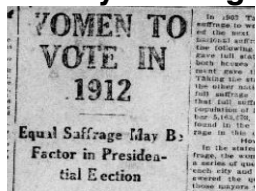


Teaching with Primary Sources Assessment

Grade Level: High School (9-10)

Standard(s) or Objectives: CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)

Library of Congress or Morris Special Collections Resources:



“Women to Vote in 1912,” *The Cairo Bulletin*, November 23, 1911

<http://chroniclingamerica.loc.gov/lccn/sn93055779/1911-11-23/ed-1/seq-3/>

Topic Background:

The campaign for women’s suffrage began...in the 1820s and 30s...all sorts of reform groups were proliferating across the United States...and in many of these, women played a prominent role.

Excerpted from: <http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

The determination of these women to expand their sphere of activities further outside the home helped legitimate the suffrage movement...The first state to grant women complete voting rights was Wyoming in 1869. Three other western states—Colorado (1893), Utah (1896), and Idaho (1896)—followed shortly after...prior to 1910, only these four states allowed women to vote...some reformers were impatient with the pace of change [and] adopted the more militant tactics of its English counterparts, picketing and conducting mass rallies and marches to raise public awareness and support...

Excerpted from: <http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>

On June 4, 1919, the United States Senate approved the 19th amendment to the Constitution, which states, “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.”

Excerpted from: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf

Source(s) Used:

The source used in this assessment includes excerpts from a news article published in *The Cairo Bulletin* on November 23, 1911. It discusses the impact of women’s suffrage in those states that have granted women that right—reporting high numbers of female voters, as well as the favorable opinions held by public officials of voter turnout and quality since women were granted the right to vote. The article also addresses the implication of women’s suffrage on the upcoming presidential election.

Answer Key:

Question 1 – C

Question 2 – C

Women to Vote in 1912 The Cairo Bulletin, Nov 23, 1911

...Almost 1,000,000 women will be eligible to vote for their choice for president of the United States in 1912. Those women are to be found in the six western states which have already granted equal suffrage...

In the states which have equal suffrage, the women's organizations sent a series of questions to the mayors of each city and 140 of the mayors answered the queries. In all cases, those mayors were unanimous in saying that equal suffrage had shown good results; that women vote at least as generally as men, according to registration; that they have not been mixed in corruption or bribery, and that there has been less of this since women had the right to vote; that on the whole better men have been elected to office; that women have shown an intelligent interest in state and municipal affairs and are ready to rally to the support of good measures; that the percentage of vicious women who vote is small; and most of the mayors recommend equal suffrage to all other cities and states...

In Wyoming the reports state that the women voted as strongly in proportion to registration as did the males, if not to a larger extent...In Denver...43 percent of the vote was cast by women and only 40 per cent of the vote was cast by males.

Colorado gave equal suffrage in 1893, and since that time the women claim responsibility for securing the passage of laws forbidding the insurance of children under ten years old; establishing a state home for dependent children, with two of the five members of its trustees to be women;...statute making women equal guardians of their children; statute raising the age of protection for girls to 18 years; requiring one woman on the board of the State Insane-asylum; establishing parental or truant schools...requiring public school teachers to teach humanity to animals...compulsory education...against the employment of child labor in mines...

Questions:

1. Which idea would be most important to include in a summary of the passage? (CCSS.RI.9-10.2)

- a. Almost 1,000,000 women will be eligible to vote for the next US president.
- b. Women's organizations sent questionnaires to the mayors of cities in areas women may vote.
- c. Equal suffrage has had an enormously powerful and moral impact in areas where women vote.
- d. Equal suffrage is responsible for the compulsory education of minors.

2. According to the article, mayors in the western states have reported that since women were given the right to vote:

"...better men have been elected to office...women have shown an intelligent interest in state and municipal affairs and are ready to rally to the support of good measures."

How is this idea supported by the examples given of the impact of Colorado's female voters (the last paragraph of the passage above)? (CCSS. RI 9-10.5)

- a. Women are shown to vote irresponsibly, showing an inadequate understanding of the needs of their communities and municipal affairs.
- b. Women are shown to refuse bribes and have taken power away from corrupt government officials.
- c. Women are shown to use the vote to advance moral issues, particularly those that protect women and children.
- d. Women are shown using their votes to get other women elected to public offices.