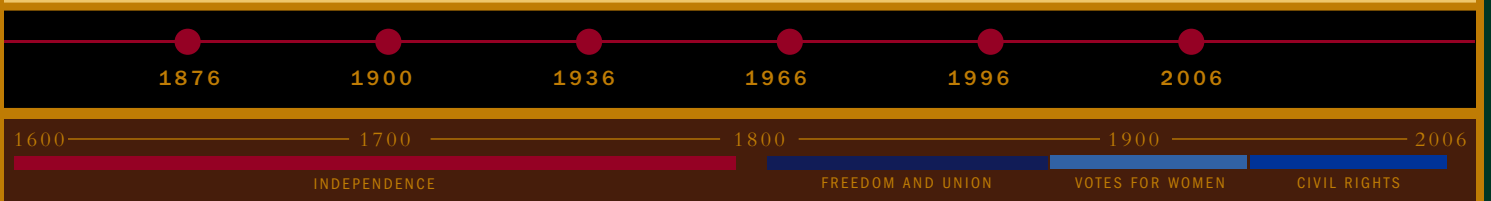


DISCOVERING DEMOCRACY IN ACTION



WITH  
**LIBERTY & JUSTICE**  
FOR ALL

TEACHERS GUIDE: Grades 9-12  
LOOKING AT EVIDENCE AND TAKING ACTION



WWW.HISTORYFIELDTRIPS.ORG

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★ ★ ★ ★ I N T R O D U C T I O N

O V E R V I E W

Students will be investigating some of the ways citizens participate in a democracy through classroom discussion, examination of primary source materials evidence and exploration of the exhibit *With Liberty and Justice for All*. Students will develop and present an action plan of strategies for addressing a current public policy issue.

O B J E C T I V E S

Students will:

- ★ Explore a variety of resources in the classroom and the Museum to examine the actions of individuals and groups who have struggled for freedom, liberty and justice.
- ★ Examine change makers of the past and how they have sought to redefine liberty and justice for all.
- ★ Discover the ways that individuals and groups have collaborated to advance their beliefs on issues of historic importance.
- ★ Discuss and develop strategies for addressing a current public policy issue.

G U I D I N G Q U E S T I O N S

- ★ What individuals and groups from the past took a stand and took action in pursuit of freedom, liberty and justice?
- ★ How did individuals and groups employ new strategies and tactics and build movements in the struggle for freedom, liberty and justice?

RELATED MICHIGAN CURRICULUM FRAMEWORK,  
CONTENT STANDARDS AND BENCHMARKS

- SS.I.HS.2.3** Identify and explain how individuals in history have demonstrated good character and virtue.
- SS.I.HS.3.1** Use primary sources and secondary records to analyze significant events that shaped the development of Michigan and the nation.
- SS.III.HS.3.2** Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.
- SS.V.HS.1.2** Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.
- SS.VI.HS.1.1** Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.
- SS.VI.HS.2.1** Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions.
- SS.VII.HS.1.2** Plan and conduct activities intended to advance their views on matters of public policy, report on the results and evaluate their effectiveness.
- ELA.HS.1.5** Respond personally, analytically and critically to a variety of oral, visual, written and electronic texts by making connections to their personal lives and the lives of others and providing examples of how the texts influence their lives and their role in society.
- ELA.HS.3.7** Recognize and use varied innovative techniques to construct text, convey meaning and express feelings to influence an audience.
- ELA.HS.3.8** Analyze their responses to oral, visual, written and electronic texts, providing examples of how the texts affect their lives, connect them with the contemporary world and transmit issues across time.
- ELA.HS.10.3** Utilize the persuasive power of text as an instrument of change in their community, nation and the world. Examples include identifying a community issue and designing an authentic project using oral, written and visual texts to promote social action.
- ELA.HS.11.3** Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.

## RELATED CORE DEMOCRATIC VALUES

- \* Justice
- \* Truth
- \* Equality
- \* Diversity
- \* Liberty
- \* Common Good

## VOCABULARY

- \* investigate
- \* evidence
- \* states' rights
- \* patriot
- \* loyalist
- \* abolitionist
- \* suffragist
- \* Jim Crow laws
- \* Voting Rights Act
- \* universal suffrage
- \* civil disobedience
- \* boycott
- \* discrimination
- \* U.S. Constitution
- \* Bill of Rights
- \* 19th Amendment
- \* primary sources
- \* Declaration of Independence
- \* 13th, 14th, 15th Amendments
- \* Declaration of Sentiments

## MATERIALS NEEDED

- \* Blackboard or flip charts and markers
- \* Looking at Evidence and Action Primary Source Materials
  1. **Book Excerpt:** "Twelve Reasons Why Women Should Have the Vote," *The Blue Book: Woman Suffrage, History, Arguments and Results*, edited by Frances M. Björkman and Annie G. Porritt, 1917
  2. **Postcard:** Washington D.C. Suffrage Parade, 1913
  3. **Broadside:** "Human Rights Come Before States Rights," about 1915
  4. **Flag:** "Mr. President What Will You Do For Women's Suffrage?," about 1916
  5. **Broadside:** "Popular Vote has Defeated Woman Suffrage," 1915
  6. **Postcard:** "Think it Over," 1910
  7. **Newspaper column:** "The Anti's Alphabet," *The Woman's Protest*, 1912
  8. **Handbill:** "I am Opposed to Woman's Suffrage," about 1915
  9. **Magazine article excerpt:** Lyman Abbott, "Why Women Do Not Wish the Suffrage," *Atlantic Monthly* article, 1903
- \* Primary Source Investigation Worksheet
- \* Action Plan Rubric
- \* *With Liberty and Justice for All* Student Exploration Guide—can be previewed and requested online, booklets and already sharpened pencils to be picked up at *Henry Ford Museum*® the day of visit.

★ ★ ★ ★ P R E - V I S I T A C T I V I T I E S

1. GETTING READY FOR YOUR VISIT  
to *With Liberty and Justice for All*

Visit our website at [www.HistoryFieldTrips.org](http://www.HistoryFieldTrips.org) to:

- \* Get a brief overview of the exhibit *With Liberty and Justice for All*.
- \* Preview and request the Museum visit booklet — *With Liberty and Justice for All* Student Exploration Guide. Request the number of booklets and already sharpened pencils to be picked up the day of your visit.
- \* Download and print the Looking at Evidence and Taking Action Primary Source Materials, Primary Source Investigation Worksheets and Action Plan Rubric.

Develop with students a class definition of *liberty* and *justice*. Ask students to consider and discuss with a partner and then with the entire class their responses to these questions:

- \* What do the words *liberty* and *justice* mean to them?
  - \* To their families?
  - \* To U.S. citizens?
  - \* To immigrants to the U.S.?
- \* Post their definitions in the classroom and revisit and revise them before and after their visit to the exhibit *With Liberty and Justice for All*.
  - \* Tell students that in the exhibit they will be “meeting” individuals and groups who wanted change and took action in the struggle for freedom, liberty and justice. Invite them to predict who some of those individuals and groups were and what some of their beliefs and actions might have been?

## 2. THINK, PAIR, SHARE

- \* Write each of the following quotes on note cards—one quote per card—and distribute to students. Ask students to pair with another student to talk about what they think the quote on their card means, whether they agree or disagree and why, and what they know about the person or time in which these words were spoken or written.

*The Revolution was in the minds and hearts of the people.*

John Adams

*Our lives begin to end the day we become silent about things that matter.*

Martin Luther King Jr.

*It is better, as far as getting the vote is concerned I believe, to have a small united group than an immense debating society.*

Alice Paul

*When a just cause reaches its flood tide, as ours has done...whatever stands in the way must fall before its overwhelming power.*

Carrie Chapman Catt

*I am convinced that the truest act of courage...is to struggle for others in a totally nonviolent struggle for justice.*

Cesar Chavez

- \* Invite students to share with the class what they think about the quotes and their authors. **Generate further classroom discussion by asking questions such as:**
  - \* Who seeks change and why?
  - \* Why do people resist change?
  - \* What contributes to change? What hinders change?
  - \* What strategies and tactics do individuals and groups use to secure change?
  - \* How important are leaders? How important are followers?
  - \* What are the various roles that individuals can play in developing strategies and tactics that create change and influence policy?
  - \* What would you like to change? Why?  
*(Save these issues and ideas as possible areas of focus for the culminating project activity of developing an action plan.)*

### 3. ANALYZING PRIMARY SOURCES: VOTES FOR WOMEN

- \* Copy and distribute the Looking at Evidence and Taking Action Primary Source Materials and the Primary Source Investigation Worksheets. These primary source materials reflect some of the strategies and tactics used by the suffrage and anti-suffrage movements.
- \* Divide the class into small groups to analyze primary sources related to the 20th-century women's suffrage movement that reflect differing strategies and perspectives.
- \* After students have analyzed their sources, ask them to partner with another small group to share and discuss their responses and add to or clarify their responses based on any new insights or information collected.
- \* After student groups have analyzed and discussed their primary sources, invite them to share with the class what they learned, understood or discovered.
- \* Record on the blackboard or flip chart key information, observations and significance of each of these types of evidence and help them determine how this evidence represents democracy in action by asking:
  - \* What types of evidence did you investigate?
  - \* What can you learn from this evidence about the suffrage movement?
  - \* How did the evidence show people taking action?
  - \* What were some of the strategies and tactics individuals and groups used to support suffrage and to oppose suffrage?
  - \* How were founding documents, religion or moral values used to make their case?
  - \* Why did some men support suffrage and others didn't?
  - \* Why did some women support suffrage and others didn't?
  - \* What were the strongest arguments in opposition to suffrage? Why do you think they ultimately failed?
- \* Help students understand and evaluate how evidence from the past can offer multiple and conflicting perspectives.
- \* Remind students that they can find many of these documents in *With Liberty and Justice for All*. After their Museum visit, ask them to revise their Primary Source Investigation worksheets with new information or insights gained from the exhibit.



★ ★ ★ ★ P O S T - V I S I T P R O J E C T

DEVELOPING AN ACTION PLAN

- ★ With this culminating project, students become a part of the story of Americans seeking and struggling for liberty and justice for all.
- ★ Review their visit and their *With Liberty and Justice for All* Student Exploration Guide by asking the following questions:
  - ★ What individuals and groups did they meet who took a stand and took action?
  - ★ What was their stand or belief?
  - ★ How did they take a stand or express their beliefs?
  - ★ What strategies and tactics did they use to create change or influence policy?
  - ★ What roles do individuals play in creating change and influencing policy? What roles do groups play?
  - ★ What strategies and tactics worked? Which were less successful?
  - ★ What were the consequences of some of these strategies and tactics?
- ★ Have students work in groups and use their knowledge, organizational and research skills to develop an action plan for addressing a current social or political issue in their school or community.
- ★ Review the action plan rubric with students so they can think about and understand how they need to articulate, develop and implement their action plan. Their plan should address the what, why, who, when and how of creating change and influencing policy. It should include a summary of the situation, a paper stating and supporting their position, an outline of strategies and tactics (informational meetings, press conferences, speeches, position papers, essays, rallies, marches, demonstrations, petition drives, letter-writing campaigns, boycotts, civil disobedience, etc.) and a timetable for implementing them. It should also indicate resources required, other organizations they might collaborate with, and an organizational structure with a list of roles or positions that individuals will need to fill to implement the plan. In addition to the action plan, student groups should complete one “tool” for implementing a strategy or tactic of the action plan such as a press release, speech, letter, petition, poster or public service announcement, informational meeting agenda, demonstration program speakers/guests.



Names

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## Action Plan Rubric

Developing the Action Plan	Possible Points	Points Earned
<b>What:</b>		
* Identifies the issue/problem to be addressed	4	
* Provides a brief summary of the current situation	4	
* Gives a clearly stated position on the issue and supports their position:	12	
* Uses words such as support/oppose; for/against; agree/disagree; or should/should not		
* Provides at least one supporting point that is based on a core democratic value		
* Provides at least one piece of supporting social studies information that comes from student's prior knowledge Includes a goal statement of what is to be done that is clear, specific and achievable		
* Considers possible barriers or obstacles and suggests ways they might be overcome		
<b>Who:</b>		
* Identifies the resources—individuals, groups, money—necessary to achieve goals.	4	
* Indicates collaboration with others	4	
* Includes description of the leadership skills required to achieve the goal	4	
<b>When:</b>		
* Provides a step-by-step outline of strategies and tactics	4	
* Details are included about places, start and end dates and time for each step of the action plan	4	
<b>How:</b>		
* Includes a completed "tool" for one strategy or tactic of the action plan informing others about this issue/problem (press release, poster, public service announcement, phone or door to door campaign "script," speech, petition, etc.)	12	
<b>Group Work:</b>		
* All group members contributed to the action plan	4	
* All group members exchanged, defended, rethought ideas	4	
* All group members interacted, discussed and posed questions	4	
* All group members supported and encouraged the ideas of others	4	
* All group members contributed to decision making	4	
<b>TOTAL POINTS</b>	<b>72</b>	

★ ★ ★ ★ EXTENSION ACTIVITIES

1. Have students examine current news sources and identify at least two social issues that are being addressed by contemporary movements. Have them identify the issue, the organizations that have been formed to address the issue and the individuals most commonly associated with those organizations. Be sure that they locate at least two organizations, one on each side of the issue. Have them examine the strategies and tactics being employed by these organizations. Have students take a side and debate the issue at hand using information gathered from the organizations' materials.

Over the course of the rest of the semester, have the students collect into a scrapbook at least 10 news articles on these issues. At the end of the semester, ask the students what progress has been made in addressing the issue and whether or not their original position on the issue has changed since the semester's beginning.

2. Create a questionnaire for interviewing individuals or groups in your school or community who want change and are taking action. Consider including questions such as:
  - \* Who inspires you to be a leader?
  - \* What qualities do you think leaders should have?
  - \* What do you hope to change by taking a stand? Why?
  - \* What actions are you taking to make change happen?
  - \* What advice do you have for young people?

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR STUDENTS

- \* Anderson, Maxine. *Great Civil War Projects You Can Build Yourself*. Fort Collins, CO: Nomad Press, 2005.
- Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*. Washington, D.C.: National Geographic, 2004.
- \* Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom*. Chicago Review Press, 2005.
- Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Walker Publishing Co., 2002.
- \* Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion Books, 1987.
- \* Freedman, Russell. *Give Me Liberty: The Story of the Declaration of Independence*. New York: Holiday House, 2002.
- Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2002. (PBS companion book)
- Herbert, Janis. *The American Revolution for Kids*. Chicago Review Press, 2002.
- \* Herbert, Janis. *The Civil War for Kids*. Chicago Review Press, 1999.
- \* King, Casey and Osborne, Linda Barrett. *Oh Freedom!—Kids Talk about the Civil Rights Movement with the People Who Made It Happen*. New York: Knopf Books for Young Readers, 1997.
- Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Putnam Publishing Group, 2000.
- Marrin, Albert. *George Washington and the Founding of a Nation*. New York: Dutton Children's Books, 2001.
- McPherson, James. *Fields of Fury: The American Civil War*. New York: Atheneum, 2002.
- Meltzer, Milton. *There Comes a Time: The Struggle for Civil Rights*. New York: Random House Books for Young Readers, 2001.
- McWhorter, Diane. *A Dream of Freedom: The Civil Rights Movement*. New York: Scholastic Nonfiction, 2004.
- Parks, Rosa, and Reed, Gregory J. *Dear Mrs. Parks: A Dialogue With Today's Youth*. Lee & Low Books, 1996.
- \* Turck, Mary. *The Civil Rights Movement: A History with 21 Activities*. Chicago: Chicago Review Press, 2000.
- \* Items are carried in the Genius at Play store in *Henry Ford Museum*, subject to availability.

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR TEACHERS

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. New York: Oxford University Press, 1998.

Blight, David. *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge: Louisiana State University Press, 1989.

\* Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, MA: Harvard University Press, 2001.

\* Brinkley, Douglas. *Rosa Parks*. New York: Viking, 2000.

\* Clift, Eleanor. *Founding Sisters and the Nineteenth Amendment*. New York: John Wiley and Sons, 2003.

DuBois, Ellen Carol. *Woman Suffrage and Women's Rights*. New York: New York University Press, 1998.

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. New York: Vintage Books, 2001.

Foner, Eric. *Reconstruction: America's Unfinished Revolution. 1863-1877* New York: Harper Modern Classics, 2002.

Foner, Eric. *The Story of American Freedom*. New York: W.W. Norton & Company, 1999.

Franklin, John Hope. *The Emancipation Proclamation*. Wheeling, IL: Harlan Davidson, 1995.

Horton, James Oliver and Horton, Lois E. *Slavery and the Making of America*. Oxford University Press, 2005 (companion to PBS series).

Kohl, Herbert. *She Would Not Be Moved: How We Tell the Story of Rosa Parks and The Montgomery Bus Boycott*. New York: The New Press, 2005.

McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.

Parks, Rosa (with Jim Haskins). *Rosa Parks, My Story*. New York: Puffin Books, 1992.

Raphael, Ray. *A People's History of the American Revolution*. New York: New Press, 2001

Roberts, Cokie. *Founding Mothers*. New York: HarperCollins, 2004.

Ward, Geoffrey and Burns, Ken. *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*. New York: Knopf, 2001.

\* Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York: Penguin Books, 1988.

\* Williams, Donnie and Greenhaw, Wayne. *Thunder of Angels: The Montgomery Bus Boycott and the People Who Broke the Back of Jim Crow*. Chicago: Lawrence Hill Books, 2005.

Young, Alfred F. *The Shoemaker and the Tea Party: Memory and the American Revolution*. Boston: Beacon Press, 1999.

\* Items are carried in the *Henry Ford Museum* store, subject to availability.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - A U D I O V I S U A L  
A N D O N L I N E

DVDS

*Freedom: A History of US: "Fighting for Freedom – Revolution and Civil War,"* PBS Series  
*Iron-Jawed Angels*, Warner Home Video, 2004

VIDEOS

A&E Biographies:  
*George Washington, Founding Father*  
*Thomas Jefferson, Philosopher of Freedom*  
*Martin Luther King Jr., The Man & the Dream*

CDS

*Songs of the Civil War*. New World Records, 1976.  
*The Civil War*. Original Soundtrack Recording from the film, Elektra Entertainment, 1990.  
*Sing for Freedom*. Smithsonian Folkways Recordings, 1990.  
*Voices of the Civil Rights Movement Black American Freedom Songs 1960-1966*. Smithsonian Folkways Recordings, 1997.

ONLINE

<http://www.mde.state.mi.us/>

- \* Resources for educators on the Michigan Curriculum Framework for social studies and the core democratic values.

<http://www.pbs.org/wnet/historyofus/index.html>

- \* Teaching guides, webisodes, primary sources, games and more to help students learn about the promise and price of freedom. Complements the PBS series *Fighting for Freedom*.

<http://bensguide.gpo.gov/>

- \* Ben's Guide to U. S. government for kids is a service of the U.S. Government Printing Office that provides electronic access to information about U. S. history and government. This site is organized by grade levels: K-2, 3-5, 6-8, 9-12.

<http://www.civics-online.org/>

- \* Civics Online is a collaborative online project for providing a rich array of primary sources, professional development tools, and interactive activities geared towards the Michigan Curriculum Framework and Core Democratic Values.

<http://edsitement.neh.gov/>

- \* This educational partnership brings online humanities resources from some of the world's great museums, libraries, cultural institutions and universities directly to your classroom. Includes comprehensive lesson plans and associated primary sources on American independence, slavery, women's rights and civil rights.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - O N L I N E

<http://www.civiced.org/>

- \* Teacher and curricular resources for promoting an enlightened and responsible citizenry committed to democratic principles.

<http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>

- \* The Library of Congress is home to many of the most important documents in American history. The initial release of this website contains documents from the years 1763 to 1877. Updates will be made on a regular basis.

<http://www.archives.gov/exhibits/>

- \* Includes online exhibit featuring key foundational documents.

<http://www.constitutioncenter.org/education/>

- \* Curriculum resources including current event discussion starters, lesson plans, service learning projects, interactive Constitution, constitutional timeline, founding documents and Constitution Day lessons.

<http://www.slaveryinamerica.org>

- \* The National Underground Railroad Freedom Center located in Cincinnati, Ohio, offers exhibits, interactive experiences, lessons and resources for teachers.

<http://www.loc.gov/exhibits/african/intro.html>

- \* A Library of Congress resource guide to the study of black history and culture

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html>

- \* The exhibition The African American Odyssey: A Quest for Full Citizenship, showcases the African American collections of the Library of Congress.

<http://www.nwhp.org/>

- \* Information and educational materials about women's history.

<http://memory.loc.gov/ammem/vfhtml/vfwhome.html>

- \* Extensive and varied resources related to women's suffrage including documents, cartoons, portraits and photographs.

<http://www.tolerance.org/teach/index.jsp>

- \* Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond including *Mighty Times: The Legacy of Rosa Parks and America's Civil Rights Movement*.

★ ★ ★ ★ A C K N O W L E D G M E N T S

★ Thanks to the *With Liberty and Justice for All* Educators Advisory Group for its helpful and thoughtful counsel on the conceptualization, development and review of DISCOVERING DEMOCRACY IN ACTION IN *With Liberty and Justice for All*:

Jim Alvaro

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Edith Graybill

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Peggy Moore Thomas

Stephen Mucher

Deborah Parizek

Beth Savalox

Carrie Taub

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★ Primary Source Investigation Worksheets developed by The Henry Ford with adaptations from Plymouth Canton Community Schools Teaching American History Grant Historical Inquiry Procedure.





**Book Excerpt, “Twelve Reasons Why Women Should  
Have the Vote,” 1917**

1. **Because** those who obey the laws should help to choose those who make the laws.
2. **Because** laws affect women as much as men.
3. **Because** laws which affect women are now passed without consulting them.
4. **Because** laws affecting children should include the woman's point of view as well as the man's.
5. **Because** laws affecting the home are voted on in every session of the legislature.
6. **Because** women have experience which would be helpful to legislation.
7. **Because** to deprive women of the vote is to lower their position in common estimation.
8. **Because** having the vote would increase the sense of responsibility among women toward questions of public importance.
9. **Because** public-spirited mothers make public-spirited sons.
10. **Because** about 8,000,000 women in the United States are wage workers, and the conditions under which they work are controlled by law.
11. **Because** the objections against their having the vote are based on prejudice, not on reason.
12. **Because** to sum up all reasons in one--it is for the common good of all.

*Excerpt from a book: “Twelve Reasons Why Women Should Have the Vote,” The Blue Book; Woman Suffrage, History, Arguments and Results, edited by Frances M. Björkman and Annie G. Porritt, 1917  
Library of Congress, Rare Book and Special Collections Division,  
National American Woman Suffrage Association Collection.*



Investigator Names

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Book Excerpt, "Twelve Reasons Why Women Should Have the Vote," 1917

Is this evidence mostly factual, emotional or logical?

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When was it written?

---

What else was going on at this time that helps you understand it?

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Who published it and for what purposes?

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Which of these 12 reasons are the most persuasive to you?

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Which are the least persuasive?

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What reasons would you add?

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Do you think this was a successful strategy or tactic? Why or why not?

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What questions do you still have about this evidence?

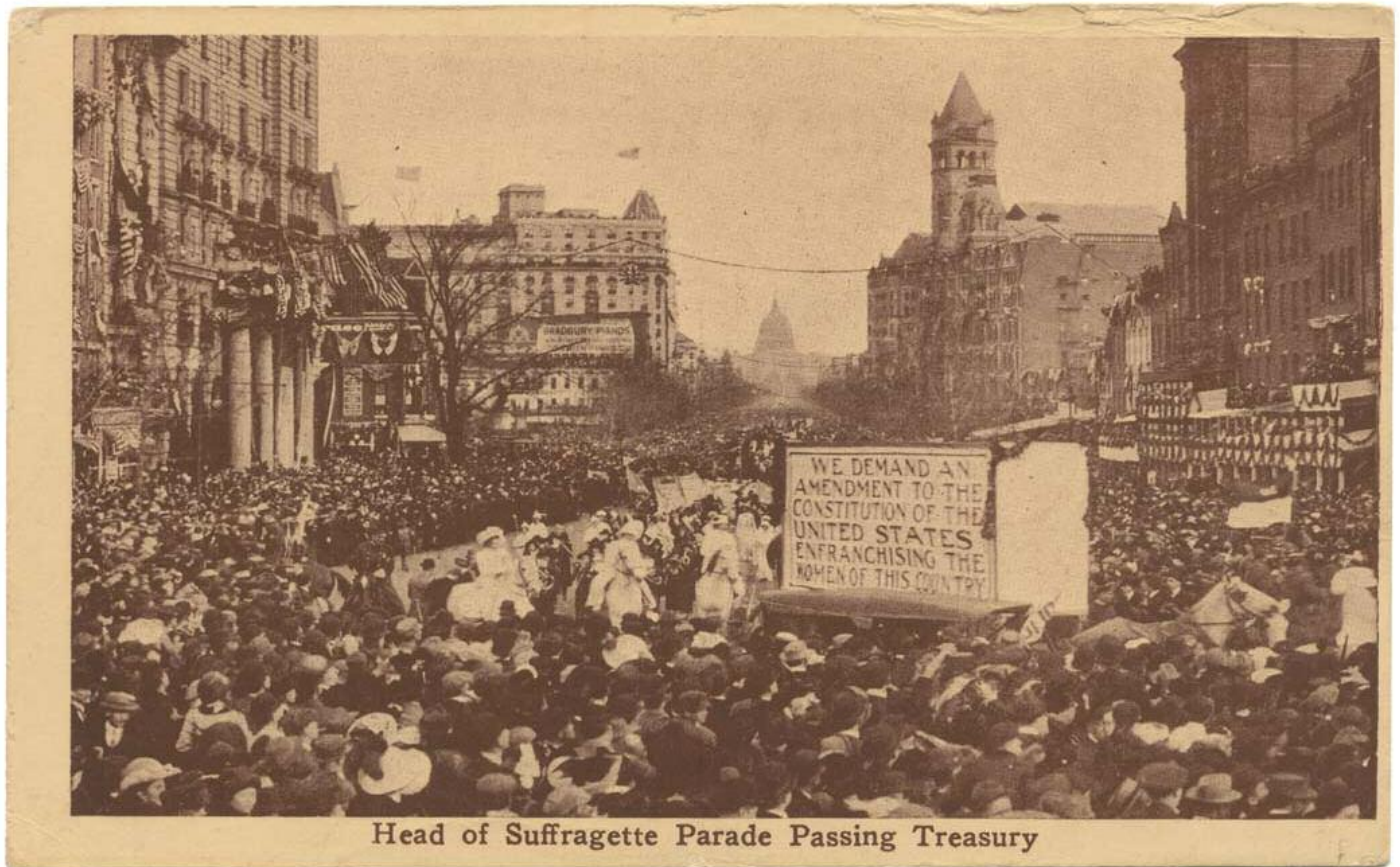
---

What other sources could help you understand this evidence better?

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Postcard, Suffrage Parade in Washington D.C., 1913



Head of Suffragette Parade Passing Treasury

*From the collections of The Henry Ford®*



Investigator Names

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Postcard, Suffrage Parade in Washington D.C., 1913

Is this evidence mostly factual, emotional or logical?

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Describe the scene you see.

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Why are the suffragettes demanding a constitutional amendment?

---

What do you think the photographer was thinking when this photograph was taken?

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What might have happened before or after the photo was taken?

---

What might not have been included in this photograph?

---

What reasons would you add?

---

Do you think this was a successful strategy or tactic? Why or why not?

---

What questions do you still have about this evidence?

---

What other sources could help you understand this evidence better?

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Broadside, "Human Rights come before State Rights", about 1915

## CONGRESS MUST FORBID

*Inter-State Discrimination against the Rights of Women*

## HUMAN RIGHTS come before STATE RIGHTS

### THE FEDERAL SUFFRAGE AMENDMENT

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State, on account of sex."

DOES THIS INTERFERE WITH STATE RIGHTS?

# NO

1—On the contrary, Congress, by not passing the amendment, is denying the States their sovereign right to decide the question.

2—There can be no violation of State Rights when each State has recognized the right of three-quarters of the States to amend the Constitution of the United States and make it binding on all States.

3—The States will have the same control over the qualifications for voters that they have now; the qualifications must apply to both sexes, but may be otherwise restricted, modified or enlarged by the States, as they wish.

4—It is a mistake to suppose that the States have unrestricted control of the question of suffrage.

The Federal government has created, controlled or sanctioned in some form, nine classes of voters.

The States have the right to regulate suffrage locally, SUBJECT to CERTAIN conditions; they have not the right to make suffrage impossible for human beings.

Race, color, previous condition of servitude, and SEX, are beyond human control. They are insuperable barriers to freedom, which the Federal government should forbid the States to erect.

This protection has been given to the rights of men; it is equally imperative that it should be given to women.

5—All political parties continuously and brazenly trample on every form of State rights, when it is to their interest to do so; therefore Congressmen cannot expect women to believe in their devotion to the doctrine of State Rights.

Write your Senators and Congressmen to Vote for the Suffrage Amendment.

CONGRESSIONAL UNION FOR WOMAN SUFFRAGE

National Headquarters, 1420 F Street, Washington, D. C.

New York Headquarters, 13 East 41st Street

Telephone, 5444 Murray Hill





Investigator Names

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**Broadside, "Human Rights come before State Rights,"  
about 1915**

Is this evidence mostly factual, emotional or logical?

---

When was it written?

---

Who published it and for what purposes?

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Who was its intended audience?

---

What side is this poster supporting in the battle for woman's suffrage?

---

What evidence does the poster provide to support its position?

---

What arguments regarding woman suffrage is the poster trying to counteract?

---

How well do you think it succeeds?

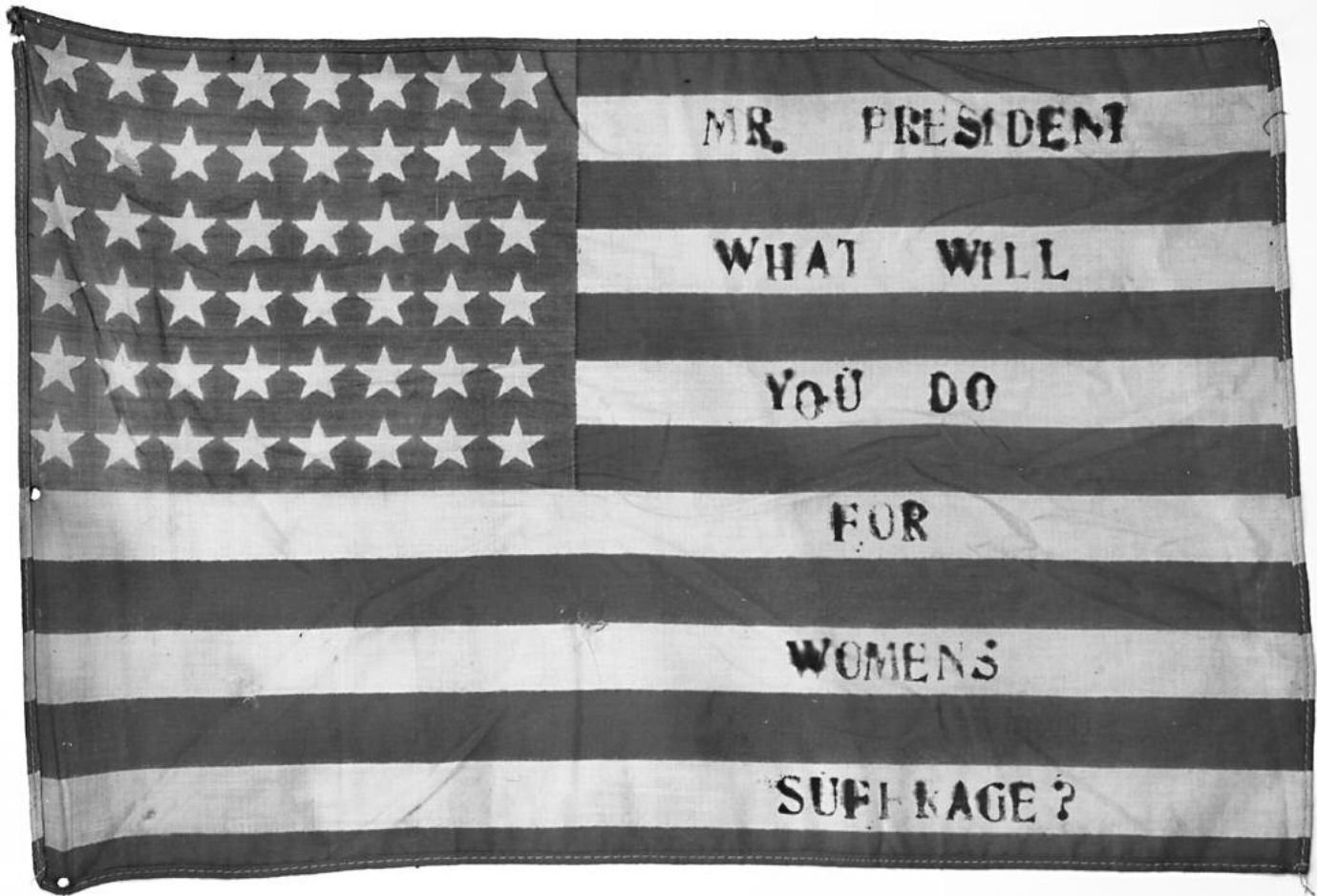
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What questions do you still have about this evidence?

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Flag, "Mr. President What Will You Do  
For Women's Suffrage?" about 1916



*From the collections of The Henry Ford®*



Investigator Names

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**Flag, “Mr. President What Will You Do  
For Women’s Suffrage?” about 1916**

**Is this evidence mostly factual, emotional or logical?**

---

**Who created it and why?**

---

**Who was its intended audience?**

---

**Why is this protest banner made from an American flag?**

---

**To whom is the banner addressed? Literally? Symbolically?**

---

**What various responses might the president have had to this question?**

---

**Do you think this flag banner was a successful strategy or tactic? Why or why not?**

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**What questions do you still have about this evidence?**

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**What other sources could help you understand this evidence better?**

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Broadside, "Popular Vote Has Defeated Woman Suffrage," 1915


**Popular Vote  
Has Defeated  
Woman Suffrage**

State	Year	Majority Against
Ohio	1912	87,455
Ohio	1914	182,905
Michigan	1912	760
Michigan	1913	96,144
Wisconsin	1912	91,478
Nebraska	1914	10,104
Missouri	1914	140,206
N. Dakota	1914	9,401
S. Dakota	1914	11,914

**A Great Majority of Pennsylvania  
Women Do Not Wish to Vote**

**Stand by the Women**

**VOTE NO**  
On Woman Suffrage Amendment No 1  
At the General Election  
Tuesday, November 2, 1915



From the collections of The Henry Ford®



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**Broadside, "Popular Vote Has Defeated Woman Suffrage," 1915**

Is this evidence mostly factual, emotional or logical?

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Who published it and for what purposes?

---

When was it produced?

---

What information does the broadside provide to prove that women do not want to vote?

---

What information is not provided about the elections reported on this broadside?

---

What factors help explain the vast differences in the votes reported on the broadside?

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Do you think this broadside was a successful strategy or tactic? Why or why not?

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What questions do you still have about this evidence?

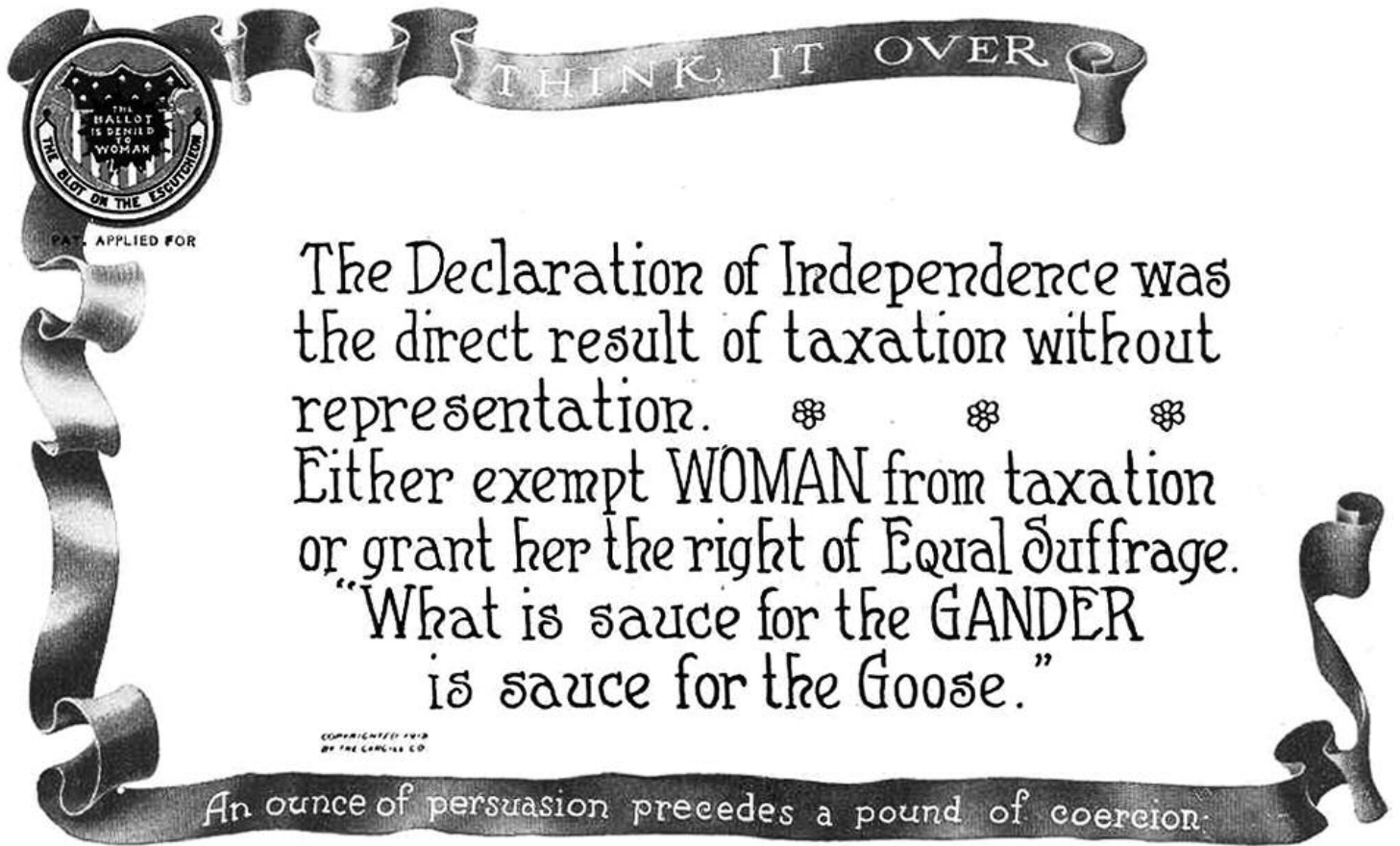
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What other sources could help you understand this evidence better?

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Postcard, "Think it Over," 1910



*From the collections of The Henry Ford®*



Postcard, "Think it Over," 1910

Investigator Names

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Is this evidence mostly factual, emotional or logical?

---

Who published it and for what purposes?

---

To whom is the postcard addressed?

---

What side is this postcard supporting in the battle for woman's suffrage?

---

What history does the postcard appeal to in order to support its position?

---

What does the phrase in quotation marks mean? Why are they relevant here?

---

Do you think this postcard is a successful strategy or tactic? Why or why not?

---

What questions do you still have about this evidence?

---

What other sources could help you understand this evidence better?

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Newspaper Column, "The Anti's Alphabet"  
*The Woman's Protest*, 1912

A is for Antis with Banner afloat;  
B is for Battle against woman's vote.  
C is for Children we fight to protect;  
D is for Duties we never neglect.  
E is for Energy strengthened by hope.  
F is for Folly with which we must cope.  
G is the germ of unrest in the brain.  
H is for Home, which we mean to maintain.  
I is Insurgency now in the air;  
J is calm Judgement we're bringing to bear.  
K is for Knights, our American men;  
L, Loyal Service far out of our ken.  
M is for Might in our cause to prevail;

N, Noble standards that naught can assail.  
O, Obligations we cannot ignore;  
P is for Principle marching before.  
Q is the Quibble which we must combat;  
R is for Reason that answers it pat.  
S is Sound Sense, which we have on our side;  
T is for Truths that cannot be denied.  
U is for Union, whose aid we entreat;  
V, Votes for women, we're sworn to defeat.  
W is wages the suffragettes claim;  
X is for Xanthic, the color and fame.  
Y is for Yankee, of Red, White and Blue;  
Z is the Zeal to protect them for you.

Newspaper Column from *The Woman's Protest*, an anti-suffrage newspaper, published this "Anti's Alphabet" in August, 1912.



Investigator Names

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Newspaper Column, "The Anti's Alphabet"  
*The Woman's Protest, 1912*

Is this evidence mostly factual, emotional or logical?

---

Who published it and for what purposes?

---

What is the viewpoint of the author of this poem?

---

Who would have supported this viewpoint? Why?

---

Who would have opposed this viewpoint? Why?

---

What do you think the author is worried or concerned about?

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Do you think this poem is a successful strategy or tactic? Why or why not?

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What questions do you still have about this evidence?

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What other sources could help you understand this evidence better?

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Handbill, "I Am Opposed To Woman's Suffrage,"  
about 1915

# I AM OPPOSED TO WOMAN'S SUFFRAGE

Name Miss Florence Hoagland.

Street 44 Monroe St.



*From the collections of The Henry Ford®*



Investigator Names

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Handbill, "I Am Opposed To Woman's Suffrage,"  
about 1915

Is this evidence mostly factual, emotional or logical?

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Who published it and for what purposes?

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How do you think the signer used this card?

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Imagine and describe who this woman might be and why she might feel the way she does about suffrage?

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What questions do you still have about this evidence?

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What other sources could help you understand this evidence better?

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**Magazine article excerpt: "Why Women Do Not Wish the Suffrage," 1903**

In 1895 the women of Massachusetts were asked by the state whether they wished the suffrage. Of the 575,000 voting women in the state, only 22,204 cared for it enough to deposit in a ballot box an affirmative answer to this question. That is, in round numbers, less than four per cent wished to vote; about ninety-six per cent were opposed to woman suffrage or indifferent to it. That this expresses fairly well the average sentiment throughout the country can hardly be questioned. There may be some Western states in which the proportion of women who, for one reason or another, desire the suffrage is somewhat larger; on the other hand, there are Southern states in which it is even less. Certainly few men or women will doubt that at the present time an overwhelming majority of women are either reluctant to accept the ballot or indifferent to it. Why this indifference, this reluctance? This is the question which in this article I seek to answer. Briefly, I believe it is because woman feels, if she does not clearly see, that the question of woman suffrage is more than merely political; that it concerns the nature and structure of society, -- the home, the church, the industrial organism, the state, the social fabric.

...This is the negative reason why woman does not wish the ballot: she does not wish to engage in that conflict of wills which is the essence of politics; she does not wish to assume the responsibility for protecting person and property which is the essence of government. The affirmative reason is that she has other, and in some sense, more important work to do. It is more important than the work of government because it is the work for the protection of which governments are organized among men. Woman does not wish to turn aside from this higher work, which is itself the end of life, to devote herself to government, which exists only that this higher work may be done. Nor does she wish to divide her energies between the two. This higher work, which is itself the end of life, is Direct Ministry to Life.

...If she were to go into politics, she would leave undone the work for which alone government exists, or she would distract her energies from that work, which she knows full well requires them all. Can she not do both? No! no more than man can. He cannot be at the same time in the market winning the bread, in the forum shaping the public policies, and in the home ministering to life. Nor can she. She must choose. She may give her time and thought and energy to building a state, and engaging in that warfare of wills which politics involves; or she may give her time and thought to the building of men, on whose education and training, church, state, industry, society, all depend. She has made her choice and made it wisely. Necessity, born of an imperfect industrial system, may drive a few thousand women into battle with Nature in bread-winning vocations; ambition may call a few women down and out from the higher vocation of character-building to participate in public debate before the footlights; the clamors of an ill-instructed conscience may force a few more to leave the congenial work of directly ministering to life, that they may undertake the more, indirect ministry through village or city boards, state legislatures, and the Federal Congress; but the great body of American women are true to themselves, to the nature God has given them, and to the service He has allotted to them -- the direct ministry to life, -- and will neither be forced nor enticed from it by their restless, well-meaning, but mistaken sisters.

**Magazine article excerpt:** Lynn Abbott "Why Women Do Not Wish the Suffrage" *Atlantic Monthly*, 1903



Investigator Names

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Magazine article excerpt: "Why Women Do Not Wish  
the Suffrage," 1903

Is this evidence mostly factual, emotional or logical?

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Who wrote it and for what purposes?

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What is the viewpoint of the author?

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Who would have supported this viewpoint? Why?

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Who would have opposed this viewpoint? Why?

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What do you think the author is worried or concerned about?

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Do you think this article is a successful strategy or tactic? Why or why not?

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What questions do you still have about this evidence?

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What other sources could help you understand this evidence better?

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