



Source: "Votes for Women: A Symposium by Leading Thinkers of Colored America." *The Crisis* (August 1915); 178. Online at <https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll27/id/577/rec/3>

How Long Must We Wait for Liberty?

Women's Suffrage & the Enduring Fight for Equality

"We are all bound up together in one great bundle of humanity."

~ Frances Ellen Watkins Harper

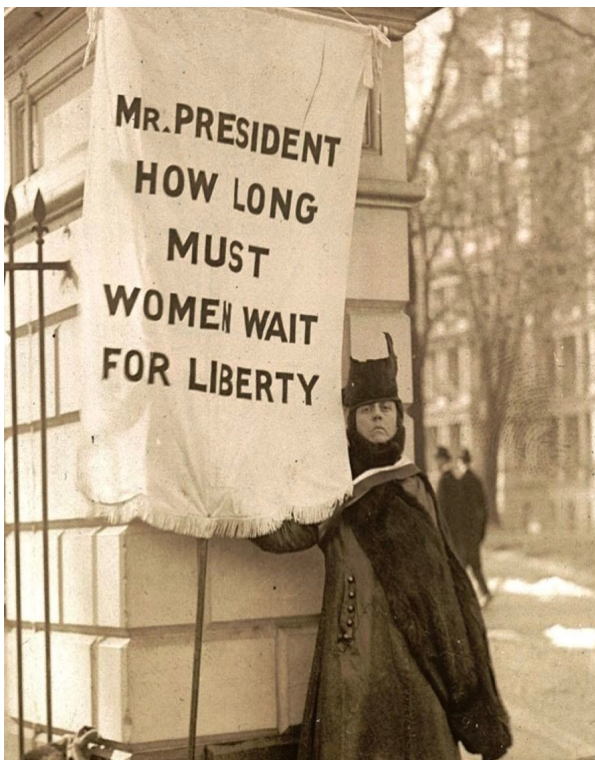


Source: Harris & Ewing, Washington, D.C. Pennsylvania on the Picket Line. United States Washington D.C, 1917. Photograph. <https://www.loc.gov/item/mnwp000212>.

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The year 2020 marks the 100th anniversary of the ratification of the 19th Amendment which stated that citizens could not be denied the right to vote based on their sex. Although most people only remember the names of famous women, like Susan B. Anthony and Elizabeth Cady Stanton, thousands of women participated in the fight for the vote. For decades, these everyday suffragists petitioned, lobbied, picketed, marched, and protested to gain support for the cause. Some even endured arrest and imprisonment to achieve the vote. In the end, the women's suffrage amendment came at great cost and proved a great victory.



Source: Photograph 306-N-70-2641; Photograph of Flag Bearer for Women's Rights Standing Near White House; 1/30/1917; Records of the U.S. Information Agency, Record Group 306; National Archives at College Park, College Park, MD.

However, their victory was only a partial one. Even as suffragists organized against gender inequality, battles with racism, nativism, and classism haunted the movement. Before and after the passage of the 19th amendment, women of color faced segregation, immigrants and indigenous people had to fight for recognition of their rights, and working class suffragists frequently found their concerns sidelined in favor of the interests of the middle and upper classes. The 19th amendment was an important victory, but it did not guarantee equality for all. In subsequent decades, civil rights movements emerged to fight for the rights of marginalized people while combating racism and voter suppression. Feminists also discovered that the campaign for gender equality was far from complete. Campaigns for women's political, economic, and social equality continue to the present day.

In honor of the centennial of the ratification of the 19th Amendment and the continuous battle for racial and gender equality, the Santa Clara County Office of Education is excited to offer the opportunity for students to learn more about the history of the fight for the vote and honor the role of individual suffragists in the campaign. We curated a list of lesser-known suffragists to highlight the crucial role of all women in the struggle for equality. We invite students to explore the lives of these important

individuals through the creation of a poster that **highlights the significance of the individual in the broader fight for equality; as well as, reflects on how we can continue to carry on their fight in the present day.**

The Contest

The Process:

1. With the theme “Women’s Suffrage and the Enduring Fight for Equality” in mind, select one suffragist as the focus of the product you will create. Please review the list of suffragists provided in this brochure as a starting point for your journey.
2. Conduct research on your selection, gathering credible primary and secondary sources about your subject.
3. Use your research to **create a poster/digital poster**, see below for details.

The Product:

1. Create a product about your selected figure. The product must contain all of the following:
 - a. at least one image
 - b. facts about the individual
 - c. a statement about the impact/legacy of their work
 - d. the reason you chose this individual and what you learned from the research
 - e. a reflection on how we can continue to carry on their fight for equality in the present day
2. Any medium may be used (**crayon, paint, pencil, marker, digital art, photographs**)
3. Please submit 1 product per student.
4. Include a bibliography of your sources using proper MLA or Chicago style citations.

Submission Details:

1. February 24 - April 10, 2020 - Entrant completes **Poster/Digital Poster Submission Form** and submits digital files to include image of the work, list of resources and citations.
2. April 13-17, 2020 - Selection of student submissions for exhibit
3. April 20, 2020 - Online announcement of winners
4. April 27 - May 8, 2020 - Drop off original submission at SCCOE
5. May 9, 2019 - Civics Showcase-selected submissions will be displayed and the artists recognized for their work.

Questions? Contact Keysha_Doutherd@sccoe.org

“We are now trying for liberty that requires no blood—that women shall have their rights—not rights from you. Give them what belongs to them; they ask it kindly too.”

~ Sojourner Truth

History Social Science Framework Inquiry & Research

Suggested compelling questions to guide and shape research and conclusions.

- *What was the significance of the 19th Amendment in United States history?*
- *Who were the people who helped fight for the passage of women's suffrage?*
- *In what ways was the 1920 passage of the 19th Amendment an incomplete victory?*
- *How has the struggle for equality progressed since 1920?*
- *How can we inform ourselves of issues of gender and racial inequality today?*
- *What can we do as active participants in civic life to help achieve equality for all in the present?*

TK-5

- Contributes to students knowledge of the world
- Foster use & development of all of the themes of ELA/ELD literacy & ELD instruction: **Meaning making, Language development, Effective expression, Content knowledge, Application of foundational skills**
- Require 21st Century Skills: **Collaboration, Communication, Critical and Creative Thinking, Use of Media and Technology**

TK-3

- Integrated into ELA
- Guide & support students through the research process- a few hours or extended period of time
- Use number books on a single topic to produce a report
- Use print, oral, and digital sources
- Take brief notes

Grades 4-5

- Integrated into ELA
- Students are more independent in their abilities to pose questions & use a range of sources
- Engage in more extensive projects
- Share findings with others
- Use a variety of media & formats
- Investigate different aspects of a topic when conducting short research projects

Grade 5

- Research using several sources: **Paraphrase, Categorize information, List sources, Draw evidence from text to support analysis, Reflect, & Research**
- Provide students with opportunities to: **Pursue their interests within the curriculum, Make authentic use of text and online resources, Engage in purposeful communication and collaboration with others (both online and in person)**

Grades 6-8

- Contributes to history-social science content knowledge
- Students conduct short research projects to
 - **answer a question**
 - **generate additional related, focused questions for further research or that allow for multiple avenues of exploration**
- Require students to:
 - **Gather relevant information from multiple print & digital sources**
 - **Assess the credibility of sources**
 - **Quote or paraphrase data & the conclusions of others to avoid plagiarism**
 - **Provide basic bibliographic information**
 - **Use search terms effectively**
 - **Follow standard format for citations**
 - **Apply grade level reading & writing skills and standards to conduct this research**

Grades 9-12

- Contributes to students' history-social science content knowledge
- Teachers can:
 - **Use writing instruction to provide opportunities for students to conduct research to build & present knowledge**
 - **Engage students in collaborative discussions about grade-level topics, texts, issues, & research conducted by students**
- Research projects expand & become more complex, which contributes to students' motivation and engagement
- Students conduct more sustained projects
 - **To identify & solve a problem**
 - **Narrowing or broadening the inquiry when appropriate**
 - **Synthesizing multiple sources on the subject**
 - **Demonstrating understanding of the subject under investigation**
 - **Students use advanced searches effectively**
 - **Assess the usefulness of each source in answering the research question**
 - **Closely read to assess the strengths and limitations of each source in terms of the:**
 - **Task**
 - **Purpose**
 - **Audience**
 - **Strength of the authors' arguments**
 - **Integrate information into the text selectively to maintain the flow of ideas**
 - **Include footnotes/endnotes**
 - **Avoid over reliance on any one source**

Suffragists

Christia Adair
Jane Addams
Marie Louise Bottineau Baldwin
Irene Moorman Blackstone
Hallie Quinn Brown
Lucy Burns
Josephine Beall Willson Bruce
Nannie Helen Burroughs
Mary Ann Shadd Cary
Coralie Franklin Cook
Wilhelmina Kekelaokalaninui Widemann Dowsett
Mary E. Eato
Elizabeth Piper Ensley
Dr. Mari Equi
Margaretta Forten
Nellie Griswold Francis
Sarah J. S. Garnet
Angelina Weld Grimke
Frances Ellen Watkins Harper
Verina Morton Jones
Helen Keller
Frances Reynolds Keyser
Daisy Elizabeth Adams Lampkin
Dr. Mabel Ping-Hua Lee
Victoria Earle Matthews
Inez Milholland
Alice Paul
Juno Frankie Pierce
Josephine St. Pierre Ruffin
Tye Leung Schulze
Mary Church Terrell
Sojourner Truth
Zitkala-Ša
Rev. Dr. Anna Howard Shaw
Lydia C. Smith
Lucy Stone
Doris Stevens

Suffragists

Mabel Vernon
Dr. Mary Edwards Walker
Nina Otero-Warren
Margaret Murray Washington
Ida B. Wells-Barnett
Fannie Barrier Williams

California Suffragists

Naomi Talbert Anderson
Alida Cornelia Avery
Charlotta Spears Bass
Delilah Beasley
Eva Carter Buckner
Katherine Philips Edson
Clara Shortridge Foltz
Laura de Force Gordon
Lydia Flood Jackson
Maria de Lopez (Lowther)
Georgianna Kenner Offutt
Sarah Massey Overton
Caroline Severance
Myra Virginia Simmons
Dr. Vada Somerville
Hettie Blonde Tilghman
Charlotte Anita Whitney

Male Suffragists

Henry Blackwell
John Dewey
Frederick Douglass
Max Eastman
Jermain Wesley Loguen
Francis Minor
James Mott
Robert Purvis
George Francis Train
Oswald Garrison Villard

Research Resources

Online Biographical Dictionary of the Woman Suffrage Movement in the United States. Alexander Street Press. <https://documents.alexanderstreet.com/VOTESforWOMEN>

20 Suffragists to Know for 2020. National Park Service.
<https://www.nps.gov/subjects/womenshistory/20-for-2020.htm>

A Vote, A Voice, National Museum of American History, Smithsonian Institution
<https://americanhistory.si.edu/democracy-exhibition/vote-voice>

California and the 19th Amendment. National Park Service.
<https://www.nps.gov/articles/california-and-the-19th-amendment.htm>

Crusade for the Vote. National Women's History Museum.
<http://www.crusadeforthevote.org>

Honor A Suffragist, California Suffragist Burial Sites Project. California 2020 Women's Suffrage Project. <https://cawomenssuffrageproject.org/projects/honor-a-suffragist/>

Shall Not Be Denied: Women Fight for the Vote, Library of Congress.
<https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/>

Suffragist Spotlight. Turning Point Suffragist Memorial
<https://suffragistmemorial.org/suffragist-of-the-month/>

Women's Suffrage History Timeline. National Park Service.
<https://www.nps.gov/wori/learn/historyculture/womens-suffrage-history-timeline.htm>

Women's Rights, Suffrage. National Archives
<https://www.archives.gov/women/suffrage>

Women's History. National Park Service.
<https://www.nps.gov/subjects/womenshistory/19th-amendment.htm>

Women's Suffrage. Public Broadcasting Service.
<https://www.pbs.org/kenburns/not-for-ourselves-alone/womens-suffrage/>