



## Resources:

Susan Armitage, "Tied to Women's Lives: Women in the Pacific Northwest History"

Ann Bausam, *With courage and Cloth: Winning the Fight for Women's Right to Vote*

Rebecca J. Mead, *How the Vote was Won: Woman Suffrage in the Western United States, 1868-1914*

Jane Jerome Camhi, *Women Against Women: American Anti-Suffragism, 1880-1920*

John Fahey, "The Nevada Bloomer Case"

Linda Lawrence Hunt, *Bold Spirit: Helga Estby's Forgotten Walk Across America*

"Feminism and Suffrage, 1860-1920" in Nancy Wolloch, *Women and the American Experience*

Sandra Haarsager, *Organized Womanhood: Cultural Politics in the Pacific Northwest, 18400-1920* and "From Study to Action", *The Impact of Half Century of Women's Club Activism on the Northwest*

Patricia Voeller Horner, "May Arkwright Hutton: Suffragist and Politician"

Ruth Barnes Moynihan, "Of Women's Rights and Freedom" and *Rebel for Rights: Abigail Scott Duniway*

Jenna Ross-Nazzal, "Emma Smith Devoe: Practicing Politics in the Pacific Northwest"

Angel Kwolek-Folland, *Incorporating Women: The History of Women and Business in the United States*

Glenna Matthews, "Public Womanhood and the Incorporation of America"

Quintard Taylor, "Susie Revels Cayton," Beatrice Morrow Cannady, and the Campaign for Social Justice in the Pacific Northwest"

Karen Blair, *Joining In: Exploring the History of Voluntary Organizations and The Clubwoman as Feminist: True Womanhood Redefined, 1868-1914* and "Women's Clubs", entry for Encyclopedia of Urban America: The Cities and Suburbs

Rosanna Peterson, Law Professor Gonzaga University (power point)

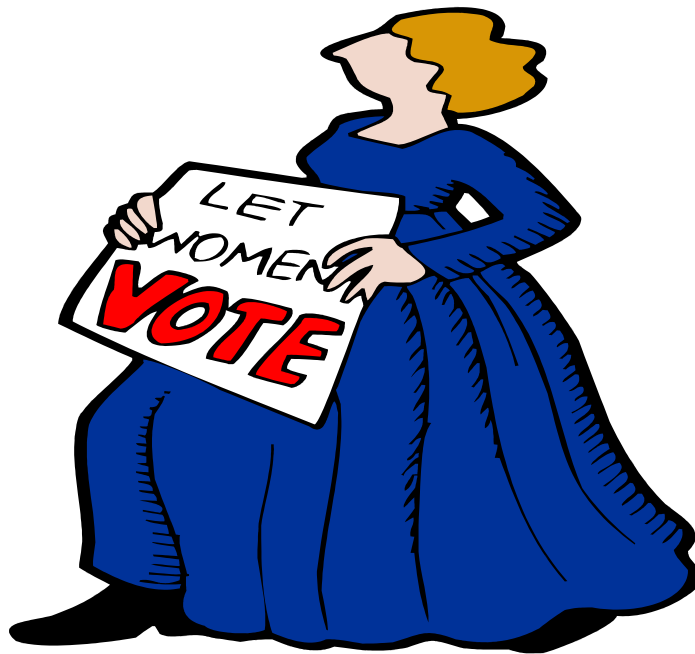
## Day 3 Activity

### Modern Day Declaration of Sentiments Homework Assignment

Due beginning of class on: \_\_\_\_\_

Look again at the Declaration of Sentiments written at Seneca Falls. Considering all the rights that women do have you still believe there is a need for more so you have organized a modern day Seneca Falls Convention where you will construct an updated Declaration of Sentiments. You are to write down this modern day Declaration of Sentiments. Please consider and address the following in your own Declaration:

1. Where is your convention occurring?
2. What brings your group together?
3. What are the offenses against women you are addressing?
4. What are some of your proposed solutions?
5. Whom would you get to sign this Declaration?



## **Day 4 Activity**

### **Women's Suffrage Timeline**

As you know, all Americans were not granted civil rights from the beginning of our history. Progress towards civil rights has been gradual and long in coming for many. The purpose of this activity is to identify and assess the development of American Civil Rights, for women specifically. While this is not the only group who have sought civil rights, this group has been one of the largest, most vocal, and most successful in bringing public attention to their cause.

In groups you will create an annotated Civil Rights poster, illustrating the progress of Civil and voting rights for women in the United States. The group will select four or five events (one per group member) or legal acts from the poster to explain more fully in a two page (500 words) research paper using at least three primary sources and two secondary sources (with works cited).

The project will meet the following criteria:

#### **POSTER:**

1. Briefly identify and explain 20 significant civil and/or voting rights/events for women on the timeline, including key local and national women in the fight for suffrage.
2. Is large enough to be viewed by the class.
3. Uses bullet points and graphics to clarify points, but not to the point of distraction.
4. May include, but not limited to political slogans, cartoons, advertisements etc.
5. Is visually attractive: lettering; illustrations; layout etc.
6. Has an annotation with each event that includes at least three primary sources and two secondary sources. This is to be typed and attached to the back of the poster or at the end of the power point, if that is the medium you use.

#### **PAPER:**

1. Demonstrates thought in the selection of the significant event.
2. Describes the background and facts surrounding the historical event or person(s).
3. Includes provisions of the event/act/law, the impact of the event globally and locally, the cause of the event, the impact/role of person(s) involved. (Not necessarily in this order).
4. Discusses the significance and long term impact of the event and/or person(s).
5. Contains evidence and documentation of research with at least three primary sources and two secondary sources.
6. Must be submitted via turnitin.com

#### **Events that each group MUST cover:**

1. 19<sup>th</sup> amendment
2. 1965 Voter Rights Acts
3. Women's suffrage in Spokane, specifically.
4. Women's suffrage in the Northwest, generally.
5. Role of May Arkwright Hutton
6. Role of Emma Smith Devoe
7. Role of women's clubs in relation to suffrage.

**DUE:** \_\_\_\_\_

Day 10 Activity

Women's Suffrage Test

KEY

2pts. 1. The Declaration of Sentiments was written where?

**Seneca Falls Convention**

3pts. 2. What were women's clubs of the late 1800's into the 1900's, including their three prong purpose? **Exclusive meeting of women for social, intellectual & service reasons**

1pt. 3. How did women's clubs serve as an avenue to women's suffrage?

**Organization & commitment to community. Serve as examples to state & national suffrage movement**

1pt. 4. What was Lucretia Mott and Elizabeth Cady Stanton's role at Seneca Falls?

**Organizers/leaders**

4pts. 5. During the "Doldrums" two separate women's suffrage campaigns were waged. What were those and who led each?

**National (NWSA) – Susan B. Anthony**

**State (NAWSA) – Lucy Stone**

4pts. 6. By 1900 what four states had women's suffrage?

**WY; CO; UT; ID**

1pt. 7. In what year did Washington State grant women's suffrage?**1910**

2pts. 8. What two leaders does Washington State recognize as the preeminent force in women's suffrage for Washington? **Emma Smith DeVoe; May Alkwright Hutton**

1pt. 9. Alice Paul was a suffragist from where? **Britain**

1pt. 10. Once women's suffrage was achieved nationally did they serve as a 'voting block' largely affecting legislation? **No**

1pt. 11. In colonial America when women married who acquired ownership and control of their property? **Their Husbands**

1pt. 12. Who was the first female candidate to run for Vice President? **Geraldine Ferraro**

3 pts. 13. Why was serving on a jury important to women's suffrage?

**Because it empowers them in the judiciary; grants them rights in a system they must live under; one step toward the vote**

2pts. 14. Currently how well are women represented in Congress?

**Only 2% overall; 17% in the Senate; 16.8% in the House. Per capita not well represented**

3pts. 15. Cartoons: What do the following cartoons imply about women and their property rights in the late 1800 to early 1900's? **Answers will vary; look for thought**

## Lesson Plans - Women's Suffrage

**Day One:** (15-20 minutes): 1. Brainstorm - suffrage; women and the vote (when, how)?  
2. Show *School House Rock: Sufferin' for Suffrage*. Discuss (good/bad; long time coming etc.)

(20-30 minutes): 1. How did women's suffrage start? - Go through **Women's Clubs and their role in Women's Suffrage (Dr. Karen Blair)** as whole class. Student fill in the outline.

2. Students answer verbally or in writing (independently or in pairs) after notes: What was the purpose/goal of these organizations? What might women's clubs look like today (socioeconomic, locations, activities engaged in, mission, age, purposes etc?)

**Day Two:** (15-20 minutes): 1. Show slide show from Professor Rosanne Peterson. As go through slide show, have student fill in the outline that goes with the slide show.

(20-30 minutes): 2. Show second slide show History of the Vote and have students fill in this outline as well.

(5 minutes): 3. Explain assignment at end of the History of the vote outline and assign as homework.

**Day Three:** (5 minutes): 1. Collect homework. Discuss briefly.

(Remainder of period): Declaration of Sentiments Activity -

2. Ask the class the following questions: What was the Declaration of Sentiments? Who created them? Reaction to them at the time?

3. Put students in groups of four for the activity. Give each group a copy of the Declaration of Sentiments, have them read it and then rank the offenses against women in order of their egregiousness. (Put the assignment up on the board or document reader). Allow 15 minutes for this part of the activity. After time allotted, come together as a whole class and generate a class ranking of the offenses against women. Discuss the rationale for the rankings.

4. Homework: hand out the explanation of creating a modern day Declaration of Sentiments. Due beginning of class tomorrow.

**Day Four:** (5-10 minutes): 1. In the same groups a four from yesterday, share your homework assignment and identify any common group themes to share with the entire class.

(15 minutes): 2. Come together as a whole class and each group shares common themes. What are common themes? Common people/groups identified? Any possible solutions?

(Remainder of period): 3. Introduce the research and presentation project. Assign groups for this project.

**Days Five - Six - Seven:** (entire class periods): In library or computer lab to work on suffrage project!

**Days Eight and Nine:** (entire class periods): Present projects. Students will have outlines to fill in as each group presents (this is part of the requirement of the project).

**Day Ten:** (entire period): Test over the unit. There is a test attached, but I would add specific questions from the presentations to ensure full attention during presentations!

## Day 1 Activity

### Women's Clubs and their role in Women's Suffrage (Dr. Karen Blair)

#### I. Women's club movement (founded in 1890)

##### A. clubwomen (peaked after WWI)

##### B. More secular than (WTCU - women's temperance Christian union)

1. generally protestant
2. exclusive organizations
3. more broadminded than WTCU - all didn't have to belong to same church
4. white, protestant, middle class, middle age (50 yrs. +); affluent husbands

##### C. Right after civil war movement begins

1. much like book clubs today
2. why after civil war? - there is a sense of group experience

##### D. What is a woman's club?

1. an exclusive meeting of women for three reasons: social (want to show off selves, affluence, homes etc.); intellectual ("universities for middle aged women" - seek to study together); service (focus on solving problems in America - beyond book clubs)

2. service focus: libraries (everyone should have access to books)

3. civic reforms: humanize communities by creating parks, playgrounds, planting trees; erecting water fountains, street lights etc.

4. needs of others: focus on women & children with women's shelters & day care centers

##### E. How they do this:

1. must raise money; husbands not giving it to them.
2. seek education for women, including colleges for women & they succeed

3. use husbands to influence legislation because they have NO vote; but still approach legislatures

\*study the issues & the candidates

\*During the war buy Liberty Bonds & found their investments returned ten-fold

\*with that money built clubhouses which increased membership & political clout

#### F. Clubhouses

1. became community centers

2. all purpose buildings

#### G. Women's clubs and suffrage

1. did not support until 1914 even then split on the issue

2. but the organization of these groups & their commitment to community serves as examples and precursor to the national and even the state suffrage movement.

## Day 1 Activity

### Women's Clubs and their role in Women's Suffrage (Dr. Karen Blair)

#### Student Outline - to be completed in class!

#### I. Women's club movement (founded in \_\_\_\_\_)

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4. white, protestant, middle class, \_\_\_\_\_; affluent

husbands

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1. an exclusive meeting of women for three reasons: \_\_\_\_\_ (want to show off selves, affluence, homes etc.); \_\_\_\_\_ ("universities for middle aged women" - seek to study together); \_\_\_\_\_ (focus on solving problems in America - beyond book clubs)

2. service focus: \_\_\_\_\_ (everyone should have access to books)

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serves as examples and precursor to the \_\_\_\_\_ and even the \_\_\_\_\_  
suffrage movement.

## Day 1 Activity

# Women's Clubs

Answer the following on your own paper and in **COMPLETE SENTENCES!**

1. What was the purpose/goal of these organizations?
2. What might women's clubs look like today (socioeconomic, locations, activities engaged in, mission, age, purposes etc.)?

## Day 2 Activity

### Overview of Women's Rights in American Slide Show

By: Rosanne M. Peterson, Assistant Professor of Law, Gonzaga

#### I. Time Line

- a. Women can own property in \_\_\_\_\_ states (1850)
- b. \_\_\_\_\_ registers to vote in Presidential election (1872)
- c. \_\_\_\_\_ first state to allow women jurors (1898)
- d. 19<sup>th</sup> Amendment \_\_\_\_\_
- e. \_\_\_\_\_ Harvard admits first \_\_\_\_\_ law student
- f. First female VP candidate \_\_\_\_\_ (1984)
- g. 2008: women in politics  
\_\_\_\_\_ as Presidential primary candidate  
\_\_\_\_\_ as Republican VP nominee

#### II. Women & Property Rights

- A. What do the cartoons suggest about women's property rights?

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B. Colonial America

1. Basic pattern of women's rights dates from the \_\_\_\_\_
2. Upon marriage the \_\_\_\_\_ acquires ownership & \_\_\_\_\_ of a woman's property

3. If \_\_\_\_\_ adult women can enter into legal \_\_\_\_\_, but married women \_\_\_\_\_

4. A husband had full ownership & control over any \_\_\_\_\_ of his wife

C. Mid to Late 19<sup>th</sup> century

1. Law \_\_\_\_\_ property rights for married women

a) Some states women can own property brought into marriage or acquired during

b) Some states allow women to write wills

2. \_\_\_\_\_ married women obtain \_\_\_\_\_ to contract & \_\_\_\_\_ their separate property

Women & Voting Rights

III. Women & Voting Rights

A. What are some things you notice about the cartoons?

B. In some colonies women eligible to \_\_\_\_\_ prior to American \_\_\_\_\_, but \_\_\_\_\_ by colonial legislatures

C. \_\_\_\_\_ & \_\_\_\_\_ reinstate women's suffrage, then repeal

D. 1872 Susan B. Anthony \_\_\_\_\_ for voting in Presidential election

1. Found \_\_\_\_\_ to testify on own behalf because she was a \_\_\_\_\_

E. \_\_\_\_\_, Elizabeth Cady \_\_\_\_\_ & others pursue women's suffrage

1. \_\_\_\_\_ year period that they fight

2. \_\_\_\_\_ amendment in \_\_\_\_\_

IV. Women & the law

A. \_\_\_\_\_ to serve as \_\_\_\_\_ until 19<sup>th</sup> century

B. 1898 \_\_\_\_\_ first state to allow women on juries

1. This comparable to right to vote

C. 1994 \_\_\_\_\_ rules exclusion of \_\_\_\_\_ on basis of gender violates the \_\_\_\_\_ clause of Constitution

D. Federal legislation to protect women's rights

1. 1963 \_\_\_\_\_

2. 1964 Title VII of the \_\_\_\_\_: no discrimination based on gender

3. ERA introduced in 1923. Has it been passed? \_\_\_\_

E. Women as lawyers

1. \_\_\_\_\_ "women lawyers" in 1870

2. American Bar Association \_\_\_\_\_ to admit women lawyers until \_\_\_\_\_

3. Most prestigious law schools don't admit women until \_\_\_\_\_

4. Over the past \_\_\_\_ years, nearly \_\_\_\_\_ number of male & female grads.

5. Today:

a) 2006 \_\_\_\_ of equity partners in firms

b) 2001 \_\_\_\_ of all general counsels for fortune 500 companies - women

c) 2003 \_\_\_\_ of US District Judges & \_\_\_\_\_ of US Court of Appeals Judges - women

d) 2006 \_\_\_\_ of deanships of ABA & slightly more than \_\_\_\_ of full professorships - women

V. Women as Politicians

A. Since 1789 \_\_\_\_ of members of \_\_\_\_\_ - women

B. \_\_\_\_\_ women currently in Congress

1. \_\_\_\_\_ Senators (17%)

2. \_\_\_\_\_ Representatives (16.8%)

C. Role of women candidates

1. Clinton first female presidential candidate

2. Geraldine Ferraro first VP nominee for Democratic party (1984)

3. Sarah Palin first Republican VP nominee

## Day 2 Activity

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- b. **Susan B. Anthony** registers to vote in Presidential election (1872)
- c. **UT** first state to allow women jurors (1898)
- d. 19<sup>th</sup> Amendment **1920**
- e. **1950** Harvard admits first **female** law student
- f. First female VP candidate **Geraldine Ferraro** (1984)
- g. 2008: women in politics  
Clinton as Presidential primary candidate  
Palin as Republican VP nominee

#### II. Women & Property Rights

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B. Colonial America

1. Basic pattern of women's rights dates from the **Norman Conquest**

2. Upon marriage the **husband** acquires ownership & **control** of a woman's property
  3. If **single** adult women can enter into legal **contract**, but married women **can't**\_\_\_\_\_
  4. A husband had full ownership & control over any **earnings** of his wife
- C. Mid to Late 19<sup>th</sup> century
1. Law **improves** property rights for married women
    - a) Some states women can own property brought into marriage or acquired during
    - b) Some states allow women to write wills
  2. **1884**\_ married women obtain **\_freedom** to contract & **control** their separate property

## Women & Voting Rights

### III. Women & Voting Rights

- A. What are some things you notice about the cartoons?
- B. In some colonies women eligible to **vote** prior to American **revolution**, but **revoked** by colonial legislatures
- C. **New York & Virginia** reinstate women's suffrage, then repeal
- D. 1872 Susan B. Anthony **arrested** for voting in Presidential election
  1. Found **incompetent** to testify on own behalf because she was a **\_woman\_**
- E. **Anthony**, Elizabeth Cady **Stanton** & others pursue women's suffrage
  1. **\_70\_** year period that they fight
  2. **\_19th\_** amendment in **1920**\_\_\_\_\_

### IV. Women & the law

- A. **Disqualified** to serve as **jurors** until 19<sup>th</sup> century
- B. 1898 **UT** \_\_\_\_\_ first state to allow women on juries
  - 1. This comparable to right to vote
- C. 1994 **Supreme Court** rules exclusion of **jurors** on basis of gender violates the **Equal Protection** clause of Constitution
- D. Federal legislation to protect women's rights
  - 1. 1963 **Equal Pay Act**
  - 2. 1964 Title VII of the **Civil Rights Act**: no discrimination based on gender
  - 3. ERA introduced in 1923. Has it been passed? **NO**\_\_\_\_\_
- E. Women as lawyers
  - 1. **5**\_\_\_\_\_ "women lawyers" in 1870
  - 2. American Bar Association **refused** to admit women lawyers until **1918**
  - 3. Most prestigious law schools don't admit women until **20<sup>th</sup> century**
  - 4. Over the past **20** years, nearly **equal** number of male & female grads.
  - 5. Today:
    - a) 2006 **16%**\_\_\_\_\_ of equity partners in firms
    - b) 2001 **13.7%** of all general counsels for fortune 500 companies - women
    - c) 2003 **16%**\_\_\_\_\_ of US District Judges & **17%**\_\_\_\_\_ of US Court of Appeals Judges - women
    - d) 2006 **19%**\_\_\_\_\_ of deanships of ABA & slightly more than \_\_\_\_\_ of full professorships - women

## V. Women as Politicians

A. Since 1789 **\_2%** of members of **Congress** \_\_\_\_\_ - women

B. **\_90** women currently in Congress

1. **\_17** Senators (17%)

2. **\_73** Representatives (16.8%)

C. Role of women candidates

1. Clinton first female presidential candidate

2. Geraldine Ferraro first VP nominee for Democratic party (1984)

3. Sarah Palin first Republican VP nominee

## Day 2 Activity

### I. History of "the vote"

#### A. Privilege not a right

1. White male, property owners
2. Man voted for entire household: wife, children; apprentices; servants etc.

#### B. 1820's allow ALL White Men to vote (radical idea)

1. Turns voting into a "super men's club"
2. Age of "party bosses"

#### C. Intro. Elizabeth Cady Stanton - married a leading abolitionist's speaker and met Lucretia Mott on boat to London for world anti-slavery conference (women denied participation @ that conference).

1. Mott & Cady Stanton hold convention to discuss role of women following above denial of participation on 1840
2. 1848 - Seneca Falls (300 people show up; women and men in equal number); present Declaration of Sentiments; this suffrage rally part of bigger package

#### D. 1891 Civil war consumes everything

#### E. 1870-1910

1. 400 campaigns in 33 states to hold popular referendum only 17 ended up being referenda, of those only 2 successful (CO and UT)

#### F. The "doldrums" 1870-1900's

1. NWSA (national women's suffrage association) - Stanton & Susan B. Anthony (seek National vote)
2. NAWSA (national American women's suffrage association) - Lucy Stone (seek states right vote)
3. Struggle between two groups over tactics (loud, protests vs. genteel behind the scenes)

#### G. By 1900 women's suffrage in: WY; CO; UT; ID

#### H. WA vote in 1910 and OR in 1912

1. OR due to Abigail Scott Duniway (great organizer)
2. WA due to Emma DeVoe and May Hutton (different approaches)

### II. The next generation of suffragists

- A. Alice Paul (active in BR. Suffrage - militant)
  - 1. Supports militant tactics
  - 2. Becomes NWP (national women's party)
  - 3. part of ironed jawed angels
  - 4. press ends up turning against her - doesn't put things on hold during WWI
  
- B. Kerry Chapman Catt - seeks constitutional amendment
  - 1. works on Wilson without tactics of Paul
  - 2. lobbies Congress
  - 3. Part of mainstream movement

III. Women get the Vote! ☺

- A. Didn't make a difference in legislatures
- B. Larger reform movements and "big agenda" of women didn't happen
- C. In fact little difference in terms of being a "voting block"

**\*\*Your assignment: become an advocate of women's suffrage in 1900 and list AT LEAST five pros and cons of women's suffrage! Be appropriate and thoughtful!**

**Due: \_\_\_\_\_**

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