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**GREAT WAR, FLAWED PEACE,  
AND THE LASTING LEGACY  
OF WORLD WAR I**

★



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# SUFFRAGISTS UNITE!

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**GUIDING QUESTION:** Who had more of an impact on the women's suffrage movement, activists or servicewomen?

## AUTHOR

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## WHY?

As a woman, I find it extremely important to teach the women's suffrage movement. Students need to know that women put their lives on the line in order to give other women this important right. In order for students to deeply understand this topic, they need to see and hear from these women.

## OVERVIEW

Using primary and secondary sources, students will sort quotes and photographs into categories of activists and servicewomen. Students will then participate in a Structured Academic Controversy analyzing which of these groups had a greater impact on the women's suffrage movement.

## OBJECTIVES

At the conclusion of this activity, students will be able to

- > Describe the strategies used by women who were activists and servicewomen during World War I; and
- > Analyze which of these groups was more effective in gaining women the right to vote.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## DOCUMENTS USED

### PRIMARY SOURCES

Photograph, Bain News Service, *Head of Suffrage Parade, Washington, D.C.*, March 3, 1913  
Library of Congress (97500042)  
<https://www.loc.gov/item/97500042/>

Photograph, Harris & Ewing, *Party Watchfires Burn Outside White House*, January 1919  
Library of Congress (mnwp000303)  
<https://www.loc.gov/item/mnwp000303>

Photograph, *Women of the Signal Corps Run General Pershing's Switchboard at the First Army Headquarters*  
National Archives and Records Administration (111-SC-21981)

Poster, Howard Chandler Christy, *If You Want to Fight! Join the Marines*, 1915  
Library of Congress (95500952)  
<https://www.loc.gov/pictures/item/95500952/>

*The Suffragist*, June 23, 1917  
Smithsonian Institution, National Museum of American History (1991.3016.585)  
<https://learninglab.si.edu/resources/view/102133>

Woman Suffrage Wagon, c. 1912  
Smithsonian Institution, National Museum of American History (1982.0288.01)  
[https://www.si.edu/object/nmah\\_1444301](https://www.si.edu/object/nmah_1444301)



Woodrow Wilson, Address to the Senate on the Nineteenth Amendment, September 30, 1918 (excerpt)  
The American Presidency Project, University of California - Santa Barbara  
<https://www.presidency.ucsb.edu/node/329326>

## SECONDARY SOURCES

Doris Stevens, *Jailed For Freedom*, 2010 (excerpt)

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017 (excerpt)

John Cooper, *Reconsidering Woodrow Wilson: Progressivism, Internationalism, War, and Peace*, 2008 (excerpt)

## MATERIALS

- > Women's Suffrage Movement Instructions
- > Women's Suffrage Movement Materials
- > Women's Suffrage Movement Structured Academic Controversy
- > Projector
- > Whiteboard and markers
- > Envelopes and scissors

## ACTIVITY PREPARATION

- > Make one copy of the following for each student:
  - » Women's Suffrage Movement Instructions
  - » Women's Suffrage Movement Structured Academic Controversy
- > Print copies of the Women's Suffrage Movement Materials for each pair of students. Cut the sources apart and create an envelope of sources for each pair of students.

## PROCEDURE

### ACTIVITY ONE: SORTING SOURCES (30 MINUTES)

- > Project the photograph, *Party Watchfires Burn Outside White House*, as students walk into class.
  - » Ask students, *What details do you notice in this photograph?* List the details on the board.
  - » Ask students, *What other ways besides this might women have fought for the right to vote?* List ideas on the board and try to guide students to think about women during World War I.
- > Tell students, *Today you will look at two different ways that women fought for the right to vote. You will sort a handful of primary and secondary sources into the categories of activists and servicewomen.*
  - » Pair students up and distribute one envelope containing the sources to each pair.
  - » Read the directions on the handout.
  - » Move around the classroom and check for understanding as pairs work.
  - » Review first impressions with students after they have finished sorting.

### ACTIVITY TWO: SYNTHESIZING LEARNING (30 MINUTES)

- > Tell students, *You will now use the documents that you have been working with to answer our guiding question: Who had more of an impact on the women's suffrage movement, activists or servicewomen? To do that, you will participate in a Structured Academic Controversy (SAC) to analyze both sides of the issue.*
- > Distribute a copy of the Women's Suffrage Movement Structured Academic Controversy to each student.
- > Team up two pairs of students into a group of four. Tell students, *Your partner is now your teammate for the SAC.*
  - » Assign each team a letter - either A (Women activists had a greater impact) or B (servicewomen had a greater impact).
  - » Team A will present to Team B, and Team B will then repeat the arguments back to Team A until Team A is satisfied.
  - » Team B will present to Team A, and Team A will then repeat the arguments back to Team B until Team B is satisfied.
  - » Teams then try to reach a consensus.
- > Conduct a whole class discussion. Ask students:
  - » *Who had more of an impact on the women's suffrage movement, activists or servicewomen? What evidence did you use to support your claim?*
  - » *What other evidence would you need to strengthen your claim?*

### ASSESSMENT

- > Assign the Structured Academic Controversy Summary as an individual assessment.
- > The Structured Academic Controversy Rubric can be used to score the response.

### METHODS FOR EXTENSION

- > Students with more interest can research the women's suffrage movement in their own state. They can also research how women in other countries conducted their own women's suffrage movements.

# WOMEN'S SUFFRAGE MOVEMENT INSTRUCTIONS

**Sorting Directions:** You will be given a series of quotes and documents relating to the women's suffrage movement. It is your job to separate them into two categories: activists and servicewomen. Activists are women who protested for the right to vote. They used their voices to stand up to the injustice of their government. Servicewomen are women who answered the call of service to their country during World War I, with the hope that their service would show their worth to their government.

**Analysis Directions:** After your documents have been sorted, analyze them to see which side you believe had more of an impact in getting women the right to vote. Be prepared to defend your answer during a Structured Academic Controversy.

ACTIVISTS	SERVICEWOMEN

## WOMEN'S SUFFRAGE MOVEMENT MATERIALS

**Teacher Directions:** Print and copy of set of these materials for each pair of students. Cut up the documents and put them inside an envelope for each group of students to sort.

----- Cut Here -----

1. Before Woodrow Wilson, U.S. presidents met with women suffragists a grand total of three times. Women's suffrage organizers met once with President William McKinley and twice with President Theodore Roosevelt. Woodrow Wilson met with them six times during his first term in office (1913-1917), and nine times during the second term (1917-1921).

John Cooper, *Reconsidering Woodrow Wilson: Progressivism, Internationalism, War, and Peace*, 2008

----- Cut Here -----

2. Representatives from the Woman Voters' Convention went on a cross-country tour and arrived at the White House with an 18,000-foot petition bearing 500,000 signatures to present to the president in favor of a federal suffrage amendment.

John Cooper, *Reconsidering Woodrow Wilson: Progressivism, Internationalism, War, and Peace*, 2008

----- Cut Here -----

3. Carrie Chapman Catt and the other two million members of the National American Woman Suffrage Association (NAWSA) used the power of the states to lobby Congress for a federal suffrage amendment.

Doris Stevens, *Jailed For Freedom*, 2010

----- Cut Here -----

4. If women did not have to work for "their own liberty and independence," they could throw their "entire energy into work for their country and for humanity." – Carrie Chapman Catt talking about women's roles in World War I.

Quoted in Doris Stevens, *Jailed For Freedom*, 2010

----- Cut Here -----

5. "The water they drink is kept in an open pail, from which it is ladled into a drinking cup...The same piece of soap is used for every prisoner. The prisoners...are sometimes seriously afflicted with disease, this practice is appallingly negligent."

Lucy Burns discussing the conditions suffragists experienced while jailed for protesting their right to vote.

Doris Stevens, *Jailed For Freedom*, 2010

----- Cut Here -----

6. "The suffragists are permitted three showers a week and have only these pieces of soap which are common to all inmates. There is no soap at all in wash rooms. Sometimes worms float on top of the soup. Often they are found in the cornbread."

Virginia Bovee describing life for suffragists in jail.

Quoted in Doris Stevens, *Jailed For Freedom*, 2010

## WOMEN'S SUFFRAGE MOVEMENT MATERIALS (CON'T)

----- Cut Here -----

7. On March 17, 1917, the United States became the world's first modern nation to enlist females in non-combatant military service roles.

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017

8. In the month before war broke out, 200 women joined the U.S. Navy. They received the rank yeoman (F) for female. Female yeoman earned the same pay as men.

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017

9. 13,000 women joined the Marines and were called 'marinettes.' Many believed that equal rights meant equal responsibilities.

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017

10. Women worked, suffered, and died for their country during World War I.

11. "I am afraid I will never be contented to sit down without something to do, even when this war is over and we are all home again."

Genevieve Hitt, expert cryptologist writing to her husband.

Quoted in Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017

12. The Hello Girls were faster and more accurate at connecting calls than their male counterparts, making battle communication more efficient.

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017

13. "We have made partners of the women in this war; shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?" – President Woodrow Wilson addressing Congress

President Woodrow Wilson, Address to the Senate on the Nineteenth Amendment, September 30, 1918

14. President Woodrow Wilson called the suffrage amendment a "necessary war measure." He also said that we would need women as we have never needed them before to help fix the wounds of the war. He said we would need, "the sympathy and insight and clear moral instinct of the women of the world."

John Cooper, *Reconsidering Woodrow Wilson: Progressivism, Internationalism, War, and Peace*, 2008

## **WOMEN'S SUFFRAGE MOVEMENT MATERIALS (CON'T)**

## **WOMEN'S SUFFRAGE MOVEMENT MATERIALS (CON'T)**



# WOMEN'S SUFFRAGE MOVEMENT STRUCTURED ACADEMIC CONTROVERSY

## TEAM A

During this SAC, you and your group will try to answer the following question:

**Who had more of an impact on the women's suffrage movement, activists or servicewomen?**

**Team A will argue:** Women Activists had more of an impact on the movement.

**Team B will argue:** Servicewomen had more of an impact on the movement.

### Procedure

**30 minutes:** Working with your partner, look through the materials that you have sorted. Select five pieces of evidence that supports your side and fill in the Organizing the Evidence Section of this handout.

**10 minutes:** Team A presents. Both partners must contribute to the presentation. Team B writes down Team A's arguments on the Organizing the Evidence Section of this handout and then repeats them back to Team A.

**10 minutes:** Team B presents. Both partners must contribute to the presentation. Team A writes down Team B's arguments on the Organizing the Evidence Section of this handout and then repeats them back to Team B.

**10 minutes:** Everyone can abandon their positions and argue whatever they believe in. Groups of four must attempt to develop a consensus.

### Organizing the Evidence

Complete the organizer for your side of the argument. Find five pieces of evidence to support your argument and explain how you will use them to make your argument. You will complete the other side of the argument once the SAC has begun.

**Activists had more of an impact:** List the five main points of evidence that supports activists.

Source:

Source:

Source:

Source:

Source:

# WOMEN'S SUFFRAGE MOVEMENT STRUCTURED ACADEMIC CONTROVERSY

## TEAM B

During this SAC, you and your group will try to answer the following question:

**Who had more of an impact on the women's suffrage movement, activists or servicewomen?**

**Team A will argue:** Women Activists had more of an impact on the movement.

**Team B will argue:** Servicewomen had more of an impact on the movement.

### Procedure

**30 minutes:** Working with your partner, look through the materials that you have sorted. Select five pieces of evidence that supports your side and fill in the Organizing the Evidence Section of this handout.

**10 minutes:** Team A presents. Both partners must contribute to the presentation. Team B writes down Team A's arguments on the Organizing the Evidence Section of this handout and then repeats them back to Team A.

**10 minutes:** Team B presents. Both partners must contribute to the presentation. Team A writes down Team B's arguments on the Organizing the Evidence Section of this handout and then repeats them back to Team B.

**10 minutes:** Everyone can abandon their positions and argue whatever they believe in. Groups of four must attempt to develop a consensus.

### Organizing the Evidence

Complete the organizer for your side of the argument. Find five pieces of evidence to support your argument and explain how you will use them to make your argument. You will complete the other side of the argument once the SAC has begun.

**Servicewomen had more of an impact:** List the five main points of evidence that supports servicewomen.

Source:

Source:

Source:

Source:

Source:

## STRUCTURED ACADEMIC CONTROVERSY SUMMARY AND RUBRIC

Use your notes and the documents to answer the guiding question:

Who had a greater impact on the women's suffrage movement, activists or servicewomen?

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Emerging</b>
<b>Explanation</b>	The response provides a thorough explanation as to who impacted the suffrage movement more.	The response provides an explanation as to who impacted the suffrage movement more.	The response provides a partial explanation as to who impacted the suffrage movement more.	The response is vague or minimal OR response only provides a personal opinion with no text support
<b>Supporting Information</b>	The response includes relevant information from the sources on both sides of the debate.	The response includes information from the sources on both sides of the debate, but does not provide a wide range.	The response uses limited information from the sources.	The response is missing information from the sources.



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