

1900 – 1924

VOTES FOR

WOMEN

ACTIVITIES

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*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

Activity 1: Suffrage

Activity Grade Level:
4th & 8th Grades

Activity: Photograph Analysis

On our site, <http://nebraskastudies.org>, go to the 1900-1924 timeline, and click on the Votes for Women icon. Review the photograph on this page of the suffrage float in the parade held in Blair, Nebraska in July, 1914. Then, have students answer the following questions:

- Are parades held in your community today? If so, why?
- Do you think organizations or individuals who have floats supporting or attacking certain ideas or organizations is effective? Why or why not?

Have students draw a picture of a float supporting equal rights for women that you would enter in a parade in your local community.

For older students, you may wish to use the National Archives *Photograph Analysis Worksheet* in the Resources section at the end of this document.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze **primary** sources and other resources.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 2: Should Women Vote?

Activity Grade Level:
8th Grade

Activity: Discussion & Essay

Form two groups of students. After reading the section, Votes for Women, in the 1900-1924 timeline on our site, <http://nebraskastudies.org>, one group is to compile a list of reasons why women should *not* be given the right to vote and one group compiles a list of why women should be given the right to vote.

Then have a representative from each group write an outline of the conclusions reached by his/her respective groups.

Students can then participate in a brief oral discussion of the pros and cons.

After the oral discussion, each student should write an essay indicating which position s/he supports and which argument s/he thinks best supports the position taken.

Nebraska State SOCIAL STUDIES Standards

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Activity 3: Political Cartoons

Activity Grade Level:
12th Grade

Activity: Cartoon Analysis

Have students use the National Archives *Cartoon Analysis Worksheet* or *Interpreting Political Cartoons* in the Resources section at the end of this document to analyze the political cartoon titled "Who and what were back of the opposition in Nebraska [to women's suffrage]" on the webpage, *Legal Challenges*:

http://nebraskastudies.org/0700/stories/0701_0116.html.

Have students also analyze the political cartoon on the same web page from the Omaha Bee newspaper of January 27, 1919, illustrating Judge Flansburg's issuance of an injunction.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Activity 4: Ten Reasons

Activity Grade Level:
12th Grade

Activity: Written Document Analysis

Have students use the National Archives *Written Document Analysis Worksheet* in the Resources section at the end of this document to analyze the document titled "Ten Reasons Why The Great Majority of Women Do Not Want the Ballot" on the webpage, *Opposition to Women's Suffrage*:

http://nebraskastudies.org/0700/stories/0701_0112.html.

Then, have students answer the following questions:

1. Which two statements do you think are the most logical? Explain.
2. Which two statements do you think are the least logical? Explain.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Activity 5: Religious Opposition

Activity Grade Level:

12th Grade

Activity: Written Document Analysis

Have students use the National Archives *Written Document Analysis Worksheet* in the Resources section at the end of this document to evaluate the document titled "Lest Catholic Men Be Misled." on the webpage, *Religious Opposition*:

http://nebraskastudies.org/0700/stories/0701_0113.html.

Then, have students answer the following questions:

1. Do you agree or disagree with the statement that politics is outside the sphere of the Catholic Church? Why?
2. Do you agree or disagree with Mary Nash Crofoot's argument concerning the Socialists?

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Lesson Plan: Women Suffered to Achieve Suffrage

Lesson Grade Level:

8th & 12th Grades

Lesson Objectives:

1. Students will compare and contrast the movement for suffrage in Nebraska with that in the United States.
2. Students will develop skills to analyze primary documents and images.

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.4. By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.5. By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Standard 12.1.5. By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.6. By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Standard 12.4.6. By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State READING & WRITING Standards

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

Standard 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Introduction:

Introduce the lesson by providing students with the Quotations handout located in the Resources section at the end of this document or project the following quotes on an overhead transparency:

- A minister from Ponca, Nebraska, quoted scripture and said that God simply forgot to list one more commandment: women shall not vote.
- John Williams of St. Barnabas Episcopal Church stressed the Victorian ideal that a woman's place was in the home as preordained by God. "God meant for women to reign over home, and most good women reject politics because woman suffrage will destroy society."
- Adolf Hult, an early 20th century Lutheran pastor claimed, "Suffragism [is] Gripped by Feminism." He said that the suffrage movement had been taken over by "lust and immorality." He feared that the fall of women would lead to the fall of the world. "Must men put on the iron glove?" he asked.

Engage students in a discussion of why religious officials would be opposed to granting women the right to vote.

The Resources

Magazines:

Donovan, Ruth Godfrey. "The Nebraska League of Women Voters." Nebraska History Magazine. Vol. 52. Fall 1971. Pp. 311-328.

Hickman, Laura McKee. "Thou Shalt Not Vote: Anti-Suffrage in Nebraska, 1914-1920." Nebraska History Magazine. Vol. 80. No. 2. Summer 1999. Pp.55-65.

Hood, Jane Renner. "A Readers Guide to Women in Nebraska History Magazine, 1918-1977." Nebraska History Magazine. Vol. 59. No. 1. Spring 1978. Pp. 70-83.

Potter, James E. "Barkley vs. Pool: Woman Suffrage." Nebraska History Magazine. Vol. 69. No. 1. Spring 1988. Pp. 11-18.

Wiegman Wilhite, A.L. "Seventy-five Years Till Victory: A History of Woman Suffrage in Nebraska." Nebraska History Magazine. Vol. 49. No. 2. Summer. 1968. Pp. 149-163.

Internet Resources:

National Organization of Women (NOW): Equal Rights Amendments of 1923 and 1972

<http://www.now.org/issues/economic/eratext.html>

Equal Rights Amendment. "Equality of rights under the law shall not"

<http://www.equalrightsamendment.org/>

Women's Rights Movement: History of the Movement

<http://www.legacy98.org/move-hist.html>

Library of Congress. Votes for Women Suffrage Pictures, 1850-1920.

<http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html>

Library of Congress. The Learning Page. "Women, Their Rights and Nothing Less." The Suffrage Movement from 1840-1920."

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/99/suffrage/intro.html>

Marcopolo. EDSITEMent. "Exploring Women's History" Written March 2006

http://edsitement.neh.gov/monthly_feature.asp?id=105

National Archives and Records Administration. The Charters of Freedom. "The Constitution: the 19th Amendment."

http://www.archives.gov/national-archives-experience/charters/constitution_amendment_19.html

National Archives and Records Administration. Digital Classroom. "Teaching with "Documents Lesson Plan: Woman Suffrage and the 19th Amendment."

<http://www.archives.gov/education/lessons/woman-suffrage/>

Women and Social Movements in the United States, 1775-2000.

<http://womhist.alexanderstreet.com/>

Linder, Doug. Famous Trials. "Susan Anthony Trial, 1873."

<http://www.law.umkc.edu/faculty/projects/ftrials/anthony/sbhome.html>

Women's Suffrage.

<http://www.spartacus.schoolnet.co.uk/USAsuffrage.htm>

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Direct students to access the Nebraska Studies Website at <http://nebraskastudies.org/> and click on the 1900-1924-time period. Then instruct students to click on the icon "Limited Voting Rights Approved for Women in Nebraska" and read all the information under the topic, "Votes for Women".
2. Conduct a brief oral discussion with the students about the information they have read. Possible questions to pose to students might include:
 - Did Nebraska give women the right to vote prior to the 19th Amendment?
 - What groups opposed giving women the right to vote?
 - What are the similarities and differences between the national women's suffrage movement and the Nebraska women's suffrage movement?
3. Have students access the National Archives *Cartoon Analysis Worksheet* or *Interpreting Political Cartoons* and the National Archives *Written Document Analysis Worksheet* in the Resources section at the end of this document. Review with them how documents and political cartoons can be analyzed.
4. Divide the class into groups of 4-5 students, and assign each group one of the following activities:

- a. Access the following websites and be prepared to engage in an oral or written discussion of the similarities and differences between the following sources:
 - The joint suffrage resolution of Congress in 1919 located on the page, "Final Ratification" in the Votes for Women section in Nebraska Studies
http://nebraskastudies.org/0700/stories/0701_0117_01.html
 - Equal Rights Amendments of 1923 and 1972 located at:
<http://www.now.org/issues/economic/eratext.html>
- b. Use the National Archives *Written Document Analysis* Worksheet in the Resources section of this document as a basis for an analysis of the following documents located in the Nebraska Studies website:
 - Votes for Women: "The Seneca Falls Declaration of Settlement"
http://nebraskastudies.org/0700/stories/0701_0110_01.html
 - Opposition to Women's Suffrage: "Ten Reasons Why The Great Majority of Women Do Not Want the Ballot"
http://nebraskastudies.org/0700/stories/0701_0112_02.html

Instruct students to also compare and contrast the reasons cited by the authors of the documents as to why women should or should not have the right to vote.

- c. Use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document to analyze the document titled "Lest Catholic Men Be Misled" located in the Nebraska Studies section titled The Struggle for Suffrage
 - d. Use the National Archives *Cartoon Analysis* Worksheet or *Interpreting Political Cartoons* in the Resources section at the end of this document to analyze one or both of these political cartoons on the Legal Challenges to Suffrage page of the Votes for Women section of Nebraska Studies:
http://nebraskastudies.org/0700/stories/0701_0116.html
 - "Backbone . . ." discussing liquor interests
 - Judge Flansburg
HINT: Students may type in "suffrage" in the Search box on the top left of Nebraska Studies, and then click on "Primary Source". This will bring up a database of these and other photos on the topic, all in a larger size for printing.
5. Instruct each group of students to do an oral presentation to their classmates after they have concluded their research.
 6. Conduct an oral discussion with students and address the following questions:
 - Why did each of the following groups oppose women's suffrage?
 - Catholic Church
 - Anti-Prohibitionists
 - Women themselves
 - Male Opposition
 - Immigrants (especially Germans)
 - Why did Nebraska only grant limited suffrage to women prior to the passage of the 19th Amendment?
 - How does the proposed ERA amendment differ from the 19th Amendment and why has it not been adopted? Source: "Equal Rights Amendments of 1923 and 1972"
<http://www.now.org/issues/economic/eratext.html>

Learning Advice:

1. Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies website concerning women and voting rights:

Nebraska's Limited Suffrage Act of 1917	ERA	Judge L.A. Flansburg
Barkley vs. Pool,	initiative	S.B. Anthony
Nebraska Supreme Court decision of 1919	NMAOWS	Clara Bewick Colby
19th Amendment	Progressive Movement	Lucy Correll
1923 ERA Amendment	referendum	Mary Nash Crofoot
1972 ERA Amendment	Seneca Falls Declaration	E.C. Stanton

2. Have students become familiar with the worksheets in the Research section at the end of this document on how to analyze written documents and political cartoons. Select a political cartoon related to women's suffrage and demonstrate to students how they might analyze a political cartoon. A possible source for cartoons is the Marcopolo EDSITEment "Voting Rights for Women: Pro-and Anti-Suffrage" (No. 4 Cartoons: A Check for Understanding) located at http://edsitement.neh.gov/view_lesson_plan.asp?id=438
3. Discuss how the U.S. Constitution is amended.
4. Ask students why the 14th Amendment did not give women the right to vote.
5. Have students prepare a chronological outline that includes the key legislative actions taken in Nebraska and the U.S. to further women's suffrage such as:
 - the Seneca Falls Declaration
 - limited suffrage for women in Nebraska
 - Barkley vs. Pool court case
 - 1923 and 1972 ERA amendments
 - 19th and 14th Amendments, etc.

Conclusion:

Students will have learned why the Catholic Church (and other religious groups), immigrants (especially Germans), anti-Prohibition forces, women themselves, and men opposed women's suffrage. They will realize that the Nebraska suffrage movement shared much in common with the national movement for women's suffrage. They will further discover that while the 19th Amendment was the crowning achievement in the women's suffrage movement, many women are still striving for true equality and have, thus far, fought unsuccessfully for an ERA amendment to the U.S. Constitution. Finally, students will have developed skills to analyze primary documents and political cartoons.

Assessment Activity: Multiple-Choice

Print out enough copies for each student of the *Votes for Women Multiple Choice* worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

1. C 2. D 3. A 4. B 5. D 6. B 7. B

Possible Extension Activities:

1. Direct students to access the "Famous American Trials" website located at <http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>, and review the contents for the trial of Susan B. Anthony. Then assign individual students or groups of students to read various segments of the trial and report back to their classmates. Students could then engage in a debate of whether Susan B. Anthony was or was not eligible to vote in 1872 in the state of New York.
2. Have students do research on the following Nebraskans who were leaders of the suffrage movement in Nebraska and compare/contrast their attempts to help women gain the right to vote with leaders on the national scene in the early 20th century.
 - Grace Richardson
 - Edna Barley
 - Lucy Correll
 - Erasmus Correll
 - Clara Bewick Colby
 - W. J. Bryan
 - Margaret Shaw Stewart Dietrich
3. Instruct students to access "Women's Suffrage: Why the West First?" from the Marcopolo EdSITEment website located at http://edsitement.neh.gov/view_lesson_plan.asp?id=439, and review the lesson. Provide students with the handouts titled: "How the West Was First: Why Did Suffrage Succeed?" and "Is It Something Particular for Each State?" (have students add Nebraska to the chart):
http://edsitement.neh.gov/lesson_images/lesson439/Suffrage2.pdf
Have students complete the handouts, report on their research, and indicate why Nebraska was not listed on the original chart titled "Is It Something Particular for Each State?"

1900 - 1924

VOTES FOR WOMEN

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.html>

RESOURCESNational Archives
Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
<p>Level One:</p> <p>1. List the objects or people you see in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>_____</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p>_____</p> <p>_____</p>
<p>Level Two:</p> <p>2. Which of the objects on your list are symbols?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. What do you think each symbol means?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Level Three:</p> <p>A. Describe the action taking place in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C. Explain the message of the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

RESOURCES

Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:

2. State the issue or historical event that the cartoon addresses:

3. Caption:

4. Geographic location:

5. Label(s) indicated:

6. Use of symbolism, irony, caricatures, etc.

7. Inferences you can make with reference to the author's opinion (s):

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

Guideline for Using Political Cartoons to Teach Social Studies Concepts

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations.

The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

RESOURCES Interpreting Political Cartoons (continued)

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
 - a. Who is the author of the cartoon? Discuss the author's background.
 - b. What is the topic/issue of the cartoon?
 - c. What social studies concept is being presented?
 - d. What symbols are used?
 - e. What exaggerations or distortions exist?
 - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
 - g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

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RESOURCES

Votes for Women Multiple Choice Worksheet

Name _____

Directions: Circle the best answer.

1. Which of the following women was opposed to granting women the right to vote?
 - A. Lucy Correll
 - B. Clara Bewick Colby
 - C. Mary Nash Crofoot
 - D. S.B. Anthony
2. In what year was the 19th Amendment ratified?
 - A. 1912
 - B. 1916
 - C. 1918
 - D. 1920
3. Which of the following documents was written by E.C. Stanton, etc. and was supportive of the women's suffrage movement?
 - A. The Seneca Falls Declaration of Sentiments
 - B. The 66th Congress of the U.S. Joint Resolution of 1919
 - C. Les Catholic Men Be Misled
 - D. Ten Reasons Why The Great Majority of Women Do Not Want the Ballot
4. Which of the following events occurred first?
 - A. The Nebraska Legislature ratified the 19th Amendment.
 - B. The Limited Suffrage Act is passed in Nebraska.
 - C. The first ERA Amendment was proposed.
 - D. Judge Leonard A. Flansburg issued an injunction to prevent placing an anti-suffrage referendum on the next general election ballot.
5. The author of the political cartoon titled "Backbone! Who and What were Back of Opposition to Suffrage in Nebraska?" indicates which of the following groups was opposed to women's suffrage?
 - A. The Catholic Church
 - B. Women Anti-Suffragists
 - C. Immigrants
 - D. Anti-Prohibition forces
6. The author of the political cartoon with Judge Flansburg indicates the judge ruled in favor of:
 - A. Limited suffrage for all men
 - B. Limited suffrage for women
 - C. Limited suffrage for Native Americans
 - D. Limited suffrage for immigrants
7. Which of the following statements is most accurate when comparing the women's suffrage movement in Nebraska to the women's suffrage movement on the national level?
 - A. Nebraska was one of the first states west of the Mississippi to grant women the right to vote.
 - B. The Nebraska Legislature unanimously ratified the 19th Amendment.
 - C. The women's rights movement in Nebraska was recognized as being one of the most progressive in the nation.
 - D. The women's suffrage movement in Nebraska enjoyed major success using the Progressive Movement tools of the initiative and referendum.