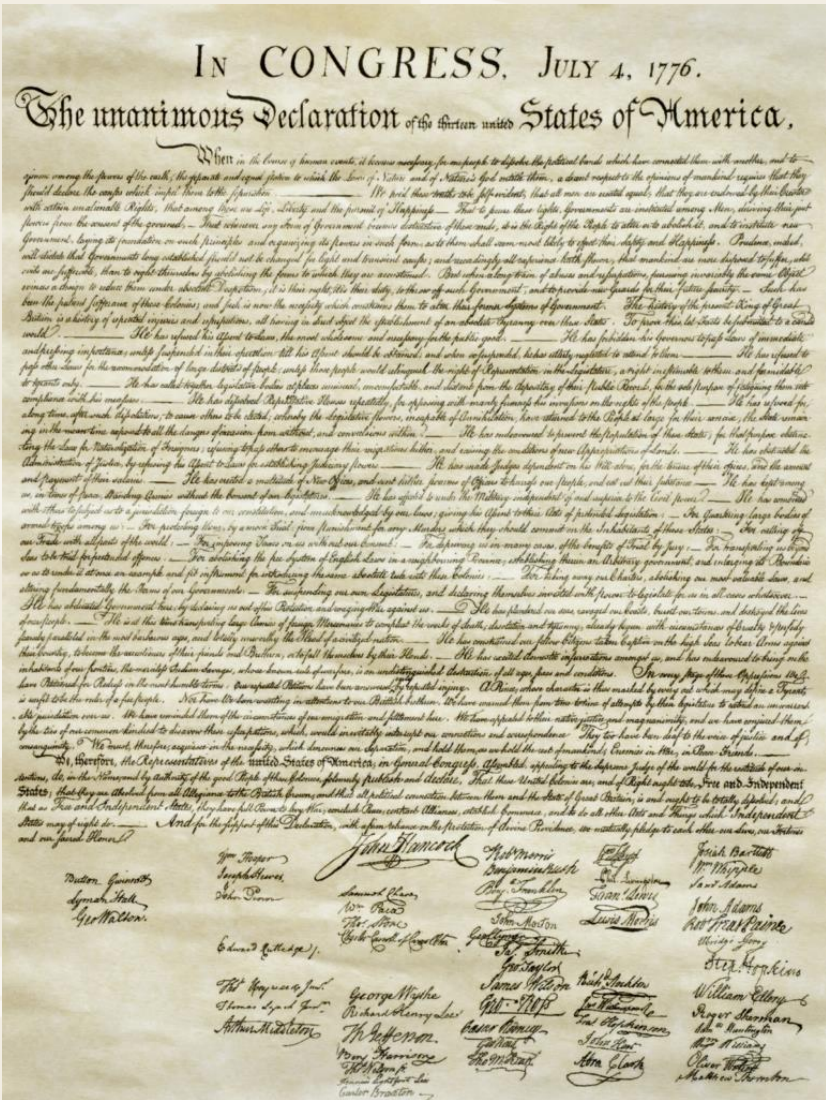


Constitutional Principles

The background of the slide is a light beige color. It is decorated with several thick, white, hand-painted brushstrokes of varying lengths and curves, scattered across the page. The strokes are most prominent in the upper and lower portions of the slide, framing the central text.

Constitutional Principles

- Checks and Balances
- Consent of the Governed/Popular Sovereignty
- Due Process
- Equality
- Federalism
- Freedom of Contract
- Freedom of Religion
- Freedom of Speech, Press and Assembly
- Liberty
- Limited Government
- Majority Rule/Minority Rights
- Natural/Inalienable Rights
- Private Property
- Representative/Republican Government
- Rule of Law
- Separation of Powers



“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator, with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

Constitutional Principles

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- Consent of the Governed/Popular Sovereignty
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- Rule of Law
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Principles and Virtues: Glossary & Graphic Organizer

Votes for Women ADVANCE COPY 5

Virtues and Vices

Virtue is conduct that reflects universal principles of moral and ethical excellence essential to living a worthwhile life and to effective self-government. For many leading Founders, attributes of character such as justice, responsibility, perseverance, respect, and others were thought to flow from an understanding of the rights and obligations of human beings. Virtue is compatible with, but does not require, religious belief. One's thoughts and words alone do not make a person virtuous. According to Aristotle, virtue must be based on a just objective, it requires action, and it must become a habit.

Private Virtue: The idea that, in order to sustain liberty, individuals must be knowledgeable and must conduct themselves according to principles of moral and ethical excellence, consistent with their rights and obligations.

Civic Virtue: A set of actions and habits necessary for the safe, effective, and mutually beneficial participation in a society

Vice: Immoral or wicked behavior

Virtues

Civil Discourse: Reasoned and respectful sharing of ideas between individuals is the primary way people influence change in society/government, and is essential to maintain self-government.

Contribution: To discover your passions and talents, and use them to create what is beautiful and needed. To work hard to take care of yourself and those who depend on you.

Courage: The ability to take constructive action in the face of fear or danger. To stand firm as a person of character and do what is right,

Humility: To remember that your ignorance is far greater than your knowledge. To give praise to those who earn it.

Integrity: To tell the truth, expose untruths, and keep your promises.

Initiative: Exercising the power, energy, or ability to organize or accomplish something.

Justice: Upholding of what is fair, just, and right. To stand for equally applied rules that respect the rights and dignity of all, and make sure everyone obeys them.

Moderation: The avoidance of excesses or extremes.

Perseverance: To continue in a task or course of action or hold to a belief.

Votes for Women ADVANCE COPY 7

Principles and Virtues Graphic Organizer

Principle	Present	Absent	Examples/Explanation
Checks and balances			
Consent			
Due process			
Equality			
Federalism			
Freedom of contract			
Freedom of religion			
Freedom of speech, press, and assembly			
Inalienable rights			
Limited government			
Private property			
Rule of law			
Separation of powers			
Others?			

RIGHTS TUTE Principles, Virtues, & Vices-Graphic Organizer © Bill of Rights Institute

Votes for Women ADVANCE COPY 4

Founding Principles

Checks and Balances: Constitutional powers are distributed among the branches of government allowing each to limit the application of power of the other branches and to prevent expansion of power of any branch.

Consent of the Governed/Popular Sovereignty: The power of government comes from the people.

Due Process: The government must interact with all people according to the duly-enacted laws and apply these rules equally with respect to all people.

Equality: Every individual is equal to every other person with respect to natural rights and treatment before the law.

Federalism: The people delegate certain powers to the national government, while the states retain other powers; and the people, who authorize the states and national government, retain all freedoms not delegated to the governing bodies.

Freedom of contract: Freedom of individuals and corporations to make legally binding mutual agreements without arbitrary or unreasonable legal restrictions

Freedom of religion: The right to choose one's religion or form of worship, if any, without interference; freedom of conscience

Freedom of speech, press, and assembly:

Liberty: Except where authorized by citizens through the Constitution, government does not have the authority to limit freedom.

Limited Government: Citizens are best able to pursue happiness when government is confined to those powers which protect their life, liberty, and property.

Majority Rule/Minority Rights: Laws may be made with the consent of the majority, but only to the point where they do not infringe on the inalienable rights of the minority.

Natural/Inalienable Rights: Rights which be-long to us by nature and can only be justly taken away through due process. Examples are life, liberty, property, and the pursuit of happiness.

Private Property: The natural rights of all individuals to create, obtain, and control their possessions, beliefs, faculties, and opinions, as well as the fruits of their labor.

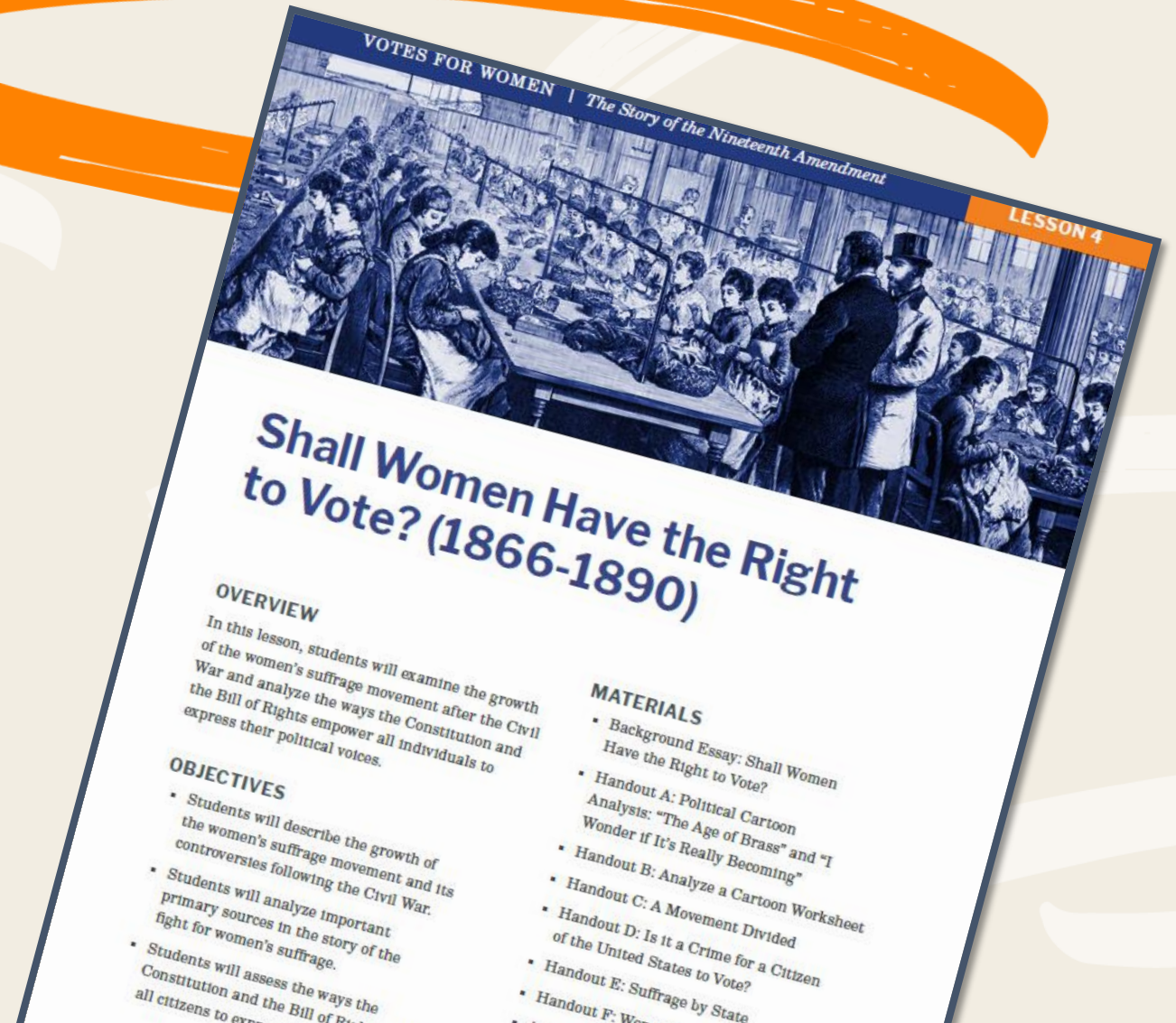
Representative/Republican Government: Form of government in which the people are sovereign (ultimate source of power) and authorize representatives to make and carry out laws.

Rule of Law: Government and citizens all abide by the same laws regardless of political power. Those laws are justly applied, consistent with an ethos of liberty, and stable.

Lesson 4: Shall Women Have the Right to Vote? p. 62

Lesson Plan

- ➔ Overview
- ➔ Objectives
- ➔ Materials List
- ➔ Key Terms
- ➔ Procedures
- ➔ Handouts & activities



Lesson 4: Shall Women Have the Right to Vote? p. 67

Background Essay p. 67

Main Ideas

- Women's sphere
- Changes in educational & economic possibilities
- Gilded Age suffrage movement
- Division in the movement
- Susan B. Anthony challenges the

system

Read pp. 69-71

BACKGROUND ESSAY

Shall Women Have the Right to Vote? (1866-1890)

Directions: Keep these discussion questions in mind as you read the background essay, making marginal notes as desired. Also, respond to the reflection and analysis questions at the end of the essay.

Discussion Questions

- How had the work of women to end slavery helped them develop skills that would ultimately be useful in the women's suffrage struggle?
- What might be meant by the term, "the conscience of the nation," and how did the fight against slavery help demonstrate that concept?
- What arguments might have been made against women's suffrage?
- Why were Western states the first to grant suffrage to women?

Introduction

After the Civil War, the nation was finally poised to extend the promise of liberty expressed in the Declaration of Independence to newly-emancipated African Americans. But the women's suffrage movement was split: should women push to be included in the Fifteenth Amendment? Should they wait for the Fourteenth and Fifteenth Amendments to be adopted before turning to women's suffrage, or should they seize the moment and demand the vote now? Not content to wait, Susan B. Anthony and other workers in the movement engaged in civil disobedience in order to

widely across the country, based on region, social class, and other factors. Branches of the women's suffrage movement disagreed regarding tactics, and some women (and many men) did not even believe women's suffrage was appropriate or necessary. Ideals of the Cult of Domesticity, in which women were believed to possess the natural virtues of piety, purity, domesticity, and submissiveness, were still a powerful influence on culture. An important

Lesson 4: Review Questions, p. 73

→ 4. How did Susan B. Anthony work for women's suffrage in very personal ways?

→ 5. Most significant event?

→ 6. What principles and virtues did she demonstrate?

The collage features three main components:

- Text Passage:** A paragraph discussing the history of women's suffrage in Wyoming, mentioning figures like Lousa Garner Swain and Governor Francis E. Warren, and the year 1889.
- Reflection and Analysis Worksheet:** A section titled "REFLECTION AND ANALYSIS QUESTIONS" with five numbered questions. The first question asks about the "Cult of True Womanhood," and the last question asks for principles and virtues demonstrated by Susan B. Anthony.
- A Pathway for Change:** A diagram showing a sequence of seven steps, numbered 1 through 7, representing a process or journey.

At the bottom of the collage, there is a footer for the "BILL OF RIGHTS INSTITUTE" and the title "Lesson 4: Shall Women Have the Right to Vote? (1866-1890)".

Lesson 4: Handout A, Cartoon Analysis

Pages 75-76: Suffrage cartoons



THE AGE OF BRASS / OR THE TRIUMPHS OF WOMAN'S RIGHTS



Lesson 4: Handout B, Cartoon Analysis

Worksheet, NARA p. 77

Small groups apply Analysis

Worksheet & compare

HANDOUT B

Analyze a Cartoon Worksheet

ADAPTED FROM NATIONAL ARCHIVES AND RECORDS EDUCATION RESOURCES

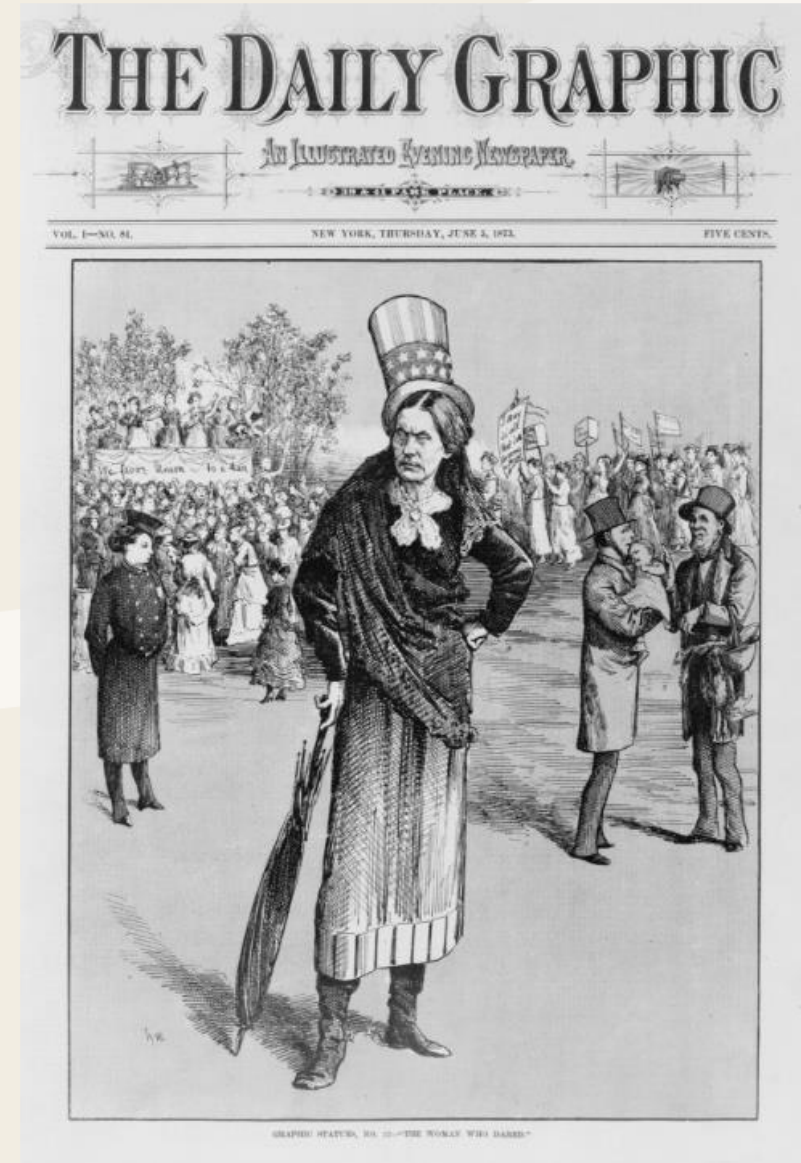
Meet the cartoon.	
Quickly scan the cartoon. What do you notice first?	What is the title or caption?

Observe its parts.	
Words Are there labels, descriptions, thoughts, or dialogue?	Visuals List the people, objects, and places in the cartoon. List the actions or activities.

Try to make sense of it.		
Words Which words or phrases are the most significant?	Visuals List adjectives that describe the emotions portrayed.	Visuals Which of the visuals are symbols? What do they stand for?
Who drew this cartoon? When is it from?		
What was happening at the time in history?		

Lesson 4: Handouts, pages 78-82

- Handout C: A Movement Divided
- Handout D: Is it a Crime: Susan B. Anthony
- Handout E: Suffrage by State
- Handout F: Women's Political Voices



Lesson 4: Answer Key, page 83

Answer Key

Background Essay: Shall Women Have the Right to Vote?

1. The Cult of True Womanhood and Cult of Domesticity refer to nineteenth century beliefs about the ideal upper or middle class woman: women were the heart and light of the home, which was their natural sphere, and they had the natural virtues of piety, purity, domesticity, and submissiveness.
2. The Industrial Revolution challenged these views of women's proper role because some women took on new jobs and worked long hours in bad conditions alongside men.
3. After the Fourteenth and Fifteenth Amendments were proposed, the women's movement split into two main groups because some reformers wanted to put women's suffrage on the back burner while the rights of former slaves were secured. Others saw this as a betrayal of the principle of equality, and wanted to work for women's suffrage immediately.
4. Susan B. Anthony deliberately challenged the law in New York when she voted illegally, knowing it would mean she was arrested and jailed. She and other suffragists in Rochester interpreted the recently ratified Fourteenth Amendment to protect the right of women to vote because of the principle of equality. Out on bail, she personally traveled, giving in-person speeches. Accept additional reasoned answers.
5. Accept reasoned answers with appropriate supporting evidence. A case could be made for any of the options listed.
6. Accept reasoned responses regarding principles and virtues.

Handout A: Political Cartoon Analysis: "The Age of Brass" and "I Wonder if it's Really Becoming?"

- With its higher concentration of visual symbolism and smaller amount of text, "The Age of Brass: Or the Triumphs of Woman's Rights" may be more challenging than "I Wonder if it's Really Becoming?" Students should note that "The Age of Brass" was (probably) the earlier of the two cartoons. "I Wonder if It's Really Becoming?" is listed in some sources as having been published in 1891, but the Library of Congress does not include that information, showing "n.d." for "no date."
- Students should understand that "The Age of Brass" is an anti-suffrage cartoon, satirizing women's suffrage by illustrating some of the potential consequences of the movement to give women the vote. The women are lined up to cast their ballots for "The Celebrated Man Tamer: Susan Sharp-Tongue" and for sheriff "Miss Hangman." Most of the women in the image are wearing caricature versions

Speaking Truth to Power: Susan B. Anthony Quotes

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Susan B. Anthony and the Suffrage Movement: Speaking Truth to Power
Gennie Westbrook, Bill of Rights Institute
gwestbrook@mybri.org
NCHE Annual Conference March 15, 2019, 8:30 a.m. Madison Room

How did Susan B. Anthony and other Suffragists speak truth to power?

"Cautious, careful people always casting about to preserve their reputation or social standards never can bring about reform. Those who are really in earnest are willing to be anything or nothing in the world's estimation, and publicly and privately, in season and out, avow their sympathies with despised ideas and their advocates, and bear the consequences," Susan B. Anthony, 1860

We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation. Susan B. Anthony to Congress, 1865

Anthony and Elizabeth Cady Stanton started the NWSA's newspaper, *The Revolution* in 1868. Its motto was, "Men, their rights, and nothing more; women, their rights, and nothing less."

Frederick Douglas asked Anthony if she really thought the vote would change women's lives. She responded, "It will change the nature of one thing very much, and that is the dependent condition of woman. It will place her where she can earn her own bread, so that she may go out into the world an equal competitor in the struggle for life." Susan B. Anthony, 1869

After her arrest for voting "as a person of the female sex" in the November 1872 election, Anthony traveled throughout her area of Rochester, New York, delivering a speech entitled, "Is it a Crime for a Citizen of the United States to Vote?" She said, in part, "We ask the judges to render true and unprejudiced opinions of the law, and wherever there is room for a doubt to give its benefit on the side of liberty and equal rights to women...And it is on this line that we propose to fight our battle for the ballot - all peaceably, but nevertheless persistently through to complete triumph, when all United States citizens shall be recognized as equals before the law." Susan B. Anthony, March & April 1873

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In the June, 1873 trial, the judge refused to let Anthony testify in her own defense, ordered the jury of 12 men to find her guilty of voting without the right to do so, and ordered her to pay a \$100 fine. Anthony responded,

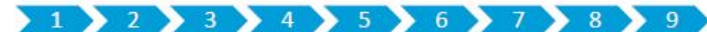
"In your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights are all alike ignored....I shall never pay a dollar of your unjust penalty. And I shall earnestly and persistently continue to urge all women. [She concluded by quoting Thomas Jefferson] 'Resistance to tyranny is obedience to God.'" Susan B. Anthony 1873

A caricature of Susan B. Anthony that appeared in a New York newspaper right before her trial. Thomas Wust, June 5, 1873

When Wyoming officially joined the union and became the 44th state, Anthony praised Wyoming for its adherence to the nation's Founding principles: "Wyoming is the first place on God's green earth which could consistently claim to be the land of the free!" Susan B. Anthony 1890

There never will be complete equality until women themselves help to make laws and elect lawmakers.
Susan B. Anthony, 1897

A Pathway for Change



Voices of History: Votes for Women

voicesofhistory.org/votesforwomen/

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Votes for Women

The Story of the Nineteenth Amendment



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Lesson 4: Shall Women Have the Right to Vote?

DEBRIEF

Applications?
Inspirations?
Modifications?



BRI & OpenStax Present
**Life, Liberty, and the
Pursuit of Happiness:
A History of the
American Experiment
for APUSH**

Coming Soon!



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Register for Voices of History!

1. Go to www.voicesofhistory.org
2. Click “Sign Up”
3. Enter your email & create a password
4. Visit your email to confirm & activate your account!

The screenshot shows the homepage of the 'Voices of History' website. At the top left, the logo 'VOICES of HISTORY' is displayed. To its right is a 'MENU' button and a search bar. The main content area features a video player with the title 'Voices of History' and the text 'VOICES of HISTORY' in the center, flanked by arrows. Below the video player are two buttons: 'REGISTER TODAY' and 'SIGN IN'. To the right of the video player, there is a 'WELCOME TO VOICES OF HISTORY' section with a sub-headline: 'The Bill of Rights Institute's innovative, FREE, digital storehouse featuring the best of our primary source based lesson plans'. Below this is a section titled 'Explore Featured Content' with a descriptive paragraph: 'Written by teachers for teachers, our materials are aligned to content standards, searchable by topic, and accessible anywhere on any device. Don't miss your chance to begin accessing them completely FREE of charge today.' At the bottom, there are four small image thumbnails: a portrait of an elderly man, a large building, the US Capitol dome, and a firefighter.



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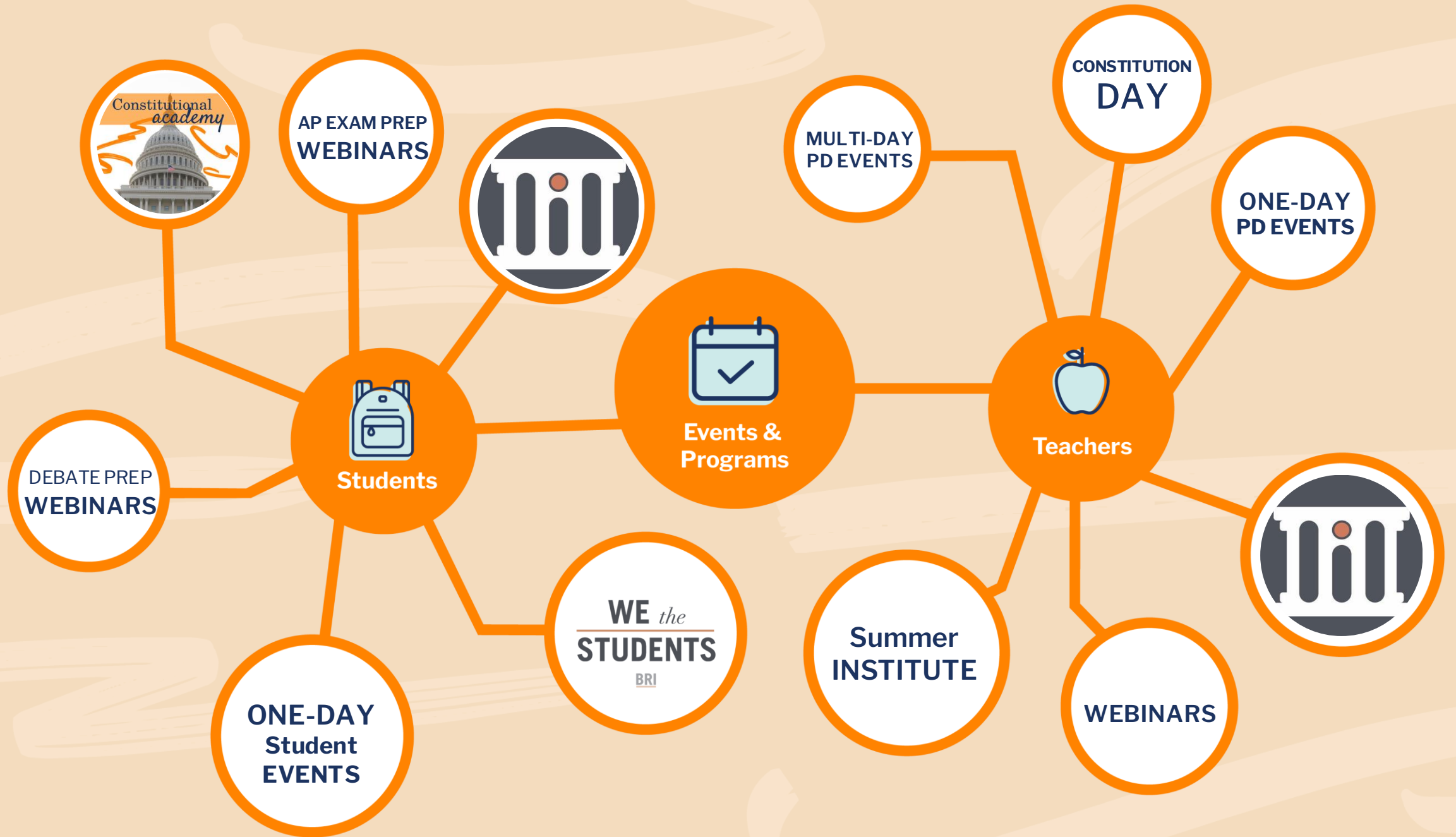
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gwestbrook@mybri.org