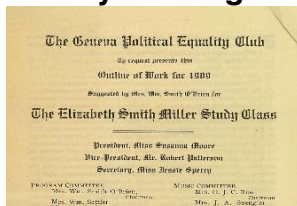


## Teaching with Primary Sources Assessment

**Grade Level:** High School (9-10)

**Standard(s) or Objectives:** CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  
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.

### Library of Congress or Morris Special Collections Resources:



**Elizabeth Smith Miller Study Class Outline of Work for 1909, 1909**

<https://www.loc.gov/resource/rbcmil.scrp5004501/?sp=1>

**Specific Pages Used:**

<https://www.loc.gov/resource/rbcmil.scrp5004501/?sp=3>

<https://www.loc.gov/resource/rbcmil.scrp5004501/?sp=4>

### 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](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf)

### Source(s) Used:

The source used for this assessment includes excerpts from a study outline used by members of the Geneva Political Equality Club, for their Elizabeth Smith Miller Study class. Topics of study and debate include great men (such as Abraham Lincoln and Alfred Tennyson), American women, and the current status of young American men and women.

### Answer Key:

Question 1 – B

Question 2 – A

**Elizabeth Smith Miller Study Class Outline of Work for 1909**

(Quoting James Bryce, of Oxford) "...In no country are women, and especially young women, made so much of. The world is at their feet. Society seems organized for the purpose of providing enjoyment for them. The educational facilities they enjoy, the recognition of the equality of sexes in the whole social and intellectual sphere, the leisure they possess as compared with men combine to create among American women an average of literary taste and influence higher than that of women in any European country. They have opened to them a wide life and variety of career, not merely in the way of employment, but for the occupation of their minds and tastes. If women have on the whole gained, it is clear that the nation gains with them. The function of forming the habits of society, and determining its moral tone rests greatly in their hands. The nation as a whole is greatly indebted to the active benevolence of its women and their zeal in promoting social reforms...No country owes more to its women than America..."

Women are not yet taken into full political partnership, nevertheless, they have just as much stake in the Government as men. They share equally the advantages of a good government and suffer as much from the disadvantages of a bad one. Women should take an active part in all matters pertaining to the sanitation of cities, conditions of the streets, schools, labor, child-labor, wages, pure foods, home economies, charities, reforms in restraining monopolies from adding unduly to the cost of general living. Women should be a power in every line of improvement and progress.

**Questions:**

1) As quoted in the above passage, Oxford University's James Bryce says:

"If women have on the whole gained, it is clear that the nation gains with them...No country owes more to its women than America."

Which of the following statements from the passage best support this idea? (CCSS.RI.9-10.3)

- a. [Women] have opened to them a wide life and variety of career...
- b. ...The nation...is greatly indebted to...its women and their zeal in promoting social reforms
- c. ...[women] enjoy the recognition of the equality of sexes in the whole social and intellectual sphere
- d. ...American women [have] an average of literary taste...higher than that of women in any European country.

2) Which statement from the passage best represents one of its central ideas? (CCSS.RI.9-10.2)

- a. Women have just as much stake in the Government as men.
- b. Women share...the advantages of a good government and suffer...from the disadvantages of a bad one.
- c. Women should take an active part in all matters pertaining to sanitation...schools, labor, child-labor, wages, etc.
- d. Society seems organized for the purpose of providing enjoyment for [women].