

Women's Right to Vote: Before and After the 19th Amendment

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Junior Division

Group Exhibit

Student Composed Words: 496

Process Paper: 500

We decided on the topic of women's suffrage because as girls we understand how critical it is for women to have the right to vote and to be seen as equal to men. We also know how much of a struggle it was for women to gain the right to vote and wanted to explore it further. We decided to do our project on suffrage movements that happened before the 19th amendment was passed and its aftermath. For the "before" section of our project we focused on three organizations - the National American Woman's Suffrage Association, the National Association of Colored Women, and the Alpha Suffrage Club - that worked to get equal voting rights. We also added a section about people and organizations that were opposed to women's suffrage. For the "after" section, we discussed obstacles that non-white women faced when they tried to vote after the 19th amendment was ratified.

Our topic relates to the 2025 theme because it is about how women stood up for their rights and how they had the responsibility to ensure that all voices were heard. The Alpha Suffrage Club and the NACW stood up for black women's right to vote, while the NAWSA excluded black women but worked for women's voting rights on a federal and state level. The government had the responsibility to acknowledge the injustice and ensure that the 19th amendment was effectively executed across the country. The obstacles non-white women faced led to future equal rights movements.

For our research, we looked at online websites, articles, and primary sourced images. Additionally, we went to our school library and got secondary informational books about our topic. We found primary sources such as images of suffragists, and important documents like the literacy test and poll taxes. The rest of the sources were secondary and gave us background knowledge about our topic. Lastly, we cited all of our sources on NoodleTools to ensure that we have an accurate annotated bibliography.

We chose the exhibit category because we enjoy hands-on creative projects and liked the idea of creating an artistic and physical project. The exhibit category makes sense because our topic had lots of visual images and documents. We created our project by researching the 19th amendment, writing about who was involved in the suffrage movement and people who were opposed to it, and looking at the aftermath of the 19th amendment. Finally, we added quotes and images to support our work.

In 1920, the U.S government passed the 19th amendment, which technically gave all women the right to vote, after many protests from the National American Woman's Suffrage Association, the National Association of Colored Women, and the Alpha Suffrage Club supporting women's suffrage. The three groups played a big part in protesting for the 19th amendment to be passed, but in the aftermath, the federal and state governments failed to uphold their responsibility to ensure that the constitutional right was carried out across the U.S., thus leading to future voting rights movements.

Works Cited

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PRIMARY SOURCES:

Bain, George G. *Head of Suffrage Parade in Washington, D.C., Mar. 3, 1913*. c. 1913.

Photograph. Library of Congress. Library of Congress (LC-DIG-ds-13262)

<https://www.loc.gov/pictures/item/97500042/>

This is a photo of the Women's Suffrage Parade of 1913, where women came from all over the U.S to protest for their right to vote and were attacked by anti-suffragists. We use this to show what the parade looked like and the importance of it. It is a primary source because the image was taken when the parade was happening.

Bain News Service. *Susan B. Anthony*. c. 1915. Glass negative photograph. Library of Congress (2014710282). <https://www.loc.gov/item/2014710282/>

This is a primary image of Susan B. Anthony, a leading suffrage activist from the NAWSA. It was taken when Susan B. Anthony was alive and we will use this as a primary source to show a leading activist that was involved in the NAWSA.

CARRIE CHAPMAN CATT. Photograph. *Britannica ImageQuest*, Encyclopædia Britannica, Aug 31 2017. quest.eb.com/images/140_1802568. Accessed 3 Dec 2024.

This primary source is an image of Carrie Chapman Catt, one of the National American Woman Suffrage Association presidents leading a suffrage convention. It was published to provide more background and visual information on a women's suffrage convention. We will use this source to refer to so we know what a women's suffrage convention looked like and how it functioned.

Chamberlain, Kenneth Russell. *"Woman are too sentimental for jury duty"* c. 1915. Image.

Library of Congress. (LC-USZC2-1201).

This primary source is a political cartoon made while women were trying to gain the right to vote, and the image shows that men thought that women were too "sensitive" to do jury duty. This provides us with information about the people and organizations against women's suffrage. We will use this when we discuss the opposition to women's suffrage.

Elizabeth Cady Stanton, 1815-1902, bust, full portrait. c. 1815. Photograph. Library of Congress (2018646960). <https://www.loc.gov/item/2018646960/>

This primary source is an image of one of the leaders of the National American Woman Suffrage Association, Elizabeth Cady Stanton. This photo will be used in the National American Woman Suffrage section of our exhibit to show what leading suffragists in this time period looked like.

Garrity, Sallie E. *Ida Bell Wells-Barnett.* c. 1893. Photograph. National Portrait Gallery,

Smithsonian Institution. (NPG.2009.36). https://npg.si.edu/object/npg_NPG.2009.36

This is a primary image of one of the leaders from the Alpha Suffrage Club, Ida B. Wells-Barnett. She founded the Alpha Suffrage Club to help black women gain voting rights and to help the African American community gain equal rights. We will use this to show a photo of the leader of the Alpha Suffrage Club, an organization that we are focusing on.

General Records of the United States Government. *Original Joint Proposition for 19th Amendment; Joint Resolution 1, 66th Congress, 1st Session.* Textual record, c. 1919. National Archives Catalog (NAID: 596314) <https://catalog.archives.gov/id/596314?objectPage=2>

This is a primary image of the Joint Resolution which shows what rights were given to women in 1920. This is what the federal government made and signed in 1919 but it was not ratified until 1920. We will use this photo to show what the 19th amendment stated and the impacts that the 19th amendment had on different groups of women.

Harris & Ewing. *National anti-suffrage association*. c. 1914. Photograph. Library of Congress. (LC-DIG-ppmsca-86115).

This is a primary image that shows men had created an anti-women suffrage organization of their own to try and stop women from voting. We will use this to show what some men thought of women's suffrage and also present this image as a representation of how some people reacted negatively to women's suffrage.

Mary Church Terrell. c. between 1880-1900. Photograph. Library of Congress.

(LC-DIG-ppmsca-68742). <https://loc.gov/pictures/resource/ppmsca.68742/>

This is a primary image of Mary Church Terrell, one of the leaders of the NACW. She helped black women gain equal voting rights even after the 19th amendment and we will mention her efforts when we discuss the NACW.

Ohio Association Opposed to Woman's Suffrage. *Why the Majority of Women Oppose/Woman's Suffrage*, n.d.. Record. New York State Library. New York State Association Opposed to Woman Suffrage Collection, 1839-1921; bulk, 1914-1917.

<https://nysl.nysed.gov/msscfa/sc13339.htm>

The document is a primary source that shows how some women did not support women's suffrage and believed that they should not be able to vote. They believed that it would "lead to the destruction of the state." This is a good representation of

an opposing women's point of view and shows these women did not support the other women's suffrage organizations, such as the NAWSA, the Alpha Suffrage Club, and the NACW. This document will be used in our project when we discuss different perspectives of the suffrage movement.

[Poll Tax Receipt for Rosa Boyles of Jefferson County, Alabama, October 22, 1920.] Image of receipt. c. 1920. Alabama Department of Archives and History (Q9705).

<https://digital.archives.alabama.gov/digital/collection/voices/id/1331>

This primary source is a picture of a real poll tax that people had to pay to vote, and it helps us understand what a poll tax looked like in 1920 and how much they had to pay to vote. We will also analyze the information so we can have a better understanding of how much the poll tax impacted people who had to pay it in 1920. All this information will be used to prove how unfair the poll tax was.

Roosevelt, Franklin D. "10 Letter of Congratulation to Carrie Chapman Catt." *Public Papers of Franklin D. Roosevelt, 1936*, in *Franklin D. Roosevelt, the Public Papers and Addresses of Franklin D. Roosevelt, 1936* (New York: Russell & Russell, 1938-1950), Item 238, *Original Sources*. 14 Nov. 2024.

<https://os.eb.com/Document.aspx?DocID=BZZ6U72PDZLFZWE>.

This primary source is a letter to Carrie Chapman Catt from Franklin D. Roosevelt, thanking her for all of her efforts and work on women's suffrage. It was published to help people learn about how the president felt about women's suffrage. We know that it is primary because it was written by Franklin D. Roosevelt, a former president of the U.S, and it was written 16 years after the 19th amendment was passed. We used this source to gain information about our topic,

women's suffrage, and what government officials thought about women's suffrage after the amendment was passed.

United States Department of Labor. Bulletin of the Women's Bureau, #70. *Negro Women In Industry In 15 States*. Washington: U.S. Government Printing Office. c. 1929. (Original from University of Illinois at Urbana - Champaign)

<https://babel.hathitrust.org/cgi/pt?id=uiug.30112101711973&seq=5>

This is a primary image of a chart of the average weekly income for black women in the U.S in 1922. We used this to see how much of their annual salary would have to be spent on poll taxes if the black women wanted to vote. We then used this information in our presentation, to talk about the unfair obstacles many non-white women had to face after the amendment was ratified.

Voter Registration Application 1955-1965. National Museum of American History. Charles Dullea, 1955, americanhistory.si.edu/collections/object/nmah_537527. Accessed 16 January 2025.

This is primary source is an image of a literacy test that they made people fill out in order to vote. We will use to show what a literacy test included before they were banned and to discuss how some women still had trouble voting after the 19th amendment was ratified.

Artist Unknown. "What I would do with the Suffragists." Women's Suffrage Memorabilia,

Kenneth Florey. Image of postcard.

<http://womansuffragememorabilia.com/woman-suffrage-memorabilia/suffrage-postcards/>.

Accessed March 1, 2025

This is a primary source that was made during the time period to publicly express the artist's dislike of suffragists. They were so against them that they wanted them dead, which is what the political cartoon depicts. This will be used when we discuss the people who were against women's suffrage.

Women's Suffrage March. SIRS Issues Researcher, ProQuest, 5 Apr. 2005,

[explore.proquest.com/sirsissuesresearcher/document/2257168496?accountid=37249](https://www.proquest.com/sirsissuesresearcher/document/2257168496?accountid=37249).

The purpose of this image is to show what the Women's Suffrage March looked like and the caption helps us understand the importance of this parade and how it played a huge role in the suffrage movement. This source is primary because the picture was taken from the time period and it is black and white. We use this image to show how women protested for their right to vote.

Women Marching in Suffrage Parade in Washington, DC. March 3, 1913.

www.docsteach.org/documents/document/marching-suffrage-parade-dc.

This primary image helps us have a visual idea of what things looked like in a suffrage parade and we know it is primary because it was taken when the parade was happening. We used the information beneath the photo to learn more about how this was one of the first suffrage parades and that it brought attention to their cause.

SECONDARY SOURCES:

Campbell, Jessica. "How Women Voted 100 Years Ago." *Legacy.com*, 29 Oct. 2020,

www.legacy.com/news/culture-and-history/how-women-voted-100-years-ago/. Accessed 15 Jan. 2025.

This is a secondary source about the progression of how all women got the right to vote and it includes primary images that we will use in our final project. We know it is secondary because it was written by someone who was not present in the time period that our event took place, however it has some information about the steps it took for all women in the U.S to be able to vote.

Burgan, Michael. The 19th Amendment.

This book is a secondary source that helps us understand more about the 19th Amendment and what the amendment stated specifically. We know it is secondary because it is not the actual amendment that is in the Constitution. We used this to further understand our main topic, the 19th amendment, and how it affected all women after it was ratified.

American Experience. www.pbs.org/wgbh/americanexperience/features/

[vote-not-all-women-gained-right-to-vote-in-1920/](http://www.pbs.org/wgbh/americanexperience/features/vote-not-all-women-gained-right-to-vote-in-1920/).

This is a website that helps us learn about the important events that happened after the 19th amendment was ratified and how many states created unfair obstacles to stop non-white women from voting. It is a secondary source and we know this because it was written after all women got the right to vote. We will use this information in our presentation and to inform our audience that, while the 19th amendment technically gave all women the right to vote, not all were able to use that right until about 1965.

"Anthony, Susan B." *Shapers of Society Online*, Lincoln Library Press, 2018,

www.factcite.com/shapers/8010002.html.

This secondary source is a database that helps us learn about Susan B. Anthony who was one of the many significant people who were involved in the movement towards women's voting rights, which is our topic. It was published to inform people about Susan B. Anthony's background and what she accomplished in her life. The image we used on our project is cited from the original source in the primary section of our annotated bibliography.

"Between Two Worlds: Black Women and the Fight for Voting Rights." *NPS*, U.S. Dept. of the Interior, 13 Sept. 2022, www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm#:~:text=In%201913%2C%20Ida%20B.,elections%20and%20held%20political%20offices. Accessed 12 Dec. 2024.

This source talks about the black women suffragist organizations and is a secondary source. Its purpose is to inform us about how black women were granted the right to vote. We will use this to gain more information on our topic, specifically about the different black women organizations and how they helped black women gain full voting rights.

"Civil Rights and Women's Organizations." *UChicago Library*, www.lib.uchicago.edu/collex/exhibits/voice-for-justice-life-and-legacy-ida-b-wells/civil-rights-and-womens-organizations/. Accessed 13 Dec. 2024.

This webpage is a resource that informs us about the African American women organizations that were devoted to women's suffrage. This source is secondary but has images that come from the time period. We use this source to learn more about what Ida B Wells, the leader of the Alpha Suffrage Club, accomplished.

Dionne, Evette. *Lifting as We Climb*. Viking, 2020.

This is a secondary source is a book about how black women gained the right to vote. It discusses the struggles and obstacles they faced to be able to practice that right.

Foner, Eric, and John A. Garraty. "National American Woman Suffrage Association." *The Reader's Companion to American History*, ProQuest, 1991. *SIRS Issues Researcher*, [explore.proquest.com/sirsissuesresearcher/document/2265467484?accountid=37249](https://www.proquest.com/sirsissuesresearcher/document/2265467484?accountid=37249).

This secondary source is a database that gives us information about the founders of the NAWSA and it tells us when and how the organization was formed. It is secondary because it was written after the 19th amendment and after the NAWSA existed. We will use this information to learn more about the NAWSA's efforts and organization and then write about it in our exhibit.

---. "Stanton, Elizabeth Cady." *The Reader's Companion to American History*, ProQuest, 1991. *SIRS Issues Researcher*, [explore.proquest.com/sirsissuesresearcher/document/2265483454?accountid=1151](https://www.proquest.com/sirsissuesresearcher/document/2265483454?accountid=1151).

This source is a secondary book and was used to gain information about Elizabeth Cady Stanton who organized the first woman's rights convention in 1848. In 1851 she met Susan B. Anthony and they became great friends. We use this information to know more background information about Elizabeth Cady Stanton, one of the suffragists in our project.

Harley, Sharon. "African American Women and the Nineteenth Amendment." *National Park Service*,

www.nps.gov/articles/african-american-women-and-the-nineteenth-amendment.htm.

Accessed 9 Dec. 2024.

This is a secondary article that gives us information about African American women suffragists and how hard it was for them to gain their voting rights. We know this is a secondary source because it was written after the time period of women's suffrage. We will use this source to gain information on African American women voting rights so we can share their perspectives in our presentation.

Jackson, Ashawnta. "The Alpha Suffrage Club and Black Women's Fight for the Vote." *Daily.jstor.org*, daily.jstor.org/the-alpha-suffrage-club-and-black-womens-fight-for-the-vote/.

This source is a secondary source and it is about what the Alpha Suffrage Club was and why it was so important to African American women's voting rights. We know this is a secondary source because it was written after the time period and by a person who was not present when the Alpha Suffrage Club existed. We will use this source to learn more about Ida B. Wells and what she did to contribute to women's suffrage.

Landever, Arthur R. "19th Amendment." *American History Online*, Lincoln Library Press, 2022, www.factcite.com/useh/7026056.html.

This database is a secondary source that says what the 19th amendment stated and gives us some background information about it. We will use this source to further our knowledge on the 19th amendment and its effects on the country.

Matthews, Glenna. "Anti-Suffrage Organizations." *American Women's History: A Student Companion*, 2000. *SIRS Issues Researcher*,

[explore.proquest.com/sirsissuesresearcher/document/2265872297?accountid=37249](https://www.proquest.com/sirsissuesresearcher/document/2265872297?accountid=37249).

This secondary source is a database that talks about anti-suffrage organizations leading up to the 19th amendment. We know it is a secondary source because it was written by someone who was not there during the time that our event took place. This source is used to gain further information about the organizations that were against women's suffrage so that we can understand and share their perspective about women's suffrage in our project.

---."Catt, Carrie Chapman." *American Women's History: A Student Companion*, ProQuest, 2000. *SIRS Issues Researcher*,

[explore.proquest.com/sirsissuesresearcher/document/2265874666?accountid=1151](https://www.proquest.com/sirsissuesresearcher/document/2265874666?accountid=1151).

This secondary book helps us understand more about our topic, women's suffrage, because it discusses one of the leaders of the NAWSA, Carrie Chapman Catt. She will be an important figure to learn about and contributed a lot to the suffrage movement.

---. "National Association of Colored Women (NACW)." *American Women's History: A Student Companion*, ProQuest, 2000. *SIRS Issues Researcher*,

[explore.proquest.com/sirsissuesresearcher/document/2265870935?accountid=37249](https://www.proquest.com/sirsissuesresearcher/document/2265870935?accountid=37249).

This article is a source that helps us further understand one of the organizations that were involved in working towards women's suffrage. We will use quotes from this source and also used this to show how black women worked really hard

to gain their voting rights. It is a secondary source and we know this because it was written after NACW existed.

"Nineteenth Amendment." *Britannica School*, Encyclopædia Britannica, 15 May. 2020.

school.eb.com/levels/middle/article/Nineteenth-Amendment/632436. Accessed 6 Dec. 2024.

This source is a database that provides information about the struggles that women faced to have the 19th amendment passed. This source also included a photograph of the 19th amendment from the National Archives (cited above) which we will use in our exhibit.

Purvis, Thomas L. "Women's Suffrage." *A Dictionary of American History*, in *A Dictionary of American History*, Cambridge, Mass., Blackwell Reference, 1995, *Original Sources*. 5

Dec. 2024. <https://os.eb.com/Document.aspx?DocID=EKRYTGK6881B32N&H=1>.

This source is a database that gives us a summary of the events that happened concerning the 19th amendment and the definition of “women’s suffrage”. We use this to help us understand what women’s suffrage was and the result of the women’s suffrage movement.

Sheehan, Ben. *What Does the Constitution Say? 2021*

This is a book that helps us understand more about what the 19th Amendment says in the Constitution. This is helpful for our project because it gives an explanation of the 19th amendment and states what the amendment says exactly.

"Voting Rights Act of 1965." *NPS*, U.S. Dept. of the Interior, 7 Sept. 2016,

www.nps.gov/articles/votingrightsact.htm.

This is an article that helps us understand the importance of the Voting Rights Act of 1965 and how it finally gave African American women the ability to use their voting rights. This is important to our project because it helps us understand when most women were finally able to vote and shows that they had to wait much longer than white women to be able to use their rights.

"Women's Suffrage." *Essential Information Online*, Lincoln Library Press, 2012,

www.factcite.com/useh/7023926.html.

This database is a secondary source that gives us more information on our topic, women's suffrage, and gives us dates of events that happened concerning the fight for women's right to vote. It will give us further background information on women's suffrage.

Worsham, James. "How 'Suffragents' Helped Women Get the Vote." *National Archives*,

www.archives.gov/news/articles/suffragents-helped-get-the-vote. Accessed 15 Nov.

2019.

This article is about how some men supported women fighting for their right to vote. It is a secondary source that we used to gain more information on the men's perspective and we will discuss this in our presentation.

Yanak, Ted, and Pam Cornelison. "Woman Suffrage." , 1993. *ProQuest; SIRS Issues Researcher*,

<https://explore.proquest.com/sirsissuesresearcher/document/2265830099?accountid=37249>.

This is a reference source that helped us understand more about our topic and was our first source we used to learn about women's suffrage. This source gave us a basic understanding of women's suffrage.